Georgia Performance Standards Framework for English/Language Arts – Grade 2

Title: Second Grade Narrative
Subject: ELA-Listening/Speaking/Viewing, ELA-Reading and Literature, ELA-Writing
Grade: Second
Designers: Beth Herod, Deborah Johnston

<table>
<thead>
<tr>
<th>Introduction</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Unit Framework Title</strong></td>
</tr>
<tr>
<td><strong>Unit Framework Annotation</strong></td>
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This Unit Framework is differentiated for:

**Special Populations**
While it is impossible to forecast what types of students, personalities, and disabilities you may experience in your classroom, there are some general guidelines to keep in mind to make things easier on you and provide more successful learning opportunities for all of your students. The first thing to keep in mind is to **expect mastery**. Yes, mastery. Every student in your class can and will master some skills. Some will come with many skills already and will learn many more over the course of the year. Others will come with deficits and/or disabilities that cause them to have difficulty; however, each and every one can master skills based on assessment, planning, and assessment in a repeating cycle. By limiting the number of skills (only as needed) and focusing on the most foundational ones, most students can leave your class competent in basic areas of reading and writing and will have a good basis from which to add new skills. The second thing to keep in mind is that you have many resources surrounding you: special education teachers, parapro’s, and facilitators, speech/language pathologists, ELL teachers, occupational and physical therapists, school psychologists, and veteran teachers, as well as literally thousands of books, journals, and other written media. Ask for help. The purpose of the recommendations/accommodations made within this unit is to spark ideas and **begin to build a “bag of tricks”** from which to draw as new challenges face you in the way of how to reach students with specific issues. This brings you to the third thing to keep in mind: **Differentiated Learning Sections – read them**. Many of the lessons you will find are conducive to supporting students at all levels; however, many suggestions have been made that might help you reach a child who is experiencing difficulty. The last thing to keep in mind is that education is inundated with acronyms, especially in the area of special education: SLD, IEP, FAPE, LEA, LRE, MIID, MOID, EBD, AUT, ASD, SLP, OHI, HI, VI, and on and on. Then, add acronyms that are related to SST, EIP and ELL. **Find out what the acronyms mean**: have someone make a list for you with a brief explanation. If you believe in your students, they will believe in themselves.

<table>
<thead>
<tr>
<th>Subject: English Language Arts</th>
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<tbody>
<tr>
<td>Topic : Reading/Writing/Listening, Speaking, Viewing</td>
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<tr>
<td>Grade: Second</td>
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**Approximate Duration for the Unit Framework**
Nine Weeks. However, instruction in the writing process and the use of conventions will continue throughout the year. Also, the narrative writing genre may be revisited later in the year.

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Deborah Johnston
Focus Standards

**ELA2W1** The student demonstrates competency in the writing process. The student

a. Writes text of a length appropriate to address a topic and tell the story.
b. Uses traditional organizational patterns for conveying information (e.g., chronological order, similarity and difference, answering questions).
c. Uses transition words and phrases.
j. Rereads writing to self and others, revises to add details and edits to make corrections.
o. Uses singular and plural personal pronouns.
q. Uses common rules of spelling.
r. Uses appropriate capitalization and punctuation (periods, question and exclamation marks) at the end of sentences (declarative, interrogative, and exclamatory/ simple and compound).

Complementary Standards

**ELA2R4** The student uses a variety of strategies to gain meaning from grade-level text. The student

a. Reads a variety of texts for information and pleasure.
h. Makes connections between texts and/or personal experiences.
i. Identifies and infers main idea and supporting details.
l. Recognizes plot, setting, and character within text, and compares and contrasts these elements among texts.

**ELA2LSV1** The student uses oral and visual strategies to communicate. The student

a. Interprets information presented and seeks clarification when needed.
c. Uses increasingly complex language patterns and sentence structure when communicating.

Understanding and Goals

**Unit Understandings, themes, and Concepts (provide concepts students should retain as a result of this unit)**

- Readers and writers create habits within their personal work skills that make actions such as re-reading and re-writing a priority in their everyday work habits
- Authors no matter what age, read other authors to gain ideas and to improve their own writing skills. The students are authors too.
- A story must have an organized structure with enough details so that a reader can visualize the events and characters in the narrative.
- Effective writers edit and revise their writing by focusing on the grammar and conventions that were used in their story.
**Essential Questions:**

**Reading Essential Questions**
1. How can reading and listening to children's books help us to be better writers?
2. While you are reading a children's book, how do the details help you to better understand the story?

**Writing Essential Questions**
1. What do writers need to include in their beginning, middle, and end?
2. How do details enhance the characters and the actions of a story?
3. How can dialogue help to enhance the characters and their actions in narrative stories?
4. How can transition words help to smoothly move a story along?

**Listening/Speaking/Viewing Essential Questions**
1. How can listening to each other and communicating specific feedback help us with our writing?

**Knowledge and Skills**
1. How can the use of appropriate capitalization help to make our stories more understandable and easier to read?
2. How can the use of correct punctuation help to add meaning and clarity to our narrative stories?
3. How can the use of a variety of pronouns help to keep our stories engaging?

**Additional Learning Goals**
The students will learn how to use self assessments to make them better writers.
1. How can we use a scoring rubric to make decisions about our writing?
2. Why is it important to evaluate our own work?
<table>
<thead>
<tr>
<th>Method/types</th>
<th>Informal Observations</th>
<th>Dialogue and Discussion</th>
<th>Selected Responses</th>
<th>Constructed Responses</th>
<th>Self-Assessments</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Description</strong></td>
<td>Running Records</td>
<td>Graphic Organizers: Character Analysis</td>
<td>Multiple formal reading assessments such as but not limited to (DRA) Developmental Reading Assessment, (QRI) Qualitative Reading Inventory</td>
<td>Rules of Engagement Rubric See attached rubric</td>
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<tr>
<td></td>
<td>Student-teacher conferences about writing and reading</td>
<td>Students will read independently and create a character web based on the main character of the story.</td>
<td>Original Narrative Text</td>
<td>Student created Narrative Rubric See attached rubric</td>
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<td></td>
<td>Observe student participation in class discussion and group interactions in Reading and Writing.</td>
<td>The web will address the character's appearance, thoughts, actions, feelings, and dialogue.</td>
<td>Students will choose a personal experience to develop into a narrative. Students will apply author's craft to their pieces through revision. Students will use appropriate first grade conventions. Students will use appropriate speaking and listening skills as they share their completed narrative at an author's celebration.</td>
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### Rules for Engagement

1. You actively listened to the speaker. You were thinking about what the speaker had to say. ☺☺

2. You looked at the speaker. ☺☺

3. You were respectful when you gave feedback to other students. You used words like I agree, I disagree. I am confused by, I have a question about, please, excuse me, and thank you. ☺☺

### The Student Self Assessment for Narrative Writing

*How well have I written or included the following elements? Check the box that best fits your writing:*

<table>
<thead>
<tr>
<th>Element or Strategy</th>
<th>I have done a great job!</th>
<th>I still need to work on this.</th>
<th>I have not worked on this, so I need to go back to my story.</th>
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<tbody>
<tr>
<td>Does my writing have a beginning that includes the setting and introduces the characters?</td>
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<td>Does my story have a middle where the characters are going somewhere or doing something?</td>
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<td>Does my story have an ending?</td>
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<tr>
<td>Does my story have transition words that help to move the story along?</td>
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<tr>
<td>Did I use dialogue to make my characters talk to each other?</td>
<td>☑</td>
<td>☑</td>
<td></td>
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<tr>
<td>Did I check all of my spelling to see if my words are spelled correctly?</td>
<td>☑</td>
<td>☑</td>
<td></td>
</tr>
<tr>
<td>Have I used correct punctuation throughout my story?</td>
<td>☑</td>
<td>☑</td>
<td></td>
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<tr>
<td>Did I use a variety of pronouns correctly?</td>
<td>☑</td>
<td>☑</td>
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### Notes:
<table>
<thead>
<tr>
<th>Student name and date:</th>
<th>Celebrations: (Element that the student is doing well with)</th>
<th>Next Steps: (What element does the child need to work on?)</th>
<th>Idea for Upcoming Mini-lessons:</th>
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AC Monday:  
AC Tuesday:  
AC Wednesday:  
AC Thursday:  
AC Friday:
Unit Performance Task(s)

End of Unit Product for Narrative Writing

Description/Directions

Students will choose a narrative story from their writing folder. Throughout the Narrative Writing Unit, the students have been working on personal narratives. The students will need to choose their
best narrative that may contain all or some of the elements that have been taught. Some examples of those elements are: organized structure, having enough details, correct use of a variety of pronouns, dialogue, transition words, etc.

Students will revise their narrative using the attached checklist. Students will self-evaluate their pieces based on their narrative rubric constructed throughout the unit. A sample is included with this task. Students may have peer conferences or student-teacher conferences.

Students will apply second grade conventions to their piece of writing through the editing process. Students will self-evaluate their pieces based on the conventions rubric. A sample is included. Students may have peer conferences or student-teacher conferences.

Students will publish their narratives.

Students will practice using appropriate speaking and listening skills to prepare for presenting their published piece at the author’s celebration. The self-assessment sheet is provided for appropriate speaking and listening skills.

**Rubric for Performance Task**

<table>
<thead>
<tr>
<th>Second Grade</th>
<th>Revision Checklist</th>
<th>(Narrative Writing)</th>
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<tbody>
<tr>
<td>1. ___ Do I have an organized structure? (Beginning, Middle and End)</td>
<td></td>
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<td>2. ___ Have I added enough details? (Can the reader close their eyes and visualize my story?)</td>
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<tr>
<td>3. ___ Did I include dialogue in my story?</td>
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<tr>
<td>4. ___ Did I use the correct punctuation with my dialogue?</td>
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<tr>
<td>5. ___ Did I use a variety of pronouns in my story?</td>
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<td></td>
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<tr>
<td>6. ___ Did I use transition words in my story?</td>
<td></td>
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<tr>
<td>7. ___ Have I used the word wall and other print around the room to edit my spelling?</td>
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<tr>
<td>8. ___ Have I edited my story to check for correct punctuation?</td>
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**Student Work Sample with Teacher Commentary**

Student Work Sample 1 (This is the first sample of three. The three samples show growth over time.)
The work sample was completed during the first week of the Narrative Unit. The student was asked to write about a personal experience. The student has written about an experience that happened during lunch.

**Student Work Sample 1 Commentary**
Grade Level: Second Grade  
Type of Writing: Narrative  
Brief Description of Task:

The students have begun the first week of writing narrative stories. The students were asked to write about a personal experience. The students have been exposed to different types of narrative stories but have not received intensive instruction around the other elements of the standard.

Standard:  
Focus Standards:  
ELA2W1  
The student demonstrates competency in the writing process. The student…

a. Writes text of a length appropriate to address a topic and tell the story.  
b. Uses traditional organizational patterns for conveying information (e.g., chronological order, similarity and difference, answering questions.)  
c. Uses transition words and phrases.  
j. Rereads writing to self and others, revises to add details and edits to make corrections.  
o. Uses singular and plural personal pronouns.  
q. Uses common rules of spelling.  
r. Uses appropriate capitalization and punctuation (periods, question and exclamation marks) at the end of sentences (declarative, interrogative, and exclamatory/ simple and compound).

Complementary Standards:  
ELA2R4  
The student uses a variety of strategies to gain meaning from grade-level text. The student…

a. Reads a variety of texts for information and pleasure.  
h. Makes connections between texts and/or personal experiences.  
i. Identifies and infers main idea and supporting details.  
l. Recognizes plot, setting, and character within the text, and compares and contrasts these elements among texts.
 Commentary:

The student has written a narrative story about a personal experience. He has an obvious beginning to his story, “Once upon a time I was at lunch.” He has also written details about what happened to him at lunch, “I was eating but I was really sleepy. I tried to stay up but my face just fell into the lunch tray.” He has used a pronoun, I, throughout his story.

Next Steps:

The student needs more instruction on writing a story with an organized structure. The student has an obvious beginning, but needs to work on adding more details to the beginning and then add closure to the end of the story. Perhaps his teacher could help him by mapping out all of the events of that day on a graphic organizer. The teacher could give the student a selection of children’s books that have a strong beginning, middle and end for the student to read examples of how to write an organized structure. Hopefully throughout the process of adding the beginning and end, the student will also think about adding transition words and a variety of pronouns.

The student also needs to work on revising his work to add correct capitalization and punctuation. There were several places in his story where he either had not added the punctuation or the
punctuation was incorrect.

**Student Work Sample 2 Commentary**

**Grade Level:** Second Grade  
**Type of Writing:** Narrative  
**Brief Description of Task:**

The students have been writing narrative stories for approximately 4-5 weeks. The students have been taught the elements that address have an organized structure, revising to add details and to make corrections with spelling and capitalization and to have enough details to write a story of length to address a topic.

The students have been listening to read-alouds and reading books independently to gain ideas on how to perform the elements of the standard.  

**Standard:**  
**Focus Standards:**

ELA2W1 The student demonstrates competency in the writing process. The student…  
 a. Writes text of a length appropriate to address a topic and tell the story.  
 b. Uses traditional organizational patterns for conveying information (e.g., chronological order, similarity and difference, answering questions.)  
 c. Uses transition words and phrases.  
 j. Rereads writing to self and others, revises to add details and edits to make corrections.  
 o. Uses singular and plural personal pronouns.  
 q. Uses common rules of spelling.  
 r. Uses appropriate capitalization and punctuation (periods, question and exclamation marks) at the end of sentences (declarative, interrogative, and exclamatory/ simple and compound).

**Complementary Standards:**

ELA2R4 The student uses a variety of strategies to gain meaning from grade-level text. The student…  
 b. Reads a variety of texts for information and pleasure.  
 j. Makes connections between texts and/or personal experiences.  
 k. Identifies and infers main idea and supporting details.  
 m. Recognizes plot, setting, and character within the text, and compares and contrasts these elements among texts.
Commentary:
The student has written an imaginative narrative about a bull in South America. He has written the story with an organized structure. He has a beginning, middle and end. His ending added closure to the story, “He was so happy it ran to North America, and the first person he saw trained him, and he was his pet.” The student has also used a variety of pronouns throughout his narrative. He has used a transitional phrase to help move his story along, “Until one day, a storm came...” The student has experimented with revising his work by drawing lines through words that either did not fit or were misspelled. The student has used a variety of word choices to help to make his story interesting, “South America, North America, bucked, snorted, entrance.”

Next Steps:
The student needs more instruction on writing a story with an organized structure. The student has an obvious beginning, but needs to work on adding more details to the beginning and then add closure to the end of the story. Perhaps his teacher could help him by mapping out all of the events of that day on a graphic organizer. The teacher could give the student a selection of children’s books.
that have a strong beginning, middle and end for the student to read examples of how to write an organized structure. Hopefully throughout the process of adding the beginning and end, the student will also think about adding transition words and a variety of pronouns.

The student also needs to work on revising his work to add correct capitalization and punctuation. There were several places in his story where he either had not added the punctuation or the punctuation was incorrect.

**Student Work Sample 3 Commentary**

**Grade Level:** Second Grade  
**Type of Writing:** Narrative  
**Brief Description of Task:**

The students have had the full nine weeks of narrative writing. The students are expected to attempt all of the elements that have been taught. The students are expected to revise their work to meet the standard. This piece of work shows the revision process. This is not the published piece of work.

**Standard:**

**Focus Standards:**

ELA2W1   The student demonstrates competency in the writing process. The student…  
  a. Writes text of a length appropriate to address a topic and tell the story.  
  b. Uses traditional organizational patterns for conveying information (e.g., chronological order, similarity and difference, answering questions.)  
  c. Uses transition words and phrases.  
  j. Rereads writing to self and others, revises to add details and edits to make corrections.  
  o. Uses singular and plural personal pronouns.  
  q. Uses common rules of spelling.  
  r. Uses appropriate capitalization and punctuation (periods, question and exclamation marks) at the end of sentences (declarative, interrogative, and exclamatory/simple and compound).

**Complementary Standards:**

ELA2R4   The student uses a variety of strategies to gain meaning from grade-level text. The student…  
  c. Reads a variety of texts for information and pleasure.  
  l. Makes connections between texts and/or personal experiences.  
  m. Identifies and infers main idea and supporting details.  
  n. Recognizes plot, setting, and character within the text, and compares and contrasts these elements among texts.
One day when I got out of school my grandma then took me to the pet store and I saw hamsters. I wanted one so badly so I asked her if I could have one, and she said "If your mom’s okay with it" so we called her and she said "no" but when me and my mom talked about it she said if I feed them and if I him and give it water then maybe, I really didn't think she would really
The day I got my hamster
get one. She didn’t but my grand mother did. Several days later when I got out of school, I went home and I went to my room and I saw a cage in my room which a hamster in the cage. I was surprised that I got one. It was white and brown. My grandmother was in the kitchen. So I went there and said thank you and hugged her. She said
9-27-06

"we have to think of a name for this little rascal" and we both said at the same time "rascal. My sister got out of school at four o'clock. Once she came in, I said Lindsay, I want to show you something in my room. So, she went to my room with me and she said "how come he gets a hamster?" and my grandmother said "we'll get you one." So the next day..."
the day I got my hamster

after my sister got off from school

we went to the pet store and she had a long
time to choose what hamster she wanted. We
looked at a lot of animals. Next, we looked at
cages, turtles and rats. Finally, she picked
out one and it was white. I don’t know
why she picked it because I saw it have
red eyes and it was shaking in the box.
We put it in a box so we could...
the day I got my hamster

wouldn't have to hold it all the way
home. She named it peanut, I said why
did you name him peanut and she said
"because I want to." I didn't argue or try to
fight with her. I just stuck my tongue out
at her. So when we got home, my
sister took peanut down to her room. When
I got in my room I said hi to rascal.
He just sat there eating dried up corn. So I just sat in my chair watching TV. I got bored watching TV so I went downstairs to get on the computer. I typed a lot of stories about my hamsters. My mom was in my sister’s second room watching TV and I said, what is what are you watching and she said I don’t know. Then my grandmother came.
Commentary:

The student has evidence of several elements of the writing standard. He has an organized structure. His story does have a beginning, “One day when I got out of school my grandmother took me to the pet store and I saw hamsters.” The student went on to add details to create middle of his story, “Several days later when I got out of school, I went home and I went in my room and I saw a cage in my room with a hamster in it.” In this particular sentence, the student went back to revise and added the pronoun, it. This pronoun helped the sentence to be less repetitive. The student also added an ending to his story that sums up the event, “That was the happiest day of my life. The End.” The student added details that helped to develop the characters, “My grandmother was in the kitchen so I went there and said thank you and hugged her. She said, “We have to think of a name for this little rascal.” And we both said at the same time, “Rascal.” The student used transition words and phrases throughout his story, “Once she came in, I said…” The student has a good grasp of correct capitalization and punctuation throughout his story.
Next Steps:

This student has made so much progress during the course of this narrative unit. Although, he still has some areas that still need fine tuning. He has gone back to revise for pronouns, but the student may need to use a word wall or dictionary to check for spelling. Some of his spelling errors are located on Dolch or sight word lists. Perhaps the teacher could give the student a list to keep in his folder. The student has a good beginning understanding of using quotation marks, but still needs to work on using commas and capitalization correctly. The student also could have left out some of the extraneous information that he added toward the end of the story. He could have left out some of the events that he wrote about leading to the his final sentence about his feelings.

Sequence of Instruction and Learning

List and briefly describe the sequence of teaching strategies, teaching activities, and learning activities that will guide students to attainment of the intended standards.

Sequence of Activities, Tasks, and Assessments:

**Weeks 1 and 2:**

**Please Note:** What follows are suggestions for successful writing instruction. It is not intended to be a formulaic approach to teaching writing.

1. Within the first two weeks of writing, the teacher will need to discuss all of the procedures that will be expected for the entire year. The trick is to set up a very structured and predictable writing time. The combination of those two expectations will help the teacher focus more on the students’ writing and less on behavior. One way to put the rules into place is to take a few procedures each day for the first two weeks and introduce and review your expectations each day. Create charts with the procedures and rules on them and post the charts around the room. During the writing time, walk around and give immediate feedback on their behavior and how they carry out the procedures. If it takes less than two weeks, move on. If it takes a little more time, take the time to put the rules and procedures into place. Many times the success of the students’ writing depends on how well the students are behaving and being accountable for their work. One way to schedule the block of writing time is to have a short instruction time based on a specific standard followed by a work time where the students practice the skill that was taught. The teacher may also want to allow time at the end of the writing class for the students to share their writing and give feedback to each other based on the writing standard.

2. The teacher will need to immerse the students into the genre of fiction while teaching the students the procedures of the writing time. Read fiction books and talk about how the author worded certain parts. Many authors have a craft that is unique and is found in many of their stories. Many authors that are so good at writing children’s stories write about situations that a young child can understand and embrace. Have the students write about personal experiences that have happened to them. One
strategy that a teacher could use during the first days of writing is to read a children's book that is about a personal experience and then invite the students to write about a similar experience that has happened to them. It is a great idea to expose the students to authors by reading several texts by the same author. Extend this idea into your reading time. Create a “Findings Chart” to capture the story elements of each book. A “Findings Chart” could include story elements such as setting, character, and plot (recorded for each book). Teach the students how to compare and contrast the different books that are by the same author. Select books that are entertaining and will spark the interest of writing. How the teacher performs the read aloud is very important. Talk about the character’s feelings, the illustrations, and what the story makes the students think about in their own lives.

3. As the teacher reads children’s books, he/she can create charts with ideas that the students can refer to when they cannot think of anything to write about. Capture the ideas or word banks on charts and hang them in the room so that the students can see them while they are writing. By creating a chart, you are capturing a lesson forever. Another benefit to creating a chart with the students is that the teacher is giving the students a learning tool in which they have ownership.

4. As the students begin to share their writing during a scheduled share time, the students will need to learn how to give specific and constructive feedback to the child that is sharing. This is a perfect strategy to instill the thought that the student is an author. A very important procedure that the students need to understand is how to give feedback to each other. The feedback needs to be positive yet specific. An example of how to teach them this is to create a chart with examples of statements or questions that the students could ask or say to the author. Examples of those statements are:

• “I really liked the part of your story where you described your first day of school. I felt that way, too.”
• “You used great details in your story like the one about your dog being dirty and smelly.”
• "Are you going to add an ending? I would like to know what happened next."

5. By the end of the first two weeks, your students should be working independently and writing about personal experiences using the tools that you have given them from children’s books. If your students have not mastered the technique, reteach and evaluate your instruction and the students' needs. This is the time to review expectations and to ensure that the students understand the procedures and rules of writing time.

Week 3 and Week 4:

Reading:
1. Throughout this unit, the teacher should try to make a clear connection between what is being taught during the reading time and what the students are being asked to write during writing time.
2. The teacher should read aloud quality literature to the students several times during the week. The students will need to learn to enjoy and appreciate the writing of published authors. The students are being asked to write a story during writing time that includes a main character, the setting, a main event or problem, a solution and an ending. During reading, the teacher should point out these story
3. One idea that a teacher could consider is to create a “Noticings Chart” about one particular author. In the Narrative Unit, one idea is to share several books by the same author to show the students how that one author organizes his/her story. The chart can be a table that has the story elements across the top and the titles of the books down the right side. After the teacher reads a story aloud to the students, story elements are added to the chart. (See the Noticings Chart attachment.) The students can use this information while writing.

4. The teacher will need to begin a diagnostic assessment to discover the individual needs of each student. One type of informal assessment is to perform running records on each student to get the individual reading level and to discover how well the students are reading orally AND comprehending what they read.

**Writing:**

1. The teacher will need to revisit the procedures and rules of the writing class as needed.
2. The teacher will introduce the Georgia Performance Writing Standards to the students. The teacher will explain to the students that within this school year, they will learn about four different genres of writing. The first genre is narrative writing. The teacher will list the elements and strategies that he/she will teach with this specific genre.
3. Young writers often struggle to get the whole story down when they are writing about a personal event or a narrative. A good place to start is to teach the students how to write a story with a beginning, middle, and end.
4. Read quality children’s literature that has an obvious beginning, middle and end (BME). Chart details from the beginning, middle and end on large chart paper to show the students how published authors transition from one part to the other. (See BME Chart)
5. Model writing stories with the students that have an obvious beginning, middle, and end. Think out loud with the students to show them what you are thinking while you are making decisions about your writing.
6. Within the first weeks of writing, the teacher needs to reinforce writing habits such as correct capitalization and spelling. The teacher will need to introduce a Word Wall or word lists for the students to use to help them with their spelling.
7. The teacher will also need to introduce conferencing with the students. The teacher will need to designate an area in the classroom for this procedure. The teacher will also need to create a conference log for documenting conferences. The log could be a three ring binder that has different sections. For example, these sections could include: 1. Class Profile 2. Individual Conferences 3. Rubrics 4. Resources, etc. This documentation is extremely important. The teacher will need to constantly assess where the students need instruction, who needs instruction, and what type of instruction is needed. It is also helpful to share this information with parents and colleagues to best plan for the success of each child. The teacher will need to experiment with different types of profiles and logs to find which method best fits his/her teaching style. For beginners, it may take a while to get to the point where you are conferencing with several students during writing time. You will learn how to consolidate the steps and find the best format that works the best with your method of note-taking. The information that is gathered during conferences and observations will help to move your students beyond your highest expectations.
Week 5:

Reading:
1. The teacher will need to begin small group instruction based on the diagnostic assessment.
2. The teacher may want to set up centers for small groups to work in based on the narrative story elements that they are reading or phonetic needs. (For example: Group One may be fluent readers but need to work on comprehension. Put them in a listening center and have them fill in a graphic organizer based on the story elements. Group Two may be struggling with a phonetic issue such as long vowel words with /ea/ in them. The teacher will need to create a word building center for those students to practice and apply strategies to remember /ea/ words.)
3. The teacher may want to begin guided reading groups. Guided Reading is a strategy where the teacher uses small groups to teach reading strategies based on the student's individual reading level.
4. The teacher will need to continue to read narrative stories aloud to the students. The teacher will need to begin to point out the details and interesting language that the author has used to paint vivid pictures of the events and characters.

Writing:
1. When the students have grasped how to write a story with a beginning, middle, and end, the next strategy to teach students would be adding details. Many times the students will begin to write a skeleton of a story that has an organized structure present, but there are not enough details to paint a clear picture of what is happening in the story for the audience. Continue to review the narrative stories that are being read in reading. Point out and chart interesting details and vocabulary that the authors use in their writing to assist the students with using details in their own stories.
2. Individual conferences are powerful with teaching students to add details. This a time that you can ask relevant questions and encourage the students to add more depth about the topic that they are writing about.
3. The teacher will expect the students to write details that are both descriptive of what the character or setting looks like as well as the internal thoughts and feelings of the character. An example of this expectation may be to ask the students to write all of the details about what a character looks like including their hair, clothes, facial expression, and other concrete details. The student will also need to add what the character was feeling or thinking.
4. One way to develop a character is by using dialogue. The character says a lot about the motivation of the story and how he/she feels by the things that they say. One strategy that a teacher may use would be to several children's books that are enriched with dialogue. Write some of the examples of dialogue on the chart and encourage the students to use those examples to assist them with writing their own dialogue.

Week 6:

Reading:
1. The teacher will need to continue reading aloud to the students to point out narrative story elements.
2. The students will be adding transition words and phrases to their writing. The teacher will need to point out transition words that the published authors use to move their stories through time. The teacher may want to begin a chart with transitional phrases and words that are found within the children’s literature that is read aloud.

3. The teacher needs to continue small group instruction based on the students’ needs.

**Writing:**
1. The teacher will teach the students about using transition words in their writing. It may be good to start with words such as first, second, next, etc. Later on, we need to expose students to different transitional words and phrases.
2. Transition words help to move the events of the stories through time and also add flow to sequence of events that seem choppy.
3. When the students have a good grasp of working independently, the teacher can begin peer conferencing with the students. Peer conferencing can often assist students with adding elements such as dialogue and transition words to their narratives. Peer conferencing is when two students meet together to read their pieces and then help each other to create a narrative that meets the standard.

**Week 7:**

**Reading:**
1. The teacher will need to continue to read aloud to the students, sharing new vocabulary and comprehension strategies.
2. The students will need to continue to work in small groups according to their individual needs.
3. The teacher will need to continue to assess the individual student's reading needs through informal reading assessments. The assessments should evaluate the student's progress as well as whether or not the current instruction is meeting the needs of the students.

**Writing:**
1. The students should have several drafts that they are ready to revise and edit. The teacher will teach the students the importance of reading their work to make revisions and to edit mistakes.
2. The teacher will need to teach the students the difference between revising and editing. Revising is when the student goes in to change or add to the content of the story. For example: The student may read his writing and discover that he left out an important detail about the setting. Editing is when the student goes in to correct misspelled words, correct punctuation, and other convention errors.
3. The teacher may begin to find stories that have confusing or repetitive pronouns. This week may be a good time to teach the students how to use pronouns as well as the job of a pronoun. (See the pronoun task that is attached.)
4. The teacher may have several students revising and editing at one time. This may be a good time to teach the students how to listen to each other's stories and how to use the Self-Assessment Checklists to assist each other with their writing. The teacher may need to learn how to receive and give constructive feedback.
**Week 8 and Week 9:**

**Reading**
1. The teacher will need to continue to read aloud to the students, sharing new vocabulary and comprehension strategies. An example of a comprehension strategy that may help students think of ideas for personal narratives is to make connections. The teacher may want to teach the students the three types of connections:
   a. Text-to-Self: Did a detail or event in the story remind you of something that has happened to you?
   b. Text-to-Text: Did a detail or event in the story remind you of something that has happened in another story?
   c. Text-to-World: Did a detail or event in the story remind you of something that has happened in the news?
2. The students will need to continue to work in small groups according to their individual needs. One small group activity may be having the students to read books and write about one of the connections that have been taught.
3. The teacher will need to continue to assess the individual student's reading needs through informal reading assessments. The assessments should evaluate the student's progress as well as whether or not the current instruction is meeting the needs of the students.

**Writing:**
1. The students will need to work toward publishing their work. The teacher may want to have a publishing center prepared that has special publishing paper and other tools/materials to make this last part of the process special.
2. The teacher may want to allow the students to publish on computers if there are computers available in their school.
3. Keep in mind that students who tend to be unorganized struggle with finishing writing projects. Those students will need support during the publishing process.
4. The teacher will need to show the students an example of the grading rubric so that the student can self-assess and make smart decisions about their final piece.

**Web Resources (optional)**

**Online Writing Workshop - Thinking-Writing Process Handout**
This sheet contains graphical representations of both the thinking process and the writing process. It includes a quote by Ernest Boyer which can be used as the basis of a discussion. This webpage forms a part of the storytelling project from the Island Online website, a celebration of the Kennedy Center's Irish Festival (May 13-28, 2000).

**Using Transitions and Conjunctions**
In this exercise, students will use transitions and conjunctions to revise writing in which three or four sentences start with the same word or words. They will also practice combining sentences that have information that is the same or short, choppy sentences.
Spelling it Right - Learn to Spell Confidently
Spelling help, worksheets, and advice from an experienced English teacher. A spelling quiz to teach about words with the long 'a' sound

Punctuation Marks
Site contains a "Punctuation Tree" where students can click on a punctuation mark, such as an exclamation point or question mark, and receive an on-line tutorial and quiz. There is also an optional PowerPoint presentation for this site.

Additional Elements

Sample List of Appropriate Resources (optional)

| Technology Connection/Integration (use of any available technological resources) |
| Technology Integration: |

Technology Integration:

1. Authors of all ages learn from each other. The idea of studying several books from the same author can teach an early writer how to integrate strategies such as dialogue or transition words. A connection that can be made with technology is to introduce the students to authors on the internet (if your school or classroom has access to computers.) Many published authors have their own website where they talk about their motivations to write and their life history.

2. The students will work very hard throughout this unit to get all of the way through the writing process to the publishing stage. If you have the equipment, allow the students to publish their stories on a computer. Allow plenty of time because second graders are still working on their keyboarding skills.

What 21st Century Technology was used in this Unit Development Template:
- Desktop Publishing Software
- Web Site(s)
- Graphic Organizing Software

General Classroom Accommodations
There are specific suggestions for scaffolding and accommodating at-risk students, students with exceptional needs, and students who speak other native languages under each of the instructional tasks as well as learning profiles and other resources. Be sure to check out the Differentiated Instruction for help in addressing the needs of individual students. There is always more than one way to meet a need. The techniques and strategies provided are just a sampling. Here are a few things to consider when setting up and organizing the learning environment.

1. Picture Dictionaries: From the most simple to the elaborate, picture dictionaries support a wide range of students from language impoverished homes, to students with exceptional needs, to students learning to speak English.
2. **Highlighting and color-coding** are two strategies to use when trying to focus on one aspect of an element or standard and are especially helpful for visual learners, students with attending difficulties, and students struggling with specific skills.

3. **Limit the scope of expectations** for each piece of writing as dictated by the student's disability or areas of weakness. For example, during character development under the writing standard, focus on the student's ability to understand and provide consist samples of character development and perhaps dialogue. However, the student may have difficulty with the punctuation of dialogue and complex sentences. It is often hard for the teacher to focus on just one or two skills at a time with an individual student, but in the long run, the student reaches proficiency, builds confidence, and is better able to add new skills. Focusing on several skills at the same time will overwhelm some students, and they tend to either act out or shut down. Either way, we are at risk of losing them.

4. **Expect mastery** from all students and work toward that end, acknowledging that not all students are at the same level or progress at the same rates. Also, use the language of the standards. Students are going to learn whatever vocabulary you are going to use to express concepts, so use the language of the standard from the beginning.

5. **Plan for what is acceptable** to do when a student is finished with his/her work. There will always be students who work fast for whatever reason and need to have productive tasks to do when their work is complete.

6. **Allow for choices** to be made by students, especially students who are dealing with emotional or behavioral issues. Many times, giving an overwhelmed or emotionally charged student a choice about which task to tackle next, gives him/her power over his/her circumstances. Many students feel powerless about events or situations that are going on in their lives, so by giving them a choice between two tasks allows them to maintain a semblance of control and will often times help them move into a productive role rather than a negative role.

7. **Safe Zone:** Every class of students is a complex myriad of personalities, issues, strengths and weaknesses. Any student can have an off day, and many students have hair triggers and may have difficulty with self-control. By providing a “safe zone” within the classroom, you can support students in learning self-recognition of impending negative feelings/behavior and in learning to help themselves by moving to a safe zone to cool off, to have quiet, and/or to be able to focus on a task. A safe zone is just a designated place in the room (i.e. study carrel, beanbag, carper square, empty desk, or rocking chair) where a student can move to when he/she recognize that he/she is becoming overwhelmed, angry, frustrated, or unable to focus. Keep the spot away from as many distracters as possible such as pencil sharpeners, doors, windows, heavy traffic areas, toy center, etc. It would be great (if possible) to have softer light and something of comfort (stuffed bear or a small fluffy pillow) for the student to clutch. Most students who have been patiently taught how to use the safe zone will return to the class or group activity within a short time. Again, they are able to exercise some control over their lives.

Note: In a kindergarten setting, a support person can also act as a “safe zone” if appropriate. A
student may be allowed to move next to the paraprofessional, adult volunteer, or other adult. At 3rd grade, you may be able to work out a silent signal between you and a student so he/she can quietly go to the drinking fountain or other such designated place for a brief break.

**Notes and Reflections**

Please remember that the tasks that are listed in this unit are examples of how teachers might teach second grade students how to write a narrative story. Teachers may choose to use the tasks and ideas that have been written in this unit as they are written and/or make changes to the ideas to best fit the needs of the students in the writing class. Again, it is important to mention that these suggestions do NOT advocate a formulaic approach to teaching writing. It has been shown that using a formulaic approach does not improve writing scores. The approach that is advocated here in these suggestions is based on best practices in writing instruction.

The following notes are clarifications that perhaps explain parts of this unit better and there are further helpful hints that can make your writing class beneficial for the children:

**Room Arrangement:**

The teacher may need to make decisions on how to arrange his/her room before he/she begins this class. Here are some *examples* of decisions that a teacher may want to consider:

1. **Build a community.** The teacher may want to create a community area where the students come to sit in the floor in front of the teacher. The teacher can have a special chair that both the teacher and the author (during author's chair) can sit in. Along with the special chair, the teacher will need to have the means to create a chart with the students. This area could also be placed close to instructional charts that are placed on the wall so that the students and teacher can refer to past lessons or the standard during the teaching time.

2. **Cooperative learning groups:** The teacher may choose to create pods of students to work together during the writing time. If the students are placed in a strategic matter and the students are taught what to say to each other, this type of arrangement can be very beneficial for students.

3. **Material Collection:** The teacher will need to have an organized procedure for the paper and pencils as well as where he/she chooses to keep the writing folders.

4. **Chart Collection:** If the teacher decides to use charts to capture lessons, he/she will need to decide where he/she will hang charts or collect charts for the students to refer to during writing time. The teacher may select a certain wall or corner of the room to hang the charts, or he/she may want to collect the charts on hangers and have them hanging in a special place in the room. However the teacher chooses to do this, the students will need to be taught this procedure and the charts need to placed where the students can access them.

5. **Conference Area:** If conferencing fits into the teacher's writing instruction, the teacher may want to have a designated place to keep his/her conference materials. The teacher may also want to
have a designated table or area that the students come to for the actual conference. The more organized this area is, the easier it will be for the teacher to conduct the conferences. If the teacher has to spend time cleaning off an area or looking for materials, then he/she will not have enough time to get an effective amount of conferences completed.

The issue of paper:

The type of writing paper that you give the students to write on is an important decision. The students may need paper at the beginning of this unit that allows them to draw a picture before they write words. Drawing a picture of the story may assist the students with writing down the details of the story. As the students become more efficient with their writing, move on to paper that has thinner spaces between the lines. This will train the students to write smaller. By the end of the year, expect the students to write neatly on notebook paper so that they will be prepared for third grade. (Students with exceptional needs will need to use paper that fits their needs!)

Rubrics and Class Profiles:

Any Class Profile or Rubric that is attached to this unit are examples. The teacher will need to build profiles and rubrics to best match their instruction and the appropriate needs of the students. The rubrics and class profiles that are attached to this unit are examples and can be used as tools for teachers to see how they can create rubrics around the standards and how to collect data based on the standards. (Please add, change, or delete parts of the rubrics or profiles to best meet your needs.) As always, it is important for the teacher to keep the language of the Georgia Performance Standards for Grade 2 in mind as you create rubrics with and for your students. Lastly, be familiar with the Third Grade Writing Assessment Rubric. It is important for every primary teacher to be aware of what students will eventually be expected to do on this important writing assessment.

Author's Chair:

Allowing the students to share their writing with their peers each day is an important part of writing. During this designated time the students gain many benefits. The students may read parts of their story or the entire story. This often helps to improve the self esteem of young writers. With self esteem and confidence in mind, remember that a student should not share if they do not feel comfortable. Allow the students to volunteer. After a few times, the students will be begging to share! Another benefit is that the students gain more knowledge and understanding of the writing standard and the elements that are taught along with the standard. The teacher will need to talk to the students about appropriate responses and even create a chart for the students to refer to during share time. The students will need to give positive feedback to the student that is sharing during share time. Their feedback needs to be specific. The benefit of teaching the students how to give feedback is that this activity teaches the students to think and to give complete answers that not only refer to the author's writing but to the standard too. A benefit for the teacher is that often the questions or comments that are made about the student's writing may give the teacher helpful ideas for future writing lessons.
Materials:

1. Chart paper
2. Chart markers
3. Many great children's books (Examples of authors are listed throughout the unit.)
4. Writing paper (Have a variety available. See notes and reflections.)
5. Computers with programs that allow students to publish their work (If computers are available)
6. Internet access
7. Writing folders for the students