

DESE Model Curriculum

GRADE LEVEL/UNIT TITLE: 2/Narrative-Biography

Course Code: ELA

COURSE INTRODUCTION:

In the second grade, students continue to become independent readers and writers, able to conduct research, write reports, form opinions and write narratives recounting sequential events. Details describing actions, thoughts, and feelings will be included in the writing. These pieces will provide a sense of closure. A variety of topics gives students experience with rich literature, literary responses, opinion pieces, stories, letters, and explanations. Students build grammatical knowledge, practice reading for meaning, and collaborate in conversations. Use of online resources will support student learning. Students will experience folk tales, fables, stories, poems, and informational texts.

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<p>UNIT DESCRIPTION:</p> <p>During Reading Workshop, students will read, comprehend, and compare and contrast the craft and structure of narrative and biographical texts. During Writing Workshop, students will compose a report as a class, and take a narrative piece through the writing process.</p> <p>Diverse Learners</p> <p>Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL) and students with disabilities can be found at http://www.dese.mo.gov/divimprove/curriculum/UD-Model-Curriculum-Introduction-Sheet.pdf. Resources based on the Universal Design for Learning principles are available at www.cast.org.</p> <p>Provide Feedback</p>		<p>SUGGESTED UNIT TIMELINE: 6 Weeks</p> <p>CLASS PERIOD (min.): 90 minutes/day</p>					
<p>ESSENTIAL QUESTIONS:</p> <ol style="list-style-type: none"> 1. How does learning about how books are written help me with my own writing? 2. What connections can I make between books, and my own life? 							
ESSENTIAL MEASURABLE LEARNING OBJECTIVES		CCSS LEARNING GOALS (Anchor Standards/Clusters)	CROSSWALK TO STANDARDS				
			GLEs/CLEs	PS	CCSS	OTHER	DOK

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<p>1. Read multiple narrative texts and discuss details, craft and structure.</p>	<p>R.2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p> <p>R.3: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p> <p>R.9: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take</p>	<p>R.1.H.2.a R.2.C.2.c R.2.C.2.d</p>	<p>1.5</p>	<p>RL.2.1 RL.2.3 RL.2.5 RL.2.7</p>		<p>2</p>
<p>2. Read multiple biographies and discuss key ideas and details, and craft and structure</p>	<p>R.2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p> <p>R.5: Analyze the structure of texts, including how specific sentences, paragraphs, and</p>	<p>R.1.H.2.a R.1.H.2.b R.1.I.2.a R.3.C.2.c R.3.C.2.d R.3.C.2.e</p>	<p>1.1 1.5</p>	<p>RI.2.1 RI.2.2 RI.2.6 RI.2.9</p>		<p>2</p>

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	<p>larger portions of the text relate to each other and the whole.</p> <p>R.9: Analyze how two or more texts address similar themes or topics in order to build knowledge or compare the approaches the authors take.</p>	R.3.C.3.i				
<p>3. Compare and contrast the structure of narratives and biographies</p>	<p>R.5: Analyze the structure of texts, including how specific sentences, paragraphs and larger portions of the text relate to each other and the whole.</p> <p>R.9: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</p>	R.1.1.2.a	<p>1.5</p> <p>1.6</p>	RI.2.9		3
<p>4. Work as a class to create an interactive paragraph using factual information read from a biography</p>	<p>W.2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection,</p>	<p>W.3.A.2.a</p> <p>W.2.B.2.a</p> <p>W.2.C.2.a</p> <p>W.1.A.2.c</p>	<p>1.1</p> <p>1.7</p> <p>2.1</p> <p>2.2</p>	<p>W.2.2</p> <p>W.2.5</p> <p>W.2.7</p>		3

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	<p>organization and analysis of content.</p> <p>W.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>W.10: Write routinely over extended time frames and short time frames for a range of tasks and audiences.</p>	<p>W.1.A.2.d</p>	<p>4.6</p>			
<p>5. Draft, review, edit, and publish a personal narrative</p>	<p>W.3: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p>W.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>W.5: Develop and strengthen writing as needed by planning, revising, editing, rewriting</p>	<p>W.3.A.2.a</p> <p>W.2.B.2.a</p> <p>W.2.B.2.b</p> <p>W.2.C.2.a</p> <p>W.1.A.2.a</p> <p>W.1.A.2.c</p> <p>W.1.A.2.d</p>	<p>2.1</p> <p>2.2</p>	<p>W.2.3</p> <p>W.2.5</p>		<p>3</p>

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	<p>or trying a new approach.</p> <p>W.10: Write routinely over extended time frames, and short time frames for a range of tasks, purposes, and audiences.</p>					
<p>6. Identify and use conventions of English when writing</p>	<p>L.1: Demonstrate command of the conventions of standard English grammar, and usage when writing and speaking.</p> <p>L.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>	<p>W.2.E.2.d</p> <p>W.2.E.2.b</p> <p>R.1.E.2.b</p>	<p>2.2</p>	<p>L.2.1.e</p> <p>L.2.2.a</p> <p>L.2.6</p>		<p>1</p>

ASSESSMENT DESCRIPTIONS*: (Write a brief overview here. Identify Formative/Summative. Actual assessments will be accessed by a link to PDF file or Word doc.)

1. **Formative Assessment:** The teacher will look for students who can accurately answer who, what, when, where and why question in reference to narrative and biographical texts.
2. **Formative Assessment:** The teacher will look for students who make text to world, text to text, and text to self-connections.
3. **Formative Assessment 1 Interactive Paragraph** -The class will compose an interactive paragraph.
4. **Formative Assessment:** The teacher will make observations, looking for students who can identify true facts during the interactive paragraph activity.
5. **Formative Assessment 2 Exit Slip:** Students will write in response to the prompt: Describe 2 things you know about personal narratives, and 2 things you know about biographies.
6. **Formative Assessment 3 Adjective-Cloze Activity:** In this activity, students will complete the adjective cloze-activity (see attached).
7. **Summative Assessment 1 Narrative Writing Rubric:** Students will write a narrative text.

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<p>*Attach Unit Summative Assessment, including Scoring Guides/Scoring Keys/Alignment Codes and DOK Levels for all items. Label each assessment according to the unit descriptions above (i.e., Grade Level/Course Title/Course Code, Unit #.)</p>	
Obj. #	INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)
1	Reading Workshop
	<ol style="list-style-type: none"> 1. Read several personal narratives to students, asking who, what, where, when and why questions. 2. Read aloud similar stories, and lead students in a discussion on how characters respond to certain events
5	<ol style="list-style-type: none"> 3. Teach students about adjectives and adverbs, providing examples from previously read narrative texts <ol style="list-style-type: none"> a. Chart what each type of word is, and keep a running list of examples for the students to use as a resource b. Provide students with time to look for, and list adjectives and adverbs in books they are reading
5	<ol style="list-style-type: none"> 4. Lead students in several mini-lessons, teaching how personal narratives are written and formatted <ol style="list-style-type: none"> a. Point of view-personal narratives are written in first person, using the word “I” heavily b. Point of view-personal narratives are written based on how the author or main character sees and hears things c. Personal narratives are a snippet of someone’s life, usually 1 event d. Authors can get ideas for personal narratives from things that happen in their everyday lives
5	Writing Workshop
	<ol style="list-style-type: none"> 5. Provide students with opportunities to gather ideas for writing <ol style="list-style-type: none"> a. Model making a list of topics to write about b. Model thinking aloud while writing
5	<ol style="list-style-type: none"> 6. Model picking a topic to write about (for a personal narrative), and model taking that piece through the writing process. Summative Assessment 1_Personal Narrative Writing Rubric
5	<ol style="list-style-type: none"> 7. Teach mini-lessons throughout the writing process, tying in learning from Reading Workshop to Writing Workshop. <ol style="list-style-type: none"> a. Drafting-Good beginnings: find examples of good beginnings in books, model trying different beginnings in writing

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6	<p>(examples: sound, description of setting, question)</p> <ul style="list-style-type: none"> b. Drafting-Word Choice: looking through book to find adjectives and adverbs, modeling using those words in writing c. Revising-putting story in logical order d. Revising-putting details to help the reader have a better mental image e. Editing-punctuation, spelling f. Publishing-model publishing a personal narrative. Provide examples of how a book can be laid out by showing students several examples. g. Confer with students on their writing throughout the writing process.
2	<p style="text-align: center;">Reading Workshop</p> <ul style="list-style-type: none"> 8. Provide students with several examples of biographies, posing who, what, where, when, and why questions. 9. Lead students in discussions regarding what they notice about biographies. Chart observations.
2	<ul style="list-style-type: none"> 10. Lead mini-lessons about the format of biography and information texts. <ul style="list-style-type: none"> a. Biographies are about 1 person b. Biographies tell the events of a person’s life, usually by order of events c. Teach students what a paragraph is and how to find the main idea of a paragraph d. Help students identify the purpose of a biography (to inform)
3	<ul style="list-style-type: none"> 11. Create a venn diagram and lead students as they compare and contrast narratives and biographies
4	<p style="text-align: center;">Writing Workshop</p> <ul style="list-style-type: none"> 12. Provide students with several grade-level appropriate biographies and provide time for students to read several biographies in whole-group and small group settings. <ul style="list-style-type: none"> a. Allow students to vote on 1 person to create a class report about. Facilitate as students write an interactive paragraph or report on a person. Formative Assessment 1_Interactive Paragraph.
4 6	<ul style="list-style-type: none"> 13. Teach mini-lessons on information text, drafting, revising, and editing <ul style="list-style-type: none"> a. Drafting-Informational text is all true, sometimes you need multiple sources (books) to find facts b. Drafting-A report about a person should be in logical order (sequence of events) c. Revising-How to form and use the past-tense d. Editing-Names, holidays, cities, and states should be capitalized e. Editing-When a word cannot be spelled correctly, writers should use known-spelling patterns or use a dictionary to find

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	the correct spelling
Obj. #	INSTRUCTIONAL ACTIVITIES: (What Students Do)
1	Reading Workshop 1. Answer who, what, where, when and why questions both orally within a whole-group setting, and with a partner. Write in response to who, what, where, when and why questions.
1	2. Discuss how characters respond to certain events, and make text-to-text connections, discussing how characters in different books respond to similar situations.
1	3. List examples of adjectives and adverbs while reading independently, and complete the Formative Assessment 3_Adjective Cloze Activity.
5	Writing Workshop 5. Make a list of topics to write about. Choose from a list of topics to create several short pieces of writing.
5	6. Choose a topic to write about, create a personal narrative.
5 6	7. Follow a rubric to include all required pieces a personal narrative, and confer with the teacher to revise, edit and publish the narrative. Summative Assessment 1_Personal Narrative Writing Rubric.
2	Reading Workshop 8. Answer who, what, where, when and why questions about biographies both orally and in writing.
2	9. Work with a small group, or a partner to make observations about biographies. Share observations with the class.
2	10. Look through teacher-provided biographies with a partner. Read select paragraphs and identify the main idea. Share selections with the class.
3	11. Contribute to a class-discussion comparing and contrasting narratives and biographical texts.

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4	Writing Workshop
6	12. Complete interactive paragraph. Formative Assessment 1_Interactive Paragraph.
<p>UNIT RESOURCES: (include internet addresses for linking)</p> <p>Narrative Texts--Books written by Cynthia Rylant, Patricia Polacco, David Shannon, and Tomie dePaola are great examples.</p> <p>DePaola, Tomie. <u>Nana Upstairs & Nana Downstairs</u>. NY: Scholastic, 1973.</p> <p>DePaola, Tomie. <u>Tom</u>. NY: Scholastic, 1993.</p> <p>Polacco, Patricia. <u>Chicken Sunday</u>. NY: Scholastic, 1992.</p> <p>Polacco, Patricia. <u>Mr. Lincoln's Way</u>. NY: Scholastic, 2001.</p> <p>Biographies</p> <p>Thomas Edison Literature Set</p> <p>Bedik, Shelley. <u>Thomas Edison Great American Inventor</u>. NY: Scholastic, 1995.</p> <p>Nemes, Claire. <u>Young Thomas Edison</u>. NY: Scholastic, 1996.</p> <p>Schaefer, Lola. <u>Thomas Edison</u>. MN: Capstone Press, 2003.</p> <p>The Wright Brothers Literature Set</p> <p>Berger, Melvin & Gilda. <u>Can You Fly High, Wright Brothers?</u> NY: Scholastic, 2006.</p> <p>Shea, George. <u>First Flight The Story of Tom Tate and the Wright Brothers</u>. Harper Collins, 1997.</p> <p>Woods, Andrew. <u>Young Orville and Wilbur Wright</u>. NY: Scholastic, 1992.</p>	

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