

Grade 2 Unit: *Temporal Words Enhancing Writing*

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Before This Unit: Students learned to create short personal narratives using snapshot and exploding the moment tools to add detail to work. They used the mentor texts *Owl Moon*, *Scarecrow*, and *To Think That I Saw It On Mulberry Street*. **CCSS.ELA-Literacy.W.2.3** Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.

- **Overview:** This unit will focus on using temporal words to tell a short narrative or event in order from beginning to end. Students will revisit their work from the prior lesson strengthening it with new techniques. Students will use mentor texts to think like an author, learn about style in writing, and see how this goal can be met in different contexts. Students will use expansion and clarification tools to help put the story in a logical order that holds the reader's interest. Along with other goals in this lesson, students will explore a variety of temporal words expanding from the basic first, next, last, etc. **CCSS.ELA-Literacy.W.2.3** Write narratives, in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure. **CCSS.ELA-Literacy.W.2.5** With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. [CCSS.ELA-Literacy.RL.2.5](#) Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.

Essential Questions to Guide Instruction:

- How do the temporal words increase your interest in this story?
- What temporal words are used in this story?
- How does using a variety of temporal words, instead of just a few, improve the quality of the story?
- What differences do you notice between the story with juicy temporal words and the one with repetitive or no temporal words?
- How do we revise our writing to help readers understand our writing better?
- What temporal words can I add to my writing?
- How can I revise my work to keep my events in order?

Approximate Timeline: 2 weeks

After This Unit: Students will revisit their short narratives again, this time adding a strong conclusion giving it a sense of closure. The works will be published in a classroom book. Revising will still be focused on as well. **CCSS.ELA-Literacy.W.2.3** Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure. **CCSS.ELA-Literacy.W.2.5** With guidance and support from adults and peers, focusing a topic and strengthen writing as needed by revising and editing. **CCSS.ELA-Literacy.RL.2.5** Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.

Dates	CCSS Objectives: I CAN <i>What are the enduring understandings that students will construct? What are the tools they will add to or use from their tool belts as readers/writers and critical thinkers? What are the essential questions that will guide our work?</i>	Evidence of Student Learning <i>How will I know students have constructed understanding? What will students write, say, create, produce that will evidence their learning and allow me to provide feedback? How will students reflect on their own learning?</i>	Instruction & Materials <i>How will I use the I/We/You model of instruction to scaffold students in using new tools in their tool belts as readers/writers? How will I use the I/We/You model to help students constructing rich understandings of new concepts? How will I break the unit down into weeks and days? What materials and resources will I use to scaffold this?</i>
Week 1	CCSS.ELA-Literacy.RL.2.5 Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.		

	<p>CCSS.ELA-Literacy.W.2.3 Write narratives, in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.</p> <p>CCSS.ELA-Literacy.W.2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</p>		
Mon.	<p>As a reader I can recognize temporal words in a story</p> <p>RL.2.5</p>	<p>Students work together with teacher to identify temporal words used in mentor texts. A chart of “juicy” words is created</p> <p>RL.2.5</p>	<p>I: Teacher introduces the concept of temporal words and reads one of the mentor texts. The teacher stops to point out the temporal words and comments on how they add to the story.</p> <p>We: Teacher asks higher order thinking questions and students work out the answers as a group with teacher.</p>
Tues.	<p>As a reader I can recognize temporal words in a story</p> <p>RL.2.5</p>	<p>Students work together with teacher to identify temporal words used in mentor texts. A chart of “juicy” words is created</p> <p>RL.2.5</p>	<p>I: Teacher reads through a mentor text, stopping to point out temporal words. Teacher describes the use of the temporal words and the meanings of the words. The teacher begins to write out some of the words found in the story on chart paper.</p> <p>We: The students participate in the discussion, naming words in the book if they can. Students may also add words that were not in the text to the chart. In this lesson students should be naming more words than teacher</p>
Wed.	<p>I can notice and name how temporal words improve a story</p> <p>RL.2.5</p>	<p>Class makes a collaborative Venn diagram to show the difference in using good and bad temporal words using two mentor texts</p> <p>RL.2.5</p>	<p>I: Teacher reads excerpts from two mentor texts, one is a good example of temporal word usage and the other is not. Teacher asks the students to listen carefully and think about the differences in the stories and how the use of words affects the stories.</p> <p>We: Students work with teacher to create one large classroom Venn diagram that addresses the questions asked about the two stories.</p>
Thurs.	<p>I can use temporal words to signal event order</p> <p>W.2.3</p>	<p>Class discussion on how temporal words are used to signal event order</p> <p>W.2.3</p>	<p>I: Teacher reads a few pages from a mentor text without using the temporal words. Teacher than reads it with the temporal words. Teacher asked the students to notice the difference in the readings, how temporal words help clarify the order of events, and how the words describe the time structure of the story?</p> <p>We: Students participate in rich class discussion on how the temporal words are used to signal event order, what happens without them, and how they are needed to clarify the timing of events.</p>
Fri.	<p>I can use temporal words to signal event</p>	<p>Class chart listing events in mentor texts in</p>	<p>I: Teacher asks students to tell short sentences</p>

	order W.2.3 W.2.5	order than collaborative writing to add temporal words W.2.3 W.2.5	that layout a sequence of events from a mentor text previously read. We: Class tells the main events in the story in order while the teacher writes them on chart paper. Class works together to brainstorm temporal words that could be used with the events to signal event order. Class uses shared writing to fill in decided upon temporal words.
Week 2	CCSS.ELA-Literacy.W.2.3 Write narratives, in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure. CCSS.ELA-Literacy.W.2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.		
Mon.	I can learn to use temporal words in revising my writing W.2.3 W.2.5	Class describes when, why, and how to use temporal words in writing and it is put into an anchor chart W.2.3 W.2.5	I: Teacher APK by rereading a small portion of a familiar mentor text, discusses temporal words, how and why they are used. Asks students how temporal words can improve their own writing. We: Class tells teacher why and how to use temporal words in their writing. An anchor chart is created for students to use when writing
Tues.	I can learn to use temporal words in revising my writing W.2.3 W.2.5	Students revisit their prior writing piece that is being used for this lesson and identify where temporal words can be added W.2.3 W.2.5	I: Teacher APK by bringing out developed writing from previous lesson. Teacher explains how the previous writing can be revised by adding temporal words. Teacher shows one example of how to look for places in writing to add temporal words. We: students provide other examples of how and where they found spots to add temporal words. You: Students look in their own work and identify where they can add temporal words.
Wed.	As a writer I can use juicy temporal words to enhance my writing through revisions W.2.3 W.2.5	Students brainstorm and write down a list of temporal words they can add to their story. They work with classmates to get ideas and input W.2.3 W.2.5	We: Class brainstorms lists of temporal words for their own papers and for others to use. Classmates help each other check their work. You: Students brainstorm and mentally or literally place their ideas of temporal words in their selected sentences. Students continue brainstorming until they have juicy temporal words that make sense in their stories.
Thurs.	As a writer I can use juicy temporal words to enhance my writing through revisions W.2.3 W.2.5	Students revise and rewrite their work to add the temporal words W.2.3 W.2.5	We: Guide, encourage, and support each other in revisions. You: Students revise their writing by adding their selected temporal words, referring to the rubric, and using self-checks.
Fri.	As a writer I can use juicy temporal words to	Students revise and rewrite their work to add	We: Guide, encourage, and support each other

	enhance my writing through revisions W.2.3 W.2.5	the temporal words W.2.3 W.2.5	in revisions. You: Students revise their writing by adding their selected temporal words, referring to the rubric, and using self-checks.
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