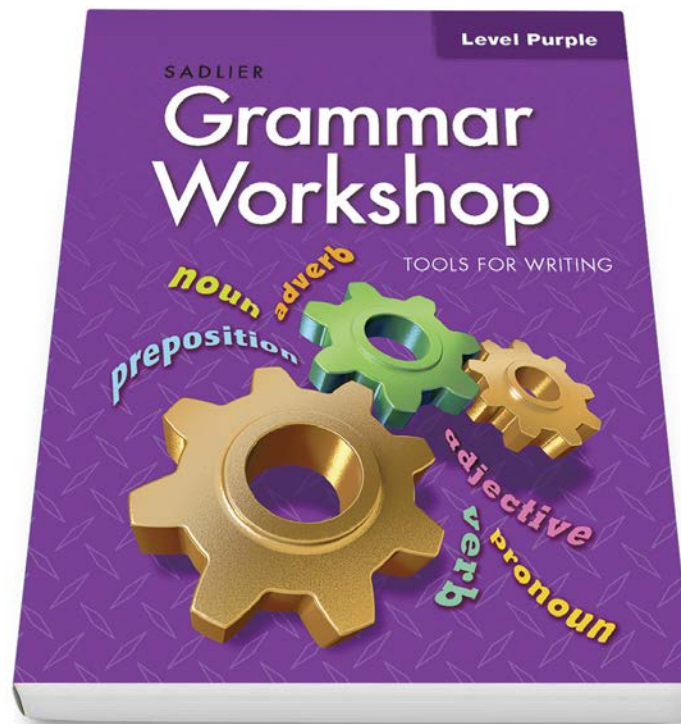


Grammar Workshop

Tools for Writing

Correlation to the 2023 New Jersey Student Learning Standards for English Language Arts (NJSLS-ELA)

Grade 2



Five Ways to Use *Grammar Workshop*.....2
Grammar Workshop Contents.....2

Key Aligned Content

Language Domain

Foundational Skills: Writing Language
 Sentence Composition (Grammar, Syntax, and Punctuation).....3

Additional Aligned Content

Writing Domain.....9

Five Ways to Use *Grammar Workshop*

Flexible and versatile, *Grammar Workshop: Tools for Writing* can facilitate a variety of instructional purposes. The program may be used as the core vehicle for delivering language and instruction, or it may be used as a supplement to meet specific curricular goals and students' needs. *Grammar Workshop: Tools for Writing* offers the following key features and support:

1. As a Complete Course

- Comprehensive coverage of language and writing conventions
- Research-based instructional approaches
- Thorough explanations and abundant examples
- Instruction, practice, assessment, and reteaching

2. As a Reference Tool

- Easy two-part organization of units and lessons
- Complete index of grammar and writing concepts
- Online reference tools

3. As a Source of Review and Practice

- Engaging and effective exercises for every lesson

- Meaningful student-centered practice and activities
- Writing exercises focused on real-life experiences and knowledge
- Unit Review activities

4. As a Guide for Independent and/or Small Group Learning

- Clarification of lesson topics
- Activities for working alone, with a partner, or in a small group of peers
- Talk About It: Discuss in every Unit Review
- Annotated Literary Models
- Strategic hints, tips, and reminders
- Interactive game for every lesson

5. As a Tool for Test Preparations

- Unit Tests in standardized-test formats
- Test-Taking Strategies
- Practice Quiz for every lesson
- Write About It in every Unit Review to practice for writing tests

Level Purple / Grade 2 Contents

UNIT 1 Sentences

Lesson 1 Sentences.....	8
Lesson 2 Statements and Questions.....	12
Lesson 3 Commands and Exclamations.....	16
Lesson 4 Simple Sentences: Subjects.....	20
Lesson 5 Simple Sentences: Predicates.....	24
Lesson 6 Compound Sentences.....	28
Lesson 7 Run-on Sentences.....	32
Unit 1 Review / Grammar for Writing.....	36

UNIT 2 Nouns

Lesson 8 Nouns.....	40
Lesson 9 Common and Proper Nouns.....	44
Lesson 10 Nouns in the Subject.....	48
Lesson 11 Singular and Plural Nouns.....	52
Lesson 12 Irregular Plural Nouns.....	56
Lesson 13 Possessive Nouns.....	60
Unit 2 Review / Grammar for Writing.....	64

UNIT 3 Verbs

Lesson 14 Action Verbs.....	68
Lesson 15 Present-Tense Verbs.....	72
Lesson 16 More Present-Tense Verbs.....	76
Lesson 17 Past-Tense Verbs.....	80
Lesson 18 Future-Tense Verbs.....	84
Lesson 19 Linking Verbs.....	88
Lesson 20 Main Verbs and Helping Verbs.....	92
Lesson 21 Using <i>Has, Have, Had</i>	96
Lesson 22 Irregular Verbs.....	100
Lesson 23 More Irregular Verbs.....	104
Lesson 24 Contractions with <i>Not</i>	108
Unit 3 Review / Grammar for Writing.....	112

UNIT 4 Adjectives and Adverbs

Lesson 25 Adjectives.....	116
Lesson 26 <i>A, An, The</i>	120
Lesson 27 Comparing with Adjectives.....	124
Lesson 28 More Comparing with Adjectives.....	128
Lesson 29 Adverbs.....	132
Lesson 30 Comparing with Adverbs.....	136
Lesson 31 Choosing between Adjectives and Adverbs.....	140
Lesson 32 Negatives.....	144
Unit 4 Review / Grammar for Writing.....	148

UNIT 5 Pronouns

Lesson 33 Subject Pronouns.....	152
Lesson 34 Pronoun-Verb Agreement.....	156
Lesson 35 Object Pronouns.....	160
Lesson 36 Using <i>I</i> and <i>Me</i>	164
Lesson 37 Reflexive Pronouns.....	168
Lesson 38 Possessive Pronouns.....	172
Lesson 39 Pronoun-Antecedent Agreement.....	176
Lesson 40 Contractions with Pronouns.....	180
Unit 5 Review / Grammar for Writing.....	184

UNIT 6 Capitalization, Punctuation, and Spelling

Lesson 41 Writing Sentences Correctly.....	188
Lesson 42 Capitalizing Proper Nouns.....	192
Lesson 43 Abbreviations.....	196
Lesson 44 Commas in a Series.....	200
Lesson 45 Parts of a Letter.....	204
Lesson 46 Quotations.....	208
Lesson 47 Spelling Rules.....	212
Lesson 48 Words Often Misspelled.....	216
Lesson 49 Words Often Confused.....	220
Unit 6 Review / Grammar for Writing.....	228

Writing Process Handbook.....	236
Index.....	244

Key Aligned Content

LANGUAGE DOMAIN

Foundational Skills: Writing

Sentence Composition (Grammar, Syntax, and Punctuation)

NEW JERSEY STUDENT LEARNING STANDARDS FOR ELA, GRADE 2	GRAMMAR WORKSHOP, LEVEL VIOLET / GRADE 2
<p>L.WF.2.3. Demonstrate command and use of the conventions of writing including those listed under grade one foundational skills.</p>	
<p>A. With modeling or prompting, separate run-on sentences and identify fragments, supplying a subject or predicate as necessary.</p>	<p><u>STUDENT EDITION / TEACHER'S ANNOTATED EDITION</u> Unit 1 Sentences</p> <ul style="list-style-type: none"> • Lesson 7 Run-On Sentences—SE pp. 32–35/TAE p. T21 • Unit 1 Review—SE pp. 36–37/TAE p. T21 • Unit 1 Grammar for Writing—SE pp. 38–39/TAE p. T21 <p><u>DIGITAL RESOURCES*</u> Unit 1 Sentences</p> <ul style="list-style-type: none"> • Additional Practice <ul style="list-style-type: none"> ◦ Lesson 7 Run-On Sentences • Interactive Activities <ul style="list-style-type: none"> ◦ Lesson 7 Sort It! • Interactive Practice Quizzes <ul style="list-style-type: none"> ◦ Lesson 7 Run-On Sentences
<p>B. Capitalize holidays, product names and geographic names.</p>	<p><u>STUDENT EDITION / TEACHER'S ANNOTATED EDITION</u> Unit 6 Capitalization, Punctuation, and Spelling</p> <ul style="list-style-type: none"> • Lesson 42 Capitalizing Proper Nouns—SE pp. 192–195/TAE p. T41 • Unit 6 Review—SE pp. 224–225/TAE p. T45 • Unit 6 Grammar for Writing—SE pp. 226–227/TAE p. T45 <p><u>DIGITAL RESOURCES*</u> Unit 6 Capitalization, Punctuation, and Spelling</p> <ul style="list-style-type: none"> • Additional Practice <ul style="list-style-type: none"> ◦ Lesson 42 Capitalizing Proper Nouns • Interactive Activities <ul style="list-style-type: none"> ◦ Lesson 42 Match It! • Interactive Practice Quizzes <ul style="list-style-type: none"> ◦ Lesson 42 Capitalizing Proper Nouns

LANGUAGE DOMAIN

Foundational Skills: Writing

Sentence Composition (Grammar, Syntax, and Punctuation)

NEW JERSEY STUDENT LEARNING STANDARDS FOR ELA, GRADE 2	GRAMMAR WORKSHOP, LEVEL VIOLET / GRADE 2
<p>C. Supply adjectives in noun phrases to make them more precise or engaging.</p>	<p><u>STUDENT EDITION / TEACHER'S ANNOTATED EDITION</u> Unit 4 Adjectives and Adverbs</p> <ul style="list-style-type: none"> • Lesson 25 Adjectives—SE pp. 116–119/TAE p. T31 • Lesson 26 <i>A, An, The</i>—SE pp. 120–123/TAE p. T32 • Lesson 27 Comparing with Adjectives—SE pp. 124–127/TAE p. T32 • Lesson 28 More Comparing with Adjectives—SE pp. 128–131/TAE p. T33 • Unit 4 Review—SE pp. 148–149/TAE p. T35 • Unit 4 Grammar for Writing—SE pp. 150–151/TAE p. T35 <p><u>DIGITAL RESOURCES*</u> Unit 4 Adjectives and Adverbs</p> <ul style="list-style-type: none"> • Additional Practice <ul style="list-style-type: none"> ○ Lesson 25 Adjectives ○ Lesson 26 <i>A, An, The</i> ○ Lesson 27 Comparing with Adjectives ○ Lesson 28 More Comparing with Adjectives • Interactive Activities <ul style="list-style-type: none"> ○ Lesson 25 Sort It! ○ Lesson 26 Solve It! ○ Lesson 27 Crossword ○ Lesson 28 What's the Word? • Interactive Practice Quizzes <ul style="list-style-type: none"> ○ Lesson 25 Adjectives ○ Lesson 26 <i>A, An, The</i> ○ Lesson 27 Comparing with Adjectives ○ Lesson 28 More Comparing with Adjectives
<p>D. Identify the verbs in clauses; form and use regular and irregular verbs for consistent use of past, present, and future tenses.</p> <p style="text-align: center;"><i>continued</i></p>	<p><u>STUDENT EDITION / TEACHER'S ANNOTATED EDITION</u> Unit 3 Verbs</p> <ul style="list-style-type: none"> • Lesson 14 Action Verbs—SE pp. 68–71 • Lesson 15 Present-Tense Verbs—SE pp. 72–75 • Lesson 16 More Present-Tense Verbs—SE pp. 76–79 • Lesson 17 Past-Tense Verbs—SE pp. 80–83 • Lesson 18 Future-Tense Verbs—SE pp. 84–87 • Lesson 19 Linking Verbs—SE pp. 88–91 • Lesson 20 Main Verbs and Helping Verbs—SE pp. 92–95 • Lesson 21 Using <i>Has, Have, Had</i>—SE pp. 96–99 • Lesson 22 Irregular Verbs—SE pp. 100–103 • Lesson 23 More Irregular Verbs—SE pp. 104–107 • Unit 3 Review—SE pp. 112–113 • Unit 3 Grammar for Writing—SE pp. 114–115 <p style="text-align: center;"><i>continued</i></p>

LANGUAGE DOMAIN

Foundational Skills: Writing

Sentence Composition (Grammar, Syntax, and Punctuation)

NEW JERSEY STUDENT LEARNING STANDARDS FOR ELA, GRADE 2	GRAMMAR WORKSHOP, LEVEL VIOLET / GRADE 2
<p style="text-align: center;"><i>continued</i></p> <p>D. Identify the verbs in clauses; form and use regular and irregular verbs for consistent use of past, present, and future tenses.</p>	<p style="text-align: center;"><i>continued</i></p> <p>DIGITAL RESOURCES*</p> <p>Unit 3 Verbs</p> <ul style="list-style-type: none"> • Additional Practice <ul style="list-style-type: none"> ○ Lesson 14 Action Verbs ○ Lesson 15 Present-Tense Verbs ○ Lesson 16 More Present-Tense Verbs ○ Lesson 17 Past-Tense Verbs ○ Lesson 18 Future-Tense Verbs ○ Lesson 19 Linking Verbs ○ Lesson 20 Main Verbs and Helping Verbs ○ Lesson 21 Using Has, Have, Had ○ Lesson 22 Irregular Verbs ○ Lesson 23 More Irregular Verbs • Interactive Activities <ul style="list-style-type: none"> ○ Lesson 14 Solve It! ○ Lesson 15 Solve It! ○ Lesson 16 Solve It! ○ Lesson 17 Word Search ○ Lesson 18 Sort It! ○ Lesson 19 Solve It! ○ Lesson 20 Sort It! ○ Lesson 21 Sort It! ○ Lesson 22 Solve It! ○ Lesson 23 Solve It! • Interactive Practice Quizzes <ul style="list-style-type: none"> ○ Lesson 14 Action Verbs ○ Lesson 15 Present-Tense Verbs ○ Lesson 16 More Present-Tense Verbs ○ Lesson 17 Past-Tense Verbs ○ Lesson 18 Future-Tense Verbs ○ Lesson 19 Linking Verbs ○ Lesson 20 Main Verbs and Helping Verbs ○ Lesson 21 Using Has, Have, Had ○ Lesson 22 Irregular Verbs ○ Lesson 23 More Irregular Verbs
<p>E. Punctuate dates, abbreviations, greetings and closings, initials, important words in a title, and items in a list.</p> <p style="text-align: center;"><i>continued</i></p>	<p>STUDENT EDITION / TEACHER'S ANNOTATED EDITION</p> <p>Unit 6 Capitalization, Punctuation, and Spelling</p> <ul style="list-style-type: none"> • Lesson 43 Abbreviations—SE pp. 196–199/TAE p. T41 • Lesson 44 Commas in a Series—SE pp. 200–203/TAE p. T42 • Lesson 45 Parts of a Letter—SE pp. 204–207/TAE p. T42 • Unit 6 Review—SE pp. 224–225/TAE p. T45 • Unit 6 Grammar for Writing—SE pp. 226–227/TAE p. T45 <p style="text-align: center;"><i>continued</i></p>

LANGUAGE DOMAIN

Foundational Skills: Writing

Sentence Composition (Grammar, Syntax, and Punctuation)

NEW JERSEY STUDENT LEARNING STANDARDS FOR ELA, GRADE 2	GRAMMAR WORKSHOP, LEVEL VIOLET / GRADE 2
<p style="text-align: center;"><i>continued</i></p> <p>E. Punctuate dates, abbreviations, greetings and closings, initials, important words in a title, and items in a list.</p>	<p style="text-align: center;"><i>continued</i></p> <p>DIGITAL RESOURCES* Unit 6 Capitalization, Punctuation, and Spelling</p> <ul style="list-style-type: none"> • Additional Practice <ul style="list-style-type: none"> ○ Lesson 43 Abbreviations ○ Lesson 44 Commas in a Series ○ Lesson 45 Parts of a Letter • Interactive Activities <ul style="list-style-type: none"> ○ Lesson 43 Match It! ○ Lesson 44 Sort It! ○ Lesson 45 Solve It! • Interactive Practice Quizzes <ul style="list-style-type: none"> ○ Lesson 43 Abbreviations ○ Lesson 44 Commas in a Series ○ Lesson 45 Parts of a Letter
<p>F. Use an apostrophe to form contractions and frequently occurring possessives.</p> <p style="text-align: center;"><i>continued</i></p>	<p>STUDENT EDITION / TEACHER'S ANNOTATED EDITION Unit 2 Nouns</p> <ul style="list-style-type: none"> • Lesson 13 Possessive Nouns—SE pp. 60–63 • Unit 2 Review—SE pp. 64–65 • Unit 2 Grammar for Writing—SE pp. 66–67 <p>DIGITAL RESOURCES* Unit 2 Nouns</p> <ul style="list-style-type: none"> • Additional Practice <ul style="list-style-type: none"> ○ Lesson 13 Possessive Nouns • Interactive Activities <ul style="list-style-type: none"> ○ Lesson 13 Solve It! • Interactive Practice Quizzes <ul style="list-style-type: none"> ○ Lesson 13 Possessive Nouns <p>STUDENT EDITION / TEACHER'S ANNOTATED EDITION Unit 3 Verbs</p> <ul style="list-style-type: none"> • Lesson 24 Contractions with <i>Not</i>—SE pp. 108-111/TAE p. T30 • Unit 3 Review—SE pp. 112-113 • Unit 3 Grammar for Writing—SE pp. 114-115 <p>DIGITAL RESOURCES* Unit 3 Verbs</p> <ul style="list-style-type: none"> • Additional Practice <ul style="list-style-type: none"> ○ Lesson 24 Contractions with <i>Not</i> • Interactive Activities <ul style="list-style-type: none"> ○ Lesson 24 What's the Word? • Interactive Practice Quizzes <ul style="list-style-type: none"> ○ Lesson 24 Contractions with <i>Not</i> <p style="text-align: center;"><i>continued</i></p>

LANGUAGE DOMAIN

Foundational Skills: Writing

Sentence Composition (Grammar, Syntax, and Punctuation)

NEW JERSEY STUDENT LEARNING STANDARDS FOR ELA, GRADE 2	GRAMMAR WORKSHOP, LEVEL VIOLET / GRADE 2
<p style="text-align: center;"><i>continued</i></p> <p>F. Use an apostrophe to form contractions and frequently occurring possessives.</p>	<p style="text-align: center;"><i>continued</i></p> <p><u>STUDENT EDITION / TEACHER'S ANNOTATED EDITION</u> Unit 5 Pronouns</p> <ul style="list-style-type: none"> • Lesson 40 Contractions with Pronouns—SE pp. 180–183/TAE p. T39 • Unit 5 Review—SE pp. 184–185 • Unit 5 Grammar for Writing—SE pp. 186–187 <p><u>DIGITAL RESOURCES*</u> Unit 5 Pronouns</p> <ul style="list-style-type: none"> • Additional Practice <ul style="list-style-type: none"> ◦ Lesson 40 Contractions with Pronouns • Interactive Activities <ul style="list-style-type: none"> ◦ Lesson 40 What's the Word? • Interactive Practice Quizzes <ul style="list-style-type: none"> ◦ Lesson 40 Contractions with Pronouns
<p>G. With assistance, link sentences into a simple, cohesive paragraph with a main idea.</p>	<p><i>Related content</i></p> <p><u>STUDENT EDITION</u> Writing Process Handbook</p> <ul style="list-style-type: none"> • Drafting <ul style="list-style-type: none"> For informative, explanatory, and opinion writing, use an introduction, body paragraphs, and a conclusion. <ul style="list-style-type: none"> ▪ SE p. 234
<p>L.KL.2.1. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p>	
<p>A. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p>	<p><u>STUDENT EDITION / TEACHER'S ANNOTATED EDITION</u> Units 1–6</p> <p>Students use words and phrases acquired through discussing, reading, and responding to texts throughout the program.</p>
<p>B. Compare formal and informal uses of English.</p> <p style="text-align: center;"><i>continued</i></p>	<p><u>STUDENT EDITION / TEACHER'S ANNOTATED EDITION</u> Unit 1 Sentences</p> <ul style="list-style-type: none"> • Lesson 7 Run-On Sentences—SE pp. 32–35/TAE p. T21 Your directions to a friend may use sentence fragments and informal words. The language in an article should be more formal, and you may add more steps. (SE p. 35) <p style="text-align: center;"><i>continued</i></p>

LANGUAGE DOMAIN

Foundational Skills: Writing

Sentence Composition (Grammar, Syntax, and Punctuation)

NEW JERSEY STUDENT LEARNING STANDARDS FOR ELA, GRADE 2	GRAMMAR WORKSHOP, LEVEL VIOLET / GRADE 2
<p style="text-align: center;"><i>continued</i></p> <p>B. Compare formal and informal uses of English.</p>	<p style="text-align: center;"><i>continued</i></p> <p>STUDENT EDITION Writing Process Handbook</p> <ul style="list-style-type: none"> • Revising <ul style="list-style-type: none"> ○ Steps for Revising Change words and phrases that are too formal or too informal. <ul style="list-style-type: none"> ▪ SE p. 237 ○ B. Revising a Draft Revising Checklist: Did I change words that were too formal or informal? <ul style="list-style-type: none"> ▪ SE p. 238 <p>TEACHER'S ANNOTATED EDITION Introduction</p> <ul style="list-style-type: none"> • Proven Instructional Approach <ul style="list-style-type: none"> ○ Direct Instruction When writing, students are made aware of the importance of text type and audience when making decisions about using formal or informal language, as well as the need to consult a dictionary for help with spelling or clarification of word meaning. <ul style="list-style-type: none"> ▪ TAE p. T4 • Best Practices for Teaching Grammar <ul style="list-style-type: none"> 4. Analyze the differences between formal and informal writing. You might encourage students to write informally to a close friend and then write the same message formally to a different audience. Then reverse the process by having students write formally first, then rewrite informally. By encouraging students to code-switch, you help them understand how purpose, audience, and genre influence a writer's decisions about language and conventions. You can also help students explore the relationship between oral and written language. <ul style="list-style-type: none"> ▪ TAE p. T10

Additional Aligned Content

WRITING DOMAIN

NEW JERSEY STUDENT LEARNING STANDARDS FOR ELA, GRADE 2

GRAMMAR WORKSHOP, LEVEL VIOLET / GRADE 2

W.AW.2.1. With prompts and support, write opinion pieces to present an idea with reasons or information.

- A. Introduce an opinion.
- B. Support the opinion with facts, definitions, concrete details, text evidence, or other information and examples related to the topic.
- C. Provide a conclusion.

continued

STUDENT EDITION

Write Your Own

Write Your Own encourages students to be creative as they apply what they learned by expressing an opinion based on an interesting, grade-appropriate writing prompt.

Example:

Do you think students should go to school on the weekends? Write five sentences to explain why you think students should or should not go to school on the weekends? (Lesson 5, SE p. 27)

- o Lesson 11, SE p. 55; Lesson 5, SE p. 27; Lesson 15, SE p. 75; Lesson 24, SE p. 111; Lesson 26, SE p. 123; Lesson 31, SE p. 143; Lesson 34, SE p. 159; Lesson 39, SE p. 179

Writing Process Handbook

- Planning
 - o B. Choosing a Type of Writing
Opinion: Writing that gives your opinion about a topic with reasons that support your opinion
 - SE p. 231
 - o C. Choosing a Purpose
To persuade: Convince your readers to agree with an idea or to act in a certain way.
 - SE p. 232
 - o D. Choosing an Audience
When you write, think about your audience, the specific readers you want to read your work.
 - SE p. 232
 - o Planning Checklist
Do I know what type of writing I am doing?
Do I know my purpose for writing?
 - SE p. 233
- Drafting
 - o Learn
Follow these steps when you are drafting:
 - For informative, explanatory, and opinion writing, use an introduction, body paragraphs, and a conclusion.
 - o SE p. 234
 - o Drafting Checklist
 - Did I stay focused on my topic?
 - Did I support my main point?
 - o SE p. 236
- Revising
 - o Learn
Steps for revising
 - Be sure the ideas in each paragraph flow and make sense.
 - Add or remove details and evidence to make your writing clearer.
 - o SE p. 237

continued

WRITING DOMAIN

NEW JERSEY STUDENT LEARNING STANDARDS FOR ELA, GRADE 2	GRAMMAR WORKSHOP, LEVEL VIOLET / GRADE 2
<p style="text-align: center;"><i>continued</i></p> <p>W.AW.2.1. With prompts and support, write opinion pieces to present an idea with reasons or information.</p> <ul style="list-style-type: none"> A. Introduce an opinion. B. Support the opinion with facts, definitions, concrete details, text evidence, or other information and examples related to the topic. C. Provide a conclusion. 	<p style="text-align: center;"><i>continued</i></p> <ul style="list-style-type: none"> ○ Revising Checklist <ul style="list-style-type: none"> • Did I add or remove details that weren't needed? ○ SE p. 238 <p>TEACHER'S ANNOTATED EDITION</p> <p>Lesson Plans</p> <ul style="list-style-type: none"> • Follow-Up: Writing Students express opinions in writing activities that apply the lesson skill. <i>Example:</i> Have students write another opinion sentence about space and support it with one reason. (Lesson 26, TAE p. T32) ○ Lesson 26, TAE p. T32; Lesson 40, TAE p. T39; Lesson 47, TAE p. T43
<p>W.IW.2.2. Write informative/explanatory texts to examine a topic and convey ideas and information.</p> <ul style="list-style-type: none"> A. Introduce a topic clearly. B. Develop a topic with facts definitions, concrete details, text evidence, or other information and examples related to the topic. C. Provide a conclusion. <p style="text-align: center;"><i>continued</i></p>	<p>STUDENT EDITION</p> <p>Write Your Own</p> <p>Write Your Own encourages students to apply what they learned by explaining an idea or activity described in an interesting, grade-appropriate writing prompt.</p> <p><i>Examples:</i></p> <p>In the box, draw a picture of a food you like to make. Then, write three steps to explain how to make the food. Check a dictionary if you need help spelling a word. (Lesson 7, SE p. 35)</p> <p>Tell about a hobby that you do or that you want to learn about. Give some facts about the hobby and why it is interesting. Use some of the homophones on page 216 when you write. If you are not sure of a word's meaning, check a dictionary. (Lesson 48, SE p. 219)</p> <ul style="list-style-type: none"> ○ Lesson 7, SE p. 35; Lesson 9, SE p. 47; Lesson 12, SE p. 59; Lesson 16, SE p. 79; Lesson 17, SE p. 83; Lesson 19, SE p. 91; Lesson 22, SE p. 103; Lesson 27, SE p. 127; Lesson 28, SE p. 131; Lesson 30, SE p. 139; Lesson 32, SE p. 147; Lesson 37, SE p. 171; Lesson 41, SE p. 191; Lesson 43, SE p. 199; Lesson 45, SE p. 207; Lesson 48, SE p. 219 <p>Writing Process Handbook</p> <ul style="list-style-type: none"> • Drafting <ul style="list-style-type: none"> ○ Learn Follow these steps when you are drafting: <ul style="list-style-type: none"> • For informative, explanatory, and opinion writing, use an introduction, body paragraphs, and a conclusion. <ul style="list-style-type: none"> ○ SE p. 234 ○ Drafting Checklist <ul style="list-style-type: none"> • Did I stay focused on my topic? • Did I support my main point? • Did I include important details from my planning notes? ○ SE p. 236 <p style="text-align: center;"><i>continued</i></p>

WRITING DOMAIN

NEW JERSEY STUDENT LEARNING STANDARDS FOR ELA, GRADE 2	GRAMMAR WORKSHOP, LEVEL VIOLET / GRADE 2
<p style="text-align: center;"><i>continued</i></p> <p>W.IW.2.2. Write informative/explanatory texts to examine a topic and convey ideas and information.</p> <ol style="list-style-type: none"> A. Introduce a topic clearly. B. Develop a topic with facts definitions, concrete details, text evidence, or other information and examples related to the topic. C. Provide a conclusion. 	<p style="text-align: center;"><i>continued</i></p> <ul style="list-style-type: none"> • Revising <ul style="list-style-type: none"> ◦ Learn <p>Steps for revising</p> <ul style="list-style-type: none"> • Be sure the ideas in each paragraph flow and make sense. • Add or remove details and facts to make your writing clearer. • Replace weak words with stronger ones. • Change words and phrases that are too formal or too informal. • Add words such as then to make the order of events clearer. <ul style="list-style-type: none"> ◦ SE p. 237 ◦ Revising Checklist <ul style="list-style-type: none"> • Did I add or remove details that weren't needed? • Did I use adjectives and adverbs to make my writing stronger? • Did I change words that were too formal or informal? • Did I use conjunctions to make compound sentences? <ul style="list-style-type: none"> ◦ SE p. 238 <p>TEACHER'S ANNOTATED EDITION</p> <p>Lesson Plans</p> <ul style="list-style-type: none"> • Follow-Up: Writing <p>Many lesson plans feature a multi-sentence, informative or explanatory text writing activity that applies the lesson skill.</p> <p><i>Example:</i></p> <p>Invite students to write three sentences using the contractions can't, don't, and won't to explain the rules of your classroom or school community. (Lesson 24, TAE p. T30)</p> <ul style="list-style-type: none"> ◦ Lesson 2, TAE p. T18; Lesson 4, TAE p. T19; Lesson 9, TAE p. T22; Lesson 13, TAE p. T24; Lesson 15, TAE p. T26; Lesson 24, TAE p. T30; Lesson 25, TAE p. T31; Lesson 28, TAE p. T33; Lesson 34, TAE p. T36; Lesson 35, TAE p. T37; Lesson 38, TAE p. T38; Lesson 42, TAE p. T41
<p>W.NW.2.3. Write narratives based on real or imagined experiences or events with basic story elements.</p> <ol style="list-style-type: none"> A. Orient the reader by establishing a situation and introducing characters; organize an event sequence. B. Provide dialogue and description of experiences and events and/or show the responses of characters to situations. C. Use transitional words to manage the sequence of events. D. Use concrete words and phrases and sensory details to convey experience and events. E. Provide a conclusion or sense of closure related to the narrated experiences or events. <p style="text-align: center;"><i>continued</i></p>	<p>STUDENT EDITION</p> <p>Write Your Own</p> <p>Write Your Own encourages students to be creative as they apply what they learned by writing narratives based on an interesting, grade-appropriate writing prompt.</p> <p><i>Examples:</i></p> <p>Sometimes we worry that we might say or do the wrong thing when meeting someone new. The best thing to do is to be yourself and be a friend! Write a story that tells about meeting a friend with a disability. Use a possessive pronoun in some of your sentences. (Lesson 38, SE p. 115)</p> <p>Imagine you went on a field trip with your class to a local museum. Write about what you did and saw. In your sentences, use some of the words from the list at the top of page 212. Also use some words with suffixes like the words in Practice B on page 213. If you are not sure of the spelling, check a dictionary. (Lesson 47, SE p. 215)</p> <ul style="list-style-type: none"> ◦ Lesson 3, SE p. 19; Lesson 4, SE p. 23; Lesson 13, SE p. 63; Lesson 21, SE p. 99; Lesson 33, SE p. 155; Lesson 35, SE p. 163; Lesson 38, SE p. 175; Lesson 46, SE p. 211; Lesson 47, SE p. 215; Lesson 49, SE p. 223 <p style="text-align: center;"><i>continued</i></p>

WRITING DOMAIN

NEW JERSEY STUDENT LEARNING STANDARDS FOR ELA, GRADE 2

GRAMMAR WORKSHOP, LEVEL VIOLET / GRADE 2

continued

W.NW.2.3. Write narratives based on real or imagined experiences or events with basic story elements.

- A. Orient the reader by establishing a situation and introducing characters; organize an event sequence.
- B. Provide dialogue and description of experiences and events and/or show the responses of characters to situations.
- C. Use transitional words to manage the sequence of events.
- D. Use concrete words and phrases and sensory details to convey experience and events.
- E. Provide a conclusion or sense of closure related to the narrated experiences or events.

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continued

Write About It

Before students begin the end-of-unit **Write About It** activity, review the **Check It Out** questions together. These questions serve as a rubric for completing the activity. You may wish to have students work with partners to plan their writing. A rubric for students to self-assess their writing is available at SadlierConnect.com.

Example:

Write a story that tells what happens to Jackson at the sleepover. Use details from the story on page 186. Use a variety of pronouns and contractions in your story. Use the Writing Process Handbook on pages 228–243 to help you plan. (SE p. 187)

- Unit 1 Grammar for Writing, SE p. 39; Unit 2 Grammar for Writing, SE p. 67; Unit 3 Grammar for Writing, SE p. 115; Unit 4 Grammar for Writing, SE p. 151; Unit 5 Grammar for Writing, SE p. 187; Unit 6 Grammar for Writing, SE p. 227

Writing Process Handbook

- Planning
 - Learn
 - A. Choosing a Topic
 - Michael was asked to write about an important event that happened this year. He made this web to list his ideas. After reviewing each idea, Michael chose to write about winning the class spelling bee.
 - SE p. 230
 - B. Choosing a Type of Writing
 - Narrative: Writing that tells a story, real or made-up, and includes actions, thoughts, and feelings
 - SE p. 231
 - C. Choosing a Purpose
 - To entertain: Share a story, experience, or idea with your readers.
 - SE p. 232
 - D Choosing an Audience
 - SE p. 232
 - E Collecting Details and Facts
 - Michael put details of his narrative in order by using a planning tool:
 - SE p. 233
 - Planning Checklist
 - SE p. 233
- Drafting
 - Learn
 - Plan the structure of your draft**
 - For narratives create a beginning, a middle, and an end.
 - SE p. 234
 - Drafting Checklist
 - Did I stay focused on my topic?
 - Did drafting spark some additional ideas that I used in my writing?
 - SE p. 236

continued

WRITING DOMAIN

NEW JERSEY STUDENT LEARNING STANDARDS FOR ELA, GRADE 2	GRAMMAR WORKSHOP, LEVEL VIOLET / GRADE 2
<p style="text-align: center;"><i>continued</i></p> <p>W.NW.2.3. Write narratives based on real or imagined experiences or events with basic story elements.</p> <ul style="list-style-type: none"> A. Orient the reader by establishing a situation and introducing characters; organize an event sequence. B. Provide dialogue and description of experiences and events and/or show the responses of characters to situations. C. Use transitional words to manage the sequence of events. D. Use concrete words and phrases and sensory details to convey experience and events. E. Provide a conclusion or sense of closure related to the narrated experiences or events. 	<p style="text-align: center;"><i>continued</i></p> <ul style="list-style-type: none"> • Revising <ul style="list-style-type: none"> ◦ Learn <p>Steps for revising</p> <ul style="list-style-type: none"> • Be sure the ideas in each paragraph flow and make sense. • Add or remove details and facts to make your writing clearer. • Replace weak words with stronger ones. • Change words and phrases that are too formal or too informal. • Add words such as then to make the order of events clearer. <ul style="list-style-type: none"> ◦ SE p. 237 ◦ Revising Checklist <ul style="list-style-type: none"> • Did I add or remove details that weren't needed? • Did I use adjectives and adverbs to make my writing stronger? • Did I change words that were too formal or informal? <ul style="list-style-type: none"> ◦ SE p. 238 <p>TEACHER'S ANNOTATED EDITION</p> <p>Lesson Plans</p> <ul style="list-style-type: none"> • Follow-Up: Writing Many lesson plans feature a multi-sentence, narrative writing activity that applies the lesson skill. Example: Have students write four sentences about a time they helped someone. Encourage students to include an irregular verb from Lessons 22 and 23 in each sentence. (Lesson 23, TAE p. T30) <ul style="list-style-type: none"> ▪ Lesson 14, TAE p. T25; Lesson 21, TAE p. T29; Lesson 23, TAE p. T30; Lesson 29, TAE p. T33; Lesson 33, TAE p. T36; Lesson 45, TAE p. T42
<p>W.WP.2.4. With guidance and support from adults and peers, develop and strengthen writing as needed by planning, revising and editing.</p> <ul style="list-style-type: none"> A. Identify audience and purpose before writing. B. Participate in self-evaluation of written work. C. With feedback and digital or print tools such as a primary dictionary, find and correct errors. <p style="text-align: center;"><i>continued</i></p>	<p>STUDENT EDITION</p> <p>Lesson 1-50</p> <ul style="list-style-type: none"> • Practice C (proofreading exercise) The Practice C exercise provides an opportunity for students to apply lesson skills using proofreading marks to correct mistakes in the writing sample. <ul style="list-style-type: none"> ◦ Lesson 3, SE p. 19; Lesson 7, SE p. 35; Lesson 9, SE p. 47; Lesson 11, SE p. 55; Lesson 13, SE p. 63; Lesson 15, SE p. 75; Lesson 16, SE p. 79; Lesson 17, SE p. 83; Lesson 19, SE p. 91; Lesson 21, SE p. 99; Lesson 22, SE p. 103; Lesson 24, SE p. 111; Lesson 26, SE p. 123; Lesson 27, SE p. 127; Lesson 28, SE p. 131; Lesson 30, SE p. 139; Lesson 32, SE p. 147; Lesson 34, SE p. 159; Lesson 37, SE p. 171; Lesson 39, SE p. 179; Lesson 41, SE p. 191; Lesson 43, SE p. 199; Lesson 45, SE p. 207; Lesson 46, SE p. 211; Lesson 47, SE p. 215 <p style="text-align: center;"><i>continued</i></p>

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WRITING DOMAIN

NEW JERSEY STUDENT LEARNING STANDARDS FOR ELA, GRADE 2

GRAMMAR WORKSHOP, LEVEL VIOLET / GRADE 2

continued

W.WP.2.4. With guidance and support from adults and peers, develop and strengthen writing as needed by planning, revising and editing.

- A. Identify audience and purpose before writing.
- B. Participate in self-evaluation of written work.
- C. With feedback and digital or print tools such as a primary dictionary, find and correct errors.

continued

Grammar for Writing

- Proofreading Practice
 - Unit 1 Grammar for Writing, SE p. 39; Unit 2 Grammar for Writing, SE p. 67; Unit 3 Grammar for Writing, SE p. 115; Unit 4 Grammar for Writing, SE p. 151; Unit 5 Grammar for Writing, SE p. 187; Unit 6 Grammar for Writing, SE p. 227

Use a Dictionary

- SE pp. 23, 35, 47, 79, 99, 139, 171, 179, 212, 216, 219, 220, 221

Writing Process Handbook

- Planning, SE p. 229–233
 - A. Choosing a Topic
 - B. Choosing a Genre
 - C. Choosing a Purpose
 - D. Choosing an Audience
 - E. Collecting Details and Evidence
 - Planning Checklist
- Drafting, SE pp. 234–236
 - A. Planning a Draft
 - B. Writing a Draft
 - Drafting Checklist
- Revising, SE pp. 236–238
 - A. Doing a Peer Review
 - B. Revising a Draft
 - Revising Checklist
- Editing, SE pp. 239–241
 - Editing Questions
 - Grammar
 - Mechanics
 - Usage
 - A. Checking Your Draft
 - Editing Checklist

How to Use Proofreading Marks

- SE p. 252

TEACHER'S ANNOTATED EDITION

Introduction

- Proven Instructional Approach
 - Direct Instruction

When writing, students are made aware of the importance of text type and audience when making decisions about using formal or informal language, as well as the need to consult a dictionary for help with spelling or clarification of word meaning.

 - TAE p. T4

Proofreading Checklist

- TAE p. T47

DIGITAL RESOURCES*

Units 1–6

- Proofreading Practice
 - Proofreading Passage

WRITING DOMAIN

NEW JERSEY STUDENT LEARNING STANDARDS FOR ELA, GRADE 2	GRAMMAR WORKSHOP, LEVEL VIOLET / GRADE 2
<p>W.WR.2.5. Generate questions about a topic and locate related information from a reference source to obtain information on that topic through shared and independent research.</p>	<p><u>STUDENT EDITION</u> Writing Process Handbook</p> <ul style="list-style-type: none"> • Planning, SE p. 229–233 <ul style="list-style-type: none"> ○ A. Choosing a Topic ○ B. Choosing a Type of Writing ○ C. Choosing a Purpose ○ D. Choosing an Audience ○ E. Collecting Details and Facts Find books about your topic in the library. Talk to people who know about your topic. Use approved websites to learn more. ○ Planning Checklist
<p>W.WR.2.6. Prioritize information provided by different sources on the same topic while gathering ideas and planning to write about a topic.</p>	<p><u>STUDENT EDITION</u> Writing Process Handbook</p> <ul style="list-style-type: none"> • Planning, SE p. 229–233 <ul style="list-style-type: none"> ○ Learn Gather and organize facts and other information that supports your writing. ○ E. Collecting Details and Facts As you learn about your topic, jot down details you want to include. Put details into categories to help you plan. ○ Planning Checklist
<p>W.RW.2.7. Engage in both collaborative and independent writing tasks regularly, including extended and shorter time frames.</p> <p style="text-align: center;"><i>continued</i></p>	<p style="text-align: center;">WRITE ROUTINELY OVER EXTENDED TIME FRAMES</p> <p><u>STUDENT EDITION</u> Write Your Own</p> <p>Longer Write Your Own exercises require students to write multiple sentences or paragraphs.</p> <ul style="list-style-type: none"> • Lesson 3, SE p. 19; Lesson 4, SE p. 23; Lesson 5, SE p. 27; Lesson 7, SE p. 35; Lesson 9, SE p. 47; Lesson 11, SE p. 55; Lesson 12, SE p. 59; Lesson 13, SE p. 63; Lesson 17, SE p. 83; Lesson 19, SE p. 91; Lesson 21, SE p. 99; Lesson 28, SE p. 131; Lesson 32, SE p. 147; Lesson 38, SE p. 175; Lesson 41, SE p. 191; Lesson 45, SE p. 207; Lesson 47, SE p. 215; Lesson 48, SE p. 219; Lesson 49, SE p. 223 <p>Write About It</p> <p>Before students begin the end-of-unit Write About It activity, review the Check It Out questions together. These questions serve as a rubric for completing the activity. You may wish to have students work with partners to plan their writing. A rubric for students to self-assess their writing is available at SadlierConnect.com.</p> <ul style="list-style-type: none"> • Unit 1 Grammar for Writing, SE p. 39; Unit 2 Grammar for Writing, SE p. 67; Unit 3 Grammar for Writing, SE p. 115; Unit 4 Grammar for Writing, SE p. 151; Unit 5 Grammar for Writing, SE p. 187; Unit 6 Grammar for Writing, SE p. 227 <p style="text-align: center;"><i>continued</i></p>

WRITING DOMAIN

NEW JERSEY STUDENT LEARNING STANDARDS FOR ELA, GRADE 2

GRAMMAR WORKSHOP, LEVEL VIOLET / GRADE 2

continued

W.RW.2.7. Engage in both collaborative and independent writing tasks regularly, including extended and shorter time frames.

continued

WRITE ROUTINELY OVER SHORTER TIME FRAMES

STUDENT EDITION

Write Your Own

Shorter **Write Your Own** exercises involve writing one or two sentences.

- Lesson 15, SE p. 75; Lesson 16, SE p. 79; Lesson 22, SE p. 103; Lesson 24, SE p. 111; Lesson 26, SE p. 123; Lesson 27, SE p. 127; Lesson 30, SE p. 139; Lesson 31, SE p. 143; Lesson 33, SE p. 155; Lesson 34, SE p. 159; Lesson 35, SE p. 163; Lesson 37, SE p. 171; Lesson 39, SE p. 179; Lesson 43, SE p. 199; Lesson 46, SE p. 211

TEACHER'S ANNOTATED EDITION

Lesson Plans

- Follow-Up: Writing
 - Many lesson plans feature a short writing activity that applies the lesson skill.
 - Lesson 2, TAE p. T18; Lesson 3, TAE p. T19; Lesson 4, TAE p. T19; Lesson 6, TAE p. T20; Lesson 7, TAE p. T21; Lesson 9, TAE p. T22; Lesson 12, TAE p. T24; Lesson 13, TAE p. T24; Lesson 14, TAE p. T25; Lesson 15, TAE p. T26; Lesson 17, TAE p. T27; Lesson 21, TAE p. T29; Lesson 22, TAE p. T29; Lesson 23, TAE p. T30; Lesson 24, TAE p. T30; Lesson 25, TAE p. T31; Lesson 26, TAE p. T32; Lesson 28, TAE p. T33; Lesson 29, TAE p. T33; Lesson 31, TAE p. T34; Lesson 32, TAE p. T35; Lesson 33, TAE p. T36; Lesson 34, TAE p. T36; Lesson 35, TAE p. T37; Lesson 37, TAE p. T38; Lesson 38, TAE p. T38; Lesson 40, TAE p. T39; Lesson 42, TAE p. T41; Lesson 44, TAE p. T42; Lesson 45, TAE p. T42; Lesson 47, TAE p. T43; Lesson 48, TAE p. T44