A.5. Curriculum Sample for 2nd Grade Writing

Grade Level	Content Area	Course Title *(For 9-12 Samples Only)*	Unit Title
Second	Writing	N/A	Explaining and Informing

Length of Unit	Time of Year Taught	Expected Prior Knowledge
5 days (150 Minutes)	3rd quarter	Students will be expected to know basic writing principles. Use of the internet and other information based materials.

Unit Description Students will learn how to write, revise and make a final draft using informative text.

Standards: Common Core State Standards in ELA W.2.2	• W.2.2. Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
Summative Assessment *In addition to the description, include a copy of the summative assessment in the application package.*	As a result of instruction, students will write an informative text on giving instructions using the writing process. Students will write an informative/explanatory essay about a topic of their choice.
Scoring for Summative Assessment *In addition to the description, include a copy of the answer key and scoring rubric (if applicable) for the summative assessment in the application package.*	Students will be scored using a 2nd grade rubric with a total point value of 16,. Students must score 13 out of 16 to have mastery. 80% equals mastery.
Materials/Resources Needed *Include all items for the entire unit.*	Workbook Plus Unit 6, Teachers Resource Book, Audiotapes/Cd's ,Transparencies/Overhead Projector, Internet/Laptop, CD-Rom Teachers Resource Disk, HTTP://www.eduplace.com/kids/hme or HTTP://www.eduplace.com/rdg/hme, Assessment Booklet, Unit 6, Writing Supplies, Paper, Dictionary/Thesaurus

	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
Instruction and Time line (Discovery, Cooperative, and demonstration	*Listening to Instruction "Let's Make Rain"* **Lesson Objectives** Students will read a model of instruction, identify characters, understand sequence of	*A Student Model: Working Draft and Final Draft* **Lesson Objectives** Students will read a working draft of a student-written	*Write Instructions Using Order Words Topic Sentence* **Lesson Objectives** Students will list their ideas using order words, discuss with a partner,	*Revising Strategies* **Lesson Objectives** Students will proof read their instructions, use exact verbs to make their instruction clearer and combine short	*Publish Your Instructions* **Lesson Objectives** Students will make a final copy of their instructions by either writing or typing, share it with the class, and add it

teaching styles)	instructions, use visuals to enhance meaning, and write a personal/critical response. **Building Background** Ask students to discuss experiments they have taken a part of. What did they do and find out? **Introducing Vocabulary and Reading the Selection.** Introduce key vocabulary words by writing the following sentences on the board *The water could not leak out o the seal-able bag.* *She filled her spoon with flour because the recipe called for a* ***spoonful*** *of flour.* Discuss the general purpose for listening to or reading instructions. Read aloud or have a volunteer read the introduction from Workbook Plus Unit 6, p.207. Discuss the introduction question. And have volunteers read the reaming	instruction, and discuss the ways the model meets the criteria for well-written instructions, and ways it could be improved. **Focus on the Model** Students will volunteer to read a working draft of instructions written by a student using Workbook Plus Unit 6, p.210. Remind students that a working draft is a work in progress. As a whole group have the class answer the questions at the bottom of the selection *Reading as a writer*. When done turn to p. 211 and read aloud to the class a final copy of the same selection. Discuss the differences between the two drafts. Discuss *Reading as a Writer* questions at the bottom of the selection. Students acquiring English or for differentiated learning option may listen to the selection on CD. **Focus on Instruction** using the internet	and chose an appropriate topic. **Focus on Instruction** Ask students what might the purpose for writing instructions to find a place or to play a game? Use Workbook Plus p. 212 to help students choose a topic. As a whole group go over numbers 1-3, and allow students time to answer each question. Continue to p. 213 and review questions 1-5 on exploring a topic. Allow students time to discuss with a partner their ideas. Instruct student to turn to p.214. Write the order words from the lesson on the board. Ask volunteers to put the words in time order. Go over as a whole group p.214 *Using Order Words.* Students acquiring English or for differentiated learning option may listen to the selection on CD. **Responding** Instruct students to use	sentences to make one long sentences. **Focus on Instruction** Instruct students that now they will learn about revising their instructions. Using Workbook Plus p. 220 *Revising Strategies* go over as a whole group. Focus on word choice and sentence fluency. Continue to p. 221 *Proof read your Instructions.* As a whole group go over p. 221 and discuss what they can now do to their instructions to make appropriate revisions. Students acquiring English or for differentiated learning option may listen to the selection on CD. Remind students that proofreading stage is when they should correct capitulations, usage, punctuation, and spelling. Students may utilize a highlighter to highlight words they are unsure of using different colors. Instruct students to	to their writing portfolio. **Focus on Instruction** Using Workbook Plus p. 222 review and discuss *Publish Your Instructions.* Ask volunteers to read numbers 1-4. Continue as a whole group to discuss the *Reflec*t questions at the bottom of the page. Students acquiring English or for differentiated learning option may listen to the selection on CD. **Responding** Instruct students it is now time to write their final copy. Allow student to choose whether they would like to write their final copy or type it on a computer. As students are completing their final copy walk through the room and make observations. Make sure students are holding their pencils correctly and are sitting in the proper positions. Check students letter spacing and for readable handwriting. Instruct students when they are

	instructions. Discuss in steps of the experiment. Students acquiring English or for differentiated learning option may listen to the selection on CD. **Focus on Instruction** Using a transparency write down student response ask volunteers to develop a summary of the selection previously read. Students should think about the actual instruction, the writes craft, and the picture. **Responding** Instruct students that they need to write a Personal response to a question. Write on the board, *Would you enjoy making a bag of rain? Why or why not?* Instruct students to write their response and share with the class when done.	connection send the students to www.eduplace.com/kids/hme/ to see more models of student writings. Students can also find and print these models at www.eduplace.com/rdg/hme. **Responding** Instruct students to choose one model of writing off the internet and write a short paragraph in response to the model they chose. Instruct students to then share the model and their response with a partner.	the drawing feature of their word processing program to draw the steps of their instructions. Students may also use the internet and go to www.eduplace.com/kids/hme/ or www.eduplace.com/rdg/hme/. for graphic organizers to help order their ideas. Allow students time to either draw or write their instructions in proper order. Walk around and visually check for accuracy and understanding as students are working. Use this time to individually work with students needing further assistance.	utilize a dictionary and thesaurus when they need help with a word. **Responding** Instruct students that now they are to proof read their instructions independently and make appropriate revisions. When done have students switch papers with a partner and have the partner peer proofread for any further revisions. Walk around and visually check for accuracy and understanding as students are working. Use this time to individually work with students needing further assistance.	done they will share their final copy with the class. Their final copy will be placed in their writing portfolio.

	Lesson 1	Lesson 2	Lesson 3	Lesson 4	
Student Activities and Time line	*Listening to Instruction "Let's Make Rain"* **Lesson Objectives** Students read a published model of instruction, identify characters, understand sequence of instructions, use visuals to enhance meaning, and write a personal and critical response. **Building Background** Students discuss an experiments they have taken a part of. What did they do and find out? **Introducing Vocabulary Reading the Selection.** Students volunteer to read sentences form the board, point out key vocabulary. Discuss the purpose for listening to or reading instructions. Students volunteer to read Workbook Plus Unit 6, p.207. Students participate in discussion. Follow up by students reading the experiment	*A Student Model: Working Draft and Final Draft* **Lesson Objectives** Students will read a working draft of student-written instructions, discuss the ways the model meets the criteria for well-written instructions and ways it could be improved. **Focus on the Model** Students volunteer to read a working draft of instructions written by a student using Workbook Plus Unit 6, p .210. As a whole group, the class answers the questions at the bottom of the selection *Reading as a writer*. Turn to p. 211 students volunteer to read aloud a final copy of the same selection. Students discuss the differences between the two drafts, and discuss as a whole group the *Reading as a Writer* questions. Students acquiring	*Write Instructions Using Order Words Topic Sentence* **Lesson Objectives** Students will list their ideas using order words, discuss with a partner, and chose an appropriate topic. **Focus on Instruction** Students will discuss what might the purpose for writing instructions to find a place or to play a game? Students will use Workbook Plus p. 212 to choose a topic. As a whole group students will go over numbers 1-3 and answer each question. Continue to p.213 and review questions 1-5 on exploring a topic. Students will discuss with a partner their ideas. Student will turn to p.214. Students will volunteer to put the words from the board in time order. Students will go over as a whole group p.214 *Using Order Words.* Students	*Revising Strategies* **Lesson Objectives** Students will proof read their instructions, use exact verbs to make their instruction clearer and combine short sentences to make one long sentences. **Focus on Instruction** Students will use Workbook Plus p. 220 *Revising Strategies* go to go over as a whole group. Students will continue to p. 221 *Proof read your Instructions.* As a whole group students will go over p. 221 and discuss what they can now do to their instructions to make appropriate revisions. Students acquiring English or for differentiated learning option students may listen to the selection on CD. **Responding** Students will now proof read their instructions independently and make appropriate revisions	*Publish Your Instructions* **Lesson Objectives** Students will make a final copy of their instructions by either writing or typing, share it with the class, and add it to their writing portfolio. **Focus on Instruction** Students will use Workbook Plus p. 222 to review and discuss *Publish Your Instructions.* Volunteers will read numbers 1-4. Students will continue as a whole group to discuss the *Reflec*t portion of p.222 and answer the questions at the bottom of the page. Students acquiring English or for differentiated learning option students may listen to the selection on CD. **Responding** Student will choose whether they would like to write their final copy or type it on a computer. Walk around and visually check for accuracy and

	instructions. Discuss steps for the experiment. Students acquiring English or for differentiated learning option may listen to the selection on CD. **Focus on Instruction** Students should think about the actual instruction, the writes craft, and the picture. **Responding** Students will write a personal response to a question written on the board and share with the class.	English or for differentiated learning option students may listen to the selection on CD. **Focus on Instruction** Students will use the technology of the internet www.eduplace.com/kids/hme/ to see more models of student writings. Students can also find and print these models at www.eduplace.com/rdg/hme. **Responding** Students must choose one model of writing off the web and write a short paragraph in response to the model they chose. Students to then share the model and their response with a partner.	acquiring English or for differentiated learning option students may listen to the selection on CD. **Responding** Students will use the drawing feature of their word processing program to draw the steps of their instructions. Students may also use the internet and go to www.eduplace.com/kids/hme/ or www.eduplace.com/rdg/hme/. for graphic organizers to help order their ideas. Students will either draw or write their instructions in proper order.	using different learned strategies. When done have students switch papers with a partner and have the partner peer proofread for any further revisions. Walk around and visually check for accuracy and understanding as students are working. Use this time to individually work with students needing further assistance.	understanding as students are working. Use this time to individually work with students needing further assistance. When students are done they will share their final copy with the class. Their final copy will be placed in their writing portfolio.

Activity Sheet:

Writing Instructions

Revising 1–4. Revise these instructions. Use the directions in the box. Use the space above each line, on the sides, and below the instructions to write your changes.

- Add an interesting topic sentence.
- One step is out of order. Move it to where it belongs.
- Add two order words, such as first, next, or finally.

Making Fruit Salad

Get some grapes, two oranges, and a banana.

Wash the grapes. Peel the oranges and break them into pieces. Mix up all the fruit in a bowl. Peel the banana and cut it into chunks. Put the bowl in the refrigerator to chill. When you are ready to eat the salad, spoon it into dishes. Your family will gobble it up!

2nd Grade Summative Assessment

Directions:
Write an informative/explanatory essay using graphic organizes and the strategies learned throughout the week. Be sure to introduce your topic, add details, facts and definitions and a concluding statement.

2nd Grade Rubric

Skills/Criteria	4	3	2	1	Score/Level
Introduction	Includes a clear topic	Introduction relates to topic	Introduction partially relates to the topic	Introduction does not relate to the topic.	
Analyze	Text has many details, facts, and definitions.	Text has some details, facts, and definitions.	Text has few details, facts, and definitions.	Text has little details, facts, and definitions.	
Summary	Text includes a clear conclusion that directly relates to the selection.	Text includes a conclusion that generally relates to the selection.	Text includes a conclusion that somewhat relates to the selection.	Text includes a conclusion that does not relate to the selection.	
Conventions	Text includes proper vocabulary, spelling and grammar all of the time.	Text includes proper vocabulary, spelling and grammar most of the time.	Text includes proper vocabulary, spelling and grammar some of the time.	Text does not include proper vocabulary, spelling and grammar.	
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