A.6. Curriculum Sample for 2nd Grade Writing

Grade Level	2nd	**Content Area**	Writing
Course Title (grades 9-12 Only)	n/a		
Length of Unit	5 days	**Time of Year**	3rd Quarter
Expected Prior Knowledge *The knowledge/skills mastered earlier in the year foundational to the mastery of the required Standard in the current sample.*	Students will be expected to know basic writing principles. Students will be expected to know how to start a topic, continue it, and conclude it. Students will understand where to find facts and definitions. Students will be expected to know how to use the Internet and other information based resources.		
Alignment to Program of Instruction *Briefly outline methods of instruction found in this sequence of lessons that align to the Program of Instruction described in A.3.*	Students will be taught using scaffolding methods as well as with direct instruction. Through lecture-discussions and demonstrations, Students will develop their knowledge while practicing problem-based learning & inquiry activities		
Standard Number and Description *List the Number* and full description for the required Standard.*	2.W.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 *Describe a cumulative and comprehensive activity, clearly separate from instruction and guided or independent practice, which allows each student to individually demonstrate mastery of the required Standard. A copy of the summative assessment must be attached to the curriculum sample.*	As a result of instruction, Students will write a story about why people should brush their teeth using the writing process. Students will write an informative/explanatory essay the topic using facts and definitions to develop points and provide a concluding statement or section.		
Scoring Scale and Mastery Level *Explain how the assessment is scored, to include points per question, how points are awarded, total points possible, criteria necessary to demonstrate mastery, and grading scale. A copy of the answer key and scoring rubric (whichever applicable) must be attached to the curriculum sample.*	In this assessment Students will write an informative/explanatory story that introduces the topic, uses facts to develop points, and provides a concluding statement. Students will be assessed in four categories: Introduction of the topic; analysis of the topic; summary of the topic/concluding statement; and conventions. Each category is worth 4 points. Students will be scored using a 2nd grade rubric with a total point value of 16. Students must score 13 points or higher to achieve mastery (80%).		
Materials/Resources Needed	Workbook Plus Unit 6, Teacher s Resource Book, Audiotapes/Cd's ,Transparencies/Overhead Projector, Internet/Laptop, CD-Rom Teacher s Resource Disk, HTTP://www.eduplace.com/kids/hme or HTTP://www.eduplace.com/rdg/hme, Assessment, Unit 6, Writing Supplies, Paper, Dictionary/Thesauri; graphic organizers; student checklist		

Lesson (add as needed)	Instruction	Student Activities
1	*Listening to Instruction "Let's Make Rain"* **Lesson Objectives** Students will read a model of instruction, identify characters, understand sequence of instructions, use visuals to enhance meaning, and write a personal/critical response. **Building Background** Teacher asks Students to discuss experiments they have taken a part of. What did they do and what did they 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.* Teacher discusses 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 instructions. Discuss 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, Teacher writes down student responses asking volunteers to develop a summary of the selection previously read. Students should think about the actual instruction, the writes craft, and the picture. Teacher instructs 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.	*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 experiment 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 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.

2	*A Student Model: Working Draft and Final Draft* **Lesson Objectives** Teacher instructs students that they will read a working draft of a student-written instruction, and discuss the ways the model meets the criteria for well-written instructions, and ways it could be improved. **Focus on the Model** Teacher explains to students that they 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, Teacher has the class answer the questions at the bottom of the selection *Reading as a writer*. When done, Teacher tells Students to turn to p. 211 and read aloud to the class a final copy of the same selection. Teacher discusses the differences between the two drafts. Teacher then discusses *Reading as a Writer* questions at the bottom of the selection. (Teacher gives Students acquiring English or for differentiated learning options the ability to listen to the selection on CD.) **Focus on Instruction** Using the Internet connection and their iPads, Teacher sends Students to: www.eduplace.com/kids/hme/ to see more models of student writings. Teacher instructs Students that they can also find and print these models at www.eduplace.com/rdg/hme. **Responding** Teacher instructs 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.	*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*. Students turn to p. 211, they 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 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.
3	*Write Instructions* *Using Order Words* *Topic Sentence* **Lesson Objectives**	*Write Instructions* *Using Order Words* *Topic Sentence* **Lesson Objectives**

	Teacher explains that Students will list their ideas using order words, discuss with a partner, and chose an appropriate topic. **Focus on Instruction** Teacher asks Students what might the purpose for writing instructions to find a place or to play a game? Teacher uses Workbook Plus p. 212 to help Students choose a topic. As a whole group, Teacher goes over numbers 1-3, and allows Students time to answer each question. Teacher continues to p. 213 and reviews questions 1-5 on exploring a topic. Teacher allows Students time to discuss with a partner their ideas. Teacher instructs student to turn to p.214. Teacher writes the order words from the lesson on the board. Teacher asks volunteers to put the words in time order. Teacher goes over as a whole group p.214 *Using Order Words.* (Teacher gives Students acquiring English or for differentiated learning options the ability to listen to the selection on CD.) **Responding** Teacher instructs Students to use the drawing feature of their word processing program to draw the steps of their instructions. Teacher tells students they 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. Teacher allows Students time to either draw or write their instructions in proper order. Teacher walks around and visually checks for accuracy and understanding as Students are working. Teacher uses this time to individually work with Students needing further assistance.	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 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.
4	*Revising Strategies & Publishing your Instructions* **Lesson Objectives** Teacher explains to students that they will proof read their instructions, use exact verbs to make their instruction clearer and combine short sentences to make one long sentences. Teacher instructs Students to make a final copy of their instructions by	*Revising Strategies & Publishing Your Instructions* **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. Students will make a final copy of their instructions by either writing or typing, share it with the class, and

	either writing or typing, share it with the class, and add it to their writing portfolio. **<u>Focus on Instruction</u>** Teacher instructs Students that now they will learn about revising their instructions. Using Workbook Plus p. 220 *Revising Strategies,* Teacher goes over as a whole group. Teacher focuses on word choice and sentence fluency. Teacher continues to p. 221 *Proof read your Instructions.* As a whole group, Teacher goes over p. 221 and discusses what they can now do to their instructions to make appropriate revisions. (Teacher gives Students acquiring English or for differentiated learning options the ability to listen to the selection on CD.) Teacher reminds Students that proofreading stage is when they should correct capitulations, usage, punctuation, and spelling. Teacher instructs Students to utilize a highlighter to highlight words they are unsure of using different colors. Teacher instructs Students to utilize a dictionary and thesaurus when they need help with a word. Using Workbook Plus p. 222, Teacher reviews and discusses *Publish Your Instructions.* Teacher asks for volunteers to read numbers 1-4. Teacher continues as a whole group to discuss the *Reflec*t questions at the bottom of the page. (Teacher gives Students acquiring English or for differentiated learning options the ability to listen to the selection on CD.) **<u>Responding</u>** Teacher instructs Students, "Now you are ready to proof you're your instructions independently and make appropriate revisions." When done, Teacher has Students switch papers with a partner and has the partner peer proofread for any further revisions. Teacher walks around and visually checks for accuracy and understanding as Students are working. Teacher uses this time to individually work with Students needing further assistance.	add it to their writing portfolio. **<u>Focus on Instruction</u>** 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. 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. **<u>Responding</u>** Students will now proof read their instructions independently and make appropriate revisions using different learned strategies. When done have Students switch papers with a partner and have the partner peer proofread for any further revisions. Students will choose whether they would like to write their final copies or type them on a computer. When Students are done they will share their final copies with the class. Each Student's final copy will be placed in his or her writing portfolio.

	Teacher instructs Students it is now time to write a final copy. Allow student to choose whether they would like to write a final copy or type it on a computer. As Students are completing a final copy, Teacher walks through the room and makes observations. Teacher makes sure Students are holding his or her pencils correctly and are sitting in the proper positions. Teacher checks Students' letter spacing and for readable handwriting. Teacher instructs Students when they are done they will share the final copy with the class. The final copy will be placed in their writing portfolio.	
5	Teacher instructs Students to brainstorm ideas about the reasons why people should brush their teeth. Mention that they may draw experiences from everywhere, including the dentist. Teacher has Students think about why they should brush their teeth. Teacher explains to Students that they need to each create a graphic organizer, starting with the title. Teacher instructs Students to write an informative/explanatory story that introduces the topic, uses facts to develop points, and provides a concluding statement. Model the use of the graphic organizer using one of the shared stories from yesterday. Teacher states, "Using your graphic organizers, each student will write sentences about why it is important to brush your teeth. You will do the very best job you can. You may use any resource materials. Please begin." Teacher gives students time to assess their papers, using the student checklist. Teacher collects papers.	

Summative Assessment:

Directions for Students: Please write an informative/explanatory story that introduces the topic (why people should brush their teeth), uses facts to develop points, and provides a concluding statement.

Title: _____

Author: _____

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Answer Key/Scoring Rubric:

2nd Grade Summative Assessment

Directions:

Students should have written informative/explanatory essays using the strategies learned throughout the week. Students should have introduced the topic, added details, facts, and definitions, and provided a concluding statement.

2nd Grade Rubric - * There are 16 points possible; 13 points or higher = mastery.

Skills/Criteria	4	3	2	1	Score/Level
Introduction of Topic	Includes a clear topic	Introduction relates to topic	Introduction partially relates to the topic	Introduction does not relate to the topic.	
Analysis of Topic	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 o f Topic/Concluding Statement	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.	
					/16

Table: 2nd Grade Writing Assessment Grading - Mastery is at 80% and above.

Grade	Percentage
12	75%
13	81% *mastery
14	88% *mastery
15	94% *mastery
16	100% *mastery