

Grade 2 ▶

Unit One

PRE-INSTRUCTION CHECKLIST ●▲◆★ Initial exposure → Mastery; ■ Maintenance

| MECHANICS | ACQUAINTANCE & ANALYSIS |
|--|---|
| <input type="checkbox"/> Capitalization: Beginning of Sentence ★ <input type="checkbox"/> Capitalization: People's Names ★ <input type="checkbox"/> Punctuation: Sentence End Marks ★ <input type="checkbox"/> Sentence: Identification and Formation ★ <input type="checkbox"/> Grammar: Sentence Subject-Verb Identification ● | <input type="checkbox"/> Story: Short Story |
| | WRITING ON DEMAND |
| | <input type="checkbox"/> ongoing, all disciplines |

GENRE FOCUS

Story: Short Story

NOTES

The concept of story develops naturally as children experience life, relate their exploits, and explore books. However, this understanding, while critical, does not translate to the ability to write a good story. If possible, teach this unit simultaneously with an emphasis on story structure in your instructional reading program. Additional understanding of elements such as rising conflict will aid students in planning and writing their original stories.

PATTERN STATEMENT

Trouble usually moves toward calmness

ADDITIONAL NOTES

The pattern, *Trouble usually moves toward calmness*, can be illustrated by showing students a partially filled container of water, the bigger the better. The teacher asks the students to observe the water and then bumps or shakes the container or blows across the water's surface (EX-ex). Repeat a few times to emphasize the idea that the waves eventually diminish and the water returns to a

calm state. The students can then discuss the following questions (EX-co):

- What happened? First, the water was calm. Then what?
- Did the water return to being calm in the same amount of time each time? If not, what made it take longer sometimes?
- Would the water return to being calm every time the container stopped being disturbed?

Using additional questioning, the teacher can then guide students to recognize the pattern: *Trouble usually moves toward calmness* (EX-el). The EXperience strand can conclude with students identifying examples of movement toward calmness from their own experiences (EX-ap), such as music that resolves at the end of a piece and the human heartbeat after exercise.

This pattern is illustrated in short stories. Some problem or challenge “troubles” the main character, but ultimately the story resolves and calm returns. Emphasize the need for calm to return as students will be writing stories that must have a resolution.

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unit
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GENRE

Story:
Short Story

GENRE

| STORY: Short Story | | | |
|---|---|---|--|
| Definition | | Objective | |
| Presents a story with a fully developed theme and plot but is much shorter and usually less involved than a novel | | With teacher prompting and support, student writes a short story, at least one paragraph in length, that features a problem to be solved or challenge to be met and a resolution. | |
| Rubric | | | |
| EXEMPLARY | PROFICIENT | ADEQUATE | NOT YET |
| <ul style="list-style-type: none"> ▶ Writing presents a short story, at least one paragraph in length, that features a problem to be solved or challenge to be met and a resolution, AND ▶ The story is developed enough to provide the reader with a satisfying experience. ▶ Additional revisions may minimally improve the text. | <ul style="list-style-type: none"> ▶ Writing presents a short story, at least one paragraph in length, that features a problem to be solved or challenge to be met and a resolution. ▶ The story lacks a satisfying conclusion—some details are not settled, AND/OR ▶ The story's main character seems to lack reasons or motivation for his/her actions or wants. ▶ Additional development or revision could improve the story's conclusion and/or character development. | <ul style="list-style-type: none"> ▶ Writing presents a short story, at least one paragraph in length, that features a problem to be solved or challenge to be met and a resolution. ▶ The problem/challenge lacks originality. It reads like something the writer may have seen recently on television or in a movie, AND/OR ▶ The problem/challenge and the resolution are roughly connected; the story does not flow smoothly from beginning to end. ▶ Additional development or revision could improve originality or flow of the story. | <ul style="list-style-type: none"> ▶ Writing fails to present a short story, at least one paragraph in length, that features a problem to be solved or challenge to be met and a resolution. ▶ Additional development or revision could significantly improve the story's content. |

PRACTICE TEXT

“Super! There’s some mail for me for a change,” Joshua cheered as he tore open the bright blue envelope and scanned the message inside. “Wow! Cole is having a birthday pool party on Saturday afternoon. his pool is so much fun with that curvy slide and diving board.” Joshua’s excited grin quickly vanished “Oh, no, Saturday afternoon is our last game of the season, and I can’t miss it But I really want to go to Cole’s party. What can I do I can’t be two places at once.”

Joshua munched a cookie so he could think clearly. “What should I choose” he asked himself. “Hey, maybe I won’t have to choose. i can play my game at 12:30 and get in on the end of Cole’s party from 2:00 to 4:00.” Josh chuckled and celebrated his quick thinking with another cookie

A POSSIBLE REVISION

This is not THE correct revision, but one possibility. Accept any justifiable revisions.

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