

Grade 2 ▶

Unit Three

PRE-INSTRUCTION CHECKLIST

MECHANICS	ACQUAINTANCE & ANALYSIS
<input type="checkbox"/> grammar: sentence subject-verb identification	<input type="checkbox"/> Expository—Informative Report
	WRITING ON DEMAND
	<input type="checkbox"/> ongoing, all disciplines

PATTERN STATEMENT

Limits make things clear (i.e., limits provide clarity).

NOTES

Sound sentence construction is the basic building block of good writing. Though basic to the craft, writing a good sentence is a challenge. “Writing is the art of making an utterance perfectly natural through the perfectly unnatural process of making every word and phrase again and again, cutting here and adding there, until it is just so,” explains Mark Tredinnick. “It’s through such effort that effortless sentences are born” (p. 10).

Young students often struggle with developing one idea into sentence and with limiting a sentence to one idea. Be sure to allow sufficient time in this unit for students to revisit and revise their writing sentence by sentence. Use coaching sessions to help students recognize problems (fragments and run-ons) and to know how to look for them. Help develop the understanding that writing is not a one-and-done process. It requires effort, including getting the basic building blocks properly constructed.

ADDITIONAL NOTES

The pattern, *Limits make things clear*, can be illustrated by hiding a “treasure” (e.g., bag of hard candy or other treat) somewhere in the classroom and telling students of its existence but not location. Then tell them that if they can guess its location, they can have it, but they only get one guess. After they guess (hopefully incorrectly!), ask them if they’d like a second guess with a more limited area than the whole classroom. Provide the additional limit (e.g., in the back half of the classroom), and allow

them to guess again. Repeat this step, each time asking if they’d like you to limit the area further and allowing them to guess until the treasure’s location is identified (EX-ex). The students can then discuss the following questions (EX-co):

- What happened? How did your guesses change from the first to the last?
- How did the teacher make the location clearer each time?
- Was it easier to make a good guess when the area was more limited? Why?

Using additional questioning, the teacher can then guide students to recognize the pattern: Limits make things clear (EX-el). The EXperience strand can conclude with students identifying examples of other places or experiences where having limits makes things clear (e.g., the outline of a soccer field, looking for something in one room rather than in a whole house, having a map with a route instead of just a globe) (EX-ap).

This pattern is illustrated in sentence construction. Most sentences should convey one idea, and never more than two. Getting the single thought complete can be as difficult for students as limiting the sentence to one idea.

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REVISION SKILLS

SENTENCE CONTENT			
Objective		Checklist	
<p>With teacher prompting and support, student revises sentences so that each conveys one idea (i.e., has an appropriate amount of information and is not a run-on sentence).</p>		<p><input type="checkbox"/> Read the draft sentence by sentence and identify the main idea(s) of each sentence.</p> <p><input type="checkbox"/> If the sentence contains more than one (or two) main ideas, break it into more than one sentence.</p>	
Rubric			
EXEMPLARY	PROFICIENT	ADEQUATE	NOT YET
<ul style="list-style-type: none"> ▶ Writing features no incomplete sentences (i.e., fragments) and/or sentences with too many ideas (e.g., run-ons), AND ▶ All sentences are clear in meaning. ▶ Additional revisions may improve some elements but sentence content has been effectively addressed. 	<ul style="list-style-type: none"> ▶ Writing features no incomplete sentences (i.e., fragments) and/or sentences with too many ideas (i.e., run-ons). ▶ Some sentences have an unclear meaning even though they are grammatically correct. ▶ Additional revisions could strengthen the writing by improving the clarity of some sentences. 	<ul style="list-style-type: none"> ▶ Writing features few (2 or fewer) incomplete sentences (i.e., fragments) and/or sentences with too many ideas (i.e., run-ons). ▶ Additional revision could strengthen writing by reducing sentence content errors. 	<ul style="list-style-type: none"> ▶ Writing features incomplete sentences (i.e., fragments) and/or sentences with too many ideas (i.e., run-ons). ▶ Significant revision could strengthen writing by improving sentence content.

GENRE

EXPOSITORY: Informative Report			
Definition		Objective	
Provides an objective and thorough summary of some topic. Coverage, while complete, is often more general than specific in nature with only enough detail to validate a fact		With teacher prompting, student writes a cohesive (unified and complete) and coherent (clear and logical) single-paragraph informative report based on personal knowledge, such as "I want a dog..." or "Yesterday we went to the zoo..."	
Rubric			
EXEMPLARY	PROFICIENT	ADEQUATE	NOT YET
<ul style="list-style-type: none"> ▶ Writing presents a cohesive (unified and complete) and coherent (clear and logical) single-paragraph informative report based on personal knowledge. ▶ Report flows with all ideas connected so that the reader can easily follow the writer's points from beginning to end. ▶ Report introduces related information that explains some aspect of the writer's experience (e.g., explains why the hedgehog at the zoo curls into a ball). ▶ Additional revisions may minimally improve the report. 	<ul style="list-style-type: none"> ▶ Writing presents a cohesive (unified and complete) and coherent (clear and logical) single-paragraph informative report based on personal knowledge. ▶ Report flows with all ideas connected so that the reader can easily follow the writer's points from beginning to end. ▶ Report focuses only on the writer's experience. It does not introduce related information (e.g., explaining why the hedgehog at the zoo curls into a ball). ▶ Additional development could improve the report's content by adding related information that explains some detail of the writer's experience. 	<ul style="list-style-type: none"> ▶ Writing presents a cohesive (unified and complete) and coherent (clear and logical) single-paragraph informative report based on personal knowledge. ▶ Report reads like a list of facts. It lacks connections between ideas. ▶ Additional development or revision could improve the report by connecting ideas to make it read smoothly. 	<ul style="list-style-type: none"> ▶ Writing fails to present a cohesive (unified and complete) and coherent (clear and logical) single-paragraph informative report based on personal knowledge. ▶ Additional development or revision could significantly improve the report's content and/or structure.

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gradeunit
THREEREVISION
SKILLSentence
Content

GENRE

Expository:
Informative
Report

PRACTICE TEXT

On Friday our class went to the Humane Society to learn how they help stray pets find new homes, so we were excited and a little nervous as we drove into the parking lot. Barks and howls greeted us at the door to the lobby, and Miss Baxter, the director, led us on a tour of the building where she showed us the area for pets that are sick, and then she led us into the kennels where the healthy pets are kept until they are adopted. We were surprised how many dogs and cats were there, so we wondered how there would ever be enough homes for so many animals. We were sad to learn that many animals have to be put to sleep because they never do find a new home. Over the weekend our family decided to go to the Humane Society ourselves to rescue one of the lonely dogs our class had seen the day before, and we came home with two beagles, not just one!

A POSSIBLE REVISION

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

On Friday our class went to the Humane Society to learn how they help stray pets find new homes. We were excited and a little nervous as we drove into the parking lot. Barks and howls greeted us at the door to the lobby. Miss Baxter, the director, led us on a tour of the building. She showed us the area for pets that are sick. Then she led us into the kennels where the healthy pets are kept until they are adopted. We were surprised how many dogs and cats were there. We wondered how there would ever be enough homes for so many animals. We were sad to learn that many animals have to be put to sleep because they never do find a new home. Over the weekend, our family decided to go to the Humane Society ourselves to rescue one of the lonely dogs our class had seen the day before. We came home with two beagles, not just one!