

Grade 2 ▶

Unit Five

PRE-INSTRUCTION CHECKLIST

MECHANICS	ACQUAINTANCE & ANALYSIS
<input type="checkbox"/> grammar: adjective identification	<input type="checkbox"/> Expository: Descriptive
	WRITING ON DEMAND
	<input type="checkbox"/> ongoing, all disciplines

PATTERN STATEMENT

A good copy is complete.

NOTES

Words are writing’s most basic building blocks. With these building blocks, writers not only convey information and plot developments, but also attempt to recreate experiences.

Getting a copy of the writer’s experience into the mind of a reader is challenging. First, experience is multi-sensory. A description composed of only visual details limits the reader’s potential understanding. Such descriptions often read like a bulleted list in sentence form. As their this-then-that-then-this nature unfolds, boredom allows the reader’s mind to wander and the opportunity to recreate the experience is lost.

Flow is also difficult when writing description. Sequence, the order in which the writer presents details, can help or hinder the flow. As a camera sweeps around a room capturing details for a movie scene, the writer similarly needs to fluidly “move” from detail to detail.

Writing effective description may be as difficult as writing dialogue. It seems easy because all the pieces—the sensory data—are there waiting to be ordered. But it’s the ordering that can determine how complete the copy becomes—i.e., how accurately the writer recreates the experience for the reader.

ADDITIONAL NOTES

The pattern, *A good copy is complete*, can be illustrated by making a few partial photocopies of a document. (Simply cover a portion of the original for each copy.) Show the students the original document and stress that it has important information for them. Then give a student one of the partial copies. Instruct the student to carefully review all the information. When the student notices and explains that the copy is incomplete, express surprise, take the partial copy back, and then give a different partial copy to another student. Repeat until all the partial copies have been used and the class has seen enough to recognize how the partial copies differ from the original (Ex-ex).

After the partial copies activity, discuss the following with students:

- When we compare the original to the copies, what do we notice?
- Why weren’t the copies helpful?
- What makes the original complete? (EX-co)

Use questions and the students’ comments to guide them to the pattern statement and record it for display during the rest of the unit (EX-el). Ask the students to identify other things that illustrate the pattern (e.g., photographs, maps, recipes) (EX-ap). Explain that words are what a writer uses to make “copies” in the reader’s mind. Elaborate, connecting the pattern to how a writer should approach description, and continue to the COmprehension Strand.

When working with the practice text, spend time talking about the limitations of the original. It fails to create a “copy” in the reader’s mind. It is unlikely the students will suggest revisions that lead to the possible revision. However, use questioning to guide them to something

similar, emphasizing flow, interesting details, and the need to allow the reader to imagine the space. Keep working it with the students. This will be one of the best ways for them to see how description can become more engaging as a result of revising.

GENRE

EXPOSITORY: Descriptive			
Definition		Objective	
Describes, either objectively or subjectively, in such detail that the reader can visualize the subject		With teacher prompting and support, student writes a cohesive (unified and complete) and coherent (clear and logical) paragraph describing a three-dimensional object (e.g., a rock or leaf brought inside, a lunch box) or person (not another student) present in the classroom or a familiar setting (e.g., student's bedroom, school cafeteria).	
Rubric			
EXEMPLARY	PROFICIENT	ADEQUATE	NOT YET
<ul style="list-style-type: none"> ▶ Writing presents a cohesive and coherent paragraph describing a three-dimensional object, person present in the classroom, or familiar setting. ▶ Writing presents details that engage three or more senses appropriate for the subject. ▶ Writing includes descriptive words that add interest and clarity for the reader. ▶ Paragraph flows smoothly. The writer includes opening and closing sentences that help the paragraph feel complete and able to stand on its own, and the order of the details helps the reader easily imagine what is being described. ▶ Additional revisions may minimally improve text. 	<ul style="list-style-type: none"> ▶ Writing presents a cohesive and coherent paragraph describing a three-dimensional object, person present in the classroom, or familiar setting. ▶ Writing presents details that engage three or more senses appropriate for the subject. ▶ Writing includes descriptive words that add interest and clarity for the reader. ▶ Additional development or revisions may increase a reader's interest in the subject being described by adding or subtracting detail. 	<ul style="list-style-type: none"> ▶ Writing presents a cohesive and coherent paragraph describing a three-dimensional object, person present in the classroom, or familiar setting. ▶ Writing presents details that engage two or more senses appropriate for the subject. ▶ Additional development and/or revisions could provide a more thorough or interesting description. 	<ul style="list-style-type: none"> ▶ Writing fails to present a cohesive and coherent paragraph describing a three-dimensional object, person, or familiar setting. ▶ Additional development or revisions could significantly improve the clarity and focus of the paragraph.

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gradeunit
FIVEGENRE
Expository:
Descriptive

PRACTICE TEXT

My grandmother's attic is warm. It smells stale. It has a door and a stairway. It has two windows. It is kind of dark up there. There are cardboard boxes everywhere. Some of them are labeled. They are dusty. The stuff inside reminds my grandmother of stories.

A POSSIBLE REVISION

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

My grandmother's attic swallows you before you even get through the door. As soon as you pull on the crystal doorknob, a warm wave of stale air surrounds you. It feels like it is pulling you toward the curved stairway, which leads up to a space that looks like a hallway that does not connect to any rooms. To the left, there is a small window to the outside. Its twin is at the other end of the space. These windows are the only natural light. The center of the attic, where the stairs come up, is dimly lit even in the middle of the day. The attic does not smell the same as the air that rushes out of it. It smells like cardboard. In fact, it smells like you are inside a cardboard box with no air holes. It kind of looks like you are in a box, too, because there is cardboard almost everywhere you look. Boxes are piled on boxes, which are piled on more boxes. They are labeled with words like, "Photographs," and "Spring Clothes." Most of the boxes look like they have not been opened in years. In fact, if you pick one up, you might be attacked by dust bunnies and have a sneezing fit. The boxes hold treasures. Every time I visit my grandmother, I climb up to the attic, pull something out of one of the boxes, and take it downstairs. Then I sit and listen to my grandmother's stories. Some are funny. Some are sad. Some are just things that happened during normal life. All of them are like the small windows in the attic. They shed a little light on the people I love.