

# Grade 2 ▶

## Unit Six

### PRE-INSTRUCTION CHECKLIST

MECHANICS	ACQUAINTANCE & ANALYSIS
<input type="checkbox"/> grammar: commas use—compound sentences <input type="checkbox"/> grammar: commas use—items in a series	<input type="checkbox"/> Expository: Step-by-Step How-to/How it Happens (content)
	WRITING ON DEMAND
	<input type="checkbox"/> ongoing, all disciplines

### PATTERN STATEMENT

What we know helps us understand new things and ideas.

### NOTES

Writing in the content areas involves communicating ideas and using terminology that may be discipline specific. This presents a challenge to the writer. Terms must be defined with words and ideas that are familiar to the reader, and new concepts must be related to known ideas for the reader to construct understanding.

Although the content area writing at this grade level may focus on ideas that are familiar to most adults, encouraging students to write as if they are writing for their peers will 1) help them select words that are or could be used with understanding, and 2) engage them in thinking about the content area ideas and relating them to their own past experiences. This is definitely a unit in which the writing serves as a means of learning as well as a way to communicate.

While the objective does not specify a length for the required writing, most processes will require more than one paragraph to be described fully. See the revised practice text for an example.

The practice text provides an opportunity for students to practice both the grammatical prerequisite skills and revising to improve content. Use the revised text to help students recognize where additional details would be

helpful, both in making the text more easily understood and in giving the text better flow.

### ADDITIONAL NOTES

The pattern, *What we know helps us understand new things and ideas*, can be illustrated by selecting a few items that would be new to students and could be easily placed in a paper bag or small box. Little used or old kitchen tools work well—e.g., a chopping tool that has been replaced by food processors. Call a student to the front of the classroom and show him the mystery object. Confirm that he does not know what the object is. Then, without revealing the object to the class, have the student explain/describe the object. Encourage him to relate it to things his classmates might be familiar with. For example, “the top looks like a small doorknob.” To add to the interest, have the students try to sketch what the student describes. When the explanation/description is finished, reveal the object and have the students compare their sketches to it. Repeat with other mystery objects (Ex-ex).

After the mystery object explanations/descriptions, discuss the following with students:

- What did we do? Identify the steps that led to comparing your sketch with the mystery object.
- When did you begin to get an idea of what the mystery object looked like? Identify the step(s) that helped you form a mental picture of the object.

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- What were some of the “It is like...” statements that were helpful? Why were these helpful?
- What two things did the “It is like...” statement bring together? (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., statements they’ve heard or used to describe something new or unknown) (EX-ap). Explain that when a writer needs to communicate a new idea to readers, one way that helps the reader is by comparing the new idea to something the reader already knows. Elaborate, connecting the pattern to how a writer should approach description, and continue to the COmprehension Strand.

## GENRE

EXPOSITORY: Step-by-Step How-to/How it Happens (content)			
Definition		Objective	
Presents clear explanation or directions for a complete process		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"> <li>▶ Writing presents a cohesive and coherent paragraph describing an observable, content-related process.</li> <li>▶ Writing presents details that engage three or more senses appropriate for the subject.</li> <li>▶ Writing includes descriptive comparisons that help the reader understand new ideas or things by relating them to known ideas or things.</li> <li>▶ 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.</li> <li>▶ Additional revisions may minimally improve text.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Writing presents a cohesive and coherent paragraph describing an observable, content-related process.</li> <li>▶ Writing presents details that engage three or more senses appropriate for the subject.</li> <li>▶ Writing includes descriptive comparisons that help the reader understand new ideas or things by relating them to known ideas or things.</li> <li>▶ Additional development or revisions may increase a reader's interest in the subject being described by adding or subtracting detail.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Writing presents a cohesive and coherent paragraph describing an observable, content-related process.</li> <li>▶ Writing presents details that engage two or more senses appropriate for the subject.</li> <li>▶ Additional development and/or revisions could provide a more thorough or interesting description.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Writing fails to present a cohesive and coherent paragraph describing an observable, content-related process.</li> <li>▶ Additional development or revisions could significantly improve the clarity and focus of the paragraph.</li> </ul>

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GENRE

Expository:  
Step-by-Step  
How-to/How  
it Happens  
(content)

**PRACTICE TEXT**

Metamorphosis has four stages: egg larva pupa and adult. The female butterfly carefully chooses a leaf the baby caterpillar will find tasty. It lays an egg on this leaf.

Soon, a tiny caterpillar breaks out of the egg. This is the larva stage of metamorphosis. The tiny caterpillar's main job is to eat and it starts by eating its eggshell. The caterpillar eats constantly grows rapidly and molts four times.

The fifth time the caterpillar molts, the new skin becomes the outside of the chrysalis. The chrysalis, or pupa, may seem to be resting but a lot is happening. Wings antennae and sucking mouthparts form. The caterpillar transforms into an adult butterfly.

After about 10 to 14 days the adult butterfly breaks out of the chrysalis. It has small wet slimy wings, so the butterfly is not ready to fly. When it breaks out of the chrysalis, the metamorphosis is complete. The adult butterfly enjoys a brief fluttering, beautiful life.

**A POSSIBLE REVISION**

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

Butterflies do not begin their lives with the beautiful wings that let them fly. Butterflies change as they go through a life cycle called metamorphosis.

Metamorphosis has four stages: egg, larva, pupa, and adult. The female butterfly carefully chooses a leaf the baby caterpillar will find tasty. It lays an egg on this leaf. Just like baby chicks, butterflies start out growing inside of an egg. A butterfly egg is much smaller than a chicken egg, though.

Soon, a tiny caterpillar breaks out of the egg. This is the larva stage of metamorphosis. The tiny caterpillar's main job is to eat, and it starts by eating its eggshell. The caterpillar eats constantly, grows rapidly, and molts four times. A caterpillar molts when it grows new skin underneath its outside skin. When the new skin is ready, the caterpillar molts. It sheds the outside skin. This is sort of like wearing a bigger coat underneath a smaller coat, taking off the smaller coat, and leaving the it behind. The new skin allows the caterpillar to keep eating and growing.

The fifth time the caterpillar molts, the new skin becomes the outside of the chrysalis. The chrysalis kind of looks like a small, round pea pod with the caterpillar completely inside. The chrysalis, or pupa, may seem to be resting, but a lot is happening. Wings, antennae, and sucking mouthparts form. The caterpillar transforms into an adult butterfly.

After about 10 to 14 days the adult butterfly breaks out of the chrysalis. It has small, wet, slimy wings, so the butterfly is not ready to fly. The wings must dry, and the butterfly must

exercise them before it can fly. It pumps fluid from its abdomen into the wings to expand them to full size. When it breaks out of the chrysalis, the metamorphosis is complete. The adult butterfly enjoys a brief, fluttering, beautiful life.

We enjoy watching butterflies. With their beautiful wings, they look like flying works of art!

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