Instructional/Learning Activity Task Template:

Overview

Unit Title: Informational (Non-fiction)

Annotation: This instructional task focus is for the Second Grade Informational/nonfiction writing unit. After having had the opportunity to explore nonfiction texts and writing an Informational writing rough draft, the students will demonstrate competency in the writing process by rereading their writing to themselves and others and revising to add details.

Grade: Second, Subject: English Language Arts (conventions), Topic: Revising to add details, Author: Anita Johnson

Special Notes To Teacher:
- Planning, drafting, editing and revising language should be introduced before the revising stage.
- Pre-write a draft informational piece that would lend itself to being enhanced by adding adjective revisions.
- This lesson should follow lessons taught in grammar specifically on adjectives.
- Pre-make adjectives chart
- Pre-partner students (A good suggestion might be to partner a low child with a middle or high achieving student)

Standards

Focus Standard/Element(s):
- ELA2W1J – Rereads writing to self and others, and revises to add details.

Complementary Standard/Element(s):
- ELA2R4D – Recalls explicit facts and infers implicit facts.
- ELA2R4M – recognizes the basic elements of a variety of genres.
- ELA2R4G – Interprets information from illustrations, diagrams, charts, graphs, and graphic organizers.
- ELA2R4A – Reads a variety of texts for information and pleasure.
- ELA2R4N – Uses titles, table of contents, and chapter headings to locate information quickly and accurately and to preview text.
- ELA2W1A – Writes a text of a length appropriate to address a topic.
- ELA2W1B – Uses traditional organizational patterns for conveying information (e.g., answering questions.)
- ELA2W1H – Prewrites to generate ideas orally.
- ELA2W1T – Uses a variety of resources (encyclopedia, Internet, books) to research and share information on a topic.
One Stop Shop For Teachers

Georgia Performance Standards Framework for English Language Arts – 2nd

Learning Goals
Essential Question(s):
1. What is revising?
2. How does revising enhance my writing piece?
3. How do adjectives allow the reader to paint a better picture in their mind?

Knowledge:
➢ The students will understand how revising helps to make our writing better.

Skills:
➢ The students will revise their rough draft informational piece adding adjectives to enhance it.

Balanced Assessment for Task
Assessment Method/Type:
Description/Directions for Assessment:

Balanced Assessments

<table>
<thead>
<tr>
<th>Description and Directions</th>
<th>Dialogue/Discussion</th>
<th>Selected Responses</th>
<th>Conferences</th>
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<tbody>
<tr>
<td>Partner or group revisions on drafts (teacher will look to see if adjectives are added)</td>
<td>Author’s chair or closing time (As students share during the closing, teacher can make an evaluation and record on conference sheet.)</td>
<td>Informational Webs for gathering/organizing information.</td>
<td>Student/Teacher conferences (one on one conference is usually conducted during the worktime period. Teacher makes observations and evaluates students’ understanding and knowledge as well as helps him/her where needed. They will set goals for next conference.</td>
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<td>Student responses to teacher questions during mini-lesson.</td>
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Student Work Samples (optional):

Procedures, Directions, and Resources

Procedures/Directions (Detailed Steps) with Approximate Duration of Each Step:

Day 1
Opening: The teacher will review adjectives by telling students that adjectives describe nouns. Tell them that we are going to review adjectives by using a chart to help us. Tell them they will daily add to the chart during all subjects whenever there are adjectives used. Tell them that by the end of the year we should have enough adjectives that would help us whenever we need them to add to our writing. First discuss the fact that our senses can help us discover adjectives. (Adjective chart) Begin by charting
categories of words students are already familiar with under each heading. Then write the following sentence on the chart: Grace was a girl who loved stories. Have students read it and ask does this sentence help you paint a picture in your mind about Grace. (They probably will say no). Then rewrite this sentence adding adjectives: Grace was a brown skinned, skinny, snaggle-toothed girl who loved stories. Ask which sentence helps them paint a better picture in their heads about Grace. (They will probably respond by saying, the second sentence. Ask why. They will probably say, because they can paint a better picture of Grace in their minds because of the words that were used to describe her. Tell them that this is what adjectives do for writings. They allow the reader to paint a better picture in their minds. Write several more sentences on the board showing one with adjectives and one without. Asking which helps to paint a better picture? Tell them they will return to their seats to write 2-3 describing sentences about their partners.

**Worktime:** The students will return to their seats to write 2 – 3 sentences containing adjectives that describe their partner.

**Closing:** The teacher will pre-select 2-3 students to share. Be sure to compare the two sentences and review what adjectives do at the end of the closing session.

**Day 2**

**Opening (10-20 min):** The teacher will review features of non-fiction texts with students. Then ask students to take out their drafts written during writing. Tell students they will reread their writing to their partners and add adjectives during the revision process. The teacher will have her prewritten informational draft written on chart or typed out onto an overhead transparency. Tell students that today our focus will be on **REVISING** using adjectives to enhance our writing. Explain that revising is putting ourselves in the place of the reader so that we can identify places where something we have written is unclear. Begin reading the prewritten informational draft. Tell them to go back in their minds to their lesson in grammar on Adjectives. Ask who remembers what an adjective is? Someone may respond by saying (*It is a word that describes a noun*). Remind them that adjectives can tell what color, what shape, what size, what texture…(*see adjective chart*). Tell them as you read this draft you want them to tell you places where we could add some adjectives to enhance it. Allow students to make suggestions. Model making the corrections on the draft writing above or making arrows where an adjective needs to go. Tell students they will return to their seats to revise, adding adjectives to places that could use them. When students are ready to share their writing pieces, allow them to sign up on the conferencing with a friend conference sheet. When they are ready to share with the teacher they can sign on the ready to conference with the teacher sheet. (This frees you up from having so many children say, “I am done, what do I do next?”)

**Worktime (20 – 30 min.):** Students will return to their seats to reread their pieces to a partner looking for adjectives. They may refer to the chart if necessary.

**Closing:**(5- 10 min.): The teacher will pre-select 2 – 3 students to share their revised pieces.
Teacher/Student conferencing
Sign-up sheet

Peer Conferencing sheet sign-up chart
Resources, Materials, and Equipment:

- Prewritten drafts
- Conference logs
- Adjective chart
- Ready to conference with a friend chart
- Ready to conference with the teacher chart
- Chart paper
- Markers
- Revising and editing marks chart

Differentiation for Content, Procedures, Process, and/or Learning Environment:

Remediation: Conduct individual conferences to see if students are grasping concept. (Conference log)

- Students may look at pictures of objects. A simple sentence about the object will be read to them. The student will revise the simple sentence to include one descriptive word. (Adjective)

Enrichment/Extension:

- The students will make a diorama habitat of an animal for which they are writing a report. They will describe the animal and the habitat using adjectives.
Georgia Performance Standards Framework for English Language Arts – 2\textsuperscript{nd}

**Conference Log**

<table>
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<tr>
<th>Student names</th>
<th>Mon</th>
<th>Tues.</th>
<th>Wed.</th>
<th>Thurs</th>
<th>Fri.</th>
<th>Readers Chair</th>
<th>Teacher Comments &amp; Next Steps</th>
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Georgia Department of Education
Kathy Cox, State Superintendent of Schools
English Language Arts • 2 • UNIT- Informational
April 2008 • Page 6 of 9
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Adjective Chart
Use your 5 senses to help describe

<table>
<thead>
<tr>
<th>Seeing</th>
<th>Smelling</th>
<th>Tasting</th>
<th>Touching</th>
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<td>Can tell what</td>
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<td></td>
<td></td>
<td>loud</td>
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<td>Color</td>
<td>fruity</td>
<td>sour</td>
<td>bumpy</td>
<td>hissing</td>
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</table>
My report is about my student Jose. Jose is a tall and thin boy in my first grade classroom. He has dark long, curly hair and skin as tan as a peach. He likes talking to his cool friends Antonio and Rodrigo. He also likes to go to school and watch funny cartoons on TV.
Evaluate Your Report and make sure it has:

1. The **topic**, your **name** and **date**.  ____Yes  ____no

2. Do I have a **grabber beginning or a good lead-in sentence to introduce the topic**?
   ____ Yes  ____ no

**ELEMENTS:**

3. The **subheadings** or chapters are written on lines by themselves.
   ____Yes  ____ no

4. Each subheading or chapter has 2-4 sentences under it and the sentences tell more information about the subheading.
   ____ Yes  ____ no

5. You crossed out information that does not fit under that subheading in your draft.
   ____ Yes  ____ no

6. I used **details (adjectives)** in my report  ____ yes  ____ no

7. Did I draw a **picture** or **map** to go with my writings on each page?
   ____ Yes  ____ no

8. Did I add a **closing**?  ____ Yes  ____ no