

**Second Grade Order of Instruction
Fourth Nine Weeks**

Week	Writing Process	Editing for Language Conventions	Writing Application	Instructional Support
Week 1	<p>Prewriting LA.2.3.1.1 generating ideas LA.2.3.1.2 determining the purpose LA.2.3.1.3 using organizational strategies</p> <p>Drafting LA.2.3.2.1 maintaining focus</p> <p>Revising LA.2.3.3.4 evaluating the composition</p> <p>Publishing LA.2.3.5.1 share with an audience</p>	<p>Embedded Language Conventions</p> <p>LA. 2.3.4.1 spelling</p> <p><u>Focus on Spelling:</u> Conventional spelling for high frequency words/common spelling patterns</p> <ul style="list-style-type: none"> • Word families • Suffix/Prefix <p>LA.2.3.4.5 subject/verb and noun/pronoun agreement</p>	<p>Creative LA.2.4.1.2 variety of expressive forms Listens/reads simple :</p> <ul style="list-style-type: none"> • stories • poems • rhymes • song lyrics <p>Communication L.A. 2.5.1.1. Demonstrates legible printing skills</p> <ul style="list-style-type: none"> • <p>Use of visual cues (overhead, charts, word walls, and other visual representations)</p>	<p><u>Community Building (Appendix H)</u></p> <ul style="list-style-type: none"> • Establish daily routines and practice throughout the year. <p><u>Writer’s Workshop (Appendix A)</u></p> <ul style="list-style-type: none"> • Establish daily routines and practice throughout the year. <p><u>Writing Application (Creative)</u></p> <ul style="list-style-type: none"> • Teacher employs the entire “I Write, We Write, You Write” strategy (Appendix E) as follows: • Teacher models writing tongue twisters. • Teacher and students collaboratively write tongue twisters. • Students independently write tongue twisters. • Mentor text may be used as a guide (e.g., <u>Tongue Twisters</u> by Rebecca Cobb, <u>She Sells Sea Shells: World Class Tongue Twisters</u> by Seymour Chwast). <p><u>Conferences</u></p> <ul style="list-style-type: none"> • Individual or small group <p><u>Revising/Editing</u></p> <ul style="list-style-type: none"> • Teacher and students will collaboratively edit and revise. <p><u>Publishing/Sharing</u></p> <ul style="list-style-type: none"> • Recite and/or display final product. <p><u>Conventions</u> Embed conventions into the writing process. Resources below can be used throughout the year for optional mini-lessons, centers, or additional practice.</p> <ul style="list-style-type: none"> • Spelling Resources: <ul style="list-style-type: none"> ○ Writing Fix Spelling Bookmark ○ Read, Write, Think Spelling Lesson <p><u>Communication</u></p> <ul style="list-style-type: none"> • Refer to Second Grade Task Analyses