

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

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