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ELA

Common Core

State Standards

Resource Materials Packet

**2nd Grade**

**Revision: Re-seeing Possibilities – Using a Revision Toolbox**

**Unit 3**

**08/03/13**

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**Assessment Resources**

See separate packet

**Mentor Texts – Revision: Re-seeing Possibilities – Using a Revision Toolbox**

**Criteria**:

* This is a suggested list to consider when collecting possible mentor text. Please review books you have available that also meet the criteria and add to the list.
* 2nd grade Small Moment text criteria: 1) Small moment, focus on a real life story, 2) Readable with teacher assistance, 3) Students can relate to story (important moments from their lives), 4) Easily identifiable plot line – events easy to Identify and list, 5) Details included (🖐), 6) Qualities of good writing evident as effective lead, storyteller’s voice, internal thinking, heart of message, strong endings, etc., 6) High interest level.
* Some books may not be small moment stories, but contain good examples of the teaching point.

|  |
| --- |
| **Literature – Trade Book Suggestions** |
| **Title** | **Author** | **Lesson number**  |
| Fireflies | Julie Brinckloe | 3 - detail of action |
| Night of the Veggie Monster | George McClements | 3 – detail of action |
| The Rain Stomper | Addie Boswell | 3 – detail of action |
| Hurricane! | Jonathon London | 6 – temporal words |
| Flamingo Sunset | Jonathon London | 6 – temporal words |
| Small, Small Pond | Denise Fleming | 8 – precise verbs |
| Shrek!  | William Steig | 9 – precise verbs |
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| --- |
| **Teachers College (**www.readingandwritingproject.com) **Code: TC** |
| **Author** | **Topic/Title**  | **Lesson number** |
| Alexandra Giles | Help! | 1 |
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| --- |
| **Websites Code: WWW** |
| www.readingandwritingproject.com(Teacher’s College) |
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**Revision Analysis Chart**

**Type of Change**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **A**dd | **R**emove or Delete | **M**ove | **S**ubstitute |
| Word |  |  |  |  |
| Phrase/Clause |  |  |  |  |
| Sentence |  |  |  |  |
| Multi-sentence/Paragraph |  |  |  |  |

**Level of**

**Change**

Chart based on: Tompkins, Gail E. (1994). Teaching writing: Balancing process and product. Englewood Cliffs, NJ: Macmillan. p. 382.

See unit for more detailed explanation.

**Also, analyze for:**

A. Physically HOW are changes being made?

B. WHAT kind of revision strategies does the writer try on a regular basis?

Sample Revision Checklist – 2nd Grade

|  |  |  |  |
| --- | --- | --- | --- |
| Symbol | Revision Strategies | What can I do to revise? | C:\Users\Jodi\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\B4PXI4ZL\MM900185587[1].gif |
| MC900232065[1] | Sketch  | Reread and add more details to my sketch. |  |
| ? | Meaning | Reread to see if it makes sense. |  |
| C:\Users\Jodi\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\B4PXI4ZL\MP900433140[1].jpg | Heart of the story | Reread and add details to the most important part. |  |
| https://encrypted-tbn0.google.com/images?q=tbn:ANd9GcR8OfwdJ0AIQTEhV1RT1rOEd1dlLQDTDmSNnkwKFiLLFzwcAXR3 | Lead | Reread and try a different beginning or make your lead even better. |  |
| C:\Users\Jodi\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\B4PXI4ZL\MP900437294[1].jpg | Setting | Reread and add details to describe the setting. |  |
| http://ts2.mm.bing.net/images/thumbnail.aspx?q=4911926987326169&id=4ade9830aa80f22a0eb67c6bef4ae930&url=http%3a%2f%2fwww.illustrationsof.com%2froyalty-free-eyes-clipart-illustration-1078703.jpg | Physical description | Reread and add what a person, place, or a thing looks like. |  |
| https://encrypted-tbn0.google.com/images?q=tbn:ANd9GcRE8H6vymfkxM82c904qDvEisGAdRo-BaacHlBDEAvIkAyPN6oy | Show, not tell | Reread and find telling parts and make them showing parts. |  |
| http://upload.wikimedia.org/wikipedia/commons/thumb/6/6f/End_plate.svg/601px-End_plate.svg.png | Ending | Reread and try different endings or make your ending even better. |  |
| http://ts2.mm.bing.net/images/thumbnail.aspx?q=4851222011709221&id=517b9e19c8937b7b7359f42b39e4b506 | Mentor text | Reread a mentor text, pick something the author did and try it. |  |
|  | Dialogue | Reread and add details to make a character talk. |  |
| C:\Users\Jodi\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\XMGDDN62\MC900020496[1].wmf | Similes | Reread and add comparisons between two things (using *like* or *as*). |  |
| http://ts1.mm.bing.net/th?id=I4962504666579604&pid=1.7&w=120&h=154&c=7&rs=1 | Adjectives andAdverbs | Reread and add adjectives and adverbs. |  |
| Description: http://leemeiee.files.wordpress.com/2008/07/footprints-feet.jpghttps://encrypted-tbn3.google.com/images?q=tbn:ANd9GcROcvddyvSWinNsqXbFgU24QeNN2JMO7AO7CsS9lpakf5VBD86uNQ☺ | Character action | Reread and add character action – feet, hands, face. |  |
| C:\Users\Jodi\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\8CMJKAO8\MC900441468[1].png | Temporal words | Reread and add ‘time’ words. |  |
| https://encrypted-tbn3.google.com/images?q=tbn:ANd9GcRX3B3FMMw_6Vp8trSHRDbGSdPUOA8cK1hRoHQ8YoYIIRYECAR_Dw | Verbs | Reread and add precise action words or verbs. |  |
| ☺☹ | Internal thinkingInternal feeling | Reread and add what I am thinking or feeling. |  |



**Character’s Actions**

**How a character moves from one place to another**

**![C:\Users\SmithE01\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\6WGBHS3L\MC900351201[1].wmf]()**

**What a character is doing with his/her hands**



**What a character is doing with his/her face**

**![C:\Users\SmithE01\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\9HYO0EVJ\MC900433817[1].png]()**

**Character’s Actions**

**How a character moves from one place to another**

**![C:\Users\SmithE01\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\6WGBHS3L\MC900351201[1].wmf]()**

**What a character is doing with his/her hands**



**What a character is doing with his/her face**

**![C:\Users\SmithE01\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\9HYO0EVJ\MC900433817[1].png]()**



|  |  |  |  |
| --- | --- | --- | --- |
| **Head/Face** | **Hands** | **Arms** | **Legs/Feet** |
| **Thought…** | **Said…** | MC900232065[1]**Sketch** | ?**Meaning** |

Revision cards – pick and choose to meet instructional needs.

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| --- | --- | --- | --- |
| C:\Users\Jodi\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\B4PXI4ZL\MP900433140[1].jpg**Heart of the Story** | https://encrypted-tbn0.google.com/images?q=tbn:ANd9GcR8OfwdJ0AIQTEhV1RT1rOEd1dlLQDTDmSNnkwKFiLLFzwcAXR3**Lead** | C:\Users\Jodi\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\B4PXI4ZL\MP900437294[1].jpg**Setting** | http://ts2.mm.bing.net/images/thumbnail.aspx?q=4911926987326169&id=4ade9830aa80f22a0eb67c6bef4ae930&url=http%3a%2f%2fwww.illustrationsof.com%2froyalty-free-eyes-clipart-illustration-1078703.jpg**Physical Description** |
| https://encrypted-tbn0.google.com/images?q=tbn:ANd9GcRE8H6vymfkxM82c904qDvEisGAdRo-BaacHlBDEAvIkAyPN6oy**Show, Not Tell** | http://upload.wikimedia.org/wikipedia/commons/thumb/6/6f/End_plate.svg/601px-End_plate.svg.png**Ending** | http://ts2.mm.bing.net/images/thumbnail.aspx?q=4851222011709221&id=517b9e19c8937b7b7359f42b39e4b506**Mentor Text** | **Dialogue** |

Revision cards – pick and choose to meet instructional needs.

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| --- | --- | --- | --- |
| C:\Users\Jodi\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\XMGDDN62\MC900020496[1].wmf**Similes** | http://ts1.mm.bing.net/th?id=I4962504666579604&pid=1.7&w=120&h=154&c=7&rs=1**Adjectives and Adverbs** | Description: http://leemeiee.files.wordpress.com/2008/07/footprints-feet.jpghttps://encrypted-tbn3.google.com/images?q=tbn:ANd9GcROcvddyvSWinNsqXbFgU24QeNN2JMO7AO7CsS9lpakf5VBD86uNQ☺**Character Action** | C:\Users\Jodi\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\8CMJKAO8\MC900441468[1].png**Temporal Words** |
| https://encrypted-tbn3.google.com/images?q=tbn:ANd9GcRX3B3FMMw_6Vp8trSHRDbGSdPUOA8cK1hRoHQ8YoYIIRYECAR_Dw**Verbs** |  ☺☹**Internal Thinking Internal Feeling** |  | **Revision Strategies** |

Revision cards – pick and choose to meet instructional needs.

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Student Names | Writers revise to make changes to content, style and organization of a piece. Writers learn revision possibilities from studying other authors. | Writers use tools to insert new text into their pieces. | Writers revise by describing character’s exact actions. | Writers act out events to show, not tell their stories using drama.  | Writes revise the most important part of their stories by partnering for revision. | Writers use temporal words to signal event order. | Writers revise while writing. | Writers select precise verbs to paint pictures in readers’ minds. | Writers select precise verbs to paint pictures in readers’ minds. | Writers revise by adding character’s thoughts and feelings. | Writers prepare for an Author’s Celebration by teaching others about revision | Writers conduct a “dress rehearsal” for their Revision Museum. | e. | . |  |  |  |
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**Class Profile of Teaching and Learning Points – 2nd Grade Unit 3: Revision Optional Assessment/Conferring**

**2nd Grade–Revision Unit Proficiency Checklist\***

**Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

Proficiency checklists guide teachers on what to provide instruction and additional assistance on during

the unit, as well as beyond the unit. See Proficiency Guidelines in the K-2 Writing Assessment Package

for additional information.



|  |  |
| --- | --- |
| **What are this writer’s strengths?** | **What are the next teaching points for this****writer?** |

The following should be observed and/or evident in written work by the end of this unit:

* (P) Develops the habit of revisiting work and thinking about how they can make it even better (Abstract)
* (T) Uses mentor text/studies other authors, to notice craft, with an eye for planning revision in content, style, and organization (Immersion and Session 1)
* **(P) Revises by using a caret to insert missing word(s), flaps and/or adding a page to insert additional information, and crossing out and/or removing unfocused writing (Knows the “How” as well as the “Why” (Immersion and Session 2)**
* (**P) Revises by describing characters’ exact actions (movement from place to place: hands, face and feet) (Immersion and Session 3)**
* **(P) Revises by using show not tell, utilizing emotions or strong feelings (Storyteller’s Voice) (Session 4)**
* (P) Demonstrates knowledge of workshop routines – focus on revising with a partner (Session 5, but in most Sessions there is expected partnership work in Active Engagement or Share)
* **(T) Uses temporal words to signal event order (Session 6)**
* (P) Revises while writing a new piece (Session 7)
* **(P) Revises by selecting precise verbs to paint pictures in reader’s mind (Sessions 8, 9)**
* **(P) Revises by adding character’s thoughts and feelings (Session 10)**
* (P) Celebrates revision work by teaching others about revision (Revision Museum) (Sessions 11, 12, 13)

 See page 26 of the ELA CCSS document for all 2nd Grade Language Standards

**\*This checklist does not have levels of proficiency because the revision strategies taught in this unit are**

**foundational for all types of writing and writers. In addition, this unit focuses on routines, building**

**independence, and the process of writing.**

**T**-Text Types and Purposes **R**-Research to Build and Present Knowledge **P**-Production and Distribution of

Writing **L**-Language

Created by Melissa Wing, Genesee Intermediate School District, Kathy Smith, Bendle Public Schools, Pam Bachner and Aimee Torok, Grand Blanc Schools. (Updated July 2013)

**Each lesson has a share component. Modify based on students’ needs. The following are other share options.**

**Some Possibilities for Purposeful Use of the Share Time**

|  |  |  |
| --- | --- | --- |
| Name | Purpose | Method |
| Follow-Up on Mini-Lesson | To reinforce and/or clarify the teaching point | * Share an exemplar model (student or teacher)
* Share a student who had difficulty and the way in which he/she solved the problem
* Share the story of a conference from the independent work time
* Provide another opportunity for active engagement
* Provide a prompt to initiate student conversation, “Turn and tell your partner…”
 |
| Problem Solving | To build community and solve a problem |  |
| Review | * To recall previous strategies /prior learning
* To build repertoire of strategies
* To contextualize learning
 | Pose a “review” question to the class: “Today we learned one revision strategy. What other revision strategies do you use?” These strategies may be listed on a chart. |
| Looking Ahead to Tomorrow | Introduce a new teaching point – set-up for the next mini-lesson |  |
| Celebratory | * Celebration of learning
* Boost student morale
* Promote membership in the “literacy club”
 | * Share the work of 2-3 students
* Provide an opportunity for a whole class share: “You are all such amazing writers - you wrote so much today! Writers, hold up your open notebooks so that we can see all of the great work you have done.”
 |

Source: Teachers College Reading and Writing Project