### Big Idea/ Topic

| These digital plans have been designed by Georgia educators as examples of what’s working well for their students. When making curriculum decisions for your students, consult the guidelines of your local school and district. |

### Teaching Others What We Know: Informational Writing

This 10-lesson mini unit supports students in writing longer, more in-depth informational texts as second-graders. While this unit focuses primarily on writing instruction, the assumption is that students are also engaging in reading workshop lessons centered around nonfiction texts. This overlap in reading and writing instruction allows students to begin producing the same types of texts they are reading independently and invites natural observations of text characteristics used by readers and writers of informational texts. In this unit students will observe the teacher model writing informational booklets while producing multiple booklets themselves over the course of the ten days.

### Lesson Ten: Getting Ready to Celebrate - Editing

In this lesson students will prepare for the culminating celebration by editing their book for correct grammar, spelling, punctuation and capitalization. The goal is not to have a perfectly edited piece of writing. Rather, the goal is for students to edit to the best of their ability and understand that the goal of language conventions is to make their writing easier for the reader to understand. It may be preferable to break this lesson into several days in order to narrow the scope of editing for students.

**NOTE:** This learning plan uses specific texts (e.g., written, performed, illustrated) as concrete examples of standards-based learning activities. These texts are not endorsements. The selection of classroom texts is completely a local decision and subject to local approval processes.
<table>
<thead>
<tr>
<th>Learning Targets</th>
<th>Lesson “Small Make(s)”</th>
<th>Unit “Big Make”</th>
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<tbody>
<tr>
<td>I can check my writing for correct grammar, capitalization, punctuation, and spelling of word wall words.</td>
<td>Students will review the book they have chosen for publication and make corrections of grammar, capitalization, punctuation, and spelling errors to the best of their ability.</td>
<td>Students will individually publish an informational booklet that teaches others by choosing one of the booklets they created during the unit, revising and editing to the best extent possible, then sharing with an authentic audience, such as a Buddy Kindergarten/1st grade class or another second-grade class.</td>
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*adapted from Cris Tovani’s Why Do I Have to Read This? Literacy Strategies to Engage our Most Reluctant Readers (2021)*

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**Standard Alignment**

**ELAGSE2L1**: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**ELAGSE2L2**: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

**WIDA English Language Development Standards for English learners (ELs):**

Teachers of ELs are encouraged to use the resources in the [WIDA English Language Development Standards Framework, 2020 Edition](https://www.wida.us) to design language expectations (p.28) specific to the GSE. Examples of the English language needed to support informational writing can be found on p. 91.
# Instructional Design

*For more information regarding daily routine practices and/or additional information on the unit framework (including materials), please see the [Unit Plan Overview](#).*

Various evidence-based practices (EBPs) are identified throughout the lesson below; however, we believe good teaching can be eclectic, “...thoughtfully, *intentionally* taking some of the best of different teaching methodologies, while always holding onto some research-based, core beliefs, we can help our students flourish in ways that teaching only one way will not” (Roberts, 2018, p. 6). Always feel free to adapt the lesson to meet your professional needs with your specific student population. Ideas for student supports and enrichments can be found in the “Student Learning Supports” section.

This mini unit is written for synchronous distance learning or face-to-face learning that utilizes various technology resources. Everything listed as synchronous can be utilized with little to no change in a face-to-face (f2f) environment. However, guidance is provided for modifications, including ideas for supporting students who are learning asynchronously and those with little or no access to technology (unplugged / offline).

**Materials**

Teacher—virtual whiteboard (shared document), document camera, teacher’s booklet with several editing mistakes available to point out and correct

Students—blank paper, book student has chosen to publish, unplugged handout version

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**Engage**

Opening:

**Synchronous**

- Remind students that the publishing celebration is coming very soon. **[EBP: Create an engaged community of writers [Minimal evidence] (Graham et al., 2016)].**
- Our job as writers is to make sure our books are as good as we can make them, and part of that is making sure they are easy for others to read. Help students understand:
  - Writers spell word-wall words conventionally [or with “book spelling”] so that the reader quickly knows the word and doesn’t have to slow down to figure it out.
  - Writers use punctuation like periods, question marks and exclamation marks as a signal to the reader about *how* the sentence should sound. For instance, using an exclamation mark lets the reader know they should make it sound exciting.
  - Writers use capital letters to help the reader see the beginning of a sentence or to know when a name is being used.
  - Writers follow the rules of grammar to make their writing sound like English. **[EBP: Teach students to become fluent with handwriting, spelling, sentence construction, typing, and word processing [Moderate evidence] (Graham et al., 2016)].**
- Show students a page from your book and model rereading the page and discovering an error that needs correcting.

**Asynchronous**

Post on your learning management platform a brief video of yourself, a) explaining why editing is important and the different elements of editing (e.g., grammar, spelling, punctuation, capitalization), and b) modeling how to edit your own booklet.

**Unplugged/Offline**

Have students work through part 1 of *Lesson 10 Handout – unplugged.*
Explore

Synchronous

- Ask students to help you edit a different page of your booklet. [EBP: Teach students to become fluent with handwriting, spelling, sentence construction, typing, and word processing [Moderate evidence] (Graham et al., 2016)].
- Have students pull out the booklet they are publishing and choose a page to reread, looking for errors that need correcting. Ask a few students to share the edits they made.

Asynchronous

Share an image of a page of your booklet that needs editing. Have students record a brief Flipgrid or Seesaw video telling of at least one edit they suggest you should make.

Unplugged/Offline

Have students work through part 2 of Lesson 10 Handout – unplugged.

Apply

Synchronous

Students will work independently on editing their books for publication. [EBPs: Teach students to become fluent with handwriting, spelling, sentence construction, typing, and word processing [Moderate evidence]; Teach students to use the writing process for a variety of purposes. [Strong evidence] (Graham et al., 2016)].

Similar to lesson 9, you might make the work session of today’s workshop slightly shorter in order to pair up students to read each other’s booklets. Partners should give each other feedback about places that need improved grammar, capitalization, punctuation, and spelling. A hint about conferring during the editing phase: it can be tempting to pull out a red pen and find all of a student’s errors for them. However, this requires quite a bit of work on your part and less work for the student. An alternative is a “3 strikes” rule: quickly scan a student’s paper to look for a pattern of one type of error (e.g., lack of punctuation resulting in run-on sentences). Help them fix one instance of the error, then mark three other examples of the same error by
putting dots in the margins. Tell them, “I’ve indicated three other lines where you need to fix this same type of error, but it’s up to you to find where the error is in that line and to fix it yourself. Then keep looking through the rest of your book for other places you can correct this error.” This gradually releases responsibility for correcting a single type of error to each student and will make your conferences much quicker.

**Asynchronous/Unplugged/Offline**
Students will work independently on editing their books for publication.

**Reflect**

**Synchronous**
After students have had a chance to read their book to their partner and make suggested changes, meet as a whole class and have several students talk about the edits they made. Discuss how these changes make it easier for their audience to understand the book. [EBPs: Teach students to become fluent with handwriting, spelling, sentence construction, typing, and word processing [Moderate evidence]; Teach students to use the writing process for a variety of purposes. [Strong evidence]; Create an engaged community of writers [Minimal evidence] (Graham et al., 2016)].

**Asynchronous/Unplugged/Offline**
Students will continue working on their booklets. These can be shared with teachers via a scheduled online conference, regular phone conference during which the student reads aloud their writing, or photos can be emailed to the teacher of the student’s work.
Evidence of Student Success

Students will be considered successful with this lesson if they can make edits to their booklets based on their own thinking or the input of the teacher or their peers.

Formative Assessment

“More of What’s Meaningful”: Formative Assessments (Serravallo, 2013)

Formative assessment can occur in two ways:

- Conferring [Guidance: Tips for Conferring to Maximize Student Engagement]
  “Supercharge your Conferring: Focus on Goals, Strategies, and Feedback” (Serravallo, 2018)
- Sharing [“How to Create an Inclusive Virtual Classroom” (Kern, 2020)]
  “8 Strategies to Improve Participation in Your Virtual Classroom” (Minero, 2020)

Student Learning Supports

At all levels, the English Language Arts standards encourage students to become critical thinkers and communicators. The following strategies, though not exhaustive, are designed to support students struggling to meet this lesson’s learning target, and/or learning English as an additional language, and/or are exceeding and would benefit from enrichment.

Supports/Scaffolding

- **Conceptual Processing**: Allow additional processing time. Review this content prior to the lesson occurring so that the student will have additional time to formulate responses. Summarize each lesson segment and keep summary accessible for students. Implement scaffolds identified below for various circumstances.
- **Language**: Prior to beginning of the lesson, explicitly teach vocabulary required to engage with the content. [EBP: Teach students academic language skills, including the use of inferential and narrative language, and vocabulary knowledge [Minimal evidence] (Foorman et al., 2016)].
- **Visual-spatial Processing**: Provide opportunities for students to engage with visual representations and/or manipulatives (virtual or concrete) as they explore informational writing and communicate ideas.
- **Organization**: Maintain logical progression of big ideas/lesson segments in the course’s shared virtual space so that students can revisit lesson segments as necessary. Help students bookmark frequently utilized sites (such as Flipgrid) or how to group tabs in Chrome to assist with organization.
- **Memory**: Maintain logical progression of big ideas/lesson segments in the course’s shared virtual space so that students can revisit lesson segments, as necessary.
Lesson-specific scaffolds:

Some students may be overwhelmed by trying to edit grammar, spelling, punctuation and capitalization all in one day. It may be more helpful to devote a different day to each type of editing.

It can also be helpful to provide students with a simple editing checklist to support this work. Make sure the checklist is not too overwhelming by including too many items on the list or distracting illustrations. The act of editing writing can already be fairly overwhelming for students just learning the rules of writing.

Supports for English learners:

- Suggestions for this lesson include, but are not limited to: modeling how to edit using each of the three editing focal points provided on the anchor chart, explicitly teaching grammar rules in context, strategically pairing students for peer editing, etc.
- Educators may find it valuable to review WIDA’s Proficiency Level Descriptors (pp. 102-103) when planning for differentiation based on students’ levels of English proficiency.
- Teachers of ELs are encouraged to incorporate high leverage practices for teaching EL students and to utilize relevant evidence-based strategies such as those found in Project EXCELL’s downloadable GO TO Strategies (Levine et al., 2013).

Acceleration/Extension

Standard:

ELAGSE2L1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

ELAGSE2L2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Acceleration/Extension Activity:

Students who are comfortable with basic editing might enjoy being challenged by:

- Using advanced punctuation such as commas, colons, ellipses and parentheses.
- Correctly spelling words other than word wall words by using local resources or a Have-a-Go sheet.
- Purposely using more proper nouns in their writing that require correct capitalization.
Engaging Families

Aligning with your district’s family engagement plan to facilitate the most meaningful way to work with your families.

- Families can encourage an eye for editing by pointing out spelling and punctuation errors in the real world. For instance, businesses oftentimes purposely misspell words to get consumers’ attention (e.g., “lite” salad dressing) or leave punctuation off of signs because of space requirements.

- As families read books together, discuss the author’s choice of punctuation and capitalization – why did they use a period instead of an exclamation mark? Would this part have sounded better with ellipses (…) instead of a hyphen (--)? Why did the author use parentheses?

- Families of English learners can compare and contrast grammar rules in both their home language and English (e.g. the omission of the inverted question mark in English v. the use of an inverted question mark in interrogative sentences in Spanish).
References


Tovani, C., & Moje, E.B. (2017). *No more telling as teaching: Less lecture, more engaged learning (not this but that).* Heinemann.
