



**Literacy Design
Collaborative**

2A. The United States Constitution

by Nadya Acevedo, Rhonda C. Marynec, Patty Linder, and Judith L. Irvin

This module is part of the *National Literacy Project (NLP) Civics Collection*, a comprehensive and sequenced group of modules aimed at providing a foundation for students to master the essential concepts of civic education. The entire collection of nineteen modules addresses all of the Florida Standards/Benchmarks in civics in grades K-6. Although the collection was aimed at Florida Standards/Benchmarks, the modules can be easily modified to fit civics and literacy benchmarks in another state.

Each module covers one to three weeks of classroom instruction. The modules can be successfully implemented as a schoolwide progression, with each grade's instruction building and deepening students' knowledge and skill. Or modules can stand alone, and teachers can implement modules that address particular standards/benchmarks, as needed. Some teachers use these modules as part of their reading/language arts block; others teach the modules during the time allocated for social studies.

The modules in the *NLP Civics Collection* cover all of the benchmarks in civics (for a matrix of all of the modules, see the Teacher Resources) that are addressed in either the teaching task *or* a mini-task; some benchmarks are covered *only* in a mini-task. Essential literacy standards (Language Arts Florida Standards) are also addressed in each module (for a matrix that lists all of the LAFS standards, see Teacher Resources). In addition, the modules are designed to reinforce the instructional shifts needed for college and career readiness:

- Building knowledge through content-rich texts
- Reading and writing grounded in evidence from text
- Regular practice with complex text and its academic vocabulary

Many Florida district content specialists, school level principals, and teachers participated in this project. In addition, the *National Literacy Project*, in collaboration with the *Florida Joint Center for Citizenship*, provided direction, guidance, and oversight for each module and the collection as a whole. Each module was field-tested by at least two teachers during January – May 2017. Systematic feedback was collected from 100+ teachers through a survey and virtual conversations. If you have suggestions to improve a module or

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feedback you would like to give, please contact Dr. Judith Irvin at jirvin@NLProject.org.

In this module, students understand what the Constitution does and says, identify founding fathers, and write 1-3 paragraphs explaining the reasons the founding fathers' wrote the Constitution. Students study the Preamble as the introduction to the Constitution.

GRADES

2

DISCIPLINE

 **Social
Studies**

COURSE

 **Civics**

PACING

 **7hr**

Section 1: What Task?

Teaching Task

Task Template IE3 - Informational or Explanatory

After reading the Preamble of the Constitution and secondary sources about the Constitution, write one to three paragraphs in which you explain the founding fathers' reasons for forming a government. Support your response with evidence from the text/s.

Standards

Social Studies Next Generation Sunshine State Standards

SS.2.C.1.1

Focus

Explain why people form governments.

SS.2.C.1.2

Focus

Explain the consequences of an absence of rules and laws.

SS.2.C.3.1

Focus

Identify the Constitution as the document which establishes the structure, function, powers, and limits of American government.

Florida Standards

LAFS.2.W.1.2.

Focus

Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.

LAFS.2.W.3.8.

Focus

Recall information from experiences or gather information from provided sources to answer a question.

LAFS.2.SL.1.1.

Focus

Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.

Language Arts Florida Standards (LAFS)

LAFS.2.RI.2.4

Focus

Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.

LAFS.2.RI.1.3

Focus

Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.

Texts

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 [What is the Constitution?.pdf](#)

 [Founding Fathers.pdf](#)

 [The Constitution of the United States](#)

 [We the Kids: The Preamble to the Constitution of the United States by David Catrow Video](#)

 [We the Kids by David Catrow - Book](#)

Student Work Rubric - Informational or Explanatory Task - Grade 2

| | Emerging | Approaches Expectations | Meets Expectations | Advanced |
|---------------------------------------|---|--|--|--|
| | 1 | 2 | 3 | 4 |
| Topic / Main Idea | Response is off-topic or topic/main idea is unclear. | Introduces the topic and a general main idea, with an inconsistent focus on the main idea. | Introduces the topic and a clear main idea, maintaining a focus on the main idea. | Introduces the topic and a specific main idea, maintaining a consistent focus on the main idea. |
| Use of Sources | Includes no details from sources related to the topic or prompt. | Includes few details from sources related to the topic or prompt. | Includes details from sources related to the topic and prompt. | Includes well-chosen details from sources related to the topic and prompt. |
| Development | Includes facts, definitions and/or details loosely related to the topic. | Includes facts, definitions, and/or details (as well as illustrations, if appropriate) related to the topic with minor inaccurate or incomplete elements . | Includes relevant facts, definitions, and/or details (as well as illustrations, if appropriate) that help develop the topic. | Explains relevant facts, definitions, quotations, and/or details (as well as illustrations, if appropriate) that develop the main idea . |
| Organization | Sentences are out of logical order or lack an evident structure. | Sequences sentences to introduce the topic, develop points, and provide a concluding statement or section. | Sequences sentences and groups related information to introduce the topic, develop points, and provide a concluding statement or section. Uses linking words/ phrases (e.g., also, another, and, more, but) to connect ideas. | Sequences sentences and groups related information in paragraphs or sections that introduce the topic, develop points, and provide a concluding statement or section. Consistently uses linking words/phrases (e.g., also, another, and, more, but) to connect ideas. |
| Conventions (general) | Major errors in standard English conventions appropriate to the grade level interfere with the clarity of the writing. | Errors in standard English conventions appropriate to the grade level sometimes interfere with the clarity of the writing. | Consistently applies standard English conventions appropriate to the grade level. Minor errors, while noticeable, do not interfere with the clarity of the writing. | Consistently applies standard English conventions appropriate to the grade level, with few errors. Attempts to use untaught conventions, appropriate to grade level. |
| Conventions (Grade 2 examples) | Spells many words incorrectly and phonetically Uses capital letters inconsistently Uses commas, apostrophes, and end punctuation rarely | Spells some frequent-use words (e.g., plural nouns) incorrectly and phonetically Capitalizes first word in a sentence, "I," proper nouns inconsistently Uses commas, apostrophes, and end punctuation inconsistently | Spells most regular frequent-use words correctly (e.g., plural nouns) Capitalizes first word in a sentence, "I," and some proper nouns consistently Uses commas, apostrophes, and end punctuation consistently | Spells most regular frequent-use words correctly and spells irregular frequent-use words conventionally Capitalizes correctly and consistently with no errors: first word in a sentence, "I," proper nouns Uses commas, apostrophes, and end punctuation consistently |
| C3 Concept: Cause and Effect | Attempts to identify a cause or effect of a particular event/development | Identifies probable causes or effect of a particular event/development. | Explains multiple probable causes and effects of a particular event/development. | Clearly explains important causes and effects of a particular event/development. |

Background for Students

Before the Constitution was written, the thirteen colonies had separate laws and rules. The Constitution provided a common set of rules and laws for the entire country.

Extension

Have students research one of the founding fathers or a part of the Constitution (<http://www.safesearchkids.com/>) to create a PowerPoint slide presentation or a living museum and then invite parents or other classes to the class museum.

Section 2: What Skills?

Preparing for the Task

TASK ENGAGEMENT: Ability to connect the task and new content to existing knowledge, skills, experiences, interests, and concerns.

ACTIVATING PRIOR KNOWLEDGE: Ability to activate knowledge and categorize information on a topic of study.

TASK ANALYSIS: Ability to understand and explain the task's prompt.

ESSENTIAL VOCABULARY:

Reading Process

BUILDING BACKGROUND KNOWLEDGE:

CLOSE READING:

Transition to Writing

PREPARING FOR WRITING: Ability to begin linking reading results to writing task.

Writing Process

PLANNING THE WRITING: Ability to develop a line of thought and text structure appropriate to the writing task.

DEVELOPMENT: Ability to write initial draft to answer writing task.

REVISING AND EDITING: Ability to refine text, including line of thought, language usage, and tone as appropriate to audience and purpose.

PUBLISHING: Ability to submit revised writing that meets expectations

Section 3: What Instruction?

| PACING | SKILL AND DEFINITION | PRODUCT AND PROMPT | SCORING GUIDE | INSTRUCTIONAL STRATEGIES |
|-------------------------------|---|---|--|--|
| <i>Preparing for the Task</i> | | | | |
| 30 mins | <p>TASK ENGAGEMENT: Ability to connect the task and new content to existing knowledge, skills, experiences, interests, and concerns.</p> | <p>1. DISCUSSION AND EXIT SLIP: A LAWLESS SOCIETY Discuss what would it be like to have a classroom, school, or community with no rules.</p> | <p>Students meet expectations if they:</p> <ul style="list-style-type: none"> participate in the partner discussions participate in the lawless classroom activity submit an exit slip with their reactions to the activity | <p>1. Have students turn to a shoulder partner and discuss the 6 questions.</p> <ul style="list-style-type: none"> Question 1: What would happen if there were no rules or laws? Question 2: What is a rule? Give an example of a rule in your family. Question 3: What is a law? Give an example of laws in our community, state, or nation. Question 4: What is a right? Give an example of a right that you have as a student. Question 5: What services are provided by the state or national government? Question 6: Why do you think people form governments? <p>2. Organize and implement the following activity: <i>A Lawless Society in your Classroom</i></p> <p>This bridging activity will be a foundation that you and your students can refer to throughout the module. Students will realize how the absence of rules changes their classroom setting.</p> <p>Set up: Take away access to all writing material (pencils, paper, notebook etc.) and then give one student a stack of paper and another student pencils (previous to this activity make sure to explain to these two students that they should not share their materials with others, even if students ask for the paper and pencils).</p> <p>Say to the students: "Please get out paper and pencil to write three rules you follow at home or in the classroom. Make sure to write in complete sentences."</p> <p>Monitor this activity for about 5 minutes, note students reactions to:</p> <ul style="list-style-type: none"> Not having materials needed to complete their task How students react to the students who have the materials <p>Discussion: Bring the class together and explain that you gave the paper and pencils to only those two students and told them not to share with the other students. Ask the students, "What did you think about that situation?" Help students discuss how difficult it was to complete a task without having access to their materials, without following the rules of the classroom and how it was not fair that there was no sharing.</p> <p>Discuss the following:</p> <ul style="list-style-type: none"> How the rules of the classroom are there for our safety and comfort |

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|---|---|---|---|---|
| | | | | <ul style="list-style-type: none"> ● The importance of school and community rules such as rules in the lunchroom or traffic rules ● What would happen if those rules were not followed ● Why people form governments ● What is a law? Give examples ● What is a rule? Give examples <p>Exit Slip: Have students write a quick write of what they thought about a classroom, school, or community with no rules.</p> |
| <p>Standards:</p> <p>SS.2.C.1.1 : Explain why people form governments.</p> <p>SS.2.C.1.2 : Explain the consequences of an absence of rules and laws.</p> <p>LAFS.2.W.3.8 : Recall information from experiences or gather information from provided sources to answer a question.</p> <p>LAFS.2.SL.1.1 : Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.</p> | | | | |
| <p>Additional Attachments:</p> <ul style="list-style-type: none"> 📄 Our classroom with no rules 1 📄 Our classroom with no rules 2 📄 Our classroom with no rules 3 | | | | |
| <p>40 mins</p> | <p>ACTIVATING PRIOR KNOWLEDGE: Ability to activate knowledge and categorize information on a topic of study.</p> | <p>2. READING AND DISCUSSION: WHAT IS THE CONSTITUTION? WHO WERE THE FOUNDING FATHERS? Read and discuss what the Constitution is and does.</p> | <p>Students meet expectations if they</p> <ul style="list-style-type: none"> ● read What is the Constitution ● participate in group work and the class discussion identifying the main ideas of the text ● label three of the Founding Fathers ● participate in the discussion of the picture of the Founding Fathers | <p>What is the Constitution?</p> <ol style="list-style-type: none"> 1. Pass out copies of "What is the Constitution?" 2. Have students read the two paragraphs either individually or with a partner. 3. Have students annotate the reading using the symbols suggested. 4. Have students share answers to check for accuracy. <p>Founding Fathers</p> <ol style="list-style-type: none"> 1. Pass out the picture of some of the Founding Fathers. 2. Read the paragraph below the picture explaining who the Founding Fathers were. This is important because the task has the words "founding fathers" in it. 3. Lead a discussion about what they notice about the picture. Some things that may come up are that they are all men, all white, have wigs on, have a bow in their hair, they all look happy. 4. Label George Washington, Benjamin Franklin, and Alexander Hamilton. <p>Viewing the Original Constitution</p> <ol style="list-style-type: none"> 1. The link provided in the Teacher Resources takes you to all four pages of the original Constitution. Project these images so that students can see what the original Constitution looks like. 2. Discuss what they notice about the document. |
| <p>Standards:</p> <p>SS.2.C.3.1 : Identify the Constitution as the document which establishes the structure, function, powers, and limits of American</p> | | | | |

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government.

LAFS.2.RI.1.1. : Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

LAFS.2.SL.1.1. : Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.

Additional Attachments:

 [What is the Constitution?.pdf](#)

 [Founding Fathers.pdf](#)

 [The Original Constitution](#)

20 mins

TASK ANALYSIS:

Ability to understand and explain the task's prompt.

3. ANNOTATION OF THE TEACHING TASK

Discuss what will you need to know and to do to complete the task.

Students meet expectations if they:

- underline key words/phrases of the teaching task.
- circle words they need to know
- write one question about the task.

Objective: By closely examining the task's prompt, students will gain a better understanding of what they will be required to accomplish at the end of the module.

1. Using the Annotation handout, review the task with students.
2. Have students work individually or with a partner to annotate the task by
 - underlining what they think are the most important words and phrases in red.
 - circling 2-4 words they students need to understand in blue.
 - writing at least one question they have about the task.

- Finally, ask students to raise their hands if they have words/phrases they could not define. Have a class discussion where you ask the rest of class to pose definitions/answers. Model definitions/answers for ones unanswered by class. (This may also be a partner activity.)

Teacher may collect student work for formative assessment and to return to students with feedback.

This mini task was adapted from Annotated Teaching Task <https://coretools ldc.org/minitasks/5ec76e57-b690-b23c-7f70-a313fe7d86c5>

Standards:

LAFS.2.RI.2.4. : Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.

LAFS.2.W.3.8. : Recall information from experiences or gather information from provided sources to answer a question.

LAFS.2.SL.1.1.C. : Ask for clarification and further explanation as needed about the topics and texts under discussion.

LAFS.2.L.3.4. : Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.

Additional Attachments:

 [Teaching task.jpg](#)

 [Task Analysis.docx](#)

20 mins

ESSENTIAL VOCABULARY:

4. EXAMPLES AND PICTURES OF ESSENTIAL VOCABULARY

Students meet expectations if they:

- write an

1. Give students the copy of Essential Vocabulary for Understanding the Constitution.
2. They have already talked about most of these terms. Have students talk about and write down an

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| | | | | |
|--|---------------------------------------|--|---|--|
| | | Write examples and create pictures for essential vocabulary words to understand the Constitution. | example and draw a picture of each of the vocabulary words. | example of each word and make a picture or drawing explaining the word. 3. Have students add new words as they continue to read about the Constitution. 4. Have students keep this handout for use during the writing task. |
| Standards: | | | | |
| <p>LAFS.2.RI.2.4 : Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.</p> <p>LAFS.K12.L.3.4 : Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</p> | | | | |
| Additional Attachments: | | | | |
|  | | | | |
| Reading Process | | | | |
| 30 mins | BUILDING BACKGROUND KNOWLEDGE: | <p>5. A TIMELINE: EVENTS LEADING UP TO THE WRITING OF THE CONSTITUTION</p> <p>Construct a timeline about the events that led to the writing of the Constitution.</p> | <p>Students meet expectations if they:</p> <ul style="list-style-type: none"> view the video put the events in order answer the question about why the colonists might have wanted their own government. | <ol style="list-style-type: none"> Show the video "No More Kings" so that students get an idea of what happened before the writing of the Constitution. Handout "Events Leading Up to the Writing of the Constitution" noting the six events described in the video. Tell students to listen carefully to the video again because they are to put the events in the order in which they happened. Play the video again. Have students put the number before the event in the video. Have students answer the question about why colonists might have wanted a new government of their own. Have students share their answers with a partner or small group to check and expand their understanding. |
| Standards: | | | | |
| <p>LAFS.2.SL.1.2 : Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p> <p>SS.2.C.1.1 : Explain why people form governments.</p> <p>LAFS.2.RI.1.3 : Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.</p> | | | | |
| Additional Attachments: | | | | |
|    | | | | |
| 40 mins | CLOSE READING: | <p>6. CLOSE READING OF THE PREAMBLE TO THE U. S. CONSTITUTION</p> <p>Discuss interesting words, important ideas, and questions you have about the Preamble to the</p> | <p>Meets expectations if they</p> <ul style="list-style-type: none"> watch Schoolhouse Rock video participate in reading of the | <ol style="list-style-type: none"> Go to the Schoolhouse Rock and watch the video. It is a quick and entertaining introduction to the Preamble. Pass out copies of "The Words in the Preamble and What they Mean" from the Catrow book. (Note to teacher: you may have students in your class who are not citizens or their parents might not be |

Constitution?

Preamble and
We the Kids

- participate in the gallery walk.

citizens. You might point out that all people living in our country are protected by the Constitution.)

3. Read *We the Kids: The Preamble to the Constitution of the United States*, illustrations and foreword by David Catrow, and remind students that the "Preamble" is a primary source. This author uses the actual words of the "Preamble" and adds illustrations to the text. (It is best if each student has a copy of the book although two students will be able to share it.) This book is readily available through Amazon or other sources.
4. Use the *Catrow Preamble Meanings* handout to discuss the pictures for each phrase to determine what the phrase means. The pictures are intended to extend the meaning of each phrase, but some are a little abstract. A rich discussion of each phrase and associated picture would help students remember the meaning.
5. Pass out copies of the "Preamble" and facilitate a discussion about the text itself. Some questions you might ask could include:
 - What can you infer about the purpose of government from what you've read?
 - How does knowing what each word means help you to understand the main idea of each phrase?
 - Why would the Founding Fathers include each phrase in the "Preamble"?
 - How did each phrase help form our government.

3. At the end of the reading, spend a few minutes talking about the text and either review or ask students to report out the unfamiliar words they heard. You may also add a word.

4. Then have each phrase of the "Preamble" written and posted on poster paper for students to walk to each poster and mark up the text in a Gallery Walk. (If you need to know how to do a Gallery Walk, one protocol is linked under Teacher Resources. You may need to adapt this protocol for second grade) Students will circle unfamiliar words in blue and underline words they believe are important in red. Then they can write on the chart any questions they have about the phrase.

Options to continue with vocabulary study:

1. You may choose to have students define words now using a dictionary or a search engine like www.safesearchkids.com to find the meaning of the words or synonyms.
2. As a class come up with the best definition/synonym to mark up the text.
3. Transfer the circled words to a Vocabulary section on your board or bulletin board, displayed in a prominent place in the classroom. Students may also create a vocabulary page in their journal or use a graphic organizer.

This mini-task was adapted from Catherine Miller <https://coretools ldc.org/mini tasks/4a7bc369-d3af-478c-8831-657c8479d34e>

Standards:

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SS.2.C.1.1 : Explain why people form governments.

LAFS.2.RI.2.4 : Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.

LAFS.2.L.3.4 : Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.

LAFS.2.L.3.5 : Demonstrate understanding of word relationships and nuances in word meanings.

Additional Attachments:

 1.jpg

 2.jpg

 3.jpg

 4.jpg

 5.jpg

 6.jpg

 7.jpg

 8.jpg

 9.jpg

 10.jpg

 [Gallery Walk Protocol](#)

 [Catrow.PreambleMeaning.pdf](#)

 [The_Preamble_to_the_United_States_Constitution.docx](#)

 [We the Kids by David Catrow](#)

 [Schoolhouse Rock: Preamble to the Constitution \(3:30 minutes\)](#)

Transition to Writing

40 mins

PREPARING FOR WRITING: Ability to begin linking reading results to writing task.

7. TEXT TALK AND WRITING ABOUT THE CONSTITUTION

Discuss why the Founding Fathers of the Constitution formed a new government for the United States

Meets expectations if students:

- prepare to participate in the discussion with relevant texts and notes.
- provide applicable evidence to support opinions during the discussion.
- participate by sharing important ideas with peers and actively listening.
- generate reasons, based on their reading, that the Founding Fathers wanted to form a new government .

Objective: By engaging in small and whole group discussions of text, students will prepare for the final writing task.

Introduction

Talking through ideas before writing helps all writers, but especially English-language learners (ELLs), explore and rehearse key vocabulary, new concepts, and academic forms of language before the more challenging task of writing on their own.

In this mini-task, students discuss their thoughts after reading the Preamble of the Constitution. The teacher facilitates the discussion and asks comprehension questions that students discuss as a group and later respond to in writing.

A video is linked under Teacher Resources that talks about ways to engage students in Text Talk. The video is of a 5th grade class, you will, of course, have to make adaptations for second grade.

Review Expectations for the Group Discussion

Sample Expectations:

- Adjust your bodies so that you can see one another, listen, and talk to one another without having to speak too loudly.
- One person talks at a time.
- Listen carefully to the speaker.

- Show active listening through remaining silent as others speak, looking at the speaker, and refraining from distracting movements.
- Use hand signals (hand signals can promote active listening and help the teacher to facilitate the conversation.) Sample hand signals:
 - Hold up two fingers if you have something to add on to what the person just said,
 - Thumbs up if you have something new to say.

Pre-Write Group Discussion

Use this portion of the discussion to set students up for success when they sit down to write. Review the task's prompt: **After reading the Preamble of the Constitution and secondary sources about the Constitution, write 1-3 paragraphs in which you explain the founders' reasons for forming the government. Support your response with evidence from the text/s.** Ensure students understand what the prompt *really means*.

Facilitate a discussion about the Preamble and how the different students defined each phrase in the Gallery Walk. Some questions you might ask could include:

- Why did The Founding Fathers decide to write each phrase?
- How does each phrase relate to our government?
- How did Founding Fathers help form the government through the Preamble of the Constitution?
- How does each phrase of the Preamble relate to our lives now?

Think/Pair/Share to Generate Explanations about the Teaching Task

1. Have students take out the task analysis, *We the Kids*, and their notes from What is the Constitution?
2. Ask students to write 3 reasons for forming the U. S. government.
3. Ask students to turn to a partner and share reasons.
4. Have students cite evidence from the Catrow book, the Preamble itself, and the What is the Constitution text.
5. Share reasons with the entire class noting reasons on a chart for students to refer to later.

Standards:

SS.2.C.1.1 : Explain why people form governments.

SS.2.C.1.2 : Explain the consequences of an absence of rules and laws.

LAFS.2.SL.1.1.A : Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

LAFS.2.L.3.5 : Demonstrate understanding of word relationships and nuances in word meanings.

LAFS.2.W.3.8 : Recall information from experiences or gather information from provided sources to answer a question.

Additional Attachments:

 [The Preamble to the United States Constitution.docx](#)

 [Small Group Work to Prepare for Whole Group Discussion](#)

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-  [Talk Moves](#)
-  [Original Lesson Video](#)

Writing Process

| | | | | |
|---|--|---|--|--|
| 30 mins | <p>PLANNING THE WRITING: Ability to develop a line of thought and text structure appropriate to the writing task.</p> | <p>8. NOTES FOR WRITING Organize notes for the final writing product.</p> | <p>Meets expectations if the graphic organizer includes:</p> <ul style="list-style-type: none"> ● a controlling idea that addresses the task for the essay ● evidence from the text to support the controlling idea ● reasons why the evidence is important | <p>Objective: Students will use notes and text to complete a graphic organizer as they plan their responses to the writing task.</p> <ol style="list-style-type: none"> 1. Provide students with a copy of the graphic organizer handout (or one you prefer). 2. Review the task and what they decided they would need to do to respond to it. 3. Have students take out their marked up Preamble and the notes from other readings to use as they complete the graphic organizer for their writing. Some guiding questions may help: <ul style="list-style-type: none"> ○ What reasons did the founding fathers have for creating our government? ○ What phrases from the text(s) will you choose as your supporting evidence of these reasons? ○ How does each phrase help to explain the founding fathers's reasons for forming the government? <p>Note to Teacher: If this module is taught early in the year, you may need to model completing the graphic organizer for students. To do this,</p> <ul style="list-style-type: none"> ● Select a topic from a previous social studies lesson, and model use of the organizer to plan for writing about the topic. ● Identify the main idea for your writing. ● Provide reasons that further explain the main idea. ● Select evidence from a text with which they are familiar that supports the reasons. ● Think aloud about how the evidence provides good support for the each reason. (Why it is important.) |
| <p>Standards:</p> <p>SS.2.C.1.1 : Explain why people form governments.</p> <p>LAFS.2.W.1.2 : Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.</p> <p>LAFS.2.W.2.5 : With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</p> <p>LAFS.2.W.3.8 : Recall information from experiences or gather information from provided sources to answer a question.</p> | | | | |
| <p>Additional Attachments:</p> <ul style="list-style-type: none">  Primary Grades Writing Resources.docx  Sample Graphic Organizers for Second Grade Students  Planning Organizer.docx | | | | |
| 30 mins | <p>DEVELOPMENT: Ability to write initial draft to answer writing task.</p> | <p>9. INITIAL DRAFT OF THE FINAL PRODUCT Create a draft from our planning notes.</p> | <p>Meets expectations if student:</p> <ul style="list-style-type: none"> ● has an introduction that interests | <p>Objective: Students will complete an initial draft.</p> <ol style="list-style-type: none"> 1. Have students use their marked up texts and notes from their reading to construct a controlling idea about the founders' reasons for forming the government. Guiding questions: |

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| | | | <p>readers and restates the writing task prompt through a controlling idea</p> <ul style="list-style-type: none"> • chooses evidence from the texts that will help to answer the task • elaborates on how the evidence supports the controlling idea | <ul style="list-style-type: none"> ○ How do you plan on hooking your reader or creating a topic sentence? ○ How can you restate the writing task? <ol style="list-style-type: none"> 2. Using the completed pre-writing organizer, have students add the reasons and the text-based evidence that support their controlling idea. 3. For each piece of text-based evidence, have students explain how the evidence supports a reason. 4. Have students return to their controlling idea and restate it to write their conclusion. <p>Note to Teacher:</p> <p>Videos for students about writing an introduction, draft, and closing are included under Teacher Resources.</p> <p>If this module is taught early in the year, model important parts of the writing process, such as writing an introduction or a conclusion.</p> |
| <p>Standards:</p> <p>SS.2.C.1.1 : Explain why people form governments.</p> <p>SS.2.C.3.1 : Identify the Constitution as the document which establishes the structure, function, powers, and limits of American government.</p> <p>LAFS.2.W.1.2 : Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.</p> <p>LAFS.2.L.3.6 : Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).</p> <p>LAFS.2.W.3.7 : Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).</p> <p>LAFS.2.W.3.8 : Recall information from experiences or gather information from provided sources to answer a question.</p> | | | | |
| <p>Additional Attachments:</p> <ul style="list-style-type: none"> 🔗 Informational Writing for Kids- Episode 4: Writing an Introduction 🔗 Informational Writing for Kids- Episode 5: Writing a Draft 🔗 Informational Writing for Kids- Episode 6: Writing a Closing | | | | |
| <p>30 mins</p> | <p>REVISING AND EDITING: Ability to refine text, including line of thought, language usage, and tone as appropriate to audience and purpose.</p> | <p>10. FEEDBACK FROM CRITICAL FRIENDS Get feedback from critical friends.</p> | <p>Students meet expectations if they:</p> <ul style="list-style-type: none"> • use the editing checklist to give feedback to a critical friend | <ol style="list-style-type: none"> 1. Pass out copies of the Critical Friends Editing Checklist and review each point. <ul style="list-style-type: none"> ○ Model how to peer edit an initial draft using the checklist. 2. Match students up to be critical friends, and have them apply the checklist. 3. As critical friends, they should also consider punctuation, paragraphs, and other visual conventions that help to make a text clear to the audience. |
| <p>Standards:</p> <p>LAFS.2.W.2.5 : With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</p> <p>LAFS.2.L.1.2 : Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> | | | | |
| <p>Additional Attachments:</p> | | | | |

2A. The United States Constitution

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| 30 mins | REVISING AND EDITING: Ability to refine text, including line of thought, language usage, and tone as appropriate to audience and purpose. | 11. DRAFT OF THE FINAL PRODUCT Revise your draft | Students meet expectation if they: <ul style="list-style-type: none"> ● provide a draft that addresses the task, has a clear controlling idea, and contains support for your controlling idea. ● provide a draft free from distracting surface errors. | <ul style="list-style-type: none"> ● Briefly review selected skills that many students need to improve. ● Have students reread their writing, thinking about each sentence and word choice (transitions, descriptive, etc.) as part of the longer text. ● Teach students to mark their own writing for revision (line out, rewrite, and so forth). |
| Standards: <p>LAFS.2.W.1.2 : Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.</p> <p>LAFS.2.W.2.5 : With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</p> <p>LAFS.2.L.1.2 : Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> | | | | |
| 30 mins | PUBLISHING: Ability to submit revised writing that meets expectations | 12. FINAL PRODUCT Turn in your complete set of drafts, plus the final version of your writing. | Students meets expectations based on the writing rubric for the teaching task. | Students make corrections and revisions based on the peer feedback. Teacher will collect work and, if desired, have students present their final draft. |
| Standards: <p>LAFS.2.W.1.2 : Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.</p> <p>LAFS.2.W.3.7 : Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).</p> <p>LAFS.2.W.3.8 : Recall information from experiences or gather information from provided sources to answer a question.</p> <p>LAFS.2.L.1.2 : Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Capitalize holidays, product names, and geographic names.</p> <p>b. Use commas in greetings and closings of letters.</p> <p>c. Use an apostrophe to form contractions and frequently occurring possessives.</p> <p>d. Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).</p> <p>e. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</p> <p>LAFS.2.L.3.6 : Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).</p> | | | | |

Instructional Resources

Teacher Resource

 **Background information on the Constitution for teachers**

-  **Background Info.No More Kings.docx**
-  **ARMS Revision Checklist.pdf**
-  **Primary Grades Writing Resources.docx**
-  **Revising and Editing Checklist.pdf**
-  **Interactive Writing.pdf**
-  **Stages of Second Language Development and ESOL Strategies.pdf**
-  **Primary Grades Writing Resources.docx**
-  **Descriptive Matrix of All Modules.pdf**
-  **Standards Matrix for All Modules.pdf**

Student Handout

-  **Task Analysis.docx**
-  **What is the Constitution?.pdf**
-  **Founding Fathers.pdf**
-  **EssentialVocabulary.docx**
-  **Events Leading up to the Writing of the Constitution.docx**
-  **Catrow.PreambleMeaning.pdf**
-  **The_Preamble_to_the_United_States_Constitution.docx**
-  **Planning Organizer.docx**
-  **ARMS Revision Checklist.pdf**
-  **Peer Editing Checklist.docx**

Section 4: What Results?

Student Work Samples

Advanced

 [WritingSample.High1.final.jpg](#)

Meets Expectations

 [WritingSample.Medium2.pdf](#)

Approaches Expectations

 [About the Writing Samples for 2A.docx](#)

Teacher Reflection

Not provided

All Attachments

-  What is the Constitution?.pdf : <https://s.ldc.org/u/etgleplj8e7koz7u3qarrqy47>
-  Founding Fathers.pdf : <https://s.ldc.org/u/5nfxas3q99xwque7ae9kytuo>
-  The Constitution of the United States : <https://s.ldc.org/u/5w8yfphlpq1dkn2thy9la3uyq>
-  We the Kids: The Preamble to the Constitution of the United States by David Catrow Video : <https://s.ldc.org/u/balz0u6h42h4m1tcfiaoj6mqt>
-  We the Kids by David Catrow - Book : <https://s.ldc.org/u/8w4tm1ewif22gpzf8x2a8johb>
-  WritingSample.High1.final.jpg : <https://s.ldc.org/u/f2532jqinca5tl4wjpk2guvfx>
-  WritingSample.Medium2.pdf : <https://s.ldc.org/u/7atcmllakvnunv9jezrjl5ncor>
-  About the Writing Samples for 2A.docx : <https://s.ldc.org/u/2n0642sepshs01kls2asaz5>
-  Background information on the Constitution for teachers : <https://s.ldc.org/u/5ro5b00ti6wqfryqh5zvfxbde>
-  Background Info.No More Kings.docx : <https://s.ldc.org/u/8zd6fidzmognvuubg1wtw3duc>
-  ARMS Revision Checklist.pdf : <https://s.ldc.org/u/67y1fvdijyz1tkasykpt789wb>
-  Primary Grades Writing Resources.docx : <https://s.ldc.org/u/34dlmrso6vjicuxl3d4vwwpbu>
-  Revising and Editing Checklist.pdf : <https://s.ldc.org/u/677mfaa27hq82xtlcrnmnx9lz>
-  Interactive Writing.pdf : <https://s.ldc.org/u/acxqrmp2erud0a7or4zrfotxo>
-  Task Analysis.docx : <https://s.ldc.org/u/1h63fmkzzhqhjh47hia0p76>
-  What is the Constitution?.pdf : <https://s.ldc.org/u/4rombl27iyzegzdmfmfwej5y5>
-  Founding Fathers.pdf : <https://s.ldc.org/u/c97v70hsnxl0r9hsddib2xugq>
-  EssentialVocabulary.docx : <https://s.ldc.org/u/aoxjsqmlx2mn0cqgs3sht50js>
-  Events Leading up to the Writing of the Constitution.docx : <https://s.ldc.org/u/dyog59x6g210eeqmdqhxx9x3d>
-  Catrow.PreambleMeaning.pdf : <https://s.ldc.org/u/9vunbml7hvl9b4qhxx88239ru>
-  The_Preamble_to_the_United_States_Constitution.docx : <https://s.ldc.org/u/2n6hoon7yudoqpbqntme1wii2>
-  Planning Organizer.docx : <https://s.ldc.org/u/23r5ayo3emgzskt0mnk8mwgbl>
-  ARMS Revision Checklist.pdf : <https://s.ldc.org/u/ar9n27wes09ql8k02v78ea7xr>
-  Peer Editing Checklist.docx : <https://s.ldc.org/u/4j79g6djzydiam8taia99ibkj>
-  Stages of Second Language Development and ESOL Strategies.pdf : <https://s.ldc.org/u/bb4c5ewkd1clkohgwyfswox2n>
-  Primary Grades Writing Resources.docx : <https://s.ldc.org/u/bbzto0xks3v5u4jrnoq1pk7zx>
-  Descriptive Matrix of All Modules.pdf : <https://s.ldc.org/u/3ohmmb87elpsi9n09e5v0yvkl>
-  Standards Matrix for All Modules.pdf : <https://s.ldc.org/u/4vji0t9p0rydavqqddmytbkmm>