



Martial Artist
Grade 2 Informational/Opinion
Feedback for Improvement

Broad Topic/Assignment: Learning something new can be exciting. Write to explain a time when you learned something new.

What worked:

- **Assignment:** The student attempted to write to the task, however it is unclear as to what genre of writing this student produced.

Areas of instructional focus:

- The piece reads a little bit like a personal experience and a little bit like an informational piece. There are no clear main ideas, no paragraphs, and it's difficult to summarize. In reality, this is just a list or a random collection of thoughts.
- The focus skill for this student has to be to revisit genre and organization as that is the necessary foundation for every other skill area.

Feedback with Prescriptive Lesson:

Recognizing Genre and Organization: The student needs to recognize and identify how an informational/opinion piece is structured. By using these lessons, the student will build an awareness of the structure.

Section 1: Genre and Organization - all lessons

Once the foundation has been established, then move into the next set of skills.

Broad Yet Distinct Main Ideas/Reasons: The student needs to expand on main ideas using sentence variety and create main idea sentences that are clear to the reader. Creating separate paragraphs for each main idea would help the reader to understand the topic and clearly show the organizational structure.

Section 2 Lesson 6 Alternatives to Boring

Section 2 Lesson 6 Alternatives to Boring, Redundant Main Idea/Main Reason Sentences

Section 2 Lesson 7 Revising Boring, Redundant Main Idea/Reason Sentences

Section 2 Lesson 8 Sentence Variety and Word Referents

Section 2 Lesson 9 Main Idea/Reason Blurbs into Sentences

Elaboration: Student needs direct instruction in how to elaborate on the simple list-like details through the use of the productive questions: What does it look like? Why is it important? Most of the details were simply stated.

Section 3 Lesson 1 Just Okay...or Much Better? (recognition and awareness)

Section 3 Lesson 2 General vs Specific

Section 3 Lesson 3 Recognizing Overly General Words and Phrases

Section 3 Lesson 4 Break Up That Grocery List

Section 3 Lesson 5 What Does It Look Like? Why is it Important? Grab Bag

Section 3 Lesson 6 Describing Objects What Does It Look Like? Why is it Important?

Section 3 Lesson 9 Writing Sentences Using Detail-What Does It Look Like? Why is it Important?

Another important lesson for this student will be to identify the givens and variables in the task in order to create a workable pre-writing plan. In **Section 6: Authentic Writing Tasks, Lesson 1 Identifying Givens and Variables**, this student can practice planning so that the plan for this piece look like this:

Topic: Martial Artist

Main Idea #1: Kung Fu (Chinese) Trials/Ranks

Main Idea #2: Moves

Main Idea #3: Dojo (Training Facility)

Topic

by ^{chapter 1} ~~my first time as a~~ ^{is} martial artist

When it was my first time in kung fu, I was so excited! I hoped

in the car for my tryel. I

loved it! so then I was a

white belt then I went for my test for a

what does this "look like"?

yellow belt then a orange belt,

and then, and then, and then...

"I got to a new rank!" Then

purple belt

a blue belt then a blue belt with

a green strip, last but not

least, my green belt!! a new

rank!! ^{chapter 2 my moves} "I have move", "they protect me."

Put each one in a sentence and describe
What does it look like and why is it

My moves ^{important} are, #6, #4, #7, #3,
#7, #4, #8, 10, 1, 14, 8, 2,
^{side kick} #7, ^{kick} #4, ^{back} #8, ^{back} #3, ^{blocks} #2,

(Chen) #1, and number 9 and
a (Courm) ^{chapter 3 the dojo} The dojo I use is
small and the floor is black and red

THE END