



**Literacy Design
Collaborative**

2B. Rights of U.S. Citizens : District Field-Test Version

by Judith L. Irvin

Adapted from "2B. Rights of U.S. Citizens : District Field-Test Version" by Lauren Pantoja, Denise W. Crabtree, and Judith L. Irvin

This module is part of *The Florida Civics Project 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.

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 Florida Civics Project Collection* cover all of the benchmarks in civics (listed as Focus Standards) which are addressed in either the teaching task *or* a mini-task. Essential literacy standards (LAFS) are also addressed in each module. 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. If you have suggestions to improve a module or feedback you would like to give, please contact Dr. Judith Irvin at jirvin@NLProject.org.

In this module students will be learning about the rights of U.S. citizens. This module is parallel to Module 2C which focuses on responsibilities of US citizens. Some of the activities are the same, but the emphasis

is different.

GRADES

2

DISCIPLINE

 **Social
Studies**

COURSE

 **Civics**

PACING

 **6hr**

Section 1: What Task?

Teaching Task

Task Template IE2 - Informational or Explanatory

What does it mean to be a U.S. citizen? After reading informational texts on the rights of U.S. citizens, write a report in which you describe one of the rights of U.S. citizens. Support your response with evidence from the text/s.

Standards

Social Studies Next Generation Sunshine State Standards

SS.2.C.2.1

Focus

Identify what it means to be a United States citizen either by birth or by naturalization.

SS.2.C.2.3

Focus

Explain why United States citizens have guaranteed rights and identify rights.

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.

Texts

-  [Rights and Responsibilities Video](#)
-  [The First Amendment.docx \(Option A\)](#)
-  [A Guide to the First Amendment.docx \(Option B\)](#)
-  [Link for Immigrant Success video](#)
-  [2B.Becoming a Citizen.revised.docx](#)

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 Core Idea <i>Standard: SS.2.C.2.1</i>	Identifies or otherwise applies irrelevant content OR relevant content with major errors or omissions.	Identifies or otherwise applies relevant content with minor errors or omissions.	Explains or otherwise applies relevant and accurate content.	Explains and applies relevant and accurate content.

Background for Students

You are a citizen of many communities: the world, the United States, your State, your county, your school, your classroom. In this module we focus on citizenship in the United States. We will look at how people become citizens and then look at citizens' rights.

Extension

Not provided

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.

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

Reading Process

ESSENTIAL VOCABULARY: Ability to identify and master terms essential to understanding a text.

READING AND NOTE-TAKING: Ability to select important facts and information for use in one's own writing.

Transition to Writing

IDENTIFYING SIGNIFICANT ELEMENTS: Ability to begin linking reading results to writing task.

Writing Process

INTRODUCTORY PARAGRAPH: Ability to establish a controlling idea and consolidate information relevant to task.

BODY PARAGRAPHS: Ability to construct an initial draft with an emerging line of thought and structure.

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

EDITING: Ability to proofread and format a piece to make it more effective.

FINAL DRAFT: Ability to submit final piece that meets expectations.

Section 3: What Instruction?

PACING	SKILL AND DEFINITION	PRODUCT AND PROMPT	SCORING GUIDE	INSTRUCTIONAL STRATEGIES
Preparing for the Task				
30 mins	<p>TASK ENGAGEMENT: Ability to connect the task and new content to existing knowledge, skills, experiences, interests, and concerns.</p>	<p>1. USING VISUAL INFORMATION TO ACTIVATE KNOWLEDGE What are some of the rights that every individual has as a citizen?</p>	<p>Students meet expectation if they</p> <ul style="list-style-type: none"> Actively participate in the discussions Complete the Knowledge Chart independently Discuss the Knowledge Chart with their groups 	<p>Ask the questions below to the class and lead a class discussion to help students make personal connections to the topic. <i>What is a right? What rights do you have as a member of your family, your classroom, or your school.</i></p> <p>A Knowledge Chart is an instructional tool that allows you to build background knowledge on a topic as well as evaluate how much your class and individual students might already know about the topic. It is also a good strategy to encourage the use of visuals for finding information.</p> <p>Provide all students with a Rights of U.S. Citizens Knowledge Chart handout. Review the procedure for the Knowledge Chart with the students.</p> <ol style="list-style-type: none"> Before you begin, have each student record in the left-hand column what they already know about the topic. You could also use the prompt as the question for a 2-minute Turn and Talk with each partner talking for 60 seconds to help each student generate some information to record on the handout. <ul style="list-style-type: none"> Optional: Depending upon prior instruction, it might be necessary to develop a working definition of citizen and right for use in this activating activity. This could be done by brainstorming as a class and creating a working definition for each. Either record the definitions on the board or chart paper for reference during the Knowledge Chart activity. Explain that you will show them some examples of citizens engaged in various activities. Their job is to identify what the person/people are doing and record it on the right-hand side of the Knowledge Chart. Model for the students what you expect them to do using the first visual. Display the rest of the pictures one at a time. Allow enough time for students (3 to 5 minutes) to examine the photograph for evidence regarding U.S. Citizens' rights and to record the evidence on the right-hand side of the handout. After all visuals have been reviewed, allow for a brief independent review of the Knowledge Chart details by each student. Divide students into pairs or triads. Within this group, have each member share their New Knowledge with the other member(s). Allow 5 minutes. At the end of the sharing period, have each group generate 3 rights to share in response to the prompt.
Standards:				

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SS.2.C.2.3 : Explain why United States citizens have guaranteed rights and identify rights.
LAFS.2.W.3.8 : Recall information from experiences or gather information from provided sources to answer a question.
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.
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.

Additional Attachments:

-  **2B.Visuals.Rights.pptx**
-  **2B.Knowledge Chart.docx**

20 mins	<p>TASK ANALYSIS: Ability to understand and explain the task's prompt and rubric.</p>	<p>2. ANALYZING THE TASK <i>What does it mean to be a U.S. citizen? After reading informational texts on the rights of U.S. citizens, write a report in which you describe one of the rights of U.S. citizens. Support your response with evidence from the text/s.</i></p> <p>What do you need to know and to do to complete the task?</p>	<p>Students meet expectations if they correctly</p> <ul style="list-style-type: none"> ● discuss the task with a partner ● complete the Task Analysis Chart Handout. 	<p>Students will use the information from the Task Analysis Chart and the Task to complete the following activity. A copy of the Task Analysis Chart handout should be displayed and a copy distributed to each student.</p> <ol style="list-style-type: none"> 1. Distribute the Task Analysis Chart handout. 2. Read the Task aloud. 3. Have students read the Task with you. 4. Have students turn to a partner and take turns reading it to each other. 5. Each student should work independently to complete the Task Analysis Chart. 6. After all students have completed the above segment of the handout, have them share their findings with one or more classmate. You can use a Pair-Share, Pair-Square, or Inner-Outer Circle. (See Burdick Resource under Teacher resources.) 7. If time permits, allow students to share final response with a partner, small group, or whole class.
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Standards:

LAFS.2.RF.4.4 : Read with sufficient accuracy and fluency to support comprehension.
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.W.3.8 : Recall information from experiences or gather information from provided sources to answer a question.
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.

Additional Attachments:

-  **2B.Task Analysis.docx**
-  **Burdick_Handout4.pdf**

Reading Process

30 mins	<p>ESSENTIAL VOCABULARY: Ability to identify and master terms essential to understanding a text.</p>	<p>3. VOCABULARY LOG In your notebook, list words and phrases essential to the texts on your Vocabulary Log. Record a definition in your own words. If necessary, use a dictionary, electronic dictionary, or other</p>	<p>Students will meet expectations if the Vocabulary Log contains at least 10 definitions including the key terms identified below.</p>	<p>Provide each student with a Vocabulary Log handout at the beginning of the Reading Process. Explain how students will use it to collect words as they read the texts for the unit. Using the word "right" from the task engagement activity, model how students are to complete their logs. Identify the PowerPoint as the text where the key vocabulary word was found.</p> <p>Vocabulary Log will be an on-going activity for the duration of the Active Reading segment. Other key</p>
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		<p>resource to find the correct meaning for your log.</p>		<p>vocabulary words from the texts are:</p> <ol style="list-style-type: none"> 1. Citizen 2. Role 3. Right 4. Native 5. Naturalized 6. Community <p>As these terms are encountered in their texts, provide time for students to add them to their logs. Because the logs will be a resource for completing the final product, circulate as the students build their logs and select students to share their definitions.</p> <p>If you deliver the reading segments in center rotations, you can have the students review vocabulary in the center group at the end of the reading and recording period. Visit each group to monitor student work during the work time.</p> <p>Regardless of which delivery method you choose, before beginning the Transition to Writing component, include a Vocabulary Log review so that students can compare their logs to the target list and ensure they have captured the key terms.</p>
<p>Standards:</p> <p>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.</p>				
<p>Additional Attachments:</p> <p> Vocabulary Log.docx</p>				
<p>30 mins</p>	<p>READING AND NOTE-TAKING: Ability to select important facts and information for use in one's own writing.</p>	<p>4. BECOMING A US CITIZEN: A THINK ALOUD WITH A SHARED READING</p> <p>How does one become a citizen of the United States?</p>	<p>Students meet expectations if they</p> <ul style="list-style-type: none"> ● watch the video and engages in discuss of it ● listen attentively to the read aloud ● correctly complete the Native-Naturalized Organizer. 	<p>This mini-task is designed to deepen students' understanding of U.S. citizenship.</p> <ol style="list-style-type: none"> 1. Students will watch <i>Immigrant Success</i> (http://www.history.com/topics/ellis-island/videos/immigrant-success). You may wish to show the video twice and stop after each to elaborate on the contributions of each naturalized citizen. The individuals are: <ul style="list-style-type: none"> ○ Madeline Albright ○ Bob Hope ○ Isaac Asimov ○ Liz Claiborne ○ Eddie Van Halen ○ Yo-Yo Ma ○ Deepak Chopra ○ Patrick Ewing ○ Mario Andretti <p>Think-Alouds have been described as "eavesdropping on someone's thinking." With this strategy, teachers verbalize aloud while reading a selection orally. Their verbalization include describing things they're doing as they read to monitor their comprehension. The purpose of the think-aloud strategy is to model for students how skilled readers construct meaning from a text.</p>

			<ol style="list-style-type: none"> 1. Begin by reviewing what students already know about being a citizen. Then ask them to listen as you read with the end goal of answering the question, "How does a person become a citizen in the United States?" 2. Give each student a copy of "Becoming a Citizen" and the Native-Naturalized handout. 3. In this mini-task the teacher will read the text aloud, and the students will follow along on their own copies as the teacher reads. As you read, point out authors' purpose and text features including italicized words, headings, and quotation marks. 4. Have students complete the Native-Naturalized Organizer. 5. Remind students to add words to their Vocabulary Log. 6. Finally, make a classroom chart of the ways that a person becomes a United States citizen. <p>Additional resources: Attached is a description of the Think Aloud strategy, and a Think Aloud checklist. The checklist can be used by the teacher to monitor students thinking aloud with future texts.</p>
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Standards:

SS.2.C.2.1. : Identify what it means to be a United States citizen either by birth or by naturalization.

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.RI.2.5. : Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.

LAFS.2.RI.2.6. : Identify the main purpose of a text, including what the author wants to answer, explain, or describe.

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

Additional Attachments:

 [Native-Naturalized Organizer.docx](#)

 [thinkaloud_checklist.pdf](#)

 [Think-alouds | Reading Rockets.pdf](#)

 [Immigrant Success video](#)

 [2B.Becoming a Citizen.revised.docx](#)

40 mins	<p>READING AND NOTE-TAKING: Ability to select important facts and information for use in one's own writing.</p>	<p>5. RIGHTS AND RESPONSIBILITIES OF A U.S. CITIZEN: TAKING NOTES</p> <p>What are some of the rights and responsibilities we have as citizens?</p>	<p>Students meet expectations if they have</p> <ul style="list-style-type: none"> ● listen to the video ● discuss each right with the class or a partner ● completed the note-taking guide by describing the right at home, at school, or in the community 	<p>Note to the teacher: This lesson is repeated in Module 2C. The emphasis in this mini task is on rights of U.S. Citizens. The emphasis in Module 2C will be on responsibilities of U. S. Citizens. The purpose of this mini task, however, is to show students that rights and responsibilities go together.</p> <p>Rights and Responsibilities Video</p> <ol style="list-style-type: none"> 1. Tell students they are going to talk about rights and responsibilities of US citizens today. The rights of citizens are guaranteed in the First Amendment of the US Constitution. It guarantees such rights religion, free press, assembly, and free speech. 2. Play the Rights and Responsibilities video once. 3. Pass out the note-taking guide for this activity and play the video again, stopping after each segment so that students can discuss and record what this right
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				<p>looks like either at home, at school, or in the community.</p> <ol style="list-style-type: none"> Assist students to write a summary of what they learned at the end which should include something like each right carries a responsibility for citizens. Students then share in small group their responses. Remind students to add words to their Vocabulary Log.
<p>Standards:</p> <p>SS.2.C.2.3 : Explain why United States citizens have guaranteed rights and identify rights.</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.1.2 : Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p>				
<p>Additional Attachments:</p> <p> 2B.Note-taking Guide for Rights Video.docx</p> <p> Rights and Responsibilities Video</p>				
<p>30 mins</p>	<p>READING AND NOTE-TAKING: Ability to select important facts and information for use in one's own writing.</p>	<p>6. FIRST AMENDMENT RIGHTS OF US CITIZENS</p> <p>How are the rights described in the First Amendment connected with the responsibilities of US citizens?</p>	<p>Students meet expectations if they</p> <ul style="list-style-type: none"> review the First Amendment with the teacher work individually or in a group to match rights to responsibilities 	<p>The First Amendment Rights</p> <p>Students should understand that their rights are guaranteed by the first amendment of the US Constitution. If you wish for students to actually read what is in the First Amendment, it is attached for you in two different formats, but the reading level is quite difficult.</p> <ol style="list-style-type: none"> Explain to students that the First Amendment of the US Constitution guarantees certain rights to its citizens. Use either <i>the First Amendment</i> or <i>A Guide to the First Amendment</i> to read with students. Have student highlight the rights that are guaranteed and discuss what that means in terms of the responsibility of citizens. Finally, students will complete the Rights and Responsibilities matching activity from <i>Scholastic's Democracy for Kids</i> independently and then with a partner. Make sure that students keep this work to help with their final product.
<p>Standards:</p> <p>SS.2.C.2.3 : Explain why United States citizens have guaranteed rights and identify rights.</p> <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>Additional Attachments:</p> <p> 2B A Guide to the First Amendment.docx</p> <p> Rights activity.pdf</p> <p> 2B The First Amendment.docx</p>				
<p>Transition to Writing</p>				

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30 mins	<p>IDENTIFYING SIGNIFICANT ELEMENTS: Ability to begin linking reading results to writing task.</p>	<p>7. FOUR SQUARE WRITING PLANNER What does it mean to be a U.S. citizen? After reading informational texts on the rights of U.S. citizens, write a report in which you describe one of the rights of U.S. citizens. Support your response with evidence from the text/s.</p> <p>Complete the four-square planner to plan your paper, thinking carefully about the task and the texts we have examined.</p>	<p>Student meets expectations by thoroughly completing the four-square planning organizer.</p>	<ol style="list-style-type: none"> 1. Have students review the Vocabulary Log to target academic vocabulary they may wish to use in the final product. 2. Model completing an organizer or share a the sample organizer. 3. Refer back to Analyzing the Task at the beginning of this module. 4. Students use their notes to bullet in the four-square organizer the points they will be writing about to respond to the task. 5. Students share their four-square plan with a shoulder partner and discuss how they will elaborate on their plan in their final product.
<p>Standards:</p> <p>SS.2.C.2.1 : Identify what it means to be a United States citizen either by birth or by naturalization.</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> <p> Four Square Writing Planner Example.docx</p> <p> foursquarewriting.pdf</p> <p> Strategies for completing a four-square planner</p> <p> Four Square Writing Planner.docx</p>				
<p>Writing Process</p>				
20 mins	<p>INTRODUCTORY PARAGRAPH: Ability to establish a controlling idea and consolidate information relevant to task.</p>	<p>8. OPENING PARAGRAPH Write an introductory paragraph for your report.</p>	<p>Student will meet expectation when opening paragraph includes:</p> <ul style="list-style-type: none"> ● controlling (main) idea; ● supporting details that will be developed in the body paragraphs; and ● a transition to the body paragraphs. 	<ul style="list-style-type: none"> ● Have students review their notes from mini-task 2, Analyzing the Task, to identify what details are required to successfully respond to the Task. ● Direct them to use their Four Square Writing Planner and the other resources from their reading to guide them. ● Have students write an opening paragraph that includes a controlling idea and sequences the key points they plan to make in their reports.
<p>Standards:</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>				
40 mins	<p>BODY PARAGRAPHS: Ability to construct an initial draft with an</p>	<p>9. FIRST DRAFT Write a first draft complete with opening, development, and closing.</p>	<ul style="list-style-type: none"> ● Provides complete draft with all parts. ● Supports the 	<ul style="list-style-type: none"> ● Encourage students to re-read prompt partway through writing, to check that they are on track.

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	emerging line of thought and structure.	Product will include two to three textual citations from the selected texts to support information.	opening in the later sections with evidence and citations.	
Standards:				
<p>SS.2.C.2.3 : Explain why United States citizens have guaranteed rights and identify rights.</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>				
20 mins	REVISION: Ability to refine text, including line of thought, language usage, and tone as appropriate to audience and purpose.	<p>10. REVISING FIRST DRAFT FOR FINAL PAPER</p> <p>Review and revise your analysis of the information, the logic of your explanation, and the organization of your ideas/main points. Use textual evidence carefully, with clear reference to the text from which you selected the evidence. Decide what to include and what not to include.</p>	<p>Students will meet expectations when they:</p> <ul style="list-style-type: none"> ● Provide a complete draft with all parts. ● Support the opening in the later sections with evidence and citations. ● The final product evidences demonstrable improvement from the first draft. 	<p>Students will work with a partner to edit the first draft.</p> <ul style="list-style-type: none"> ● Each partner will read the other partner's first draft. ● Suggestions for improvement may be provided orally for author note-taking OR the reader may annotate the first draft with an oral follow-up. <p>As necessary, the teacher may elect to conference with all or selected students after the partner review to provide useful feedback that balances support for strengths and clarity about weaknesses.</p>
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>				
20 mins	EDITING: Ability to proofread and format a piece to make it more effective.	<p>11. CORRECT FIRST DRAFT</p> <p>Revise first draft to have correct spelling, capitalization, punctuation, and grammar. Adjust formatting as needed to provide clear, appealing text.</p>	<ul style="list-style-type: none"> ● Provides draft free from distracting surface errors. ● Uses format that supports purpose. 	<ul style="list-style-type: none"> ● Briefly review selected skills that many students need to improve. <ul style="list-style-type: none"> ○ Consider previous writing instruction and resources to guide the content of the review. ● Assign students to proofread each other's texts a second time. (Optional)
Standards:				
<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>				
20 mins	FINAL DRAFT: Ability to submit final piece that meets expectations.	<p>12. FINAL DRAFT</p> <p>Turn in your Project Notebook (including Vocabulary Log and all reading resources), your first draft, and the final</p>	<ul style="list-style-type: none"> ● Fits the "Meets Expectations" category in the rubric for the teaching task. 	None

version of your essay.

Standards:

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.

Instructional Resources

Student Handout

-  **Native-Naturalized.docx**
-  **Note-taking.pdf**
-  **Four Square Writing Planner.docx**
-  **2B.Task_Analysis.docx**
-  **2B.Knowledge Chart.docx**

Teacher Resource

-  **Alternative Writing Rubric.pdf**
-  **Four Square Writing Planner Example.docx**
-  **2B.Visuals.Rights.pptx**

Section 4: What Results?

Student Work Samples

No resources specified

Teacher Reflection

Not provided

All Attachments

-  **Rights and Responsibilities Video** : <https://s.ldc.org/u/1k4w9na3wmnrb48zwxfej9q>
-  **The First Amendment.docx (Option A)** : <https://s.ldc.org/u/9jajziyfgl21vdo0n9e0v076f>
-  **A Guide to the First Amendment.docx (Option B)** : <https://s.ldc.org/u/bu8l6e42sjx6mjny1r6nvzlx4>
-  **Link for Immigrant Success video** : <https://s.ldc.org/u/d1kqnbic1ic6aj7lkqtdj7b0>
-  **2B.Becoming a Citizen.revised.docx** : <https://s.ldc.org/u/cx77w8z4yso7gxzccc7hsx9sl>
-  **Native-Naturalized.docx** : <https://s.ldc.org/u/5orbceuz87yfxab2yexrh2lq>
-  **Note-taking.pdf** : <https://s.ldc.org/u/dys3k7tnvs334gqncbgggo512>
-  **Four Square Writing Planner.docx** : <https://s.ldc.org/u/c5u9y9j4fw1n1pvtd16g2uxt7>
-  **Alternative Writing Rubric.pdf** : <https://s.ldc.org/u/cfsaz1vxiez2rchsenn1o3acp>
-  **Four Square Writing Planner Example.docx** : <https://s.ldc.org/u/63rj7fooiyygl5w2chnv5ktiu>
-  **2B.Visuals.Rights.pptx** : <https://s.ldc.org/u/7x1n0w6r9kx0uzxdwu1tzfcvj>
-  **2B.Task_Analysis.docx** : <https://s.ldc.org/u/35fzujhifcjox4av0lmp15mj7>
-  **2B.Knowledge Chart.docx** : <https://s.ldc.org/u/5nif31tg89yg3ijf3ceo4eek4>