Curriculum Sample Template
Max. 8 Pages

Grade Level	2nd grade	**Content Area**	Writing
Course Title (grades 9-12 Only)			
Length of Unit	4 days	**Time of Year**	2nd Quarter
Expected Prior Knowledge *The knowledge/skills mastered earlier in the year foundational to the mastery of the required Standard in the current sample.*	Students can write an informational or explanatory text where they name a topic, and can supply some facts from a text source. They can also write a concluding statement. Second graders are expected to write in complete sentences using capitalization and correct punctuation.		
Alignment to Program of Instruction *Briefly outline methods of instruction found in this sequence of lessons that align to the Program of Instruction described in A.3.*	Teaching Character Education during the writing block. Students will work in collaborative writing groups and partners. Differentiated instruction in a small group setting.		
Standard Number and Description *List the Number* and full description for the required Standard.*	2.W.2 Write information / explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.		
Summative Assessment *Describe a cumulative and comprehensive activity, clearly separate from instruction and guided or independent practice, which allows each student to individually demonstrate mastery of the required Standard. A copy of the summative assessment must be attached to the curriculum sample.*	The assessment will assess the student's ability to gather information from various sources in order to write an information text. The students' will write a text including written details that support the main topic using a sentence to introduce the topic and a definition, supporting details based on facts and a concluding statement. The assessment is designed to assess the student's ability to introduce a topic, write supporting details of facts and or definitions to develop the main point and write a concluding statement. The assessment and rubric is attached.		
Scoring Scale and Mastery Level *Explain how the assessment is scored, to include points per question, how points are awarded, total points possible, criteria necessary to demonstrate mastery, and grading scale. A copy of the answer key and scoring rubric (whichever applicable) must be attached to the curriculum sample.*	The assessment is worth a total of 10 points. Points will be earned by each scholar demonstrating their mastery of each part of the assessment. 2 points will be given if the scholar introduces the topic. A total of 6 points will be earned if the scholar writes about three details that support the main topic (definition or facts) and 2 points will be earned if a closing statement or sentence is written. The assessment is worth a total of 10 points, 8 points will indicate mastery of the standard.		
Materials/Resources Needed	Teacher materials: Projector, markers, "Responsibility" Video, box of books, internet, colored markers, notecards. Student supplies: Dictionaries, graphic web organizers, computer, internet for research, paper and pencils.		

* ***Standard Number****: For English Language Arts (Reading and Writing), use Grade, Strand, Standard (e.g., 3.RI.2). For K-8 Math, use Grade, Domain, Standard (e.g., 6.EE.7). For HS Math, use Conceptual Category-Domain, Standard (e.g., A-REI.6). For Science, use Grade, Strand, Concept, PO (e.g., 4.1.3.1).*

Lesson (add as needed)	**Instruction**	**Student Activities**
	Objective: Students will gather information and record notes on the topic of responsibility. They will review various sources to find information. Teacher will instruct students how to use various sources to gather information for a writing topic. Use the computer, internet and mimio projector to complete a search on the topic of responsibility. The teacher will use the search engines: Bing for demonstration. Call on students to recite steps in searching for a topic. Teacher will also access an online dictionary for scholars to define the word "responsibility" Ask students to get into learning groups and complete an internet search on the Google search engine.	**Small group activity 1:** Students will rotate on the computers and Google "Responsibility" they will click on a site and record two things they found. **Small group activity 2:** Students will work in pairs to create a classroom poster. The title "Responsibility" is given by the teacher. Scholars will use information gathered from their internet search. Turn into the teacher.
1	Gather students back to the whole group. Show a video on "Responsibility". Teacher will instruct students that information can also be gather from videos, documentaries and non-print materials. Watch the video. Acts I, II and III. Reflect on the video by engaging students to talk about points they found to be important after each act. (30 minutes) The teacher will write facts and details from the video on the board from the notes the students took during the video. Teach the children the video is a source of information about the topic of "Responsibility"	Whole group: Watch the video and take notes on notecards provided by the teacher to share with class.

	Ask them if they can name other places where you would find information about the topic. Use guided questioning strategies. Student should name: • Dictionary • Video • Books in a library • Magazines • Internet The teacher will use the projector and show the students how to use the Google search engine to find more information about responsibility in addition to what was already gathered. **Lesson Assessment:** Teacher will wrap up the lesson and review sources where information can be found.	Participate in class discussion about other sources of information to gather material for a specific topic.
2	**Objective: Student will learn how to use the information gathered to write a brief informative narrative.** **Lesson:** The teacher will teach the scholars to use the gathered information and write a brief informational text. As whole class instruct student to use their notecards of information from the previous lesson and group the information together by points. The topic will be "Responsibility". Use the white board to construct a graphic organizer with sample points from the scholar's notecards. (examples) • Definition • How to be responsible • Qualifications • Any other points the students discuss Ask students to work with a partner of their choice to group cards.	Students will retrieve information notecards from previous lesson and put them in groups by points. Use the examples from the whiteboard for points to group information in. Work with a partner and organize notecards to begin writing. The teacher will walk around the room facilitating the learning process. The students will begin writing the text as the teacher calls each group for instruction. Each student will introduce the topic in the first paragraph and write supporting paragraphs with details and information from the notecards. As the teacher works with each group, individual instruction will be provided as needed to the various tiers.

	Instruct students on the writing process in small groups. Review introductory paragraph and main topic. Teach writing details from gathered information, definitions and facts about the topic using paragraphs. Students will work independently as the groups rotate and teacher works with all groups. As each group progresses through the writing process the teacher will teach each group how to complete their writing with a concluding statement **Closure:** Teacher will collect the papers	Scholars will write a concluding statement with support from the teacher as they finish writing their text. Scholars will turn in their writing assignment.
3	**Day 3 and 4** **Objective: To teach scholars how to write an explanatory text.** Ask scholars to name off states in the US. List them on the board as each scholar contributes to the discussion. Inform scholars that they will be writing on a specific state. **Lesson:** Inform scholars they will be writing an informative text about a state. They will use classroom materials and the internet to search for facts about their state. The text will include: • An introductory statement • 3 details about the state (describe the flag, climate, points of interest, state animal, state flower or the population) • Write a concluding paragraph or sentence. Teacher will call on students to select a notecard with the name of the state they will write on. Review "WOW" Web it, Organize it, Write it Ask the scholars to get into their learning groups. Search and gather information about their state. Scholars will rotate using the computers and using classroom reference materials.	**Student activity:** Discuss any prior knowledge they may have about any state in the US. Listen to the teacher's directions about the text they will be writing. Select a state to write about. Rotate on the computers to collect data and fact about their state. Students will work for the next two class periods to write their text. Work one-on-one with the teacher. Students will follow WOW to web, organize and write the text.

	The teacher will work individually with each scholar to provide one-on-won instruction about introducing the topic, selecting and writing details and writing a concluding statement. The next two class periods will be spent writing the text. The teacher will collect all reports at the conclusion of the two day project. **Closure:** Scholars will volunteer to present their text to the class.	
4	**Objective: Students will be assessed. They will be given a topic to write a short informational text including an introduction, supporting details and a concluding statement.** Instruct students that they must introduce the topic in the first sentences and write supporting details. End the text with a concluding sentence. Students will be given the entire hour to complete the assessment. For those who finish early they may use the computers or read silently at their desks.	Students will take the writing assessment.

Paste Summative Assessment Here:

2nd Grade Writing Assessment

Name_____

On the lines provided write about a time that you did something really responsible? Define responsibility and describe your experience in detail. How did you feel about your decision at the time? How do you feel now? Make sure to include a concluding statement.

Title _____

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Answer Key/Scoring Rubric Here:

2nd Grade Writing Assessment – Rubric "Responsibility"

Name _____

In the space below write what "Do you think treating people with respect can prevent fights? Why or why not" Include a beginning, middle and end. Make sure to begin each sentence with a capital letter and end with a period.

Title: _____

	2 points each	1 point	0 points
Introductory statement (2 points)	Complete sentence that contain the word "respect" and does not offer the opinion of the writer. Has a capital letter and period	Incomplete sentence that has the word "respect" and does not introduce the opinion	If the first sentence is an opinion or begins with the word "because". It is not a complete sentence.
State three facts (6 points)	Complete two sentences that are facts. Have a capital letter and a period.	One complete sentence or not a fact. Had either a capital letter or period	Not a complete sentence or use any punctuation or capital letters.
Closing sentence (2 points)	Sums up paragraph. Complete sentence with capital letter and period.	Incomplete or was not a closing sentence	Did not have a closing sentence.

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