Grade Level	**2**	**Content Area**	**English Language Arts-Writing**
Course Title (grades 9-12 only)			
Length of Unit	5 days	**Time of Year**	3rd 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 have mastered 2.W.3- narrative writing, 2.W.7 – shared research and writing projects, and 2.W.8 –gathering information from provided sources. They also understand the difference between facts and opinions and write in complete sentences. Students have had some experience with computer research.		
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.*	Methods of Instruction: Direct Instruction, Mastery-based Instruction, Ability Grouping, whole group, partner work and one on one instruction, intervention for struggling students At Risk, Special Ed. and Physically Impaired - instruction aligned to approved IEP		
Standard Number and Description *List the Number* and full description for the required Standard.*	Grade: 2 Strand: 2.W.2 - Writing Standards (W) Cluster: Text Types and Purposes Standard: 2.W.2 – Write informative or explanatory texts in which they name 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*	Student will write an informative text about an animal they are assigned to research on the computer. Annotated rubric is attached.		
Scoring Scale and Mastery Level	**Scoring Rubric**: Score total 100 points out of various point valued questions 4 @ 25 points each 100 points=100% / **80 points =80%=Mastery** Scores below 80% require remediation.		

	School grading scale as follows: 94% - 100% = A 87% - 93% = B 80% or above = Mastery of standard 80% - 86% = C 70% – 79% = D
	computer access, blank KWL charts, non-fiction animal books

Lesson (add as needed)	**Instruction**	Student Activities
1	**Lesson 1 Objective:** ***I can create a sentence to inform a reader about a topic.***	*All students have been pre-assessed and ability grouped.
	1. Teacher welcomes students thanking them for attending class.	
	2. Teacher posts the Lesson Objective in Student Friendly language.	Students read the posted objective. (1 min.)
We Do	3. Teacher leads the class in completing the "know" and "want to learn" sections of a KWL chart about penguins.	Students complete two sections of a KWL chart under teacher guidance filling in their own copy of the chart. (10 min.)
We Do	4. The teacher leads a choral reading of the story "Penguins" pages 290-297 in the language book.	Students chorally read the story with the teacher. (5 min.)
We Do	5. Teacher leads the class in completing the "I Learned" section of the KWL chart.	Students complete the last section of a KWL chart under teacher guidance on their own copy of the chart. (5 min.)
	6. Teacher reviews academic terms: topic sentence, facts.	
You Do	7. Teacher asks students to provide examples of an interesting topic sentence about penguins. Teacher circulates providing specific feedback.	Students write their ideas for possible topic sentences. (5 min.)
	8. Teacher leads the class in repeating the day's objective and class is dismissed.	Students repeat objective and turn in topic sentence ideas as their "Ticket to Leave". (3 min.)
2	**Lesson 2 Objective:** ***I can add facts to develop points in a story and can write a statement of conclusion.***	
	1. Teacher welcomes students thanking them for attending class.	

	2. Teacher reads the posted Lesson Objective in Student Friendly language.	Students read the posted objective. (1 min.)
	3. Teacher connects to prior learning by reading some of the topic sentences students turned in the day before. This is done anonymously.	Students rate each topic sentence by a finger vote 1-5. (5 min.)
You Do	4. The teacher directs students to create their own topic sentence for their penguin story on writing paper.	Students create their own topic sentence. (5 min.)
	5. The teacher directs students to highlight three facts from the "I Learned" section of the KWL chart they completed yesterday.	Students individually highlight three facts they learned regarding penguins on their KWL chart. (5 min.)
I Do	6. The teacher models how to turn one fact into an interesting sentence.	
You Do	7. The teacher asks students to add interesting sentences about each of the three facts they highlighted to their topic sentence paper using complete and interesting sentences.	Students add three sentences of factual information to their story. (15 min.)
You Do	8. Teacher reviews the academic term: conclusion. He/she asks students to write a statement of conclusion.	Students write conclusions. (5 min.)
We Do	9. Teacher asks students to work with partners to edit their stories and receive feedback.	Partner work on reviewing stories for completeness and clarity. (15 min.)
	10. Teacher collects student stories as a formative assessment of progress on the objective and provides written feedback. Formative Assessment	
	11. The teacher restates the Student Friendly version of the day's objective as closure. Class dismissed.	Students read and reflect on whether they are meeting the objective. (1 min.)
3	**Lesson 3 Objective:** ***I can collect information to help me write an informative text about an animal.***	
	1. Teacher welcomes students thanking them for attending class.	
	2. Teacher rereads the posted Lesson Objective in Student Friendly language.	
	3. Teacher connects to prior learning by reading some of the stories students turned in the day before. This is done anonymously.	Students share the Student Friendly objective with a shoulder partner. (1 min.)
	4. Teacher provides several non-fiction books about animals for students to peruse. He/she asks students to choose an animal they would like to research.	

We Do We Do You Do	5. Teacher provides blank KWL charts and asks students to fill in the "Know" and "Want to Know" columns before they begin reading. Teacher circulates to provide guidance. 6. The teacher directs students to begin reading and noting the facts they learn as they read by recording them in the "What I Learned" column. Teacher circulates to provide guidance and 1/1 feedback. 7. Teacher assigns students to finish reading and their KWL Charts as homework. 8. The teacher rereads the Student Friendly version of the day's objective with the class as closure. Class dismissed.	Students examine book selection and choose an animal. (10 min.) Students fill in two of the three columns on the chart. (10 min.) Students read and work on KWL chart for the remainder of the period. (30 min.) Students read the objective in unison with the teacher. (1 min.)
4 **We Do** **We Do**	**Lesson 4 Objective:** ***I can write informative or explanatory texts in which I name a topic, use facts and definitions to develop points, and provide a concluding statement or section.*** 1. Teacher thanks students for attending class. 2. Teacher posts the entire 2.W.2 standard as the Lesson Objective and tells students that the work they have been doing with animal stories is helping them master this standard. 3. The teacher connects to prior learning by reminding students the steps they took to write their animal stories. Step 1: topic sentence Step 2: 3 or more detail sentences Step 3: conclusion 4. The teacher directs students to write about their new animal by completing all three steps. Teacher circulates to provide guidance. 5. The teacher asks students to share stories with a partner and receive feedback. A few students (suggested by their partners as having great examples) may be encouraged to read their stories to the class. 6. The teacher collects the students' writings to do feedback and a formative assessment to determine if any students will	Students read the complete 2.W.2 standard. (2 min.) The students review the steps with the teacher. (3 min.) Students write about their selected animal. (25 min.) Partners share and give feedback on stories. (20 min.) Students turn in their completed work.

	need additional support to master the summative assessment. Formative Assessment 7. The teacher rereads the 2.W.2 standard and asks students to use a hand signal to indicate it they feel ready to do this independently. Class dismissed.	Students give a "Fist to Five" response to the teacher. (1 min.)
5 **You Do** **You Do** **You Do**	**Lesson 5 Objective:** ***I can write informative or explanatory texts in which I name a topic, use facts and definitions to develop points, and provide a concluding statement or section.*** 1. Teacher welcomes students thanking them for attending class. 2. Teacher and students read the entire 2.W.2 standard posted as the Lesson Objective. 3. The teacher provides blank KWL Charts pre-populated with the name of an assigned animal –different animal for each student. The teacher asks students to fill in the first two columns designating what they know and what they want to learn about the animal they have been given. 4. The teacher takes the class (with KWL Charts) to the computer lab to get an article about their animal. 5. Teacher instructs students to finish their KWL Chart and write a report (minimum of 5 sentences) that contains the writing elements practiced this week. –Summative Assessment 6. The teacher asks students to read the 2.W.2 standard as closure. Class dismissed.	 Students read the standard with the teacher. (1 min.) Students fill in two columns of the KWL Chart. (10 min.) Students use computers to find/print an article related to their animal. (15 min.) Students write reports independently. (30 min.) Students will read and self-edit their reports. Students read the standard. (1 min.)

Summative Assessment - 2nd Grade Writing
Student Instructions: Please complete the first two practice annotations (no points) then complete the final Summative Assessment annotation (100 points):

Practice: Annotation for 2nd Grade Informative/Explanatory Writing for
_____
name

The writer of this piece:

- Tells the reader the name of a topic in a topic sentence
  _____

- Uses facts and definitions to develop points about the topic

1.
_____

2.
_____

- Provides a concluding statement or section

_____

Practice: Annotation for 2nd Grade Informative/Explanatory Writing for
_____
name

The writer of this piece:

- Tells the reader the name of a topic in a topic sentence
  _____
  _____

- Uses facts and definitions to develop points about the topic

1.
_____

2.
_____

- Provides a concluding statement or section

_____

Summative Assessment: Annotation for 2nd Grade Informative/Explanatory Writing for

_____

name

The writer of this piece:

- Tells the reader the name of a topic in a topic sentence (25 points)

  _____

- Uses facts and definitions to develop points about the topic (25 points for each of up to 2 details)

1.

_____

2. _____

- Provides a concluding statement or section (25 points)

_____