Grade Level	Content Area	Course Title *(For 9-12 Samples Only)*	Unit Title
2nd grade	Writing		Fighting for a Cause Paragraphs

Length of Unit	Time of Year Taught	Expected Prior Knowledge
5 days 60-90 minutes/day	2nd quarter	Research to Build and Present Knowledge: W.2.8. Recall information from experiences or gather information from provided sources to answer a question. Text Types and Purposes: W.2.1. Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., *because, and, also*) to connect opinion and reasons, and provide a concluding statement or section.

Unit Description: Students will write informative paragraphs about historical people (studied previously according to Core Knowledge Sequence) such as Rosa Parks, Eleanor Roosevelt and Martin Luther King. The paragraphs will include an introduction, facts and definitions and a conclusion. The unit begins with modeling writing and students will use an outline graphic organizer throughout the unit to help organize writing. The unit ends with students writing a paragraph on Rosa Parks that will be assessed with the writing rubric.

Standards: See instructions on page 15.	Text Types and Purposes 2-2. Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
Summative Assessment *In addition to the description, include a copy of the summative assessment in the application package.*	Students will be assessed at the end of the unit by writing a paragraph on Rosa Parks. The assessment will be based on the writing rubric.
Scoring for Summative Assessment *In addition to the description, include a copy of the answer key and scoring rubric (if applicable) for the summative assessment in the application package.*	Students will be scored on their paragraphs using the writing rubric. To demonstrate mastery, students must score a 12 out of 16 which is at least a 75%.
Materials/Resources Needed *Include all items for the entire unit.*	White boards, students journals, graphic organizer outlines, rubric, overhead/projector

	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
Instruction and Timeline	Objective: Students will write an informative text on Susan B Anthony where they include an introduction. Anticipatory Set: Students write a fact about Susan B Anthony on their white boards. Instructional Input/Modeling: Review that authors write to inform on a specific topic. Their job is to convey ideas and information clearly. Explain that we will be writing to inform about some important and famous Americans that we have been studying. Display Brainstorming graphic organizer. Write Susan B Anthony in the topic line. Review information students have learned about Susan B. Anthony. Discuss what the main idea of our writing will be. Discuss that there are many approaches depending on what we	Objective: Students will demonstrate knowledge about the order of an informative text including using facts and definitions to develop points. Anticipatory Set: Read students a paragraph. Students will vote on their white boards if it introduces the topic. Instructional Input/Modeling: Review discussion from previous lesson. Display important objectives for writing to inform. *Introduce the topic –1 or 2 sentences- keeping in mind your approach *Stick to the topic- 3-5 sentences –important facts that prove what you said in your topic sentence *Include most important facts in the correct order. *Conclude with the topic again – say it a little differently Display Brainstorm organizer from previous	Objective: Students will write an informative text using an introduction, facts and definitions, and a conclusion. Anticipatory Set: Have students write down a possible topic sentence for a paragraph on Eleanor Roosevelt based on what they have learned about her. Instructional Input/Modeling: Review important objectives for writing to inform (from previous lesson) Introduce the topic which is Eleanor Roosevelt and her civil rights efforts. Guided Practice: Write a topic sentence together. Explain that when we write to inform, sometimes we need to define important words or ideas in our writing. Use the example of the words civil rights. Not everyone knows the meaning, so it will be important to include the	Objective: Students will write an informative text using an introduction, facts and definitions, and a conclusion. Anticipatory Set: Students write in their journals: Why is it important to have an organized paragraph with an intro, definitions, and conclusion? Instructional Input/Modeling: Review important objectives for writing to inform (from previous lesson) Guided Practice: Introduce the topic – Martin Luther King's dream of equal rights. Define equal rights. As a class, brainstorm facts about Martin Luther King's dream of equal rights. Record on overhead. Decide as a class which ones are facts that match/ support the topic and mark out/erase any that are not. (All ideas displayed should be appropriate for	Objective: Students will Write an informative text in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section. Anticipatory Set: Write what you remember about Rosa Parks taking a stand against segregation. Instructional Input/Modeling: Brainstorm as a class. Define segregation. Display rubric for writing to Inform: Explain that their writing needs to have each part. Independent Practice: Students will write to inform about Rosa Parks taking a stand against segregation which will be assessed. Closure: Students share an important part of a paragraph (intro,

	want to say about her. Give examples: *efforts to gain women the right to vote. *childhood *famous achievements *general events of her life. Choose an approach to informing about Susan B. Anthony Guided Practice: Brainstorm facts pertaining to the approach to the topic. Active Participation: Distinguish facts from opinions by having students give a thumbs up for fact and thumbs down for opinion. As a class, identify five most important facts we wish to use to inform readers Susan B. Anthony. Explain that when we are writing about a person's life it is important to write our facts in the order they happen. Order the events by placing numbers next to the facts Independent Practice: Students will write 2-3	lesson. Model forming a simple paragraph with an intro sentence about the topic. Then write the 3-5 facts from previous lesson in simple, direct sentences. Finish with a sentence reiterating the topic. Guided Practice: Distribute outline form with blanks and copies of a modeled paragraph. Independent Practice: In groups, students cut sentences apart. Ask groups to discuss and then place sentences on appropriate blanks in the outline form. Teacher should conference with each group and then groups can glue sentences from modeled writing onto outline blanks. Closure: Review whether the paragraph glued together covers the writing objectives.	definition in our topic sentences. Explain that students will practice 1.) brainstorming facts about this topic (graphic organizer) stick to the topic which is her efforts for civil rights. 2.) Students will then identify the 3-5 most important facts by circling them. 3.) students will then write sentences in blanks on simple outline form. Independent Practice: In groups, students should work through each step. Groups will conference with the teacher (getting a smiley stamp) before proceeding to the next step. When the outline is complete, students should write the paragraph and illustrate the topic in their journals. Closure: Students share their paragraphs and their illustrations.	the writing.) Distribute the simple outline form. Students should practice writing sentences in the form. Teacher should conference with students. Students will practice writing their simple paragraphs about Martin Luther King. Closure: Review whether the paragraphs cover objectives	conclusion, definition, etc)

	sentences introducing the topic based on the events the class brainstormed. Closure: Ask students to share their sentences. Discuss if it introduces the information we brainstormed.				

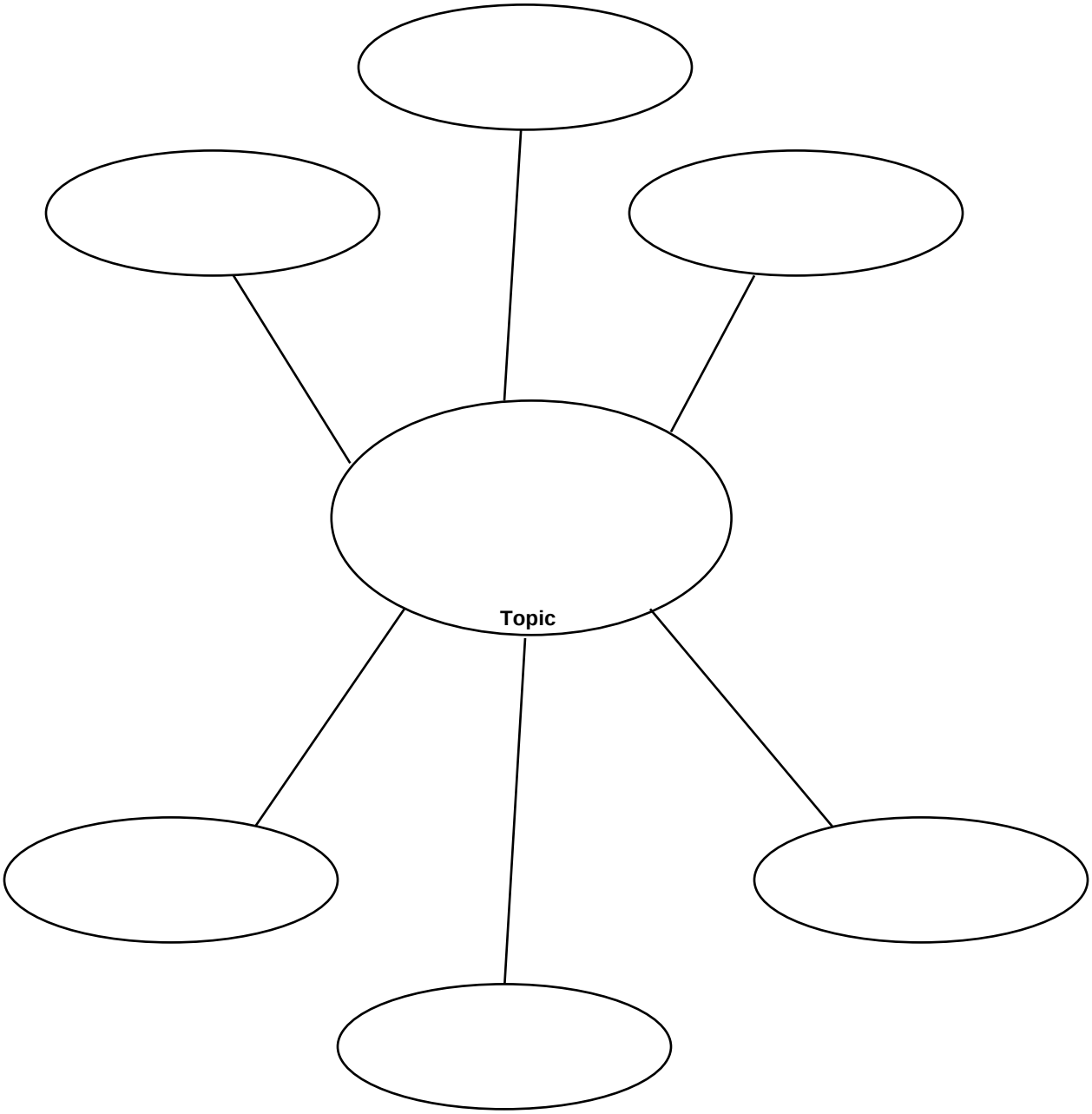
	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
Student Activities and Timeline	Students write a fact about Susan B Anthony on their white boards. Students brainstorm what they have learned about Susan B. Anthony. Students distinguish facts from opinions by having students give a thumbs up for fact and thumbs down for opinion. Students identify five most important facts we wish to use to inform readers about Susan B. Anthony. Students will write 2-3 sentences introducing the topic based on the events the class brainstormed. Students share their sentences.	Students will vote on their white boards if a paragraph's topic sentence introduces the topic. Students review outline form with blanks and copies of a modeled paragraph. In groups, students cut sentences apart. Groups discuss and then place sentences on appropriate blanks in the outline form. Students conference with the teacher. Students review if their paragraphs glued together covers the writing objectives.	Students write down a possible topic sentence for a paragraph on Eleanor Roosevelt based on what they have learned about her. Students write a topic sentence together. Students will practice 1.) brainstorming facts about this topic (graphic organizer) stick to the topic which is h 2.) Students will then identify the 3-5 most important facts by circling them. 3.) students will then write sentences in blanks on simple outline form. In groups, students willwork through each step. Students will conference with the teacher (getting a smiley stamp) before proceeding to the next step. Students will write the paragraph and illustrate the topic in their journals. Students share their paragraphs and their illustrations.	Students write in their journals: Why is it important to have an organized paragraph with an intro, definitions, and conclusion? Students will brainstorm facts about Martin Luther King's dream of equal rights. Students decide which ones are facts that match/ support the topic and mark out/erase any that are not. Students will practice writing sentences in the form. Students will practice writing their simple paragraphs about Martin Luther King. Students review whether the paragraphs cover objectives.	Students will write what they remember about Rosa Parks taking a stand against segregation. Students brainstorm as a class. Students define segregation. Students review rubric for writing to Inform: Students will write to inform about Rosa Parks takes a stand against segregation which will be assessed. Students share an important part of a paragraph (intro, conclusion, definition, etc)

Outline Graphic Organizer

Name: _____

Topic Sentence:_____

_____



Conclusion Sentence:_____

Writing Rubric

		Criteria			Points
	1-Falls below standards	2-approaches standards	3-meets standards	4- exceeds standards	
Introduce a topic clearly	There is no clear introduction of the topic	The introduction states a topic in the paragraph, but not necessarily the main topic and does not preview the structure of the paragraph.	The introduction states the main topic but does not preview the structure of the paragraph.	The introduction clearly states the main topic and previews the structure of the paragraph.	
Use facts to develop points.	The main idea is not clear and there is a random collection of information.	Main idea is somewhat clear but there is a clear need for more facts.	The main idea is clear but the facts are general.	There is one clear, well focuses topic. Main idea stands out and is supported by facts.	
Include definitions	The piece does not contain any definitions.	The piece contains a definition that somewhat supports the topic.	The piece contains a definitions but it does not support the main topic.	The piece contains a definition and it supports the main topic.	
Provide a concluding statement related to the information	There is no clear conclusion, the piece just ends.	The conclusion is recognizable, but does not bring the ideas together.	The conclusion is recognizable and brings most of the ideas together.	The conclusion is strong and leaves the reader with a feeling that they understand the topic.	

Score: _____/16

Each criterion is worth four points. 12 out of 16 points is the minimum needed for mastery.

Number correct:	Percent:	
1-7	0% -49%	Falls Far Below
8-11	50%-69%	Approaches
12-16	70%-100%	Meets Mastery Level