Grade Level	2nd Grade	Content Area	Writing
Course Title (grades 9-12 Only)			
Length of Unit	**6 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.*	Prior to this lesson, students have mastered the knowledge/skills described in the following Grade 2 standards: 2.RI.2. Identify the main topic of a multi-paragraph texts as well as the focus of specific paragraphs within the text. 2.RI.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. 2.RI.6. Identify the main purpose of a text, including what the author wants to answer, explain, or describe. 2.W.1. Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure. 2.LS.2. (a-e) Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. In addition, and as a part of regular instruction, students have practice in how to summarize ideas, and write journal entries to document learning, use Thinking Maps, and use a Writer Checklist. Students also have knowledge that a paragraph is a group of sentences about the same topic.		
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.*	The following methods of instruction are aligned to the Program of Instruction: (1) Common Core State Standard: instruction aligned to 2.W.2. (2) Direct Instruction: teacher-led and driven instruction. (3) Instruction in Small Class Size: 30-2 student-teacher ratio. (4) Understanding by Design (UbD): UbD lesson plan template used; title/objective identified for every lesson. (5) Differentiated Instruction: small group or one-on-one differentiated instruction used with scaffolding tools (demonstrations, modeling with thinkalouds; structured discussions; pre-teaching, re-teaching, extra-practices; visual aids, visual presentations).		
Standard Number and Description *List the Number* and full description for the required Standard.*	**2.W.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 *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.*	Students will demonstrate synthesis of informative/explanatory text by writing an original paragraph about a life cycle studied in class, using facts and definitions to develop points, and include an introductory sentence and a concluding statement or section.		

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.*	Students will be assessed using a 6-point scoring guide/rubric. A score of 80% will show mastery of the standard. A score of 6 = 100%, A score of 5.0-5.9 = 90-98%, A score of 4.0-4.9 = 80=89%, A score of 3.0-3.9 = 70-79%, A score of 2.0-2.9 = 60-69%
Materials/Resources Needed	Multiple examples of informative/explanatory texts, chart paper, a picture of each: bacon, lettuce, tomato, bread, sample informative/explanatory paragraphs, student writer's notebooks, models of informative/explanatory conclusions, Informative/Explanatory Writing Assignment Sheet, Writer's Checklist, and the scoring guide/rubric.

Lesson (add as needed)	**Instruction**	**Student Activities**
1	**Objective: Understand the Features of a Paragraph (topic and conclusion)** • Explain to students that they will be writing their own paragraph to explain one of the life cycles they have learned about in class. Then, the teacher guides the students in a review of the features of informative/explanatory paragraphs from previous reading and writing lessons. • First, explain to students that when we write there are things we must have to make our writing stay together. Hold up cutouts of a piece of bacon, a piece of lettuce, and a slice of tomato. Ask students what you have. Ask students if it is a sandwich. (No) Explain that writing is like making a sandwich. "You need bread to hold a sandwich together (show a cutout of a piece of bread, followed by lettuce, tomato, bacon, and a bottom piece of bread) and you need a beginning and ending sentence to hold a paragraph together." • Next, share with students various examples of informative/explanatory paragraphs to peruse. With prompting from the teacher, students provide a list (as the teacher writes these on the board or overhead) of things they notice about the sample informative/explanatory texts. "Is there a clear topic? Where in the paragraph do you first learn about the topic? Are their facts to explain the information about the topic? How do you know the author is finished writing about the topic?"	Students review with the teacher the features of informative/explanatory paragraphs. Students respond to the teacher's questions about the makeup of a sandwich. With prompting from the teacher, students provide a list (as the teacher writes these on the board or overhead) of things they notice about the sample informative/explanatory texts. With teacher guidance and prompting students to identify the topic and conclusion sentences in the sample paragraphs. Students buddy chat for the question, "What clues can you use to find the topic and concluding sentence in a paragraph."

	• Show students a teacher created sample paragraph with an easily identifiable topic and conclusion sentence. Read the paragraph to students, and ask students which sentences hold the paragraph together. Show students how to identify the topic and conclusion sentences in the paragraph. Provide a few more sample paragraphs for them to identify the topic and concluding sentences. • Closure: Ask students to do a buddy chat for the question, "What clues can you use to find the topic and concluding sentence in a paragraph." Circle the room to listen to and guide their answers. Show students how to identify the topic and conclusion sentences in the paragraph. • Provide at-risk students with small group or one-on-one differentiated instruction and use scaffolding tools such as demonstrations, modeling with thinkalouds; structured discussions; pre-teaching, re-teaching, extra-practices; visual aids, visual presentations.	
2	**Objective: Choose a topic for writing**. • Remind students they will be writing an informative/explanatory paragraph about a life cycle. Students will have learned about life cycles of plants, chickens, frogs, and butterflies. Explain that they will get a choice in which cycle they choose to write about. • Review with students the previous day's lesson about topic sentences and conclusion sentences. • Have students do a buddy chat to explain the purpose of the topic sentence and then take volunteer answers from the whole class. • Tell students that before they can write a topic sentence and start their writing, they have to decide what they are going to write. • Ask students to share the various life cycles studied in class and write these on the board. "Think about the life cycle you would like to write about. This will then be the topic of your paragraph. In your writer's notebook, write your topic ideas." • Check student notebooks to approve topics. • Ask students to share their ideas with a "buddy" about what they know about the various life cycles. • Explain that now they each must choose one topic for their paragraph, and write their topic sentence for it.	Students participate in a review with the teacher about the previous lesson. Students buddy chat to explain the purpose of the topic sentence and then share with the class. Students share the various life cycles studied in class as the teacher writes these on the board. Students will write their topic ideas in their writer's notebook. Students will share their ideas with a "buddy" about what they know about their selected life cycle. Students write a topic sentence for their selected life cycle and share with the class.

	• Show students more example paragraphs with strong topic sentences. Have students use these models to write a topic sentence about their chosen topic and write it in their writer's notebook. Check student notebooks to make sure sentences are solid. • Provide at-risk students with small groups or one-on-one differentiated instruction and use scaffolding tools (demonstrations, modeling with thinkalouds; structured discussions; pre-teaching, re-teaching, extra-practices; visual aids, visual presentations). • Closure: Call on a few students to share their topic sentence. For each one shared, ask the class, "If you know the topic to that sentence, raise your hand."	
3	**Objective: Choose details to support the topic** • Pass out the assignment sheet to each student. Review all parts of the assignment sheet before beginning today's lesson. • Ask them to write their topic sentence from yesterday, on the appropriate lines in their assignment sheet. Explain to students that they have chosen a topic, and now they have to decide what information is important to share about the topic. • Using a life cycle topic that will not be used by the students, write the topic in the center of a piece of chart paper. Make a circle map and guide students through a brainstorm of everything they know about the topic. • Next, ask them to use a page in their writer's notebook to create a circle of ideas for their chosen life style topic. Remind them that they do not have to write in complete sentences, they just have to get their ideas from their thinking to the paper. • Explain to students that when writing information or explaining you cannot include everything. Explain that it is important to choose the most important details to include, and that the extra information needs to be taken out. Also, ask, "Do you think we need include a definition of any words in case the reader doesn't understand?" Allow students to consider this possibility and respond. • Model for students how to look at the details and decide which are the most important to include. Show students how to put a star next to the 3 or 4 most important details (using the teacher's model topic).	Students review all parts of the assignment sheet with the teacher. Next, under teacher direction, they write their topic sentence on their assignment sheet. Under teacher guidance and direction, students create a circle map in the center of a page in their Writer's Notebook and record on it ideas for details they can use for their topic. Next, as the teacher monitors, the students make decisions about the "most important" details to include and put a star next to the 3 or 4 most important details. Students write these selected details on their Assignment Sheet.

	• Provide at-risk students with small group or one-on-one differentiated instruction and use scaffolding tools such as demonstrations, modeling with thinkalouds; structured discussions; pre-teaching, re-teaching, extra-practices; visual aids, visual presentations. • Show students how to take those details and write them on their assignment sheet. • Give students time to complete this process with their chosen topic.	
4	**Objective: Write a concluding sentence.** • Introduce the lesson by asking students to recall what they have done so far in preparation for writing their life cycle paragraph. Let them refer to their assignment sheet. Next review expectations for concluding sentences from earlier writing lessons. • Explain to students that like the bottom piece of bread in a sandwich to hold the sandwich together, you need an ending sentence to hold your paragraph together. • Using model paragraphs, guide students through brainstorming ideas about the characteristics of a satisfying ending to an informational paragraph. Write their ideas on the board. • Tell students that the final sentence that ties everything together is called a conclusion sentence. • Next, show and read to students two paragraphs about the same topic, with two different concluding sentences. • Let them buddy check to determine which paragraph has the best concluding sentence and WHY. Students share in whole group, which may generate more characteristics or better descriptions of "good" concluding sentences. • After looking at several paragraph models, in particular the concluding sentence, ask students to write a concluding sentence for their paragraph on their assignment sheet. • The teacher can move quickly throughout the classroom checking everyone concluding sentence. • Provide at-risk students with small group or one-on-one differentiated instruction and use scaffolding tools such as demonstrations, modeling with thinkalouds; structured discussions; pre-teaching, re-teaching, extra-practices; visual aids, visual presentations.	Students recall with the teacher what they have done so far in preparation for writing their life cycle paragraph. Using the teacher's model paragraphs, student-brainstorming ideas about the characteristics of a satisfying ending to an informational paragraph. Next, they buddy check to determine the best concluding sentence for two paragraphs about the same topic, and WHY one is better than the other is. Students share their decision with the whole class. After viewing several paragraph models, in particular the concluding sentence, students write a concluding sentence for their paragraph on their assignment sheet.

5	**Objective: Write a draft paragraph and edit** • Explain to students that now it is time to bring all of their work together. Show students a sample assignment sheet that is filled in, as theirs should be at this point. Then, give them a copy of the Writing Checklist and go over each point with them. Let them ask questions about any items on the checklist. • Model for students how to take the topic sentence, indent, and put it on their rough draft paper. • Now, explain to students that they cannot simply copy the details onto their draft. Continue to model for them how to take their details and write them in their own words using complete sentences on their draft. • Finally, show students how to add their conclusion sentence to the end of their draft. • Refer students back to the Writing Checklist. Show students how to use the checklist to check over their draft to make sure they have met all expectations. • Model using the checklist to look over the model paragraph step by step. • They begin writing their draft paragraph at this time.	Students go over the Writing Checklist with the teacher, and ask clarifying questions. After the teacher models the process, students begin writing the draft of their paragraph. Students use the checklist for checking their own draft.
6	**Objective: Complete the final copy paragraph (summative assessment)** • Show students a final copy paper. Show students how to set up their paper with name and date. Remind students where to start their paper and how to properly indent. • Next, model for students how to copy their draft with their changes onto their final copy paper. • Finally, provide students time to write their final copy. • Collect the final copy and score it using the Scoring Guide/Rubric.	After additional modeling, students independently write the final copy of their paragraph.

Informative/Explanatory Writing Assignment Sheet

Outcome: Standard 2.W.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.

You will write about one of the life cycles we learned about in class.

Your writing needs to have:

- A clear topic

  My topic is:

- A topic sentence

  My topic sentence is:

- At least 3 details about my topic

- A conclusion sentence

  My conclusion sentence is:

- Correct punctuation, capitalization, and spelling
- A minimum of 5 sentences
- Excellent handwriting

After writing, use the writing checklist to make sure your work is complete before you write your final copy.

Informative/Explanatory Writing Checklist

Ideas

____ ⍰ I have a topic sentence.
____ ⍰ I have at least 3 facts or definitions about my topic.
____ ⍰ My information is interesting.

Organization

____ ⍰ I introduce my topic.
____ ⍰ I have a concluding sentence.

Conventions

____ I left spaces between words.
____ I have used capital letters correctly.
____ Periods, commas, exclamation points, and question marks are in the right places.
____ Words are spelled correctly.
____ I remembered to indent my paragraph.

Scoring Guide/Rubric for 2nd Grade Informative/Explanatory Writing

Student Name: _____

Outcome: Standard 2.W.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.

Writing Trait	Criteria	Score			
		F 1-2	A 3	M 4	E 5-6
Ideas & Content	**1. The topic is clearly introduced.**				
	2. Facts and definitions are used to develop points.				
Organization	**3. There is a concluding statement or section.**				
Conventions	4. Punctuation and capitalization are used correctly.				

FINAL SCORE: _____/6_____

A score of 6 = 100%
A score of 5.0-5.9 = 90-98%
A score of 4.0-4.9 = 80=89%
A score of 3.0-3.9 = 70-79%
A score of 2.0-2.9 = 60-69%

(Calculating the Score: Total the score and divide that total by the number of criterion items listed on the Scoring Guide. This number over 6 equals the score for the paper. It can be no higher than 6/6. 80% is Mastery.)