

Informational Writing: Grade 2

Stage 1 Desired Results

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ESTABLISHED GOALS: <u>Competencies:</u> - Students will demonstrate the ability to draw/dictate/write informational texts in order to communicate new knowledge in a detailed way. <u>Content Standards:</u> <u>Text Types and Purposes</u> - W.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. <u>Production and Distribution of Writing</u> - W.2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. - W.2.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. <u>Research to Build and Present Knowledge</u> - W.2.7 Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations). - W.2.8 Recall information from experiences or gather information from provided sources to answer a question. <u>Conventions of Standard English</u> - L.2.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. - L.2.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <u>Knowledge of Language</u> - L.2.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.	Transfer	
	Students will be able to independently use their learning to gain information from their reading and share what they learned.	
	Meaning	
	ENDURING UNDERSTANDINGS Students will understand that... - producing clear ideas as a writer involves selecting appropriate style and structure for an audience and is strengthened through revision and technology. - effective communication of ideas when speaking or writing relies on the appropriate use of language and conventions. - writing should be purposefully focused, detailed, organized, and sequenced in a way that clearly communicates the ideas to the reader. - effective research presents an answer to a question, demonstrates understanding of the inquiry, and properly cites information from multiple sources.	ESSENTIAL QUESTIONS Which matters more: what is said or how it's said?
	Acquisition	
	Students will know... - that informational text is written for a specific purpose: to inform, describe, or explain. - that graphic organizers are helpful tools for organizing thoughts and ideas. - that technology can be used to produce and publish writing.	Students will be skilled at... - selecting a topic and identifying information, including facts and definitions, to share. - presenting information in writing and providing a concluding statement. - recognizing that good writing requires more than one draft. - revising writing (e.g., reading aloud, checking for misunderstandings, adding and deleting details) with the help of others. - editing writing by checking for errors in capitalization, punctuation and spelling. - preparing a new draft with changes that strengthen their writing. - identifying and using digital tools to produce and publish writing.

		• using digital tools to collaborate/work with others. • participating in group research. • defining research and explaining how it is different from other types of writing. • answering questions using information recalled or gathered. • using collective nouns. • forming and using frequently occurring irregular plural nouns. • using reflexive pronouns. • forming and using the past tense of frequently occurring irregular verbs. • using adjectives and adverbs, and choosing between them depending on what is to be modified. • producing, expanding, and rearranging complete simple and compound sentences • capitalizing holidays, product names, and geographic names. • using commas in greetings and closings of letters. • using an apostrophe to form contractions and frequently occurring possessives. • generalizing learned spelling patterns when writing words. • consulting reference materials, including beginning dictionaries, as needed, to check and correct spellings. • comparing formal and informal uses of English.
Content Area Literacy Standards		21st Century Skills
<i>not applicable</i>		• <i>make judgements and decisions</i> • <i>access and evaluate information</i> • <i>collaborate with others</i>

Stage 2 - Evidence

<i>Evaluative Criteria</i>	<i>Assessment Evidence</i>
	PERFORMANCE TASK(S):
	OTHER EVIDENCE:

Stage 3 – Learning Plan

Summary of Key Learning Events and Instruction

<i>Language Arts Integration</i>	<i>Mathematics Integration</i>
1.OA.1 Use	1.OA.1 Use
<i>Technology Integration</i>	<i>District Materials</i>
1.OA.1 Use	