

Name(s): [REDACTED]		
Grade Level: 2	Subject: Writing	Lesson Length: 20 minutes

I. Standards (IC1, IC2, IC4)	
Utah State Core Curriculum Strand(s) and Standard(s):	<p>Standard 2.W.2: Write informative/explanatory pieces that introduce a topic, supply facts and definitions to develop points, and provide a concluding statement.</p> <ul style="list-style-type: none"> a. Write, produce, expand, and rearrange complete simple and compound sentences. b. Use appropriate conventions when writing.
Summative Assessment:	Informative essay
Goal Statement/Rationale:	Students will be able to write informative pieces that introduce a topic, supply facts, and provide a concluding statement. It is important for students to understand how to write informatory pieces while using simple and compound sentences and using appropriate conventions when writing. Students will build on their existing knowledge of introducing a topic, supplying facts, and providing a concluding statement. This lesson will help students to begin writing an informative essay by identifying their topic, topic sentence, supplying facts, and providing a concluding statement in a graphic organizer.

II. Intended Learning Outcomes (IC1, IC2)	
Learning Objective/Goal:	<p>Know: Students will know how to identify pieces of informative writing through a passage and provide a topic, facts, and conclusion from the passage they read.</p> <p>Do: Students will complete an informative writing graphic organizer where they will write a topic sentence, 4 facts, and a concluding sentence.</p>

III. Assessment of Student Progress	
Pre-assessment:	Completion of compound sentences unit
Informal assessment(s):	Observation

Formal assessment:	Completion of informative graphic organizer
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IV. Preparation (LL2, IC4, IP8)	
Students' prior knowledge, skills and assets:	Prior Knowledge: Prior Skills: Personal Assets: Cultural Assets: Community Assets:
Student preparation:	
Teacher preparation:	
Technology integration:	

V. Instructional Procedures (LL6, IC3, IC7, IP2, IP7*) <i>*We recommend you label the appropriate competency, using the codes, within your instructional procedure to make that visible to your university supervisor.</i>
<p>Review fact vs opinion</p> <p>Introduction of Informative writing</p> <p>I do: Go over an example of what the informative graphic organizer should look like</p> <p>We do: Group read the passage (Walrus)</p> <p>Have students think about what the topic is</p> <p>Turn and tell your neighbor what the topic is</p> <p>Identify the topic together and write it in the Informative writing graphic organizer</p> <p>Create a topic sentence and write it in the Informative writing graphic organizer</p> <p>Identify 4 facts and write them in the Informative writing graphic organizer</p> <p>Create a conclusion sentence and write it in the Informative writing graphic organizer</p> <p>Competency Focuses:</p> <p>#5 LL5: Communicate clear expectations and procedures that include positive behavior interventions to promote student ownership of Behavior.</p> <p>#7 LL7: Provide formative and timely feedback to guide students in self-assessment of learning.</p> <p>#13 IP1: Include differentiated strategies aligned with lesson objectives to meet the unique needs of every student.</p> <p>#22 CC2: Promote a classroom environment in which students will respect and value each other.</p>

VI. Academic Language

Language Function:		
Language Supports		
	Vocabulary:	
	Syntax:	
	Discourse:	

VII. Addressing Learners' Needs (LL4, IP1)	
Differentiation/ Individualization:	Mrs. Brady will fill out the graphic organizer for Angel to copy down since he is learning english and also needs glasses and cannot see the board.
Support for ELLs: Fluency Stage Specific Support: <ol style="list-style-type: none"> 1. Entering 2. Emerging 3. Developing 4. Expanding 5. Bridging 6. Reaching 	
Accommodations/ Modifications for IEPs/504s:	