

**Unit Overview**

The aim of this unit is to teach students more about information writing and, specifically, about the kinds of information writing that scientists are apt to do. During mini-lessons and small groups students are taught not only about writing but also about force and motion and about the scientific method. This unit illuminates the work of being an information writer. Students will write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section. In the first bend of this unit, students will study a shared class science topic, which is unusual because usually in a writing workshop students pursue topics of their own choosing and their instruction focuses on writing well, not on the content. Children jot and sketch as they go, getting a four-page lab report booklet started in the meeting area, with their hypotheses on one page, their procedures on another, their result on a third, and their conclusions on a fourth. In the second bend of the unit, “Writing to Teach Others about Our Discoveries,” your goal will be to help your students begin to internalize the scientific procedures and writing processes they encountered in Bend I so they can teach others. By the end of this bend, students will be able to independently design and conduct an experiment, recording their processes on the lab reports they construct as they progress through the work.

For additional information regarding the unit please see Units of Study for Teaching Writing Grade 2 Book 2 and the Writing Workshop Book in the kits.

Common Core State Standards Aligning with Grade 2 Unit 2, <i>Lab Reports and Science Books</i>				
Session	Writing Standards	Reading Standards	Speaking & Listening Standards	Language Standards
1	W.2.2, <b>W.2.7</b> , <b>W.3.7</b>	RI.2.1, RI.3.1	SL.2.1, SL.2.2, SL.2.4, SL.3.4	L.2.1.e, L.2.2, L.2.3, L.2.5.b, L.2.6, L.3.6
2	W.2.2, W.2.7, W.2.8	RI.2.1, <b>RI.2.6</b> , <b>RI.2.7</b> , RI.3.1	SL.2.1, SL.2.2, <b>SL.2.4</b> , <b>SL.3.4</b>	<b>L.2.1</b> , L.2.2, L.2.3, <b>L.2.5.b</b> , L.2.6
3	W.2.2, <b>W.2.5</b> , W.2.7, <b>W.2.8</b> , <b>W.3.4</b>	RI.2.1, RI.3.1	SL.2.1, SL.3.1.b	L.2.1, L.2.2, L.2.3, L.2.6
4	<b>W.2.2</b> , W.2.5, W.2.8, <b>W.3.2.d</b>	RI.2.6, RI.2.8, RI.3.8	SL.2.1, SL.2.3, SL.2.4	L.2.1, L.2.2, L.2.3
5	<b>W.2.2</b> , W.2.7, <b>W.2.8</b> , <b>W.3.8</b>	<b>RI.2.1</b> , <b>RI.2.2</b> , <b>RI.2.3</b> , <b>RI.2.6</b> , <b>RI.2.7</b> , <b>RI.3.1</b> , <b>RI.3.2</b> , <b>RI.3.3</b>	SL.2.1, <b>SL.2.2</b> , <b>SL.2.3</b> , <b>SL.3.3</b>	L.2.1, L.2.2, L.2.3, <b>L.2.4.a.d</b> , <b>L.2.6</b> , <b>L.3.6</b>
6	<b>W.2.2</b> , <b>W.2.5</b> , W.2.6	RI.2.1, RI.2.10	SL.2.1, SL.2.3	<b>L.2.1</b> , L.2.2, L.2.3, <b>L.2.6</b> , <b>L.3.6</b>
7	<b>W.2.2</b> , <b>W.2.7</b> , <b>W.3.2.a.b</b> , <b>W.3.7</b>	<b>RI.2.4</b> , <b>RI.2.7</b> , <b>RI.3.4</b>	<b>SL.2.1</b> , SL.2.2, <b>SL.3.1</b>	L.2.1, L.2.2, L.2.3
8	W.2.2, <b>W.2.8</b> , <b>W.3.4</b>	<b>RI.2.6</b> , <b>RI.2.7</b> , <b>RI.3.7</b>	SL.2.1, <b>SL.2.2</b>	L.2.1, L.2.2, L.2.3, L.2.5
9	W.2.2, <b>W.2.8</b>	RI.2.1, RI.2.3, RI.2.9	SL.2.1, <b>SL.2.3</b> , <b>SL.2.4</b> , <b>SL.3.4</b>	L.2.1, L.2.2, L.2.3, L.2.6
10	<b>W.2.2</b> , <b>W.2.7</b> , <b>W.3.5</b> , <b>W.3.7</b> , <b>W.3.10</b>	RI.2.1, RI.2.5, RI.2.7	<b>SL.2.1</b> , <b>SL.2.4</b> , <b>SL.3.1</b> , <b>SL.3.4</b>	L.2.1, L.2.2, L.2.3, L.2.6, L.3.6
11	<b>W.2.2</b> , <b>W.2.5</b> , <b>W.3.2.b</b>	RI.2.4	SL.2.1	<b>L.2.1.e</b> , L.2.2, L.2.3, <b>L.2.4.e</b> , <b>L.2.5</b> , <b>L.2.6</b> , <b>L.3.6</b>
12	W.2.2, <b>W.2.5</b> , <b>W.3.4</b> , <b>W.3.5</b>	RI.2.1, RI.2.5	SL.2.1, SL.2.4, SL.2.5	L.2.1, L.2.2, L.2.3
13	<b>W.2.2</b> , W.2.5	RI.2.5	SL.2.1, <b>SL.2.2</b> , SL.2.4, SL.2.5	L.2.1, L.2.2, L.2.3, L.2.6
14	W.2.2, <b>W.2.8</b>	<b>RI.2.6</b> , <b>RI.2.7</b> , <b>RI.3.7</b>	SL.2.1	L.2.1, L.2.2, <b>L.2.4.a</b> , L.2.5, L.2.6
15	<b>W.2.2</b> , <b>W.2.5</b> , <b>W.3.2.b,c</b> , <b>W.3.3.b</b>	RI.2.6	SL.2.1, SL.2.3, SL.2.4	L.2.1, L.2.2, L.2.3, L.2.6
16	<b>W.2.2</b> , <b>W.2.5</b> , <b>W.3.2.a,b</b>	RI.2.7	SL.2.1, SL.2.3, SL.2.4	L.2.1, L.2.2, L.2.3, L.2.6
17	<b>W.2.2</b> , <b>W.2.5</b> , <b>W.3.2.a,d</b> , <b>W.3.5</b>	<b>RI.2.2</b> , <b>RI.2.6</b>	SL.2.1, <b>SL.2.3</b> , <b>SL.3.3</b>	L.2.1, L.2.2, L.2.3, L.2.6
18	W.2.2, <b>W.2.5</b> , <b>W.3.5</b>	RFS.2.3, RFS.2.4	SL.2.1	<b>L.2.1</b> , <b>L.2.2</b> , <b>L.2.3</b> , <b>L.3.2.g</b>
19	W.2.2, <b>W.2.6</b> , <b>W.3.8</b> , <b>W.3.10</b>	RFS.2.4	<b>SL.2.1</b> , <b>SL.2.3</b> , <b>SL.2.5</b> , <b>SL.2.6</b> , SL.3.5	L.2.1, L.2.2, L.2.3

\*Bold indicates Priority Standards that are a major emphasis.

Common Core State Standards Aligning with Grade 2 Unit 2, <i>Lab Reports and Science Books</i>				
Session	Writing Standards	Reading Standards	Speaking & Listening Standards	Language Standards
1	<p>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).</p> <p>W.3.7 Conduct short research projects that build knowledge about a topic.</p>			
2		<p>RI.2.6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe.</p> <p>RI.2.7 Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.</p>	<p>SL.2.4 Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.</p> <p>SL.3.4 Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.</p>	<p>L.2.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.2.5.b Demonstrate understanding of word relationships and nuances in word meanings.</p>
4	<p>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.</p> <p>W.3.2.d Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p>			
5	<p>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.</p> <p>W.2.8 Recall information from experiences or gather information from provided sources to answer a question.</p> <p>W.3.8 Recall information from experiences or gather information from print and digital</p>	<p>RI.2.1 Ask and answer such questions as <i>who</i>, <i>what</i>, <i>where</i>, <i>when</i>, <i>why</i>, and <i>how</i> to demonstrate understanding of key details in a text.</p> <p>RI.2.2 Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.</p> <p>RI.2.3 Describe the connection between a series of historical events, scientific ideas</p>	<p>SL.2.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p> <p>SL.2.3 Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.</p>	<p>L.2.4.a.d Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 2 reading and content</i>, choosing flexibly from an array of strategies.</p> <p>L.2.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to</p>

	<p>sources; take brief notes on sources and sort evidence into provided categories.</p>	<p>or concepts, or steps in technical procedures in a text.</p> <p>RI.2.6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe.</p> <p>RI.2.7 Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.</p> <p>RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.</p> <p>RI.3.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.</p>	<p>SL.3.3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.</p>	<p>describe (e.g., <i>When other kids are happy that makes me happy</i>).</p> <p>L.3.6 Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., <i>After dinner that night we went looking for them</i>).</p>
<p>6</p>	<p>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.</p> <p>W.2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</p>			<p>L.2.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.2.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., <i>When other kids are happy that makes me happy</i>).</p> <p>L.3.6 Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases,</p>

				including those that signal spatial and temporal relationships (e.g., <i>After dinner that night we went looking for them</i> ).
7	<p>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.</p> <p>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).</p> <p>W.3.2.a.b Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>W.3.7 Conduct short research projects that build knowledge about a topic.</p>	<p>RI.2.4 Determine the meaning of words and phrases in a text relevant to a <i>grade 2 topic or subject area</i>.</p> <p>RI.2.7 Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.</p> <p>RI.3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 3 topic or subject area</i>.</p>	<p>SL.2.1 Participate in collaborative conversations with diverse partners about <i>grade 2 topics and texts</i> with peers and adults in small and larger groups.</p> <p>SL.3.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 3 topics and texts</i>, building on others' ideas and expressing their own clearly.</p>	
8	<p>W.2.8 Recall information from experiences or gather information from provided sources to answer a question.</p> <p>W.3.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.</p>	<p>RI.2.6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe.</p> <p>RI.2.7 Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.</p> <p>RI.3.7 Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).</p>	<p>SL.2.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p>	
9	<p>W.2.8 Recall information from experiences or gather information from provided sources to answer a question.</p>		<p>SL.2.3 Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.</p> <p>SL.2.4 Tell a story or recount an experience with appropriate facts and</p>	

			<p>relevant, descriptive details, speaking audibly in coherent sentences.</p> <p>SL.3.4 Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.</p>	
10	<p>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.</p> <p>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).</p> <p>W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p> <p>W.3.7 Conduct short research projects that build knowledge about a topic.</p> <p>W.3.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline- specific tasks, purposes, and audiences.</p>		<p>SL.2.1 Participate in collaborative conversations with diverse partners about <i>grade 2 topics and texts</i> with peers and adults in small and larger groups.</p> <p>SL.2.4 Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.</p> <p>SL.3.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 3 topics and texts</i>, building on others' ideas and expressing their own clearly.</p> <p>SL.3.4 Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.</p>	
11	<p>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.</p>			<p>L.2.1.e Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>

	<p>W.2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</p> <p>W.3.2.b Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p>			<p>L.2.4.e Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 2 reading and content</i>, choosing flexibly from an array of strategies.</p> <p>L.2.5 Demonstrate understanding of word relationships and nuances in word meanings.</p> <p>L.2.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., <i>When other kids are happy that makes me happy</i>).</p> <p>L.3.6 Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., <i>After dinner that night we went looking for them</i>).</p>
12	<p>W.2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</p> <p>W.3.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.</p> <p>W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and</p>			

	editing.			
13	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.		SL.2.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.	
14	W.2.8 Recall information from experiences or gather information from provided sources to answer a question.	<p>RI.2.6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe.</p> <p>RI.2.7 Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.</p> <p>RI.3.7 Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).</p>		L.2.4.a Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 2 reading and content</i> , choosing flexibly from an array of strategies.
15	<p>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.</p> <p>W.2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</p> <p>W.3.2.b,c Write informative/explanatory texts to examine a topic and convey ideas and information clearly. b. Develop the topic with facts, definitions, and details.</p> <p>W.3.3.b Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p>			
16	W.2.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and			

	<p>provide a concluding statement or section.</p> <p>W.2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</p> <p>W.3.2.a,b Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p>			
17	<p>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.</p> <p>W.2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</p> <p>W.3.2.a,d, Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3 on page 29.)</p>	<p>RI.2.2 Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.</p> <p>RI.2.6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe.</p>	<p>SL.2.3 Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.</p> <p>SL.3.3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.</p>	
18	<p>W.2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</p> <p>W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3</p>			<p>L.2.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.2.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.2.3. Use knowledge of language</p>

	on page 29.)			and its conventions when writing, speaking, reading, or listening.  L.3.2.g Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
19	<p>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.</p> <p>W.3.8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.</p> <p>W.3.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline- specific tasks, purposes, and audiences.</p>		<p>SL.2.1 Participate in collaborative conversations with diverse partners about <i>grade 2 topics and texts</i> with peers and adults in small and larger groups.</p> <p>SL.2.3 Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.</p> <p>SL.2.5 Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.</p> <p>SL.2.6 Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p>	

Enduring Understandings	Essential Questions	Performance Expectations
<ul style="list-style-type: none"> <li>Writers gather information about their topic through a variety of ways.</li> <li>Writers grow knowledge by thinking like scientists.</li> <li>It is important in informational writing to also use mentor texts to emulate an authors’ ideas or approach.</li> </ul>	<ul style="list-style-type: none"> <li>What are ways to present all that I know about a topic?</li> <li>How do I become an expert in my area of study?</li> <li>What kinds of writing can be included in my presentation on one topic?</li> </ul>	<ul style="list-style-type: none"> <li>Write a lab report in sequential order</li> <li>Learn parts of a lab report and write information gathered from experiment.</li> <li>Write a conclusion page for the lab report</li> <li>Use information checklists to make writing better.</li> <li>Use technical vocabulary in their lab reports and science books.</li> <li>Uses boxes and bullets to organize their science books</li> <li>Complete a science book on a topic of their choice</li> </ul>
Suggested Strategies	Suggested Differentiation Methods	Suggested Materials/Resources
<ul style="list-style-type: none"> <li>Create and refer to anchor charts from UoS Writing Book 2.</li> <li>Provide and present mentor texts as models.</li> <li>Teach children to read like writers using mentor texts</li> <li>Provide checklists to assess and develop on-going goals.</li> <li>Use booklets, pages, and/or writer's notebooks for daily writing.</li> <li>Make mental movies and act out a story to</li> </ul>	<p><i>The design of writing workshop allows for individualized instruction and independent growth for every child.</i></p> <ul style="list-style-type: none"> <li>provide support as needed during individual teaching sessions.</li> <li>provide feedback in small group setting.</li> <li>provide personal copies of teaching charts.</li> <li>provide modified and/or alternate grade level checklists and rubrics.</li> <li>provide modified writing paper.</li> </ul>	<p><b>Mentor Text</b></p> <ul style="list-style-type: none"> <li>Other suggested books in UoS Writing Book 2.</li> </ul>

<p>make writing come alive.</p> <ul style="list-style-type: none"><li>● Use technical words used by experts in the field of science.</li><li>● Add dialogue to make writer sound like an expert.</li><li>● Set mini goals to revise and edit as you move through writing pieces.</li><li>● Tap, sketch, or jot across the pages as a way of planning stories, books.</li><li>● Explore and try a variety of beginnings and endings to your writing piece.</li><li>● Write long and strong to build stamina.</li><li>● Teach that sentences are used to group one idea and paragraphs are used to group similar ideas.</li><li>● Use technology to research information about a specific topic.</li><li>● Use technology to publish a piece of writing.</li><li>● Plan to celebrate the conclusion of classroom writing projects.</li></ul>	<ul style="list-style-type: none"><li>● provide appropriate writing partners.</li></ul>	
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**Assessments**

Assessment in this unit takes three forms: diagnostic, formative, and summative. There are downloadable, digital versions of the assessment tools available through the online resources at; [www.readingandwritingproject.org/resources](http://www.readingandwritingproject.org/resources).

Student self-assessment and peer assessment should take place whenever possible--again, in all three forms: diagnostic, formative, and summative. Removing the traditional emphasis on teacher assessment enables students to take more initiative and become self-directed.

On-going teacher assessment will take place in the context of a conference. Conferences, both small group and one- to-one conferring, are used to reinforce expectations, provide advice and/or assistance, and ultimately, to support growth.

\*On-Demand Performance Assessment Prompt - most useful if done before and after a unit.

<b>Suggested Assessment Methods</b>		
<b>Diagnostic Assessments</b>	<b>Formative Assessments</b>	<b>Summative Assessments</b>
<ul style="list-style-type: none"> <li>● <i>Writing Pathways: Performance Assessments and Learning Progressions, K-5</i></li> <li>● Spelling Inventory</li> <li>● Conferring</li> </ul>	<ul style="list-style-type: none"> <li>● Teacher-student conferences including: individual, small group, strategy group, and guided writing.</li> <li>● Daily observation of students' participation during the active engagement segment of each mini-lesson. Students' conversation with partners during Turn and Talk segment of mini-lessons.</li> <li>● Observation of daily writing progress in writing notebooks or folders.</li> <li>● Use of student checklist(s).</li> </ul>	<ul style="list-style-type: none"> <li>● Teacher-student conferences</li> <li>● Published work</li> <li>● On-demand prompts and growth on learning progressions.</li> <li>● Completed unit writing projects</li> <li>● and other evidence of students improving skills.</li> </ul>

**Scope and Sequence of Teaching Points**

The following teaching points and activities are adapted from Units of Study for Teaching Reading Grade 2 (Calkins et al., 2015) and serve as a loose framework for teachers, who will add and/or emphasize based on their students' needs.