

Level Learning™

1

PLAN Dec 2, 2021

Plan Your Next Writing Unit
with Teacher Leaders

2

PLAN Dec 16, 2021

Implementation Timeline and
Writing Process

3

INSTRUCTION + PRACTICE
Jan 20, 2022

What Does an Excellent Writing
Lesson Look Like?

4

DIFFERENTIATION Feb 10, 2022

Writing Small Groups

5

ASSESSMENT Feb 24, 2022

Scoring Writing Assessment &
Writing Data Analysis

OUTCOME



Practice



20



What Concepts
are we learning
about?



What
Texts/Sources
do we have
access to?

G2



Text Type:
Opinion
Informative
Narrative



Writing
Standards
Mentor Texts

Practice



Concepts:

2-LS4-1.

Make observations of plants and animals to compare the diversity of life in different habitats.

Students who demonstrate understanding can:

- 2-LS4-1.** **Make observations of plants and animals to compare the diversity of life in different habitats.** [Clarification Statement: Emphasis is on the diversity of living things in each of a variety of different habitats.] [Assessment Boundary: Assessment does not include specific animal and plant names in specific habitats.]

The performance expectations above were developed using the following elements from the NRC document *A Framework for K-12 Science Education*:

Science and Engineering Practices

Planning and Carrying Out Investigations

Planning and carrying out investigations to answer questions or test solutions to problems in K-2 builds on prior experiences and progresses to simple investigations, based on fair tests, which provide data to support explanations or design solutions.

- Make observations (firsthand or from media) to collect data which can be used to make comparisons. (2-LS4-1)

Connections to Nature of Science

Scientific Knowledge is Based on Empirical Evidence

- Scientists look for patterns and order when making observations about the world. (2-LS4-1)

Disciplinary Core Ideas

LS4.D: Biodiversity and Humans

- There are many different kinds of living things in any area, and they exist in different places on land and in water. (2-LS4-1)

Crosscutting Concepts

Connections to other DCIs in second grade: N/A

Articulation of DCIs across grade-levels:

3.LS4.C (2-LS4-1); **3.LS4.D** (2-LS4-1); **5.LS2.A** (2-LS4-1)

Common Core State Standards Connections:

ELA/Literacy –

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). (2-LS4-1)

W.2.8

Recall information from experiences or gather information from provided sources to answer a question. (2-LS4-1)

Mathematics –

MP.2

Reason abstractly and quantitatively. (2-LS4-1)

MP.4

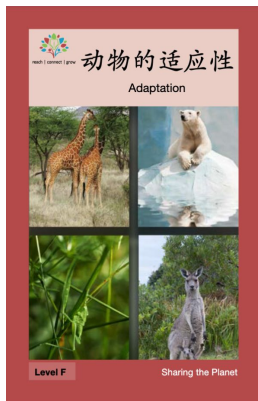
Model with mathematics. (2-LS4-1)

2.MD.D.10

Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put-together and compare problems using information presented in a bar graph. (2-LS4-1)



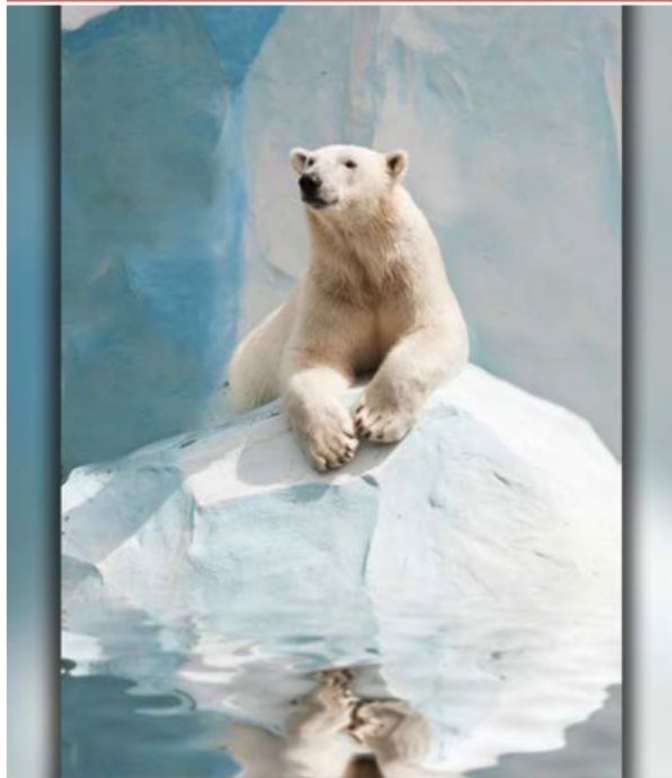
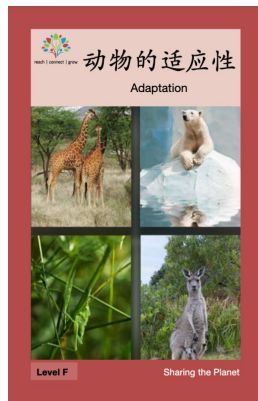
Text Sources



长颈鹿有长长的脖子。
它可以吃到高处的树叶。



Text Sources

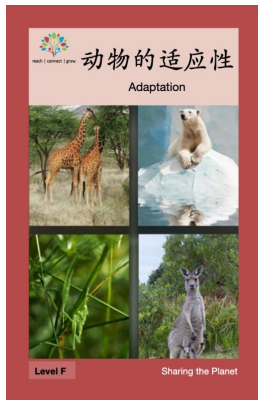


北极熊有厚厚的皮毛。

它不怕寒冷的冬天。



Text Sources



蚱蜢为什么是绿色的？

绿色的草可以保护绿色的蚱蜢。



Text Sources

动物的适应性 Adaptation



Level F

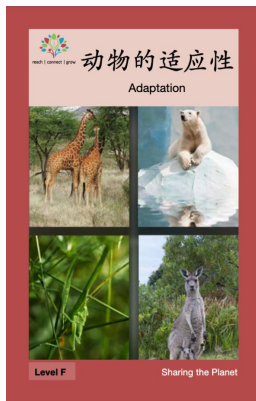
Sharing the Planet



袋鼠妈妈为什么有个袋子？
温暖的袋子可以保护袋鼠宝宝。



Text Sources



这是动物的适应性。适
应性可以帮助动物生存。

Practice



Writing Informative Levels E, G, I Scoring Guide for Instruction



名字: _____ 日期: _____

Text Types and Purposes

M = Mastered, NM = Not Mastered

Level Tested (E/G/I) : _____

Overall Progression	Level E 作者能够简单地介绍事物。 Simple introduction of a topic.	Level G 作者能够介绍事物的不同部分。 Introduce different aspects of a topic.	Level I 作者能够从 2 个以上不同方面或者按照一定的顺序说明事物, 包含简单的原因或者步骤。 Introduce a topic from 2 or more aspects with simple explanation and reasoning or in a specific order (procedural writing).
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	Level E ID and Description of Standard	Level G ID and Description of Standard	Level I ID and Description of Standard	M	NM
LEAD 文章主题 (要说明的事物)	E.W.2.A.1 能够用 1 个简单句清楚地指出要说明/介绍的事物。 Introduce a topic clearly with a simple sentence.	G.W.2.A.1 能够在文章开头用 1 句话清楚地指出要说明/介绍的事物。 Introduce a topic clearly with a simple sentence.	I.W.2.A.1 能够在文章开头用 1-2 句话清楚地指出要说明/介绍的事物。 Introduce a topic clearly with 1-2 sentences at the beginning of the text.		
Elaboration to introduce and explain 文章主体 (说明介绍)	E.W.2.B.1 能够用 2 个以上的简单句介绍事物, 比如特点或种类等。 Explain the topic with 2 or more simple sentences describing factors such as characteristics or categories.	G.W.2.B.1 能够用 3 个以上的句子来介绍事物的一个方面或不同方面, 或者步骤、顺序。 (不要求使用表示步骤的词语, 但是能够把先做的事情写在前面) Explain the topic with 3 or more sentences discussing one or more aspects and some indication of order.(procedural writing)	I.W.2.B.1 能够说明事物的 2 个以上不同方面或者前后步骤、顺序, 能够简单解释原因或者使用简单的步骤词语说明顺序。(如: 先、后、再、然后、最后等) Explain the topic from 2 or more different aspects supported with specific reasoning or with specific indication of order. (procedural writing)		



Text Type:

Opinion
Informative
Narrative



Writing Standards

Level E/G/I

Practice



Text Type:

Opinion

Informative

Narrative



Writing

Standards:

Level E & G

Text	Narrative	Informative	Opinion
