



Pelham Public Schools
ELA Writing Tri-State Review

April 18-20 2016

School: (please check one)

Elementary

High School

Middle School

District

Evidence Title: Researching to Become Experts Non-fiction Reading and Writing

Name of person submitting evidence: Christen Williams

Grade Level: 2 **School:** Hutchinson **Course Name:** n/a

Please check one Indicator and one Stage of Implementation.

| Indicator | Stage of Implementation | | |
|--|-------------------------|----------------|---------|
| | Approach | Implementation | Results |
| 1. Performance Based Assessment | | | |
| 2. Student Metacognition in Learning Process | | | |
| 3. Student Performance Data | | | |
| 4. Curriculum & Instruction | X | X | |
| 5. Professional Learning, Supervision and Evaluation | | | |
| 6. Equitable Support for Student Needs | | | |
| 7. Shared Vision & Environment for Change | | | |
| 8. Parent and Community Support | | | |
| OTHER: Please Specify | | | |

Brief Explanation of Evidence:

In attached documents you will find the second grade scope/sequence for the non-fiction reading/writing units. The student's example shows the process of students researching information to become experts on an Arctic animal. Note-taking sheets attached show how students gathered information about the animal of their choice by reading several books and articles. Notes were first taken on post-it notes. Students then organized their notes into three categories, habitat, food, and body. The most important information from the post-its got transferred onto note-taking worksheets. Next, students used that information to develop paragraphs about their animal. Students wrote well-developed paragraphs including topic sentences, detail sentences, and concluding sentences. Students

revised and edited their work and then created informative posters to share their information.