

Curriculum Map

Informational Writing Grade Two

**Holyoke Public Schools
America's Choice**

**Mary Curro
Academic Coordinator for Kindergarten**

**Dorothy Jarry
District Literacy Coordinator**

Informational Writing Genre Study for Grade Two

During the Informational Writing Genre Study, children begin to discover the specific characteristics of informational text. As they begin to differentiate between informational text and other genres, they will focus on the following elements of informational writing:

- Becoming knowledgeable about a topic
- Maintaining a focus on a topic
- Identifying features of informational text
- Using illustrations to add information
- Excluding extraneous information
- Use vocabulary appropriate to the topic

Before beginning this unit, students should be familiar with and be able to implement the Routines and Rituals of Writers Workshop and should understand that print carries meaning. Modifications will need to be made for ELL students to make sure that vocabulary used in the genre study is introduced and reinforced on an ongoing basis. In preparation for teaching this unit, students should be exposed to reading a wide variety of nonfiction texts. Teachers should collect varieties of texts that model different kinds of nonfiction writing to use as examples such as nonfiction picture books, magazines, brochures, and newspaper articles. Teachers will need to model specific strategies for reading informational texts many times to provide children with examples of how to access nonfiction text effectively.

Students will maintain an ongoing work folder during this unit to collect and organize work. All student work should be dated to indicate progress over time. The teacher will also maintain an ongoing writing folder of his/her models of writing and pieces of children's work to use as samples during instruction. During the course of this genre study, the teacher will create with the children a series of ongoing attribute charts that serve as reminders of elements of good writing. New strategies will be added on as taught and former strategies reviewed as necessary. Students will work to create a piece of informational writing, going through the steps of process writing-conferencing, revising and editing. As a final project for this genre study, students will produce an informational piece of writing on a specific topic with illustrations and appropriate vocabulary.

Teachers may use available and appropriate informational text as resources for the unit. A meaningful connection for both students and teachers in the Holyoke Public Schools would be to use the FOSS Science kits taught in grade two as possible topics for informational writing. This would provide children will real experiences on topics to write about and would integrate the Science and ELA curriculums in a purposeful and engaging manner. Foss topics taught in grade two include:

- Insects
- Air and Weather
- Balance and Motion

Five Essential Practices for ELL Learners
(America's Choice, Teaching English Language Learners, Literacy)

America's Choice has developed Five Essential Practices to support the literacy needs of ELL learners. These research based strategies should be the core of instructional practice in all classrooms with ELL students.

1. Develop Oral Language through Meaningful Conversation and Context

Rich oral language and vocabulary is developed in context using daily readalouds, shared reading, choral verse, songs and finger plays, listening center/audio retellings of stories, think alouds, turn and talk activities.

2. Teach Targeted Skills through Contextualized and Explicit Instruction

Targeted skills of phonemic awareness and phonics are supported and strengthened when explicit instruction is combined with a meaningful context using Big Books, shared reading, daily news, charts and poems, finger plays and word walls. Specific attention needs to be paid to linguistic differences in sound/symbol relationships.

3. Build Vocabulary through Authentic and Meaningful Experiences with Words

Vocabulary developed in an intentional context such as curriculum based dramatic play, word splashes and word webs, and word walls has meaning and relevance for the ELL learner. Abstract terms such as positional vocabulary and transitional words need to be modeled and explicitly taught. Both Tier I and Tier II vocabulary need to be emphasized.

4. Build and Activate Background Knowledge

Prior knowledge needs to be activated and utilized to develop and strengthen comprehension through discussion and oral sharing. Focus on family culture and activities, engaging hands on learning activities, and careful selection of relevant and appropriate instructional materials will encourage students to connect background knowledge to learning.

5. Teach and Use Meaning Making Strategies

Students need explicit instruction and modeling early on as well as regular and sustained time to practice comprehension strategies such as visualization, making connections, and self monitoring for meaning.

Additionally, MA DOE has published English Language Proficiency Benchmarks and Outcomes for English Language Learners to be used in conjunction with MA Curriculum Frameworks to support instruction for ELL learners. The outcomes from the ELBPO have been linked to the MA Frameworks Standards in each lesson of this document.

MA Curriculum Frameworks/ ELA Standards
Informational Writing, Gr. 2

Language Strand

- 1.1 Follow agreed-upon rules for discussion (*raising one's hand, waiting one's turn, speaking one at a time*).
- 2.1 Contribute knowledge to class discussion in order to develop a topic for a class project.
- 3.1 Give oral presentations about personal experiences or interests, using clear enunciation and adequate volume.
- 3.2 Maintain focus on the topic.
- 4.8 Determine meanings of words by using a beginning dictionary.
- 5.4 Identify appropriate end marks (*periods, question marks*).
- 6.1 Identify formal and informal language in stories, poems, and plays.

Reading and Literature Strand

- 7.4 Demonstrate an understanding of features of written language;
 - understand that spoken words are represented in written English by sequences of letters
 - recognize that there are correct spellings for words
 - use appropriate spelling of high frequency words
 - recognize the features of sentences and paragraphs such as: capitalization, punctuation, indentation, and spacing
 - identify title, author, and table of contents in text
- 7.5 Demonstrate orally that phonemes exist.
 - Generate sounds from all letters and letter patterns and combine these sounds into recognizable words
 - Use knowledge of vowel digraphs, vowel diphthongs and r controlled letters to read words
- 7.6 Recognize common irregularly spelled words by sight.
- 7.7 Use letter sound knowledge to decode written English with accuracy and fluency at grade level
- 8.9 Make predictions about the content of the text using prior knowledge and text features (*title, captions, illustrations*) and explain whether they were confirmed or disconfirmed and why
- 8.10 Restate main ideas
- 10.1 Identify differences among the common forms of literature: poetry, prose, fiction, nonfiction (*informational and expository*), and dramatic literature.
- 11.1 Relate themes in works of fiction and nonfiction to personal experience.
- 13.3 Make predictions about the content of a text using prior knowledge and text and graphic features.
- 13.4 Explain whether predictions about the content of a text were confirmed or disconfirmed and why.
- 13.5 Restate main ideas and important facts from a text heard or read.

Composition Strand

- 19.8 Write or dictate research questions
- 20.1 Use a variety of forms or genres when writing for different purposes.
- 22.2 Use correct mechanics of English in writing.
- 23.1 Arrange events in order when writing or dictating.
- 23.2 Arrange ideas in a way that makes sense.
- 25.1 Support judgments about classroom activities or presentations.

MA Arts Frameworks

PreK-Gr. 4

Visual Arts Strand

- 1.1 Use a variety of materials and media, for example, crayons, paint, clay, various kinds of papers, textures, and yarns and understand how to use them to produce different visual effects,
- 1.2 Create artwork in a variety of two-dimensional (2D) and three-dimensional (3D) media, for assemblage and construction

MA Instructional Technology Standards

PreK-Gr. 4

- 1.1 Develop basic skills for using hardware and applications (e.g., open/close a file, navigate using scroll bars, arrow keys, and mouse).
- 1.10 Explore the use of drawing and painting applications for class projects.

NCEE Performance Standards Informational Writing, Grade 2

Reading Standard 1/Print Sound Code

By the end of second grade, students should be able to:

- Read regularly spelled one and two syllable words automatically.
- Recognize or figure out most irregularly spelled words and spelling patterns such as diphthongs like oy, ay, and ow, special vowel spellings and common word endings.

Reading Standard 2/Getting the Meaning

Accuracy

By the end of second grade, students should be able to:

- Read Level L books with 90% + accuracy of word recognition with self correction allowed.

Fluency

By the end of second grade, students should be able to:

- Read aloud independently from an unfamiliar Level L book that has been previewed silently on their own using intonation, pauses and emphasis that signal the meaning of the text.
- Use punctuation cues to guide meaning and fluently reading aloud.

Self Monitoring and Self Correcting Strategies

By the end of second grade, students should be able to:

- Know when they don't understand a paragraph and search for clarification clues within the text.
- Examine the relationship between earlier and later parts of text and figure out how they make sense together.

Comprehension

When reading independently, by the end of second grade students should be able to:

- Recognize and be able to talk about organizing structures.
- Combine information from two different parts of the text.
- Infer cause and effect relationships that are not stated explicitly.
- Compare the observations of the author to their own observations when reading nonfiction texts.
- Discuss how, why, and what if questions about nonfiction texts.

Additionally, when read to, by the end of second grade students should be able to:

- Discuss or write about the themes of a book.
- Trace characters and plots across multiple episodes.
- Relate later parts of a story to earlier parts in terms of theme and/or cause and effect.

Reading Standard 3/Reading Habits Independent and Assisted Reading

- Read one or two short books or long chapters daily and discuss what they read with another student or group.
- Read multiple books by the same author and be able to discuss similarities and differences among these books.
- Reread favorite books gaining deeper comprehension and knowledge of author's craft.
- Read narrative accounts, responses to literature, informational writing, poetry, plays and other genres.
- Read their own writing and writing of classmates.
- Read functional and instructional messages in the classroom environment and outside of school.
- Voluntarily read to each other, signaling their sense of self as readers.

Being Read To

- Have worthwhile literature read to them to model language and craft of good writing.
- Listen to and discuss at least one text that is longer and more difficult than what they can read independently.
- Hear books read aloud from a variety of genres.
- Use reading strategies that have been explicitly modeled by adults in read alouds and assisted readings.

Discussing Books

- Recognize genre features and compare works by different authors in the same genre.
- Discuss recurring themes across works.
- Paraphrase or summarize what speaker has said and confirm understanding with speaker.
- Be able to challenge speaker based on accuracy of text.
- Ask speakers to provide supporting information or details.
- Politely correct someone who interprets ideas incorrectly.

Vocabulary

- Recognize when they don't know what a word means and use a variety of strategies for making sense of vocabulary in context.
- Talk about the meaning of new words encountered in reading.
- Notice and show interest in understanding unfamiliar words encountered in texts read to them.
- Know how to talk about nouns in terms of function, features, and/or category.
- Learn new words daily from reading and talk.

NCEE Performance Standards Informational Writing, Gr. 2

Writing Standard 1

Habits and Processes

Second grade students are expected to:

- Write daily.
- Generate topics and make decisions of which pieces to work on over time.
- Extend pieces of writing.
- Solicit and provide useful feedback.
- Routinely reread, revise, edit, and proofread work.
- Take on strategies and elements of author's craft and apply to work.
- Apply commonly agreed upon criteria to assess quality of own work.
- Polish at least 10 pieces during the year.

Writing Standard 2/Writing Purposes and Resulting Genres

Report or Informational Writing

By the end of second grade, students should produce reports that:

- Have an obvious organizational structure.
- Communicate big ideas, insights or theories that are illustrated through facts, details, quotations, statistics, and information.
- Usually have a concluding sentence or section.
Use diagrams, charts or illustrations as appropriate to the text.

Writing Standard 3/Language Use and Conventions

By the end of second grade, students are expected to:

Style and Syntax

Using one's own language

- Use all sentence patterns typical of spoken language.
- Incorporate transition words or phrases.
- Use phrases and modifiers.

Taking on the language of authors

- Use varying sentence patterns and lengths to slow down or speed up reading or to create a mood.
- Embed literary language where appropriate.
- Reproduce sentence structures found in various genres.

Vocabulary and Word Choice

Using one's own language

- Use words from their own speaking vocabulary in writing.
- Make word choices based on an expanding vocabulary.

Taking on the language of authors

- Make choices about word use based on whether words accurately convey meaning.
- Extend writing vocabulary by using specialized words.

Spelling

- Use logic to guide spelling of unfamiliar words, making incorrect spellings less random.
- Produce writing in which most high frequency words are spelled correctly.
- Correctly spell most words with regularly spelled patterns such as CVC, CVC, silent e, and one syllable words with blends.
- Correctly spell most inflectional endings including plurals and verb tenses.
- Use specific spelling strategies such as checking word wall, thinking about base words and endings, prefixes and suffixes.
- Engage in the editing process to correct spelling errors.

Punctuation, Capitalization, and Other Conventions

- Use capital letters at the beginning of sentences.
- Use periods to end sentence.
- Approximate the use of quotation marks.
- Use capital letters and exclamation marks for emphasis.
- Use question marks.
- Use common contractions.

NCEE Performance Standards Speaking and Listening, Gr. 2

Speaking and Listening, Standard I, Habits

By the end of second grade, students should be able to:

Talking a Lot

- Talk about what they think, read, or experience.
- Explain or speak from another person's perspective.
- Talk about ideas and information gained from sources beyond personal experience.
- Talk in small groups to collaborate on a project.
- Talk in front of a group on a regular basis.
- Solicit and provide feedback about writing in terms of genre features, clarity, and need for elaboration.

Talking to One's Self

- Make spontaneous corrections.
- Talk to themselves out loud to make plans, guide behavior, or monitor thinking.
- Rehearse problem solving steps.
- Mimic adult language used in problem solving.
- Recite facts to confirm what has been memorized.
- Silently monitor text comprehension, using a variety of self correcting strategies.

Conversing at Length on a Topic

- Initiate and sustain a conversation with eight or more lengthy exchanges.
- Consistently ask for or provide clarification.
- Initiate topics within conversations.
- Sustain conversations by extending other's contributions.
- Express and solicit opinions.
- Ask open ended questions.
- Repair and revert to topic when necessary.
- Raise new topics of interest to others.

Discussing Books

- Note and talk about author's craft.
- Use comparisons and analogies to explain ideas.
- Refer to knowledge gained during discussion.
- Use information that is accurate, accessible, and relevant.
- Restate their own ideas with clarity.
- Ask others questions that require support of claims.
- Indicate when ideas need elaboration and justification.
- Cite important details from text.
- Compare one text to another.
- Capture meaning from figurative language.

With informational texts:

- Use structure of informational texts to retrieve information.
- Analyze causes, motivations, sequences, and results of events.
- Understand concepts and relationships described.
- Use reasoning and information to examine arguments.
- Describe in own words new information gained from nonfiction text.

Speaking and Listening, Standard II

Kinds of Talk and Resulting Genres

Explaining and Seeking Information

- Seek out multiple resources for information.
- Conduct first hand interviews.
- Give elaborate and extended descriptions of objects, events or concepts.
- Support opinions or provide examples to support generalizations.
- Give a short prepared speech or report on a topic supported by a visual aid.
- Tutor others in a new task.

Speaking and Listening, Standard III, Language Use and Conventions

Rules of Interaction

- Consistently observe polite conventions.
- Hold themselves and others accountable with verbal reminders.
- Speak one at a time, look at and listen to the speaker speak, adjust volume to setting, and hold the floor and yield when appropriate.

Vocabulary and Word Choice

- Build word maps that show the relationship between words, placing newly acquired words in relevant categories.
- Use specialized vocabulary related to school subjects.
- Provide definitions of words they know and learn new definitions.
- Learn new words from reading and being read to daily.
- Demonstrate flexibility in choosing word options to show precision or effect.
- Study word families.
- Develop an awareness of word parts such as prefixes and suffixes.
- Increase vocabulary of verbs, adjectives, and adverbs.
- Explain and use metaphoric language.
- Understand and use antonyms and synonyms.
- Understand and use homonyms (table/table), homographs (minute/minute, and homophones (hear, here).

English Language Proficiency Domains and General Learning Outcomes MA DOE

Listening and Speaking (S)

S.1 Vocabulary

Students will comprehend and communicate orally, using English vocabulary for personal, social, and academic purposes. (FL 1, 2, 4, 5, 6, 7; ELA 4)

S.2 Social Interaction

Students will comprehend and communicate orally, using spoken English for personal and social purposes. (FL 1, 2, 4, 5, 6, 8; ELA 5, 6)

S.3 Academic Interaction

Students will comprehend and communicate orally, using spoken English to participate in academic settings. (FL 1, 2, 5, 6, 7; ELA 1, 2, 5)

S.4 Presentation

Students will present information orally and participate in performances in English that demonstrate appropriate consideration of audience, purpose, and the information to be conveyed. (ELA 3, 18; FL 3, 6, 7)

Reading (R)

R.1 Vocabulary and Syntax in Print

Students will acquire English vocabulary and apply knowledge of correct syntax to comprehend written text. (ELA 4, 5; FL 5, 6)

R.2 Beginning to Read in English

Using the foundations of oral language and previous reading experience, students will understand the nature of written English and the relationships of letters to the sounds of English speech. (ELA 7; FL 5)

R.3 Comprehension

Students will read English fluently and identify facts and evidence in order to interpret and analyze text. (ELA 8, 11)

R.4 Literary Elements and Techniques

Students will identify and analyze text elements and techniques of written English as used in various literary genres. (ELA 9, 10, 11, 12, 14, 15, 16, 17, 18)

R.5 Informational/Expository Text

Students will identify and analyze purposes, structures, and elements of nonfiction English texts. (FL 4, 7; ELA 8, 10, 13)

R.6 Research

Students will gather information in English from a variety of sources, analyze and evaluate the quality of the information obtained, and use it to answer their own and others' questions. (ELA 24)

Writing (W)

W.1 Prewriting

Students will plan for writing in English by building on prior knowledge, generating words, and organizing ideas for a particular audience and purpose. (ELA 4, 20, 23; FL 7)

W.2 Writing

Students will write in English for a variety of purposes with clear focus, coherent organization, and sufficient detail. (ELA 19; FL 1)

W.3 Revising

Students will evaluate and revise word choice, sentence variety, and organization of ideas when writing in English for a particular audience and purpose. (ELA 20, 21, 25)

W.4 Editing

Students will understand and apply knowledge of standard English grammar, spelling, and conventions to improve their writing. (ELA 5, 22; FL 5)

W.5 Media

Students will use, analyze, and produce a variety of media in English, including audio, television, Internet, and emerging technologies. (ELA 26, 27; FL 6, 7)

Section One

Learning About Report Writing

Based on FOSS Insects Unit

Teachers may choose other topics for informational writing that link to curriculum.

1. What is Nonfiction?

MA Frameworks

10.1 Identify differences among the common forms of literature: poetry, prose, fiction, nonfiction (*informational and expository*), and dramatic literature.

ELPBO R.5 Informational/Expository Text

Students will identify and analyze purposes, structures, and elements of nonfiction English texts.

NCEE Performance Standards

Students will review and discuss a variety of nonfiction texts.

Students will generate characteristics of nonfiction texts.

Opening

- Teacher will collect and display a wide variety of nonfiction texts.
- Teacher will demonstrate reading a good example of a good nonfiction text on the chosen topic and highlight characteristics of nonfiction writing present in the text.

Work Period

- Children will work in small groups and explore a variety of nonfiction texts.
- As students share ideas about characteristics of nonfiction texts, teacher will circulate and facilitate discussion about what nonfiction text is like.

Closing

- Children will return to whole group and share ideas about nonfiction text.
- Teacher will record ideas on attribute chart, ***What We Notice About Nonfiction Text*** such as:

Nonfiction text is true.

It contains a lot of facts.

It is written by someone who knows a lot about the topic.

Nonfiction text is about things that really happen

(2005, NCE, Literacy Handbook)

Work Products: Attribute chart, ***What We Notice About Nonfiction***

2. Features of Informational Text, Day 1

MA Frameworks

10.1 Identify differences among the common forms of literature: poetry, prose, fiction, nonfiction (*informational and expository*), and dramatic literature.

ELPBO R.5 Informational/Expository Text

Students will identify and analyze purposes, structures, and elements of nonfiction English texts.

NCEE Performance Standards

Students will identify features commonly found in informational text such as captions, graphics, table of contents, glossary, bold text, and diagrams with labels.

Opening

- Teacher will read a good example of a nonfiction text and highlight features specific to the genre.

Work Period

- Students will return to small groups and examine a variety of nonfiction texts.
- Students will use sticky notes to highlight three features of nonfiction text that they have found in their selections.
- Students will return to whole group and identify features of nonfiction writing found in texts and demonstrate where elements were found in texts.

Closing

- Teacher will record examples of features found on attribute chart, *Features of Nonfiction Text* (*El Paso Collaborative for Academic Excellence/Informational Writing*) such as:

Captions

Graphics

Table of Contents

Glossary

Bold Text

Diagrams with Labels

Work Products: Attribute chart, *Features of Nonfiction Text*

2. Features of Informational Text, Day 2

MA Frameworks

10.2 Identify differences among the common forms of literature: poetry, prose, fiction, nonfiction (*informational and expository*), and dramatic literature.

ELPBO R.5 Informational/Expository Text

Students will identify and analyze purposes, structures, and elements of nonfiction English texts.

NCEE Performance Standards

Students will define and illustrate informational text features such as captions, graphics, table of contents, glossary, bold text, and diagrams with labels.

Opening

- Teacher will review attribute chart, *Features of Nonfiction Text* with class, highlighting specific features of nonfiction text.

Work Period

- Students will return to small groups and examine a variety of nonfiction texts, identifying specific features.
- Small groups will be assigned a specific feature of nonfiction text from attribute chart to illustrate.
- Individual students will select one feature of nonfiction text to describe on recording sheet for folders.

Closing

- Students will return to whole group and describe illustrations and add illustrations to attribute chart as definitions.

Work Products: Illustrations and definitions added to attribute chart, *Features of Nonfiction Text*, student recording sheet on features of informational text

One feature of informational text is ...



3. Comparing Fiction and Nonfiction

MA Frameworks

10.1 Identify differences among the common forms of literature: poetry, prose, fiction, nonfiction (*informational and expository*), and dramatic literature.

ELPBO R.5 Informational/Expository Text

Students will identify and analyze purposes, structures, and elements of nonfiction English texts.

NCEE Performance Standards

Students will compare fiction and nonfiction and identify characteristics of each genre. Students will sort books on a common topic such as Insects into fiction and nonfiction genres.

Opening

- Teacher will gather together a collection of texts on a common topic that clearly represents both nonfiction and fiction genres.

Work Period

- Students will examine books in small groups and decide whether the texts are fiction or nonfiction in nature.
- Students will identify characteristics that they used to identify genres.

Closing

- Students will share book sorts and characteristics with whole group.
- Teacher will record student sorts and characteristics on attribute chart, *Nonfiction or Fiction Text*.

Work Products: Attribute chart, *Fiction or Non Fiction Text*

4. Identifying Vocabulary on the Topic (*This activity may take several days.*)

MA Frameworks

4.1 Identify and sort common words into various classifications (*colors, shapes, textures*).

4.2 Describe common objects and events in general and specific language.

ELPBO S.1 Vocabulary

Students will comprehend and communicate orally, using English vocabulary for personal, social, and academic purposes.

ELPBO R.5 Informational/Expository Text

Students will identify and analyze purposes, structures, and elements of nonfiction English texts.

NCEE Performance Standards

Students will identify content specific vocabulary.

Students will create an illustrated glossary of content specific vocabulary.

Opening

- Teacher will read an informational text on the given topic to the class.
- Students will generate list of content specific vocabulary found in the book.
- Teacher will record vocabulary on chart, ***Words We Need to Know About Insects.***
- Teacher will generate a glossary page based on content vocabulary generated by students.

Work Period

- Children will choose 3-5 content specific vocabulary words from chart. They will copy and illustrate chosen words on glossary template sheet.
- Children will share completed content specific glossary with partner.
- When reports are revised, students will extend glossaries to include 6-10 words.

*Note: During revision process, glossary sheets will be revisited and additional words will be selected by individual students. Completed glossaries will have 6-10 entries.

Closing

- Selected children may share completed content specific glossary in Author's Chair.

Work Products: Attribute chart: ***Words We Need to Know About Insects***

Writer's Folder, ***Glossary***



Glossary

| | |
|-----------|--|
| Insect | |
| Chrysalis | |
| Cocoon | |

| | |
|------------|--|
| Proboscis | |
| Egg | |
| Larva | |
| Adult | |
| Life Cycle | |

5. Using Text to Become an Expert

MA Frameworks

24.1 Generate questions and gather information from several sources in a classroom, school, or public library.

ELPBO R.5 Informational/Expository Text

Students will identify and analyze purposes, structures, and elements of nonfiction English texts.

NCEE Performance Standards

Students will read a selected informational text on a given topic.

Students will identify facts read during reading of selected informational text.

Opening

- Teacher will model with students how to get information from a given text.

Work Period

- Students will read the informational text selected as a source of information.
- Students will discuss and identify facts read from the selected text.
- Students will work with partner and discuss two or three facts that each has learned from the reading of informational texts.
- Students will record two or three facts learned with writing and illustrating for their Writer's Folder/Notebook - *Facts I Learned From Books*.

Closing

- Students will share responses from Writer's Folder with whole group.
- Teacher will record samples of responses on ongoing attribute chart, *What We Have Learned About Insects*, and label responses to indicate that these facts were learned from informational text.

Work Products: Ongoing attribute chart, *What We Have Learned About Insects*, Writer's Folder entry, *Facts I Learned From Books*

Facts I learned from books...



6. Using Technology to Become an Expert

MA Frameworks

24.1 Generate questions and gather information from several sources in a classroom, school, or public library.

ELPBO R.5 Informational/Expository Text

Students will identify and analyze purposes, structures, and elements of nonfiction English texts.

NCEE Performance Standards

Students will identify a variety of methods to gather information about a topic. Students will identify and label their source of information.

Opening

- Teacher will select appropriate websites for gathering information on insects: <http://www.fossweb.com/modulesK-2/html>

Work Period

- Students will investigate selected websites using classroom computer center, building computer lab and/or Smart Board.
- Students will record two or three facts learned about insects in Writers Folder from internet sources.

Closing

- Students will share responses in whole group.
- Teacher will help children to record on ongoing attribute chart, *What We Have Learned About Insects* and label responses to indicate that these facts were learned from internet sources.

Work Products: Attribute chart, *What We Have Learned About Insects*, Writer's Folder entry, *Facts I Learned From Internet Sources*

Facts I learned from Internet sources...



7. Using Outside Resources to Become an Expert

MA Frameworks

24.1 Generate questions and gather information from several sources in a classroom, school, or public library.

ELPBO R.5 Informational/Expository Text

Students will identify and analyze purposes, structures, and elements of nonfiction English texts.

NCEE Performance Standards

Students will identify a variety of methods to gather information about a topic.

Students will identify and label their source of information.

Opening

- Teacher will identify possibilities for identifying expert information on insects from outside sources.
- If possible, teacher will arrange a field trip. An appropriate video may take the place of a field trip.

Work Period

- Before field trip or visit from an expert, children will generate a list on questions on topic.
- During visit or field trip, children will be attentive and gather information on insects from expert source.
- Students will record two or three facts learned about insects from an expert source in Writers Folder.

Closing

- Students will share responses in whole group.
- Teacher will help children to record on ongoing attribute chart, *What We Have Learned About Insects* and label responses to indicate that these facts were learned from an expert source.

Work Products: Attribute chart, *What We Have Learned About Insects*, Writer's Folder, *Facts I Learned From An Expert Source*

One thing I learned from an Expert



source...

8. Revising Our Work

MA Frameworks

20.1 Use a variety of forms or genres when writing for different purposes.

21.1 After writing or dictating a composition, identify words and phrases that could be added to make the thought clearer, more logical, or more expressive.

ELPBO W.3 Revising

Students will evaluate and revise word choice, sentence variety, and organization of ideas when writing in English for a particular audience and purpose.

NCEE Performance Standards

Students will revisit work done and revise for clarity and detail.

Opening

- Teacher will review and model ways to revise written work to improve clarity or add detail.

Work Period

- Students will review the four entries that they have completed in Writers Folder/Notebook on the topic of insects.
- They will reflect on written pieces and determine if any changes can be made to improve clarity or to add detail.
- Students will share with a partner and give feedback to each other on revisions.

Closing

- Individual students may share revisions in Writer's Chair,
- Completed revisions will be compiled at a later date into booklet, *What I Have Learned About Insects*.

Work Product: Revised entries from Writer's Folder.

9. Organizing Our Work into a Report

MA Frameworks

- 20.1 Use a variety of forms or genres when writing for different purposes.
- 21.2 After writing or dictating a composition, identify words and phrases that could be added to make the thought clearer, more logical, or more expressive.

ELPBO W.3 Revising

Students will evaluate and revise word choice, sentence variety, and organization of ideas when writing in English for a particular audience and purpose.

NCEE Performance Standards

Students will organize and present work in a way that makes sense.

Opening

- Teacher will select student work on insects to illustrate how to organize material for a report.
- Teacher will review individual pages on insects with students and discuss content.
- Teacher will guide students in discussion of how to organize insect material in a way that makes sense to the reader.
- Guidelines for organizing report will be recorded on attribute chart, ***How to Organize a Report***.
- Teacher will guide students to include:
 - Cover
 - Body of Report –facts with appropriate illustrations
 - Glossary
 - Bibliography

Work Period

- Students will work with a partner and review each other's work samples on insects. They will discuss and plan ways to organize materials.
- Each student will compile their own work on insects into a booklet organized in a way that makes sense, using criteria on attribute chart.

Closing

- Students will share booklets, ***What I Have Learned About Insects***, in whole group and place them in classroom library for future reference

Work Products: Attribute chart: ***How to Organize a Report***, Student booklet, ***What I Have Learned About Insects***

Section Two

Developing a Report

Teacher will need to have an extensive classroom library of nonfiction texts assembled for next series of lessons.

10. Developing a Topic for a Nonfiction Report

MA Frameworks

2.1 Contribute knowledge to class discussion in order to develop a topic for a class project.

24.1 Generate questions and gather information from several sources in a classroom, school, or public library.

ELPBO R.6 Research

Students will gather information in English from a variety of sources, analyze and evaluate the quality of the information obtained, and use it to answer their own and others' questions.

NCEE Performance Standards

Students will explore and apply strategies for developing topics for informational reports.

Opening

- Teacher will read a nonfiction text to class.
- Teacher will lead discussion among students and identify possible topics of given text.
- Teacher will guide students to identify strategies they used to identify topics such as looking at cover, examining pictures/photographs within text, identifying known words in texts, connecting to prior knowledge and past experiences.

Work Period

- Students will browse classroom library of nonfiction texts and decide on some possible topics for informational reports.

Closing

- Students will return to whole group and share possible topics suggested by book browsing.
- Teacher will record topic ideas on attribute chart, *Topics for Nonfiction Reports*.

Work Products: Attribute chart: *Topics for Nonfiction Reports*

11. Creating a Table of Contents on a Topic

MA Frameworks

- 2.1 Contribute knowledge to class discussion in order to develop a topic for a class project.
- 24.2 Generate questions and gather information from several sources in a classroom, school, or public library.

ELPBO R.6 Research

Students will gather information in English from a variety of sources, analyze and evaluate the quality of the information obtained, and use it to answer their own and others' questions.

NCEE Performance Standards

Students will explore and apply strategies for developing topics.

Students will brainstorm categories of the given topic.

Opening

- Teacher will review possible topic ideas from previous lesson.

Work Period

- Students will work with a partner to brainstorm possible categories of their chosen topic idea.
- Individual students will record category ideas on recording sheet.
- For example, given the topic of pumpkins, students might generate the following categories:
 - planting pumpkins
 - harvesting pumpkins
 - things to make with pumpkins
 - pumpkin celebrations

Closing

- Students will return to whole group and share possible categories of selected topics.
- Teacher will record sample category ideas on attribute chart, *Table of Contents* template

Work Products: Attribute chart: *Table of Contents*



Possible Categories for Table of Contents

1.

2.

3.

4.

5.

12. Creating a Table of Contents on a Topic, Day 2

MA Frameworks

- 2.1 Contribute knowledge to class discussion in order to develop a topic for a class project.
- 24.3 Generate questions and gather information from several sources in a classroom, school, or public library.

ELPBO R.6 Research

Students will gather information in English from a variety of sources, analyze and evaluate the quality of the information obtained, and use it to answer their own and others' questions.

NCEE Performance Standards

Students will create a draft of a table of contents for report on given topic.

Opening

- Teacher will review attribute chart, *Table of Contents*, from previous lesson.

Work Period

- Students will revisit recording sheets documenting possible categories of given topic.
- Students will transfer category ideas to a draft *Table of Contents*.

Closing

- Students will return to whole group and share draft *Table of Contents*.

Work Products: Student drafts, *Table of Contents*



Table of Contents

1.

2.

3.

4.

5.

13. Becoming an Expert on a Topic (multi-day project)

MA Frameworks

- 2.1 Contribute knowledge to class discussion in order to develop a topic for a class project.
- 24.4 Generate questions and gather information from several sources in a classroom, school, or public library.

ELPBO R.6 Research

Students will gather information in English from a variety of sources, analyze and evaluate the quality of the information obtained, and use it to answer their own and others' questions.

NCEE Performance Standards

Students will identify and document three sources of information for their report.

Opening

- Teacher will review possible sources for information – text, expert, and Internet.

Work Period

- Students will begin to search for information to support their topic in the areas previously explored: text, Internet, or expert source.
- Students will identify at least three sources of information that they will use in their informational report.
- Students will record their sources on the appropriate source sheets

Closing

- Students will share reports in progress with whole group.

Work products: Student source sheets

14. Good Introductions

MA Frameworks

- 2.1 Contribute knowledge to class discussion in order to develop a topic for a class project.
- 24.5 Generate questions and gather information from several sources in a classroom, school, or public library.

ELPBO R.6 Research

Students will gather information in English from a variety of sources, analyze and evaluate the quality of the information obtained, and use it to answer their own and others' questions.

NCEE Performance Standards

Students will identify samples of good introductions in nonfiction text.

Opening

- Teacher will share examples of introductions from a variety of nonfiction text.
- Students will discuss and identify different strategies used by various authors such as starting immediately on the topic, giving a brief explanation on the topic, using a title, or defining technical terms.

Work Period

- Students will work in small groups to examine a selection of informational texts.
- Each group will decide on one type of introduction to share back as an example.

Closing

- Small groups will share back selected types of introductions with whole group.
- Teacher will guide students to record types of introductions on attribute chart.

Work Products: Attribute chart, *Types of Good Introductions*

15. Writing an Informational Report (multi-day project)

MA Frameworks

24.1 Generate questions and gather information from several sources in a classroom, school, or public library.

ELPBO R.6 Research

Students will gather information in English from a variety of sources, analyze and evaluate the quality of the information obtained, and use it to answer their own and others' questions.

NCEE Performance Standards

Students will create individual informational reports a given topic using accepted criteria.

- Students will revisit topic researched previously.
- Students will review sources of information gathered previously on the topic using a variety of sources.
- Students will record their sources of information for report bibliography.
- Students will record information gathered from sources.
- Students will shared recorded information with a partner and determine how to organize information for individual reports in a way that makes sense.
- Students will compile an initial draft of their informational report.

Work products: Rough drafts of informational reports

16. Adding Diagrams to Enhance Reports

MA Frameworks

- 2.1 Contribute knowledge to class discussion in order to develop a topic for a class project.
- 24.6 Generate questions and gather information from several sources in a classroom, school, or public library.

ELPBO R.6 Research

Students will gather information in English from a variety of sources, analyze and evaluate the quality of the information obtained, and use it to answer their own and others' questions.

NCEE Performance Standards

Students will create diagrams to add to informational reports.

Opening

- Teacher will share diagrams from a Gail Gibbons informational text with class.
- Teacher will model how to create a labeled diagram on a given topic.

Work Period

- Students will review reports with a partner and discuss parts of report that could be enhanced with a diagram.
- Partners will turn and talk, sharing what they will illustrate and label to enhance meaning.
- Each student will create a labeled diagram to add to informational reports.

Closing

- Students will share labeled diagrams with whole group.

Work Products: Teacher model/ labeled diagram, student labeled diagram

17. Endings for Informational Reports

MA Frameworks

20.1 Use a variety of forms or genres when writing for different purposes.

21.3 After writing or dictating a composition, identify words and phrases that could be added to make the thought clearer, more logical, or more expressive.

ELPBO W.3 Revising

Students will evaluate and revise word choice, sentence variety, and organization of ideas when writing in English for a particular audience and purpose.

ELPBO W.4 Editing

Students will understand and apply knowledge of standard English grammar, spelling, and conventions to improve their writing.

NCEE Performance Standards

Students will create endings for informational reports.

Opening

- Teacher will share examples of endings from a variety of nonfiction text.
- Students will discuss and identify different endings used by various authors such as surprise ending, circular ending, emotional ending, visual ending, summarization ending, strong fact saved for ending, or personal conclusion or connection ending.

Work Period

- Students will work in small groups to examine a selection of informational texts.
- Each group will decide on one type of ending to share back as an example.

Closing

- Small groups will share back selected types of endings with whole group.
- Teacher will guide students to record types of endings on attribute chart.
- Individual students will indicate type of ending that they will use in their own report.

Work Products: Attribute chart, *Types of Good Endings*

18. Developing a Rubric

MA Frameworks

20.1 Use a variety of forms or genres when writing for different purposes.

21.4 After writing or dictating a composition, identify words and phrases that could be added to make the thought clearer, more logical, or more expressive.

ELPBO W.3 Revising

Students will evaluate and revise word choice, sentence variety, and organization of ideas when writing in English for a particular audience and purpose.

ELPBO W.4 Editing

Students will understand and apply knowledge of standard English grammar, spelling, and conventions to improve their writing.

NCEE Performance Standards

Students will identify criteria essential to an informational rubric.

Students will identify the quality of work samples based on criteria.

Opening

- Teacher and children will revisit attribute chart, *How to Organize a Report*.
- Teacher and children will use attribute chart as a guide to develop a rubric for informational writing.
- Rubric will include criteria on:
 - Cover
 - Body of Report
 - Table of Contents
 - Labeled Diagram
 - Glossary
 - Bibliography
- Teacher will select a previously compiled insect booklet and model how to review whether criteria was integrated into model booklet.

Work Period

- Students will work with partners and review individual booklets to determine whether criteria were met.
- Students will complete individual checklists and indicate whether criteria were met in their own booklets.

Closing

- Individual students will share results and decisions about possible revisions on reports with whole group.

Work products: Rubric for informational writing, individual student checklist

Report Writing Checklist

- Cover
- Body of Report
- Table of Contents
- Labeled Diagram
- Glossary
- Bibliography

Report Writing Rubric

| | Not Yet | On the Way | Got It! |
|-------------------|---|---|---|
| Cover/Title | Student has no cover/title. | Student has cover/does not match topic. | Student cover matches topic. |
| Body of Report | Student does not have any fact/has 1 fact. | Student has 2 facts. | Student has 3 or more facts. |
| Table of Contents | Student has a table of contents with at least 3 categories. | Student has a table of contents with at least 3 categories. | Student has a table of contents with at least 5 categories. |
| Diagram | Student does not include a diagram | Student has a diagram with limited or no labeling. | Student has a clearly labeled diagram. |
| Glossary | Student does not have any vocabulary in glossary. | Student has 3-5 vocabulary words in glossary. | Student has more than 6-10 vocabulary words in glossary. |

| | | | |
|---------------------|-----------------------------------|------------------------------|---------------------------------------|
| Bibliography | Student does not identify source. | Student identifies 1 source. | Student identifies 3 or more sources. |
|---------------------|-----------------------------------|------------------------------|---------------------------------------|

19. Revising Our Work

MA Frameworks

20.1 Use a variety of forms or genres when writing for different purposes.

21.5 After writing or dictating a composition, identify words and phrases that could be added to make the thought clearer, more logical, or more expressive.

ELPBO W.3 Revising

Students will evaluate and revise word choice, sentence variety, and organization of ideas when writing in English for a particular audience and purpose.

NCEE Performance Standards

Students will revise informational reports based on designed rubric.

Opening

- Teacher will review rubric with class.

Work Period

- Students will use rubric to examine rough drafts and make decisions about areas in need of revision.
- Students will discuss planned revisions with a partner.
- Students will revise rough drafts based on ideas for revision.

Closing

- Students will share rough drafts with whole group.

Work products: Revised rough drafts

20. Publishing and Celebrating Our Work

MA Frameworks

20.1 Use a variety of forms or genres when writing for different purposes.

ELPBO R.6 Research

Students will gather information in English from a variety of sources, analyze and evaluate the quality of the information obtained, and use it to answer their own and others' questions.

America's Choice Performance Standards

Speaking and Listening, Standard II/Kinds of Talk and Resulting Genres

Explaining and Seeking Information

- Seek or provide explanation by observing, going to the library, or questioning teachers, parents, or peers
- Share information that is organized on a topic and supported by a visual aid.

Students will create a finished product/informational report.

Students will share published reports during classroom celebration of writing.

Opening

- Teacher will assist children in planning classroom celebration of writing.

Work Period

- Students will prepare cover for informational report.
- Students will assemble report in finished form.

Closing

- Students will share published work during classroom celebration.

Work product: Published informational reports