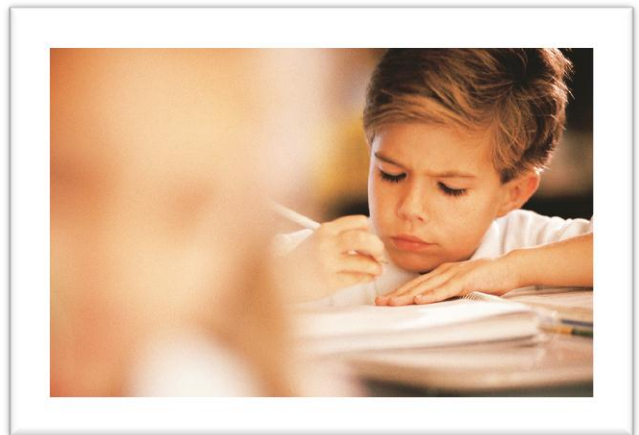


ELA
Common Core
State Standards
Resource Packet



2nd Grade
Shared Research:
Gather, Research, and Write Descriptive Reports
Unit 7
08/03/13

Writing Unit of Study

2nd Grade – Shared Research & Informational Writing: Descriptive Reports, Unit 7

Table of Contents

2 nd Grade Mentor Text	1
Mentor Text Analysis Chart	3
Text Features	5
Editing Checklist.....	6
Student Self Reflections.....	7
Class Profile of Teaching and Learning Points	8
Proficiency Checklist	9
Some Possibilities for Purposeful Use of the Share Time	10

Mentor Texts – Descriptive Reports

Criteria for Report-like books:

- **Science or Social Studies related topics**
- **Structural features:** title, table of contents, lead, headings/subheadings, conclusion, text features, etc.
- **Text features** – includes a number of items: bold print, chart, caption, diagrams/illustrations, pictures, labels, etc.
- **Variety of ways information is included:** facts, stories, domain-specific vocabulary, phrases specific to nonfiction text, variety of page layouts, etc.
 - **For more information, see Resources and Materials page in lesson plan packet, individual lessons and mentor text analysis chart in resource materials packet**

This is a suggested list to consider when collecting possible mentor text. Please review books you have available that also meet the criteria. Replace or add to the list.

Literature – Trade Book Suggestions		
Title	Author	Notes to Teacher
Teeth, Senses, or other similar titles in collection	Investigate series by Heinemann	Contact Marlene Malkin for more ordering info- mmedulbooks@aol.com
Wolves, Sharks, or other similar titles in collection	National Geographic Readers Level 2	
Several title in series	Weekly Reader Science	
	Acorn Series by Heinemann (examples: Help the Environment, Our Global Community, Materials, Creature Comparisons)	Contact Marlene Malkin for info mmedulbooks@aol.com
Oceans, Earth, or other similar titles in collection	A True Book series by Scholastic	
Earthworms (and other title by author)	Claire Llewellyn	Replace with other similar books by Llewellyn
Several title in collection	Newbridge Discovery Links 2	Contact Marlene Malkin for info mmedulbooks@aol.com
Several titles in collection	Usborne Beginners or Discovery Series	
	Sundance – Alphakids	Contact Marlene Malkin for info mmedulbooks@aol.com
Several titles	Gail Gibbons	Replace with other similar books by Gibbons Used to how some page layouts
	Please note: We are still studying books.	More will be added after Pilot & Review.

Student Authored Work Code: SW		
Author	Topic/Title	Notes to Teacher

Teacher Authored Work Code: TW		
Author	Topic/Title	Notes to Teacher

Common Core Code: CC		
Author	Topic/Title	Notes to Teacher
	My Big Book About Spain	1 st grade – no 2 nd grade sample available
	Horses	3 rd grade – no 2 nd grade sample available

Reading and Writing Project at Teachers College (www.readingandwritingproject.com) Code: TC		
Author	Topic/Title	Notes to Teacher

Websites Code: WWW		

Mentor Text Analysis for Research – Descriptive Reports 2nd grade, p. 1/2

Title, Year, Publisher	Author	Structure and Text Features																		
		Topic related to science or soc st		Structure = topics and subtopics Syntax simple for young wr- I Can Write Like That	Type of Title	Type of Lead	Type of Conclusion	Facts using names, #s, sizes, or senses	Story Included	Domain-specific voc – defined text, bold, box	Exclamations & Wonderings	Phrases specific to nonfiction text	Page layout - descriptive	Page layout- Q & A	Page layout - facts	Page layout – How To	Page layout - list	Page layout – Diff kinds of something	Page layout -	

*The Purpose of this chart is to assist teachers in analyzing and choosing text. Please read your grade level unit to identify specific structure and text features included in the lessons and adjust accordingly.

Mentor Text Analysis for Research – Descriptive Reports 2nd grade, p. 2/2

Title, Year, Publisher	Author	Text Features																						
		Blurb	Bold print	Caption	Chart	Comparison	Cutaway	Diagram, Illustration, Picture	Fact Box	Glossary	Graph	Headings	Index	Labels	Maps	Parentheses	Photograph	Pronunciation Key	Subheadings	Table of contents	Table	Timeline		

*The Purpose of this chart is to assist teachers in analyzing and choosing text. Please read your grade level unit to identify specific structure and text features included in the lessons and adjust accordingly.





Text Features

Find information that shows the following:

Text Feature	Example	Purpose
Caption	This is a zebra.	To tell the reader more about the picture or photograph.
Bold Print		
Comparison		
Table of contents		
Headings		
Photograph		
Diagram		
Labels		

Name: _____

2nd Grade Descriptive Report Editing Checklist

I checked for...			My partner checked
	capital "I"		
	capitalization of dates	<u>J</u> anuary 5, 2013	
	capitalization of special names and types	<u>S</u> kippy <u>G</u> olden <u>R</u> etriever	
	capitalization of special places	<u>L</u> ake <u>M</u> ichigan	
	correct spelling <ul style="list-style-type: none"> word wall words my personal dictionary 		
	commas in a list	The big, hairy, brown dog runs fast.	
	all the sounds in words		
	end punctuation		
	capitals at the beginning of sentences	T he cat is black.	

Student Self Reflections – Create a Self Reflection to meet students’ needs.

Please see pages 5-7 in [K-2 Formative-Assessment Packet for MAISA Writing Units](#) on Atlas Rubicon under Assessment Tasks.

K-2 Writing Assessment Package



MAISA College and Career Readiness Project
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January 2013

Class Profile of Teaching and Learning Points – 2nd Grade Unit 7: Reports

Optional Assessment/Conferring Tool

[illegible]

2nd Grade: Shared Research and Informational Writing: Descriptive Reports Unit Proficiency Checklist

Name: _____ Date: _____

What are this writer's strengths?	What are the next teaching points for this writer?

The following should be observed and/or evident in written work by the end of this unit:

Approaching Proficiency with Shared Research and Informational Writing: Descriptive Reports

- ☐ Does not yet meet requirements for Proficient

Proficient (at) with Shared Research and Informational Writing: Descriptive Reports **Proficient students must meet all the proficient criteria**

- ☐ (R) Accesses prior knowledge (Session 1)
- ☐ (R) **Gathers information and writes notes (Sessions 2 & 3)**
- ☐ (R) Interviews others to gather more information (Session 4)
- ☐ (R) **Has enough information for each subtopic (Session 5)**
- ☐ (R) **Incorporates text features to help the reader gain more information (Session 6)**
- ☐ (R) **Uses an effective introduction and concluding statement (Session 9)**
- ☐ (R) **Uses linking words and phrases to continue an idea or to introduce a different idea (Session 10)**
- ☐ (P/L) Checks spelling and punctuation before publishing work (Sessions 12 & 13)
- ☐ (R) **Compiles information into different book parts (Session 14)**

See page 26 of the ELA CCSS document for all 2nd grade Language Standards

Exceeding Proficiency (above) with Shared Research and Informational Writing: Descriptive Reports

Students must meet all the Proficient and Exceeding Proficiency criteria

- ☐ Constructs interesting, informative paragraphs (Session 7)
- ☐ Uses a variety of sentence beginnings (Session 8)

T-Text Types and Purposes **R**-Research to Build and Present Knowledge **P**-Production and Distribution of Writing
L-Language

Created by Melissa Wing, Genesee Intermediate School District, Kathy Smith, Bendle Public Schools, Pam Bachner and Aimee Torok, Grand Blanc Schools. (Updated July 2013)

Each lesson has a share component. Modify based on students' needs. The following are other share options.

Some Possibilities for Purposeful Use of the Share Time

Name	Purpose	Method
Follow-Up on Mini-Lesson	To reinforce and/ or clarify the teaching point	<ul style="list-style-type: none"> • Share an exemplar model (student or teacher) • Share a student who had difficulty and the way in which he/ she solved the problem • Share the story of a conference from the independent work time • Provide another opportunity for active engagement • Provide a prompt to initiate student conversation, "Turn and tell your partner..."
Problem Solving	To build community and solve a problem	
Review	<ul style="list-style-type: none"> • To recall previous strategies / prior learning • To build repertoire of strategies • To contextualize learning 	Pose a "review" question to the class: "Today we learned one revision strategy. What other revision strategies do you use?" These strategies may be listed on a chart.
Looking Ahead to Tomorrow	Introduce a new teaching point–set-up for the next mini-lesson	
Celebratory	<ul style="list-style-type: none"> • Celebration of learning • Boost student morale • Promote membership in the "literacy club" 	<ul style="list-style-type: none"> • Share the work of 2-3 students • Provide an opportunity for a whole class share: "You are all such amazing writers - you wrote so much today! Writers, hold up your open notebooks so that we can see all of the great work you have done."

Source: Teachers College Reading and Writing Project