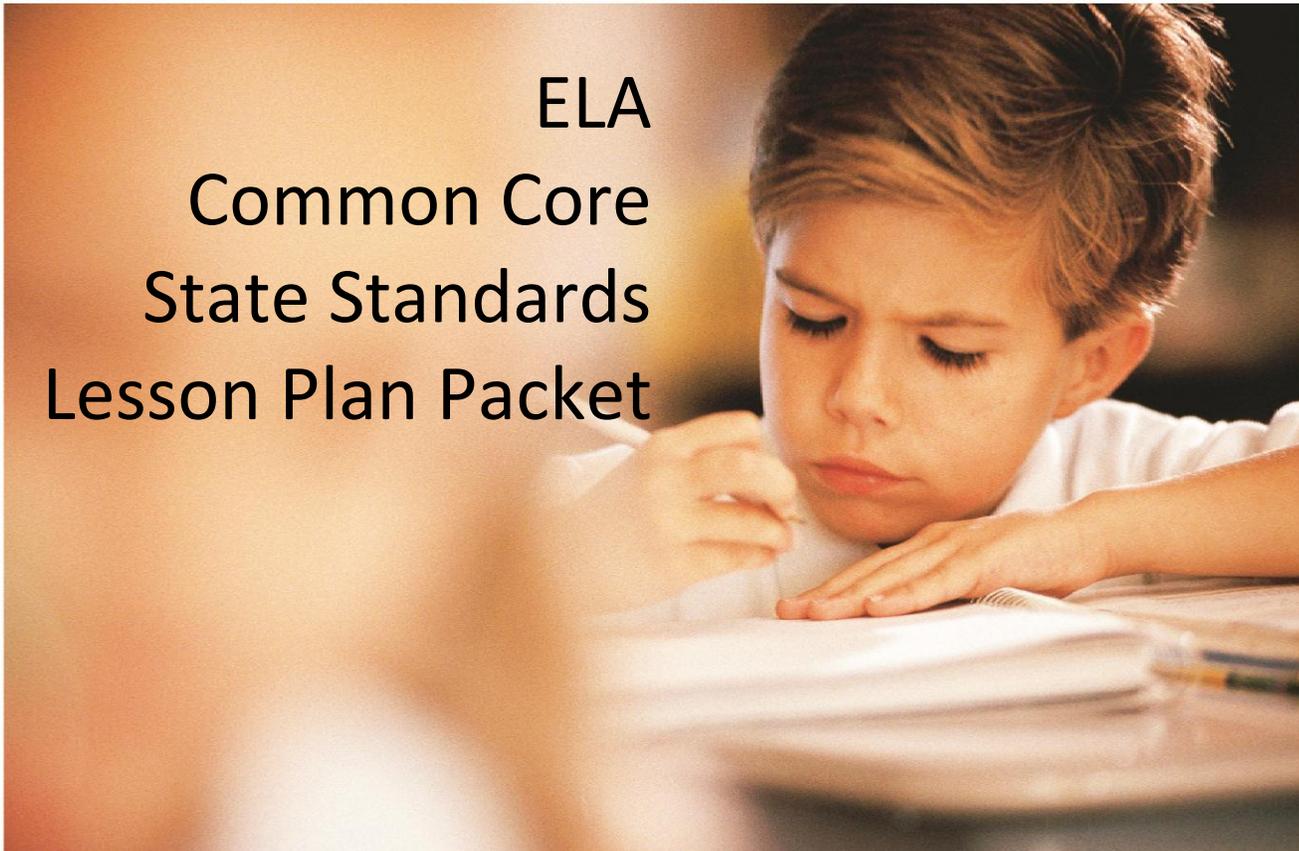


Writing Unit of Study

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



ELA
Common Core
State Standards
Lesson Plan Packet

2nd Grade
Shared Research and Informational Writing:
Descriptive Reports
Unit 7
8/11/13

Writing Unit of Study

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

Table of Contents

Background Section

Abstract..... 1

Background Information on Unit 2

Unit Section

Resources and Materials Needed 6

Instruction to Be Conducted Prior to the Unit..... 9

Why a Script? 10

Overview of Sessions – Teaching and Learning Points 11

Part 1: Assessing Writers at the Start of the Unit 13

Part 2: Immersion Phase

A. Background Information for Language Arts Immersion Phase..... 14

B. Lesson Plan Templates for Language Arts Immersion 17

C. Background Information for Content Area Immersion 22

Parts 3 & 4: Lesson Plans

A. Part 3: Whole Class Exploration Phase 23

B. Part 4: Independent Exploration Phase 48

Resource Materials

See Separate Packet

Writing Unit of Study

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

Abstract

Nonfiction reading and writing is the most common type of text that literate adults use. To aid young students in successfully writing informational text, they need to learn how to navigate through various steps of the process: generate ideas, plan, draft, revise, edit and publish. Teachers need to assist students in discovering what the different types of informational text look like and the structures and features proficient writers utilize when writing for various purposes.

Therefore, students need multiple opportunities across the year to study and write informative/explanatory texts (common core state writing standard #2) and participate in shared research and writing projects (common core state writing standard #7). It is suggested that teachers consider at least 2-3 units of study in informative/explanatory writing and shared research. This is in addition to extensive informational writing students engage in during social studies, science, math, reading, and other areas. MAISA offers two writing units that focus on this type of writing. The first of the units is similar to the Writing All-About Books section from Nonfiction Writing: Procedures and Reports (Calkins and Pessah, 2003, Units of Study for Primary Writing: A Yearlong Curriculum). Students will be writing about topics in which they have personal expertise, drawing on their experiences and knowledge. This type of writing starts in kindergarten and progresses in sophistication and concepts from first grade to second grade and beyond. The MAISA units are following the recommendation and resources of Teachers College Reading and Writing Project in that children begin writing about topics of personal expertise before advancing to topics requiring research. This unit aids students in acquiring informational writing skills before undertaking the complex task of research.

In the second , students will be writing about a topic they've learned through research. This unit moves students toward acquiring research strategies to gather and share information. It centers on a whole-class shared topic. This unit focuses on increasing students' knowledge of how to conduct research and share information. It specifically addresses the following 2nd grade common core writing standards:

- #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.
- #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).

This unit focuses on the following concepts:

- immersing students in text to study the purpose, structure and characteristics of informational writing in
- the form of a descriptive report
- accessing prior knowledge and confirming or disconfirming through research
- researching information through studying various resources
- planning and drafting information in an organized way
- rereading and revising content using a toolbox of strategies
- adding nonfiction features and structures
- preparing to publish by doing further revision and editing

The unit culminates with students engaging in some type of celebration activity.

Writing Unit of Study

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

Background Information on Unit

The unit is divided into four different target areas or parts. Modify lessons based on students' needs and strategies previously taught in reading, writing, or content areas:

Part 1 Assessment – See Assessing Writers at the Start of the Unit section for more information

Part 2 Immersion Phase

- Language Arts: Writers use mentor text to study characteristics of informational writing and generate ideas.
- See Immersion Phase section for explanation and teaching ideas.
- Content Area: Immerse students into a content area to create a real context for the learning of the selected writing purpose and form.

Part 3 Whole Class Exploration Phase

Part 4 Independent Exploration Phase

Important Point:

It is suggested that there be accompanying reading and science instruction to correspond with and support this writing unit. Sessions were written to include additional information to assist students in acquiring each teaching point. Therefore, sessions are longer than usual. The intention is that in time teachers will modify or shorten these lessons as some of the information will be taught or reviewed during reading and/or content area time. In the meantime, adapt as necessary based on students' background knowledge and experience, as well as what has been or will be taught in reading and content area subjects.

Whole Class Exploration

This unit has both a Whole Class Exploration Phase and an Independent Exploration Phase. Assuming most students being novice researchers, the Whole Class section guides students step-by-step through the process of accessing prior knowledge, researching, confirming or disconfirming previously held knowledge, and adding new information and questions while studying. The unit is based on the Reading and Analyzing Nonfiction (R.A.N.) strategy. For more information see: Stead, Tony and Hoyt, Linda. (2010). *Explorations in Nonfiction Writing, Grade 2*. Portsmouth, NH: Heinemann, especially pp. 295-307 (Chart adapted from *Reality Checks* by Tony Stead, © 2006, used by permission of Stenhouse Publishers)

Basically students are taught the following steps:

1. Access prior knowledge (What do I think I know about a topic)
2. Research information through various sources to confirm prior knowledge and to add new learning
3. Sort information gained – confirm it is true or declare it is a misconception
4. Add questions and wonderings as research is conducted, then research to answer those questions
5. Organize, plan and draft information
6. Revise and edit
7. Publish and share

R.A.N. Strategy and Chart

A Reading and Analyzing Nonfiction (R.A.N.) chart is used in the Whole Class Exploration Phase to guide the process. Teachers have an option of two different formats.

R.A.N. Option A: (modified version of the R.A.N. strategy)

- Create 1 poster board per area, see example.
- No categories are listed on the What We Think We Know chart as suggested in Option B. Students will sort information into categories in subsequent lessons.
- The 'Confirmed' and the 'New Learning' charts should be the same color. This is helpful when students go to write their reports. They will only use information from these two charts.
- For more information on R.A.N. strategy and chart, please see: Stead, Tony and Hoyt, Linda. (2010). *Explorations in Nonfiction Writing, Grade 2*. Portsmouth, NH: Heinemann, pp. 295-307 (Chart adapted from *Reality Checks* by Tony Stead, © 2006, used by permission of Stenhouse Publishers)

Writing Unit of Study

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

Background Information on Unit, Continued



R.A.N. Option B: One large continuous chart – categories for topic under study are listed on left side of chart

Modified version of Reading and Analyzing Nonfiction (R.A.N.) chart (Stead & Hoyt, 2010).

- For more information on R.A.N. strategy and chart, please see: Stead, Tony and Hoyt, Linda. (2010). *Explorations in Nonfiction Writing, Grade 2*. Portsmouth, NH: Heinemann, pp. 295-307 (Chart adapted from *Reality Checks* by Tony Stead, © 2006, used by permission of Stenhouse Publishers)
- Change category columns to fit area under study (e.g. appearance, habitat, etc.) Modify number of categories based on resources available and number of research groups.
- Tony Stead added a graphic below each subtitle for R.A.N. categories (e.g. What We Think We Know, Confirmed, etc.) and topic area categories (e.g. appearance – eye, where live – house, etc.)
- Put chart on continuous bulletin board paper or poster boards attached together

Title: _____

	What we think we know	Yes, we were right OR Confirmed information	We don't think this anymore OR Misconceptions	New learning	Wonderings
Appearance – What xxx look like	Children state information they think to be correct about topic (prior knowledge)	Children read to confirm prior knowledge about topic	Children read to discard incorrect prior knowledge about topic	Children read to locate additional information about topic	Children raise questions about topic based on the new information gathered
Habitat – Where xxx live					
Food – What xxx eat					
Kinds					
Family Life					
Other Interesting Facts					

Writing Unit of Study

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

Background Information on Unit, Continued

Research Teams

During both the Whole Class and Independent Exploration Phases students will be working in small groups. This is beneficial for a number of reasons:

1. Students can work collaboratively.
2. Teachers will be able to meet with students on a regular basis when there is a limited number of a group (versus individuals or a large number of groups or pairs).
3. Text sets that include a variety of sources and across a range of reading levels are easier to put together when there are a limited number of topic areas and groups.

Research Centers

During both the Whole Class and Independent Exploration Phases students will be rotating in their research teams to various research centers. Depending on resources available, centers may include but are not limited to: photograph/posters, books/magazine articles/printed materials, DVD/video clips, artifacts/live exhibits, etc.

Student Research Notebooks

1. Student Research Notebooks for Whole Class Exploration Phase – Students will find and record information in these booklets.
 - A. Cover – My Research Notebook About XXX
 - B. What I Think I Know page – students record their background knowledge of the topic
 - C. Other pages Option A – include several pages for Confirmed and New Learning information
Other pages Option B – 1 or 2 pages per category of information they will research (e.g. What xxx look like/appearance, Where xxx live/habitat, What xxx eat/food, Kinds, Family Life, Other Interesting Facts)

Tip: Some teachers prefer to put pages on a binder ring versus a stapled booklet, so students can add pages or spread them out as they are working.

2. Student Research Notebooks for Independent Exploration Phase – Students will find and record information in these booklets.
 - A. Cover – My Research Notebook About XXX
 - B. What I Think I Know page – students record their background knowledge of the topic
 - C. Other pages – 1 or 2 pages per category of information they will research (e.g. What xxx look like/appearance, Where xxx live/habitat, What xxx eat/food, Kinds, Family Life, Other Interesting Facts)
 - D. Misconceptions or We don't think this anymore page/s
 - E. Wonderings page/s

Tip: Some teachers prefer to put pages on a binder ring versus a stapled booklet, so students can add pages or spread them out as they are working.

Writing Unit of Study

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

Background Information on Unit, Continued

Sample Student Research Notebook – Option B

My Research Notebook About xxx	What I Think I Know	Appearance	Habitat	Kinds
Family Life	Food	Other Interesting Facts	Misconceptions (individual project page only)	Wonderings (individual project page only)

Writing Unit of Study

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

Resources and Materials Needed

- Anchor Charts – See Immersion Information
 - Characteristics of Report-like Books
 - Text Features
 - R.A.N. Whole Class Chart
 - How to Write a Descriptive Report (or Steps to Writing a Descriptive Report)
 - How to Find Out About Something
 - Introductions (from Whole Class Exploration)
 - Conclusions (from Whole Class Exploration)
 - Linking Words
 - Ways to Define Words

Mentor or Teaching Text

- Mentor text – See Resource Materials Packet for Suggestions
 - Mentor Text with a variety of book formats (e.g. title page, glossary, blurb, author’s page, etc.) (Session 14)
 - Immersion Phase - Samples of texts that have varied text features, introductions, conclusions, page layouts, and words and phrases particular to nonfiction texts

Whole Class Exploration – Criteria for selecting text for lessons

- Identify pages in a familiar text that have the following page layouts: table of contents, headings and subheadings, photographs or illustrations, labels, captions, diagrams, bold words (Session 3)
- Text set of resource materials for studying target area
- An informational text that has headings that match the Table of Contents (Session 7)
- Texts that show topic sentences related to the headings (Session 8)
- Texts with a variety of text features you want to study with your class. Possibilities: labels, captions, illustrations, diagrams, bold print, photographs and captions (Session 9)
- Texts with examples of qualifying words (e.g. all, some, most, many, etc.) (Session 10)
- Texts with a variety of introductions (e.g. questions, interesting facts, action, etc.) - class demonstration text and text sets for groups (Session 11)
- Texts with a variety of conclusions – class demonstration text and text set for groups (Session 12)
- Mentor Text with a variety of informational book formats (e.g. covers, title pages, table of contents, glossaries) (Session 14)

Independent Exploration – Criteria for selecting text for lessons

- Informational text to model note taking with features that include table of contents and bold words (Session 3)
- Mentor Text with different samples of headings (e.g. word/s, phrases, questions, etc.) (Session 5)
- Mentor text with various examples of text features (e.g. illustrations, labels, captions, bold words, diagrams, etc.) (Session 6)
- Mentor Text with paragraphs (e.g. topic sentences that relate to headings) (Session 7)
- Informational texts with a variety of introductions and conclusions (Session 9)
- Texts with varied examples of how words are defined (e.g. glossary, text boxes, bold words etc.) (Session 11)
- Teacher and class sample story/stories – The following items will be targeted in the unit, so write a variety of text that lend themselves to teaching into these items:
 - A. Session – 1 (Whole Class Exploration) - Teacher topic to use for demonstration purposes.
 - B. Session – 2 (Whole Class Exploration) – Resources to study for teacher topic.
 - C. Session 10 (Whole Class Exploration) – Teacher piece that needs qualifying words.
 - D. Session 2 (Independent Exploration) – Teacher topic to use for demonstration purposes.
 - E. Session 3- (Independent Exploration) – Teacher report topic for taking notes.
 - F. Session 7 – (Independent Exploration) – Teacher report for paragraphing.
 - G. Session 10 – (Independent Exploration) – Teacher text that could be revised to use linking words.

Writing Unit of Study

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

Resources and Materials

- Chart paper, poster board, or blank big book for anchor charts
- Markers and highlighters
- Post-it notes – regular size and mini
- Writing materials for students to record their prior knowledge and new learnings. Possible materials: large post-it notes, paper strips, index cards, etc.
- Blank Big Book/s
- Art supplies; scissors, glue
- Crayons
- Research Notebook
- Sentence strips with categories written on them (for sorting lesson in Whole Class Exploration Phase)
- Blank big book to put in whole class descriptive report. This will serve as a model for students when writing their own.
- Index cards
- Writing paper (option template for paragraphing)

Resources, Materials, and Set-Up Prior to Unit

1. Assessment checklist or measure for pre and post-test.
2. Gather a collection of books that are written similar to a descriptive report. These books will be used as mentor texts and to study nonfiction text features. See Resource Materials packet for suggestions.
3. Select an area/topic the class will study for the Whole Class Exploration Phase based on curriculum requirements (science or social studies), interests of the class, and resources available. By the end of this phase, they will write a whole class descriptive report and the steps for doing so. One way for students to gather information is by rotating through various research centers. Divide students into groups and have each group rotate to a different center each research day. Collect resources to research this topic. Resources might include: books, study prints, close-up photographs, magazine articles, videos, interview forms, artifacts, real life.
4. living things, video/DVDs, designated internet sites, etc. This unit is based on a class study of animals. Adapt to fit selected topic area.
5. Divide students into research groups. Typically, teachers have 4 or 5 research centers depending on resources available. Students will work collaboratively to find and record information.
6. Develop immersion activities for whole class area under study. These activities are designed to get students interested and motivated to study target area. Activities may include things such as: books, games, internet experiences, guest speakers, artifacts, video/DVD/photos, field trips, etc.
7. Select four or five topics for the Independent Exploration Phase. Having a limited number will allow teachers to gather plenty of resources ahead of time. Also, it is easier to work with a limited number of guided writing groups (i.e. research teams) versus individual students. Prior to the Independent Exploration Phase, have students sign up for an area they want to study.
8. Gather text sets of materials for the Independent Exploration Phase. See #3 above for information on research centers. Resources might include: books, study prints, close-up photographs, magazine articles, videos, interview forms, artifacts, real life living things, video/DVDs, designated internet sites, etc. This unit is based on a class study of animals. Adapt to fit selected topic area.
9. Teachers should be familiar with the Reading and Analyzing Nonfiction (R.A.N.) strategy. (For more information see: Stead, Tony and Hoyt, Linda. (2010). *Explorations in Nonfiction Writing, Grade 2*. Portsmouth, NH: Heinemann, pp. 295-307) (Chart adapted from *Reality Checks* by Tony Stead, © 2006, used by permission of Stenhouse Publishers).
10. Large version of Reading and Analyzing Nonfiction (R.A.N.) chart (For more information see: Stead, Tony and Hoyt, Linda. (2010). *Explorations in Nonfiction Writing, Grade 2*. Portsmouth, NH: Heinemann, pp. 295-307) (Chart adapted from *Reality Checks* by Tony Stead, © 2006, used by permission of Stenhouse Publishers).
11. Student Research Notebooks for Whole Class Exploration Phase – Students will find and record information in these booklets.
 - Cover – My Research Notebook About XXX

Writing Unit of Study

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

- What I Think I Know page – students record their background knowledge of the topic
 - Other pages Option A – include several pages for Confirmed and New Learning information
 - Other pages Option B – 1 or 2 pages per category of information they will research (e.g. What xxx look like/appearance, Where xxx live/habitat, What xxx eat/food, Kinds, Family Life, Other Interesting Facts)
 - Tip: Some teachers prefer to put pages on a binder ring versus a stapled booklet, so students can add pages or spread them out as they are working.
12. Student Research Notebooks for Independent Exploration Phase – Students will find and record information in these booklets.
- Cover – My Research Notebook About XXX.
 - What I Think I Know page – students record their background knowledge of the topic.
13. Other pages – 1 or 2 pages per category of information they will research (e.g. What xxx look like/appearance, Where xxx live/habitat, What xxx eat/food, Kinds, Family Life, Other Interesting Facts).
14. Misconceptions or We don't think this anymore page/s.
15. Wonderings page/s
- Tip: Some teachers prefer to put pages on a binder ring versus a stapled booklet, so students can add pages or spread them out as they are working.
16. A person the whole class can interview about the topic under study. Additionally, if implemented, decide how and who students will interview during the Independent Exploration Phase.
17. Interview question sheets.
18. Optional: If a lesson is to be added on using the internet, find appropriate trusted internet sites students may view. Add a lesson on how to do research using the internet.
- Select Celebration Idea before starting the unit. Explain to students early on how their work will be shared. This should motivate them to do their personal best.

Professional Resources

- Calkins, Lucy. (2011-2012). *A Curricular Plan for the Writing Workshop, Grade 2*. Portsmouth, NH: Heinemann.
 - Calkins, Lucy. (2013). *Units of Study in Opinion, Information, and Narrative Writing Elementary Series: A Common Core Workshop Curriculum*. Portsmouth, NH: Heinemann.
 - Calkins, Lucy and Pessah, Laurie. (2003). *Nonfiction Writing: Procedures and Reports*. Portsmouth, NH: Heinemann.
 - *Stead, Tony and Hoyt, Linda. (2010). *Explorations in Nonfiction Writing, Grade 2*. Portsmouth, NH: Heinemann.
 - Stead, Tony. (2002). *Is that a Fact? Teaching Nonfiction Writing K-3*. Portland, MA: Stenhouse.
 - *Wiesen, Marika Paez. (2012). *A Quick Guide to Teaching Informational Writing, Grade 2*. Portsmouth, NH: Heinemann.
 - *Stead, Tony. (2005). *Reality Checks: Teaching Reading Comprehension with Non-Fiction K-5*. Portland, MA: Stenhouse.
- *highly recommend**

Writing Unit of Study

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

Instruction to Be Conducted Prior to the Unit

- Students should have background knowledge of reading and writing informational text based on personal expertise.
- Students should be familiar with nonfiction text features - name, purpose, and how to use the feature to gather, locate, and comprehend information.
- Students will need background and experience in locating information. Tony Stead (2002) recommends that in order to assist students in becoming better researchers, they must learn how to:
 - Locate information for their research
 - Interpret the information they gather
 - Discover ways to represent the information
 - Publish and share their researchLessons related to each of these should occur prior to this unit of study or may be conducted during reading or content area work
- Students need instruction and experience with note taking. Teachers may want to give special attention to teaching students how to: Read, Think, Put information/fact into one's own words, and Record it. It is suggested teachers do this FOR students and WITH students. This can be done during both reading and across curriculum. Select different pieces to practice note taking with; one that the class is reading for other purposes (e.g. Weekly Reader magazine for science, reading an informational piece in guided reading, reading an informational book during shared reading, listening to a read aloud selection, etc.) During this writing unit, students will need to know how to take notes. Therefore, practice with teacher guidance ahead of time will be extremely beneficial and save time.
- Students should have an understanding of topic sentence and supporting sentences from work they have done previously with the reading and writing of informational materials. This writing unit only *reviews* these concepts.
- During read-aloud experiences, shared reading, guided reading and content area activities build background. knowledge of the area under study at least a week in advance. This will provide students with additional information beyond their own research.

Writing Unit of Study

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

Why a Script?

Teachers, whether new to the profession, Writing Workshop, or to the Common Core Standards can benefit from scripted lesson plans. A script serves as a writing coach by guiding instruction to include routines, procedures, strategies, and academic vocabulary. The goal over time is that teachers will no longer need scripted lessons because they will have studied and gained procedural knowledge around writing workshop, the Common Core, and the units of instruction. The script is a framework from which teachers can work -- rewrite, revise, and reshape to align with their teaching style and the individualized needs of their students. Furthermore, the scripted lessons can also be easily utilized by student teachers or substitute teachers.

Additional lesson information:

Share Component –

Each lesson includes a possible share option. Teachers may modify based on students' needs. Other share options may include: follow-up on a mini lesson to reinforce and/or clarify the teaching point; problem solve to build community; review to recall prior learning and build repertoire of strategies; preview tomorrow's mini lesson; or celebrate learning via the work of a few students or partner/whole class share (source: Teachers College Reading and Writing Project). See Resource Materials Packet for more information – Some Possibilities for Purposeful Use of the Share Time.

Mid-Workshop Teaching Point –

The purpose of a mid-workshop teaching point is to speak to the whole class, often halfway into the work time. Teachers may relay an observation from a conference, extend or reinforce the teaching point, highlight a particular example of good work, or steer children around a peer problem. Add or modify mid-workshop teaching points based on students' needs.

Assessment –

Assessment is an essential component before, during and after a unit to determine teaching points and plan for individual and small group work. See Assessment link on Atlas Rubicon for more detailed information and options (e.g. on-demand procedures and analysis, proficiency checklists for product, behaviors and process, formative assessment strategies, writing continuums, see and hear observational sheets, etc.)

Independent Writing and Conferencing –

Following the mini-lesson, students will be sent off to write independently. During independent writing time teachers will confer with individual or small groups of students.

Balanced Literacy Program (BLP) –

A Balanced Literacy Program which is necessary to support literacy acquisition includes: reading and writing workshop, word study, read-aloud with accountable talk, small group, shared reading and writing, and interactive writing. Teachers should make every effort to include all components of a balanced literacy program into their language arts block. Reading and Writing workshop are only one part of a balanced literacy program. The MAISA unit framework is based on a workshop approach. Therefore, teachers will also need to include the other components to support student learning.

Writing Unit of Study

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

Overview of Sessions – Teaching and Learning Points

The unit is divided into four different target areas or parts. Alter this unit based on students' needs, resources available, and your teaching style. Add and subtract according to what works for you and your students.

Part One:	On-Demand Assessment – optional, See Assessing Writers at the Start of the Unit section for more information
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Part Two:	Immersion Phase
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Language Arts: Writers use mentor text to study characteristics of informational writing and generate ideas. See Immersion Phase section for explanation and teaching ideas.

Content Area: Immerse students into a content area to create a real context for the learning of the selected writing purpose and form.

Part Three:	Whole Class Exploration Phase
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Concept I:	Writers research to gather and record information.
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Session 1	Writers access their prior knowledge of a topic.
Session 2	Writers act as researchers by gathering information and writing notes on what they see/observe.
Session 3	Writers act as researchers by gathering information and writing notes on what other researchers have shared.
Session 4	Writers cross-check their prior knowledge by confirming or disconfirming through research.
Session 5	Writers act as researchers by interviewing others to gather more information. (part 1)
Session 6	Writers act as researchers by interviewing others to gather more information. (part 2)

Concept II:	Writers plan and draft their information in an organized way.
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Session 7	Writers organize information into categories. (vary lesson depending on use of R.A.N. option A or B)
Session 8	Writers construct interesting, informative paragraphs based on research.

Concept III:	Writers reread and revise using strategies to increase the amount and quality of information given.
---------------------	--

Session 9	Writers incorporate text features to help the reader gain more information about a topic.
Session 10	Writers use qualifying words to be precise about information.
Session 11	Writers craft an effective lead to grab their readers' attention and introduce a topic.
Session 12	Writers craft an effective concluding statement or section.

Concept IV:	Writers prepare to publish by editing and putting on the finishing touches.
--------------------	--

Session 13	Writers check spelling and punctuation before publishing their work.
Session 14	Writers compile information into different book parts.

Concept V:	Writers share work with an audience.
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Session 15	Writers celebrate their work by sharing with others.
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Writing Unit of Study

2nd Grade – Shared Research & Informational Writing: Descriptive Reports, Unit 7 Overview of Sessions – Teaching and Learning Points, Continued

Part Four: Independent Exploration Phase

Concept I: Writers research to gather and record information.

Session 1 Writers access their prior knowledge of a topic.

Session 2 Writers act as researchers by gathering information and writing notes on what they see/observe.

Session 3 Writers act as researchers by gathering information and writing notes on what other researchers have shared.

Session 4 Writers act as researchers interviewing others to gather more information.

Concept II: Writers plan and draft their information in an organized way.

Session 5 Writers check if there is enough information for each subtopic.

Session 7 Writers construct interesting, informative paragraphs from research found.

Concept III: Writers reread and revise using strategies to increase the amount and quality of information.

Session 6 Writers incorporate text features to help the reader gain more information about a topic.

Session 8 Writers use a variety of sentence beginnings.

Session 9 Writers craft an effective introduction and concluding statement or section.

Session 10 Writers use linking words and phrases to continue an idea or to introduce a different idea.

Session 11 Writers choose the best way to teach important words that a reader needs to know.

Concept IV: Writers prepare to publish by editing and putting on the finishing touches.

Session 12 Writers check spelling and punctuation before publishing their work. (lesson based on students' needs)

Session 13 Writers check spelling and punctuation before publishing their work. (lesson based on editing checklist)

Session 14 Writers compile information into different book parts.

Concept V: Writers share work with an audience.

Session 15 Writers celebrate their work by sharing with others.

Important Point:

It is suggested that there be accompanying reading and science instruction to correspond with and support this writing unit. Sessions were written to include additional information to assist students in acquiring each teaching point. Therefore, sessions are longer than usual. The intention is that in time teachers will modify or shorten these lessons as some of the information will be taught or reviewed during reading and/or content area time. In the meantime, adapt as necessary based on students' background knowledge and experience, as well as what has been or will be taught in reading and content area subjects.

Writing Unit of Study

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

Assessing Writers at the Start of the Unit - optional

- Assess students' present understanding of descriptive reports. This information should guide future teaching points for whole class instruction and small group work.
- Possible sample prompt:
Today you will be writing a descriptive report. First, think about an animal you know a lot about and could teach others. Decide how you will write it so that others can learn from you. Then, take this booklet and begin writing...

Writing Unit of Study

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

Background Information for Language Arts Immersion Phase

The purpose of the Immersion Phase is to help students develop a thorough understanding of the type of text they will be writing. The goal is to move students from *explorers* of a particular text type to *writers* of that text type. In this particular unit, students develop an understanding of informative/explanatory and shared research text. During this phase, students will learn the purposes of informative writing as well as the characteristics of well-written pieces. Their information will be shared in a report-like format. Basically, during this phase, students are thinking, How do these kinds of text tend to go? The goal is to move students from *explorers* of informative/report-like text to *writers* of informative/report-like text.

Concept I is considered the immersion phase of the unit. The immersion phase should be completed before starting the mini-lesson sequence (Concepts II-V). It is recommended that teachers spend several days on immersion activities prior to starting the unit. The writing unit is based on the assumption that students, through immersion, have developed background knowledge of informative writing.

It is suggested that most immersion activities take place during reading. These activities may be done during read aloud, shared reading, or reading workshop. Students should continue to work in writing workshop on completing the previous unit of study while this immersion work is done. However, if time is available or needed in writing workshop, immersion activities may be conducted during that time too.

Most of these lessons follow an inquiry approach. Teachers should follow the lead of their students – notice, restate, and negotiate what they say in order to bring meaning and understanding. This is a time for students to notice the characteristics of report-like text and view them through a writer’s lens. Text selection should include published books as well as student authored work. Text should always be read first as a reader and discussed. Then, students reread the same text to study it through a writer’s eyes.

- Through reading informative/report-like books, student will develop a greater understanding of these areas:
 - A. Definition and purpose of informational/research-like books
 - B. Characteristics of informative/report-like books – Basically, during this phase, students are thinking, How do these kinds of text tend to go? Chart findings.
 1. General noticings
 2. How do introductions tend to go? What is included?
 3. How does the middle or body tend to go? What is included?
 4. How do conclusions/endings tend to go? What is included?
 5. Author’s Craftsmanship
 - C. Various components of text type (e.g. text features and structures).
 - D. Possible shared research topics.

Suggested Activities and/or Discussion Points

- Highly recommend reading the Immersion information in Chapter One from [A Quick Guide to Teaching Informational Writing, Grade 2](#) by Marika Paez Wiesen (2012, Heinemann). The time and care we take in immersing our student in the structure and sound of nonfiction through read-aloud and shared writing will be critical to their ability to write informational texts. By carefully selecting mentor texts, planning focused read-aloud experiences, and providing modeling and practice through shared writing, we can be sure that we have provided a strong foundation for the wide variety of writers in our classes, putting them on a sure path to success in informational writing (p. 20).
- See Resource Materials Packet for Criteria and Suggested Mentor Text Titles.
- Reading like Writers – Writers first read like readers – read to enjoy and comprehend a text. Then, writers reread familiar text to study how the author wrote it – what are interesting things we notice about how the author crafted words; how did the author choose to structure different parts of the text; how did the writer include qualities of good writing; etc. In other words, students read like writers and discern what an author did and why. In simple terms, we guide students in

Writing Unit of Study

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

charting the following: A. Notice – What did you notice the author did?, B. Name – What is this called?, C. Why - Why did an author intentionally make that decision? (More advanced students may also discuss if they had ever seen that technique before and where, as well as try the technique with a class or student sample)

- Based on Common Core State Standards and Teachers College Reading and Writing Project, some essentials when teaching informative/explanatory writing:
 - Common Core Standard W.2.2 – Write informative/explanatory text in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
 - Common Core Standard 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).
 - Nonfiction writers write to teach their readers a lot of information as well as to make readers interested in their information.
 - Nonfiction writers use both text and additional features to teach information.
 - Nonfiction has a predictable structure of topic and subtopics.
 - Nonfiction texts use domain specific vocabulary.
- **Immersion study during Read Aloud, Shared Reading, and/or Content Area**
 - Define and discuss the purpose of an informative/explanatory text or a report-like text. For example, descriptive reports are texts that classify and describe the way things are in our world (Derewianka, 1990). They give details, often physical, about such things as animals, plants, weather, etc. Their purpose is to describe a thing rather than to retell a series of events. (Stead, 2002).
 - Discover and understand the typical structure of topic and subtopics in non-fiction texts; analyze how chunks of information are organized by topics and subtopics; study and predict how books will be organized; discuss different types of subtopics, study table of contents and note different ways authors wrote them, etc.
 - Identify and discuss purposes of nonfiction text features (e.g. table of contents, labels, captions, indexes, glossaries, headings, bold print, diagrams, etc.) Develop a class booklet or chart that includes text feature, definition/purpose, and examples.
 - Explore a variety of layouts in nonfiction texts (e.g. descriptive, question and answer format, facts, how-to, different-kinds-of-something, list, parts of something, etc.).
 - Analyze the language and sound often found in informational texts; discuss how the writer shares information; etc.
 - Develop an Anchor Chart of words and phrases that are particular to nonfiction texts (e.g. *one example, sometimes, almost, as many as, some, xxx is called xxx, also, there are..; comparison language as on the other hand, similarly, but, etc.; cause and effect language such as since, because, this led to, etc.*).
 - Co-construct charts to be used as resources throughout the unit (e.g. Characteristics of a Report, Text Features – Name, define, example, etc.) [see sample charts next page].

For more information on immersion and the teaching of craft, read the following professional resources:

- Calkins, Lucy. (2013). Units of Study in Opinion, Information, and Narrative Writing Elementary Series: A Common Core Workshop Curriculum. Portsmouth, NH: Heinemann.
- Calkins, Lucy. (2009). A quick guide to teaching second-grade writers with units of study. Portsmouth, NH: Heinemann. (Especially chapter October – Raising the Level of Narrative Writing with Authors as Mentors)
- Calkins, Lucy and Amanda Hartman. (2003). Authors as Mentors. Portsmouth, NH: Heinemann.
- Ray, Katie Wood. (2006). Study driven: A framework for planning units of study in writing workshop. Portsmouth, NH: Heinemann.
- Ray, Katie Wood and Lisa Cleaveland. (2004). About the authors: Writing workshop with our youngest writers. Portsmouth, NH: Heinemann. There is also an About the Authors DVD.
- Ray, Katie Wood. (1999). Wondrous words: Writers and writing in the elementary classroom. Portsmouth, NH: Heinemann. (top priority)

Writing Unit of Study

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

SAMPLE Anchor Chart

Characteristics of a Report-like Book

- Title – identifies what is being described
- Includes information and facts on thing being studied
- Information is grouped in categories of information – paragraphs and/or subheadings
- Table of contents – shows what information is included and where to find it
- Book is organized by headings (big ideas)
- May include an introduction (ours should!)
- May include a conclusion (ours should!)
- Includes text features, such as: xxx, xxx, etc.
- Etc.

SAMPLE Anchor Chart Text Features

- Use chart that was developed during the Informational Writing: Personal Expertise unit (e.g. Name, Purpose, Example)

These charts should be co-constructed with students based on how they would describe things, mentor text read, and immersion activities completed.

Writing Unit of Study

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

Lesson Plan Template for Language Arts Immersion Phase

Session	1
Concept	Writers use mentor text to study characteristics of informational writing and generate ideas.
Teaching Point	

Materials	
•	•
•	•

Tips	<ul style="list-style-type: none">Teacher may use technology such as Google docs for shared research as a class.
------	--

Outline immersion lesson:

Writing Unit of Study

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

Lesson Plan Template for Language Arts Immersion Phase

Session	2
Concept	Writers use mentor text to study characteristics of informational writing and generate ideas.
Teaching Point	

Materials	
•	•
•	•

Outline immersion lesson:

Writing Unit of Study

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

Lesson Plan Template for Language Arts Immersion Phase

Session	3
Concept	Writers use mentor text to study characteristics of informational writing and generate ideas.
Teaching Point	

Materials	
•	•
•	•

Outline immersion lesson:

Writing Unit of Study

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

Lesson Plan Template for Language Arts Immersion Phase

Session	4
Concept	Writers use mentor text to study characteristics of informational writing and generate ideas.
Teaching Point	

Materials	
•	•
•	•

Outline immersion lesson:

Writing Unit of Study

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

Lesson Plan Template for Language Arts Immersion Phase

Session	5
Concept	Writers use mentor text to study characteristics of informational writing and generate ideas.
Teaching Point	

Materials	
•	•
•	•

Outline immersion lesson:

Writing Unit of Study

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

Background Information for Content Area Immersion Phase

Concept: Immerse students into a content area to create a real context for the learning of the selected writing purpose and form.

Tony Stead (2002, 2010) recommends that teachers plan several content immersion activities for the whole class exploration to create interest, motivation, and develop background knowledge. Activities may include things such as: books, games, internet experiences, simulations, guest speakers, artifacts, video/DVD/photos, field trips, etc. These activities may occur during reading and/or content area time.

List planned activities in area/s such as (reading, content area, writing):

Writing Unit of Study

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

Whole Class Exploration Phase

- Select Option A or B for using the Reading and Analyzing (R.A.N.) chart (Stead & Hoyt, 2010).
 - For more information on R.A.N. strategy and chart, please see: Stead, Tony and Hoyt, Linda. (2010). *Explorations in Nonfiction Writing, Grade 2*. Portsmouth, NH: Heinemann, pp. 295-307. (Chart adapted from *Reality Checks* by Tony Stead, © 2006, used by permission of Stenhouse Publishers)
 - R.A.N. sections: 1) What We Think We Know, 2) Yes, we were right or Confirmed Information, 3) We don't think this anymore or Misconceptions, 4) New Learning (or New Facts), 5) Wonderings

R.A.N. Option A: (modified version of the R.A.N. strategy)

- Create 1 poster board per area, see example.
- No categories are listed on the What We Think We Know chart as suggested in Option B. Students will sort information into categories in subsequent lessons.
- The 'Confirmed' and the 'New Learning' charts should be the same color. This is helpful when students go to write their reports. They will only use information from these two charts.



R.A.N. Option B: One large continuous chart – categories for topic under study are listed on left side of chart
Modified version of Reading and Analyzing Nonfiction (R.A.N.) chart (Stead & Hoyt, 2010).

- For more information on R.A.N. strategy and chart, please see: Stead, Tony and Hoyt, Linda. (2010). *Explorations in Nonfiction Writing, Grade 2*. Portsmouth, NH: Heinemann, pp. 295-307) (Chart adapted from *Reality Checks* by Tony Stead, © 2006, used by permission of Stenhouse Publishers)
- Change category columns to fit area under study (e.g. appearance, habitat, etc.) Modify number of categories based on resources available and number of research groups.
- Tony Stead added a graphic below each subtitle for R.A.N. categories (e.g. What We Think We Know, Confirmed, etc.) and topic area categories (e.g. appearance – eye, where live – house, etc.)
- Put chart on continuous bulletin board paper or poster boards attached together
- Sample based on an animal study. Change categories to reflect content under study.

Writing Unit of Study

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

Whole Class Exploration Phase, Continued

Title: _____

	What we think we know	Yes, we were right OR Confirmed information	We don't think this anymore OR Misconceptions	New learning	Wonderings
Appearance – What xxx look like	Children state information they think to be correct about topic (prior knowledge)	Children read to confirm prior knowledge about topic	Children read to discard incorrect prior knowledge about topic	Children read to locate additional information about topic	Children raise questions about topic based on the new information gathered
Habitat – Where xxx live					
Food – What xxx eat					
Kinds					
Family Life					
Other Interesting Facts					

Writing Unit of Study

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

Lesson Plan 1 – Whole Class Exploration

Session	1
Concept I	Writers research to gather and record information.
Teaching Point	Writers access their prior knowledge of a topic.

Materials

- | | |
|---|--|
| <ul style="list-style-type: none">• R.A.N. whole class chart/s – select option A (separate poster boards per column) or option B (one continuous chart)• Post-it notes or paper strip or index cards• Blank Big Book• Student Research Notebooks | <ul style="list-style-type: none">• Whole class topic students voted on previously• Teacher topic to use for demonstration purposes• Anchor Chart – How To Write a Descriptive Report• Rewrite student facts from What We Think We Know on large Post-it notes, index cards, or sentence strips before Session 2. |
|---|--|

Tips	<ul style="list-style-type: none">• Teacher decides on topic that will be used for whole class exploration based on curriculum requirements (science or social studies), interests of the class, and resources available. The following lessons are based on a class animal report. Adapt to fit your topic area.• Prior to Session 2, the teacher needs to gather various resources that will support this topic of study. Resources might include: books, study prints, close-up photographs, magazine articles, videos, interview forms, artifacts, real life living things, video/DVDs, designated internet sites, etc. Goal is to provide options for gathering information.• Portions of this lesson/discussion may carry over into reading and/or content area time.• Teachers may use Google docs to help with shared research.
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Connection	<ul style="list-style-type: none">• <i>I read all of your papers last night and thought to myself that my class knows so much about animals. I thought perhaps we ought to make a Descriptive Report (book) together so we could really learn how to do this and then you'll be better prepared to go off and write one of your own. So, for the next two weeks we're going to work together to write one report in the very best way we can. In fact, I thought we could put our Descriptive Report into a big Book (show a blank one) and put it in the library for other students to read.</i>• <i>Today, we are going to learn that one of the most important things a writer always does is think about why they are writing something and what they already know about the topic.</i>
Teach	<ul style="list-style-type: none">• <i>First, writers always consider their purpose for writing something. We think, 'Why am I writing this?'</i>• Define and discuss purpose of descriptive reports – inform or teach others about a topic, give detailed information about a specific topic, etc.• Show R.A.N. chart and discuss sections.• R.A.N. Option B: Discuss the categories for the class topic. Revisit discussion from immersion phase on why information is grouped into categories or sections in informational books.• <i>Let's get started. As a class we voted on the animal we wanted to study. It was a xxxx. Good readers of information always start with what they think they know about a topic. This is called accessing or checking your prior knowledge (use terminology used in reading). This says 'What We THINK' because we might not know something for sure. Sometimes after we research or gather information we find out that our information wasn't correct. We'll be able to research to cross-check that our facts are right.</i>• <i>We start our report by writing all we think we know about our topic and in this case about xxxx. I'm going to show you how I begin to think of what I know about a topic. (This topic should not be the same one you are doing as a whole class, but rather a related one. You will be referring to your chosen topic during most of your mini-lessons in the beginning).</i>

Writing Unit of Study

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

Lesson Plan 1 – Whole Class Exploration, Continued

<p>Teach, Continued</p>	<ul style="list-style-type: none"> • <i>First, I start writing a list of everything I think I know about_____.</i> (DEMO putting one fact per post-it note) <i>As I start writing, I realize that I don't have to write complete sentences. I can also write key words or phrases to help me record what I think I know.</i> (DEMO) <i>I notice that as I write about one thing on this topic it makes me think of something related and that gives me more ideas!</i> (DEMO) <i>For writers to get started on writing descriptive reports they have to begin by making a list of all they think they know about their topic.</i> • Demonstrate writing each item on a large post-it note or a paper strip. Put one fact/item per note or strip. • R.A.N. Option B: Show how you place that post-it note under the corresponding category (e.g. appearance, food, etc.) under the What We Think We Know column.
<p>Active Engagement</p>	<ul style="list-style-type: none"> • <i>The topic for our class book is _____.</i> <i>Take a few minutes and get your brain waves going by turning to your partner and sharing some things you know about _____.</i>
<p>Link</p>	<ul style="list-style-type: none"> • <i>Let's start our shared book by going back to our seats and trying to write at least 3 things you think you know about _____.</i> • Distribute and explain the Research Notebook. Discuss the What I Think I Know page. R.A.N. Option A: Give each student three or more post-it notes or paper strips. Remind them to put only 1 fact/item per Post-it note. Place these on the page. R.A.N. Option B: Have students record or list their prior knowledge on the What I Think I Know page. Then have them select one favorite fact and write it on a Post-it note. Put their initials/name on the Post-it note. • Independent Writing: Students write their perceived facts about a topic.
<p>Mid-Workshop Teaching Point</p>	<ul style="list-style-type: none"> • As you conference, look for students who are putting one fact per post-it/strip. • Share some of their work with the class.
<p>Independent Writing and Conferring</p>	<ul style="list-style-type: none"> •
<p>After-the-Workshop Share</p>	<ul style="list-style-type: none"> • Have students bring sheets and pencils to share. Begin with having students share their information with a partner. You may want to ask students to put their name or initials on each of their fact post-its/strips. • <i>Now we're going to combine our lists into one list and I'm going to be the writer. We'll use this chart labeled 'What We Think We Know'. You're going to have to be very focused during this time. I'm going to ask each person to share a fact off his/her post-it note/sheet and I'll put them on the chart. If someone says the fact you've already written down, I want you to put a check mark by it (DEMO). We do this so you won't share that fact when it gets to your turn because we will already have it. (Note that those called on last may have little to share. Remind them that this is a collaborative affair!)</i> <ul style="list-style-type: none"> - R.A.N. Option A: Put facts on the poster board under the What We Think We Know section. Before session 2, if necessary, re-write them on large clearly written Post-it notes, index cards or sentence strips. • R.A.N. Option B: Have students place their favorite fact on the class R.A.N. chart under What We Think We Know and the correct category. Provide assistance as needed. Before session 2, if necessary, re-write them on large clearly written Post-it notes, index cards or sentence strips.
<p>Summarize</p>	<ul style="list-style-type: none"> • <i>Now we've done what a writer of a Descriptive Report does to get started. We checked what we think we know about a topic. We called it: checking our [prior knowledge]. We wrote what we think we know.</i>

Writing Unit of Study

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

Lesson Plan 1 – Whole Class Exploration, Continued

Summarize, continued	<ul style="list-style-type: none">• <i>Let's begin a list to keep track of what we do to create a Descriptive Report. We can call this chart 'How to Write a Descriptive Report'. Our first entry will be to 'write a list of what you think you know about the topic'.</i>• <i>Tomorrow, we'll start researching to confirm what we think we know about xxx is correct.</i>
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Sample Anchor Chart:

How to Write a Descriptive Report

- Write a list of what you think you know about the topic

Add the following steps as the lessons progress.

- 1) Write a list of what you think you know about a topic.
- 2) Gather research...observe real objects or photos and write notes.
- 3) Confirm what you thought you knew from your notes.
- 4) Look at other research and take notes.
- 5) Sort your facts into categories and make a heading for each category.
- 6) Write paragraphs to go with each heading or chapter.
- 7) Add text features.
- 8) Write an effective lead.
- 9) Write an effective ending.
- 10) Add book parts. (cover, title, page, table of contents, page numbers, glossary, etc...)

This chart should be co-constructed with students based on how they would describe things, mentor text read, and immersion activities completed.

Writing Unit of Study

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

Lesson Plan 2 – Whole Class Exploration

Session	2
Concept I	Writers research to gather and record information.
Teaching Point	Writers act as researchers by gathering information and writing notes on what they see/observe.

Materials	
<ul style="list-style-type: none"> R.A.N. chart/s Anchor Chart: Locate Information – How to Find Out About Something. 	<ul style="list-style-type: none"> Resources to study for teacher topic and class topic Student research notebooks

Tips	<ul style="list-style-type: none"> Please note: At this time you may find yourself needing more time for Share than normal. Independent writing time may be shorter or this work can be extended into reading and/or content area time. If your writers are prolific, you may take the notes of only a portion of them per day over the next few days. This is a Shared Inquiry Time. Remember you are modeling a process you want them to do when they move to the Independent Exploration Phase. Continue researching and gathering information during reading and content area study.
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Connection	<ul style="list-style-type: none"> <i>Yesterday we began to act like a researcher when we wrote our list of all the things we thought we knew about _____. Today, we are going to learn how researchers gather information for their Descriptive Reports.</i>
Teach	<ul style="list-style-type: none"> <i>Here is our list of facts from yesterday about _____. This is what we all think we know about _____. Review list.</i> Discuss columns Yes, we were right or Confirmed Information and New Learning. <i>Let's talk about how researchers may find out information. Develop a class chart of their discussion (e.g. Locate Information – How To Find Out About Something) One way to get the discussion going is to ask individuals where they learned the information they put on their post-it notes (e.g. I read it in a book. I saw it. My teacher last year taught us. I saw it on the show called xxx. etc.) Please note: This discussion and anchor chart could be done during reading and/or content area time. Add to the chart as students discover other ways one could locate information. See sample chart at the end of the session.</i> <i>Today we want to find out if what we think we know is true and if we can find some other new facts about _____. Just as we read on our chart, researchers use several ways to find information about what they want to study. They begin just like we did writing a list of all they think they know. Researchers then do research to see if they were right and to find new facts or information.</i> <i>Researchers can study the real thing if it is possible (like watching a real turtle to find out about turtles) or they can study pictures or diagrams of the real thing. Today, I am going to show you how to take notes from a real object or a picture. Taking notes about what we see is important so we can have that information for sharing after the object or picture is gone. Also, these notes can help the researcher get facts for their book or report.</i> Using your resources, study the real object and/or a picture of teacher topic. <i>Here is _____ (photo/object). Hmm...what do I see? Any new learning we can add to our information? I'll write it down. (Demo)</i> Write straight observations or you can incorporate a fact/opinion lesson as follows: Write observations being sure to include some opinion. (e.g.) Spiders have long legs. Some spiders are big. Some spiders are small. Spiders are scary. Spiders bite people. Some spiders are hairy. Spiders have eyes. Spiders have 8 legs. Some spiders are brown and some are black.

Writing Unit of Study

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

Lesson Plan 2 – Whole Class Exploration, Continued

<p>Teach, Continued</p>	<ul style="list-style-type: none"> • <i>Now I'll look back over my notes to be sure what I have written down is actually what the object/picture shows (go over each entry verifying that is ACTUALLY there for all to see). Yes that is a fact. I actually see that.</i> • Provide a definition of a fact: A fact is something you know to be true. Something you have read or seen with your own eyes. • Contrast that to an opinion: An opinion is something you feel. • <i>Sometimes we write down our opinions. Spiders are scary is an opinion because...</i> • Go back through the notes and see if they are facts or opinions. Confirm that the observations that were written were actually observable in the picture/diagram. • <i>I will use these notes from real objects and pictures to add more facts to my research for my book.</i> • Model placing Post-it note on the class R.A.N. chart. (R.A.N. Option B: Put in the correct category)
<p>Active Engagement</p>	<ul style="list-style-type: none"> • <i>Now look at this picture/object that I have here. Look carefully through the eyes of a researcher. You are looking for what you see that anyone else could see if they were sitting here. WAIT TIME. Now turn to your partner and tell 3 things that you see that could be a part of note taking for facts. Remember a fact is something you know to be true, something you have read or seen with your own eyes.</i>
<p>Link</p>	<ul style="list-style-type: none"> • <i>When you go back to your tables today you are going to find _____ (real objects or photos) about _____ (class book topic). Your job as a researcher is to study them carefully and make notes. We will bring your notes to SHARE today to add to the facts on our chart.</i> • Introduce student research notebooks. Explain how the notebooks are set up by categories. Discuss each category, especially Other Interesting Facts (Put in facts that don't fit any of the other categories on this section) When researching, put each piece of information in the correct category. • Independent Writing: Students use resources provided by the teacher to observe object/picture and begin taking notes on them. May use a note taking sheet, lined paper, index cards, paper strip or large Post-it notes. Remind them to write one fact per sheet.
<p>Mid-Workshop Teaching Point</p>	<ul style="list-style-type: none"> • Look for students who are using the note taking technique(s) well. Spotlight note taking based on observation not opinion. • Ask class to help you develop a title for the whole class report. Elicit students' ideas. Refer to several mentor text title examples.
<p>Independent Writing and Conferring</p>	<ul style="list-style-type: none"> •
<p>After-the-Workshop Share</p>	<ul style="list-style-type: none"> • Students will bring their notes from their research to SHARE along with a pencil. You will need additional charts – CONFIRMED (TRUE) and NEW LEARNING. • <i>Yesterday we began our journey as writers of a Descriptive Report by writing down all we thought we knew about _____. Today, we have started on Step 2 of writing a Descriptive Report by observing real objects/photos and taking notes on our observations. Now I will chart them so we can all see them. We will follow the same process, just like yesterday. If yours is shared, put a check by it so you will know it has already been shared.</i> • Collect information found from students. • <i>We will go back and check our prior knowledge after each student shares their information. As each person shares an observation, I will see if we already have that information on the 'What We Think We Know' chart. If we do, I will move the post-it note to this chart titled, Confirmed Information.</i> • Explain what Confirmed Information means. You may also refer to it as true. Example: <i>Can we take _____ and say we were right? Yes, it is confirmed. We can move this post-it note.</i>

Writing Unit of Study

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

Lesson Plan 2 – Whole Class Exploration, Continued

After-the-Workshop Share, continued	<ul style="list-style-type: none">• <i>If we do not already have the information written under the ‘What We Think We Know’ chart, I will put it on the ‘New Learning’ chart. The ‘New Learning’ chart means this is new information we discovered as we were researching. Remember to be a fact it has to be something you know to be true, something that you have read or seen with your own eyes.</i>• Explain to students – <i>If any information on our What We Think We Know can’t be confirmed (say it is true), we leave it here for now until we can confirm it.</i>• Summarize:<ul style="list-style-type: none">○ <i>We can now add another step to our ‘How to Write a Descriptive Report’ chart. Our first entry (step) was:</i><ul style="list-style-type: none">◆ <i>Write a list of all you think you know about the topic.</i>○ <i>Now we can add:</i><ul style="list-style-type: none">◆ <i>Gather research: observe real objects or photos and write notes.</i>◆ <i>I think we have a third step too. Always confirm what you thought you knew from your notes. Remember confirm means to make sure it is a true fact, something you actually have read or seen with your own eyes.</i>
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These charts should be co-constructed with students based on how they would describe things, mentor text read, and immersion activities completed.

How to Write a Descriptive Report

- Continue adding steps

How to Find Out about Something

- Observe – in person or photo
- Books
- Trusted Internet Sites
- Expert – someone who studies this for a living
- Other people – teacher, friend, relative,
- TV/DVD/

Writing Unit of Study

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

Lesson Plan 3 – Whole Class Exploration

Session	3
Concept I	Writers research to gather and record information.
Teaching Point	Writers act as researchers by gathering information and writing notes on what other researchers have shared.

Materials	
<ul style="list-style-type: none"> R.A.N. chart/s Research Centers Set Up - Text set of resource materials on area under study 	<ul style="list-style-type: none"> Student Research Notebooks Students divided into Research Teams

Tips	<ul style="list-style-type: none"> Many children copy directly from books because they are unable to read, comprehend, and articulate what is in front of them. This often happens because texts they have selected or have been given are too difficult for them to read. Some teachers use colored stickers or some other means to denote different ranges of difficulty for the resources available. Some teachers denote three levels and explain what they mean. Some materials could also be put on tape/DVD and put in a listening center. Tony Stead (2010) also suggests that teachers do more scaffolding of this teaching point via small group instruction. In a small group setting, students can use a text level that is instructional to them. They can apply this strategy with teacher guidance before they go off and do it independently. Again, this may be done during reading time as well as writing time. Some teachers create a research center task board that lists the titles of each center and when students will be going there to research. Teacher rotates from group to group providing assistance during independent writing time. Continue researching and gathering information during reading and content area study. Begin having students consider if information applies to all, some most, etc. (qualifying words) Some of this work may be done during reading and content area time.
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Connection	<ul style="list-style-type: none"> <i>Yesterday you used your observations from looking at real objects/photos about _____ to take notes and gather more information for our Descriptive Report. Today we are going to use another resource to get more information about _____.</i> <i>Another way to gather information is to read. We study what other researchers have found about _____ by reading their books. We will have to use what we know about Text Features to help us read their work and take notes, so we can remember what we want to use in our reports.</i>
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Teach	<ul style="list-style-type: none"> You may need to use more than 1 book in the demo to show text features. This should be a review of what has been previously studied in reading, writing, and content area time. <i>When we look at a book another researcher has written we can get a quick idea about what's in the book by looking at some of the Text Features. Here is a book about _____. I can look at the table of contents and see what is in this book. DEMO. As I thumb through the pages, I will look for headings and subheadings to help me know what will be discussed on that page or in that section. DEMO. Looking at pictures or illustrations I will look for labels and captions to tell me more information. DEMO. There may be some diagrams to let me see the parts of something. DEMO. Bold words will alert me to an important word in a sentence. DEMO. Continue as needed.</i> Discuss additional Text Features such as timelines and graphs if your books have examples of them. <i>After getting an idea of how this book works, I have to choose whether I will read the entire book or just look at certain sections. If I want to only read a section, then I look at the table of contents and page numbers. I think I will just look at the section about _____. DEMO.</i>
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Writing Unit of Study

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

<p>Teach, Continued</p>	<ul style="list-style-type: none"> • <i>So, let's see what this researcher says about _____.</i> DEMO. • <i>Hmm...This is interesting to me. I might want to keep this fact. I'll close my book and just say what I think this means in my own words.</i> Elaborate on how to take notes in your own words based on what and how it was taught in reading and/or content area time. • Revisit your routine for working through the R.A.N. charts. For example, <i>As I read that section and found a new, interesting fact, I jotted it down. Remember I only need to record new information. If I am not sure, I need to check whether I already have that fact on any of my charts: 'What I Think I Know', 'Confirmed' or 'New Learning'. If it is on the 'Confirmed' or 'New Learning' chart, I don't need to do anything. If it is on my 'What I Think I Know' chart, I move that post-it note to the 'Confirmed' chart. If it is a new fact, I will write it down and add it to my 'New Learning' chart.</i> <ul style="list-style-type: none"> - Modify explanation based on the charts and routine you are using. • Please note: If it is easier, you can have students jot down things they found as they read and add it to the New Learning chart. When they are done reading, they go back and reread their prior knowledge chart What They Think They Know and move post-its that they found to be true. If a particular fact from the What They Think They Know chart is already on the New Learning chart, they can just put that post-it note on top of the other one.
<p>Active Engagement</p>	<ul style="list-style-type: none"> • Pick a passage of 3-4 sentences about one concept. • <i>Let's read this passage I found in the book about _____.</i> Read it, then cover it. <i>Now partner 1 turn to partner 2 and tell in your own words what the passage said.</i> • Repeat process with a different passage so partner 2 has a chance to do the same.
<p>Link</p>	<ul style="list-style-type: none"> • <i>Today, you are researchers getting information from the work of other researchers. Use what you know about 'Text Features' to help you navigate through books and use your note taking skills to write down what you think is important new information. When you find something important after you read it, close the book and say it in your own words and write it down on your fact paper.</i> • <i>Remember, we are still looking to confirm these facts _____, _____, _____ from our 'What We Think We Know' chart.</i> • Explain research centers and place students into study teams. • Option: Designate subtopics you want students to read to find specific information (e.g. What they eat, Appearance, etc.) • Independent Writing: Students working in groups rotate to various research centers over the next couple days. In each center, students read and take notes. Options for note taking: Special sheet - What I Learned, Post-it notes, index cards, paper strips or lined paper.
<p>Mid-Workshop Teaching Point</p>	<ul style="list-style-type: none"> • Share a student scenario of a child that raised a question about the information as s/he was researching. Encourage students to put questions or wonderings about the information under Wonderings on the class R.A.N. chart.
<p>Independent Writing and Conferring</p>	<ul style="list-style-type: none"> •
<p>After-the-Workshop Share</p>	<ul style="list-style-type: none"> • <i>Please bring what you learned from books to Share. We will look at our charts and again see if we can confirm any of the 'What We Think We Know' items or add to our 'New Learning' chart.</i> • <i>Remember to check off any of yours that someone else shares so we only share them once.</i> • Work through their findings.
<p>Summarize</p>	<p><i>Now we can add another step to our 'How To Write A Descriptive Report'. Let's review what we have so far:</i></p> <ul style="list-style-type: none"> • <i>Write a list of all you think you know about the topic.</i> • <i>Gather research: observe real objects or photos and write notes.</i> • <i>Always confirm what you thought you knew from your notes.</i> • <i>How do we want to say the step we did today?</i> Co-construct with students. For example, • <i>Gather research: Read what other researchers say about your topic, make notes in your own words.</i>

Writing Unit of Study

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

Lesson Plan 4 - Whole Class Exploration

Session	4
Concept I	Writers research to gather and record information.
Teaching Point	Writers cross-check their prior knowledge by confirming or disconfirming through research.

Materials	
<ul style="list-style-type: none">R.A.N. chart/sResearch Centers Set Up - Text set of resource materials on area under study	<ul style="list-style-type: none">Students divided into Research TeamsStudent Research Notebooks

Tips	<ul style="list-style-type: none">Some teachers create a research center task board that lists the titles of each center and when students will be going there to research.Teacher rotates from group to group providing assistance during independent writing time.Continue researching and gathering information during reading and content area study.Some of this work may be done during reading and content area time.
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1. Students will continue to rotate to research centers and collect information.
2. Model how to take notes in your own words.

Please note: This will be more of an inquiry type lesson and may not follow the typical architecture of a focus lesson.

3. Model how to use the R.A.N. chart – moving items from the What We Think We Know column/poster to Confirmed column or poster.
4. Model how to add something to New Learning column/poster.
5. Introduce the Misconceptions column and model using it. *As we are researching, we may find some things that we thought we knew, but found out through researching they are not true. A misconception is something we thought was right that turns out to be incorrect. When we find some information that is not true, we can move it from What We Think We Know to Misconceptions on our chart.*

Examples:

- *Post-it note #1 says xxx... While we were researching we found that what we had listed was true. We can move that post-it to the Confirmed (We were right) poster/column.*
- *Post-it #__ says xxxx... While we were researching we found that ..., so the information we have on here is not true or a misconception. A misconception is We can move this post-it to the Misconceptions column/poster.*
- *While we were researching we found this information on xxxx..... We can add this to the New Learning column/poster.*

Writing Unit of Study

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

Lesson Plan 5 – Whole Class Exploration

Session	5
Concept I	Writers research to gather and record information.
Teaching Point	Writers act as researchers by interviewing others to gather more information. (part 1)

Materials

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| <ul style="list-style-type: none">• R.A.N. chart/s• Person to interview | <ul style="list-style-type: none">• Interview template – see Resource Materials Packet |
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Tips	<ul style="list-style-type: none">• During reading and/or oral language study, discuss effective interviews. Role play conducting ones. Decide as a class, how the interview will be conducted. Who will ask each question? How will they ask it? How will information be recorded? etc.• Set up a person to visit the class and be interviewed on the topic. Give this person prior knowledge of the type of questions that will be asked so they are prepared.• Model how to record the speaker's information and later how to transfer it to the charts.• Option: If a video is available you might want to use it as a supplemental lesson to show children how to gather information from an audio-visual resource. Watch small portions of it (about 5 minutes) and then stop it and write facts the class wants to remember. Then, proceed for another 5 minutes and do the same. You do not have to show the entire video to use this technique, but rather focus on pertinent passages.• Continue researching and gathering information during reading and content area study.• May conference call or Skype a researcher.
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Connection	<ul style="list-style-type: none">• <i>Writers, we have really been acting like researchers. We have written a list of all the things we think we know about _____. Then we observed real objects and photos to gain more information and wrote notes. Yesterday, we read what other researchers have written about _____ to get even more information. Every day we check our 'What We Think We Know' chart to confirm our facts or add new facts from our research. Today we're going to explore another way to get information about a topic. We will interview a person knowledgeable about our topic.</i>• Discuss interviews from previous class activities.
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Teach	<ul style="list-style-type: none">• <i>Sometimes other people know some things about a topic we're exploring that we don't know. They may have done a lot of research on our area under study. We say they have a lot of background knowledge. They may have read a lot of books, studied photos, visited places, etc. They may work in a job that teaches them a lot about what we are studying. They may have had a real-life experience with what we are studying.</i>• Teachers may want to use the following criteria for defining an expert or one that knows a lot about a topic: Someone that has a job related to the topic under study or has had first-hand experiences with the topic.<ul style="list-style-type: none">○ <i>We could interview any of these knowledgeable people about what they know. Remember when we select a person to interview; they should have a lot of knowledge about the topic. I could interview a family member, friend or school person that has done a lot of studying on the topic or I could interview someone that is an expert or has a job related to what I am studying. Many times we interview people we do not personally know (provide examples - like the lady in the pet store, etc...). I could interview them in person, on the phone, in a letter or e-mail.</i>
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Writing Unit of Study

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

Lesson Plan 5 – Whole Class Exploration, Continued

<p>Teach, Continued</p>	<ul style="list-style-type: none"> ○ <i>A person doing an interview is always prepared. They decide ahead of time what type of things they want to ask this knowledgeable person. In an effective interview, the researcher stays focused on the topic and writes interview questions ahead of time. I've been showing you each day how I would find out information about _____. Now, I want to think about what I might ask someone about my topic. For example, I might want to ask....</i> ○ Use the same interview template you will give children. You will need to pre-think about 4-6 questions that are rather generic that would satisfy your demonstration as well as scaffold students to develop their own question. ○ Example: Interviewing a person that has owned lots of cats: What type of things do cats do during the day and night? What do they like to eat? Are there any interesting habits cats have? Why do you like to own cats? What type of cats have you owned? etc... You may want to develop different scenarios depending on the person you are interviewing and what the topic of study is. ○ <i>I want to ask questions that might give me information that I don't already have or give me even more information about something I do know.</i>
<p>Active Engagement</p>	<ul style="list-style-type: none"> ● <i>To help us get started in writing our interview questions about our topic of _____, turn to your partner and each of you share two things we might want to put on our interview chart. Let's say we are going to interview _____. S/he knows a lot about _____ because _____. What questions might we ask this person? Look over the categories in which we are trying to find information.</i>
<p>Link</p>	<ul style="list-style-type: none"> ● <i>Today, we are taking another step to become a better researcher. We are going to create interview questions to ask someone who might have more information to share with us on our topic of _____. You are going to go back to your seats and with your partner write down some possible interview questions we might ask _____. Think about the information we want to know more about...share categories. Be sure you write so a reader could easily read your words: Check your spelling, use extra good handwriting, put spaces between words, etc. If you get done before our writing time is up, you can continue using photos and books to gain new facts.</i> ● Independent Writing: In partnerships, have students generate possible interview questions for a future guest. Have them put these questions on special interview paper to be turned into the teacher. You may want them to look at the Things We Think We Know chart to generate questions. This is also a time some teachers introduce a chart called, Wonderings. The class could generate some questions based on what they've discovered so far about their topic. These Wonderings could turn into interview questions. ● Students may also continue researching and taking notes.
<p>Mid-Workshop Teaching Point</p>	<ul style="list-style-type: none"> ● Share any questions that may be unique or catalytic to others to help them gain momentum.
<p>Independent Writing and Conferring</p>	<ul style="list-style-type: none"> ●
<p>After-the-Workshop Share</p>	<ul style="list-style-type: none"> ● Have partnerships share possible interview questions. ● Collect them. ● Compile a list of questions and make a copy for all students. This list will be used when the class conducts their interview.
<p>Summarize</p>	<p>Add next step to the chart.</p> <ul style="list-style-type: none"> ● <i>Gather research: Interview to see what others know about the topic. Make notes in your own words.</i>

Writing Unit of Study

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

Lesson Plan 6 – Whole Class Exploration

Session	6
Concept 1	Writers research to gather and record information.
Teaching Point	Writers act as researchers by interviewing others to gather more information. (part 2)

Materials	
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Tips	<ul style="list-style-type: none">• Conduct interview and take notes. See Session 5 for more information• Record interview so students can review as needed.
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Writing Unit of Study

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

Lesson Plan 7 – Whole Class Exploration

Note: Vary lesson depending on if using R.A.N. option A or B. Most of this lesson is only applicable to R.A.N. Option A. Those using Option B can skip most items. However, option B may want to develop headings and decide if each category has enough information.

Session	7
Concept II	Writers plan and draft their information in an organized way.
Teaching Point	Writers organize information into categories.

Materials

- Mentor text containing various ways to write headings (words, phrases, etc.)

Tips	<ul style="list-style-type: none">• Prior to this session, teachers may want to put each fact on a sentence strip or type out a copy of all the facts for each student. Please read through entire lesson to decide which option (1, 2, or 3 in active engagement section) best suits your class.• Continue researching and gathering information during reading and content area study.
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Connection	<ul style="list-style-type: none">• <i>Wow, just look at all the information we have gathered about _____. We have listed a lot of things we thought we knew and have confirmed many of them. We found new facts from observing real objects, photos, books other researchers have written, and from interviews. Now we have to sort this information to begin putting it all together in our report so it will make sense to the reader.</i>
Teach	<ul style="list-style-type: none">• <i>Sorting information means we will put things that belong together in the same section or part of a book. Let's see how it is done in this book. (Demonstrate with a mentor text that you want to use for this lesson and the next lesson. Pick a book that has the features you want to study) I can first look at the Table of Contents and get an idea about how this author sorted the information. DEMO. Then, I can look at the headings and see they match the table of contents. This is a good way for us to organize our report too.</i> <p>Do for Options 1 and 2 (See Active Engagement Section):</p> <ul style="list-style-type: none">• Develop some headings for the report. Decide on headings that are appropriate for the area under study. Write headings like your mentor text on sentence strips. Example: What xxx look like, What xxx eat, What xxx do, Where xxx live or Physical Appearance, Shelter, Kinds, Body Parts, etc.• Show how to read a fact from the charts (or explain how you transferred each fact to a sentence strip) and decide what heading/category to put it under. Use class charts Confirmed and New Learning for this.• Model with several examples.
Active Engagement	<ul style="list-style-type: none">• Option 1 – Give each heading a number (e.g. Shelter = 1, Food = 2, etc.) Read a sentence strip. Have students discuss with their partners which heading they think the fact would best fit. They show their choice by raising the number of fingers to correspond to the designated heading. Discuss what the majority selected and elaborate on why it would fit under the designated category. Put the corresponding sentence strip under the header.• Option 2 – Type out all the facts on a sheet. Put students into groups. Assign a group a particular category and have them highlight anything on the sheet they think has to do with their assigned area (e.g. Group 1 - Highlight in pink anything that has to do with what a xxxx eats, Group 2 - Highlight in blue anything that has to do with interesting and unusual facts about xxx, Group 3 – highlight in green anything that has to do with xxx's physical appearance, etc.)<ul style="list-style-type: none">- Sort into categories (cut and paste the fact strips).

Writing Unit of Study

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

Lesson Plan 7 – Whole Class Exploration, Continued

<p>Active Engagement, continued</p>	<ul style="list-style-type: none"> • Option 3 – Construct the headings by having the group read through all facts and look for facts that could go together. For example: <ul style="list-style-type: none"> ○ <i>If I were to start sorting the facts we have, let me think where I might start. I think I'd just read what I have and see if any of the facts seem like they might go together. (DEMO) Then I'd make a heading for them. (DEMO one grouping). Notice that in heading each word starts with a capital letter. Now let's see if we can do this together.</i> <ol style="list-style-type: none"> 1. <i>Does anyone see a group of facts that may go together? What are they?</i> (Manipulate them to be together) 2. <i>What should their heading be?</i> <ol style="list-style-type: none"> a. Write the heading on a strip, place above the facts. 3. <i>Are there any other facts you see that belong together?</i> <ol style="list-style-type: none"> a. Repeat procedure above. 4. <i>We have some facts left over that don't seem to go with any other group. Maybe we could group them in a category called 'Interesting Facts About ____.' Would we want to keep all of them?</i> <ol style="list-style-type: none"> a. Group them together and make heading • Do for Options 1, 2, and 3: <i>Class let's see if we have enough facts under each category. Are there any categories where we need to find more information?</i> • Assign people/groups to go look for more information for certain areas. • Encourage them during writing time to find more facts by revisiting their resources. They can also do this for homework. Add information as it becomes available.
<p>Link</p>	<ul style="list-style-type: none"> • <i>One thing researchers do when they finish their research is sort information into categories. Organizing like materials together makes it easier for readers to understand information. When you are going to write a report you read a fact and decide which category it might fit under.</i> • <i>Now we will break into groups and decide how we will arrange the facts for a particular section of the descriptive report. You will need to work as a group to decide the best order in which to put the information. When we come back to share we will hear why you chose to put them in that order.</i> • Students will not write today, but rather work in groups using an assigned category/heading with corresponding facts. They will rearrange their facts to be in the order they think they should go in for their section. Also, some students or groups may be researching for areas that need more information.
<p>Mid-Workshop Teaching Point</p>	<ul style="list-style-type: none"> • Share processing you see from a group that is making good progress gaining consensus.
<p>Independent Writing and Conferring</p>	<ul style="list-style-type: none"> •
<p>After-the-Workshop Share</p>	<ul style="list-style-type: none"> • Have groups share what they came up with for the order of their facts.
<p>Summarize</p>	<ul style="list-style-type: none"> • <i>We can now add another part to our chart on 'How To Write A Descriptive Report.' We can say: 'Sort Your Facts Into Categories And Make A Heading For Each Category' (categories may include: xxx, xxx, xxx, etc...) Teacher may want to identify categories, so when students move to the Independent Exploration Phase they know what areas to research.</i> • <i>Put facts in the order you will write them.</i>

Writing Unit of Study

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

Lesson Plan 8 – Whole Class Exploration

Session	8
Concept II	Writers plan and draft their information in an organized way.
Teaching Point	Writers construct interesting, informative paragraphs based on research.

Materials	
• Mentor text with paragraphs	

Tips	<ul style="list-style-type: none"> • Write paragraphs in different colors so visible (e.g. topic sentence in one color and supporting sentences in different color). • Students should have previous experience with paragraphing from previous work in reading and writing.
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Connection	<ul style="list-style-type: none"> • <i>Writers yesterday we did some hard work for our report about ____ and we really didn't write at all! We have done a lot of research to get facts about _____. After we collected facts, we had to organize them into like categories such as ... Now that we have them organized, we are ready to begin writing sections or chapters for our Descriptive Report.</i>
Teach	<ul style="list-style-type: none"> • <i>First I will look at how other researchers write about their facts. (Need mentor books. Read a paragraph and discuss). Hmm...Notice how the author has the first sentence really relate to the heading and the other sentences give more details. (Read another example) Again, I notice how the writer has the first sentence explained in the heading. Then, the rest of the sentences in the paragraph give more information or details on the big idea. Remember we learned in reading, the first sentence is called the Topic Sentence. The other sentences are called Supporting Sentences. Elaborate as necessary. Students should have background knowledge of topic and supporting sentences from their reading work. Do more examples as needed. Teachers may also choose to review this concept earlier in the day or week during reading workshop.</i> • <i>That's what we will do as we write our report. Let me show you how I might do it with my sample topic area. A tip I learned from this mentor text is that the author often used words from the heading in his/her topic sentence. I will do the same for my Topic Sentence. Demonstrate how to take isolated facts and write them in a paragraph, starting with a topic sentence and then writing supporting sentences. Underline the key words in the topic sentence that match the heading. Do multiple examples as needed.</i>
Active Engagement	<ul style="list-style-type: none"> • <i>Now let's try this with one of our sections for our report. Let's look at _____. The heading is _____. With your partner, decide what we might write for the topic sentence. Let's do it like some of our mentor books. Put the key words from your heading into your topic sentence. Have partnerships share with whole class.</i>
Link	<ul style="list-style-type: none"> • Assign each group a section. Give each group their corresponding information: Heading, facts on strips or typed on paper, sheet to write their paragraph with a topic sentence section and a section for supporting sentences. • Option: Instead of using a formatted sheet with header, topic sentence and supporting sentences, some teachers have students write the heading in green, the topic sentence in red, and supporting sentences in black. • <i>Today, when you meet with your group, you will need to reread the order in which you put the facts. As a group, brainstorm possible topic sentences. Remember, the topic sentence must have some of the key words from the heading. Then, write supporting sentences from the other facts. You may not need to rewrite some of the sentences.</i>

Writing Unit of Study

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

Lesson Plan 8 – Whole Class Exploration, Continued

Link - Continued	<ul style="list-style-type: none">• Show the sheet you want them to use that has a spot for the heading, a section for the topic sentence and a section for supporting sentences. Have them either underline or highlight the words from the heading that are in the topic sentence. Discuss selecting a recorder for the group.• <i>If you finish early, you may talk about what illustrations or diagrams you may want to include with your page/section.</i> <p>Independent Writing: Students will meet in their groups and write their page which includes heading, topic sentence and supporting sentences. They may also begin making plans for illustrations and/or diagrams to accompany their writing. Illustrations and diagrams should be done on large index cards.</p>
Mid-Workshop Teaching Point	<ul style="list-style-type: none">• Find a group that has a clearly defined topic sentence and supporting sentences.• Share.
Independent Writing and Conferring	<ul style="list-style-type: none">•
After-the-Workshop Share	<ul style="list-style-type: none">• Have groups team up and share their work or do as a whole class.• Identify each group's heading, topic sentence, and supporting sentences.
Summarize	<ul style="list-style-type: none">• <i>We can now add another part to our chart on 'How to Write a Descriptive Report.' We can say: 'Write paragraph/s to go with each heading or chapter.'</i>

Writing Unit of Study

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

Lesson Plan 9 – Whole Class Exploration

Session	9
Concept III	Writers reread and revise using strategies to increase the amount and quality of information given.
Teaching Point	Writers incorporate text features to help the reader gain more information about a topic.

Materials	
<ul style="list-style-type: none"> Mentor text with text features Art supplies for text features (e.g. crayons, markers, etc.) 	<ul style="list-style-type: none"> Text Feature chart from previous unit and/or reading or content are (e.g. name, purpose, example)

Tips	<ul style="list-style-type: none"> Have students develop text features on 4 x 6 or larger index cards. This makes it easy to move them from place to place. May want to pull out paper from Personal Expertise unit.
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Connection	<ul style="list-style-type: none"> <i>Wow! What a report we are creating! We now have our pages almost ready to put together to make a book. Today, we are going to see how authors give readers more information about their topics by using some things we call text features.</i>
Teach	<ul style="list-style-type: none"> <i>Let's look at some text features in books to see how other authors have given readers more information besides what their sentences have said.</i> Demonstrate using book(s) that show the features you want to study with your class. Make a list of the features or refer back to the list you developed/used during the study of nonfiction text features prior to this unit of study. Besides identifying features, discuss the purpose of each feature and how it helps the reader. Discuss how a particular feature adds more information to the text. Possible text features: <ul style="list-style-type: none"> Label Caption Illustration Diagram (may have different types) Bold print Photograph and caption
Active Engagement	<ul style="list-style-type: none"> <i>Look at these features and think about your group's section. Are there any of these you think your group could add to your page? Tell your partner what you are thinking and why. Let me give you an example... Give an example based on your sample report.</i>
Link	<ul style="list-style-type: none"> <i>Today, when you go back to your group, decide which feature/s you want to include and how you can put these features on your page. Develop a mock-up of what you plan to do and then show it to me. Once you get my approval, I will tell your group what to get started on first.</i> Independent Writing: Working in groups students will plan which text features they want to add and how they will do it. Once they gain teacher approval, they may begin adding the text features to their sections. May need paper, index cards, scissors and glue to do this.
Mid-Workshop Teaching Point	<ul style="list-style-type: none"> Look for groups who have a good example of any of the text features. Share what you notice.
Independent Writing and Conferring	<ul style="list-style-type: none">
After-the-Workshop Share	<ul style="list-style-type: none"> Have one group spotlight what they planned to do and how it will help readers.
Summarize	<p><i>We can now add another part to our chart:</i></p> <ul style="list-style-type: none"> <i>Add text features to your page that will help a reader gain more information.</i>

Writing Unit of Study

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

Lesson Plan 10 – Whole Class Exploration

Session	10
Concept III	Writers reread and revise using strategies to increase the amount and quality of information given.
Teaching Point	Writers use qualifying words to be precise about information.

Materials	
<ul style="list-style-type: none"> Teacher piece that needs qualifying words 	<ul style="list-style-type: none"> Mentor text that has examples of qualifying words as all, some, most, many, etc.

Tips	<ul style="list-style-type: none"> Have students continue working on their chapter and adding text features Option: Each group puts their work to date out for display. Have groups do a museum walk to observe what other groups have been doing for their section. Paper choices from informational writing: Personal Expertise in this lesson and subsequent ones.
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Connection	<ul style="list-style-type: none">
Teach	<p>If you would like to teach a lesson on using qualifying words (e.g. all, most, some), construct a lesson similar to the following:</p> <ul style="list-style-type: none"> You will need a mock-up related to your previous demonstration on another topic with a heading and related facts placed in the order of how you want them written. Generate discussion around some of the statements that cause a bit of confusion, as they are not entirely true. For example, Shells have holes. If simply asked, Do shells have holes? most children would simply say yes. If a teacher handed out shells and asked children to look at them, they may answer differently. Some may point out that they have shells that do <i>not</i> have holes. Explain to students that you don't want to totally eliminate the statement, but you'd need to change part of it to make it true. By adding the word <i>some</i> or <i>most</i> the statement can become factual. Discuss how sometimes authors use their own experiences to add to particular facts. For example, the statement Shells have an odor doesn't have to be eliminated as not being entirely fact. It is true that tiny animals live in shells and that many of them die and get washed up on shore. Therefore, it would be reasonable to state that <i>some</i> shells do have an odor. Provide other examples: <ul style="list-style-type: none"> Have some of your facts be specific to <i>all</i> of your topic (e.g. all fish can swim) and some facts that apply to only <i>some</i> of your topic (e.g. some fish have bright colors). <i>When a fact is true about all ____ I will write the word that means all of them. (e.g. Turtles have four legs. All turtles have shells. They lay eggs.). But when a fact is only true for SOME of ____, then I have to write the word SOME so the reader knows that this fact is not true for ALL ____ (e.g. 'Some turtles have spots. Some turtles have bright colors.')</i>
Active Engagement	<ul style="list-style-type: none"> <i>Let's think about dogs. Can you tell your partner something that ALL dogs have and something that only SOME dogs have?</i> <p>The same activity can be done using <i>some</i> or <i>most</i>.</p>
Link	Have groups review facts for their designated section and revise as needed using qualifying words.
Mid-Workshop Teaching Point	Select an editing strategy appropriate to students' needs to review, discuss, and apply to the whole class piece.
Independent Writing and Conferring	
After-the-Workshop Share	<ul style="list-style-type: none"> Share a conference of a student who had difficulty and the way in which s/he solved the problem. <p>Looking Ahead to Celebration – discuss how the class will be putting their report in a big book form to share with xxxx (audience).</p>

Writing Unit of Study

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

Lesson Plan 11 – Whole Class Exploration

Session	11
Concept III	Writers reread and revise using strategies to increase the amount and quality of information given.
Teaching Point	Writers craft an effective lead to grab their readers' attention and introduce a topic.

Materials	
<ul style="list-style-type: none"> Mentor Text with different types of introductions – class demonstration text and text sets for groups 	<ul style="list-style-type: none">

Tips	<ul style="list-style-type: none"> Session 11 introductions and Session 12 conclusions may be combined if additional time is devoted in reading and science to work on this unit.
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Connection	<ul style="list-style-type: none"> Writers we are almost finished with our class report. We have to do two more parts. We need to write a beginning and ending to our report about ____. Remember introductions are important because.... Conclusions are important because...
Teach	<ul style="list-style-type: none"> We are going to do Writer's Workshop a little different today. We are going to start by having you look at books we have in our classroom about many topics and see if you can find out what other authors do to start and end their books. First, we'll look at the beginning of the books or the lead. Let me show you what I mean. Here is a book called _____. When I look at the first page of text, here is what it says... It seems like this author started by saying something about the topic to get me interested. I'll call this an INTERESTING FACTS lead. DEMO with other types. Start a class list of different types of leads. Keep it simple. List may include: Question, Interesting Facts, or Action. You may also want to show how some leads are dull, not interesting. Explain how the class should avoid these types for the class report and their own.
Active Engagement	<ul style="list-style-type: none"> As you do other examples, have them turn and talk to discuss what type of lead they feel the author wrote and why.
Link	<ul style="list-style-type: none"> Now, I want you to go back to your tables and look through books and see how other authors wrote leads for their books. Put a post-it note on the front cover that identifies the type of lead that the author wrote. Then we'll come back together and share what we found. Independent Writing: Students look at books for different types of leads. Try writing different leads in research groups.
Mid-Workshop Teaching Point	<ul style="list-style-type: none"> Highlight a group who has made a discovery. Share with the group.
Independent Writing and Conferring	<ul style="list-style-type: none">
After-the-Workshop Share	<ul style="list-style-type: none"> Let's share what we found out about introductions. Revisit chart and add new discoveries if appropriate. The types of leads that we seem to be seeing can fit these categories: (e.g. questions, action, facts). Let's think of how we might start our book. Brainstorm together a possible lead for each type. Write down each option. Vote as a class. (Add this page to the book with an illustration. This may be the teacher's contribution to the book)
Summarize	<ul style="list-style-type: none"> Let's review all of our steps so far... Today, we did a new step. Write an effective lead (list types studied).

Writing Unit of Study

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

Lesson Plan 12 – Whole Class Exploration

Session	12
Concept III	Writers reread and revise using strategies to increase the amount and quality of information given.
Teaching Point	Writers craft an effective concluding statement or section.

Materials	
<ul style="list-style-type: none"> Mentor Text with different types of conclusions – class demonstration text and text sets for groups 	<ul style="list-style-type: none">

Tips	<ul style="list-style-type: none"> Session 11 introductions and Session 12 conclusions may be combined if additional time is devoted in reading and science to work on this unit.
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Connection	<ul style="list-style-type: none"> <i>Yesterday we studied leads and wrote some for our report. Review. Today, we are going to focus on writing an effective ending or conclusions.</i>
Teach	<ul style="list-style-type: none"> Repeat lesson similar to one done for leads. Select a minimum number of endings to highlight. Review what is available in your resource materials.
Active Engagement	<ul style="list-style-type: none">
Link	<ul style="list-style-type: none">
Mid-Workshop Teaching Point	<ul style="list-style-type: none"> Select an editing strategy appropriate to students' needs to review, discuss, and apply to the whole class piece.
Independent Writing and Conferring	<ul style="list-style-type: none">
After-the-Workshop Share	<ul style="list-style-type: none">
Summarize	<ul style="list-style-type: none"> <i>Let's add our new step: Write an effective ending (list types studied).</i>

Writing Unit of Study

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

Lesson Plan 13 – Whole Class Exploration

Session	13
Concept IV	Writers prepare to publish by editing and putting on the finishing touches.
Teaching Point	Writers check spelling and punctuation before publishing their work.

Materials	
• Editing Checklist – see Resource Materials Packet.	

Tips	• Develop a lesson using the Editing Checklist.
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Connection	•
Teach	•
Active Engagement	•
Link	•
Mid-Workshop Teaching Point	•
Independent Writing and Conferring	•
After-the-Workshop Share	•

Writing Unit of Study

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

Lesson Plan 14 – Whole Class Exploration

Session	14
Concept IV	Writers prepare to publish by editing and putting on the finishing touches.
Teaching Point	Writers compile information into different book parts.

Materials	
• Mentor Text that has various book parts	•

Tips	• Put report into a big book format.
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Connection	<ul style="list-style-type: none"> Writers, did you ever realize how much work goes into writing a Descriptive Report? What we have now (show heading pages) is like a gift for someone. People will learn so much about xxxx from our book. Now we have to wrap it up so we can give it away to our readers. Let's look at some texts and see how they put all their information together.
Teach	<ul style="list-style-type: none"> Let's look at some Descriptive Report books and see what we notice about their 'wrapping.' Well, as I pick these up I notice they all have <u>covers</u>. What do you notice about them? Turn and talk. Chart responses. What we notice will help us know how to make our own cover. Let's open some of these books. What do you notice is on the first page? Turn and talk. Sometimes it looks just like the cover and other times it is a little different. This is the <u>title page</u>. Let's write down what we notice. Chart responses. Now let's turn the page and see what's next. This says <u>Table of Contents</u>. What do you notice about it? Turn and talk. Don't forget the importance of page numbers. Discuss the role of headings and show how headings match the table of contents then add that information to the chart. Optional: As I look in the back of the book I notice a glossary. Let's look at a few of them. What do you notice? Chart responses. Include dedication if the class wants to include one.
Active Engagement	<ul style="list-style-type: none"> Think about what we should write in the table of contents for your group's section. Talk with your partner how it might read. Optional: Discuss if there are any words in your group's page for our book that you think should go in the glossary. Turn and tell your partner what words you think belong. What do those words mean?
Link	<ul style="list-style-type: none"> Now today as we begin to put the 'wrapping' on our book, we need groups to work on the cover, title page, table of contents [and glossary, dedication]. Independent Writing: Divide your class into three or four groups (e.g. cover, title page, table of contents, glossary). Provide resources for them to begin their tasks. For groups that finish early, have them study books you have to see how authors organized them.
Mid-Workshop Teaching Point	•
Independent Writing and Conferring	•
After-the-Workshop Share	<ul style="list-style-type: none"> Come back together to show what has been accomplished. Put what is finished in the right spot for the book. Some groups may need more time. Try to allow for it outside the next Writer's Workshop.
Summarize	<ul style="list-style-type: none"> We have another important step to add to our 'How To' chart: Add book parts (cover, title page, table of contents, page numbers, glossary, etc...)

Writing Unit of Study

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

Lesson Plan 14 – Whole Class Exploration, Continued

Optional:

- Review steps for writing a Descriptive report. *We created our own class ‘descriptive report’ to be put in our library for lots of people to read. Working on this together has helped us learn the steps to making a descriptive report book. We’ve even created a chart to tell us what to do when creating a report. Review chart the class co-constructed. Tomorrow each of you are going to begin your own descriptive report. So, let’s make a second chart as a class of ‘what makes a good report’. We’ve read lots of well written report books and have developed our own excellent one.*
- *One way to help us **think and reflect** is to look back at our own book and think back at what we did. We’ll write down the most important things to remember about writing a good report. This will help us when we start to write own.*

Lesson Plan 15 – Whole Class Exploration

Session	15
Concept IV	Writers share work with others.
Teaching Point	Writers celebrate their work by sharing with an audience.

Materials	
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Tips	•
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Writing Unit of Study

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

Independent Exploration Phase

- Students will decide the topic in which they are going to write their own independent report. Topic choices will be controlled by curriculum and resources. Decide if each student will select a topic or if groups of students will be studying the same topic, but writing their own reports. The latter option enables the teacher to put together text sets that have materials at students' reading levels. Teachers often design a topic selection sheet that students fill out with their first, second, and third choices. This allows teachers to group students ahead of time and decide on the number of groups.
- The Independent Exploration Phase will be based on lessons done during the Whole Class Exploration Phase. Modify as needed. Select, revise, or replace based on students' needs.
- Use Anchor Chart, How to Write a Descriptive Report, to guide the step-by-step process.
- Teacher will be writing a report alongside students. Select a different animal than those students will be investigating as it will be used throughout this phase for demonstration purposes. Also, by selecting a different animal, students won't copy the facts the teacher generates.
- Create Student Research Notebooks prior to this phase. Students will find and record information in these booklets. Suggested Notebook set up:
 - A. Cover – My Research Notebook About XXX
 - B. What I Think I Know page – students record their background knowledge of the topic
 - C. 1 or 2 pages PER category of information they will study (e.g. What xxx look like/appearance, Where xxx live/habitat, What xxx eat/food, Kinds, Family Life, Other Interesting Facts)
 - D. Misconceptions or We don't think this anymore page/s
 - E. Wonderings page/s

Tip: Some teachers prefer to put pages on a binder ring versus a stapled booklet, so students can add pages or spread them out as they are working.

- **Important Point:**

It is suggested that there be an accompanying reading and science unit to correspond with this writing unit. Since these units are not available at this time, sessions were written to include ample information to assist students in acquiring each teaching point. Therefore, sessions are longer than usual and include more information than usual. The intention is that in time teachers will modify or shorten these lessons as some of the information will be taught or reviewed during reading and/or content area time. In the meantime, adapt as necessary based on students' background knowledge and experience, as well as what has been or will be taught in reading and content area subjects.

Writing Unit of Study

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

Lesson Plan 1 – Independent Exploration

Session	1
Concept I	Writers research to gather and record information.
Teaching Point	Writers access their prior knowledge of a topic.

Materials	
<ul style="list-style-type: none"> Student versions of Research Notebook for individual project Post-it notes 	<ul style="list-style-type: none"> Anchor charts – Characteristics of a Report-Like Book, How to Write a Descriptive Report Chart identifying Research Groups and students' names

Design a lesson that includes the following points. Please note: Some of these items may be addressed in reading and science, as well as writing time.

1. Explain that students will be writing their own reports. Discuss the formulation of research teams per animal.
2. Refer back to immersion chart, Characteristics of a Report-like Book and discuss the importance of including these features when writing one's own report.
3. Review set up and purpose of each page of Student Research Notebook: A) cover, B) What I Think I Know, C) one page per category (e.g. Appearance, Habitat, Food, Kinds, etc.), D) Misconceptions page, E) Wonderings page
4. Have students begin accessing their prior knowledge of animal under study. Students will begin working on their individual report by jotting down What I Think I Know and adding these Post-it notes to the first page of the Research Notebook. Remind them that later when they confirm any of these facts, they can move them under the correct category in the research notebook. Also, if they find that any of their prior knowledge was a misconception, they can move that Post-it note to the last page of the notebook. During the study, if they have any questions, they can record these on the Wonderings page. (See Whole Class Exploration Session 1 for more information)

Tips	<ul style="list-style-type: none"> Model using Teacher selected topic
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Connection	•
Teach	•
Active Engagement	•
Link	•
Mid-Workshop Teaching Point	•
Independent Writing and Conferring	•
After-the-Workshop Share	•

Writing Unit of Study

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

Lesson Plan 2 – Independent Exploration

Session	2
Concept I	Writers research to gather and record information.
Teaching Point	Writers act as researchers by gathering information and writing notes on what they see/observe.

Materials	
• Teacher topic to use for demonstration purposes	• Post-it notes

Tips	• See Whole Class Exploration Session 2 for more detailed information
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Connection	<ul style="list-style-type: none"> • <i>Today, we begin creating our own reports. Like writers always do, we will take what we already know about research writing and use that knowledge to help us with this task.</i> • <i>Let's pretend we have an invisible back pack filled with all we learned about writing reports. Share what tools may be in this backpack... (e.g. We access our prior knowledge. We research by..., etc.)</i>
Teach	<ul style="list-style-type: none"> • Explain to students they will be rotating to research centers over the next xxx days to gather new information about their animals. Discuss the organization of Research Notebooks, specifically how they are organized into categories like the one used for the whole class project. Discuss how this will help when researching and organizing notes. They should be thinking about the information they listed on the What I Think I Know page. As they research, if they can confirm any of this information, they can move it forward to the corresponding category page. Also, if they find new information they can list it on the corresponding category page. This information will be used in their reports. Remind them how to use the Misconceptions and Wondering pages too. Use the teacher report to model, model, model the process of moving Post-it notes to various category pages or the Misconceptions page and adding questions to the Wonderings page. • Revisit note taking: <i>We will research to gather information and facts for our reports. Remember to be a fact it has to be something you know to be true, something you have read or seen with your own eyes. When we take notes we don't have to write complete sentences. We can jot down key words and phrases. Notes don't have to be written just the way we want them to be in the final report. I take notes on important things I will need to know and remember for when I write my report.</i> • Model - <i>So when I look at this picture of ____ I take my time and really look at it (model). Then I take my note (card, Post-it, paper) and write down what I see (model). Just from one picture I can get a lot of information (model). But I have to be careful when I write my fact to decide if this is true for ALL xxx or just SOME. That will make a difference in how I write this down (model).</i> • Discuss placement of Post-it note and model. - For example, <ul style="list-style-type: none"> - <i>As I consider a fact, I will see if I already have that information on the 'What I Think I Know' page. If I do, I will move the Post-it note to the correct category page. (If necessary, review what confirmed means. You may also refer to it as true or Yes, I was right!)</i> - <i>If I do not already have the information written under the 'What I Think I Know' page, I will write it and put it on the corresponding category page.</i> - <i>If we find out something we thought we knew is not true, we can move that to the 'Misconception or I don't think this anymore' page.</i> • Option: Some teachers may want to modify this lesson with more experienced, proficient writers and teach how opinion may be incorporated into a report.
Active Engagement	<ul style="list-style-type: none"> • <i>Looking at my picture can you see any information that might be helpful to know about ____ that I didn't write down? Turn and tell your partner what you see.</i>

Writing Unit of Study

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

Lesson Plan 2 – Independent Exploration, Continued

Link	<ul style="list-style-type: none">• <i>When you go back to your tables today you are going to find ____ (real objects or photos embedded in books) about ____ (study topic). Your job as a researcher is to study them carefully and make notes. Remember to sort your notes on the charts as I demonstrated.</i>• Independent Writing: Students use resources provided by the teacher to observe objects/pictures and begin taking notes on them. Decide what students are going to use: note taking sheet, lined paper, index cards, paper strips or large Post-it notes. Remind them to write one fact per sheet.
Mid-Workshop Teaching Point	<ul style="list-style-type: none">• Look for students who are using the note taking technique(s) well. Spotlight how they are writing one fact per sheet and how they are correctly using the Research Notebook pages.
Independent Writing and Conferring	<ul style="list-style-type: none">•
After-the-Workshop Share	<ul style="list-style-type: none">• Students will bring their notes to the whole group. They will share with their partner the work they completed today. As a class, review the steps they did.• Summarize steps done so far – refer to chart How to write a descriptive report.

Writing Unit of Study

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

Lesson Plan 3 – Independent Exploration

Session	3
Concept I	Writers research to gather and record information.
Teaching Point	Writers act as researchers by gathering information and writing notes on what other researchers have shared.

Materials	
• Teacher report	• Book can use to model note taking

Tips	•
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Connection	<ul style="list-style-type: none"> Writers act as researchers when making descriptive reports. They take all they know and what real objects and photographs tell them and start their fact collection. We've done that. Another very good place to find information is to read what other researchers have found out about the topic.
Teach	<ul style="list-style-type: none"> Discuss the importance of researching to find the most interesting facts and not including everything they find. Here is a book about _____. I will use the table of contents to help me decide where I want to go in this book or if I want to read it all. DEMO. Select one heading to focus on for demonstration. Example: GIRAFFES 'Thud! A baby giraffe drops a long way to the ground when it is born. The fall does not hurt. The baby soon stands up. Its legs are very long. A newborn giraffe calf is taller than most human grown-ups.' Hmm...what is the most important information on this page? Well, I see a bold word, calf, so that might be important. I could say on my notes, 'A newborn giraffe is called a calf.' I don't want to write down everything this author said, just facts I might want to use; 'The baby soon stands up' I think I'll put that a baby giraffe can stand up soon after it is born. DEMO. So I can use information from other researchers for my report, but I do not have to copy everything they wrote. I can just say it in my own words and write it down. Review how to use the charts with note taking as needed: As I read a section and find an interesting fact, I need to check whether I already have that fact on any of my pages, 'What I Think I Know' or one of my category pages...
Active Engagement	<ul style="list-style-type: none"> Here is another piece of text from the same book. Let's read it and you decide one fact you might write from it. A new calf drinks milk from its mother. As the giraffe gets older, it learns to use its long, strong tongue. Then the calf is ready to eat leaves, just like the bigger giraffes. Turn and talk to your partner about what you might take notes on in this passage... share a few. Model how to check charts for the fact just discussed (e.g. confirm if it is on the What I Think I Know or category pages, or if it needs to be added to it).
Link	<ul style="list-style-type: none"> Researchers gather research from other researchers who have written their research down in books. We do not need to copy all they wrote, we just write the facts we want to use. Today, you will be looking for information on the following categories: xxxx, xxxx, xxxx, ... Independent Writing: Review research centers and remind them to record information in their Research Notebooks. Provide them with the categories you want them to study or leave it open ended.

Writing Unit of Study

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

Lesson Plan 3 – Independent Exploration, Continued

Mid-Workshop Teaching Point	<ul style="list-style-type: none">• Show work of different students who have paraphrased from books, not just copied facts down.• Note: Sometimes in books of limited text there is often not a viable way to paraphrase, so sometimes a student may need to copy the fact as written.• Discuss a question that a student raised and how s/he added it to the Wonderings page.
Independent Writing and Conferring	<ul style="list-style-type: none">•
After-the-Workshop Share	<ul style="list-style-type: none">• Highlight one or two student's work. Read the passage they read and share how they took notes on it and cross-checked the charts.• Celebrate how they are confirming what they know, and are adding new information about their animals.• Summarize steps done so far.

Writing Unit of Study

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

Lesson Plan 4 – Independent Exploration

Session	4
Concept I	Writers research to gather and record information.
Teaching Point	Writers act as researchers by interviewing others to gather more information.

Materials

- Interview paper
- Adult to model lesson with teacher

Teachers have an option for this session:

Option A – Develop a lesson on how to practice writing information in their own words. Continue work in research centers.

Option B – Discuss and prepare for an interview. Continue work in research centers. This is a sample lesson on interviewing.

Tips	<ul style="list-style-type: none"> • Important considerations: The feasibility of interviews will depend on the area under study and availability of experts. Not all groups have to interview a person. Decide ahead of time who the students will be interviewing and when. Schedule interviews prior to the start of the unit. Another option per Tony Stead is to interview people at home if appropriate to area under study. Students interview these people in small groups. See sample parent letter in his book: Stead, Tony. (2002). <i>Is that a Fact? Teaching Nonfiction Writing K-3</i>. Portland, MA: Stenhouse.
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Connection	<ul style="list-style-type: none"> • <i>Writers you have captured facts about your topic from What You Think You Already Know, from real objects, from photos and from materials other researchers have written. Now we want to try another source to gain information. We will learn from people who may have had experience with our topic. They may have done a lot of research on our area under study. We say they have a lot of background knowledge. They may have read a lot of books, studied photos, visited places, etc. Also, they may work in a job that teaches them a lot about what we are studying. They may have had a real-life experience with what we are studying.</i>
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Teach	<ul style="list-style-type: none"> • <i>We need to have a form for when we do interviews. If we don't, our interviews may not get us the information we need. Watch me as I do an interview with ___ (a volunteer adult) on shoes for a possible report on shoes.</i> • Sample 1 (Interview with NO pre-made interview form) This can be done without the following script. The sample is just to give you the gist. Try and make your example similar to the topic/s your students are studying. <ul style="list-style-type: none"> ○ <i>T: Hi, _____. I am going to do an interview on shoes with you. OK?</i> ○ <i>C: OK.</i> ○ <i>T: Um...do you like shoes?</i> ○ <i>C: Yes.</i> ○ <i>T: Hey, these are cool shoes. (name features)</i> ○ <i>C: Yeah.</i> ○ <i>T: Do you have a lot of shoes?</i> ○ <i>C: Yeah. About 5 pairs.</i> ○ <i>T: Hey, what kind?</i> ○ <i>C: I don't know if I really have 5, maybe just 3.</i> ○ <i>Turn and talk to your partner and decide if this interview gave us any useful information on a report on shoes. Why? Why not?</i>
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Writing Unit of Study

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

Lesson Plan 4 – Independent Exploration, Continued

Teach, Continued	<ul style="list-style-type: none">• Sample 2 (Interview with a preplanned interview form)<ul style="list-style-type: none">○ <i>Now here is an interview form I made for shoes. Notice how I really thought about the questions. I know a lot about shoes from what I know, photos, real objects and from books. I'm looking for new facts or to confirm the facts I already have. Here are some questions I may ask a person knowledgeable about shoes:</i>○ Question 1: <i>Why do you wear shoes?</i>○ Question 2: <i>When you shop for shoes, how do you decide which kind to buy?</i>○ Question 3: <i>Do you wear different shoes for different things? Explain.</i>○ Question 4: <i>What are the advantages of Velcro versus tie shoes?</i>○ Question 5: <i>How do you take care of your shoes?</i>○ Question 6: <i>How do you determine if a shoe fits well?</i>• Demonstrate conducting an interview with these questions. If the person gives a limited response, teach the students the prompt, <i>Can you tell me more about that?</i>• <i>Turn and talk to your partner about what you notice when I do an interview with written interview questions that I thought about ahead of time. Debrief.</i>• <i>Now let's think of some things we might want to ask people about our topics. Let's think about what we still want to confirm on our list or our wonderings. Model with one question, then generate other questions with the class. Chart responses.</i>
Link	<ul style="list-style-type: none">• <i>We'll use interview paper to create questions we will use to ask the person we are interviewing about our topics.</i>• Independent Writing: Students create interview questions (attach optional parent letter depending on how they are to interview). Students continue to work in research centers.
Mid-Workshop Teaching Point	<ul style="list-style-type: none">• Share information from a student who is creating good interview questions.
Independent Writing and Conferring	<ul style="list-style-type: none">•
After-the-Workshop share	<ul style="list-style-type: none">• Spotlight several interview sheets.• Revisit Misconceptions page and how to use it.

Writing Unit of Study

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

Lesson Plan 5 – Independent Exploration

Session	5
Concept II	Writers plan and draft their information in an organized way.
Teaching Point	Writers check if there is enough information for each subtopic.

Modify lesson based on whether students will be conducting interviews or not.

Materials	
• Mentor text with different samples of headings	•

Tips	• May use colored sentence strips.
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Connection	•
Teach	<ul style="list-style-type: none"> • <i>One thing researchers do when they get close to finishing their research is determine if they have enough information or if they need to find out more about certain categories. They want each category to have similar amounts of information. Demonstrate with teacher report – e.g. one category has 1 fact and another category has 5 or 6 facts.</i> • <i>Next, the writer decides how s/he will arrange the facts for a particular section of the descriptive report. The writer thinks about what would be the best order to organize the information. Model with teacher report.</i>
Active Engagement	<ul style="list-style-type: none"> • Using another teacher sample, list the information from one of the categories. Have students discuss in partnerships how they might order the information and if there is enough.
Link	<ul style="list-style-type: none"> • Explain when students go off to work today, they will be doing three things: <ol style="list-style-type: none"> 1. Check if they have enough or similar amounts of information per category. 2. Order information as they might want it to appear in the text. 3. Continue research as needed. • Independent Writing: Work on the three above areas.
Mid-Workshop Teaching Point	<ul style="list-style-type: none"> • Revisit discussion and examples of headings from the Whole Class Exploration Phase. Encourage students to try out different options – word/s, phrases, questions, etc. Example: What turtles look like; what turtles eat; what turtles do; where turtles live / physical appearance; shelter, kinds, body parts / What do turtles look like? What do turtles eat? etc. • Have student work on a table of contents based on their headings
Independent Writing and Conferring	•
After-the-Workshop Share	<ul style="list-style-type: none"> • Do a sneak preview on adding text features to their pieces. Review what they already have learned about text features.

Writing Unit of Study

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

Lesson Plan 6 – Independent Exploration

Session	6
Concept III	Writers reread and revise using strategies to increase the amount and quality of information given.
Teaching Point	Writers incorporate text features to help the reader gain more information about a topic.

Materials	
<ul style="list-style-type: none">• Mentor text with various examples of text features• Whole Class Report – highlight text feature pages	<ul style="list-style-type: none">• Anchor chart – Text Features• Index cards• Bold tip markers

Tips	<ul style="list-style-type: none">• Tony Stead (2002, 2010) discusses that to assist students in becoming better researchers, we must teach them how to: 1) locate information, 2) interpret the information they gather, 3) discover different ways to represent the information, and 4) publish and share their research. This lesson highlights that students may use text features in addition to text to represent and share information.• Text features may have been studied in reading or content area instruction. Modify lesson as needed.
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Connection	<ul style="list-style-type: none">• <i>Yesterday, we....</i>• <i>Today, we are going to teach others about our animals by using text features. Text features help readers gain additional information. Use a page from a mentor text - When I read this page from xxx, I learned xxx from this text feature called xxx, and I learned xxx from this text feature called xxx.</i>
Teach	<ul style="list-style-type: none">• <i>Let's look at what other writers have done.</i> Highlight books showing the features you studied during Whole Class Exploration (e.g. illustrations, labels, captions, bold print, etc...). Have students notice what they see and make a list of their observations. This information may be added to an existing chart on non-fiction text features. Example: <u>Pictures or photographs:</u><ul style="list-style-type: none">○ Are colorful○ Well drawn or photographed○ Sometimes have a border around them○ Can be labeled○ May have captions○ Support the information in the text• Do several text features as needed or review past learning about them. (Highlight text features that most second graders could do independently, such as illustrations, labels, captions, bold words, diagrams, etc.)• Show how to look at information collected. Is this information best represented through words, a text feature or a combination of both? Model.
Active Engagement	<ul style="list-style-type: none">• Have students discuss with partners what text features they want to add and why.

Writing Unit of Study

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

Lesson Plan 6 – Independent Exploration, Continued

Link	<ul style="list-style-type: none">• <i>Today we are going to do what research writers do when they are writing their text. We will add other text features such as ____ to help our readers gain more information and to understand our text better. We will ask ourselves, 'Is this information best represented through words, a text feature or a combination of both?'</i>• <i>We will use these index cards for our text features and this marker if we want to bold a word.</i>• Model doing a page layout for teacher text –discuss where to place text, where to place a text feature.• Independent Writing: Students' will begin mapping out each page of their text. They will decide where the text will go and where a text feature or two may be added to enhance meaning. Once they have a plan, they should have it approved by the teacher before they begin to create the text feature or start drafting text.<ul style="list-style-type: none">- Student may use an additional facing sheet of paper if needed. When done, they should gently tape cards on the paper. They will glue them down when doing final publishing.- Students should refer to the whole class book for ideas as well as the Text Feature anchor chart/book they developed prior to the unit.- Small group instruction may be needed on <i>how</i> to develop some of these features. Recognition of a feature may not be enough for some students. They may need step-by-step explanation of how to make the text feature.
Mid-Workshop Teaching Point	<ul style="list-style-type: none">• Discuss possible use of a glossary if bold faced words are included in text.
Independent Writing and Conferring	<ul style="list-style-type: none">•
After-the-Workshop Share	<ul style="list-style-type: none">• Share work from different students that highlight various text features.

Writing Unit of Study

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

Lesson Plan 7 – Independent Exploration

Session	7
Concept II	Writers plan and draft their information in an organized way.
Teaching Point	Writers construct interesting, informative paragraphs based on research.

Materials	
<ul style="list-style-type: none"> Mentor text with paragraphs Teacher report 	<ul style="list-style-type: none"> Index cards for text features

Tips	<ul style="list-style-type: none"> This lesson is similar to Session 8 in Whole Class Exploration Phase. Modify as needed. Additional practice with writing informational paragraphs could be done with the whole class or small groups during shared writing time. Reinforce this teaching point in content area instruction. As a class, write paragraphs about information learned. For students needing additional assistance with paragraphing, some of these scaffolds may help: A) Use a formatted sheet with heading, topic sentence and supporting sentences (optional concluding sentence); B) have students write the heading in green, the topic sentence in red, and supporting sentences in black. (optional concluding sentence in blue)
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Connection	<ul style="list-style-type: none"> <i>Writers, yesterday we... Now that we have a plan for organizing our pages, we are ready to begin writing sections for our Descriptive Report. Today, I am going to review how to write a well-written, informative paragraph.</i>
Teach	<ul style="list-style-type: none"> <i>First I will look at how other researchers write about their facts. (Need mentor books. Read a paragraph and discuss). Hmm...Notice how the author has the first sentence relate to the heading and the other sentences give more details. (Read another example) Again, I notice how the writer has the first sentence explained in the header. Then, the rest of the sentences in the paragraph give more information or details on the big idea. Remember we learned in reading, the first sentence is called the Topic Sentence. The other sentences are called Supporting Sentences. Elaborate as necessary. Students should have background knowledge of topic and supporting sentences from their reading work. Do more examples as needed. Teachers may also choose to review this concept earlier in the day or week during reading workshop.</i> <i>That's what we will do as we write our report. Let me show you how I might do it with my sample topic area. A tip I learned from this mentor text is that the author often used words from the heading in his/her topic sentence. I will do the same for my Topic Sentence. Demonstrate how to take isolated facts and write them in a paragraph, starting with a topic sentence and then writing supporting sentences. Underline the key words in the topic sentence that match the heading. Do multiple examples as needed.</i> If appropriate, discuss use a concluding sentence in a paragraph. Model.
Active Engagement	<ul style="list-style-type: none"> <i>Now let's try this with another section of my report. Let's look at _____. The heading is _____. With your partner, decide what we might write for the topic sentence. Let's do it like some of our mentor books. Put the key words from your heading into your topic sentence. Turn and tell your partner some possibilities. Have partnerships share with whole class.</i> Read other information listed. Have partnerships orally think of possible supporting sentences. Have partnerships share with whole class. Brainstorm together a concluding sentence for that category.

Writing Unit of Study

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

Lesson Plan 7 – Independent Exploration, Continued

Link	<ul style="list-style-type: none">• <i>Let's review the three main parts of an informational paragraph: Topic sentences, supporting sentences, and concluding sentences. Today, when you go off to write on each of your categories, be sure to include these parts.</i>• Independent Writing: Students write paragraphs/text for each category. They may also begin making plans for text features to accompany their writing. Illustrations and diagrams should be done on large index cards.
Mid-Workshop Teaching Point	<ul style="list-style-type: none">• Share work from a student/s that has a clearly defined topic sentence and supporting sentences.• Remind students to add headings to each section.
Independent Writing and Conferring	<ul style="list-style-type: none">•
After-the-Workshop Share	<ul style="list-style-type: none">• Have partnerships share their page layouts done to date and get feedback.

Writing Unit of Study

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

Lesson Plan 8 – Independent Exploration

Session	8
Concept III	Writers reread and revise using strategies to increase the amount and quality of information given.
Teaching Point	Writers use a variety of sentence beginnings.

Materials	
• Student Researched Facts	• Writing Paper

Tips	<ul style="list-style-type: none"> Paragraph writing will take a sufficient amount of time and may need to be extended into reading and/or content area time. There are several teaching points embedded in this one session. Depending on the background of the class, the teacher may want to highlight a particular aspect of the mini-lesson (e.g. writing topic sentences and supporting sentences, combining facts, and/or varying sentence beginnings) Students may need several days to write their paragraphs. Organize small group writing instruction according to the needs on the aforementioned teaching points. Provide additional writing time during science. May want to refer back to qualifying words in this lesson.
Connection	<ul style="list-style-type: none"> <i>As a researcher you gathered all your facts and confirmed them. You sorted them with headings and got them in the right order for your book pages. Now you have to write the pages. Today, I am going to teach you how to write an interesting paragraph.</i>
Teach	<ul style="list-style-type: none"> <i>When I look at my sheet of facts about ____ I see they are just facts. Some aren't even written in whole sentences. Now I have to link these facts together to make sentences that will seem interesting to the reader.</i> <i>So let's see what I have:</i> <ul style="list-style-type: none"> <i>Elephant Trunks</i> <i>They have trunks.</i> <i>Elephants use trunks like hands. They touch things.</i> <i>Move stuff</i> <i>Trunks are elephant's noses. Can sniff and breathe.</i> <i>Suck up water and sprays it</i> <i>They can suck up dirt and spray it.</i> <i>Take a bath with it.</i> <i>The first sentence should tell the reader what this page or section is going to discuss. Remember we call that our Topic Sentence. We can use the heading to help us think of the most important words or ideas to include in our topic sentence. Hmmm, how about...</i> <i>One of the most important features of an elephant is its trunk. I'll put a check mark next to this fact to show that I have used it.</i> <i>Now, the rest of the sentences in the paragraph give more details about the topic sentence. The second sentence is about how they use the trunk and so are all the rest. So, I might write...'They use their trunks like hands and touch and move things with them.'</i> <i>I used more than one fact in a sentence. I did not start it with the word 'Elephants' but with 'They' so my sentence beginnings wouldn't get boring. Remember we talked before in writing workshop to have sentence variety. Explain. I'll put a check mark next to these facts to show that I have used them.</i> <i>Let's see what else I might want to include:</i> <ul style="list-style-type: none"> <i>The trunk is the elephant's nose. It sniffs and breathes for the elephant.</i> <i>Since I'm talking about the trunk I can start a sentence with 'The trunk...' This will make my beginnings more interesting. The next sentence starts with 'It...' referring to the trunk. I'll put a check mark next to this fact to show that I have used it.</i>

Writing Unit of Study

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

Lesson Plan 8 – Independent Exploration, Continued

Active Engagement	<ul style="list-style-type: none">• Provide additional examples that students can try with partner.
Link	<ul style="list-style-type: none">• <i>Today, as you go back to your reports, you are going to do what research writers do and that is write your pages of your report combining facts and thinking about how you start your sentences so the reader doesn't get bored! You'll start with a topic sentence and then write supporting sentences. Remember to put a check mark next to a fact to show that you have used it.</i>• Independent Writing: Students write paragraphs/text for each category. They may also begin making plans for text features to accompany their writing. Illustrations and diagrams should be done on large index cards.
Mid-Workshop Teaching Point	<ul style="list-style-type: none">• Spotlight a student who is on the road to combining facts into a sentence and/or using various sentence beginnings.
Independent Writing and Conferring	<ul style="list-style-type: none">•
After-the-Workshop Share	<ul style="list-style-type: none">• Share excerpts of student work combining facts and varying beginning of sentences. or• Have partnerships share their page layouts done to date and get feedback.

Writing Unit of Study

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

Lesson Plan 9 – Independent Exploration

Session	9
Concept III	Writers reread and revise to increase the amount and quality of information given.
Teaching Point	Writers craft an effective introduction and concluding statement or section.

Materials	
<ul style="list-style-type: none"> Mentor Text with variety of introductions and conclusions. Introductions – Anchor Chart(from Whole Class Exploration). 	<ul style="list-style-type: none"> Conclusions –Anchor Chart (from Whole Class Exploration).

Tips	Important Consideration - Depending on your class protocol, you will have to decide how to handle editing and revising of the text. By now, some teachers students edit as a given in daily work, while others treat it as an add-on before publication. It is important that text be edited and revised at this point before adding text features, for it is hard to change things after features have been added.
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Connection	<ul style="list-style-type: none"> Writers we are almost finished with all of the text of our report. We have finished our heading pages with our text. Now we have to do one more part. We need to write introductions and conclusions to our reports. Today, I am going to review different ways we can attract our reader's attention and how we can leave them with a lasting impression!
Teach 1	<ul style="list-style-type: none"> Here is a book called _____. When I look at the first page of text, this is what it said... It seems like this author started by saying something about the topic to get me interested. If I flip through the pages I can see by the headings what it is about. When I get to the last part, let's see how the author ended the book. It's sort of the same as the beginning of the book, but using different words. It's kind of like the author is talking right at me telling me what I should remember most. (vary based on mentor text) Let's share what we found out about introductions (review list of types from Whole Class Exploration Phase). The types of beginnings that we notice are: (e.g. questions, action, fact). Let's think of how I might start my report about ____ using these types. Brainstorm and write down possibilities.
Active Engagement	<ul style="list-style-type: none"> Today, you will need to look at your first page. Think about how you will add a beginning page with an effective introduction. What type of lead will you write? Good writers often try more than one, like we did as a class with our whole class report. Then they pick the one they like the best. Try different ones aloud.
Teach 2	<ul style="list-style-type: none"> Now let's share what we learned about endings (review list of types from Whole Class Exploration Phase). The types of endings that we notice are: (e.g. feelings, revisit the beginning, or summary). Let's think of how I might end my book. Brainstorm and write down possibilities.
Active Engagement 2	<ul style="list-style-type: none"> Look at your last page? How will you add an ending to your report? What type of ending will you write? You may want to try different ones. Try different ones aloud.
Link	<ul style="list-style-type: none"> Today, you will need to look at your first page. Think about how you will add a beginning page with an effective introduction. What type of lead will you write? Good writers often try more than one. I want you to write at least 3 different possibilities. You might want to then ask a friend which one s/he thinks works best. Select one, then write it. Then look at your last page? How will you add an ending to your report? What type of ending will you write? You may want to try different ones and then ask a friend which one s/he thinks works best. Independent Writing: Students will look at beginnings and endings of their texts and revise or add as needed. May need to meet with small groups for those who find this difficult.

Writing Unit of Study

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

Lesson Plan 9 – Independent Exploration, Continued

Mid-Workshop Teaching Point	<ul style="list-style-type: none">• Highlight students who have captured the essence of the different types, especially those that drafted more than one type.
Independent Writing and Confering	<ul style="list-style-type: none">•
After-the-Workshop Share	<ul style="list-style-type: none">• Share student examples of effective introductions and conclusions.

Writing Unit of Study

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

Lesson Plan 10 – Independent Exploration

Session	10
Concept III	Writers reread and revise using strategies to increase the amount and quality of information given.
Teaching Point	Writers use linking words and phrases to continue an idea or to introduce a different idea. (CCSS 3rd grade)

Materials

<ul style="list-style-type: none"> Teacher text that could be revised to use linking words Highlighters 	<ul style="list-style-type: none"> Linking Words –Anchor Chart (defined and list of them)
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Tips	<ul style="list-style-type: none"> Although Common Core State Standards do not specifically address the use of linking words in informational texts until third grade, it would be helpful to introduce how to use words to connect ideas within categories of information. Information writers often use words such as <i>also</i>, <i>another</i>, <i>and</i>, <i>more</i>, or <i>but</i> to continue an idea or to introduce a different idea. Pre-teach this concept in reading. Show various examples from familiar text and discuss how these words help to link ideas together. Develop an anchor chart.
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Connection	<ul style="list-style-type: none">
Teach	<ul style="list-style-type: none"> Explain the importance of making connections between information and ideas. Discuss how information writers often use words such as <i>also</i>, <i>another</i>, <i>and</i>, <i>more</i>, or <i>but</i> to continue an idea or to introduce a different idea. Show a list of possible linking words and phrases to assist a writer in doing so. Model how you could signal the reader that you are transitioning to a new idea by adding <i>also</i> or <i>another</i>. Apply to teacher text by revising in front of them. Model how you use the words <i>and</i> or <i>but</i> to show the connection between two pieces of information or to continue an idea. Apply to teacher text by revising in front of them.
Active Engagement	<ul style="list-style-type: none"> Read another section from teacher text and ask students to talk in partnerships about how you might connect ideas using a linking word.
Link	<ul style="list-style-type: none"> <i>Today when you reread your work, see if there is anywhere you could add a linking word to connect ideas. Review this list of linking words to guide you...</i>
Mid-Workshop Teaching Point	<ul style="list-style-type: none"> Provide another example of text and discuss how linking words could be used. Show how to revise that section to include them.
Independent Writing and Conferring	<ul style="list-style-type: none">
After-the-Workshop Share	<ul style="list-style-type: none"> Have students use a highlighter to mark where they used a linking word from the list. Bring to share time and provide opportunities for them to share and discuss.

Writing Unit of Study

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

Lesson Plan 11 – Independent Exploration

Session	11
Concept III	Writers reread and revise using strategies to increase the amount and quality of information given.
Teaching Point	Writers choose the best way to teach important words that a reader needs to know.

Materials

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|--|--|
| <ul style="list-style-type: none"> Mentor text that show a variety of ways words are defined – see tips below | <ul style="list-style-type: none"> Ways to Define Words –Anchor Chart |
|--|--|

Tips	<ul style="list-style-type: none"> Common Core State Standards refer to some terms used in informational text as domain-specific, that is, words and phrases that are specific to the topic and that are defined in the text. This lesson highlights three ways information writers can define important terms: <ol style="list-style-type: none"> 1. Include a definition of important words right in the text where the word appears. Often a comma is used to do this, pausing the sentence to tell the reader what a word means. 2. Boldface important terms and define them at the end of the book in a glossary. 3. Provide definitions of words in a text box on the page where the word first appears. Studying mentor text is often the best activity to create a list of the different ways to define important terms.
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Connection	<ul style="list-style-type: none">
Teach	<ul style="list-style-type: none"> Using mentor text, help students to discern different ways an important word may be defined in the text. Make an anchor chart with examples. See Tips section.
Active Engagement	<ul style="list-style-type: none"> Select three different spots in teacher text where there is a domain-specific word. Have students help you think of how you might define that term in the text (e.g. context, boldface and glossary or text box).
Link	<ul style="list-style-type: none"> <i>Today, reread each page and decide if you have a word that the reader may need explained. If so, think about how you will define it in your text: in context by..., boldface by... or text box by...</i>
Mid-Workshop Teaching Point	<ul style="list-style-type: none"> Highlight different students that are using varied ways to define words.
Independent Writing and Conferring	<ul style="list-style-type: none">
After-the-Workshop Share	<ul style="list-style-type: none"> Discuss how students will be using the editing checklist to do the final touches before they get ready for publication.

Writing Unit of Study

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

Lesson Plan 12 – Independent Exploration

Session	12
Concept IV	Writers prepare to publish by editing and putting on the finishing touches.
Teaching Point	Writers check spelling and punctuation before publishing their work.

Materials	
• Editing Checklist – see Resource Materials Packet	•

Tips	• Once a report is approved by the teacher, students may begin to transfer their edited work to publishing paper, organizing it under appropriate headings.
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Develop a capitalization, usage, punctuation, or spelling lesson based on students' needs.

Connection	•
Teach	•
Active Engagement	•
Link	•
Mid-Workshop Teaching Point	•
Independent Writing and Conferring	•
After-the-Workshop Share	•

Writing Unit of Study

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

Lesson Plan 13 – Independent Exploration

Session	13
Concept IV	Writers prepare to publish by editing and putting on the finishing touches.
Teaching Point	Writers check spelling and punctuation before publishing their work.

Materials	
• Editing Checklist – see Resource Materials Packet	

Tips	<ul style="list-style-type: none">• Once a report is approved by the teacher, students may begin to transfer their edited work to publishing paper, organizing it under appropriate headings.
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Develop a lesson based on using the editing checklist. Have students apply to their reports.

Connection	•
Teach	•
Active Engagement	•
Link	•
Mid-Workshop Teaching Point	•
Independent Writing and Conferring	•
After-the-Workshop Share	•

Writing Unit of Study

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

Lesson Plan 14 – Independent Exploration

Session	14
Concept IV	Writers prepare to publish by editing and putting on the finishing touches.
Teaching Point	Writers compile information into different book parts.

Materials	
<ul style="list-style-type: none">Mentor Text with various book parts such as cover, title page, glossary, blurb, author's page, etc.	

Tips	<ul style="list-style-type: none">Once a report is approved by the teacher, students may begin to transfer their edited work to publishing paper, organizing it under appropriate headings.
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Connection	<ul style="list-style-type: none"><i>Yesterday, ...</i><i>Today, ...</i>
Teach	<ul style="list-style-type: none"><i>Let's recall the parts we added to our Whole Class Report before we put it in the library – discuss items as cover, title page, table of contents, etc.</i>Look at one of their favorite books and see what the author included – perhaps dedication, glossary, blurb, about the author page, etc.<i>Let's make a list of things you may to include in your final book.</i> Develop an anchor chart.
Active Engagement	<ul style="list-style-type: none">Share with your partner what you are thinking about adding to your final report and why.
Link	<ul style="list-style-type: none"><i>Now we are ready to put the finishing touches on all of our reports. First, finish each page of your report. Second, add extra parts to your book that you would like to include.</i>Independent Writing: Students finish revising and editing their pieces, then work on adding book parts.
Independent Writing and Conferring	<ul style="list-style-type: none">
After-the-Workshop Share	<ul style="list-style-type: none">Have students do a Symphony Share – bring their favorite page to share time. Form a circle and have each student share their favorite page and why (e.g. one they worked extra hard on, one that has a unique text feature, one that they think is really interesting, etc.)

Writing Unit of Study

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

Lesson Plan 15– Independent Exploration

Session	15
Concept V	Writers share work with an audience.
Teaching Point	Writers celebrate their work by sharing with others.

Materials	
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Tips	•
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