

ELA  
Common Core  
State Standards  
Resource Packet



**2<sup>nd</sup> Grade**  
**Informational Writing: Personal Expertise**  
**Unit 5**  
**08/14/13**

## Writing Unit of Study

### 2nd Grade - Informational Writing: Personal Expertise, Unit 5

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## Mentor Texts - Informational Writing: Personal Expertise

### Criteria:

- **Guiding questions** from A Quick Guide to Teaching Informational Writing, Grade 2 by Marika Paez Wiesen (2012, Heinemann).
  - A. Does the topic of at least one of my mentor texts show how a writer can teach about a topic of personal expertise? (e.g., *A Day at Gymnastics*, or *Baseball*)
  - B. Does the book use an “I” teaching voice rather than an authoritative, third-person teaching voice?
  - C. Is the text organized in a straightforward way, as in topics and subtopics?
  - D. Is the syntax of the text simple enough that a child might listen to the text and think, “I could write a text like that”?
- **Structural features:** title, table of contents, lead, headings/subheadings, conclusion, text features
- **Text features** – includes a number of items: bold print, chart, caption, diagrams/illustrations, pictures, labels, etc.
- **Variety of ways information is included:** facts, stories, domain-specific vocabulary, exclamations & wonderings, phrases specific to nonfiction text, variety of page layouts, etc.
  - **For more information, see Resources and Materials page in lesson plan packet, individual lessons and mentor text analysis chart in resource materials packet**

*This is a suggested list to consider when collecting possible mentor text. Please review books you have available that also meet the criteria. Replace or add to the list. Please see Mentor Text Analysis Chart to review books in your library.*

Literature – Trade Book Suggestions		
Title	Author	Notes to Teacher
Hair – Styling Tips and Tricks for Girls	Jim Jordan (American Girl)	See other titles in series
Several titles in series by Pacific Literacy	Samples: Going on a Safari by Joanne Young, Pet Vet by Sharon Hill, Going Up the Wall by Jan Trafford, Rhythm and Shoes by Jan Trafford, Know Where to Go by Julie Ellis, Wacky Wheels by Carol Hosking, The World of Dummies by Ellen Javernick, Tracks on the Ground by Clare Bowes, Glide/Wiggle/Zoom by Jenny Robin Jones, On the Ball by Janice Marriott, Bagels for Kids by Susan Paris	Chapters Pacific Learning – books are on an area author is very knowledgeable, more personal expertise than report-like www.pacificlearning.com
Safari Magazines by Mondo	Several magazines have sections on areas of personal expertise. Examples: Soccer, Basketball, Fun in the Snow, etc.	
Teeth, Senses, or other similar titles in series	Investigate series by Heinemann	Contact Marlene Malkin for ordering info- mmedubooks@aol.com
Caring for Bicycles – see others in genre: procedure, report list	Tom Andrews – Sundance - Alphakids	Contact Marlene Malkin for ordering info- mmedubooks@aol.com
Making Music or other similar titles in series	Judith Rosenbaum – Newbridge Discovery Links 2	Contact Marlene Malkin for ordering info- mmedubooks@aol.com
Become a Pokemon Trainer or other similar titles in series	Michael Teitelbaum – DK Readers	
Wolves, Sharks, or other similar titles	National Geographic Readers Level 2	
Several title in series	Weekly Reader Science	

<b>MENTOR TEXT CONTINUED</b>	<b>Sample text that have informational writing text features but more report-like</b>	
Acorn series by Heinemann	examples: Help the Environment, Our Global Community, Materials, Creature Comparisons)	Contact Marlene Malkin for ordering info mmedubooks@aol.com
Oceans, Earth, or other similar titles in series	A True Book series by Scholastic	
Earthworms (and other titles by author)	Claire Llewellyn	Replace with other similar books by Llewellyn
Usborne Beginners or Discovery Series	Several titles in series	
Rabbits, Rabbits and MORE Rabbits!	Gail Gibbons	Replace with other similar books by Gibbons

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

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

<b>Common Core    Code: CC</b>		
<b>Author</b>	<b>Topic/Title</b>	<b>Notes to Teacher</b>

<b>Reading and Writing Project at Teachers College (<a href="http://www.readingandwritingproject.com">www.readingandwritingproject.com</a>)    Code: TC</b>		
<b>Author</b>	<b>Topic/Title</b>	<b>Notes to Teacher</b>
Sophie	Girl Scouts	2 <sup>nd</sup> grade
Aaron	Smonth (seasons)	2 <sup>nd</sup> grade
Erin	Making Braids	3 <sup>rd</sup> grade

<b>Websites    Code: WWW</b>		

## Mentor Text Analysis for Informational Books: Personal Expertise Grades K-2\*

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

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

## Mentor Text Analysis for Informational Books: Personal Expertise Grades K- 2 page 2\*

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

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

Sandy Biondo and Michele Farah

## Writer's Notebook



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## Writer's Notebook



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Booklet pages

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# Table of Contents

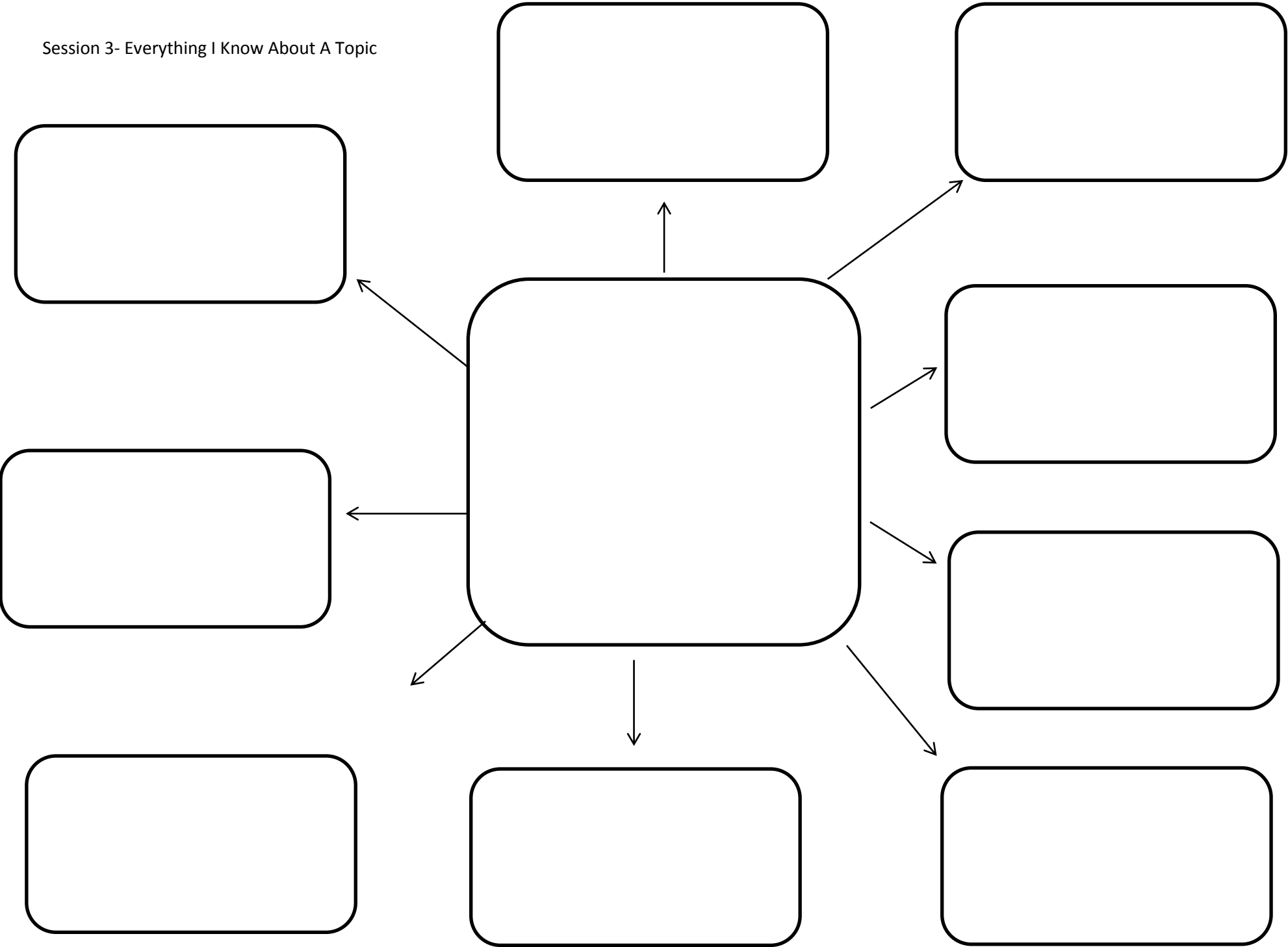
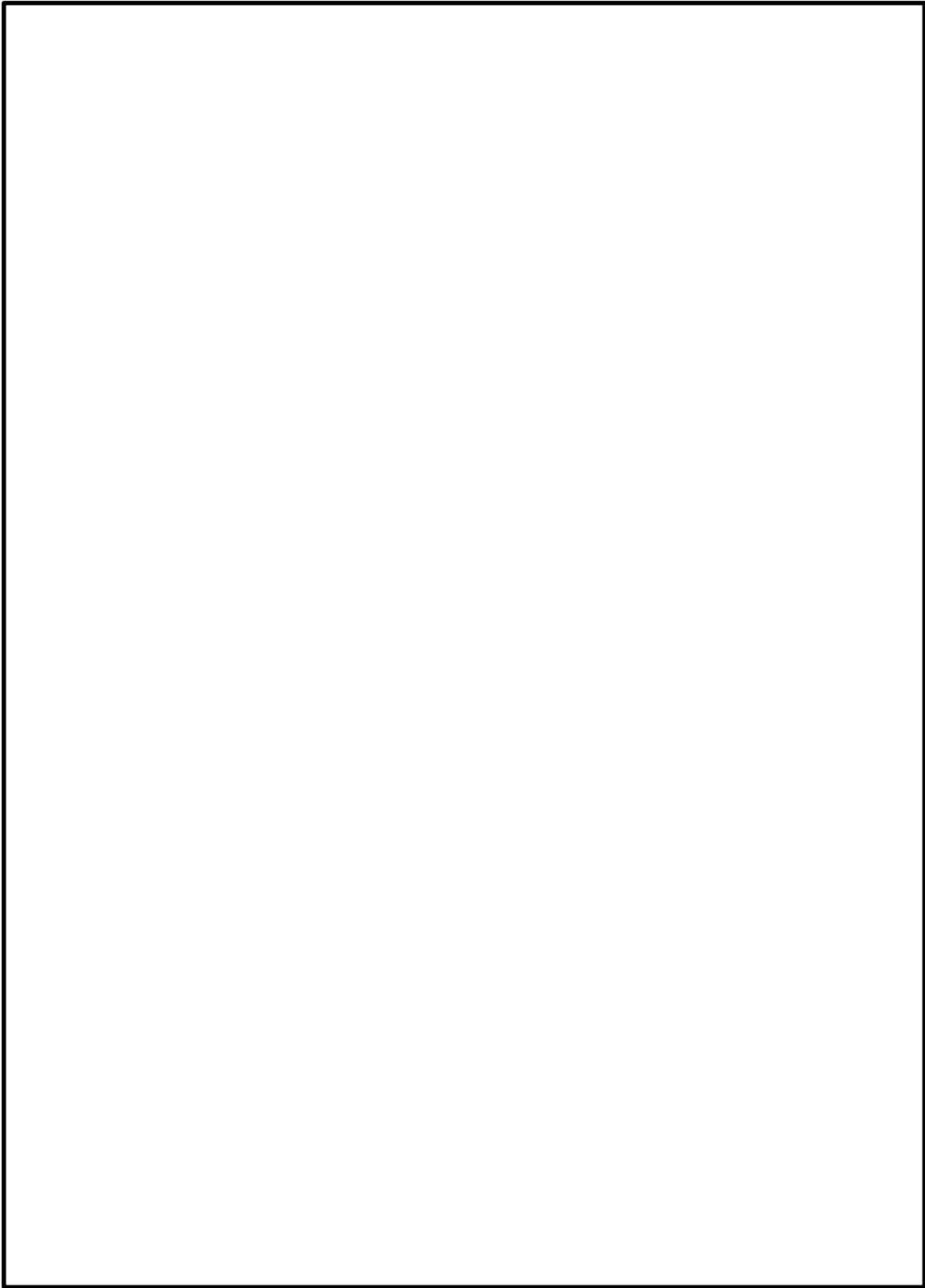



Diagram of \_\_\_\_\_



# Fun Facts Page

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# How-To

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page \_\_\_\_\_





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**Different Kinds of Something**

## Paper Choices



Fun Facts Page

<div style="border: 1px solid black; height: 100%;"></div>	<div style="border: 1px solid black; height: 100%;"></div>
<div style="border: 1px solid black; height: 100%;"></div>	<div style="border: 1px solid black; height: 100%;"></div>

[illegible][illegible]

Diagram of

## Text Features

Find information that shows the following:

**Text Feature**

**Example**

**Purpose**

<b>Caption</b>	<b>This is a zebra.</b>	<b>To tell the reader more about the picture or photograph.</b>
<b>Bold Print</b>		
<b>Comparison</b>		
<b>Table of contents</b>		
<b>Headings</b>		
<b>Photograph</b>		
<b>Diagram</b>		
<b>Labels</b>		

# Writers Talk to Other Experts about Their Topics

What are some important facts you could give me about \_\_\_\_\_?

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How do you know about \_\_\_\_\_?

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Is there something surprising you could tell me about \_\_\_\_\_ that many people don't know?

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What is the most interesting thing you know about \_\_\_\_\_?

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Why do you think it's important to learn more about \_\_\_\_\_?

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Name \_\_\_\_\_ Date \_\_\_\_\_ # \_\_\_\_\_

Question I'm going to ask: \_\_\_\_\_

My DATA Collected:

Tally Marks here	Data collected from question:

Name \_\_\_\_\_ Date \_\_\_\_\_ # \_\_\_\_\_



Question I'm going to ask: \_\_\_\_\_

My DATA Collected:

Tally Marks here	Data collected from question:

# Student Expertise Checklist

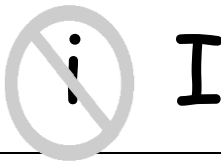



Name \_\_\_\_\_ Date \_\_\_\_\_

Personal Expertise Items	Yes	Not Yet
Am I an expert on this topic?		
Do I have facts to support my topic?		
Did I add to my pictures?		
Did I add to my words?		
Is my information sorted in to categories?		
Do I have a table of contents?		
Do I have words like <b>all, some, most</b> ?		
Do I have text features? (diagrams, <b>bold print</b> , captions, maps  )		
Are there reactions and thoughts about my topic?		
Did I add comparisons?		
Did I reread to make sure my book makes sense 		

Based on Calkins, Lucy & Pessah, Laurie. (2003). Nonfiction Writing: Procedures and Reports in Units of Study for Primary Writing: A Year-long Curriculum.

Name: \_\_\_\_\_

## 2<sup>nd</sup> Grade Informational Writing Editing Checklist

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

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

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

### **K-2 Writing Assessment Package**



*MAISA College and Career Readiness Project*  
ELA Leadership Team

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**January 2013**



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**2<sup>nd</sup> Grade – Informational Writing: Personal Expertise, Unit 5**  
**Concept 2: Writers choose topics by considering areas of expertise, audience, and focus.**

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**2<sup>nd</sup> Grade – Informational Writing: Personal Expertise, Unit 5**  
**Concept 3: Writers plan and draft their information in an organized way.**

**2<sup>nd</sup> Grade – Informational Writing: Personal Expertise, Unit 5**  
**Concept 3: Writers plan and draft their information in an organized way.**

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## **2<sup>nd</sup> Grade – Informational Writing: Personal Expertise, Unit 5**

**Concept 4: Writers reread and revise using a toolbox of elaboration strategies to increase the amount of information they give.**

[illegible]

**2<sup>nd</sup> Grade – Informational Writing: Personal Expertise, Unit 5**  
**Concept 5: Writers reread and revise using a toolbox of elaboration strategies to add a variety of information.**

[illegible]

**2<sup>nd</sup> Grade – Informational Writing: Personal Expertise, Unit 5**  
**Concept 6: Writers prepare to publish by revising and editing select pages.**

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**Concept 6: Writers prepare to publish by revising and editing select pages.**

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## 2<sup>nd</sup> Grade: Informational Writing: Personal Expertise Proficiency Checklist

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Proficiency checklists guide teachers on what to provide instruction and additional assistance on during the unit, as well as beyond the unit. See Proficiency Guidelines in the K-2 Writing Assessment Package for additional information.

<b>What are this writer's strengths?</b>	<b>What are the next teaching points for this writer?</b>

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

### Approaching Proficiency with Informational Writing: Personal Expertise

- ☐ Does not yet meet requirements for Proficient

### Proficient (Meets Standards) with Informational Writing: Personal Expertise

**Proficient students must meet all bold and 2 of 3 un-bolded proficient criteria**

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

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

### Exceeding Proficiency with Informational Writing: Personal Expertise

**Students must meet all the Proficient and Exceeding Proficiency criteria**

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

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

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



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

## Some Possibilities for Purposeful Use of the Share Time

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

Source: Teachers College Reading and Writing Project