

Report of Information Grade Two



Informational Text Grade 2

Background information:

This study was developed for use with second grade classrooms that are already implementing the writer's workshop. The intent of the study is to teach children to read and write Informational Text.

Quality children's nonfiction literature and informational texts are used to introduce students to examples of the genre. The classroom should be filled with a variety of books so that children are immersed in the genre.

Assumptions:

- Students can read the material. (appropriate text level)
- Students have experience in narrative writing or memoir genre writing.
- Students have had experience with using various reference sources. (Word Walls, dictionaries, thesaurus, etc.)
- Students have published and celebrated their writing in other genre.

Teaching objectives:

Students will understand the organizational structures of informational text. The students will produce a report of information piece that:

- Follows an organizational structure.
- Creates a unifying idea.
- Produces information through the use of appropriate graphics.



Report of Information Grade 2

Sequence:

Week 1-

Students will learn how to gather information and develop big ideas utilizing a KWL chart that will guide their questions.

Week 2-

Students will collect facts and details to organize information and begin writing their piece. The teacher and students will begin to create a rubric.

Week 3-

Students will organize the information gathered into a focused structure that uses supporting details and specialized vocabulary.

Week 4-

Students will use the rubric to evaluate their written report of information. Students will publish and celebrate their written pieces.

Note to teacher:

- Teacher is to use same topic/subject as he/she models daily.
- Select books carefully, considering attributes to be taught.
- The rubric will be developed and correlated within the unit of study.
- This time frame noted is only a suggestion; it will vary depending on your individual classroom needs.

Materials Needed for this Unit:

- Chart paper
- Chart markers
- Examples of informational writings
- Graphic organizers
- Touchstone Texts which exemplify the attributes of report of information



**Report of Information
Identifying Attributes
Week 1, Lesson 1
Grade 2**

Mini Lesson Goal: Students will understand that informational text writing provides information on a chosen topic.

TEKS 2.20 A, B 2.12 A, C, D 2.10 B

Materials:

- Chart paper and markers
- Students' Writers' Notebooks
- Selection of nonfiction and informational texts
- Professional resources (suggested):
 - *Nonfiction Matters* by Stephanie Harvey
 - *Nonfiction Craft Lessons* by Joann Portalupi and Ralph Fletcher

Prior to the Lesson:

Gather as many informational texts as possible to immerse the children in the genre.

Connection:

A personal connection is made as students realize the importance of nonfiction and the part it plays in their lives as they seek answers to their questions.

Mini Lesson:

Using touchstone texts as examples, demonstrate and teach the purposes for reading to learn:

- To acquire information
- To satisfy curiosity
- To understand our world more fully
- To understand new concepts/ideas
- To expand vocabulary

Point out some of the differences between nonfiction books and fiction or narrative genre.

Active Involvement:

Chart the students' responses that identify the attributes of nonfiction genre. See sample chart below.

Writing/Conferring:

Students write down topics that they wonder about and want to pursue.



Sample attribute chart

Informational Text Writing . . .

- Conveys information
- Is drawn from personal knowledge and/or research
- May have diagrams, charts, maps, illustrations or photographs
- Is organized by the use of titles and headings
- May have text features such as table of contents, glossary, index
- Has labels and/or captions for the illustrations/graphics
- Has specialized or technical vocabulary



Report of Information
KWL for Topic Selection
Week 1, Lesson 2
Grade 2

Mini Lesson Goal: Students will discover that they already know something about a variety of subjects/topics. Through the use of exploratory writing and research they will learn to become experts on their chosen subject.

TEKS 2.20 B & D 2.12 A

Materials:

- Chart paper and markers
- KWL chart
- Selection of nonfiction and informational texts

Prior to the Lesson:

Gather as many informational texts as possible to immerse the children in the genre.

Connection:

Remind students that finding a topic is easy when they choose a subject they have some knowledge about and are curious or excited about. It will be difficult to stay in the research if they are not interested in the topic.

Mini Lesson:

Have students think about personal experiences and remind them that they already know a lot or something about many topics. Brainstorm with students the possible topics for further exploration. Make a chart of the lists of things students know about.

Take one of the topics and create a KWL chart that will be used as a class model for individual informational text writing.

Active Involvement:

Students participate in the brainstorming activity. Teacher models both the “K – knowledge” and the “W – want to learn” parts of the KWL chart with a sample chart.

Writing/Conferring:

Students write down topics that they wonder about and want to pursue. Students will create a personal K-W chart on their chosen topic in their Writer’s Notebooks.

What I Know (K)	What I want to find to find out (W)
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Report of Information
Notes from Illustrations
Week 1, Lessons 3 & 4
Grade 2

Mini Lesson Goal: Students will write notes pertaining to their chosen topic using illustrations as a foundation.

TEKS 2.10 B 2.11 A

Materials:

- Collection of informational text with strong illustration/text match
- Post-it Notes

Prior to the Lesson:

Select at least 2 informational texts that relate to the class topic you're using to model the writing process. Prepare post-it notes on the illustrations that show how to write brief notes based on the pictures or illustrations.

Connection:

When students open a book they usually study the illustrations first because children are naturally drawn to drawings and photographs.

Mini Lesson:

Reread the attribute chart and help students determine the necessity of note taking in order to publish an informational book. Tell students that writers can use illustrations to teach their readers how things look or how they work without using many words. Illustrations are a great source of additional information.

The teacher should use a touchstone text to demonstrate the note taking process. Have students study an interesting illustration in the book. Lead the class in a discussion on what can be learned by studying the illustration. Then take some post-it notes and write what the students have said and attach them to the illustration. For example, if the illustration shows a turtle laying some eggs, the teacher could write on a post-it note, "turtles lay eggs in sand." Point out that the note was not a complete sentence. Follow the same procedure for at least two more illustrations.

Finally, show students how to remove the post-it notes from the illustrations in a book and transfer them to their writer's notebook. Show them how to write a title above the post-it notes to remind them of the topic.

Active Involvement:



Students will browse the nonfiction books in the classroom to find one on his/her chosen topic. They will find illustrations in the book to practice note taking using the post-it notes and techniques demonstrated in the mini-lesson.

Writing/Conferring:

Conference with those students who may struggle with the procedures and concept of note taking using illustrations.

Closure:

Students can share their post-it notes and the book they used at the gathering spot.

Note to Teacher:

This process will take at least two days to complete.



**Report of Information
Beginning the Rubric
Week 1, Lesson 5
Grade 2**

Mini Lesson Goal: Students will use the attribute chart to begin to create a rubric.

TEKS 2.19 A

Materials:

- Chart paper and markers
- Attribute chart(s)

Prior to the Lesson:

Prepare the chart paper with columns and rows as previously done when creating rubrics.

Performance Element:	Level 4	Level 3	Level 2	Level 1
Chosen Topic	writer knows a lot about the topic	writer knows something about the topic	writer knows a little about the topic	writer knows very little about the topic
	topic is focused on a specific subject	two or more topics are written about	more than two topics are written about	topic is unclear

Connection:

Remind students of the process and the final rubrics they've created before on narrative and/or memoir writing.

Mini Lesson:

Explain to students that they will begin to construct a rubric. Discuss the importance of the rubric and how it will be used. Tell students that they will create the rubric from the attribute chart on informational text. Show them the beginning chart categories. Ask the students to list descriptors for a "4" and a "1." Then, guide the students in completing the descriptors for the middle ratings.

Explain that as you proceed through the lessons on Informational Text writing that you will continue to build the rubric so that it can be used toward the end of the unit of study to evaluate the quality of their writing in this genre.

Active Involvement:



All students should participate in the creation of the rubric.

Report of Information
Supporting Details
Week 2, Lesson 1
Grade 2

Mini Lesson Goal: Students will provide supporting details and concrete examples.

TEKS 2.14 B 2.17 C

Materials:

- Chart paper and markers
- Examples of informational text that is vague or lacking details
- Informational text or touchstone text that has vivid and multiple facts and details

Prior to the Lesson:

Write out an example of vague informational text on chart paper. The following is suggested.

The White House has a lot of rooms. The rooms are painted different colors. The White House used to be the biggest house. Famous people visit the White House.

Connection:

Students will begin to reread their informational piece to evaluate the presence of supporting details.

Mini Lesson/Teach:

Show the students the writing example on the chart. Read the chart together. Ask, “Do you have any questions about the information presented?” Record their questions. State, “Sometimes we have further questions because there is not enough evidence, facts or supporting details to tell exactly what, for example, the White House looks like.

Now read the touchstone text or selected text that demonstrates writing with lots of details, description and supporting facts. Lead a discussion on the differences in the writing. Chart some of the differences that may include uses of descriptive language, uses of the five senses to describe, and use of specific facts.



Active Involvement:

Students will be actively involved in the discussion and charting activity.

Writing/Conferring:

Have students reread their report of information piece to find facts where they can add supporting details in the text. Confer with students on adding supporting details. You may need to remind students not to copy word from word in a text. Have models of paraphrasing posted in the room to serve as a reminder.

Closure:

Add another attribute to the rubric.

Performance Element:	Level 4	Level 3	Level 2	Level 1
Supporting Details	writing contains many specific details and supporting facts	writing contains some details and facts	writing contains a few details and facts	writing contains no details or supporting facts



Report of Information
Graphics/Illustrations
Week 2, Lesson 2
Grade 2

Mini Lesson Goal: Students will learn to use pictures, drawings, diagrams, maps, charts or illustrations with captions to make their writing more accurate.

TEKS 2.12 E, 2.20 B

Materials:

- Chart paper and markers
- Informational books that illustrate the features to be taught

Prior to the Lesson:

Gather as many informational texts as possible that have a variety of techniques for including illustrations and graphics with captions.

Connection:

Remind students that everyone likes books that have pictures. In Informational texts, the pictures and captions provide additional information.

Mini Lesson/Teach:

Use sample informational books to point out the text features of illustrations, charts, maps, diagrams and drawings that have captions or labels. Model on a chart paper with the class informational writing piece how to add pictures, or other graphic features, with captions and labels.

Active Involvement:

In partners, have students find examples of labeled/captioned pictures, illustrations, charts, etc. to share with each other.

Writing/Conferring:

Conduct conferences with students about how and where to add pictures/illustrations or drawings in their writing. Also confer about how to write captions or labels for the graphics.

Note: This lesson may take more than one day to complete.



Report of Information
Changing fact notes to sentences
Week 2, Lesson 3
Grade 2

Mini Lesson Goal: Students will transform notes (facts and details) into complete sentences.

TEKS 2.17 C

Materials:

- Chart paper and markers
- Students' post-it notes written about illustrations

Connection:

Remind students of the lesson where they used post-it notes to write facts or details about an illustration in a book related to their chosen topic. Those post-it notes were then transferred to their Writer's Notebooks. Now, the notes will be written as sentences.

Mini Lesson/Teach/Active Involvement:

Have students share with a partner the facts/details on their post-it notes about their chosen topic.

Ask for a volunteer to share his/her notes. Write the words or phrases on a chart paper. Use questioning strategies to lead the student in adding additional facts or details and write the responses on the chart paper.

Demonstrate how to take the multiple notes/facts and write a complete sentence. Tell students that today during writing time they will be transforming their facts and detail notes into sentences for their report of information piece.

Writing/Conferring:

Confer with students to help them transform their notes into complete sentences that form a coherent written piece.



Report of Information
Headings
Week 2, Lessons 4 and 5
Grade 2

Mini Lesson Goal: Students will identify headings as an organizing structure for report of information writing. They will generate heading for their writing.

TEKS 2.12 A, C 2.14 A 2.19 B 2.20 A, B, C
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Materials:

- Attribute Chart
- Chart paper and markers
- Nonfiction books that have headings to show as example features

Connection:

When reading informational text, point out that authors organize their text in a variety of ways to help the reader construct meaning. Some authors use bold subtitles to let the reader know that they are moving to a different topic. These are called headings.

Mini Lesson/Teach:

Using one of the selected nonfiction texts, ask students what they notice about how the author organizes the information. Lead a discussion that identifies the headings and the way they look on the pages. Show students that the information following the heading relates directly to that subtitle or heading. Tell students that headings help the writer organize or “chunk” the information in the entire text. They help the reader move through the text in a logical, orderly way.

Have students cite examples of the headings from the touchstone text used. Write these on chart paper under the title of the book.

Active Involvement:

Have students fold a piece of paper into fourths. When they reread their report of information piece, have students write four possible heading titles on the folded paper. After they have written their individual headings, have the students meet with a partner to discuss their suggested headings and make changes as appropriate.

Closure:



Add headings to the attribute chart/rubric.

**Report of Information
Table of Contents
Week 3, Lesson 1
Grade 2**

Mini Lesson Goal: Students will develop a Table of Contents for their report of information.

TEKS 2.12 C

Materials:

Touchstone texts or content area textbooks that contain tables of contents

Connection:

Students will come to realize the importance of a table of contents for locating information in a nonfiction text.

Mini Lesson:

Using the touchstone text or content area textbooks as examples, tell students what the purpose of a table of contents is, how it is organized and what kind of information is included in a table of contents. Explain that a table of contents is one of the features of informational text that lists the main topics in the text and the page number where that information is located.

Tell students that today during writing time, they will be creating table of contents for their report of information.

Active Involvement:

Have students use their science or social studies textbook to find information using the table of contents in the book.

Writing/Conferring

Confer with students to help them create a table of contents for their report of information.

Closure:

Add table of contents to the attribute chart/rubric.



**Report of Information
Glossary
Week 3, Lessons 2 & 3
Grade 2**

Mini Lesson Goal: Students will develop a glossary for their report of information.

TEKS 2.8 C, D

Materials:

Touchstone text that contains a glossary

Prior to the Lesson:

Review dictionary skills and alphabetical order with students.

Connection:

A personal connection is made as students realize how and why they have used dictionaries in the past to find the meanings of unknown words.

Mini Lesson/Teach:

Turn to the glossary in the touchstone/selected informational text and explain to students that a glossary often is included in a book so that the readers can find the meanings of unfamiliar words specifically used in the book. Demonstrate using the glossary in the touchstone text by locating one of the words in the text and then finding it in the glossary.

Active Involvement:

Have students find 5 words in their report of information piece that they think readers will not know the meaning of, or words they learned as they were writing their report. Have students write the words in alphabetical order on a sheet of paper, leaving several lines/spaces between the words. Have students write the definitions of the selected words.

Writing/Conferring:

Confer with students as they create the glossaries for their written piece.

Closure:

Add glossary to the attribute chart/rubric.



**Report of Information
Revision
Week 3, Lessons 4 & 5
Grade 2**

Mini Lesson Goal: Students will evaluate their report of information using the class created rubric.

TEKS 2.18 C 2.19 A, D

Materials:

Informational Text Rubric
Sample student writing

Connection:

Students will realize that authors use a standard to judge the quality of their work.

Mini Lesson:

Review the class generated rubric for informational text writing. Display a piece of student written work on the overhead projector. Demonstrate how to use the Rubric to evaluate how the writing meets the standards in the rubric. Lead the class in a discussion and make suggestions for revisions.

Active Involvement:

Students will share their writing with a partner to make suggestions and determine if the writing meets the standards in the rubric.

Writing/Conferring:

Students will make revisions as appropriate.



Report of Information
Editing
Week 4, Lesson 1
Grade 2

Mini Lesson Goal: Students will use a variety of editing tools to correct grammar and mechanics errors in their report of information piece.

TEKS 2.17 D 2.18 D

Materials:

- Chart paper and markers
- Students' Report of Information Piece
- Colored pencils, highlighters, other supplies for editing

Prior to the Lesson:

Based on previous mini-lessons and the TEKS, the teacher will determine which skilols the students will be held accountable for.

Connection:

Good writers use a variety of editing tools to improve their writing. Sometimes they use a checklist to remind them of all the conventions they must check before publishing the written piece.

Mini Lesson:

Ask what students notice about the correctness of language in the various informational texts they have been reading. Point out that when authors finish a manuscript, the edit or proofread their work to check for correct spelling, punctuation, capitalization (and other TEKS conventions).

Tell students that there are many ways to edit their work. One may be reading it to a partner; for when we read our work out loud we sometimes catch our mistakes. Another way to edit is to use colored pencils or highlighters to mark places that may be incorrect in our writing. This draws our attention to a spot in our writing that we want to check using a dictionary, or charts in the room on grammar, punctuation etc.

You may want to generate an Editing Checklist or use one from previous lessons already posted in the classroom.

Sample Editing Checklist
<ul style="list-style-type: none">• Write in complete sentences• Use capital letters at the beginning of sentences



- Use correct ending punctuation
- Check for correct spelling

Active Involvement:

Utilizing the Editing Checklist, have students take their report of information writing and check their work for each item on the checklist. Remind students to make corrections with a different colored pencil.

Writing/Conferring:

Conference with students as they proofread their written work. Students may also meet in response groups to edit each other's work.

Note: Checklists do not teach editing skills. These skills should be taught during the Skills Block time of language arts.



**Report of Information
Preparing to Publish
Week 4, Lessons 2 & 3
Grade 2**

Mini Lesson Goal: Students will polish and publish their report of information.

TEKS 2.18 B 2.11 D 2.19 A, C, D
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Materials:

- Informational Text Rubric
- Book making and art supplies

Connection:

Students will revisit favorite published informational books and observe the various ways authors publish informational text.

Mini Lesson:

Point out the various features of informational text in the Rubric and in the various books available in the classroom. Invite the students to revisit informational texts to get ideas for publishing their informational text writing.

Active Involvement:

Students may use technology that is available to publish their work. Or, they may copy a final piece from their draft writing with illustrations.

Writing/Conferring:

Conference with students on final revisions, editing and decisions about format for their report of information.



**Report of Information
Celebration
Week 4, Lesson 4
Grade 2**

Mini Lesson Goal: Students will celebrate the completion of a published piece of informational text.

TEKS 2.14 C

Materials:

- Students' published pieces
- Post-it Notes
- Pens/pencils
- Refreshments

Prior to the Lesson:

Invite another class or parents or administrators or others to come and listen to the authors from your class as they share their published work.

Connection:

Students will recognize the report of information attributes while listening to their classmates read their published pieces.

Mini Lesson:

The teacher will discuss the class generated rubric on informational text writing with the classroom guests. Invite the guests to use the Post-it notes to write positive comments to the authors as they share their work.

Active Involvement:

Students will read their published pieces to their classmates and guests and receive positive feedback on their work.

Closure:

Refreshments may be served at the end of Author's Chair.

