Informational Text:
Reading for Inquiry and Writing a Report

English Language Arts and Literacy, Grade 2

This is the second unit in the series. The focus of this unit is on reading and comprehending informational text and writing an informational report. Second-grade students read and listen to multiple texts and deconstruct them with the teacher in order to understand how informational text is organized. Next, after listening to and reading multiple texts, students co-construct a report with the teacher. Finally, students individually read at least two books on a topic, take notes, organize the notes, and construct a report. They add at least one text feature to it and then read it to their kindergarten buddies. A copy is made of each report and given to the kindergarten class for their classroom library.

*These Model Curriculum Units are designed to exemplify the expectations outlined in the MA Curriculum Frameworks for English Language Arts/Literacy and Mathematics incorporating the Common Core State Standards as well as all other MA Curriculum Frameworks. These units include lesson plans, Curriculum Embedded Performance Assessments, and resources. In using these units, it is important to consider the variability of learners in your class and make adaptations as necessary.*

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| **Stage 1 –Desired Results** |
| **ESTABLISHED GOALS G**CCSS.ELA-Literacy.RI.2.1 Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text.CCSS.ELA-Literacy.RI.2.4Determine the meaning of words and phrases in a text relevant to a grade 2 *topic or subject area*.CCSS.ELA-Literacy.RI.2.5 Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.CCSS.ELA-Literacy.RI.2.10 By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the second- to third-grade text complexity band proficiently, with scaffolding as needed at the high end of the range.CCSS.ELA-Literacy.SL.2.1 Participate in collaborative conversations with diverse partners about second-grade topics and texts with peers and adults in small and larger groups.CCSS.ELA-Literacy.SL.2.1.c Ask for clarification and further explanation as needed about the topics and texts under discussion.CCSS.ELA-Literacy.SL.2.6 Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3 for specific expectations.)CCSS.ELA-Literacy.L.2.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.CCSS.ELA-Literacy.W.2.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.CCSS.ELA-Literacy.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).CCSS.ELA-Literacy.W.2.8 Recall information from experiences or gather information from provided sources to answer a question. | ***Transfer*** |
| ***Students will be able to independently use their learning to…* T**T1. Read and comprehend a range of increasingly complex texts and media written for various audiences and purposes.T2. Generate open-ended questions and seek answers through critical analysis of text, media, interviews, and/or observations.T3. Communicate ideas effectively in writing to suit a particular audience and purpose. |
| ***Meaning*** |
| **UNDERSTANDINGS U*****Students will understand that…***U1. Readers read informational text in order to gain information about a topic.U2. Fiction and informational text are written for different purposes and organized differently; we therefore read them differently.U3. Authors organize text using various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to help readers to find answers to questions.U4. Readers ask questions when reading to clarify and elaborate understanding.U5. Discussing text with peers and teachers deepens comprehension and understanding. U6. Writing about reading enhances comprehension. | **ESSENTIAL QUESTIONS Q**Q1. Why and how do we read informational text?Q2. Why do authors of informational text use text features?Q3. How does asking questions help readers to understand text? Q4. Why do readers talk about what they have read?Q5. Why and how do readers write about what they have read? |
| ***Acquisition*** |
| ***Students will know…* K**K1. Whether a book is fiction or informational text by looking through it.K2. Types of text features (captions, bold print, subheadings, glossaries, indexes, electronic menus, icons). K3. Reasons for authors using text features.K4. Informational text can be read in any order based on where information is located and a reader’s purpose for reading.K5. Organization of a report into a general statement(s) and key details. | ***Students will be skilled at…* S**S1. Determining if a book is informational text and explaining their reasons why.S2. Asking and answering questions such as *who, what, where, when, why,* and *how* to demonstrate understanding of text. S3. Asking questions for clarification while reading informational text. S4. Using text features to locate information.S6. Writing down facts while reading.S7. Writing a general statement about a topic.S8. Organizing information into categories and including key details.S9. Focusing writing on a topic and revising and editing with guidance and support from the teacher. |
| **Stage 2 – Evidence** |
| **Evaluative Criteria** | **Assessment Evidence** |
| The report needs to include:* A title and author
* A general statement about the topic
* Key details that include:
	+ What the animal looks like
	+ Where it lives
	+ What it eats
	+ At least three interesting facts about it
* A conclusion
* Accurate facts and information
* Vocabulary that you learned from reading about that animal in the text
* Correct sentence structure, grammar, usage, and mechanics
* At least one text feature to make the report clearer

Students need to read to kindergarten buddy in a clear, audible voice. | **CURRICULUM EMBEDDED PERFORMANCE ASSESSMENT (PERFORMANCE TASKS) PT****Performance Task:** Students write a report about an animal after reading; they use their notes from two to three books. The report will include a general statement at the beginning followed by key details, a conclusion, and key vocabulary from the text. Students will include at least one text feature that will make their report clearer. Finally, students read their report to their kindergarten buddy.**Goal:** Second graders will write a report on that animal; the report will go in the kindergarten library.**Audience:** Their audience is their kindergarten buddy and the rest of the kindergarten class.**Standards Assessed** (see CEPA rubric):CCSS.ELA-Literacy.RI.2.1 Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text.CCSS.ELA-Literacy.RI.2.4Determine the meaning of words and phrases in a text relevant to a *grade 2 topic or subject area*.CCSS.ELA-Literacy.RI.2.5 Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.CCSS.ELA-Literacy.W.2.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.CCSS.ELA-Literacy.W.2.8 Recall information from experiences or gather information from provided sources to answer a question.**Directions:** Students will:* Choose two-three books about an animal from the teacher-selected books.
* Read books.
* Write facts about the animal.
* Organize the facts into categories. Be sure to include:
	+ What the animal looks like
	+ Where it lives
	+ What it eats
	+ At least three interesting facts about it
* Write a general statement about the animal to begin the report.
* Include the key details in each category.
* Write a conclusion.
* Use vocabulary specific to the animal from the texts read.
* Make a cover and include a title and author.
* Include at least one text feature to make the report clearer.
* Read the report to their kindergarten buddy in a clear, audible voice.
 |
|  | **OTHER EVIDENCE: OE**OE1. Partner, small-group, and large-group discussionsOE2. Notes taken on reading throughout the unit (Responses to Reading) |
| Stage 3 – Learning Plan  |
| ***Summary of Key Learning Events and Instruction*****Lessons 1–4: Deconstructing Text****Lesson 1:**  Introduction to the unit and discussion of the Essential Questions. Small groups of students work together to examine a pile of books and sort them into fiction and informational texts.**Lesson 2:** Students work in groups to determine characteristics of fiction and informational texts and to complete a Venn diagram listing similarities and differences of fiction and informational text.**Lessons 3, 4:** In small groups, students peruse informational texts and discover text features (such as the table of contents, headings, subheadings, captions, bold print, glossary, index, graphs/charts, etc.) of informational text. Students learn the purpose of each of the text features.**Lessons 5–9: Co-constructing Text****Lesson 5:** Students learn how to ask questions before, during, and after reading when reading informational text. They ask questions in order to find information or clarify what they are reading.**Lesson 6:** Students learn that there are two parts to a report: general information about a topic and detailed information. They begin learning how to construct a report and discuss what should be included in a report on animals.**Lessons 7–9:** The class uses the facts they have collected on frogs over the past six or seven days and organizes them to write a class report on frogs. They decide on text features that are needed for their report.**Lessons 10–13: Constructing Text****Lesson 10:** Students read self-selected books and take notes on the information.**Lesson 11:** Students continue to read and take notes and begin organizing the facts into categories and sequencing those categories. **Lesson 12:** Students write a report about their animal, which includes a general statement, key details, a conclusion, vocabulary from the text, and at least one text feature. **Lesson 13:** Students read these reports to their kindergarten buddy and place them in the kindergarten classroom library. |
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*General Resources and Notes*

This unit is written to provide students with:

* An understanding of the characteristics of informational text
* An understanding of how we read informational text differently than fiction
* An understanding of how questions provide a purpose for reading
* An understanding of how informational text is organized
* A framework for writing a report

Throughout the unit:

* In each lesson, reinforce the idea that informational text does not have to be read starting with the first page, but with pages that address a reader’s questions. Make sure students use the text features to aid comprehension.
* Support English language learners: You may need to work individually or in small groups before or after the lesson with ELL students to clarify unfamiliar vocabulary and concepts in their text. Emphasize the use of visual text features to support word knowledge and comprehension.

**Preparation:**

* Collect a wide variety of informational texts on animals to meet the reading levels and interests of students in the class.
* Enlist the support of the school librarian in determining informational text appropriate for beginning second grade. Students will be reading a self-selected informational text at the “just right” level to read when their work is finished.
* Enlist the support of parent volunteers during the second week of the unit to type the class report and individual reports.
* Give students time to choose a self-selected informational text book to read when their work is finished.
* Meet with specialists (ELL, special education, reading) to discuss the unit and how they can support their students in the classroom and in their small groups.
* Write the Essential Questions for the unit on chart paper; put one question at the top of each sheet so that you can record students’ responses periodically.
* Group students heterogeneously for before reading and after reading and homogeneously for reading and responding. Identify students who can read by themselves, students who can read with a partner, and students who need the support of the teacher. This list may be revised as you learn more about your students and their ability to read informational text.
* Assign each student a partner to work with for the unit. Partners should be reading on a similar level.
* Pair two sets of partners to form a heterogeneous group of four students to work with for the unit.
* Collect and organize all texts for whole-class and small-group reading.
* Make sure that students have a Reading Response Journal (RRJ) for written responses/reflections on reading. These may be commercially produced notebooks or teacher-made with stapled pages for responding to each day’s reading.
* Have chart paper available to record student responses in whole-class discussions.
* Collect various videos and DVDs:
	+ Metamorphosis: Change of Plans: <http://mass.pbslearningmedia.org/resource/tdc02.sci.life.cyc.metamorph/metamorphosis-change-of-plans/>
	+ Amphibians: <http://mass.pbslearningmedia.org/resource/idptv11.sci.life.oate.d4kamp/amphibians/>

Specific accommodations for students needing extra support:

* Make sure students who need extra support read in a group with the teacher or a more capable peer.
* When reading grade-appropriate texts, the teacher may need to read chorally or echo read with students.

Specific accommodations for English language learners:

* Make sure students understand vocabulary—such as “table of contents” and “text features”—and what each word means separately and what they refer to as a phrase.
* Students may need more understanding of fiction vs. informational text and a Venn diagram.

Specific accommodations for advanced students:

* Begin a project on researching a topic of their choice. They can read several books about a topic and find out as much information as possible. These books can come from the classroom library or the school library or students can bring them in from home. Students write a report about that topic, which can be published for the class library. When they are finished, they can present their report to the class.

**Time:** Lessons are designed for approximately 60 minutes. This will allow you time to include additional reading and writing instruction required by the district (basal anthologies, phonics, guided reading, writing workshop, etc.) for the remainder of the literacy block.

**Reading Response Formats:** Both oral and written response to reading enhances students’ understanding and connections to the stories they are reading. Consider a variety of oral response formats that will allow all students to participate in discussion, to share their ideas, and to listen to the ideas of others. Whatever the format, students should be provided with a common question or topic that will prompt and focus their thinking. Possible formats for this unit are:

* Whole-class discussion – Students respond in a whole-class discussion to a teacher- or student-posed question. This may be used to initiate a discussion or to summarize what was learned. It is limited to only those students who offer to share their ideas.
* Turn and Talk – In this format, students in a whole-class meeting work with a partner to discuss their ideas and questions related to a question or topic. Since each partner group will participate, all students in the class will participate in the discussions.
* Think/Pair/Share – This format encourages students to think for a brief time before they share with a partner. After discussing their ideas with a partner, they share them with a small group or the whole class. This format also allows for all students to participate.
* Reading Response Journals (RRJ) – The RRJ is useful in providing students with an opportunity to express their ideas about their reading in writing. Students respond to their thinking on a variety of levels. They may write in response to a teacher-posed question or to a question they have generated themselves or in a group about a topic or story. They may use this journal to record facts while they read. All types of written responses are included in the RRJ.

**Key Terms**

* **Informational/expository text.** Text written with the primary purpose of conveying information about the natural and social world (typically from someone presumed to be more knowledgeable on the subject to someone presumed to be less so) and having particular text features to accomplish this purpose. (Nell Duke, http://www.earlychildhoodconnections.com/documents/InformationBooks.pdf)
* **Main idea.** In informational or expository writing, the most important thought or overall position. The main idea or thesis or a piece, written in sentence forms, is supported by details and explanation. (Massachusetts curriculum Framework for English Language Arts and Literacy, p. 98)

**Teacher Resources:**
Two excellent resources will support planning and instruction of lessons:

* *Nonfiction Matters,* by Stephanie Harvey
* *Is That a Fact?,* by Tony Stead

Informational Text: Reading for Inquiry and Writing a Report

English Language Arts and Literacy, Grade 2

Lessons 1, 2, 3, and 4

**Brief Overview of Lessons:** Introduction to the unit and discussion of the Essential Questions. Students learn the organization (table of contents, headings, subheadings, captions, bold print, glossary, index, graphs/charts, etc.) of informational text. Given various books, groups of students determine if a book is fiction or informational text and use a Venn diagram to compare fiction to informational text. As you plan, consider the variability of learners in your class and make adaptations as necessary.

**Prior Knowledge Required:**

* Ability to work with a small group of peers
* Ability to read a book independently when work is completed
* Ability to read with a partner

**Estimated Time:** 60 minutes for each lesson

**Instructional Model:** Each lesson is structured around before, during, and after reading**.** Before reading, the teacher provides a whole-class mini-lesson on daily topics and students discuss their reading from the previous day. Following the mini-lessons, students read the text in their small groups to apply their learning. The teacher meets with one to two groups each day to provide support and guidance in reading and comprehending the text. After reading, they respond orally and/or in writing to a comprehension question in their small groups, with a partner, or in a whole-class meeting. The lessons conclude with a whole-class review of what they learned and a preview of what they will do the next day.

In Lessons 1–4, students read a whole-class text that isat a second-grade readability level**.** To ensure that all studentshave equal access to the text, a flexible grouping model is used, where students read the text in small, homogeneous groups with varying levels of teacher support as needed. In the remaining lessons of the unit, students read text at their instructional or independent level.

**Resources for Lessons**

**Books**

Student texts:

* 10–15 books (fiction and informational text) for each group of four students (from the classroom or school library)
* Class set: *National Geographic Readers: Frogs*!, by Elizabeth Carney
* A collection of informational texts at various reading levels for independent reading

Teacher texts for read-alouds (one copy each):

* *Frog and Toad,* by Arnold Lobel
* *Face to Face with Frogs,* by Mark Moffett

**Materials**

Reading Response Journal (RRJ) for each student

Large Venn diagram on chart paper for class use (Fiction and Informational Text)

Venn diagrams for partners (half a class set) on 8 x 11 paper (Fiction and Informational Text)

Two-column chart on chart paper: Text Feature/What is the purpose?

**Content Area/Course:** English Language Arts and Literacy, Grade 2

**Unit:** Informational Text:Reading for Inquiry and Writing a Report

**Time (minutes):** 60 minutes

**Lessons 1–4:** Deconstructing Text

**By the end of these lessons, students will know and be able to:**

* Determine if a book is fiction or informational text by looking at it
* Tell how fiction and informational text are the same and how they are different
* Tell the purpose of the table of contents, headings, subheadings, captions, various types of print (bold, italics, colored, underlined), glossaries, and diagrams
* Tell what is included in a good report and refer to the chart in the room as a resource while they are writing

**Essential Questions addressed in these lessons**

Q1. Why and how do we read informational text?

Q2. Why do authors of informational text use text features?

Q3. How does asking questions help readers understand text?

**Standard(s)/Unit Goal(s) to be addressed in these lessons**

CCSS.ELA-Literacy.RI.2.1 Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text.

CCSS.ELA-Literacy.RI.2.5 Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.

CCSS.ELA-Literacy.SL.2.1 Participate in collaborative conversations with diverse partners about second-grade topics and texts with peers and adults in small and larger groups.

CCSS.ELA-Literacy.SL.2.1.c Ask for clarification and further explanation as needed about the topics and texts under discussion.

CCSS.ELA-Literacy.SL.2.6 Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3 for specific expectations.)

CCSS.ELA-Literacy.L.2.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

CCSS.ELA-Literacy.W.2.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.

CCSS.ELA-Literacy.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).

Instructional Tips/Strategies/Notes for Teacher

* Write the Essential Questions for the unit on chart paper, one question on each sheet, for reference throughout the unit.
* Assign each student a partner to work with for the unit. Partners should be reading on a similar level.
* Pair two sets of partners to form a heterogeneous group of four students to work with for the unit.
* Have students work with peers in small groups and with partners to support their reading.
* Collect 10–15 books (fiction and informational text) for each group of four students.
* For ELLs and students with disabilities, make the text more accessible by:
	+ Reading part of the book to students (you could read a section and then the students could reread it)
	+ Reading chorally with the students
	+ Having students echo read
	+ First telling students key facts about the book, pointing out the organization of the book and reading titles and subtitles to students before having them read
	+ Having students read an easier book about the same animal to give them background knowledge before reading part of the more difficult book
* Have each student choose an informational text book at his/her independent reading level to read when work is completed.
* Next, prepare to read aloud from *Face to Face with* Frogs by Mark Moffett in Lessons 2–4. Be sure to think aloud about the order in which you read the book. Ask yourself what you want to know about frogs. You do not need to be from the beginning to the end. The order in which you read should be based on what questions you and the students have about frogs. As you read them, write on the board words such as *amphibians, prey, predators, hibernate, creatures, gills, metamorphosis,* and *camouflage* and pronounce them for and with students and define them for students. These are words they will encounter in their own reading later so you want to be sure to teach the vocabulary early.
* Write on the board each day what students should do during and after reading. For example:
	+ Read *Frogs* to find facts about frogs.
	+ Write facts about frogs in your Reading Response Journal.
	+ Read your independent reading book.

Anticipated Student Preconceptions/Misconceptions

* Informational text is read straight through from the beginning of the book to the end.
* Headings, subheadings, table of contents, glossaries, captions, types of print, charts/maps, etc., are unimportant.
* There are no similarities between fiction and informational text.
* Good readers do not need to ask questions as they read; they just “get it.”

**Lesson Sequence**

**Lesson 1 (60 minutes) Introduction and Essential Questions**

**Before Reading (30 minutes)**

* Ask students what they know about informational text. (List on the board.) Tell students that books that contain information about a topic are called *informational text.* The main purpose of informational text is to inform people about the world around them.
* Refer to the Essential Questions on the chart paper. Go over the questions briefly. Go back to the Essential Questions each day.
* Show students a copy of *Frog and Toad* and flip through the book. Discuss one of the stories in *Frog and Toad.* Ask students if it is fiction or informational text. Why? Briefly review and discuss story elements and when each occurs
	+ Beginning (setting, characters, problem/goal)
	+ End (solution and ending)
	+ Middle (events)
* Show students *National Geographic Readers: Frogs*! by Elizabeth Carney and flip through the book to show the text features (table of contents, headings, inserts, italics, bold print, pictures, captions, diagrams, glossary, etc.)
	+ What do you see in this book that you did not see in *Frog and Toad*?
		- If students do not know the name of various text features, point them out and name them.
		- Briefly tell the function of each text feature—there are two full lessons on text features later in this unit.
	+ Discuss the term “informational text.” Write the word on the board. Point out the word “information” in “informational text”—which means this kind of a book contains information.
		- Informational text is not fiction. It is true. It contains information. It contains facts.
		- There are no characters with problems and solutions.
* Divide students into small heterogeneous groups (four to five students) and give each group a pile of books—both fiction and informational text. Ask students to work together to decide whether the book is fiction or informational text and to explain how they know. Students put books in two piles, one for fiction and one for informational text.
* Bring the groups back together as a whole and ask each group to show one informational text to the group and to explain how they know it is informational text. This gives the students a chance to use the text feature terminology they have just learned.
* Tell students that they are going to learn how to read and write informational text this month. Tell them that you will read some books to them, they will read some books and discuss them together, and they will choose other books to read on their own. All of the books will be informational text about animals.

**Reading and Responding (25 minutes)**

* As a pre-assessment, ask students to write all about their favorite animal. The evaluation of this piece of writing will guide your instruction.
* Tell students they will learn how to write a report so they can write a book for their kindergarten buddy that will go in the kindergarten library.
* Pass out *National Geographic Readers: Frogs*! by Elizabeth Carney to all students. Ask students why they think there is an exclamation point in the title.
* Ask students questions such as, “Do we need to start at the beginning and read to the end the way we read a fiction book? Why? Why not?
* “If we want to find the answer to a certain question, where would we look?” (table of contents, index)
	+ - Have students turn to the table of contents and find various topics.
		- Have students leaf through various pages and point out any text features on that page, such as headings, subheadings, pictures, captions, sidebars, etc.
* Distribute Reading Response Journals (RRJs) and explain that their writing for the informational text unit will be kept in this journal. Tell students that you are going to write on the board what they need to do each day so they can work independently while you work with other students. This is what they will do today:
1. Read Chapters 1 and 2 (pages 4–11) in *Frogs!* to find facts about frogs.
2. Write facts about frogs in your Reading Response Journal (RRJ).
3. Read your independent reading book.
* Grouping
* Those students who are able to read and write on their own should do so.
* Those who need a moderate amount of support will read with a partner. Each student reads a section or page aloud, taking turns after each page. Then, students write facts individually.
* Those students needing significant support read with you (no more than three to five students in the group). Direct the reading so that students read chorally, in partners, or silently, depending on the amount of support needed. Help students to write facts learned.

**After Reading and Closure (5 minutes)**

* Bring students back together in a whole group.
* Have two to three students each share one fact. (Keep track of who shares each day so that different students have a chance to participate.)
* Write facts on chart paper—one fact per line so they can be cut apart later.
* Review the lesson outcomes by asking students the following question:

Q3. How does asking questions help readers to understand informational text?

* Preview outcomes for the next lesson: Tell students that tomorrow they are going to compare features in a fiction and an informational text to see how they are the same and how they are different

**Lesson 2 (60 minutes) Comparing fiction and informational text**

**Before Reading (25 minutes)**

* Use the same fiction and informational texts from yesterday to introduce the difference between fiction and informational text. Have students look through books and work with them in the whole class to begin filling in the Venn diagram that is on chart paper. Make sure you have at least one entry for fiction, one for informational text, and one for both. They will continue with their own Venn diagram while reading with their partner. Keep the class Venn diagram visible throughout the year so that you can add to it as you notice similarities and differences in other books that you read. Some of the things you might eventually include on the Venn diagram are:
	+ Fiction: read beginning, middle, and end; contains setting, characters, problems, events, solution; stories
	+ Informational text: index; bold print; table of contents; diagrams; information; headings; photographs; captions; read in any order
	+ Both: title, author, illustrations, help you to learn; fun to read
* Divide students into assigned partners and give each group a pile of books—both fiction and informational text. Give each group a Venn diagram. Students will work together to look through the fiction and informational text and decide what is the same and what is different about fiction and informational text. Students write this on the Venn diagram.
* Reconvene the whole group and have students share from their Venn diagrams. Write what they share on the class Venn diagram.
* Read aloud from *Face to Face with Frogs,* by Mark Moffett. Add any facts to the facts chart that you began yesterday. Be sure to put one fact on a line so you can cut the facts apart later for the report.

**Reading and Responding (25 minutes)**

* Students read Chapters 3 and 4 from *National Geographic Kids Frogs!* (pages 12–19) and write down facts in their RRJs. Work with students needing significant amount of support and another group.
* Direct students’ attention to what you wrote on the board so they can work independently.
	+ Read Chapters 3 and 4 (pages 12–19) from *Frogs!* to find out facts about frogs.
	+ Write the facts in your RRJ.
	+ Read your independent reading book.
* Grouping for reading: Use the same groupings as yesterday depending on the level of support needed for reading and writing.

**After Reading and Closure (10 minutes)**

* Students return to the whole group and share their facts.
* Write new facts on chart paper—each on a new line (so they can be cut into strips for later use).
* Review the lesson outcomes: Review how fiction and informational text are similar and how they are different. Refer to the Venn diagram.
* What are some of the ways they are the same?
* What are some of the ways they are different?
* Discuss Q1. Why and how do we read informational text? Have one to two students begin to answer this question and write ideas on chart paper.
* Preview outcomes for the next lesson: Tell students that you are going to explore the author’s purpose in using text features.

**Lesson 3 (60 minutes) Purpose of text features**

**Before Reading (25 minutes)**

* Refer to the Venn diagram from yesterday and remind students what they learned about some of the ways fiction and informational text are the same and how they are different.
* Discuss text features and their purpose. Record responses on chart paper.
	+ Ask students Q2: Why do authors of informational text use text features?
	+ Tell students that you are going to fill in this two-column chart (Text Features/Purpose) together today and tomorrow.
		- Have students work in their small group (two sets of partners that you assigned at beginning of unit) and use the informational texts that you have collected.
		- Pass out six to eight informational texts per group of four students.
		- Begin with the table of contents. Have students turn to it and then ask them its purpose. Write the purpose on the chart (to help the reader to find information to answer a question).
		- Ask students to find various text features (such as headings, subheadings, pictures, captions, sidebars, etc.,) and lead students to discover that not all books contain all of the text features. Discuss why not (author uses the text features that will be helpful to the reader—not all of them are necessary).
		- Continue listing each of the text features in the left-hand column and discussing the purpose and writing it in the right-hand column. After 10–15 minutes, tell students that you will continue this activity tomorrow.
* Continue the read-aloud from yesterday. Point out text features as you read. Add any facts to the facts chart after reading.

**Reading and Responding (25 minutes)**

* Write on the board what students need to do so they can work independently.
* Students read Chapters 5–6 (pages 20-27) in *Frogs!*, individually, with a partner, or in a small group. Work with two groups of students, those needing significant amount of support and another group.
* Students read and write down facts in their RRJs.

**After Reading and Closure (10 minutes)**

* Students return to whole group and share any new information.
* Add new facts to the chart paper—one fact per line.
* Review the lesson outcomes by discussing Q2. Why do authors of informational text use text features? Write down responses from several students.
* Preview outcomes for the next lesson: Tell students that you are going to continue with this lesson tomorrow.

**Lesson 4 (60 minutes) Purpose of text features**

**Before Reading (25 minutes)**

* Finish the read-aloud *Face to Face with Frogs,* by Mark Moffett. Continue listing two to three facts about frogs on chart paper.
* Have students return to the small group that they worked with yesterday. Pass out six to eight informational textbooks per group of four students. Have students continue to look for text features.
* Return to the two-column chart (Text Features/Purpose) and discuss what is already on the chart. Continue having students add to the chart based on what they found in their books. They may need to show the class the text feature since it may not be in every book. Then, other students can look for that feature in their set of books.

**Reading and Responding (25 minutes)**

* Write on the board what students need to do so they can work independently.
* Students finish reading *Frogs!* in the same grouping patterns as yesterday. Work with two groups of students, those needing significant amount of support and another group.
* Students read and write down facts in their RRJs.

**After Reading and Closure (10 minutes)**

* Students return to whole group and share any new information.
* Add new facts to the chart paper—one fact per line.
* Review the lesson outcomes by asking students questions.
* Preview outcomes for the next lesson: Tell students that tomorrow they will learn how to ask questions as they read.

Reading for Inquiry and Writing a Report

English Language Arts and Literacy, Grade 2

Lessons 5, 6, 7, and 8

**Brief Overview of Lessons:** Students learn how to ask questions as they read informational text. They learn how to write down facts, organize them, and write a report on animals. Students construct a class report on frogs from facts they have collected from the reading over the past week. They will learn how to organize facts by topics and decide which text features are needed for their report. As you plan, consider the variability of learners in your class and make adaptations as necessary.

**Prior Knowledge Required:**

* Ability to read an informational text and gain information from what is read
* Ability to categorize information
* Ability to work in a small group

**Estimated Time:** 60 minutes for each lesson

**Instructional Model:** In Lessons 5–8, students move from reading a whole-class text to reading texts of varying readability levels. Each lesson is structured around before, during, and after reading**.** Before reading, the teacher provides whole-class mini-lessons on asking questions, recording facts, organizing facts, and writing a report. During reading, the teacher meets with small groups or individual students to provide support and guidance in reading and recording important facts. The lessons conclude with a whole-class discussion of new information students learned about frogs.

**Resources for Lesson**s

**Books**

Student Books (small sets of each for lessons 5-8)

* Very complex text: *The Life Cycle of a Frog,* by Bobbie Kalman & Kathryn Smithyman
* Moderately complex text:
* *From Tadpole to Frog,* by Kathleen Weidner Zoehfeld
* *From Tadpole to Frog,* by Wendy Pfeffer
* Readily accessible text:
* *Where Do Frogs Come From?,* by Alex Vern
* *Frogs and Toads and Tadpoles, Too* (Rookie Read-About Science), by Allan Fowler

For Lesson 9, you will need multiple books on various animals at a variety of reading levels of the children in your class. Students choose an animal based on the books you have collected and read at least two of them. Some suggestions for books are:

* National Geographic Readers Series—a high-interest, science inquiry series in an easy-to-read format. Books are leveled into five reading levels to meet the needs of all the readers in your class
* True Book by Scholastic—a high-interest series of informational text that are generally moderately complex text
* Seymour Simon Level 1 or Level 2 books—a high-interest series of informational text books at levels accessible to second-grade readers
* Rookie Readers—readily accessible text
* Read-aloud books (one copy):
* *Frogs,* by Nic Bishop

**Materials**

Post-it notes

Glue sticks for each group of four students

Chart paper

Reading chart (see Appendix 1)

**Content Area/Course:** English Language Arts and Literacy, Grade 2

**Unit:** Informational Text: Reading for Inquiry and Writing a Report

**Time (minutes):** 60 minutes for each lesson

**Lessons 5–9:** Co-constructing Text

**By the end of these lessons, students will know and be able to:**

* Tell what is included in a good report
* Identify important information that needs to be included in a good report on animals
* Refer to the chart in the room as a resource while they are writing

**Essential Questions addressed in these lessons**

Q2. Why do authors of informational text use text features?

Q3. How does asking questions help readers to understand text?

Q4. Why do readers talk about what they have read?

Q5. Why and how do readers write about what they have read?

**Standard(s)/Unit Goal(s) to be addressed in these lessons**

CCSS.ELA-Literacy.RI.2.1 Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text.

CCSS.ELA-Literacy.RI.2.5 Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.

CCSS.ELA-Literacy.RI.2.10 By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the second- to third-grade text complexity band proficiently, with scaffolding as needed at the high end of the range.

CCSS.ELA-Literacy.SL.2.1 Participate in collaborative conversations with diverse partners about second-grade topics and texts with peers and adults in small and larger groups.

CCSS.ELA-Literacy.SL.2.c Ask for clarification and further explanation as needed about the topics and texts under discussion.

CCSS.ELA-Literacy.SL.2.6 Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3 on pages 36–37 for specific expectations.)

CCSS.ELA-Literacy.L.2.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

CCSS.ELA-Literacy.W.2.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.

CCSS.ELA-Literacy.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).

Instructional Tips/Strategies/Notes for Teacher

* Specific accommodations for students with disabilities and ELLs
	+ Be sure students are aware of headings and subheadings since these are the organization of the text
	+ If students need to read more difficult books, make the text more accessible by:
		- Reading part of the book to students (You could read a section and then the students could reread it.)
		- Reading chorally with the students
		- Having students echo read
		- First telling students key facts about the book, pointing out the organization of the book, and reading titles and subtitles to students before having them read
		- Having students read an easier book about the same animal to give them background knowledge before reading the more difficult book

Anticipated Student Preconceptions/Misconceptions

* Good readers do not need to ask questions as they read; they just “get it.”
* Once categories are chosen for organizing facts, a writer just copies the fact with no order in mind.

**Lesson Sequence**

**Lesson 5 (60 minutes) Asking questions**

**Before Reading (15 minutes)**

* Tell students that good readers think about what they read and ask questions as they read. Start a list on chart paper “Good Readers Ask Questions as They Read.” Your list may include some of the following:
	+ Why did the author say that?
	+ If I were the author, what would I write about?
	+ That reminds me of \_\_\_\_\_\_\_\_.
	+ What do I think about\_\_\_\_\_\_\_\_? Why do I think that?
	+ I wonder why \_\_\_\_\_\_\_\_\_\_\_.
	+ Why?
	+ When?
	+ How?
	+ Who?
	+ Where?
	+ What?
* Vocabulary: Tell students that many vocabulary words in informational text are actually defined in the text or in sidebars on the page.
	+ Remind them about the Ribbit! Inserts in *Frogs!,*  the book they just read together. Inside each of these “Ribbit! boxes” was a word and a definition.
	+ Read aloud (use a document camera if possible) page 4 of *The Life Cycle of a Frog*. In that paragraph, both *cold-blooded* and *warm-blooded* are defined. You can also point out that the defined words are in bold. Discuss that words in bold print or colored print are important words for them to learn.
* Discuss Q3. How does asking questions help readers to understand text?

**Reading and Responding (30 minutes)**

* Pass out the books to each group of students.
* Tell students that they are going to read different books on frogs and continue writing new facts in their RRJs. As they read, they will also write two to three questions on Post-it notes and stick them in the book.
* Write the schedule for reading for the three groups on chart paper so you can use it for the next four days. (A suggested schedule for each group’s reading is in Appendix 1.) Write on the board what students need to do so they can work independently.
	+ Read.
	+ Use Post-it notes and ask two to three questions as you read.
	+ Write down facts about frogs.
	+ Read your independent reading book.
* Work with struggling students first to give them the needed support to read the text. Then circulate around the room, “listening in” as students read and guiding them as they write.

**After Reading and Closure (15 minutes)**

* Students return to whole group to discuss the chart on “Good Readers Ask Questions as They Read.”
* Have several students share the questions they asked and if they found the answers as they kept reading.
* Discuss any other facts they have discovered and add them to the facts chart.
* Review the lesson outcomes by asking students questions.
* Preview outcomes for the next lesson: Tomorrow we will start writing a report for our kindergarten buddies’ class on frogs.

**Lesson 6 (60 minutes) What makes a good report**

**Before Reading (25 minutes)**

* Tell students that you are going to talk about how informational books are organized.
* Tell students that there are two parts of an informational book—the opening, which makes some *general statements* about the topic, and the rest of the report, which provides *detailed information* about the topic.
	+ Read the first two pages of *Frogs,* by Nic Bishop. Point out how the text is structured.
	+ Ask students what the book is telling in general (e.g., information about frogs in general, where they live, what they look like, how big they are, etc.).
	+ Reread the first two pages, one paragraph at a time, and ask what each was about (where they live, what they look like, the difference between frogs and toads).
* Begin a chart: “What Makes a Good Report on animals.” Ask students what kind of things they learned about frogs from the books you read together this past week. Refer to the charts containing facts about frogs. You will come up with categories similar to the following:
	+ What they look like
	+ What they eat
	+ Where they live
	+ How they are similar to and different from other animals
	+ Other interesting facts about the animal
	+ Pictures, diagrams, etc., to make the text clearer
* Write the categories on the board.
* Tell students that they are going to learn how to write a report on an animal. A report describes something that is in the world. Today you are going to use the facts that you have collected to write a report together on frogs; then in a few days, you are going to write a report on an animal for your kindergarten buddy.

**Reading and Responding (25 minutes)**

* Students continue reading the books they began yesterday. They record new facts.
* Write on the board what students need to do so they can work independently.
	+ Read.
	+ Write down facts.
	+ Write at least one question you have while reading.
	+ Read your independent reading book.

**After Reading and Closure (10 minutes)**

* Students come back to the whole group and share facts about frogs. Write each fact on a separate line on chart paper.
* Discuss what categories these facts belong to.
* Continue the chart of categories begun before reading and ask if students have any other categories to add to the list
* Review the lesson outcomes by asking students questions.
* Preview outcomes for the next lesson: Tomorrow we will organize all of the facts we have collected about frogs.

**Lesson 7 (60 minutes) Organizing information for a report**

**In Preparation for the Lesson**

* Cut each of the frog facts apart so students can manipulate them.
* Divide the class into small groups (four to five students each). You can use the same groupings as you used in the beginning of this unit.

**Before Reading (25 minutes)**

* Tell students that together you are going to write a report on frogs for their kindergarten buddies’ class library.
* Review the structure of a report that you discussed yesterday. The opening contains general statements about the topic, while the rest of the report contains detailed information that is organized by categories.
* Tell students that since they have collected many, many facts on chart paper, they will now need to organize them into categories. Ask students for suggestions as to categories (e.g., what frogs look like, where they live, what they eat, specific kinds of frogs, etc.) and write each category on the top of a piece of chart paper. Spread these throughout the room.
	+ Give each small group a pile of facts and a glue stick and ask them to decide which category the fact belongs in and to glue it to that category. If they can’t decide on the category, have them reserve that fact for the whole group to decide or to create a new category.
	+ Model. Take two to three facts and do a think aloud as to how you would decide where to put each fact. If students seem confused, you may need to model longer.
	+ Students glue their facts on the appropriate chart category. As small groups work together, circulate around the room to facilitate the discussions and the gluing of facts into appropriate categories. You may need to work with a small group of students who are unable to work on their own.
* Bring the whole class back together and review charts to make sure all the facts belong in each category. Consider if you need another category or if you need to rename a category.

**Reading and Responding (25 minutes)**

* Students read in their instructional-level text. They continue writing facts about frogs in their RRJs.
* Meet with one or two groups. Then circulate around the room, meeting briefly (three to five minutes) with students who need assistance.

**After Reading and Closure (10 minutes)**

* Students share facts about frogs. Ask students which category this fact belongs to and write it on the appropriate chart.
* Review the lesson outcomes by asking students questions.
* Preview outcomes for the next lesson: Tomorrow we will write a report on frogs based on all of the facts that we have collected.

**Lesson 8 (60 minutes) Model and guided practice writing a report**

**Before Reading (30 minutes)**

* Choose one of the categories of facts and use it to model how to write a cohesive paragraph from the facts.
* Discuss the order that makes sense for the facts. Which idea or fact comes first, second, third, etc.? Number each one.
* Think aloud as you write so that the paragraph flows. Demonstrate that you do not just copy the facts from the chart. Demonstrate and discuss the use of transitional words. As you use them, circle them so that students can refer to your model when they start writing.
* Give each group a category of facts chart and have them work together to sequence the facts and then to write a cohesive paragraph. If there are not enough charts, more than one group can write a paragraph based on one of the categories.
* Bring groups back together. Read each paragraph aloud and revise with students to make the writing understandable and cohesive. Be sure students have used transitional words to make their writing flow from one idea to the next.

**Reading and Responding (25 minutes)**

* Students continue reading in their instructional-level text. They continue writing facts about frogs in their RRJs.
* Circulate around the room meeting briefly (three to five minutes) with students who need assistance.

**After Reading and Closure (5 minutes)**

* Students share facts about frogs.
* Review the lesson outcomes by asking students questions.
* Preview outcomes for the next lesson: Tomorrow we will revise and edit our report on frogs and discuss what text features we need to include.

**Lesson 9 (60 minutes) Guided practice writing a report**

**In Preparation for the Lesson**

* Have students look through the books you have collected and decide which animal they would like to learn more about. Those students reading below grade level will need to be steered toward the collections of books they can read independently.
* Make sure the books that all students choose are at their independent reading level. If you are unsure, have students read a paragraph or several paragraphs to you.

**Before Reading (30 minutes)**

* Continue constructing the class report on frogs.
	+ Read the paragraphs that the groups have written. Decide on the correct order for them.
	+ Discuss what information should go in the beginning—the general information about frogs. Write the beginning of the book together.
	+ Edit each paragraph with the class for proper spelling, capitalization, punctuation, etc.
	+ Write an opening together on chart paper—several sentences about the general idea. Ask students where this goes in the report. Put it in proper order.
	+ Decide if you need a table of contents. If so, write one with the class. Put it in the correct place in the report.
	+ Decide what other text features would make the book better. List them for later reference and decide where they go.
	+ Decide on a title, authors’ names, and illustration for the cover.
	+ Reread the class report on frogs together to make sure it makes sense.
* Rewrite or type up the report. (You can ask a volunteer.) Add the page numbers to the table of contents. In the next several days, students can add any illustrations, diagrams, etc., to the report.

**Reading and Responding (25 minutes)**

* Students independently read their books and take notes on the animal they are reading about. They should put each fact on a separate line so they can cut the facts apart in order to glue them in the correct category.
* Meet with individual students or small groups of students to support them in reading and writing their facts, prompting with questions as necessary.

**After Reading and Closure (5 minutes)**

* Ask three to four students to share an interesting fact that they learned about the animal they have chosen.
* Review the lesson outcomes by asking students questions.
* Preview outcomes for the next lesson: Tomorrow you will continue reading and taking notes on the animal you have chosen.

Informational Text: Reading for Inquiry and Writing a Report

English Language Arts and Literacy, Grade 2

Lessons 10, 11, 12, and 13

**Brief Overview of Lessons:** During these four days, students read at least two books about an animal and write individual reports on that animal. These reports will be read to their kindergarten buddy and placed in the kindergarten classroom library. As you plan, consider the variability of learners in your class and make adaptations as necessary.

**Prior Knowledge Required:**

* Ability to use text features to locate information
* Ability to write facts during and after reading
* Ability to refer to a chart to guide writing

**Estimated Time:** 55–60 minutes for each lesson

**Instructional Model:** In Lessons 10, 11, 12 and 13, students work independently to complete their written reports. Whole-group lessons begin and end each class. Students share progress and clarify any remaining questions they might have about the final product. Meet with individual students to support them as needed in their reading and writing.

**Resources for Lessons**

**Books**

Gather a wide variety of informational texts on animals (from the classroom library, school library, public library). Be sure to include books of various text complexities to match the independent reading levels of your students. Collect several books on each animal so students can use two or more sources for their reports.

**Materials**

Chart constructed in Lesson 6 for “What Makes a Good Report on Animals”

Paper for taking notes (students will not use the RRJs as they will be cutting the facts apart and gluing them into the correct category)

Scissors

Glue sticks

Parent volunteers to type the final copy of the class book on frogs and the final copy of each individual report

**Content Area/Course:** English Language Arts and Literacy, Grade 2

**Unit:** Informational Text:Reading for Inquiry and Writing a Report

**Time (minutes):** 55–60 minutes for each lesson

**Lessons 10–13:** ConstructingText

**By the end of these lessons, students will know and be able to:**

* Choose an animal that is of interest to them
* Read books on that animal and write down facts
* Organize facts into categories
* Write a report on that animal that includes a title, a general statement about the topic, key details, a conclusion, language from the texts, and a text feature to make the report clearer

**Essential Questions addressed in these lessons**

Q1. Why and how do we read informational text?

Q2. Why do authors of informational text use text features?

Q3. How does asking questions help readers to understand text?

Q4. Why do readers talk about what they have read?

Q5. Why and how do readers write about what they have read?

**Standard(s)/Unit Goal(s) to be addressed in these lessons**

CCSS.ELA-Literacy.RI.2.4Determine the meaning of words and phrases in a text relevant to a *grade 2 topic or subject area*.

CCSS.ELA-Literacy.RI.2.5 Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.

CCSS.ELA-Literacy.W.2.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.

CCSS.ELA-Literacy.W.2.8 Recall information from experiences or gather information from provided sources to answer a question.

Instructional Tips/Strategies/Notes for Teacher

* This is an assessment, and students should be reading text at their independent reading level. This means there will be students reading at a variety of reading levels. Circulate around the room and make sure everyone is clear about the directions. Guide students in the process, but give as little assistance as possible. If assistance is necessary, note what support was needed in order to complete the task. Any students who are unable to complete the task with more than minimal teacher support will need extra instruction and practice at a later time.
* Specific accommodations for students with disabilities and ELLs
	+ Be sure books are at an appropriate level
	+ You may want several students to choose the same topic so you can work with them in a group
	+ You may want to make sure there are other ways of accessing information, such as videos and online resources
	+ Help with organization of facts into categories—perhaps pieces of paper with given categories on the topic
	+ They may need help cutting and gluing
* Specific accommodations for advanced students
	+ Collect some books that are more challenging for them to read; have them read more than two books
	+ They can expand their report to include more categories, longer and more complex content, an index and/or other text features
* They can finish the class book on frogs, adding text features to make the book more interesting and comprehensible

Anticipated Student Preconceptions/Misconceptions

* Writing a report is just copying the notes you have taken.
* Reports are not interesting to write.

**Lesson 10 (60 minutes) Gathering information for a report**

**Preparation for the Lesson**

* Locate and display the “What Makes a Good Report on Animals” chart that you constructed in Lesson 6.

**Before Reading (20 minutes)**

* Construct a chart entitled “Steps in Writing a Report.” Discuss how students will follow the steps on this chart over the next four days to write their report.
1. Look through all the books and choose a topic. (They did this yesterday.)
2. Read two to three books on the topic and write down facts. (They started doing this yesterday and will continue doing it today and tomorrow.)
3. Organize facts into categories. (Remind students of the procedure of writing the category on the top of a piece of paper and gluing the facts on that sheet of paper.) Refer to the chart entitled “What Makes a Good Report” and include at least the following categories:
	* + What it looks like
		+ Where it lives
		+ What it eats
		+ Interesting facts about it
4. Share ideas and compare information with others who have chosen the same topic.
5. Put categories in correct sequence.
6. Write a general statement about your topic.
7. Write a paragraph on each of the categories.
8. Write a conclusion.
9. Include vocabulary specific to the animal from the books you have read.
10. Make a cover that includes the title, author, and an illustration.
11. Include a text feature to make your report clearer.

**Reading and Responding (35 minutes)**

* Students independently read their books and take notes on the animal they are reading about. They should put each fact on a separate line so they can cut the facts apart in order to put them in the correct category.
* Meet with individual students or small groups of students to support them in reading and writing, prompting with questions as necessary.

**After Reading and Closure (5 minutes)**

* Ask three to four students to share an interesting fact that they learned about the animal they have chosen.
* Review the lesson outcomes by asking students questions.
* Preview outcomes for the next lesson: Tomorrow you will continue reading, taking notes, organizing, and writing a report on the animal you have chosen.

**Lesson 11 (55 minutes) Language features of informational text**

**Before Reading (15 minutes)**

* Discuss with students the language features of informational text. (You may not want to discuss all of these, so perhaps choose just those that you think will impact your students’ writing the most. You may want to list these on a chart so students can refer to them while writing. )
	+ Generalized topics (e.g., lions, tigers, frogs)
	+ Action verbs, especially when describing behavior (e.g., climb, stalk, hop)
	+ Many linking verbs (is, are, has, have, belongs to)
	+ Timeless present tense (are, have, grow, live)
	+ Formal language (does not include “I” or “we”)
	+ Use of “some” and “most” when writing
* Discuss the use of headings for each category.
* Discuss the use of diagrams and illustrations to make their report clearer.

**Reading and Responding (35 minutes)**

* Students independently read their books and take notes on the animal they have chosen. They should put each fact on a separate line so they can cut the facts apart in order to put them in the correct category. After finishing reading, have students continue to follow the Steps in Writing a Report chart that you constructed yesterday.
* Meet with individual students or small groups of students to support them in reading and writing, prompting with questions as necessary.
* When students finish early, have them work on various text features and the cover for the class book on frogs.

**After Reading and Closure (5 minutes)**

* Ask three to four students to share one section of their report.
* Review the lesson outcomes by asking students questions.
* Preview outcomes for the next lesson: Tomorrow you will finish organizing and writing your report.

**Lesson 12 (55 minutes) Organizing information and writing a report**

**Before Reading (15 minutes)**

* Remind students of the Steps in Writing a Report; ask how many are on each step to get an idea of where your students are in the process. Most students should be writing the report from the categorized notes.
* Have several students read part of what they have written.

**Reading and Responding (35 minutes)**

* Students work independently on their reports.
* Meet with small groups of students who are working more slowly to support them in the process.
* Those students who are finished can work on various text features and the cover for the class book on frogs.

**After Reading and Closure (5 minutes)**

* Ask three to four students to share one section of their report.
* Review the lesson outcomes by asking students questions.
* Preview outcomes for the next lesson: Tomorrow you will meet with your kindergarten buddy to share your report.

**Lesson 13 (60 minutes) Celebrating our reports**

**Preparation for the Lesson**

* Have parent volunteers make a copy of each report. One copy will be given to the kindergarten classroom and the other copy will be for the second-grade authors.

**Preparation for Presentation (25 minutes)**

* Tell students that they are going to meet with their kindergarten buddy to share their reports.
* Review with them how to read to their buddy:
	+ Speak clearly and slowly and loudly.
	+ Ask your buddy if s/he has any questions about the report.
	+ Answer any questions your buddy may have.
	+ Show your buddy your text features and talk about them as you are reading.
* Have students practice reading their report to their partner.

**Presentation (20 minutes)**

* First, present the book on frogs that the class has written for the kindergarten class. Have one or two students read it to the kindergarteners.
* Students meet with kindergarten buddies and read the report they wrote for them. You may want to have two sets of buddies read together so each second grader has a bigger audience and each kindergartener gets to hear two different reports.
* Students give the report to their buddies to put in the kindergarten library.

**Evaluation (15 minutes)**

* How do you think it went?
* Did your buddy enjoy what you shared with him/her? Were you able to answer the questions?
* How could we make this activity better if we did this again?

Curriculum Embedded Performance Assessment (CEPA)
Teacher Instructions

**Performance Task:** Students read two to three books and write facts about the animal. Then, they organize the facts into various categories and write a report that includes a general statement at the beginning followed by key details, a conclusion, and key vocabulary from the text. They include at least one text feature that will make their report clearer. Finally, they read their report to their kindergarten buddy.

**Goal:** Students choose an animal that interests both of them. The goal of the second grader is to write a report on that animal that will go in the kindergarten library.

**Audience:** Their audience is their kindergarten buddy and the rest of the kindergarten class.

**Standards Assessed** (see CEPA rubric):

CCSS.ELA-Literacy.RI.2.1 Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text.

CCSS.ELA-Literacy.RI.2.4Determine the meaning of words and phrases in a text relevant to a *grade 2 topic or subject area*.

CCSS.ELA-Literacy.RI.2.5 Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.

CCSS.ELA-Literacy.W.2.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.

CCSS.ELA-Literacy.W.2.8 Recall information from experiences or gather information from provided sources to answer a question.

**Directions:** Students will:

* Choose two books about an animal from the teacher-selected books.
* Read books.
* Write facts about the animal.
* Organize the facts into categories. Be sure to include:
	+ What it looks like
	+ Where it lives
	+ What it eats
	+ At least three interesting facts about it
* Write a general statement about your animal to begin your report.
* Include the key details in each category.
* Write a conclusion.
* Use vocabulary specific to your animal from the texts you read.
* Make a cover and include a title and author.
* Include at least one text feature to make the report clearer.
* Read your report to kindergarten buddy in a clear, audible voice.

**Criteria for Success:**

The report needs to include:

* A title and author
* A general statement about the topic
* Key details that include:
	+ What the animal looks like
	+ Where it lives
	+ What it eats
	+ At least three interesting facts about it
* A conclusion
* Accurate facts and information
* Vocabulary from the text
* Correct sentence structure, grammar, usage, and mechanics
* At least one text feature to make the report clearer

Students need to read to kindergarten buddy in a clear, audible voice.

Curriculum Embedded Performance Assessment (CEPA)
 Student Instructions

**Performance Task:** Students read two to three books and write facts about the animal. Then, they organize the facts into various categories and write a report that includes a general statement at the beginning followed by key details, a conclusion, and key vocabulary from the text. They include at least one text feature that will make their report clearer. Finally, they read their report to their kindergarten buddy.

**Goal:** Students choose an animal that interests both of them. The goal of the second grader is to write a report on that animal that will go in the kindergarten library.

**Audience:** Their audience is their kindergarten buddy and the rest of the kindergarten class.

**Directions:**

* Choose two books about an animal from the books on the table.
* Read books.
* Write facts about the animal.
* Organize the facts into categories. Be sure to include:
	+ What it looks like
	+ Where it lives
	+ What it eats
	+ At least three interesting facts about it
* Write a general statement about your animal to begin your report.
* Include the key details in each category.
* Write a conclusion.
* Use vocabulary specific to your animal from the texts you read.
* Make a cover and include a title and author.
* Include at least one text feature to make the report clearer.
* Read your report to kindergarten buddy in a clear, audible voice.

CEPA Rubric: Mini-research Report

**Rubric for Written Explanations**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Written assignments** | **4 Exceeds expectations** | **3 Meets expectations** | **2 Developing** | **1 Emerging** |
| Topic/idea development*Introduces and organizes the topic and ideas, provides key details, and may include visuals* | Full/rich topic development Logical organizationStrong supporting details | Adequate topic developmentAdequate organizationAdequate supporting details | Rudimentary topic developmentBasic organizationBasic supporting details | Little/ weak topic developmentWeak organizationWeak supporting details |
| Evidence from the text*Refers to text (quotations, paraphrases). Includes evidence for assertions and information* | Logical and/or persuasive use of evidence | Adequate use of relevant evidence | Basic or simple use of evidence | Little or weak use of evidence |
| Accuracy*Uses facts and information accurately* | Accurate and logical use of facts/information | Mostly accurate use of facts/information  | Some inaccuracy in facts/information | Inaccurate or weak use of facts/information |
| Vocabulary and language*Uses vocabulary effectively, including academic vocabulary; uses rich language to supports ideas* | Effective use of language and rich vocabulary to support ideas | Adequate variety in language and vocabulary that support ideas | Some errors in use of language and vocabulary; rudimentary support for ideas | Simple language and vocabulary that may not support ideas |
| Standard English conventions*Uses correct sentence structure, grammar and usage, and mechanics* | Demonstrates control of standard English conventions  | Errors do not interfere with communication | Errors interfere somewhat with communication | Little control of sentence structure, grammar, mechanics |
| Other (write in) |  |  |  |  |

Unit Resources

**Lessons 1–5**

**Books**

Student texts:

* One-half class set of *Penguins*, by Penelope Arlon and Tory Gordon-Harris (Lexile level 870, Guided Reading level N, DRA level 30)

Teacher text (Lesson 4) to introduce main idea and details:

* *The Important Book*, by Margaret Wise Brown

Suggested professional resources:

* Beck, McKeown, and Kucan (2002), *Bringing Words to Life: Robust vocabulary instruction*. New York: Guilford.
* Beck, McKeown, and Kucan (2008), *Creating robust vocabulary.* New York: Guilford.

**Materials**

Chart paper

Reading Response Journals

Graphic organizers – text features

**Lessons 6–10**

Suggested student texts for research (two to three copies of each depending on reading levels of students in the class):

* Readily accessible:
* True Book Series (Scholastic)
* *Puffins,* by Ann O. Squire (920L)
* *Cheetahs,* by Ann O. Squire (Guided Reading level M, DRA 28)
* *Polar Mammals,* by Larry Dane Brimmer (700L)
* *The Bald Eagle,* by Elaine Landau (740L)
* Moderately complex:
* I Wonder Why Series (Kingfisher)
* *I Wonder Why Snakes Shed Their Skin,* by Amanda O’Neill
* *I Wonder Why Penguins Can’t Fly,* by Pat Jacobs
* *I Wonder Why Camels Have Humps,* by Anita Ganeri
* National Geographic Kids Series:
* *Everything Sharks,* by Ruth Musgrave
* *Everything Dolphins,* by Elizabeth Carney
* *Everything Big Cats,* by Elizabeth Carney

* Very complex:
* Time for Kids Series
* *Endangered Animals of the Jungle,* by William B. Rice (Lexile level 860, Guided Reading level U, DRA 44)
* *Endangered Animals of the Desert,* by William B. Rice (Lexile level 820L, Guided Reading level U, DRA 44)
* *Endangered Animals of the Sea,* by William B. Rice (Lexile level 870L, Guided Reading level U, DRA 44)

**Materials**

Reading Group chart

Chart paper

Reading Response Journals

Access to computers (for those students who will write more quickly and efficiently on a computer)

Appendices

1. Reading Chart (Lessons 5–8)

Appendix 1: Reading Chart

Lessons 5–8

|  |  |  |  |
| --- | --- | --- | --- |
| Lesson | Very Complex | Moderately Complex | Readily Accessible |
| Lesson 5 | *The Lifecycle of a Frog,* by Bobbie Kalman and Kathryn SmithymanPages 3–11 | *From Tadpole to Frog,* by Kathleen ZoehfeldPages 3–16 | *Where Do Frogs Come From?,* *by Alex Vern*Read half of the book, through “They help it to kick and swim fast.” |
| Lesson 6 | *The Lifecycle of a Frog,*by Bobbie Kalman and Kathryn SmithymanPages 12–18 | *From Tadpole to Frog,* by Kathleen ZoehfeldPages 17–32 | *Where Do Frogs Come From?,* by Alex VernFinish reading the book. |
| Lesson 7 | *The Lifecycle of a Frog,*by Bobbie Kalman and Kathryn SmithymanPages 19–25 | *From Tadpole to Frog,* by Wendy PfefferPages 4–17 | *Frogs and Toads and Tadpoles, Too,*by Allan FowlerPages 3–15 |
| Lesson 8 | *The Lifecycle of a Frog,*by Bobbie Kalman and Kathryn SmithymanPages 26–32 | *From Tadpole to Frog,* by Wendy PfefferPages 19–29 | *Frogs and Toads and Tadpoles, Too,*by Allan FowlerPages 16–31 |