# Writing Unit of Study

## 2nd Grade - Informational Writing: Personal Expertise

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### Resource Materials

See Separate Packet
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Abstract

“Nonfiction texts govern as much as 90% of the reading and writing done by literate adults and comprise more than 70% of standardized assessments. For our children to succeed in school and beyond they need to know how to plan, compose, revise, edit, and publish a range of nonfiction texts.” (Tony Stead and Linda Hoyt, 2010). Teachers need to assist students in discovering what the different types of informational text look like and the structures and features proficient writers utilize when writing for various purposes.

Therefore, students need multiple opportunities across the year to study and write informative/explanatory texts (common core state writing standard #2). It is suggested that teachers consider at least 2-3 units of study in informative/explanatory writing. This is in addition to extensive informational writing students engage in during social studies, science, math, reading, and other areas. The first of the units is similar to the “Writing All-About Books” section from Nonfiction Writing: Procedures and Reports (Calkins and Pessah, 2003, Units of Study for Primary Writing: A Yearlong Curriculum. Students will be writing about topics in which they have personal expertise, drawing on their experiences and knowledge. This type of writing starts in kindergarten and progresses in sophistication and concepts from first grade to second grade and beyond. In the second informational writing unit, students will be writing about a topic they’ve learned through research. This unit moves students toward acquiring research strategies to gather and share information. The third unit centers on a whole-class shared topic. It is referred to as a hybrid unit in that reading, writing and science are all integrated in the quest to learn more about a particular science concept and subsequently share and write findings similar to how a scientist would.

The MAISA units are following the recommendation and resources of Teachers College Reading and Writing Project in that children begin writing about topics of personal expertise before advancing to topics requiring research. As stated in A Quick Guide to Teaching Informational Writing (Wiesen, 2012),

“...in our experience working with a huge range of student writers, we’ve observed that the process of research—reading about a topic, developing questions and looking for answers, synthesizing information, and paraphrasing what’s been learned in one’s own words—requires a complex set of skills, many of which are only tangentially related to writing. Most second graders first need the opportunity to grow their informational writing muscles—learning to organize information into categories and use a variety of elaboration strategies to teach—before undertaking the complexity of research. This way, we can first help them focus on lifting the quality of their nonfiction writing without having to teach research skills extensively.”

To assist students in this endeavor, this unit focuses on six main concepts:

1) immersing students in text to study the purpose, structure and characteristics of informational writing and generate possible writing ideas
2) choosing topics by considering areas of expertise, audience, and focus
3) planning and drafting information in an organized way
4) rereading and revising content using a toolbox of elaboration strategies
5) adding nonfiction features and structures
6) preparing to publish by doing further revision and editing.

The unit culminates with students engaging in some type of celebration activity (e.g. expert share fair).
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Important Point:

At the start of the unit, encourage students to write a variety of books on areas of personal expertise. This will provide them repeated opportunities to practice how to generate ideas and plan the organization of information. They will learn to organize their books with tables of contents, chapter headings, and develop subtopics for each chapter. As the unit progresses, students will shift toward lifting the level of their work as they write new books that are more elaborate and revise previously written books to apply new skills they've gained. Near the end of the unit, students will choose one of their books to revise and edit more extensively for purposes of sharing with a wider audience.
Resources and Materials Needed

Mentor or Teaching Text

- Mentor text – See Resource Materials Packet for Suggestions
- Sample text set showing different aspects of one topic: all about the topic, one idea about the topic, one part of the topic or one kind of that topic. See samples in Teach section. Replace with books available on a given topic area. (Session 2)
- Identify pages in familiar mentor text that have the following page layouts: How-To page, Different –Kinds-of-Something page, List page, Parts of a Thing page, Fun Facts page (Session 8)
  
  - The Pumpkin Book, Snakes, Apples, or Rabbits, Rabbits and More Rabbits by Gail Gibbons or other similar books
- Samples of text that have specific facts using names, numbers, sizes, or senses (session 9)
- Sniffles, Sneezes, Hiccups, and Coughs by Penny Durant (2005) or similar that has a story included (Session 10)
- Bugs! Bugs! Bugs! (2011, DK Readers) or similar book that has an “angle” (Session 11)
- Identify pages in familiar mentor texts that have various text features to be used for Teach section (Session 13)
- Informational books with text features – 1 to 2 per partnership (Session 13)
- Mentor texts from Immersion with leads that have some or all of the following characteristics: interesting lead, tells readers what they will learn, why it might be important to know this, eggs the reader to read more, etc. (Session 17)
- Texts with a variety of titles (mid-workshop teaching point) (Session 17)
- Mentor texts from Immersion with different types of conclusions: Why something is important and why we should care, Look forward, Check in, Why important/Invite to take an interest, etc. (Session 18)
- Texts that have words and phrases that are specific to the topic and defined in text, a text box, or boldfaced and defined in a glossary (Common Core State Standards calls this as “domain-specific” terms or vocabulary) (Session 19). Once text is selected, generate a list of vocabulary words and how they are defined.
- Text that includes exclamations and wonderings (Session 20)

Resources and Materials

- Paper Templates – duplicate stacks for students to use as needed – See Resource Materials Packet
- Enlarged Teacher Tiny Topic Notepad or enlarged Teacher Topic List Paper

- Teacher personal expertise topic list, teacher generated personal expertise book/s (used throughout unit). See individual lessons for various teacher pages needed.
- Picture or artifact related to teacher topic (Session 11)
- Each student should have a picture or object related to one of their topics (Session 13)
- Class Shared Book – started in Immersion Phase
- Text Feature anchor chart from Immersion Phase (e.g. name, define/purpose, example)
- Make plans for interviews and interviewees (Session 14)
- Teacher word list with domain-specific terminology that may need to be defined in the text (Session 19)
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Resources and Materials Needed – Continued

- Chart paper, poster board, or blank big book for anchor charts
- File folders (optional) – for students to put in multiple pages that go along with a particular topic/book
- Post-it notes – regular size and mini
- 3 x 5 cards

Professional Resources

Why a Script?

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

Additional lesson information:

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

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

Assessment –
Assessment is an essential component before, during and after a unit to determine teaching points and plan for individual and small group work. See Assessment link on Atlas Rubicon for more detailed information and options (e.g. on-demand procedures and analysis, proficiency checklists for product, behaviors and process, formative assessment strategies, writing continuums, see and hear observational sheets, etc.)
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### 2nd Grade - Informational Writing: Personal Expertise

### Overview of Sessions – Teaching and Learning Points

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<th>Session</th>
<th>Activity</th>
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<tbody>
<tr>
<td><strong>Immersion</strong></td>
<td>Writers use mentor text to study characteristics of informational writing and generate ideas.</td>
<td><strong>Immersion Phase</strong> - See Immersion Explanation</td>
</tr>
<tr>
<td><strong>Concept I:</strong></td>
<td>Writers choose topics by considering areas of expertise, audience, and focus.</td>
<td><strong>Session 1</strong> Writers choose a meaningful topic and consider their audience. <strong>Session 2</strong> Writers can focus by choosing one part of a topic, or one idea they have about that topic. <strong>Session 3</strong> Writers make a giant list of everything they know about one topic to see if they have a lot to say.</td>
</tr>
<tr>
<td><strong>Concept II:</strong></td>
<td>Writers plan and draft their information in an organized way.</td>
<td><strong>Session 4</strong> Writers think and picture their chapter titles by asking themselves, “What do I know about my topic? What do I see? What do I do with my topic? (or what does my topic do?)” <strong>Session 5</strong> Writers picture chapter titles in their minds and begin drafting. <strong>Session 6</strong> Writers use illustrations or diagrams to add more information.</td>
</tr>
<tr>
<td><strong>Concept III:</strong></td>
<td>Writers reread and revise using a toolbox of elaboration strategies to increase the amount of information they give.</td>
<td><strong>Session 7</strong> Writers give minilectures about their topics to themselves and to a partner. <strong>Session 9</strong> Writers make their facts specific. <strong>Session 10</strong> Writers use stories to help them teach more about their topics. <strong>Session 11</strong> Writers always think about their audiences and how they want the audience to feel and think about the information. <strong>Session 12</strong> Writers gather artifacts to help them remember things to teach and practice teaching it to partners.</td>
</tr>
<tr>
<td><strong>Concept IV:</strong></td>
<td>Writers reread and revise using a toolbox of elaboration strategies to add a variety of information.</td>
<td><strong>Session 8</strong> Writers use a variety of paper layouts and structures to make their teaching even more interesting and clear. <strong>Session 13</strong> Writers use text features to teach more about a topic. <strong>Session 14</strong> Writers use data. <strong>Session 15</strong> Writers talk to other experts about their topics.</td>
</tr>
<tr>
<td><strong>Concept V:</strong></td>
<td>Writers prepare to publish by revising and editing select pages.</td>
<td><strong>Session 16</strong> Writers revise by thinking, “What are all the strategies I know to make my writing clear and interesting?” <strong>Session 17</strong> Writers end with powerful conclusions. <strong>Session 19</strong> Writers choose a way to define important words a reader needs to know. <strong>Session 20</strong> Writers wonder and exclaim to make their writing more interesting!</td>
</tr>
<tr>
<td><strong>Decisions about what conventions to focus on should be based on studying students’ work and the Common Core State Standards. Determine which conventions are worth focusing on via minilessons for the whole class and which conventions should be addressed in small groups for students needing additional instruction.</strong></td>
<td><strong>Session 21</strong> Writers apply capitalization rules to informational writing. <strong>Session 22</strong> Editing -Teacher selects a teaching point to match students’ needs. <strong>Session 23</strong> Writers focus on finishing touches using an editing checklist. <strong>Session 24</strong> Writers celebrate their work! <strong>Session 25</strong> Unit Wrap Up Session – Time for student reflection and cleaning-out folders.</td>
<td></td>
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</table>
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Assessing Writers at the Start of the Unit

It is suggested that teachers engage in an on demand information writing assessment prior to starting this unit. See xxxxx for directions, prompt, and scoring information.

This section is presently being developed by the MAISA K-2 assessment sub-committee. For Pilot and Review purposes, please see K-2 Formative-Assessment Packet for MAISA Writing Units on Atlas Rubicon under Assessment Tasks, Unit #1.
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Immersion Phase

Background Information

The purpose of the immersion phase is to help students develop a thorough understanding of the type of text they will be writing. The goal is to move students from explorers of the text type to writers of it. Through studying mentor text primarily through read aloud student will develop a greater understanding of:

A. Definition and Purpose
B. Characteristics (What makes a good xxx?)
C. How do these texts tend to go?
   1. General Noticings
   2. How do introductions tend to go? What is included?
   3. How does the middle section (body) tend to go? What is included?
   4. How do conclusions tend to go? What is included?
   5. Author craftsmanship
D. Various components of text type (e.g. text features and structures)

The immersion phase should be completed before starting the mini-lesson sequence. It is recommended that teachers spend several days on immersion activities. The writing unit is based on the assumption that students, through immersion, have developed background knowledge of the text type and started collecting possible writing ideas. Teachers may want to keep their own Writer’s Notebooks or Ideas Page, so they can model leading a “Writerly Life.”

It is suggested that immersion activities take place during reading. These should be done primarily during read aloud, but could also be addressed via shared reading, reading workshop, and/or independent reading time. Students should continue to work in writing workshop on completing the previous unit of study while this immersion work is done. However, if time is available in writing workshop, immersion activities may be conducted during that time too. Text selection should include published work as well as student authored work. (Please note: If it is not possible at this time to conduct immersion during reading time, add days to the writing unit of study prior to session 1).

Immersion lessons typically follow an inquiry approach; therefore, there may not be specific mini-lessons. Teachers should follow the lead of their students -- notice, restate, negotiate what they say in order to bring meaning and understanding. This is a time for students to notice the characteristics and purposes of this text type.

Suggested Activities and/or Discussion Points

- Highly recommend reading Immersion information in chapter one from A Quick Guide to Teaching Informational Writing, Grade 2 by Marika Paez Wiesen (2012, Heinemann). “The time and care we take in immersing our student in the structure and sound of nonfiction through read-aloud and shared writing will be critical to their ability to write informational texts. By carefully selecting mentor texts, planning focused read-aloud experiences, and providing modeling and practice through shared writing, we can be sure that we have provided a strong foundation for the wide variety of writers in our classes, putting them on a sure path to success in informational writing. (p. 20)"

Based on Common Core State Standards and Teachers College Reading and Writing Project, some essentials when teaching informational writing:

- Nonfiction writers write to teach their readers a lot of information as well as to make readers interested in their information.
- Nonfiction writers use both text and additional features to teach information.
- Nonfiction has a predictable structure of topic and subtopics.
- Nonfiction texts use domain specific vocabulary.

Immersion study during Read Aloud and/or Shared Reading

- Identify and discuss purposes of nonfiction text features (e.g. table of contents, labels, captions, indexes, glossaries, headings, bold print, diagrams, etc.) Develop a class booklet or chart that includes text feature, definition/purpose, and examples.
- Explore a variety of layouts in nonfiction texts (e.g. descriptive, question and answer format, facts, how-to, different-kinds-of-something, list, parts of something, etc.)
- Discover and understand the typical structure of topic and subtopics in non-fiction texts; analyze how “chunks of information” are organized by topics and subtopics; study and predict how books will be organized; discuss different types of subtopics, study table and contents and note different ways authors wrote them, etc.
- Analyze the language and sound often found in informational texts; discuss how the writer shares information; etc.
- Develop an anchor chart of words and phrases that are particular to nonfiction texts (e.g. one example, sometimes, almost, as many as, some, xxx is called xxx, also, there are...; comparison language as on the other hand, similarly, but, etc.; cause and effect language such as since, because, this led to, etc.

Shared Writing (These sessions may be done prior to the unit or in small groups once the unit has begun. Shared writing is in addition to writing workshop. Shared class text will be used through the unit.)

- Sample sequence of shared writing lessons:
  - Day 1 – Choose a topic and begin a table of contents (Select a topic that all students are familiar with such as All-About the Cafeteria, All-About the Playground, All-About Summer, All-About 2nd Grade.)
  - Day 2 – Finish the table of contents and start writing one of the chapters
  - Day 3 – Finish one of the chapters
  - Etc.
- Think and talk together about different pages that could be added to the class or teacher text. Discuss what to write next and how to write it.
Immersion Phase, Continued

- **Generate Possible Topic Areas** - Develop a class list and individual student lists of possible personal expertise areas. Students should write books on a variety of topics drawn from their own life experiences. Guiding questions:
  - What do I know a lot about?
  - What could I teach other people?
  - Who will my reader be? Who would benefit from reading my book?

Pilot and Review - Add several examples of possible Immersion charts.
## Writing Unit of Study

### 2nd Grade - Informational Writing: Personal Expertise

### Lesson Plan

<table>
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<tr>
<th>Session</th>
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<tbody>
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<td><strong>Concept I</strong></td>
<td>Writers choose topics by considering areas of expertise, audience, and focus.</td>
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<tr>
<td><strong>Teaching Point</strong></td>
<td>Writers choose a meaningful topic and consider their audience.</td>
</tr>
</tbody>
</table>

### Materials

- Enlarged Teacher Tiny Topic Notepad or enlarged Teacher Topic List Paper

### Tips

- Students should choose a topic that is meaningful to him or her.
- Guiding questions: What do I love? What do I know a lot about that I could teach others?
- Modify lesson if used Tiny Topic Notepads (or other tool) to generate writing ideas during the Immersion Phase.
- Important point about Audience – If writers generate topics for a specific reader or group they know well, then chances are they will be able to elaborate on this information to a greater extent.

### Connection

- “Writers, we’ve been studying nonfiction mentor texts. Today is an exciting day because we will be starting our own informational pieces.”
- “Today I want to teach you that one way writers generate ideas for topics is by asking themselves questions such as, “What do I love? What do I know a lot about that I could teach others?”

### Teach

- Teacher models and thinks aloud as he/she generates a list of possible topics in which s/he is most passionate.
  - “When I think of things I love, I think of...” AND “When I think of what I know a lot about that I could teach others, I think of...”
- Discuss the importance of being an “expert” when listing topics – having lots of experience and information on the topic of study.
  - “I could teach others about gymnastics because I have been taking lessons for many years, I watch it on TV, My sister does competitions too...”
  - “I love rabbits and think they are adorable, but I wouldn’t write about them because I don’t have a lot of experience with them. I’ve never owned a rabbit and I haven’t done much reading about them. I really am not an expert on them.”

### Active Engagement

- Invite partnerships to share with their partners possible topics and/or entries already included in tiny topic notebooks/topic list. Have them share why they feel they are an “expert” on that topic.
- Select some student to share their possible topics and why s/he is an “expert” in that area.

### Link

- “Today you’re going to go back to your tiny topic notepads (or Topic List) and continue to record things you know a lot about.”

### Mid-Workshop Teaching Point

- “Writers, it is important we consider our audience by thinking, ‘Who will my reader be?’ ‘Who might be interested in what I want to teach? Think about who might want or need to learn about such topics.”
- Model with teacher list - jot down a particular audience and discuss why a particular audience was selected and what that audience may want or need to know.
- “Now, go back to your list and jot down possible audiences. Really consider who might want to learn about your important topic.”
Lesson Plan – Session 1, Continued

| After-the-Workshop Share | “Another way to develop possible informational writing topics is to first start with an audience in mind. Then, think about what that person needs to know. For example, if I decide I want my audience to be my baby sister I would think about what do I know that I could teach my baby sister all about? What else do I know about that she needs to know?”
| Model. | “Try this. Think of a particular person with whom you might want to share information. Then, think about what you know a lot about that you could teach that person. This would be something you feel they need to learn more about. Add this audience and possible teaching topic for that person to your tiny topic notepads (or topic list).”
| See Resource Materials Packet for other Share options |

Sample Anchor Chart

Simplified Steps for Writing A Teaching Text

This chart would be co-constructed with students as the class progresses through lessons. Students would be encouraged to follow these steps each time they start a new book.

1. Choose a topic you know a lot about and you can teach others
2. List what you can teach others in a Table of Contents or organizer
3. Rehearse information
4. Draft
5. Possible ways to teach a lot in your chapters
   - Illustrations or diagrams
   - Minilectures to self or partner
   - Use different paper layouts
   - Make facts specific using names, numbers, sizes, or senses
   - Stories
   - Personal responses, exclamations, or questions
   - Study artifacts and add information
   - Text features
   - Data
   - Talk to experts
5. Possible ways to teach a lot in your chapters
6. Write an introduction
7. Write a conclusion
8. Revise
   - Add information using elaboration tools (see number 5 above)
   - Define important words
   - Wonder & exclaim
8. Revise
9. Edit
### Writing Unit of Study

**2nd Grade - Informational Writing: Personal Expertise**

**Lesson Plan**

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<tr>
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<td><strong>Teaching Point</strong></td>
<td>Writers can focus by choosing one part of a topic, or one idea they have about that topic.</td>
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#### Materials
- Teacher personal expertise topic list
- Sample text showing different aspects of one topic: all about the topic, one idea about the topic, one part of the topic or one kind of that topic. See samples in Teach section. Replace with books available on a given topic area.

#### Tips
- If you notice students still struggling with selecting a topic, you might use the mid-workshop teaching point for small group work.
- This lesson is a bump up from the type of informational writing students did in kindergarten and first grade where they wrote “All-About Dogs” or “All About Baseball.” The intent is to upgrade topic choice by having students think *first* about what’s really important for their readers to know, and then choose *one part or one idea* related to that topic and write all about that part or idea only. In this lesson writers are narrowing their focus of a particular topic versus writing all about it.
- This lesson may be done with a small writing group rather than the whole class if students have had experience writing “All-About” books in kindergarten and first grade.

#### Connection
- “Yesterday we selected a possible topic and thought about what we could teach our audience.”
- “Today I am going to show you how to write by zooming in on one part or idea about the topic.”

#### Teach
- “Let’s review what we have done so far as writers of informational books. First, writers choose topics that are meaningful to them. They think about, ‘What do I love? What do I know a lot about that I could teach others?’ Give example/s. They also think about Audience. Who might be interested in learning about this topic? Or Who would benefit from knowing more about this area? Sometimes writers start with a particular audience in mind that they want to write for, and then think about what they know that this person needs to know.” Give example/s.
- Writers don’t have to write all about a topic, but instead they think first about what’s really important for their readers to know. They choose *one part* of that topic or *one idea* they have about that topic or *one kind* of that topic. Then, they write all about that part or idea or that kind.
- Writers have choices – they can write “all about” a topic like you did in Kindergarten and First grade or they can zoom in and write about one idea or part of a topic. Let me show you what I mean.
- I was looking through our classroom library yesterday when I realized we have a lot of books about sharks, but they’re each focused on a different aspect of sharks. They are each a little bit different. This book is called Sharks! while this one is called Great White Sharks. This one is called Shark Attacks, while this one is called A Shark Pup Grows Up. And when I was looking through the alphabet book basket, I found this one: Sharkabet: A Sea of Sharks from A to Z! These are good example of how writers take a big topic like sharks and focus in on one area of interest within a topic. In this case a writer wrote about … another writer wrote about….., another writer wrote about…. “ (Explain which one is an All-About book, which one is about one idea, part, or kind).
Lesson Plan – Session 2, Continued

| Teach – Continued | “So now I’m going to go back to my list to think about each idea/topic. I’m going to check each one to see if I’m able to zoom in to teach about just one aspect of the topic – one idea, one part or one kind.”
|                  | “Let me show you with my list of topics. I really know a lot about ____. I think I could zoom in on one part of that topic. I want to focus on ____________, I want to just write about one kind of ____ (or one idea about it). I’m going to add that idea to my list or put a star by that idea on my existing list if it is already there.”

| Active Engagement | “Writers, turn and talk to your partner about how we could teach about one aspect of our class topic, All About xxx (Recess). Think about what is one idea about recess (e.g. following rules), or one part of recess (e.g. organized game area) or one kind of recess (e.g. lunch recess versus morning recess) we could focus on and teach others.”
|                  | Share possibilities.

| Link | “Writers generate lots and lots of possible writing ideas. When you go off to write today, look at your list and think about how you can zoom in on one part or idea. Add these new ideas to your list.”

| Mid-Workshop Teaching Point | “I notice so many of you were writing all about a focused part of your topic.” Share examples from two writers that did this well.
|                             | Option 2: Further discussion of audience

| After-the-Workshop Share | “Tomorrow we will be listing everything we know about some of your possible topics. Tonight I’d like you to think about the topics in which you have the greatest expertise and which topics matters most to you. These are the ones you might want to start working on more tomorrow.”
|                          | See Resource Materials Packet for other Share options
## Writing Unit of Study
### 2nd Grade - Informational Writing: Personal Expertise

### Lesson Plan

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<tr>
<td><strong>Teaching Point</strong></td>
<td>Writers make a giant list of everything they know about one topic to see if they have a lot to say.</td>
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### Materials

- Writer’s notebooks
- Everything I Know About A Topic Page - See Resource Materials Packet

### Tips

- Students will need to bring their tiny topic notepads or list from session 1 to meeting area.
- A web or other graphic organizer may be used instead of a list for planning categories prior to drafting.

### Connection

- “Yesterday you generated a list of possible topics and even zoomed in on some of your topics. For homework, I asked you to think about topics that you are an expert in and topics that matter the most.”
- “Today I want to teach you how we can make a giant list of everything we know about one topic, just to see if you are an expert and have a lot to say and then do the same with another, and another.”

### Teach

- Model and think aloud picking a topic and creating a giant list of everything you know about it that you could teach someone else. Could use a finger listing approach – point to each finger for each item that you could teach about that topic.

### Active Engagement

- Have students choose a topic and discuss with their partners everything they know about the selected topic.

### Link

- “Today, as you go off, you’ll continue the work you started with your partner by picking a topic and creating a giant list of everything you know about it. Record it in your writer’s notebook.”
- “Remember, if you finish you need to do this for another, so that you’re ready to choose your topic for your informational book.”

### Mid-Workshop Teaching Point

- Remind students that the list (or other graphic organizer) is a tool that writers may use. This tool helps writers organize information about a topic into categories before drafting.

### After-the-Workshop Share

- “Writers, tomorrow we’re going to start making a plan for how our books will go. You’ve come up with many ideas for what you might write about. Take a look at some of those ideas and think, A. “Which topic do I feel most expert in?” B. “Which topic do I know a lot about that I could teach others?” C. “Which of these topics really matters to me?”
- “Put a star next to the topic that you feel you are most an expert at and can teach others.”
- See Resource Materials Packet for other Share options.
Lesson Plan

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<th>Session</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Concept II</td>
<td>Writers plan and draft their information in an organized way.</td>
</tr>
<tr>
<td>Teaching Point</td>
<td>Writers think and picture their chapter titles by asking themselves, “What do I know about my topic? What do I see? What do I do with my topic? (or what does my topic do?)”</td>
</tr>
</tbody>
</table>

### Materials
- Anchor chart – Strategies to Develop a Table of Contents
- Table of contents paper – See Resource Materials Packet
- Teacher text
- Option: replace soccer example in teach section with a real author and corresponding book that was used in Immersion Phase.

### Tips
- Create the sample anchor chart prior to lesson.
- Common Core State Standards at second grade suggest students write informational texts in which they develop a topic with points. In other words, students need to expand on a topic by putting information into categories. The very nature of table of contents assists students in thinking about and listing a topic’s important points. Students will be developing subtopics or chapter titles in a table of contents.
- Multiple strategies are taught to show students that there are different options for how they may plan or organize the information they intend to teach.

### Connection
- “Yesterday, xxx listed xx items s/he could teach about xxx. And xxx had xx items about xx. This week we have been reading lots of nonfiction books by great authors. Authors use a table of contents to organize their informational books.”
- “I am going to help you organize all those lists you made, just like authors of the books we have been reading do when they organize their books. Did you know they have a few special ways of deciding how to organize their information into a table of contents? Today, I’m going to show you a couple of things they do.”

### Teach
- “Today writers, we will think and picture the chapter titles for our table of contents to organize our informational books. One way we can think of chapter titles is by asking, ‘What do I know about my topic?’ and ‘What do I see?’”
- “First, an author would think, what do I know about this topic? If s/he were going to write a book about soccer, s/he would ask, ‘What do I know about soccer?’ “Use the gesture of listing across your fingers (put up one finger for each item).
  - I know how to make a goal
  - I know the jobs the players have
  - I know the kind of snacks you get at half time.
  - Etc.”
**Lesson Plan – Lesson 4, Continued**

<table>
<thead>
<tr>
<th>Teach – Continued</th>
</tr>
</thead>
<tbody>
<tr>
<td>● “Another way an author could develop a table of contents is to think, ‘What do I see when I picture my topic?’ Writers picture their topics by moving a pretend “camera” around, thinking, ‘What are the parts of my topic, what do I see that I want others to know about my topic.’ Watch how I picture my chapter titles in my mind, zoom in close, and think, ‘What do I see? What are the parts of my topic?’ (Model using a “camera” gesture and zooming in on the topic.) For example I see soccer balls, coaches, players, cleats, and uniforms. I could teach others about these parts.”</td>
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<table>
<thead>
<tr>
<th>Active Engagement</th>
</tr>
</thead>
<tbody>
<tr>
<td>● “Turn and talk to your partner, thinking about the question, ‘What do I know about my topic?’ and list across your fingers all that you know.” Highlight successful partnerships. (Could replace with class shared topic)</td>
</tr>
<tr>
<td>● “Turn and talk to your partner, thinking about the question, ‘What do I see and what can I teach others?’ Zoom in with your camera and tell them what you see.” Highlight successful partnerships. (could replace with class shared topic)</td>
</tr>
<tr>
<td>● “The items you listed for what you know or what you see could be future chapter titles. These could go in your table of contents.”</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Link</th>
</tr>
</thead>
<tbody>
<tr>
<td>● “Writers, today you will be creating chapter titles for your table of contents. Don’t forget you can think of chapter titles by asking, ‘What do I know about my topic?’ and ‘What do I see that I can teach others?’ You can generate a few possible table of contents.”</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Mid-Workshop Teaching Point</th>
</tr>
</thead>
<tbody>
<tr>
<td>● Highlight one more way writers may think of chapter titles is by thinking, “What do I do with my topic” or “What does my topic do?” Example: Thinking about what I do in soccer: practices, playing games, getting dressed, scoring a goal, passing, etc. Example – What does my topic do? Cats eat, cats play, cats have kittens, etc.</td>
</tr>
<tr>
<td>● Encourage students to try this strategy too.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>After-the-Workshop Share</th>
</tr>
</thead>
<tbody>
<tr>
<td>● Students participate in a “gallery walk” to look at each other’s table of contents and celebrate their efforts.</td>
</tr>
<tr>
<td>● See Resource Materials Packet for other Share options</td>
</tr>
</tbody>
</table>

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**Sample Anchor Chart**

**Questions to Ask Yourself When Writing a Table of Contents**

- What do I know about my topic?
- What do I see?
- What do I do with my topic? Or What does my topic do?

**Know**

**See**

**Do**

---

**Please note:**

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

<table>
<thead>
<tr>
<th>Session</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Concept II</td>
<td>Writers plan and draft their information in an organized way.</td>
</tr>
<tr>
<td>Teaching Point</td>
<td>Writers picture chapter titles in their minds and begin drafting.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td>● Chapter paper – See Resource Materials Packet</td>
</tr>
<tr>
<td>● File folders (optional) – for students to put in multiple pages that go along with a particular topic/book</td>
</tr>
<tr>
<td>● Class shared book</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Tips</th>
</tr>
</thead>
<tbody>
<tr>
<td>● More than likely table of contents will be revised as students keep drafting.</td>
</tr>
<tr>
<td>● At the start of the unit, students will be encouraged to write a variety of books on areas of personal expertise. This will provide them repeated opportunities to practice how to generate ideas and plan the organization of information. They will learn to organize their books with tables of contents, chapter headings, and develop subtopics for each chapter. As the unit progresses, students will shift toward lifting the level of their work as they write new books that are more elaborated and revise previously written books to apply new skills they’ve gained.</td>
</tr>
<tr>
<td>● Students may want separate file folders for each book/topic. This way they can put all pages related to that particular topic/book in one place.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Connection</th>
</tr>
</thead>
<tbody>
<tr>
<td>● “Writers, I took your table of contents home and reviewed them. I am so excited that there are so many things we know about from our lives that we can teach other people. Yesterday, you chose one of your topics to be your first teaching book. We have so many informational books to add to our shelf/basket. We will have books about xxx, xxx, xxx, etc.”</td>
</tr>
<tr>
<td>● “Today I want to teach you that writers get started on their drafts by choosing one of the chapters they want to teach about and writing a chapter title on the top of the paper. Then they close their eyes and picture their chapter title. They zoom in close with their camera and think, “What do I see? What can I teach about that?””</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Teach</th>
</tr>
</thead>
<tbody>
<tr>
<td>● “I want you to watch how I picture my chapter title in my mind; zoom in close, and think, “What do I see? What can I teach about that?””</td>
</tr>
<tr>
<td>● Model.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Active Engagement</th>
</tr>
</thead>
<tbody>
<tr>
<td>● Have students try it with class book about xxx (e.g. recess or second grade).</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Link</th>
</tr>
</thead>
<tbody>
<tr>
<td>● “Now it is your turn to start authoring your own books. Select one of your chapter titles or subtopics; put it at the top of a page, then think, “What do I see? What can I teach about that? Write, write, and write.””</td>
</tr>
</tbody>
</table>
Lesson Plan – Session 5, Continued

<table>
<thead>
<tr>
<th>Mid-Workshop Teaching Point</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>● “If you finish writing long about one of your chapter titles, select another and do the same.”</td>
<td></td>
</tr>
<tr>
<td>● “I also want to remind you that informational writers, ‘Say a fact, write a fact...period!’ (Use gestures – say = point to mouth, write = pretend writing in the air, period = poke the air with finger enthusiastically). Chant that with me…Say a fact, write a fact...period!”</td>
<td></td>
</tr>
<tr>
<td>or Chant: “Say a fact! Write a fact! Period! Capital! (Gestures: Period – poke the air with your finger; capital – reach your finger way up high to mimic the motion of starting a capital letter)</td>
<td></td>
</tr>
<tr>
<td>● Pull small groups or individuals that need further assistance with consistently including end punctuation.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>After-the-Workshop Share</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>● Encourage students to write other books on topics of personal expertise. Review how to go about organizing information (e.g. table of contents, topics and subtopics) before drafting.</td>
<td></td>
</tr>
<tr>
<td>● See Resource Materials Packet for other Share options</td>
<td></td>
</tr>
</tbody>
</table>
Lesson Plan

<table>
<thead>
<tr>
<th>Session</th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Concept II</td>
<td>Writers plan and draft their information in an organized way.</td>
</tr>
<tr>
<td>Teaching Point</td>
<td>Writers use illustrations or diagrams to add more information.</td>
</tr>
</tbody>
</table>

**Materials**

- Teacher sketches to go along with chapter titles
- Post-it notes
- Table of Contents page for students

**Tips**

- Students need to bring their table of contents to the meeting area.
- Teacher should have one or two sketches prepared prior to lesson.

**Connection**

- “Yesterday we picked up our pens and began drafting our books. We really thought about what we knew about each chapter title and wrote to share that information with others. You truly are becoming teachers!”
- “Today we will learn another way that writers get started on a draft or a different chapter title. Writers sometimes sketch what they know about a particular aspect of their topic, and then they make sure they add those details in their words too.”

**Teach**

- Review the importance of rehearsing before drafting, specifically the nuts and bolts of sketching. In informational text we often refer to these as pictures, illustrations or diagrams. As students learned through immersion, sketches have lots of details. These details can teach information about the area under study.
- Show students illustrations made by the teacher that correspond to various chapter titles.
- Example: soccer shoes \( \rightarrow \) “Hmmmmm... What else do I know about soccer shoes? What do I see in my mind’s eye? Well, the bottom is ….., What else? The side has…. I want to add these details to my picture.”
- Model adding words or sentences to teach or explain what is in the sketches.
- “Today you may decide one way to teach your reader about your topic is through an illustration/sketch.”

**Active Engagement**

- “What sketch/es could we add to our class book? What details would we want to include?”
- “Look over your chapter titles. Would a sketch help to teach about any of these items? Think about what you would sketch and what details, details, details you would add to that sketch. Jot down some ideas/plans on this post-it note.”

**Link**

- “Using your plan, go off and add some sketches to chapters. Be sure to add details, details, details.”

**Mid-Workshop Teaching Point**

- Model how to take the added details in the pictures and put them into words on the page.
- “Now, I want to add words to teach or explain what is in my sketch/illustration. I added lots of details to my illustrations so now I can teach about those details in my words. Writers add words to teach or explain what is in their sketch/illustration.”

**After-the-Workshop Share**

- Share student work that matched words to their detailed pictures.
- Discuss how students could find out more information for illustrations – study the real thing by observing it or viewing a sample.
- See Resource Materials Packet for other Share options
Lesson Plan – Session 6, Continued

Sample Anchor Chart
Ways To Teach A Lot In Your Chapters

● Add illustrations or diagrams. Use words and sentences to explain.

Please note: This chart is just an example. Teachers should co-construct this chart with students based on mentor text used and students’ input.
Important Note about Sessions 7-15:

- The goal of these lessons is to assist students in assembling a toolbox of elaboration strategies. We want students to learn how to say more and write more. Focus on audience-driven questions: “What might my reader want to know more about? How can I make my writing clearer and more interesting?”

- The unit addresses two different types of elaboration strategies:

  1) strategies to help writers say even more - increase amount of information students give (sessions 7, 9, 10, 11, 12)

  2) strategies that promote a variety of informational text features and structures (sessions 8, 13, 14, 15)

- Select a strategy and teach in any order that best meets students’ needs. In other words, reorder sessions 7-15 according to students’ needs and background.

- As always, modify, delete, or add lessons based on students’ needs.
Writing Unit of Study
2nd Grade - Informational Writing: Personal Expertise

Lesson Plan

<table>
<thead>
<tr>
<th>Session</th>
<th>7</th>
</tr>
</thead>
<tbody>
<tr>
<td>Concept III</td>
<td>Writers reread and revise using a toolbox of elaboration strategies to increase the amount of information they give.</td>
</tr>
<tr>
<td>Teaching Point</td>
<td>Writers give minilectures about their topics to themselves and to a partner.</td>
</tr>
</tbody>
</table>

**Materials**
- Students need to bring their table of contents to the meeting area.
- Teacher’s table of contents page
- Anchor chart from Immersion Phase on language used in non-fiction texts

**Tips**
- This lesson revisits the importance of rehearsal. Students may use partner planning time to teach their topic to their partner, helping them to elaborate as much as possible before going off to write.

**Connection**
- “Yesterday you worked on creating sketches to help teach a lot about your topic. I learned xxx from xx and xxx from xxx’s sketch/illustration.”
- “Today we are going to revisit an “old” friend from our narrative rehearsal days.” Make gestures of SAY (point to mouth), SELF (point to chest) and PARTNER (two hands palms facing each other). Ask students to tell what they are.

**Teach**
- Revisit the importance of rehearsal in everyday lives (e.g. trying out different plays before a football game, playing different melodies when composing a song, etc.) and in writing workshop (e.g. self, partner, touch pages, story hand, sketch).
- “We also can rehearse or practice our informational books too. Today I’m going to show you how to rehearse your informational book with yourself (gesture) and your partner (gesture). Watch as I touch the title of the chapter I am going to be writing today. I’m going to think about what I know about this area that I can teach someone. I am going to call this a minilecture, meaning I am orally going to tell you lots of information about my topic.”
- “Also, I’m going to make sure I use some of the non-fiction words that we wrote on our chart during our reading of informational books – Sometimes..., One example is...etc...” Revisit chart.
- Model.

**Active Engagement**
- “Now turn and talk to your partner. Try to teach them as much as you can about the chapter you want to write today.”
- Option B: Work on class shared topic.

**Link**
- “As you write today. Remember to reread and ask yourself, ‘What else can I teach about that?’ to say even more. Rehearse or say aloud to yourself what you could possibly write. Also, ask a partner to listen as you say what you might write on a page.”

**Mid-Workshop Teaching Point**
- Have students stop and highlight words from their nonfiction chart.

**After-the-Workshop Share**
- Have students share their highlighted words with their partners.
- See Resource Materials Packet for other Share options.

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Lesson Plan – Session 7, Continued

Sample Anchor Chart
Ways To Teach A Lot In Your Chapters

- Add illustrations or diagrams. Use words and sentences to explain.
- Select a chapter title and rehearse to self and partner before writing.

Please note: This chart is just an example. Teachers should co-construct this chart with students based on mentor text used and students’ input.
Lesson Plan

<table>
<thead>
<tr>
<th>Session</th>
<th>8</th>
</tr>
</thead>
<tbody>
<tr>
<td>Concept IV</td>
<td>Writers reread and revise using a toolbox of elaboration strategies to add a variety of information.</td>
</tr>
<tr>
<td>Teaching Point</td>
<td>Writers use a variety of paper layouts and structures to make their teaching even more interesting and clear.</td>
</tr>
</tbody>
</table>

### Materials

- Identify pages in familiar mentor text that have the following page layouts: How-To page, Different –Kinds-of-Something page, List page, Parts of a Thing page, Fun Facts page
- *The Pumpkin Book, Snakes, Apples, or Rabbits, Rabbits and More Rabbits* by Gail Gibbons or other similar books
- Various paper layouts for each type shared – See Resource Materials Section
- Class shared book

### Tips

- For more specific information, see Sessions IX and X in *Nonfiction Writing: Procedures and Reports* by Lucy Calkins and Laurie Pessah (2003), *Units of Study for Primary Writing: A Yearlong Curriculum*
- This lesson focuses on helping students to use various paper layouts to convey information.
  - Possible types: description, How-To, list, parts of a thing, fun facts, etc.
  - All of the types do not need to be taught to all students. Teachers may hold “seminars” for small groups that want to learn about a particular type of structure. For whatever type taught, give the purpose of that text type, provide a sample/s from familiar text and discuss how to use the paper layout.

### Connection

- “Yesterday we began saying even more about our topics. We thought of more information to include by rehearsing or practicing what we were going to write before we picked up our pens. We rehearsed to ourselves and our partners.”
- “Today we will study a variety of paper choices or layouts we could use to share information.”

### Teach

- “Nonfiction writers make very specific choices about page layouts and structures to include in their books. When writers plan out their chapters or subtopics they think not only, ‘What will I write on this page?’ but also, ‘How will this chapter be organized?’ Then writers select paper that matches the type of information they want to share. Each chapter may use a different kind of writing.”
- **How-To:** “Let’s revisit one of our favorite books, *The Pumpkin Book* by Gail Gibbons, *(Select different book if K or 1st used this book).* When Gail Gibbons wrote a chapter on how to carve a pumpkin, she made this chapter into a How-To page and she titled it, ‘How to Carve a Pumpkin’ so readers would know what to expect on that page. She also wrote the information in a How-To fashion using steps. She numbered them one, two, three and so on.” Show page. “See how she had pictures to go with her words. These pictures taught readers what to do.”
- “Here is another example of a How-To page from Gail Gibbons book, Apples – ‘How to Plant and Care for an Apple Tree.’” Point out things done on that page.
- “In this basket is How-To paper so you too can include a How-To page in your books.”
Lesson Plan – Session 8, Continued

Teach – Continued

- **Different–Kinds-of-Something**: “Let’s check out other ways some of our favorite nonfiction writers organized their chapters. We might want to do the same. In *Apples* by Gail Gibbons she wants to teach readers that there are different kinds of something or a variety of something. On this page ‘Some Common Apples Grown in North America’ she shows us there are different kinds of apples by cutting the page into parts, with each square showing a different kind of apple. Let’s count how many different kinds there are. Here is another example... In this basket is Different–Kinds-of-Something paper. It has boxes that you can draw in and add words to show that are more than one kind.”

- Continue showing various paper layouts based on the mentor text that has been studied. Give the purpose of that text type, provide a sample/s from familiar text and discuss how to use the paper layout. All of the following types do not need to be taught to all students. Teachers may hold “seminars” for small groups that want to learn about a particular type of structure.
  - **List Parts of a Thing**
  - **Fun Facts**

- Demonstrate how to reread a table of contents and decide on the type of information that is being shared. Then select the appropriate paper type. Model with teacher text.

Active Engagement

- Using the table of contents from the class book, have partnerships go item by item and think about what type of paper they would use for that chapter and why.
- Share ideas.

Link

- “Writers, now it is your turn to plan the pages of your book. First start with your table of contents. Think about what information you are trying to share in that chapter, and then select the paper that matches.”

Mid-Workshop Teaching Point

- “I’d like to share the smart thing that xxx did. He picked up xxx paper and began to brainstorm what information he could share about his topic using this format. Perhaps you could do the same. Here is a different-kinds-of-something page (or select another type). Do you suppose you could use this kind of paper and write about different-kinds-of-something in your book? Think about what your different kinds of something might be. (give time to think) Thumbs up if you thought of how you might use this paper in your book. So writers you can use the paper options to help you think of even more chapters or subtopics for your books.”

After-the-Workshop Share

- Have student bring their “favorite” page and share with a small group.
- See Resource Materials Packet for other Share options

Sample Anchor Chart

Different Paper Choices

(Include diagram of what paper looks like for each type)

- **How-To**
- **Different-Kinds-of-Something**
- **List**
- **Parts of a Thing**
- **Fun Facts**
Writing Unit of Study
2nd Grade - Informational Writing: Personal Expertise

Lesson Plan – Session 8, Continued

Sample Anchor Chart
Ways To Teach A Lot In Your Chapters

- Add illustrations or diagrams. Use words and sentences to explain.
- Select a chapter title and rehearse to self and partner before writing.

- Use different page layouts for different kinds of information. (list types taught)

Please note: This chart is just an example. Teachers should co-construct this chart with students based on mentor text used and students’ input.
Lesson Plan

<table>
<thead>
<tr>
<th>Session</th>
<th>9</th>
</tr>
</thead>
<tbody>
<tr>
<td>Concept III</td>
<td>Writers reread and revise using a toolbox of elaboration strategies to increase the amount of information they give.</td>
</tr>
<tr>
<td>Teaching Point</td>
<td>Writers make their facts specific.</td>
</tr>
</tbody>
</table>

**Materials**

- Samples of mentor text that have specific facts using names, numbers or sizes.
- Teacher draft of a page that needs revising through making facts more specific.
- Class shared book

**Tips**

- Students will be asked to bring in objects and pictures that go with their topics for session 12. It might be helpful to send a note home in advance about this assignment.

**Connection**

- Have on display various page layouts students tried. Discuss how they provide additional information.
- “Today I will teach you another way to add more information that our readers will love to read about. We are going to learn how to make our facts specific using names, numbers and sizes.”

**Teach**

- Teacher holds up chapter from her book. “Let me look at some of my facts. Remember facts are something you know to be true because you have seen, heard, or read about it. It says here, ‘Rabbits eat rabbit food.’ That doesn’t sound very specific! Can I teach even more by thinking of names? Hmmmm....What are names of different foods rabbits eat? Rabbits eat carrots, lettuce and veggie pellets. Or maybe I can teach the names of the things I use to feed my rabbit…”
- “Now I’m going to show you another way we can make our facts specific. Are there numbers that go with this fact? For example, I might tell the reader how many cups of food I feed my rabbit every day or at what time or how many times a day.”
- “Another way we can make our facts specific is by using sizes. My rabbit weighs 10 pounds. He is a small, American Sable rabbit. I have seen rabbits bigger and smaller.”

**Active Engagement**

- Modify to fit class shared book - “Let’s say we are writing about playing outside on the playground. What would we name on the playground? Now let’s think of numbers....How many classes are out at one time? What time do we go to recess? How many of each equipment? How many swings are there? How many can go on the monkey bars? Now let’s think about sizes. How would we describe the difference between the Kindergarten playground and our playground? etc…….”
- Share as a class.

**Link**

- “As you go off today reread your piece and find places where you can make your facts specific. Think about using names, numbers and sizes. Use your purple revision pen. I want to see it!”
Lesson Plan – Session 9, Continued

<table>
<thead>
<tr>
<th>Mid-Workshop Teaching Point</th>
<th>“Another way to make your facts more specific is use your senses to teach more about a topic.”</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Give an example from teacher or class story elaborating using the senses – What does this topic look like, sound like, or feel like?</td>
</tr>
<tr>
<td></td>
<td>“Go back to your writing and find places where you can use your senses to describe a fact. What does your topic look like, sound like, and feel like?”</td>
</tr>
<tr>
<td></td>
<td>Some students may need a quick review on how to physically add new information (use of carat, writing flap, dot and arrow, paper surgery, etc.)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>After-the-Workshop Share</th>
<th>Have students highlight their favorite detail and bring it to the carpet. Do a circle share and have everyone share their favorite detail in small groups.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>See Resource Materials Packet for other Share options</td>
</tr>
</tbody>
</table>
Lesson Plan

Session 10

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

Teaching Point
Writers use stories to help them teach more about their topics.

Materials
- *Sniffles, Sneezees, Hiccups, and Coughs* by Penny Durant (2005) or similar that has a story included
- Anchor chart from Immersion Phase on language used in non-fiction texts
- Anchor chart – Ways to Teach A Lot in Your Chapters
- Class shared book

Tips
- Pull small groups that need assistance with how to physically add a lot of information to a page.
- Students will be asked to bring in objects and pictures that go with their topics for session 12. It might be helpful to send a note home in advance about this assignment.

Connection
- “*Yesterday many of you made your facts specific by using names, numbers and sizes.*” Read 2-3 examples.
- “*Today we are going to learn a strategy that Penny Durant (name author/s from mentor text studied in Immersion, hold up book/s) uses to say even more about their topic. They use stories to help them teach more about their topics.*”

Teach
- Revisit concept of a storyteller’s voice or telling a story bit-by-bit like it is happening right now. The focus is on stories that show, not tell. This helps readers get a movie in their minds of what is happening.
- “*We can do the same in our teaching books. Today I’m going to reread this first part of Sniffles, Sneezees, Hiccups, and Coughs by Penny Durant. Read. I could just picture that Sneeze in my mind like a movie! I could see the first little thing that happens...*”
- Teacher models what happens when you sneeze.
- “*I pictured the next thing... and the next...*”
- “*That really helped me to remember what I was learning.*”

Active Engagement
- “*Let’s try it with our class text. Let’s find a part that might be a little bit like a movie. Then, we can revise and tell what happened bit-by-bit so our reader gets a good picture in his/her mind.*”
- Work on adding a story to class shared book.

Link
- “*Do you think you could find a part in your book that might be a little bit like a movie and then tell what happened bit-by-bit, so that your reader can really picture it in his/her mind? Read through and mark the spot. Once you find one go off and write, write, write.*”

Mid-Workshop Teaching Point
- Teach how to use story language like “Suddenly...” when telling a story. Revisit chart from Immersion phase.

After-the-Workshop Share
- Have students read to a partner and notice if it is bit-by-bit.
- Revisit Anchor Chart – Ways To Teach A Lot In Your Chapters
- Ask students to bring in objects and pictures that go with their topics for session 12. Give examples.
- See Resource Materials Packet for other Share options
Lesson Plan – Session 10, Continued

Sample Anchor Chart
Ways To Teach A Lot In Your Chapters

- Add illustrations or diagrams. Use words and sentences to explain.
- Select a chapter title and rehearse to self and partner before writing.
- Use different page layouts for different kinds of information. (list types taught)
- Make facts specific using names, numbers, sizes, and senses.
- Add stories bit-by-bit to help readers get pictures in their minds.

Please note: This chart is just an example. Teachers should co-construct this chart with students based on mentor text used and students’ input.
Lesson Plan

<table>
<thead>
<tr>
<th>Session</th>
<th>11</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Concept III</strong></td>
<td>Writers reread and revise using a toolbox of elaboration strategies to increase the amount of information they give.</td>
</tr>
<tr>
<td><strong>Teaching Point</strong></td>
<td>Writers always think about their audiences and how they want the audience to feel and think about the information.</td>
</tr>
</tbody>
</table>

**Materials**
- *Bugs! Bugs! Bugs!* (2011) DK Readers or similar book that has an “angle”
- Teacher examples of exclamation and a personal response. Show what it looks/sounds like before revision and then after revision.

**Tips**
- Connection
  - “Yesterday we added one more strategy to our chart: Add stories bit-by-bit to help readers picture in their minds. Many of you did paper surgery and added a whole section to a page.”
  - “Today we are going to keep thinking about how we can make our writing clearer and more interesting. One way to do that is think about how you want your audience to feel.”
- Teach
  - Share a text that has a clear angle. For example, *Bugs! Bugs! Bugs!* wants readers to understand that bugs are truly dangerous only to each other. “Yikes! Most bugs look scary close up. But you don’t need to worry. Most bugs are a danger only to each other. They are the bugs that really bug other bugs.”
  - Discuss how the reader added his or her angle: Exclamation – discuss what it is and purpose (Yikes!), and the personal response – discuss what it is and purpose (But you don’t need to worry.)
  - “Writers can reread each page and think, ‘How do I want my readers to feel about this information? What do I want them to think?’”
  - Show a before and after teacher piece where responses are added to facts. Example: Before revision: xxxxxx After revision: xxxxxx
- Active Engagement
  - “Discuss with partner what is different in the second piece. What did the writer want the reader to think? How did the writer do it?”
  - Explain that writers can appeal to readers’ emotions by adding personal responses or exclamations.
- Link
  - “This is challenging work. See if you can get your reader to think or feel a certain way by adding a personal response or exclamation. Decide what feeling you want them to have and go after it.”
Lesson Plan – Session 11, Continued

<table>
<thead>
<tr>
<th>Mid-Workshop Teaching Point</th>
<th>Explain and show that another way to think about how your readers may feel or think about your information is to add questions as well as personal responses and exclamations.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Example: Dogs are truly man’s best friend. Wouldn’t you want a constant companion?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>After-the-Workshop Share</th>
<th>Share student pieces that are good examples of the teaching point.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Ask students to bring in objects and pictures that go with their topics for session 12. Give examples.</td>
</tr>
<tr>
<td></td>
<td>See Resource Materials Packet for other Share options</td>
</tr>
</tbody>
</table>

Sample Anchor Chart
Ways To Teach A Lot In Your Chapters

- Add illustrations or diagrams. Use words and sentences to explain.
- Select a chapter title and rehearse to self and partner before writing.
- Use different page layouts for different kinds of information. (list types taught)
- Make facts specific using names, numbers, sizes, and senses.
- Add stories bit-by-bit to help readers get pictures in their minds.
- Reread and think, “How do I want readers to feel about this information? What do I want them to think?” Add personal responses, exclamations or questions.

Please note: This chart is just an example. Teachers should co-construct this chart with students based on mentor text used and students’ input.
### Writing Unit of Study
#### 2nd Grade - Informational Writing: Personal Expertise

#### Lesson Plan

<table>
<thead>
<tr>
<th>Session</th>
<th>12</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Concept III</strong></td>
<td>Writers reread and revise using a toolbox of elaboration strategies to increase the amount of information they give.</td>
</tr>
<tr>
<td><strong>Teaching Point</strong></td>
<td>Writers gather artifacts to help them remember things to teach and practice teaching it to partners.</td>
</tr>
</tbody>
</table>

**Materials**
- Picture or artifact related to teacher topic.
- Each student should have a picture or object related to one of their topics.

**Tips**
- 

**Connection**
- “Yesterday writers, we added questions or exclamations or personal responses to get our readers to think more about our topics. We want our readers to think deeply about what they are reading.”
- “Another way to make our writing clearer and more interesting to our readers is to add more details, details, details or important information. One way to help us think about specific information to add is to study things related to our topics.”

**Teach**
- Model how to elaborate even more about a topic using teacher object or picture. Hold up object and teach class about the picture or object. Point to something on the object or in the picture and declare, ‘Let me teach you about that part.’ Also, model how to share why something is important.
- Review possible discussion points with object: A.) Point to a part and teach about that part. B.) Explain why the object or a part of the object is important.

**Active Engagement**
- Have partnerships share information using their objects or pictures. Remind them to teach about different parts and explain why that object is important.

**Link**
- “Think about what you shared with your partner. Where in your book could you add that important information? Go off and add this interesting and important information.”

**Mid-Workshop Teaching Point**
- Revisit using some non-fiction language:
  - “Some pumpkins are…”
  - “Most pumpkins are…”
  - “One example is…”

**After-the-Workshop Share**
- Allow students another opportunity to share their object with a new partner and teach them about it.
- See Resource Materials Packet for other Share options
Lesson Plan – Session 12, Continued

Sample Anchor Chart
Ways To Teach A Lot In Your Chapters

- Add illustrations or diagrams. Use words and sentences to explain.
- Select a chapter title and rehearse to self and partner before writing.
- Use different page layouts for different kinds of information. (list types taught)
- Make facts specific using names, numbers, sizes, and senses.
- Add stories bit-by-bit to help readers get pictures in their minds.
- Reread and think, “How do I want readers to feel about this information? What do I want them to think?” Add personal responses, exclamations or questions.
- Gather an object, teach about different parts and explain why the object is important.
- Use some nonfiction language:
  - “Some pumpkins are...”
  - “Most pumpkins are...”
  - “One example is...”

Please note: This chart is just an example. Teachers should co-construct this chart with students based on mentor text used and students’ input.
# Writing Unit of Study

## 2nd Grade - Informational Writing: Personal Expertise

### Lesson Plan

<table>
<thead>
<tr>
<th>Session</th>
<th>13</th>
</tr>
</thead>
<tbody>
<tr>
<td>Concept IV</td>
<td>Writers reread and revise using a toolbox of elaboration strategies to add a variety of information.</td>
</tr>
<tr>
<td>Teaching Point</td>
<td>Writers use text features to teach more about a topic.</td>
</tr>
</tbody>
</table>

### Materials

- Identify pages in familiar mentor text that have various text features to be used for Teach section
- Text Feature anchor chart from Immersion Phase (e.g. name, define/purpose, example)
- Informational books with text features – 1 to 2 per partnership
- Mini Post-it notes

### Tips

- For more specific information on labeled diagrams, see Session X in *Nonfiction Writing: Procedures and Reports* by Lucy Calkins and Laurie Pessah (2003), *Units of Study for Primary Writing: A Yearlong Curriculum*
- Students should have previously studied text features in reading. Base selection of text features for this lesson on mentor text used and items learned in reading. The following is a list of possibilities: diagram, label, photograph, caption, comparisons, cutaway, map, types of print, close-up or zoom-in pictures, pictures that teach, directional words, text box, arrows, action lines, etc.

### Connection

- “We learned so much yesterday when we shared artifacts and pictures related to our topics. These items helped us add more to our teaching books.”
- “Today we are going to revisit text features that we studied during Immersion and in reading. These also can be added to our teaching books.”

### Teach

- “When we were reading informational books we made a list of text features we noticed authors using. Let’s review our list...”
- “I am going to do a picture walk through xxxxx by xxx and identify the different text features that were used.” Point out each text feature, name it, and discuss purpose.
- “Text Features are another way to teach more about a topic.”

### Active Engagement

- “I am going to give each partnership a book or two. Go on a scavenger hunt and look for the text features that are on our chart. If you find one, mark that page with a post-it note. Try and name the text feature with your partner and talk about what information you learned from it.”
- Share findings.

### Link

- “Think about how you can enhance your books by adding some text features. This is a different way to share information with our readers. Text features also make books more interesting.”

### Mid-Workshop Teaching Point

- Select a more difficult text feature to highlight or review – e.g. text box, comparisons
Lesson Plan – Session 13, Continued

After-the-Workshop Share

- Do thumbs-up activity. “Give me a thumbs-up if you added a picture that teaches? a caption? Etc. Look around and see who you could check with if you wanted to learn more about a certain text features. We have lots of teachers in the room that could help you.”
- See Resource Materials Packet for other Share options

Sample Anchor Chart
Ways To Teach A Lot In Your Chapters

- Add illustrations or diagrams. Use words and sentences to explain.
- Select a chapter title and rehearse to self and partner before writing.
- Use different page layouts for different kinds of information. (list types taught)
- Make facts specific using names, numbers, sizes, and senses.
- Add stories bit-by-bit to help readers get pictures in their minds.
- Reread and think, “How do I want readers to feel about this information? What do I want them to think?” Add personal responses, exclamations or questions.
- Gather an object, teach about different parts and explain why the object is important.
- Use some nonfiction language:
  - “Some pumpkins are…”
  - “Most pumpkins are…”
  - “One example is…”

- Add text features (list types taught)

Please note: This chart is just an example. Teachers should co-construct this chart with students based on mentor text used and students’ input.
Writing Unit of Study
2nd Grade - Informational Writing: Personal Expertise

Lesson Plan

<table>
<thead>
<tr>
<th>Session</th>
<th>14</th>
</tr>
</thead>
<tbody>
<tr>
<td>Concept IV</td>
<td>Writers reread and revise using a toolbox of elaboration strategies to add a variety of information.</td>
</tr>
<tr>
<td>Teaching Point</td>
<td>Writers use data.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td>● Paper for survey questions – See Resource Materials Packet</td>
</tr>
<tr>
<td>● Anchor chart – Tips for Interviewing</td>
</tr>
<tr>
<td>● Class shared book</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Tips</th>
</tr>
</thead>
<tbody>
<tr>
<td>● The survey part could be done outside of this lesson (at home, during lunch, at a different part of the school day, etc.)</td>
</tr>
<tr>
<td>● Modify lesson if plan to have students survey outside the classroom. Modify number to survey based on time available.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Connection</th>
</tr>
</thead>
<tbody>
<tr>
<td>● Highlight how some students used text features to teach more about their topics.</td>
</tr>
<tr>
<td>● “We’ve been working hard as experts to write our own nonfiction books. Today I’m going to show you how writers of nonfiction tell more or elaborate on their topics by collecting even more information. They can do this by gathering information from others that know a lot about our topics.”</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Teach</th>
</tr>
</thead>
<tbody>
<tr>
<td>● “Watch as I teach you how to gather more information by asking other people questions about our classroom topic. We will do this through a survey. A survey is a series of questions you ask a lot of different people to get their input or ideas. The information you get is called data.”</td>
</tr>
<tr>
<td>● When we conduct our survey, we will start by asking people a couple of questions about our topic. Then we will use the information or data we’ve collected to develop a new chapter or elaborate upon chapters already written.”</td>
</tr>
<tr>
<td>● Using classroom book about xxx, develop two survey questions that you will use to gather data.</td>
</tr>
<tr>
<td>Examples: What is your favorite meal in the cafeteria? Do you think people should be able to sit where they want? Do you prefer the slide or the soccer field on the playground? Why? What is your favorite playground equipment? Why?</td>
</tr>
<tr>
<td>● Have students turn and talk with each other to ask and answer these two questions. Model how to record student responses.</td>
</tr>
<tr>
<td>● Discuss findings and determine if the information gathered had changed thinking about what the book should include. If so, how. (e.g. Most classmates like pizza day the best. Or 1st place = pizza, 2nd place = nachos etc.; Many students did not like the milk, so they bring a juice pack or water.)</td>
</tr>
</tbody>
</table>
Lesson Plan – Session 14, Continued

Teach - Continued

- Discuss different ways to add information:
  A. Stand-alone chapter with one page being the results of a survey or graph
  B. Add the data or information gathered into an existing chapter
- Model how to add information gathered from responses to an existing chapter or develop a completely new chapter (e.g. Favorite Playground Equipment or include other data to an existing page)

Active Engagement

- "Now turn and tell your partner a question or two you might be able to use in a survey about your topic."
- Share ideas and discuss.
- Remind students how to use the survey paper.

Link

- "Today you’ll go back and develop some questions to ask some people about your topic. Ask your questions to at least 5 (modify number based on time available) people in the classroom. Then decide whether you will make a new chapter or add to a chapter you’ve already written. See our samples for examples."

Mid-Workshop Teaching Point

- "I would like to share a strategy that xxx used. He started collecting data then he wondered what would his readers what to know. He realized that we write for readers. So, he surveyed classmates and asked, ‘What questions do you have about my topic?’"
- “Now, he could do a page of ‘Frequently Asked Questions’ (and of course try and answer them) or he might think about adding some of that information to existing chapters in his book or even create a new chapter or two that will address questions or wonderings his audience may have about the topic.”

After-the-Workshop Share

- Highlight 1-2 students who have taken the results of their survey and added that new information to their books.
- See Resource Materials Packet for other Share options

Sample Anchor Chart

Ways To Teach A Lot In Your Chapters

- Add illustrations or diagrams. Use words and sentences to explain.
- Select a chapter title and rehearse to self and partner before writing.
- Use different page layouts for different kinds of information. (list types taught)
- Make facts specific using names, numbers, sizes, and senses.
- Add stories bit-by-bit to help readers get pictures in their minds.
- Reread and think, “How do I want readers to feel about this information? What do I want them to think?” Add personal responses, exclamations or questions.
- Gather an object, teach about different parts and explain why the object is important.
- Use some nonfiction language:
  - “Some pumpkins are...”
  - “Most pumpkins are...”
  - “One example is...”
- Add text features (list types taught)
- Gather and use data.

Please note: This chart is just an example. Teachers should co-construct this chart with students based on mentor text used and students’ input.
Lesson Plan

<table>
<thead>
<tr>
<th>Session</th>
<th>15</th>
</tr>
</thead>
<tbody>
<tr>
<td>Concept IV</td>
<td>Writers reread and revise using a toolbox of elaboration strategies to add a variety of information.</td>
</tr>
<tr>
<td>Teaching Point</td>
<td>Writers talk to other experts about their topics.</td>
</tr>
</tbody>
</table>

### Materials

- Paper to conduct Interview – See Resource Materials Packet
- Paper for interview chapter – See Resource Materials Packet
- Person to interview for class shared book

### Tips

- The interview part of this should be done outside of this lesson (at home, during lunch, at a different part of the school day, etc.)
- This lesson may take multiple days or be done at different parts of a day (time for writing questions and practicing interviewing, interviewing, and time to record information into book).
- Meet with small groups to discuss interview questions and who would be the best person for them to interview.
- Provide lots of opportunities for students to practice interviewing. They can interview each other, school staff, upper elementary buddies, or visitors.

### Connection

- “Yesterday we learned how to gather more information about your topic through a survey. We learned xxx and xxx.”
- “Today we’ll see how writers can add information to their nonfiction books by interviewing an expert.”

### Teach I

- “Though you may be an expert on your topic already, writers often have some unanswered questions about their topic. Sometimes they get these answers by asking questions of other people who know and care a lot about their topic.”
- “Watch as I show you how to write down three good questions that I’m wondering about my topic. I will need to gather this information from someone else who knows a lot about my area of study.”
- “First I need to think of questions I still am wondering about my topic. Then, I think of who might be a good person to answer those questions.”
- “For example, here are some questions: What part of the playground is the busiest during lunch recess? What do the young children like to play on the most? Older children? How often does someone clean up the playground? Etc.
- Discuss who may have first-hand knowledge of most of those questions and could provide some answers.

### Teach II

- Invite an expert (related to classroom story i.e. Lunchroom/Recess Supervisor) into the classroom. Students participate in a fishbowl scenario as they watch teacher interview the expert.
- Discuss qualities of the interview and how to record the data.
- Discuss different ways to add information:
  - A. Stand-alone chapter with one page being the results of a survey or graph
  - B. Add the data or information gathered into an existing chapter
    Example: Create an interview page for your book entitled “A Conversation with the Lunchroom/Recess Supervisor.”
Lesson Plan – Session 15, Continued

<table>
<thead>
<tr>
<th>Active Engagement</th>
<th>Have students help brainstorm possible interview questions. Prioritize the list.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Link</td>
<td>“Writers, anytime you’re seeking new information, you now know you can ask an expert. Today you’ll write down three questions about your topic for the expert you will interview.”</td>
</tr>
<tr>
<td>Mid-Workshop Teaching Point</td>
<td>“I want you to think about someone you know that cares a lot about your topic. They will become your expert. Let’s take some time to practice. You will get together with your partner and role play. Person A = Interviewer (ask questions) Person B = expert (answers questions). For now, Person B will not answer the questions. S/he will just sit and listen. We want to give you practice asking the questions in a loud, clear voice and looking at your expert when talking.”</td>
</tr>
<tr>
<td></td>
<td>Explain to students when interviews will be conducted.</td>
</tr>
<tr>
<td>After-the-Workshop Share</td>
<td>Provide further tips on effective interviewing and how to record information while person is talking.</td>
</tr>
<tr>
<td></td>
<td>Develop class anchor chart of interviewing tips.</td>
</tr>
<tr>
<td></td>
<td>Provide additional practice as needed.</td>
</tr>
</tbody>
</table>

Sample Anchor Chart
Tips for Interviewing

- Have questions written out ahead of time
- Introduce yourself
- Speak clearly and loud enough for person to hear you
- Ask person to repeat answer slowly if needed
- Jot down answer before going to next question
- Say thank you when interview is done
- Etc.

Please note: This chart is just an example. Teachers should co-construct this chart with students based on mentor text used and students’ input.

Sample Anchor Chart
Ways To Teach A Lot In Your Chapters

- Add illustrations or diagrams. Use words and sentences to explain.
- Select a chapter title and rehearse to self and partner before writing.
- Use different page layouts for different kinds of information. (list types taught)
- Make facts specific using names, numbers, sizes, and senses.
- Add stories bit-by-bit to help readers get pictures in their minds.
- Reread and think, “How do I want readers to feel about this information? What do I want them to think?” Add personal responses, exclamations or questions.
- Gather an object, teach about different parts and explain why the object is important.
- Use some nonfiction language:
  - “Some pumpkins are…”
  - “Most pumpkins are…”
  - “One example is…”
Lesson Plan – Session 15, Continued

- Add text features (list types taught)
- Gather and use data.
- Interview an expert and add information.

Please note: This chart is just an example. Teachers should co-construct this chart with students based on mentor text used and students’ input.
Lesson Plan

<table>
<thead>
<tr>
<th>Session</th>
<th>16</th>
</tr>
</thead>
<tbody>
<tr>
<td>Concept V</td>
<td>Writers prepare to publish by revising and editing select pages.</td>
</tr>
<tr>
<td>Teaching Point</td>
<td>Writers revise by thinking, “What are all the strategies I know to make my writing clear and interesting?”</td>
</tr>
</tbody>
</table>

**Materials**

- Teacher book
- Class shared book
- Anchor Charts – Ways to Teach A Lot in Your Chapter & Working With Your Partner

**Tips**

- Today’s lesson may take longer than usual.

**Connection**

- “Writers you truly have become teachers. I’ve learned so much from all of you. I’ve learned…. “
- Now it is time for us to share our wealth of knowledge with others. Each person will select one book that they want to work extra hard on before they share it with an audience.”
- Describe celebration activity to motivate students to do their personal best.

**Teach I**

- Discuss criteria for selecting their “best” book for publishing. Model sorting through teacher work and making a decision about which one to choose.
- Allow students time to do the same.

**Teach II**

- “Now that you have selected your book for our celebration, you will work on revising it. You will first read and reread your writing with two questions in mind:
  A. Is my writing clear enough for my reader to understand?
  B. Can I somehow make this more interesting for my reader?”
- “If you find places that need additional work, do so.”
- Model one page that doesn’t make sense and needs revising and one page where you could add more information. Use the chart, Ways to Teach a Lot in Your Chapters, to decide how to add or modify information. (Use teacher and/or class piece.)

**Active Engagement**

- Have student work on evaluating their own work and making appropriate changes.

**Teach III**

- “Today instead of going back to your seats, I am going to have you work with your partner. You’ll help one another by making suggestions of potential things your partner might try. You will get together with your partner and plan ways to make each page of writing teach more through revision work. Let’s use our chart, Ways to Teach a Lot in Your Chapter, to think of ways.”
- Review chart. Explain they already have lots of things they know how to do. Now it is a matter of revisiting their work and adding or improving on some of these.
- Review partnership steps:
  **Working with Your Partner**
  1. Listening Purpose – Tell partner what s/he should listen for in your piece. How can your partner help you?
  2. Read/Listen
  3. Talk
  4. Flag spots/s needing changes
  5. Revise - Make Changes
## Lesson Plan – Session 16, Continued

| Teach III - Continued |  ● Two-fold listening purpose: 1) is my writing clear? 2) How can I make each page more interesting for my readers?  
<table>
<thead>
<tr>
<th></th>
<th>● Model as needed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Independent Writing Time</td>
<td>● Have students work in partnerships. Rotate and confer as needed.</td>
</tr>
<tr>
<td>Mid-Workshop Teaching Point</td>
<td>● Model or highlight partnership work as needed.</td>
</tr>
</tbody>
</table>
| After-the-Workshop Share |  ● Discuss physical aspect of revision work.  
|                        |    Add on using  
|                        |   Caret $\wedge$ $\rightarrow$ a couple words or a sentence  
|                        |   Flap $\rightarrow$ a sentence  
|                        |   Page $\rightarrow$ 2 or more sentences  |
|                        |  ● See Resource Materials Packet for other Share options |
Lesson Plan

<table>
<thead>
<tr>
<th>Concept V</th>
<th>Writers prepare to publish by revising and editing select pages.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching Point</td>
<td>Writers write an introduction that tells readers what they will learn and why it is important.</td>
</tr>
</tbody>
</table>

### Materials

- Mentor texts from Immersion with leads that have some or all of the following characteristics: interesting lead, tells readers what they will learn, why it might be important to know this, eggs the reader to read more, etc.
- Mentor texts with a variety of titles (mid-workshop teaching point)
- Teacher or class shared book
- Anchor Chart – What an Introduction Might Include

### Tips

- “Yesterday you worked like Gail Gibbons, (name other others studied) in the way that you helped one another work on our books. Our favorite authors do the same thing we did. They consult or check with others to help them make their books be their very best. I noticed that xxx did xxx because xxx, xxx added xxx because xxx, xxx changed xxx because xxx, etc.”
- “Today we will work on the introductions to your books. Remember how we wrote leads for our small moment stories and reviews? Let’s talk about why they are important…”

### Connection

- “Think of when you first go to someone’s house. What is one of the first things you see – yes, the door? It is the entrance way to someone’s home. Often people decorate their doors so they are enticing to visitors. They want to make a good first impression. Yesterday you created introductions. They are like doors. They are the entranceway to your books! Your introductions were to introduce and entice your readers.”
- “An introduction in an informational book acts as a roadmap for readers for their journey ahead, telling them what they’ll learn as they read. It also gets the reader excited to read on and find out interesting information.”
- “Listen as I read this book and think about what types of leads the author included in the introduction.” Read a book with an introduction that not only tells the reader what they’ll learn, but also persuades the reader to care very deeply about the topic. Read other introductions that also start in interesting ways. Read several texts to help students note components. Show how they can end their introductions by egging the reader on, saying things like, “Turn the page to find out more!” or “Read on to learn more about these furry friends!”
- Develop an anchor chart of what might be included in an introduction.

### Teach

- “Active Engagement” Use class story and try out an introduction that tells the reader what they’ll learn and also entices the reader to continue reading.

### Link

- “Think about what you want to include in your introduction. Try it out with a partner before you write it. Let’s review our chart again before you go off…”
Lesson Plan – Session 17, Continued

| Mid-Workshop Teaching Point | Discuss the importance of a title and discuss different types based on mentor text used. Encourage students to develop several possibilities. (e.g. alliteration – Interesting Insects, decide on the most important thing readers will learn – Dogs are Great Companions, attention grabber – Amazing Bats or Surprising Sharks, sound words – Arf! Arf! A Book About Dogs, simple titles – Recess Fun or Soccer, etc.  
- Writers choose a title by thinking, “What will get my readers interested in reading my book?”  
- Discuss how a title may affect the way the entire book is laid out. For example, From Tadpoles to Frogs or Dangerous Animals. |
| After-the-Workshop Share | Have students bring their introductions and title options to share time. Put them in small groups or partnerships and have them share and receive feedback.  
- See Resource Materials Packet for other Share options |

Sample Anchor Chart

What an Introduction Might Include?

- Interesting lead – fact, question, etc.
- Tells reader what they will learn
- Tells reader why information is important to know
- Persuades reader to care deeply about the topic
- Eggs the reader on -- to keep reading more
- Etc.

Please note: This chart is just an example. Teachers should co-construct this chart with students based on mentor text used and students’ input.
Lesson Plan

**Session 18**

<table>
<thead>
<tr>
<th>Concept V</th>
<th>Writers prepare to publish by revising and editing select pages.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching Point</td>
<td>Writers end with powerful conclusions.</td>
</tr>
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</table>

**Materials**

- Mentor text from Immersion with different types of conclusions: Why something is important and why we should care, Look forward, Check in, Why important/Invite to take an interest, etc.
- Class shared book
- Anchor chart – Different Types of Conclusions

**Tips**

- Revisit metaphor of a door to a house compared to an introduction in a book. Review importance of introductions.
- “Today, we are going to work on our conclusions, or endings, to our informational books. This is the last impression a reader will have.”

**Connection**

- Writers strive to leave their readers with a sense of closure – a feeling of “Ahhhh” when they finish the story. One way is to carefully think why their topic is important and how they can get their reader to think, wonder or care about it.”
- “We’ll read some of our mentor text and study how authors conclude their pieces in powerful ways.”
- Emphasize the importance of telling why their topic is important.
- Read several mentor text and discuss how the author concluded the book and why. Chart findings.
- Examples:
  - Why something is important and why we should care: *All-About Owls (1999)* – “And of course, wherever they live owls add a sense of mystery to the sounds and silence of the night.”
  - Look forward: *Planets Around the Sun (2002)* - “Far out in space, other planets circle other stars. But no one knows if any distant planets are like Earth. We still have much to learn about planets and stars.”
  - Check in: Student authored work – “What do you think about freshwater? Your opinion!!! You could think freshwater is amazing and wonderful. You could also think it’s greasy and nasty. I think it’s beautiful, clean, and really fresh.”
  - Excerpt from 3rd grade MAISA informational writing unit:
    - Tell why your topic matters to you and then invite others to take an interest.
    - Sentence one:
      - (My topic) is the best because …
      - (My topic) is interesting because …
      - (My topic) is fun because ....
      - One thing I know for sure is that …
Lesson Plan – Session 18, Continued

| Teach - Continued | • “Sentence two:
  - You might want to ...
  - Maybe you will try ...
  - Why don’t you ...
  - Maybe someday you will want to ...
  o Add others based on mentor text studied |
| Active Engagement | • Use class book and try out a conclusion that helps the reader think why the topic is important and how they can get their reader to think, wonder, or care about their topic. |
| Link | • “In your writing today try out different conclusions. Think about how you can help readers understand why the topic is important. Try different possibilities. Be sure to leave your reader with a lasting impression.” |
| Mid-Workshop Teaching Point | • Remind students to try out multiple conclusions. |
| After-the-Workshop Share | • Have students share conclusions with partners and get feedback on their “favorite” one and why. |
|  | • See Resource Materials Packet for other Share options |

Sample Anchor Chart

Different Types of Conclusions

- Why something is important and why we should care
- Look forward
- Check in
- Why important/Invite to take an interest
- Etc.

Please note: This chart is just an example. Teachers should co-construct this chart with students based on mentor text used and students’ input.
Lesson Plan

Session 19

Concept V
Writers prepare to publish by revising and editing select pages.

Teaching Point
Writers choose a way to define important words a reader needs to know.

Materials

- Texts that have words and phrases that are specific to the topic and defined in text, a text box, or boldfaced and defined in a glossary (Common Core State Standards calls this as “domain-specific” terms or vocabulary)
- Anchor chart – Ways to Teach Important Words the Reader Needs to Know & Ways to Teach A Lot in Your Chapters
- Teacher word list with domain-specific terminology that may need to be defined in the text

Tips

- “These last few days we have been re-seeing our work and making changes to improve our work. Writers have done things as add titles, write introductions, generate powerful leads, reread to make sure each page make sense, add things such as xxxx that are on our chart – Ways to Teach A Lot in Your Chapters.”
- “Today we are going to learn another important revision strategy. Writers select the best possible words to communicate what they are trying to teach.”

Connection

- “When we read, we often talk about how it is important to pay attention to important terms in text. Writers often give us a word and then define or explain the meaning of that word. These important words help us comprehend or understand what we are reading.”
- “As writers, we can do the same for our readers. We can help them to know which words are the important ones, the ones they should really notice and think about as they are reading. Writers include an important word and then define or give its meaning. There are several ways to do this.”
- Model how to look through a familiar text noting important terms and the way the writer shared that information.
- Examples:
  1. Defined in context - “Oh here is an important word, xxx. The writer included the definition right in the text where the word appears. S/he wrote the word, used a comma to pause the sentence and tell the reader what the word means.”
  2. Boldface in text and how author defined the terms at the end of the book in a glossary
  3. Text box – words are defined in a text box on the page where the word first appears
  4. Etc.

Active Engagement

- Have students in partnerships look through familiar text and find examples of important words and how the writer defined them.
- Share Findings
- Develop an anchor chart

Link

- “Go back to your informational writing and look for where you had an important word. Think about how you can share what that word means. You could...refer to items on anchor chart.”
## Lesson Plan – Session 19, Continued

<table>
<thead>
<tr>
<th>Mid-Workshop Teaching Point</th>
</tr>
</thead>
<tbody>
<tr>
<td>● “Let me share a tip that some writers do before they begin even writing. They make a list of important words that have to do with their topic. Then, they go back and think about which of these words my reader may be unfamiliar with, which of these words should I define for my reader in my book.”</td>
</tr>
<tr>
<td>● Share a teacher word list with domain-specific terminology and discuss which words you decided to include and define.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>After-the-Workshop Share</th>
</tr>
</thead>
<tbody>
<tr>
<td>● Remind students of the celebration activity and how important it is for them to do their personal best. Get them excited and motivated for sharing their work with others.</td>
</tr>
<tr>
<td>● See Resource Materials Packet for other Share options</td>
</tr>
</tbody>
</table>

### Sample Anchor Chart

Ways to Teach Important Words the Reader Needs to Know

- Define right there in text where the word appears. Use a comma to pause the sentence and tell the reader what the word means.
- Boldface in text and define word at the end of the book in a glossary
- Text box – define in a text box on the page where the word first appears

Please note: This chart is just an example. Teachers should co-construct this chart with students based on mentor text used and students’ input.
**Writing Unit of Study**  
**2nd Grade - Informational Writing: Personal Expertise**

### Lesson Plan

<table>
<thead>
<tr>
<th>Session</th>
<th>20</th>
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<tbody>
<tr>
<td>Concept V</td>
<td>Writers prepare to publish by revising and editing select pages.</td>
</tr>
<tr>
<td>Teaching Point</td>
<td>Writers wonder and exclaim to make their writing more interesting!</td>
</tr>
</tbody>
</table>

#### Materials

- Mentor text that include exclamations and wonderings
- 3 x 5 index cards – some with exclamation points and some with questions marks (one per student)
- Teacher text that includes a page of fact after fact after fact
- Instruct students to bring a chapter or two to the meeting area

#### Tips

- “Today we will learn another way to make our writing interesting. Writers don’t just tell. Writers wonder and exclaim!”

#### Teach

- “Last night I was reading one of my chapters on xxxx. I noticed that I got caught up telling everything I know – telling one fact, then another, then another. Listen…” (Read in a monotone fashion)
- “As I was reading I was thinking this isn’t very interesting. I felt like I didn’t have much variety. I just listed fact after fact. Whenever I get stuck in writing I often go to my mentors to help me. I remembered the book, xxx, and how I was so interested in what xxx had to say. I went back and studied some of my favorite pages.”
- Share a page where the author uses questions to say more – posing questions to readers or including some of his or her own questions.
- Show another page where the author exclaimed over something – added a big feeling s/he had about the information on that page.
- Discuss how this brings more variety and interest to the writing.

#### Active Engagement

- Pass out index cards with question marks and exclamation points on them.
- “Look at the punctuation mark you have in your hand. Think about the chapter you have in front of you. Ask yourself, ‘Can I add something I wonder or ask the reader a question? Can I exclaim over something – add a big feeling I have about the information on this page?’
- “Turn and tell your partner what you could add.”
- After ample time to share, have partners switch index cards and ask them to think of more wonderings or exclamations.

#### Link

- “We want our readers pouring over our pages. They read one page and can’t wait to go to the next. One way to keep our writing interesting is to add variety. Today work on adding wonder or a question. You can also add exclamations or your big feelings about some information.”

#### Mid-Workshop Teaching Point

- Review physically how writers can add information: carat, flaps, dot and arrow, paper surgery.

#### After-the-Workshop Share

- Share 1 or 2 students that did a good job applying today’s lesson.
- See Resource Materials Packet for other Share options.
Lesson Plan

Session 21
Concept V Writers prepare to publish by revising and editing select pages.
Teaching Point Writers apply capitalization rules to informational writing.

Materials
- Anchor Chart – Capitalization Rules (previously developed during word study and/or interactive writing block)

Tips
- Decisions about what conventions to focus on should be based on studying students’ work and the Common Core State Standards. Determine which conventions are worth focusing on via minilessons for the whole class and which conventions should be addressed in small groups for those students needing additional instruction on them.
- Common Core State Standards for capitalization: Kindergarten – capitalize the first word in a sentence and the pronoun I; 1st grade – capitalize the dates and names of people; 2nd grade – capitalize holidays, product names, and geographic names
- Many of these lessons should be a review of previous capitalization strategies taught during word study, interactive or shared writing.
- The following lessons may be done during writing workshop, word study and/or interactive/shared writing.
- Review Beginning of a Sentence Capitalization chant (from A Quick Guide to Teaching Informational Writing, Grade 2 by Marika Paez Wiesen, 2012, p. 66) Writers say their idea, write their idea, put and period, then...capital! Chant: “Say your idea! Write your idea! Period! Capital! (Gestures: Period – poke the air with your finger; capital – reach your finger way up high to mimic the motion of starting a capital letter)

The following are a collection of ideas for teaching and/or reviewing capitalization rules. These may be done during writing workshop, word study or interactive/shared writing time. Please put selected lessons in the architecture of a focus lesson format.

1. Does this word need a capital?
   - “Remember when we were studying capitalization we learned that writers quickly think to themselves when writing each and every word – does this word need a capital letter?”
   - One way we can cross check our words after we are done writing is to go back, look for wherever we capitalized a letter and ask ourselves, ‘Should this word be capitalized?’ Let’s review our rules for capitalization.” Review capitalization rules anchor chart developed previously.
   - Teacher models going word by word, stopping on any capital letter and determining if it needs to be capitalized (e.g. I capitalized the ‘S’ in the word Sandy. It is the name of a person.) Model having a capital in the middle of a word or in another inaccurate place and how to correct.
Writing Unit of Study
2nd Grade - Informational Writing: Personal Expertise

Lesson Plan – Session 21, Continued

2. Capitalization Scavenger Hunt
   ○ “We can check to be sure we did capitalize all words we should have. We can go on a capitalization scavenger hunt looking for I, first word in a sentence, dates, names, holidays, product names and geographic names.” Model.
   ○ Examples:
     1. Look for the letter I by itself. It should be capitalized. If it isn’t, change it.
     2. Look for ending punctuation, and then look for the letter right after it. Is that word capitalized? The first word of a sentence should be.
     3. Look for names of people. The first letter of their name should be capitalized.
     4. Etc.

3. Capitalize Names of Important People and Places
   Study a page of nonfiction text together and discuss which words the author has capitalized. Make a chart with students that highlight the difference between common nouns and proper nouns. Help them apply this difference to their own informational writing (e.g. dog vs. Golden Retrievers).

4. Capitalize Titles and Headings
   Photocopy the front covers of several nonfiction texts the class has read and pass them out to writing partners. Give each partnership a red and blue crayon. Instruct them to “Circle the capital letters in red” and “Circle the lower-case letters in blue”. Discuss noticings about which words in the tile get capitalized and which don’t (e.g. big, long important words in the title get capitalized; little short words don’t get a capital letter, such as a, to, of, in, from, and, for). Develop an anchor chart as a reference tool.
## Writing Unit of Study

### 2nd Grade - Informational Writing: Personal Expertise

### Lesson Plan

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<tr>
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<th>22</th>
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<tbody>
<tr>
<td>Concept V</td>
<td>Writers prepare to publish by revising and editing select pages.</td>
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<tr>
<td>Teaching Point</td>
<td>Editing – Teacher selects a teaching point to match students’ needs.</td>
</tr>
</tbody>
</table>

### Materials

-  

### Tips

- Decisions about what conventions to focus on should be based on studying students’ work and the Common Core State Standards. Determine which conventions are worth focusing on via minilessons for the whole class and which conventions should be addressed in small groups for those students needing them.

### Connection

-  

### Teach

-  

### Active Engagement

-  

### Link

-  

### Mid-Workshop Teaching Point

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### After-the-Workshop Share

- See Resource Materials Packet for other Share options

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Writing Unit of Study
2nd Grade - Informational Writing: Personal Expertise
Lesson Plan

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<td>Concept V</td>
<td>Writers prepare to publish by revising and editing select pages.</td>
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<tr>
<td>Teaching Point</td>
<td>Writers focus on finishing touches using an editing checklist.</td>
</tr>
</tbody>
</table>

### Materials
- Editing checklist – See Resource Materials Packet or develop your own

### Tips
- Develop a lesson based on using an editing checklist. Use the checklist included in the Resource Materials Packet or develop your own.
- Review routines for editing – how, special pen, fill out checklist, concept of “Before my audience has read it, I need to make sure I edit!” etc.

### Connection
- 

### Teach
- 

### Active Engagement
- 

### Link
- 

### Mid-Workshop Teaching Point
- 

### After-the-Workshop Share
- See Resource Materials Packet for other Share options

Lesson Plan

Last updated 12/18/12 SMB. This document is the property of the Michigan Association of Intermediate School Administrators (MAISA).
Plan a fun and meaningful way to have students celebrate the writing they’ve done in this unit.

Some possibilities:

- Share with cross-age buddies. Student love the opportunity of being experts and teaching others. They could share their books with kindergarteners or first graders and teach them all they know about their selected topic. Also, they could celebrate their efforts with the “older” kids too.

- Share with the community. Think about places connected to the topics that many of the students wrote about and put a copy of the books there (e.g. zoo, vet’s office, YMCA, school office, place they take lessons, etc.)

- Share through an oral presentation. Have students orally share some of their findings with a selected audience. They could make a large visual as a diagram on chart paper to display during their talk. Or students could write five or more important facts or chapter headings and display on a docu-camera. They could use these as talking points. Or students could make a PowerPoint-type of presentation. They could scan some of their pages as slides for the show.

- Share through an Expert Share Fair. Each student would set up a booth and visitors could “stop by” and learn about their area of expertise. See Unit #3 Revision Sessions 12 and 13 (Revision Museum) for ideas.
Writing Unit of Study
2nd Grade - Informational Writing: Personal Expertise

Lesson Plan

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<th>Session</th>
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<tbody>
<tr>
<td>Concept</td>
<td>Writers self-reflect on their experiences and growth in writing and as writers.</td>
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<tr>
<td>Teaching Point</td>
<td>Unit Wrap-Up Session</td>
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- Engage in activities such as:
  - Student reflection piece – See Resource Section: Resource Session 21 – Student Self Reflection
  - Clean-out project folders