

# Informative Writing: Research

## Unit Introduction

### NOTE

Common Core State Standards are listed in Table of Contents after each lesson title as well as on actual lesson pages. Sometimes, in the process of revising, original lessons were deleted or moved and new lessons added. Lesson numbers were not changed, but the pages were renumbered to be sequential in each unit.

### Unit Overview:

In this unit students will be scaffolded in completing an animal research project. If you want to focus research on a different subject, please adjust accordingly. Students will write an informative piece that introduces a topic, uses facts and definitions to develop points, and provides a concluding statement or section. They will participate in shared research, revision and editing.

The final project has multiple possibilities for publishing such as traditional research report, booklet form, or PowerPoint. Some of these options meet CCSS W.2.6 With guidance and support from adults, use a variety of digital tools to publish writing, including in collaboration with peers.

### Student Goals:

1. Students will scan informative text and take notes using phrases to answer questions about the topic.
2. Students will organize their informative piece by introducing the topic, using facts and definitions, and providing a concluding statement or section.
3. Students will use their own words to write complete sentences from the sorted phrases.
4. Students use correct spelling, punctuation and capitalization.

### Project Description:

In this unit, the first eight lessons are related and actually guide the students through a small-group research project. Unlike the previous units, this unit actually requires students to be working on the assigned task each day and work is collected at the end of each work session.

This unit has been laid out based on an animal research project. Adjust the headings on the graphic organizer if needed for a different topic such as biography. The point is, you want students to do some research, not just remember what you have been teaching in the unit. Make sure you have access to enough resource materials for student use and narrow student choices for success.

You will want to think about how you will group students for the first half of this unit. You will also need to consider whether you will expect students to use the index to determine which resource books are appropriate for their specific topic, or whether you will divide the books up by topic and give each group books appropriate for the topic.

We recommend selecting a few more topics than groups and then listing each topic on a slip of paper and allowing groups to draw out a slip to show what that group's topic will be.

**NOTE:** In this first section, all conferencing will be small-group conferencing.

It is highly recommended that the teacher type final copies for each group. Encourage students to work neatly so drafts can be read for typing. If you do not plan to type the final copies, students will either need to recopy for the final or teacher needs to omit the highlighters in Lesson 6.

In the second half of this unit, students will choose their own research topic and work through the process more independently. You may still need to guide topic choices so resources will be available for the chosen topics.

## Table of Contents

Unit Introduction.....	R- 1
Table of Contents.....	R- 2
<b><u>Small Group Project</u></b>	
R1 REVISED Note-Taking (W.2.2, W.2.7, W.2.8).....	R- 3
Group Research Graphic Organizer (R1) .....	R- 5
R1a. Defining Important Words (W.2.2, W.2.7, W.2.8).....	R- 7
R2. Forming Sentences (L.2.1.f) .....	R- 9
Completed Graphic Organizer for use with Lesson R2 .....	R-11
R2a. Writing Sentences With Definitions (L.2.1.f).....	R-13
R3. Using a Question as an Introduction (W.2.2, W.2.5).....	R-15
R4 REVISED Statement of Value or Importance as a Conclusion (W.2.2, W.2.5) .....	R-17
Statement of Value or Importance as a Conclusion chart.....	R-19
R5. Revising for Clarity (W.2.2, W.2.5) .....	R-21
R6. Editing (L.2.2, W.2.5).....	R-23
<b><u>Independent Project</u></b>	
R7. Final Project—Day 1 Choosing a Topic (W.2.2, W.2.7, W.2.8).....	R-25
Individual Research Graphic Organizer (R7) .....	R-27
R8. Final Project—Day 2 Introduction W.2.2, W.2.5).....	R-29
R9. Final Project—Day 3 Forming Sentences (L.2.1.f, W.2.2, W.2.5).....	R-31
R10. Final Project—Day 4 Conclusion (W.2.2, W.2.5).....	R-33
R11. Final Project—Day 5 Completion Checklist and Finishing (W.2.5) .....	R-35
Final Project—Day 6 .....	R-37
<b><u>Teacher Resources</u></b>	
When I Revise My Research Project poster .....	R-38
Research Project criteria poster .....	R-39
End of Unit Checklist.....	R-41

## Informative Writing: Research (R1revised) Note-taking

**Minilesson Teaching Point:** Note-taking

**Standard(s):**

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

W.2.7 Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).

W.2.8 Recall information from experiences or gather information from provided sources to answer a question.

**NOTE: This is a shared writing lesson and will probably take 20-25 minutes.**

**Materials:**

- Chart paper organized to look like the graphic organizer you will use (four organizational sections)
- Markers (may want some fine-tip available for writing on the post-its)
- 1½” x 2” post-its (one pad per group)
- 3” x 3” post-its for teacher use
- Graphic organizers for each group (enlarge page R-5 to 11”x17” so there’s room for post-its)
- Books for the whole group research and for the small group research topics (You may want to have the small group books divided into sets and have more sets available than you have groups so each group will be able to choose and no one gets “the leftover.”)
- Preassigned groups based on whatever method you use for grouping (3-4 students each)

**Connection:**

*“Writers, we have learned how to write **All-About** books that teach our readers information we already know. Today we are going to learn to do **research** to answer questions about a topic we want to learn more about. We will learn to take notes to help us remember and organize the new information. Then we will write our own informational book to teach readers about our topic.”*

**Teach (modeling):**

*“Today we are going to **research** to answer questions about \_\_\_\_\_ (choose a topic for your whole group example). When we look through books about our **topic** we want to use words and pictures to collect **facts**, true information.” (You may need some extra work on fact and opinion at this point.) “We want to be careful to use our own words, not just copy sentences from the book. One way writers do this is by taking **notes**. We want to collect words or phrases and write them on our post-its so we can remember. Remember a **phrase** is more than one word but not a complete sentence. For example ‘soft, brown fur,’ ‘tree canopy’ or ‘heavy rainfall’ are all **phrases**.” (Choose examples appropriate to your topic.) “Our **graphic organizer** has four questions for us to answer.” (Read the four questions.) “We will use this **graphic organizer** to help us sort our information into four sections, just like we did in our **All-About** books. ”*

**Active Engagement (guided practice):**

Choose a book about your topic. *“As I read a page aloud, keep in mind our four questions listening for possible answers.”* Read a page aloud. Turn and Talk. Have students share the facts they learned.

ELD: “One fact is \_\_\_\_\_.”

Then give students an opportunity to tell you what facts they noticed. As you write their information on the sticky notes, model writing words or phrases, not complete sentences, and discuss where you should stick the sticky-notes on the graphic organizer. Go through at least two pages of the book and model finding facts from the illustrations/captions as well as from the body text.

**Bridge to Independent Practice:**

*“Today writers, you will work in small groups to collect **facts**, take **notes**, and organize the notes on your **graphic organizer**.”* Identify each group and give each student in the group a task appropriate to your classroom needs such as (1) draw out a slip of paper to determine the group’s topic, (2) get the post-its, (3) get the graphic organizer, etc.

*“You may not end up using all of your **facts**, but make sure you have three to five **facts** in each section of your **graphic organizer**.”*

**Closure:**

Show students how to fold their graphic organizer in half neatly with the post-its on the inside before collecting.

You will want to look through the graphic organizers to see which groups may need help with note-taking and/or organizing the facts.

**Reflection:**

**Resources & References: (adapted from, acknowledgments)**

*Group Members:* \_\_\_\_\_  
\_\_\_\_\_

*Animal Name* \_\_\_\_\_

<b>Habitat</b> Where does it live?	<b>Food</b> What does it eat and drink?
<b>Description</b> What does it look like?	<b>Other Interesting Facts</b> What makes it unique?



## Informative Writing: Research (R1a) Defining Important Words

**Minilesson Teaching Point:** Understand why authors include definitions of important words to clarify information writing.

### Standard(s):

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

W.2.7 Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).

W.2.8 Recall information from experiences or gather information from provided sources to answer a question.

**NOTE: This is a shared writing lesson and will probably take 20-25 minutes.**

### Materials:

- Chart paper organized to look like the graphic organizer you will use (four organizational sections)
- Markers (may want some fine-tip available for writing on the post-its)
- 1½” x 2” post-its (one pad per group)
- 3” x 3” post-its for teacher use
- Mentor Texts or samples on sentence strips or document camera
- Graphic organizers for each group (enlarge page R-5 to 11”x17” so there’s room for post-its)
- Books for the whole group research and for the small group research topics (You may want to have the small group books divided into sets and have more sets available than you have groups so each group will be able to choose and no one gets “the leftover.”)
- Preassigned groups based on whatever method you use for grouping (3-4 students each)

### Connection:

*“Writers, we researched facts that answered our questions about our topics. Many of us came across **important words** that others might not know. Today we are going to talk about words that we need to define for the reader and how other authors have included **definitions** in their informational text. **Definitions** tell what words mean so our message will be clear.”*

### Teach (modeling):

*“Today we are going to talk about how we decide which **important words** we need to define and record them on our sticky notes. Informative writing is meant to teach readers new information. We need to think about words we are using that might confuse our readers. Let’s look at some sentences that Becky Baines writes in Every Planet Has a Place. What are some words she might consider defining for her readers?”*

*“Some moons are bigger than some planets, but they are still moons, because they orbit planets.”*

*“What word do you think might be important to define and why?”* Let several students respond.

**Active Engagement (guided practice):**

*“Let’s look at another example from the same book.”*

*“There are more collisions in the asteroid belt than anywhere else in the solar system.”*

*“What word do you think might be important to define in this example and why?”* Let several students respond. Mention “collisions” if it’s not mentioned. *“Let’s look at the sample again, including the next sentence.”*

*“There are more collisions in the asteroid belt than anywhere else in the solar system. That crashing makes lots of space dust.”*

*“When we read on, we see that ‘collision’ is defined as ‘crashing.’ When I’m taking notes, I might write ‘collision = crash’ on my sticky note.*

Use more examples if your students need more practice.

**Bridge to Independent Practice:**

*“Today writers, as you work in your groups you will continue to take notes, collecting **facts** and **important words**. Remember that you can write the **important word**, an equal sign and the definition. Remember, you may not end up using all of your **facts**, but make sure you have three to five **facts** in each section of your **graphic organizer**.”*

**Closure:**

Have each group share some **important words** and definitions.

Collect the graphic organizers. You will want to look through the graphic organizers to see which groups may need help with note-taking and/or organizing the facts.

**Reflection:**

**Resources & References: (adapted from, acknowledgments)**



## Informative Writing: Research—(R2) Forming Sentences

**Minilesson Teaching Point:** Forming topic and supporting sentences

**Standard(s):**

L.2.1.f. Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).

**Materials:**

- The sample graphic organizer you started on Day 1 (or sample provided on page R-9)
- Markers (may want some fine-tip available for writing on the post-its)
- 1½” x 2” post-its (one pad per group)
- 3” x 3” post-its for teacher use
- Books for the whole group research and for the small group research topics (You may want to have the small group books divided into sets and have more sets available than you have groups so each group will be able to choose and no one gets “the leftover.”)
- Graphic organizers from Day 1

**Connection:**

*“Yesterday, we learned about taking **notes** and organizing our **facts**. Today many of you are going to continue taking **notes**, but we want to talk about how we can put our **facts** into our own complete sentences for each section.”*

**Teach (modeling):**

*“Each **section** needs a **topic sentence** that ties all the other facts together and gives us the most important information for this section.”* Choose one section of the whole-group graphic organizer from lesson R1 that has at least four or five post-its. *“What is the most important **fact** that ties this section together?”*

*Example: Topic—beavers; Section—description; What is the most important **fact** we learned about a beaver’s body or what it looks like? What is the **fact** that ties all the other facts together?*

Students will probably choose “It’s a rodent.” If not, ask why they think the fact they chose is the most important. Work your way to the point that all the other facts give additional details about “rodents.” *“I agree. We learned that”* (write this sentence down) *“The beaver is a rodent like rats, mice and squirrels. This sentence can be our **topic sentence** because it ties all the other facts together and gives us the most important information for this section.”* Continue with the additional facts. Orally build some simple sentences. Build some sentences that connect two facts with “and.” Build some sentences that combine three facts with commas. *“No matter how we organize our sentences, each **section** needs to start with a **topic sentence** and include **supporting sentences**.”*

Leave sample posted in the room after the lesson for students to refer back to as they work in their groups.

**Active Engagement (guided practice):**

*“Writers, look out our next section. Read all the facts and decide which is the most important. Work with your partner to create a topic sentence for this section.”*

Pop-up share suggestions for the topic sentence. (You may want to let partners write the topic sentence on a sentence strip.)

**Bridge to Independent Practice:**

*“Writers, make sure you have three to five **facts** in each **section** before you write your **topic sentence** and **supporting sentences**.”* Hand graphic organizers back to the groups as you send them off to work. If you want students to use special paper when they start writing their sentences, be sure to make it available now.

**Closure:**

*“Make a plan for what you need to do next. Do you have any more **notes** to take? Do you need any extra **resources**? I will be asking each group to explain their plan as I collect the **graphic organizers** and any sentences you have started writing.”*

Before the next lesson, check to see how each group is progressing and gather any additional resources needed.

**Reflection:**

**Resources & References: (adapted from, acknowledgments)**

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

Animal Name: Beaver

Habitat Where does it live?	Food What does it eat and drink?
Description	Interesting Facts
<ul style="list-style-type: none"><li>• lives near water</li><li>• prefers to swim</li><li>• trees</li><li>• makes den (beaver lodge)</li></ul>	<ul style="list-style-type: none"><li>• herbivore</li><li>• bark and twigs</li><li>• roots of water plants</li><li>• grasses along the bank</li></ul>
<ul style="list-style-type: none"><li>• semi-aquatic mammal</li><li>• world’s second-largest rodent (<a href="#">capybara</a> largest)</li><li>• hair (2 layers)</li><li>• webbed hind feet</li><li>• tail—long, broad, flat, scaly</li><li>• incisor teeth</li><li>• poor eyesight</li><li>• keen senses of hearing, smell, and touch.</li><li>• Beavers continue to grow throughout life. Adults weigh about 55 lbs.</li><li>• about 2 ft. long plus 10 in. tail</li></ul>	<ul style="list-style-type: none"><li>• builds dams</li><li>• danger signal—slaps water with tail making loud sound</li><li>• crepuscular (active at dawn and dusk)</li><li>• Females often larger than males (uncommon for mammals)</li></ul>

## Informative Writing: Research—(R2a)

### Writing Sentences with Definitions

**Minilesson Teaching Point:** Including definitions within the text.

**Standard(s):**

L.2.1.f. Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).

**Materials:**

- The sample graphic organizer you started on Day 1 (or sample provided following this lesson).
- **ADD** a sticky note with an important word = definition on your sample graphic organizer.
- Mentor texts or samples (provided following this page) such as those found in “Time for Kids,” “Scholastic News”
- Markers (may want some fine-tip available for writing on the post-its)
- 1½” x 2” post-its (one pad per group)
- 3” x 3” post-its for teacher use
- Books for the whole group research and for the small group research topics (You may want to have the small group books divided into sets and have more sets available than you have groups so each group will be able to choose and no one gets “the leftover.”)
- Graphic organizers from small groups

**Connection:**

*“Yesterday, we learned about using our **notes** to write sentences. Today we are going to focus on looking at how authors include definitions of **important words** in the text.”*

**Teach (modeling):**

*“Let’s look at some examples of how authors have included definitions in their informational text.”*

*“Other bats that live in cold places spend the winter in a deep sleep called hibernation.”*

Amazing Bats by Seymour Simon

*“In this example, Seymour Simon puts the **important word** after the definition.”*

*“We call a volcano that is not erupting “dormant.” That means it is sleeping, but it could erupt at any time.”*

Eruption! by Anita Ganeri

*“This time the **important word** is in quotation marks and the definition is found in the next sentence.*

*“We can do this by recycling some of our garbage to make it into new things. Recycling means reusing materials instead of throwing them away.”*

Recycle! by Gail Gibbons

*“Gail Gibbons repeats the important word and defines it in the following sentence.”*

**Active Engagement (guided practice):**

*“Writers, look at our graphic organizer. I added a sticky note with an **important word** and definition. Let’s think about how we can form sentences using our **important word** and its definition. Turn and talk.”*

Have students share ideas and choose one to write on your sample. Leave sample posted in the room after the lesson for students to refer back to as they work in their groups.

**Bridge to Independent Practice:**

*“Writers, as you continue writing sentences from your notes, make sure you include the definitions for important words that might confuse your reader.”*

Hand graphic organizers back to the groups as you send them off to work.

**Closure:**

*“Make a plan for what you need to do next. Do you have any more **notes** to take? Do you need any extra **resources**? I will be asking each group to explain their plan as I collect the **graphic organizers** and any sentences you have started writing.”*

Before the next lesson, check to see how each group is progressing and gather any additional resources needed.

**Reflection:**

**Resources & References: (adapted from, acknowledgments)**

## Informative Writing: Research (R3)

### Using a Question as an Introduction

**Minilesson Teaching Point:** Using a question in an introduction

**Standard(s):**

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

W.2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.

**Materials:**

- Ant Cities by Arthur Dorros (You should have a set of six copies in the Scott Foresman trade books. If not, there is one copy in the PPS Science First Grade Insect Library.)
- Chart paper and markers
- The sample graphic organizer
- Markers (may want some fine-tip available for writing on the post-its)
- 1½” x 2” post-its (one pad per group)
- 3” x 3” post-its for teacher use
- Books for the whole group research and for the small group research topics (You may want to have the small group books divided into sets and have more sets available than you have groups so each group will be able to choose and no one gets “the leftover.”)
- Group graphic organizers

**Connection:**

*“In our **All-About** books we organized our information into **sections**. In many **informational texts** the first part is called the **introduction**. The **introduction** introduces the **topic** of the book and gets the readers excited about reading more. Today we are going to learn about one way authors make a clear **introduction**—they may start by asking a **question**.”*

**Teach (modeling):**

*“In Ant Cities, Arthur Dorros uses a **question** for his **introduction**. He begins with:”* (You will want to read this introduction from the book so the students can see where it is.)

*“‘Have you seen ants busy running over a hill of dirt? They may look like they are just running around. But the ants built that hill to live in, and each ant has work to do.’”*

You may want to show examples from some other books with questions for introductions.

**Active Engagement (guided practice):**

Take the graphic organizer from Lesson 1 and orally play around with how to choose a fact from the graphic organizer to turn into a question. Have students turn and talk about a fact they think would make a strong introduction.

ELD: “(Did you know, Have you, Why, Which) \_\_\_\_\_.”

*“Writers, as authors you choose whether you want to put a **heading** on the **introduction** or not. Because it is always the first page, your reader will know it is your **introduction**, just like we know this is the **introduction** to Ant Cities.”* (Show the page in the book and let students see the introduction without a heading.)

Work together to write an introduction to the whole-group piece. Write the heading “Introduction” clearly in case students want to use the heading and need to see how to spell the word.

**Bridge to Independent Practice:**

*“Today you want to make sure you are moving from **note-taking** to writing your sentences. You may want to begin by choosing which **fact** you want to include in your **introduction**. At the end of our writing time today, we will be sharing our **introductions**.”*

**Closure:**

Have students read their introductions aloud. Collect their work again.

**Reflection:**

**Resources & References: (adapted from, acknowledgments)**

## Informative Writing: Research (R4revised)

### Statement of Value or Importance as a Conclusion

**Minilesson Teaching Point:** Statement of value or importance as a conclusion

**Standard(s):**

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

W.2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.

**Materials:**

- Examples of conclusion from mentor texts (see next page or use the actual books)
- The sample graphic organizer
- Markers (may want some fine-tip available for writing on the post-its)
- 1½” x 2” post-its (one pad per group)
- 3” x 3” post-its for teacher use
- Books for the whole group research and for the small group research topics (You may want to have the small group books divided into sets and have more sets available than you have groups so each group will be able to choose and no one gets “the leftover.”)
- Group graphic organizers
- Chart paper and markers

**Connection:**

*“Now that we know how to write an **introduction**, and **organize** our middle **sections**, we need to write a **conclusion**. One way is to **make a statement of value or importance**.”*

**Teach (modeling):**

*“Let’s look at some examples to see how authors write **conclusions** that make a statement of value or importance.”* Read the conclusions. For each example, identify what the author feels is important.

*“Bats help keep you free of mosquitoes and other insect bites. Bats don’t harm people—they help them.”*

Amazing Bats by Seymour Simon

*“Gorillas are primates, just like us. And they need our help to survive.”*

Amazing Gorillas! by Sarah L. Thomson

*“Don’t panic. Know what to do when there is a tornado. And know where to go.”*

*“There is no way to stop tornadoes. But you can be safe from them when you know what to do.”*

Tornado Alert by Franklyn M. Branley



**Active Engagement (guided practice):**

*“Now let’s look at our graphic organizer and remind ourselves what we know about our topic. Let’s think about what why our topic should be valued or is important to us or others. Turn and talk about your ideas.*

ELD: *“This topic should be valued because \_\_\_\_\_.”*

*“This topic is important because \_\_\_\_\_.”*

Record possible conclusions and decide on one conclusion for your shared piece. *“The **conclusion** comes at the end. Now, since we wrote ‘Introduction’ as a **heading**, we will be consistent and write ‘Conclusion’ as a **heading**, too.”*

**Bridge to Independent Practice:**

*“After you finish writing your **introduction** and organizing your other four **sections**, you will want to write a **conclusion** with a statement of value or importance. Remember, if you used the word ‘introduction’ as a **heading**, you will need to be consistent and write ‘conclusion’ as a **heading** as well.”*

(If groups are getting finished, you may need to meet with individual groups to give a quick minilesson on next steps.)

**Closure:**

Choose a few groups that have finished to show how they used a statement of value or importance as a conclusion.

Collect everything as usual.

**Reflection:**

**Resources & References: (adapted from, acknowledgments)**

A statement of value or importance is one type of strong conclusion.

Examples:

*“Bats help keep you free of mosquitoes and other insect bites.”*

*“Bats don’t harm people—they help them.”*

Amazing Bats by Seymour Simon

*“Gorillas are primates, just like us. And they need our help to survive.”*

Amazing Gorillas! by Sarah L. Thomson

*“Don’t panic. Know what to do when there is a tornado. And know where to go.”*

*“There is no way to stop tornadoes. But you can be safe from them when you know what to do.”*

Tornado Alert by Franklyn M. Branley

*Our big chair often sits in our living room empty now.*

Music, Music for Everyone by Vera B. Williams

This page intentionally left blank.

## Informative Writing: Research (R5) Revising for Clarity

**Minilesson Teaching Point:** Revising for Clarity

**Standard(s):**

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

W.2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.

**Materials:**

- Poster for revising research (see end of this unit)
- Copies of a sample research project for students to practice revising (on a topic none of your groups are using). Hopefully there will be a few parts of the sample that students may want to revise for clarity and perhaps a missing heading, etc. (You may want the students to work in their groups so perhaps one copy per group is enough. Partners would be another option.)
- Introduction, one section and conclusion you wrote in earlier lessons
- Markers (may want some fine-tip available for writing on the post-its)
- 1½” x 2” post-its (one pad per group)
- 3” x 3” post-its for teacher use
- Books for the whole group research and for the small group research topics (You may want to have the small group books divided into sets and have more sets available than you have groups so each group will be able to choose and no one gets “the leftover.”)
- Group graphic organizers
- Chart paper and markers

**Connection:**

*“As writers we know we always want to **reread** our writing to make sure it is clear for our reader. Today I want to share some **questions** with you that you can use as a group to make sure your writing is clear for your readers.”*

**Teach (modeling):**

Show the poster for revising. Read through the questions on the poster. Model finding the answer to each question in the introduction, one section, and conclusion you have written together so far. Then model thinking about what you still need to do.

*When I revise my research project, I can ask myself . . .*

- *What is my topic?*
- *Do I have topic sentences?*
- *Are my ideas clear? Do the sentences make sense?*
- *Do I have an introduction and conclusion?*
- *Do my headings match my information?*
- *Do I have any questions? Is there anything I can add to help my reader understand?*

**Active Engagement (guided practice):**

Show an example of a section from a research project. *“Writers, here is a section from a research project. Let’s read it together.” (read) “Do you have any questions? Is there anything we can add to help the reader better understand?”*

**Bridge to Independent Practice:**

*“If you think you are done writing, take some time to **check** through the **revision questions** with your group. Add, change, or cross out as needed to make your message clear. Remember to work neatly so the typist can read your **draft**.”*

(If groups are getting finished, you may need to meet with individual groups to give a quick minilesson on next steps.)

**Closure:**

If there is a group or two that have finished using the revision questions, let them read their piece to the class. Allow students to ask questions if something seemed unclear and share something they learned from hearing the information.

**Reflection:**

**Resources & References: (adapted from, acknowledgments)**

## Informative Writing: Research (R6) Editing

**Minilesson Teaching Point:** Editing

**Standard(s):**

L.2.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

W.2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.

**Materials:**

- Poster for revising research (see end of this unit)
- Introduction, one section and conclusion you wrote in earlier lessons
- Markers
- Books for the whole group research and for the small group research topics (You may want to have the small group books divided into sets and have more sets available than you have groups so each group will be able to choose and no one gets “the leftover.”)
- Group graphic organizers and post-its
- Chart paper and markers
- Class set of highlighters

**Connection:**

*“Writers, after you have **revised** your work to make sure your message is clear, you need to check for **capital letters** and **punctuation** so that the reader can easily read your piece. Remember to work neatly so the typist can read your **draft**.”*

**Teach (modeling):**

*“When you think you are done **revising** and checking spelling, it’s time to get a **highlighter** and check **capital letters** and **punctuation**. The **highlighter** helps us check carefully to see that we have **punctuation** at the end of each sentence and we start each new sentence with a **capital letter**.”*

Use your whole-group example to demonstrate. *“Put your finger on the first word of the first sentence or **heading**. Is there a **capital letter** or do we need to make a change?”* (If no change is needed, highlight the capital letter. If a change is needed, make the change and then highlight to show that spot has been considered. Continue looking for punctuation and capital letters.) *“Now check the end of the first sentence. Is there **punctuation** or do we need to add one?”* (Highlight or fix and highlight as needed.) *“The next word is the beginning of our next sentence. Does it have a **capital letter** or do we need to make a change?”* (Highlight or fix and highlight as needed.)

Continue until you feel most students are ready to work independently.

**Active Engagement (guided practice):**

*“List for your partner the steps you will take as you edit for capital letters and punctuation.”*  
Turn and Talk.

**Bridge to Independent Practice:**

*“Today when your group is done **revising** and **checking** spelling, you will need to get a **highlighter** and check for **capital letters** and **punctuation**. Decide with your group where you are in the **writing process**. Are you **revising**? Are you checking spelling? Are you ready to get a **highlighter** and check for **capital letters** and **punctuation**? Head off to work when you know your next step.”*

**Closure:** Let another group or two that have finished, read their pieces to the class. Allow students to ask questions if something seemed unclear and share something they learned from hearing the information. Make sure every group has a chance to share at some point.

**Reflection:**

**Resources & References: (adapted from, acknowledgments)**

## Informative Writing: Research (R7)

### FINAL PROJECT—Day 1— Choosing a Topic

**Standard(s):**

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

W.2.7 Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).

W.2.8 Recall information from experiences or gather information from provided sources to answer a question.

**Student Goals:**

1. Students will scan informational text for important information on their topic and take notes, using phrases.
2. Students will organize related notes into sections and develop a topic sentence for each section.
3. Students will use their own words to write complete sentences from the sorted phrases.
4. Students will use correct spelling, punctuation and capitalization.

**Description of Project:**

Weaving in all the elements of informational writing, along with research and note-taking, students will write a nonfiction book including a table of contents, an introduction, four sections with headings, a labeled diagram or picture with caption, a conclusion and a cover with title and author's name. (Please feel free to adjust the expectations to meet the needs of your students. If you have taught other elements such as index, glossary, about-the-author you may want to require these or list them as additional options.)

Decide the parameters for topic selection i.e. a rainforest animal, an insect, a famous person. Adjust your graphic organizer accordingly.

**Day 1 Materials:**

NOTE: Some groups may still be finishing group research projects and will need their materials for that work.

- Chart paper and markers
- Project criteria (see end of this unit) in poster form and/or individual
- Examples of finished research projects (perhaps the group ones) to use when modeling what meets the criteria for a research project
- Copies of the individual graphic organizers—may want to make some copies on 11”x17” paper and some on 8½” x 11” paper (see sample on page R-21)
- Post-its (1½” x 2”)
- A wealth of resource books that fit the topic



**Day 1 Connection:**

*“Writers, now that we have learned about **research** together, you will have an opportunity to select a topic on your own and write your own **research paper** about \_\_\_\_\_ (an animal, an insect, a famous person etc. to fit the subject). You will be using what you learned in your group **research** and with your **All-About** books to complete this writing project.”*

**Day 1 Teach (modeling):**

Show the project checklist (may be in poster form and/or individual). Read the criteria for the project. If possible, show students examples of how to meet each of the criteria on the checklist, perhaps using the group research projects that were just completed. Model using the checklist with one of the samples.

**Research Project Criteria**

Students will write a nonfiction book including:

- a table of contents
- an introduction
- four sections with headings
- a labeled diagram or picture with caption
- a conclusion
- a cover with title and author’s name

**Day 1 Active Engagement (guided practice):**

*“Thinking about what \_\_\_\_\_ (insert name of animal, insect, person, etc.) you are interested in and a **topic** that would help you meet this criteria, do a turn and talk with your neighbor about a topic you want to learn more about.”*

ELD: *“I want to research \_\_\_\_\_.”*

Teacher should chart the ideas and let students know if there are no books available for that topic.

**Day 1 Bridge to Independent Practice:**

Send small groups that are still working off to work with the goal of finishing today. Then have the other students choose a topic and take a status of the class to help students get hooked up with the right books.

**Day 1 Closure:**

Share topics students picked or, if any groups have not shared yet, allow them to share today.

Collect student graphic organizers. Check to see if topics are appropriate and if anyone needs help taking notes.

NOTE: Depending on topics chosen, you may need to gather some more resource books.

**Day 1 Reflection:**

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

Animal Name \_\_\_\_\_

<b>Habitat</b> Where does it live?	<b>Food</b> What does it eat and drink?
<b>Description</b> What does it look like?	<b>Other Interesting Facts</b> What makes it unique?



## Informative Writing: Research (R8)

### FINAL PROJECT—Day 2—Introduction

#### Standard(s):

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

W.2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.

#### Day 2 Materials:

- Creepy, Crawly, Insects by Margery Facklam—found in PPS First Grade Insect Science Library (If not available, choose a mentor text with startling fact for introduction)
- Chart paper and markers
- Copies of the individual graphic organizers (You may want to use some of the 11”x17” and some on 8½” x 11”)
- Post-its (1½” x 2”)
- Project criteria posted and/or individual copies available (sample at end of unit)
- A wealth of resource books that fit the topic parameters you will set for the students

#### Day 2 Connection:

*“When we wrote our group **research projects**, we used a **question** for our **introduction**. Today I will show you a second way authors write an **introduction**—they begin with a **startling fact**.”*

#### Day 2 Teach (modeling): Teach (modeling):

*“In Creepy, Crawly Insects, Margery Facklam uses a **startling fact** for her **introduction**. **Startling** means shocking or surprising. She begins with:”* (You will want to read this **introduction** from the book so the students can see where it is.)

*“If you pick tomatoes in your garden, don’t be surprised to find among the leaves a fat green caterpillar with a sword on its tail end. It will probably rear up and pull back its head to show you its big “eyes.” The eyespots are fake, but they are often startling enough to scare off a bird that’s about to grab the caterpillar for a meal. This is the tomato hornworm, the larva of the tomato hawkmoth.”*

#### Day 2 Active Engagement (guided practice): Active Engagement (guided practice):

Take the graphic organizer with the post-its on it from the early lessons of this unit. Read back through all the facts looking for a startling one. Have students turn and talk about a fact they think is startling.

ELD: “One startling fact is \_\_\_\_\_.”

Write a startling introduction together. Then label the first introduction “Question” and post it next to the new one labeled “Startling Fact.” You may want to write “OR” between the two choices.

**Day 2 Bridge to Independent Practice: Bridge to Independent Practice:**

(Return student papers.) *“As you head off to write today, think about which type of **introduction** will make your piece the strongest—a **question** or a **startling fact**. Before you go to work, you will tell me your **topic**.”*

Take a status of the class. Have each person say what their topic is and walk off silently.

**Day 2 Closure:**

Students share the topic they have committed to writing about. *“Listen carefully. There may be someone who is writing about a similar **topic** and you can share **resources**.”*

Collect student graphic organizers. Check progress and plan possible small-group or individual conferences if needed.

**Day 2 Reflection:**

## Informative Writing: Research (R9)

### FINAL PROJECT—Day 3 Forming Sentences

#### Standard(s):

- L.2.1.f. Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).
- W.2.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
- W.2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.

#### Day 3 Materials:

- A sample graphic organizer with three to five facts in each section (could use beaver example from Lesson R2, whole-group example from the group project, or ask for a volunteer to share a completed graphic organizer from current work)
- Chart paper and markers
- Post-its (1½” x 2”)
- Project criteria posted and/or individual copies available (sample at end of unit)
- A wealth of resource books that fit the topic parameters you will set for the students

#### Day 3 Connection:

*“Writers, we have all been taking **notes** and organizing our **facts**. We are watching for startling facts or interesting questions to use for our introduction. Today many of you will continue taking **notes**. Some of you are ready to start forming **topic sentences** and **supporting sentences** for each **section**.”*

#### Day 3 Teach (modeling):

*“Remember, each **section** needs a **topic sentence** that ties all the other facts together and gives us the most important information for the section”. Show your example of one section of a graphic organizer that has at least four or five post-its. Read the facts aloud. “What is the most important **fact** that ties this section together?” Once you have a topic sentence, model using the other facts in the section to build some simple sentences. Build some sentences that connect two facts with “and.” Build some sentences that combine three facts with commas. “No matter how we organize our sentences, each **section** needs to start with a **topic sentence** and include **supporting sentences**.”*

#### Day 3 Active Engagement (guided practice):

*“Writers, look out our next section. Read all the facts and decide which is the most important. Work with your partner to create a topic sentence for this section.”*

Pop-up share suggestions for the topic sentence.

**Day 3 Bridge to Independent Practice:**

(Return papers) *“Writers, read over your graphic organizer and make sure you have three to five **facts** in each **section**. If you do, you are ready to write your **topic sentence** and **supporting sentences**. If you don’t have three to five **facts** yet, keep doing **research** and **taking notes** until you do. If you need some help finding additional information, please let me know.*

**Day 3 Closure:**

Have a few students read one completed section. Have students identify the topic sentence.

Collect student work. Check progress and plan possible small-group or individual conferences if needed.

**Day 3 Reflection:**

## Informative Writing: Research (R10)

### FINAL PROJECT—Day 4—Conclusion

#### Standard(s):

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

W.2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.

#### Day 4 Materials:

- Chart paper and markers
- Project criteria posted and/or individual copies available (sample at end of unit)
- Suggested books for examples of summary conclusion:

Busy Buzzy Bee by Karen Wallace

*“Busy Bee and thousand like her fly from the hive. They find the garden full of flowers. They drink the nectar. They take the pollen. Bees have lots of work to do.”*

Volcanoes and Geysers by Mary Draper (Rigby Books)

*“People know that volcanoes and geysers can be very dangerous. But people have found ways to live with them.”*

There are many books with summary conclusions so you should be able to find one in the classroom. We suggest you find one you’ve already read aloud so students are familiar with the information and can more easily tell that the summary is restating the big ideas.

#### Day 4 Connection:

*“When we wrote a **conclusion** to our group project, we used **circling back**. Another way some authors choose to write their **conclusion** is by writing a **summary**. A **summary** is restating the big ideas in a few sentences.”*

#### Day 4 Teach (modeling):

*“Let’s look at an example.”* (Share the example you’ve chosen.)

Use the group projects as examples. Read one aloud and think aloud how you would compose your summary conclusion. Identify the main ideas and orally create a simple summary.

#### Day 4 Active Engagement (guided practice):

Do two more examples working with the students to create simple summaries.

Record one summary conclusion on a chart paper. Then label the conclusion from the earlier group project “Circling Back” and post it next to the new one labeled “Summary.” You may want to write “OR” between the two choices.



**Day 4 Bridge to Independent Practice:**

(Return papers.) *“Today you need to identify where you are in the writing process. Are you note-taking? Are you writing your introduction? Are you forming sentences? Are you writing a conclusion? Turn and tell someone what you are working on now.”*

Take a status of the class and dismiss to get to work. This is almost like a mini-conference where you can prompt students—they tell you where they are and you ask one quick, clarifying question. (See sample responses next.)

**Student response:**

“I’m note-taking.”

“I’m writing my introduction.”

“I’m working on the sections.”

“I’m writing my conclusion.”

“I’m done.”

**Teacher question:**

“Do you have all the books you need?”

“Are you going to write a question or a startling fact?”

“What’s the heading of your next section?”

“Are you going to circle back or write a summary?”

“What have you checked?”

**Day 4 Closure:**

Partner share.

Collect student work. Check progress and plan possible small-group or individual conferences if needed.

**Day 4 Reflection:**

## Informative Writing: Research (R11) FINAL PROJECT—Days 5 and Day 6— Completion Checklist and Finishing

### Standard(s):

W.2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.

### Day 5 Materials:

- Chart paper and markers
- Research Project Checklist
- Project criteria posted and/or individual copies available (sample at end of unit)
- A wealth of resource books that fit the topic parameters you will set for the students
- A volunteer who is ready to use the checklist on the revision project

### Day 5 Connection:

*“As writers we have been working on our individual **research projects**. We have a **checklist** that is going to remind us of all the things we need to complete before we are finished.”*

### Day 5 Teach (modeling):

*“Today \_\_\_\_\_ (insert student volunteer’s name) is going to allow us to use his/her piece to practice using the **checklist** as a group. Let’s read the **checklist** together. Now \_\_\_\_\_ (student’s name) will read his/her **research piece**.”* (Student reads) “Writers, read the first item on the checklist.” \_\_\_\_\_ shows where that item is in the piece. The class reads the next item from the checklist and allows a moment for \_\_\_\_\_ to find that part in his/her research paper. After each item, \_\_\_\_\_ makes a checkmark on the appropriate checklist line. If students are confused about what the checklist item means, give appropriate support.

If any items on the checklist were not checked off yet, have the volunteer go off to finish the research writing. Otherwise have the volunteer attach the completed checklist to the research paper and turn it in.

### Day 5 Active Engagement (guided practice):

(Return papers.) *“Think about where you are in the **writing process** right now. Are you **note-taking**? Are you writing your **introduction**? Are you forming **sentences**? Are you writing a **conclusion**? Turn and tell someone what you are working on now.”*

Take a status of the class and dismiss to get to work. This is almost like a mini-conference where you can prompt students—they tell you where they are and you ask one quick, clarifying question.

#### Student response:

“I’m note-taking.”

“I’m writing my introduction.”

“I’m working on the sections.”

“I’m writing my conclusion.”

“I’m ready for a checklist.”

#### Teacher question:

“Do you have all the books you need?”

“Are you going to write a question or a startling fact?”

“What’s the heading of your next section?”

“Are you going to circle back or write a summary?”

“Do you want to go through it by yourself or with a partner?”

**Day 5 Bridge to Independent Practice:**

*“Writers, when you think you are done writing your research project, use the **checklist** to make sure everything is complete.*

**Day 5 Closure:**

Choose a different partner than you had yesterday and read your piece.

Collect student work. Think about what you need to reteach as a whole group and what you need to reteach as small groups. Spelling strategies? Review of revision lesson or editing lesson? Checking for topic sentence? Table of Contents? Headings? Introductions? Conclusions? What needs to be retaught in order for students to reach the goals?

**Day 5 Reflection:**

**Day 6:** Students continue with the process until finished. Support individually and in small groups as needed. When finished, students return to independent writing workshop projects.

Decide how you want to make the work public.

**Reflection on this Unit:**

*This is the last unit. At this point, you will want to analyze your students' work to determine areas that may need reteaching to meet the goals for second grade writing. Then incorporate additional lessons on these topics as you teach optional units such as poetry, imaginative writing, persuasive writing, or circling back to personal narrative.*

# When I revise my research project, I can ask myself . . .

- What is my topic?
- Do I have topic sentences?
- Are my ideas clear? Do the sentences make sense?
- Do I have an introduction and conclusion?
- Do my headings match my information?
- Do I have any questions? Is there anything I can add to help my reader understand?

# Research Project Criteria

Students will write a nonfiction book including:

- a table of contents
- an introduction
- four sections with headings
- a labeled diagram or picture with caption
- a conclusion
- a cover with title and author's name

This is an example of a checklist that can be used with the research project. It is formatted to fit two on a page if you copy it landscape direction.

## Research Project Checklist

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

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

\_\_\_\_\_ I included all the required parts.

\_\_\_\_\_ Cover with title and author's name

\_\_\_\_\_ Table of Contents

\_\_\_\_\_ Introduction

\_\_\_\_\_ 4 sections with headings

\_\_\_\_\_ Conclusion

\_\_\_\_\_ Illustration or diagram with a caption

\_\_\_\_\_ I read each part over and checked for:

\_\_\_\_\_ spelling

\_\_\_\_\_ punctuation

\_\_\_\_\_ capitalization

\_\_\_\_\_ I assembled my book and attached this checklist.

# End of Unit Checklist: Research

Marking Key: X = Independently / = With Support — = Not Yet Demonstrating  <b>STUDENTS</b>		Takes notes to answer questions	Introduces topic	Uses facts that support topic	Uses definitions to clarify important words	Provides concluding statement or	Organizes information into complete	Edits for spelling	Edits for ending punctuation	Edits for capitalization
1.										
2.										
3.										
4.										
5.										
6.										
7.										
8.										
9.										
10.										
11.										
12.										
13.										
14.										
15.										
16.										
17.										
18.										
19.										
20.										
21.										
22.										
23.										
24.										
25.										
26.										
27.										
28.										
29.										
30.										
31.										
32.										



This page intentionally left blank.