

Non-Fiction Reading and Writing

Grade 2 Sample Unit of Study



**Using Non-Fiction Features
and Text Structures to Build
Knowledge and Vocabulary**

Non-Fiction Research: Writing to Inform



**Office of Curriculum and
Professional Development**
**Department of English
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The Office of English Language Arts (ELA) develops policy and program recommendations to meet the educational needs of New York City Public School Kindergarten through Grade 12 students.

This unit of study has been developed with and for classroom teachers. Feel free to use and adapt any or all materials contained herein.

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Principles of Quality English Language Arts Instruction

Quality English language arts instruction must...

address the unique needs of each learner and adapt instructional strategies to teach to the students' strengths, including a wide range of engaging materials, with multiple levels and genre so that there are multiple ways for students to experience literacy learning

explicitly teach how to make meaning, using modeling and demonstration, and include time to practice what is taught. After modeling new strategies clearly, students practice skills while teachers observe and give pointed, differentiated feedback.

build upon what students are able to do independently, and extend this learning through various materials and supports to scaffold the students' learning.

maximize students' time reading and writing, especially the kind of authentic reading and writing that goes on in the world outside of school, and blend reading and writing into every subject area.

give students many opportunities to discuss what they read and write, both with teachers and with each other.

Adapted from NYC DOE Comprehensive Approach to Balanced Literacy K-6, 2003

EARLY CHILDHOOD ENGLISH LANGUAGE ARTS SKILLS

By the end of second grade, students should be developing skill in:

Comprehension Skills

- making connections between texts
- making connections between texts and their lives
- making connections between texts and the world
- comparing and contrasting ideas
- identifying story elements
- making inferences, with assistance
- paraphrasing
- summarizing what has been read
- distinguishing between real and imaginary
- reading with fluency and phrasing
- making predictions about the text
- describing causes and effects of specific events
- self-monitoring their reading
- self-correcting their errors when reading

Alphabetic Knowledge Skills

- using knowledge of letters and letter sounds to write
- using knowledge of letter sounds to figure out new words in reading
- using knowledge of spelling patterns to read
- using knowledge of spelling patterns to write
- producing rhyming words and recognizing rhyming words
- blending onsets and rimes to form words
- building a growing vocabulary of words read on sight
- building a growing body of words spelled correctly in writing
- using logic and understanding of spelling patterns to spell unfamiliar words

Writing Skills

- organizing information collected from text
- editing writing
- revising writing
- creating a glossary, with assistance
- creating a table of contents, with assistance
- writing longer pieces reflecting growing stamina
- choosing more sophisticated words (adjectives, adverbs) for use in writing
- using punctuation to end sentences
- capitalizing the first letter of a sentence, proper nouns and the word “I”

Language Skills

- using the vocabulary of time and chronology (first, second, later, then, finally)
- learning new vocabulary by listening to others
- making sense of new vocabulary by using context
- discussing books
- participating in class discussions
- participating in partnerships
- participating in group work

NEW RESEARCH ON CONTENT LITERACY AND ACADEMIC VOCABULARY

Reading and writing in the content areas require our students to have high-level literacy skills such as the capacity to make inferences from texts, synthesize information from a variety of sources, follow complex directions, question authenticity and understand content-specific and technical vocabulary.

Every academic discipline has its own set of literacy demands: the structures, organization and discourse that define the discipline. Students will not learn to read and write well in any content area unless they understand these demands. They need to be taught the specific demands of the discipline and to spend a significant amount of time reading, writing, and discussing with their peers and their teachers.

To truly have access to the language of an academic discipline means students need to become familiar with that discipline's essence of communication. We do not read a novel, a science text or social studies text in the same way or with the same purposes.

The role of knowledge and domain-specific vocabulary in reading comprehension has been well-researched, and we understand that students need opportunities to learn not only subject area concepts, but vocabulary also in order to have the ability to read the broad range of text types they are exposed to in reading social studies.

New research has shown that one factor in particular—**academic vocabulary**—is one of the strongest indicators of how well students will learn subject area content when they come to school. Teaching the specific terms of social studies, science, or math in a specific way is one of the strongest actions a teacher can take to ensure that students have the academic background knowledge they need to understand the social studies content they will encounter in school.

For more information:

Alliance for Excellent Education Literacy Instruction in the Content Areas June 2007

Vacca and Vacca Content Area Reading. Literacy and Learning Across the Curriculum

Robert Marzano Building Academic Vocabulary
& Debra Pickering

ENCOURAGING ACCOUNTABLE TALK IN CLASSROOM DISCUSSIONS

What is accountable talk?

Accountable talk is classroom conversation that has to do with what students are learning. We know that students love to talk, but we want to encourage students to talk about the ideas, concepts, and content that they encounter in school every day. Accountable talk can be whole class or small group in structure. A teacher may often get students started, but real accountable talk occurs with student ownership and minimal teacher input. The teacher may function as a facilitator initially, but as accountable talk becomes an integral part of the school day, students assume more responsibility for their own learning.

What does it look like?

Small groups of students are engaged in focused discussions around specific topics, questions, ideas or themes. Students are actively engaged and practicing good listening and speaking skills. Accountable talk is usually qualified by the use of appropriate rubrics.

What are rubrics?

Rubrics in accountable talk are scoring tools that list criteria for successful communication. Rubrics assist students with self-assessment and increase their responsibility for the task.

Sample Student Accountable Talk Rubrics

Have I actively participated in the discussion?

Have I listened attentively to all group members?

Did I elaborate and build on the ideas or comments of others?

Did I stay focused on the assigned topic?

Did I make connections to other learning?

Why is student discussion valuable?

Students' enthusiasm, involvement, and willingness to participate affect the quality of class discussion as an opportunity for learning. While it is a challenge to engage all students it is important to provide daily opportunities for students to interact and talk to each other about the topic being learned as it helps them develop insights into the content. An atmosphere of rich discussion and student to student conversation will help you create a classroom in which students feel comfortable, secure, willing to take risks, and ready to test and share important content ideas and concepts.

Studies prove that students who have frequent opportunities for discussion achieve greater learning than those who do not. In fact, research maintains that students retain 10% of what they read, 20 % of what they hear, 30% of what they see, and **70%** of what they discuss with others.

Shared speaking helps learners gain information and it encourages more knowledgeable learners to be more sophisticated and articulate in sharing their knowledge. They then are careful about the words they use and the way they are presenting their ideas to their peers because they really want to be understood. When students listen to others and match it with the ideas that they are formulating, it can shed new light on their thinking. This type of speaking and active discussion may show the students a new way to connect to their learning.

Sometimes students can overlook important ideas, but with discussion (reciprocal) students have the opportunity to compare, analyze, synthesize, debate, investigate, clarify, question and engage in many types of high level and critical thinking.

ASSESSING STUDENT UNDERSTANDING

Assessment of student understanding is an ongoing process that begins with teachers establishing the goals and outcomes of a unit of study, and aligning assessment tools with those goals and outcomes. What teachers assess sends a strong message to their students about what content and skills are important for them to understand. Assessments evaluate student mastery of knowledge, cognitive processes, and skills, and provide a focus for daily instruction. Assessment is an integral part of the learning cycle, rather than the end of the process. It is a natural part of the curricular process, creates the framework for instruction, and establishes clear expectations for student learning.

The New York State Education Department ELA assessments are administered in January in 3rd, 4th and 5th grades. These exams measure the progress students are making in achieving the learning standards. New York City also conducts periodic assessments throughout the year in grades three and up, which can be analyzed by teachers for individual student and class needs. For early childhood grades, ECLAS-2, EPAL, and approved alternatives chosen by schools provide information on student needs and abilities. Teachers should consult the school's inquiry team recommendations as well as use information from other school assessments to strategically plan instruction in areas where students need assistance to reach mastery.

The International Reading Association has adopted 11 standards for assessment:

1. The interests of the student are paramount.
2. The primary purpose of assessment is to improve teaching and learning.
3. Assessment must reflect and allow for critical inquiry into curriculum and instruction
4. Assessments must recognize and reflect the intellectually and socially complex nature of reading and writing....
5. Assessment must be fair and equitable.
6. The consequences of an assessment procedure are the first and most important consideration in establishing the validity of the assessment.
7. The teacher is the most important agent of assessment.
8. The assessment process should involve multiple perspectives and sources of data.
9. Assessment must be based in the school community.
10. All members of the educational community...must have a voice in the development, interpretation, and reporting of assessment.
11. Parents must be involved as active, essential participants in the assessment process.

Effective assessment plans incorporate every goal or outcome of the unit. Content knowledge and skills need to be broken down – unpacked-- and laid out in a series of specific statements of what students need to understand and be able to do. The teaching of content and skills is reflected in the daily lesson plans. Assessment should not be viewed as separate from instruction. Student evaluation is most authentic when it is based upon the ideas, processes, products, and behaviors exhibited during regular instruction. Students should have a clear understanding of what is ahead, what is expected, and how evaluation will occur. Expected outcomes of instruction should be specified and criteria for evaluating degrees of success clearly outlined.

When developing an assessment plan, a balance and range of tools is essential. Teachers should include assessments that are process- as well as product-oriented. Multiple performance indicators provide students with different strengths equal opportunity to demonstrate their understanding.

Multiple indicators also allow teachers to assess whether their instructional program is meeting the needs of the students, and to make adjustments as necessary.

An effective assessment plan includes both *formative* assessments – assessments that allow teachers to give feedback as the project progresses – and *summative* assessments – assessments that provide students with a culminating evaluation of their understanding. Teachers should also plan assessments that provide opportunities for students to explore content in depth, to demonstrate higher order thinking skills, and relate their understanding to their experiences. Additionally, evidence of student thinking allows teachers to assess both skills and affective outcomes on an on-going basis. Examples of student products and the variety of assessments possible follow.

Sample of student projects	Sample assessment tools
<ul style="list-style-type: none"> • reading logs • reading reflections • reading notebook entries • writing notebook entries • published stories/pieces • student-made books • songs and plays • poetry • booklets, brochures, or posters • student-made PowerPoint projects • I-movies; photo-essays 	<ul style="list-style-type: none"> • higher level analytical thinking activities • portfolios of student work • student writing, from drafts to final product • student criteria setting and self-evaluation • teacher observations • checklists and rubrics • conferences with individuals or groups • group discussions • anecdotal records • teacher-made tests • student presentations • reflective journal entries • student writing • video and/or audio tapes of student work • student work • periodic assessments (Acuity, Scantron) • NYS ELA exam results • ECLAS-2 results • EPAL • Miscue analysis • Running records • Reading assessment records (DRA, DIBELS, W.R.A.P., etc.)

Unit Overview

Reading Unit of Study: Using Non-fiction Features and Text Structures to Build Knowledge and Vocabulary

Writing Unit of Study: Non-fiction Research: Writing to Inform

Time Frame: Five to six weeks

Reading, writing, listening and speaking are at the heart of all teaching and learning in the elementary schools.

The Planning Process:

Unit design begins with teachers engaging in brainstorming to collaboratively develop an **essential question** that is connected to the goals and essence of the unit. We define an essential question as a question that is multifaceted and open to discussion and interpretation. We believe that the essential questions chosen are important in terms of allowing teachers and students to think about the complexities around reading and writing.

The planning process then proceeds with the selection of **shared language** highlighting the **academic vocabulary** important and specific to the success of the unit.

Next, a series of **focus questions** or guiding questions is formulated. These questions are content specific and will become the foundation for lesson development. Using a **backwards design planning process**, teachers then decide on a series of content and process outcomes for the unit.

Learning experiences or potential teaching points (minilessons) are considered utilizing the Weekly Planning template. This affords teachers an opportunity to look at a full week of teaching and learning possibilities and to see how the various lessons will connect, relate and build on each other.

Finally **sample lesson plans** are developed with specific recommendations for teachers, ideas for group or independent practice and exploration, student assessment and suggestions for differentiation and extension.

This unit of study, though suggested for a specific time in the Grade 2 ELA scope and sequence, should ideally commence at the appropriate time of the year, as determined by the needs of each classroom teacher and always in the best interest of optimal student learning.

WORD STUDY STRAND: Using Non-fiction Features and Text Structures to Build Knowledge and Vocabulary

Grade 2

How does non-fiction help us understand the world?

Focus Question # 1:

How do readers use non-fiction to explore the world?

- Readers compare and contrast fiction and non-fiction
- Readers think about their interests and explore the world by selecting different genres of non-fiction
- **Readers select just right non-fiction books (based on interest, level, purpose)**

Word Work:

- Readers will use illustrations and the context in which the word appears, to derive the meaning of unknown words.
- Readers will learn how to blend sounds, and chunk parts of unknown words, to derive meaning.

Focus Question # 2:

What are the non-fiction strategies readers use to identify main ideas and accumulate important/interesting information?

- **Readers preview non-fiction books by skimming and scanning the text**
- Readers collect data, facts and ideas by using non-fiction text features
- **Readers learn to take notes, in their own words, on important information in non-fiction texts.**
- Readers gain new vocabulary by connecting new concepts to prior knowledge
- **Readers recognize main ideas in non-fiction texts and identify significant details to support them.**

Word Work:

- Readers use a dictionary to learn the meaning of new words
- Readers learn how to decode using various word attack strategies, e.g. root words, word families, word structures.

Focus Question # 3:

How can readers organize and interpret information that they collect to explore their interests?

- Readers use a variety of sources to gather information on a topic
- **Readers use graphic organizers to record important details and categorize information**
- Readers think about the information they have collected from different non-fiction sources
- **Readers determine the importance of the data they have collected by putting the information in their own words**
- **Readers interpret information by asking and answering questions of non-fiction texts**

Word Work:

- Readers reread and closely study illustrations/diagrams (or other text features) to figure out new vocabulary
- **Readers notice that bold print and italic words are connected to new vocabulary**

Focus Question # 4:

How do compare and contrast strategies help readers of non-fiction draw logical conclusions about their world?

- **Readers reread and talk about surprising or interesting information with a partner**
- Readers compare and contrast information from multiple non-fiction sources
- Readers use prior knowledge and personal experience to better comprehend text
- **Readers draw conclusions by comparing two texts**
- **Readers integrate non-fiction information and create new questions about their world.**

Word Work:

- Readers learn to navigate important facts in non-fiction text by paying attention to conventions of print (exclamation points, colons, bold text, underlinings, italics, parentheses, capitalizations, etc.).
- Readers learn new vocabulary by reinforcing understandings of root word, prefixes, suffixes, verb endings, etc.

WORD STUDY STRAND

Non-fiction Research: Writing to Inform

Grade 2

How does Non-fiction help writers communicate about the world?

Focus Question #1

How do writers plan their writing about important topics?

- **Writers develop topic ideas by using their prior knowledge.**
- Writers develop topic ideas by thinking about what they care about and are interested in learning.
- Writers become immersed in their topics by selecting a topic and gathering resources.

Word Work/ Spelling:

- Writers use conventional spelling of high frequency words.
- Writers use their knowledge of spelling patterns to spell new words.

Focus Question #2

How do writers research to develop a focused topic?

- Writers research a topic by taking notes from different sources.
- **Writers categorize and organize their notes by using a graphic organizer, e.g. concept map.**
- Writers focus the topic by determining what aspects are important to them.
- Writers develop a topic by choosing non-fiction features to structure text , e.g. table of contents.

Word Work/ Spelling:

- Writers keep track of new vocabulary words in their writers notebook or personal word list.
- Writers use conventional spelling of high frequency words.
- Writers use their knowledge of spelling patterns to spell new words.

Focus Question #3

How do writers communicate their understanding of non-fiction?

- **Writers state the main idea and add supporting details.**
- Writers make meaningful decision to elaborate.
- Writers create labeled diagrams.
- Writers add non-fiction features for clarity and meaning, e.g. charts.
- Writers revise for clarity.
- Writers add thinking to information by making connections.

Word Work/ Spelling:

- Writers check for known spelling words.
- Writers incorporate new vocabulary by categorizing words.
- Writers learn decoding strategies (e.g. root words, prefixes, suffixes, verb, ending, plurals, etc.)

Focus Question #4

How do writers communicate in the world?

- **Writers envision in order to elaborate on specific details by looking at documents.**
- **Writers add their own voices by responding to the facts they teach.**
- Writers notice and add non-fiction text features into their books
- Writers use personal experiences to make connections to new information.

Word Work/ Spelling:

- Writers learn the meaning of unknown words they encounter as they research by looking at picture clues and by using the word in context.
- Writers use capitalization correctly.
- Writers use punctuation (end punctuation, and commas).
- Writers use varied sentences in their writing: some longer, some shorter.
- Writers use the word wall, their personal spelling lists, and dictionaries to spell words.
- Writers use conventional spelling of high frequency words.

Suggested ELL Instructional Literacy Strategies (K-5)

English Language Learner (ELLs) in the general education classroom benefit from additional support. Teachers can help students develop academic skills to be used across the content areas of instructions throughout the day. Strategy lessons for ELL students may be chosen based on their New York State English level of English proficiency. (See chart below) ELLs need to receive many demonstrations of how texts are constructed. In the chart below, you will see a variety of strategies that support ELLs before, during and after reading.

ELL Levels	Support Materials	Reading	Writing
<p>Beginner Limited comprehension/ Simple language</p> <p>Student is able to: Listen Point Act out actions Draw Choose</p>	<ul style="list-style-type: none"> • Graphic Organizers • Language Structures/Prompts • Flash Cards • Sentence Strips • Visuals: pictures, magazines, videos, short films etc. • Auditory: books on tapes 	<ul style="list-style-type: none"> • Activate prior knowledge • Introduce vocabulary with content and visuals. • Picture walk 	<ul style="list-style-type: none"> • Pictures • Labeling • Lists • Match spoken words to the written word • Reproduce a language familiar book • Concepts of print
<p>Intermediate Emerging Speech/Simple sentences/engage in conversation</p> <p>Student is able to: Name/Retell Label/Define Group/Explain Answer yes-no/compare List/Describe Categorize/Role Play Count/Restate</p>	<ul style="list-style-type: none"> • Graphic Organizers • Language Structures/Prompts • Flash Cards • Visuals-short films, silent film for role playing • Auditory • Documentary 	<ul style="list-style-type: none"> • Activate prior knowledge • Introduce story language • Build academic language by using new vocabulary throughout the day in content area instruction. 	<ul style="list-style-type: none"> • Match spoken words to the written word • Write simple sentences • Punctuation • Multiple word context by utilizing graphic organizers
<p>Advanced Understands and produces complex sentences</p> <p>Student is able to: Self monitor Self correct Analyze Debate Hypothesize</p>	<ul style="list-style-type: none"> • Graphic Organizers • Language Structures/Prompts • Visuals- documents, films, silent for role playing. • Interactive Auditory e.g. Note-taking 	<ul style="list-style-type: none"> • Activate prior knowledge • Challenge students by asking questions to further enhance reading comprehension • Build academic language throughout the day in content area instruction. 	<ul style="list-style-type: none"> • Utilize graphic organizers to organize thoughts to produce more complex writing pieces

*Please note that these supports may also be useful with non-ELL students.

References:

Houk, Farin. Supporting English Language Learners. Heinemann, 2005.

Rollins Hurley, Sandra and Villamil Tinajero. Literacy Assessment of Second Language Learners. Pearson, 2001.

Tennessee ESL Resource Guide, 2008

Teacher Background

Reading Unit of Study: Using Non-fiction Features and Text Structures to Build Knowledge and Vocabulary.

Unit Understandings: Our goal throughout this unit is to teach children to be independent readers who confidently navigate through non-fiction texts. Readers select non-fiction texts based on reading levels and interests, and apply comprehension strategies to their reading. Students develop ways to ask questions as they read to cultivate interests and guide reading, and learn strategies for accumulating interesting information by collecting data, utilizing graphic organizers and note taking. By the end of the unit, students should be able to draw conclusions about new information by comparing and contrasting texts and using personal experiences and prior knowledge.

Assessment

- *Formal Assessment*

Running records, ECLAS-2 , DRA, W.R.A.P., DIBELS, TCRWP assessments, or other forms used by schools

- *Informal Assessment*

Daily observations of and discussions with students during independent work time, conferring one on one and in small groups, and student work

Differentiation

Differentiation during reading workshop is determined by teacher observation, for example, how students select non-fiction texts, how students take notes, reading behaviors, level of comprehension, etc.

Possible Structures:

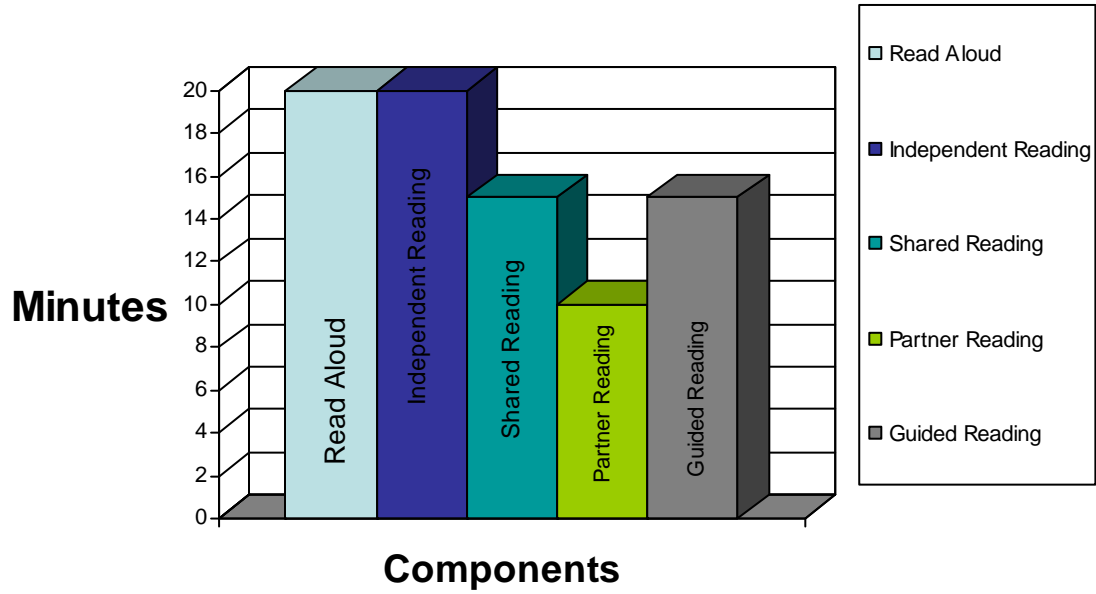
- Small Groups (Guided Reading, Strategy Groups)
- Individual Conferences
- Partnerships
- Shared Reading

Management and Routines:

Set up a system for non-fiction book selection. Here are some suggestions:

- Organize library according to non-fiction subjects, authors and series
- Prominently display high-interest non-fiction books in the classroom to encourage students to read
- Allow students to explore non-fiction books throughout the day
- Students should independently select books during reading workshop and check in with the teacher during conferences to make sure the books are “just right.”

Reading Daily Flow



It is suggested that word work be done daily to support reading workshop and writing workshop. Please follow the school’s guidelines.

ELA ESSENTIAL QUESTION UNIT PLANNING GUIDE FOR READING

Using Non-fiction Features and Text Structures to Build Knowledge and Vocabulary

Essential Question

How does non-fiction help me understand the world?

Core Vocabulary

Non-fiction, text features, structure, preview, research, draw conclusion, important information, category, compare, contrast

Focus Questions

- How do readers use non-fiction to explore the world?
- What strategies do readers of non-fiction use to identify main ideas and accumulate information?
- How do readers of non-fiction organize and interpret information to explore interests?
- How do readers of non-fiction use compare and contrast strategies to draw conclusions about the world?

Student Outcomes

Readers will be able to:

- distinguish between fiction and non-fiction texts and notice different non-fiction genres and structures
- identify and use non-fiction text features (headings, diagrams, photograph and caption, table of contents, glossary) to increase their comprehension
- scan, skim, and preview texts to begin/continue to read and accumulate information from non-fiction texts
- use research tools (graphic organizers, webs) to collect and categorize important data on topic of interest
- use prior knowledge to guide them through new concepts and vocabulary
- distinguish between important information and non-essential (off-topic) elements
- interpret data by putting information into their own words and asking questions to guide their reading
- compare and contrast information from different sources and draw conclusions

Anchor Texts / Resources:

Read and Learn about Jellyfish by Lola M. Schaefer

Focus Question Planning Sheet for Reading Unit of Study

Focus Questions	Possible Teaching Points (Sample Lessons included in this guide are in bold)	Word Work / Vocabulary	Suggested Assessment for Learning
<p><u>Question # 1:</u></p> <p>How do readers use Non-fiction to explore the world?</p>	<ul style="list-style-type: none"> • Readers compare and contrast fiction and non-fiction • Readers gather information by using different non-fiction sources (books, magazines, articles) • Readers select “just right” non-fiction books (based on interest, fluency, and purpose) by using a checklist. • Readers preview non-fiction books by skimming and scanning the text 	<ul style="list-style-type: none"> • Readers will use illustrations and the context in which the word appears, to derive the meaning of unknown words. • Readers will learn how to blend sounds, and chunk parts of unknown words, to derive meaning. 	<ul style="list-style-type: none"> • One on one conferences to determine whether students are selecting appropriate books • Circulate among small groups and engage students in discussion about their non-fiction books (sample question: What makes this book non-fiction?)

Focus Question Planning Sheet for Reading Unit of Study
(continued)

Focus Questions	Possible Teaching Points (Sample lessons included in this guide are in bold)	Word Work / Vocabulary	Suggested Assessment for Learning
<p><u>Question # 2:</u></p> <p>What strategies do readers of non-fiction use to identify main ideas and accumulate information?</p>	<ul style="list-style-type: none"> • Readers collect data, facts and ideas by using non-fiction text features • Readers learn to take notes, in their own words, on important information from the text • Readers gain new vocabulary by connecting new concepts to prior knowledge • Readers identify significant details in Non-fiction text by recognizing main ideas. 	<ul style="list-style-type: none"> • Readers use a dictionary to learn the meaning of new words • Readers learn how to decode using various word attack strategies, e.g. root words, word families, word structures. 	<ul style="list-style-type: none"> • Conduct individual conferences to determine whether students are making meaning of the text, self-correcting and word-solving • Facilitate guided reading groups to observe and re-teach how to utilize information they have collected to answer their research question • Facilitate small discussion groups to monitor students' methods of determining importance

Focus Question Planning Sheet for Reading Unit of Study
(continued)

Focus Questions	Possible Teaching Points (Sample lessons included in this guide are in bold)	Word Work / Vocabulary	Suggested Assessment for Learning
<p><u>Question #3:</u></p> <p>How can readers of non-fiction organize and interpret information to explore interests?</p>	<ul style="list-style-type: none"> • Readers use a variety of sources to gather information on a topic • Readers interpret and collect information by asking and answering questions of Non-fiction texts • Readers determine their topic by asking themselves: “Does this contain the big idea about my topic?” • Readers record important details and categorize information by using graphic organizers. • Readers think about the information they have collected from different Non-fiction sources 	<ul style="list-style-type: none"> • Readers reread and closely study illustrations/diagrams (or other text features) to figure out new vocabulary • Readers notice that bold print and italic words are connected to new vocabulary 	<ul style="list-style-type: none"> • One on one conferences to determine which strategies readers are using; re-teach accordingly

Focus Question Planning Sheet for Reading Unit of Study
(continued)

Focus Questions	Possible Teaching Points (Sample lessons included in this guide are in bold)	Word Work / Vocabulary	Suggested Assessment for Learning
<p><u>Question # 4:</u></p> <p>How do readers of non-fiction use compare and contrast strategies to draw conclusions about the world?</p>	<ul style="list-style-type: none"> • Readers compare and contrast information from multiple non-fiction sources • Readers use prior knowledge and personal experiences to comprehend text • Readers draw conclusions by comparing two texts • Readers create questions by asking themselves, “What does this make me think about?” • Readers turn wonderings into bigger questions by asking “Why?” 	<ul style="list-style-type: none"> • Readers learn to navigate important facts in non-fiction text by paying attention to conventions of print (exclamation points, parentheses, bold text, underlining, colons, capitalization, etc.) • Readers learn new vocabulary by reinforcing understanding of root word, prefixes, suffixes, verb endings, etc. 	<ul style="list-style-type: none"> • Whole class observation to determine the level of students’ questioning • Small group work to further demonstrate asking high-quality questions

SAMPLE LESSON PLANS FOR READING



**Using Non-fiction Features and Text Structures to
Build Knowledge and Vocabulary**

I. Sample Lesson Plans for Reading

* Please note: the lessons below contain samples of what a teacher might say to a class at different points during the lesson. Teachers should not consider this to be a script to read word-for-word, but an example of the kind of talk that should take place.

Unit of Study: Using Non-fiction Features and Text Structures to Build Knowledge and Vocabulary

Focus Question # 1: How do readers use non-fiction to explore the world?

Teaching Point: Readers select appropriate non-fiction books (based on interest, fluency, and purpose) by using a checklist.

Why/Purpose/Connection:

- To introduce guidelines of how to select non-fiction books based on interest, fluency and purpose.

Materials/Resources/Readings:

- variety of non-fiction books organized in baskets by subject, series, and author (Note: since non-fiction is often harder to read than fiction, the books chosen should be lower Fountas and Pinnell levels than the children usually read independently.)
- chart paper
- markers
- prepared chart-paper checklist titled “Questions readers ask to help select non-fiction books”, with the following recorded:
 - Is this a subject I am interested in?
 - Read a page in the book and ask yourself: Can I read this in a smooth voice?
 - Does this book have pictures that will help me understand the topic?
 - Are there other books in the classroom on the same topic?
- photocopies of the checklist for student use

Model/Demonstration:

- Gather students and ask them to bring one non-fiction book to the meeting area.
- Explain that it is important to select books that are appropriate in fiction *and* non-fiction, saying something like: “We learned many strategies for picking fiction books. Readers use what they know about fiction to help them pick non-fiction books.”
- Explain that readers have to figure out what interests them to select a good non-fiction topic. Model selecting a non-fiction topic by showing students that

Model/Demonstration (continued)

personal experiences and prior knowledge can help them. Explain to students, something along the lines of: “I went whale watching in Cape Cod this summer. I am so curious about whales now. I think I will try to find a book about whales today.”

- Select three books about whales (or the topic you are interested in). You might say something like, “How will I know which one is the best book for me?” and then explain your teaching point, such as: “Today I will teach you how to pick the right book. I am going to show you a checklist you can use to make sure your book is appropriate.”
- Present a class checklist you have prepared outlining which questions readers ask themselves to select an appropriate Non-fiction book. Each time you present an item from the checklist, model it with a book you have selected. You have written:
 - Is this a subject I am interested in?
 - Read a page in the book and ask yourself: Can I read this in a smooth voice?
 - Does this book have pictures that will help me understand the topic?
 - Are there other books in the classroom on the same topic?
- Model reading a page in a smooth, fluent reading voice, and decide aloud that yes, it does make sense.
- Look at the book you have selected on whales. Model the guidelines by holding up the book and thinking aloud, for example: “I am definitely interested in whales because of my Cape Cod experiences, and as I flip through, I can see there are lots of pictures that talk about lots of different types of whales. Oh, and there are lots of other books about whales in the classroom. This is important because if this book can’t teach me all I need to know about whales, I can use another book. Or I can use other books to compare information I’ve learned.”
- Ask students to look at the book they brought to the rug. Based on the chart, students answer the question: “Is my non-fiction book right for me?”
- Students think about this and then share their responses with their rug partner. Listen in as they do this to decide who will share their responses.
- Call on a few students to share with the class, and make sure they explain why they think the book they brought is or is not right for them.
- Tell the children that non-fiction books are often harder to understand than fiction books. Explain to them that they might want to pick a book they think is a little easier than their independent reading level, so that they can practice the reading work needed for non-fiction books.

Student Exploration/Practice:

- Students will read from their independent reading book for 30 minutes.

- Students should make sure the non-fiction books in their book baggies (independent reading books) are appropriate. If they are not, they should select new ones using the checklist.

Differentiation:

- Gather a small group who will need additional support. Based on your observation, you might find students who can not yet find a subject they are interested in. Demonstrate making connections and using prior experiences to find appropriate subjects.
- One strategy you might highlight with a small group is to look for non-fiction text features (such as diagrams and photographs) that will help them understand the book.
- As you confer with children, engage them in a discussion about **why** they think the books are just right for them so you can make sure they understand the selection process.

Share / Closure:

Students return to the rug with their baggies. Ask three students (high, medium and low) to share their successful experience in selecting just right non-fiction books. Students should explain how they used the chart to make their selections.

Assessment:

Circulate among students to determine whether students are selecting appropriate non-fiction books by utilizing the checklist.

Extension/Follow-up/Next Steps:

- Students will look through the books in their baggies and pick a topic of interest.
- Explain section headings and bold face print.
- Remind students that when they pick up a non-fiction text for the first time, they should skim and scan to determine if the text will be informative.

II. Sample Lesson Plans for Reading

Unit of Study: Using Non-fiction Features and Text Structures to Build Knowledge and Vocabulary.

Focus Question #2: What strategies do readers of non-fiction use to identify main ideas and accumulate information?

Teaching Point:

- Readers preview non-fiction books by skimming and scanning the text.

Why/Purpose/Connection:

- To teach students to read non-fiction texts for the purpose of locating information that both interests them and is pertinent to the task at hand.

Materials/Resources/Readings:

- Jellyfish text
- Basket of non-fiction books for modeling
- Baskets of unfamiliar non-fiction texts (on students' tables)

Model/Demonstrate:

- Invite students to the meeting area
- Remind students of prior lessons during which you explored selecting just right books based on interest, fluency, and purpose.
- Inform students that writers skim and scan unfamiliar non-fiction texts to see if they contain the information readers are looking for.
- You might say: “Remember when we looked at Jellyfish? (present Jellyfish) Well, I did not read the entire book, but I decided that this book has information I could use. I will teach you how I came to that conclusion by skimming and scanning the text. I will teach you how you can skim and scan by yourself whenever you pick up an unfamiliar non-fiction text.”
- Model how you decided that Jellyfish was informative by skimming and scanning, while paying attention to three features of the text: **illustrations**, **section headings** and **bold print**. While turning the pages, refer students to these three text features.
- You might say while pointing out the illustrations, “These jellyfish illustrations are fascinating! Wow! Look at the bright colors and interesting shapes”, followed by, “This section heading asks, *What do jellyfish feel like?* I think I could use that information.” Continue with, “The boldface print on the bottom of the page says, *mucus*. I think I would like to find out more about that word, and how it relates to jellyfish.”

- Say something similar to: “Readers preview non-fiction books by skimming and scanning the text in order to find important information.”
- Distribute unfamiliar non-fiction texts to student partnerships. Together they will practice skimming and scanning their books by paying attention to illustrations, section headings, and bold face print, actively sharing their observations with their partner. Observe partnerships for success or difficulty in using the strategy.
- Collect the non-fiction texts and inform students that they will return to their seats to practice this strategy on their own.
- Remind students that when they pick up a non-fiction text for the first time, they should repeat this process of skimming and scanning to determine if the text will be both interesting and informative.

Student Exploration/Practice

- Students will read independently for 30 minutes.
- During this time the teacher circulates and shares in individual student explorations, as students skim and scan non-fiction texts by looking at the illustrations, headings, and bold face print.

Differentiation in Instruction:

- Work with a group of students needing additional support by guiding them through small group reteaching, using similar, on-level non-fiction texts.
- Reteach skimming and scanning for students who have difficulty reading the section headings and/or bold face print by teaching them to read the pictures.
- Some children will be ready to explore the school and/or public library for higher level and/or high interest texts, based on their own personal interests. Remind them to use the strategy of skimming and scanning unfamiliar texts for determining information and interest.

Share/Closure:

- Gather students at the meeting area after their independent exploration of non-fiction texts.
- Ask three students who chose texts on different subject areas to share their findings. Students refer to their text’s illustrations, section headings, and bold face print, as they demonstrate skimming and scanning to the group.
- Set up students for future learning by telling them about something a student or partnership did that will lead to the next day’s teaching points.
- Again remind students that they should always use the strategy of skimming and scanning a text to determine interest and information whenever they pick up a non-fiction text for the first time.

Assessment:

- Individual conferences
- Listen to partner talk
- Meet with small groups or individuals and collect observations based on student performance.

Extension& Follow-up:

- Invite students to create high-interest personal libraries and/or book lists containing the names of books that they have skimmed and scanned. These books will serve reference as they create a project and/or report based on their personal high-interest subject area.
- Create a basket of high interest, higher-level books that students can use for research and projects by reading the pictures, focusing on headings and bold face print, without having to read the denser text.

III. Sample Lesson Plans for Reading

Unit of Study: Using Non-fiction Features and Text Structures to Build Knowledge and Vocabulary.

Focus Question #2: What strategies do readers of non-fiction use to identify main ideas and accumulate information?

Teaching Point:

- Readers learn to take notes on important information from a text in their own words.

Why/Purpose/Connection:

- To teach students how to recognize important information in a text.
- To teach students to reread and think about this information so they record notes in their own words.

Materials/Resources/Readings:

- Jellyfish text
- Baskets of unfamiliar non-fiction texts (on students' tables)
- Markers
- Chart paper
- Unlined paper for student charts

Model/Demonstrate:

- Gather students at the meeting area.
- Remind students of prior lessons during which they skimmed and scanned a non-fiction text while paying attention to illustrations, section headings, and bold face print in order to find information.
- Say something like: "Let's go back to Jellyfish, reread the important information we found, think about it and take notes on that information in our own words. Some information we read about is very important to understanding the subject. It is important that readers take notes: readers think about the information and write it down. These notes will be used to write about the subject or to teach others.
- Label your chart paper: *Information I Need to Know*.

Model/Demonstrate (continued):

- Explain that on the chart you will take notes on important information that readers need to know in order to understand their subject.

<i>Information I Need to Know about Jellyfish</i>	
•	
•	
•	

- Model this strategy, using the book *Jellyfish*. Read aloud p.4-5 in the book.
- After reading you could say, “Jellyfish don’t have any bones, and their bodies are filled with gel – that’s important! I’m going to add that information to my chart.”
-

<i>Information I Need to Know about Jellyfish</i>	
•	Do not have any bones
•	Are filled with gel
•	

- Teach students that it is important to write notes in their own words, and not in the words of the author. Tell students that they should not write or copy whole sentences, only important words or short phrases.
- Read aloud the next two pages. Ask the students to discuss with their partner what information was important. Give them a couple of minutes to talk. Then ask some volunteers to share what information should be written on the chart.
- Tell students that you will save your *Information I Need to Know about Jellyfish* chart, so that you can later refer to your notes in order to teach others about jellyfish, or to write your own *All About* book about Jellyfish.
- Remind the students that readers learn to take notes, in their own words, on important information from a text.

Student Exploration/Practice

- Distribute unlined paper to students so they can quickly make their own chart for note-taking during their reading. Students will read independently for 20 minutes. Students will then read with their partners for 10 minutes, helping each other with their note-taking.
- During this time the teacher circulates and shares in student explorations, as partners read and create their own *Information I Need to Know About...*

Differentiation in Instruction:

- Gather a small group who will need additional support and guide them through the lesson again, utilizing similar just right non-fiction books for each child. Students can begin note-taking as a group with you guiding them.
- For students who continue to struggle, have them draw and label illustrations of the important parts of the text, rather than writing notes in phrases.
- Some children will be ready to extend their learning by taking notes on their subject using two or more texts, and/or other resources, such as the internet. Teach them to cite references for each reference used.

Share/Closure:

- Gather students at the meeting area after partnerships have completed their *Information I Need to Know About...* charts.
- Ask three partnerships to share their charts with the class. Students refer to the sections of text that they identified as containing important information, and share the notes they wrote.
- Set up students for more learning by telling them about something a student or partnership did that will lead to the next day's teaching points.
- Again remind students that they should take notes about important information from a non-fiction text to help remember this information for future reference.
- Remind students to return their charts to their writing folders for future use.

Assessment:

- Individual conferences
- Listen to partner talk
- Meet with partners and collect observations based on student work.

Extension& Follow-up:

- Create story-webs as a pre-writing activity, based on the notes students accumulated. (Student charts can serve as reference as they create a project, report or *All about Book* based on their personal high-interest subject area.)
- Add notes from additional texts on the same subject to a class *Information I Need to Know About...* chart.
- Students can display their charts as reference for non-fiction library book shopping.

IV. Sample Lesson Plans for Reading

Unit of Study: Using Non-fiction Features and Text Structures to Build Knowledge and Vocabulary.

Focus Question #2: What strategies do Non-fiction readers use to identify main ideas and accumulate information?

Teaching Point:

- Readers recognize main ideas in Non-fiction texts and identify significant supporting details..

Why/Purpose/Connection:

- To teach students both how to recognize the main ideas of non-fiction texts and how to identify relevant and significant details that support these main ideas.

Materials/Resources/Readings:

- Jellyfish text
- Baskets of unfamiliar non-fiction texts (on student tables)
- Markers
- Create this on chart paper and on letter-size paper for students:
-

<u>Main Idea</u>
<u>Supporting Details</u>
•
•

Model/Demonstrate:

- Invite students to the meeting area for whole class modeling, you may want to remind them to face towards you ready to listen.
- Remind students that readers think about important information by taking notes.
- Tell students that readers also delve deeper into meaning by identifying the main idea of the non-fiction text, and by finding important information called *details*, which help readers to understand the main idea.
- Explain that the main idea is the reason the why the author wrote the book, and tells us what the book is mostly about.
- Tell students that the main idea of many non-fiction texts is often stated in the title.

Model/Demonstration (continued):

- Demonstrate this by identifying the main idea and supporting details of Jellyfish. Say, “Remember when we skimmed and scanned Jellyfish? (present Jellyfish). Well, we found out that our book had all kinds of interesting information about jellyfish. Since we discovered that our book was mainly about jellyfish, and the reason the author wrote this book was to teach us about jellyfish, I think the main idea of this book can be found in the title, ‘Jellyfish’.” Record “**Main Idea**: Facts About Jellyfish” on chart paper.

<u>Main Idea</u> <i>Facts About Jellyfish</i>
<u>Supporting Details</u> • •

- Tell students that non-fiction books have important information, called *details*. Details help readers understand the main idea.
- For example, you may say, “We found so much information by looking at the illustrations; section headings and bold face print of Jellyfish” (quickly skim and scan the text). Read aloud a few pages you’ve prepared from the book. After reading you could say, “Jellyfish have mucus on their bodies. I’m going to write that detail.”

<u>Main Idea</u> <i>Facts About Jellyfish</i>
<u>Supporting Details</u> • Have mucus on their bodies •

(Note: A variation on this type of list chart can be a graphic web, containing the main idea in the center of the web, with the supporting details extending out from the main idea.)

- Read aloud the next few pages of the book. Tell the students to discuss with their partner what details they think are important about jellyfish. Give them a couple of minutes to talk. Then ask volunteers to share some details and you can write them on the chart.
- Inform students that you will save this Main Idea/Supporting Details chart, so that they can refer to it during their own non-fiction reading. It is important that students learn that every non-fiction text’s main idea contains details to support that main idea.

Student Exploration/Practice

- Students will read independently for 20 minutes, writing details on their own chart. Then students will read with their partners for 10 minutes, helping each other with their charts.
- Circulate among students, assisting in their identification of their book’s main idea and supporting details. (Note: keep in mind that some non-fiction texts contain several main ideas, which are usually separated by sections or chapters, while others only contain one. For this lesson, students whose texts contain more than one main idea will choose only one.)

Differentiation in Instruction:

- Work with a group of students needing additional support. Distribute sticky-notes and instruct students to write an “M” (for Main Idea) on one sticky note, which they will place on the front of their book, and on which they will record the identified main idea. Instruct students to record “D” (for Details) on the other sticky-notes which they will place on the sections of the text where they have identified supporting details.
- Assist students by drawing a graphic web consisting of the main idea and details.
- Some children will be ready to find more than one main idea in longer non-fiction texts. Have them list supporting details for each of the identified main ideas. Students can cross-reference main ideas on a common topic for similarities and differences.

Share/Closure:

- Gather students at the meeting area with their non-fiction texts, recorded main ideas and posted details.
- Ask several students to share their findings. Students should state the main idea of their book, and refer to the sections of text where they found supporting details.
- Set up students for more learning by telling them about something a student or partnership did that will lead to the next day’s teaching points.
- Remind students that every non-fiction text contains main ideas that are supported with details. They should look for this whenever they read a non-fiction book.

Assessment:

- Individual conferences
- Listen to partner talk
- Meet with small groups or individuals and collect observations based on student performance.

Extension & Follow-up:

- Students use their *Main Idea/Supporting Details* charts or webs for use in prewriting. Writers utilize their charts/webs as reference as they create their book/project and/or report (based on their personal high-interest subject area).
- Create *Main Idea/Supporting Details* charts for a classroom pet, plant and/or mascot. Students can display their charts under their subject as reference for visitors.
- Add additional listings to your *Main Idea/Supporting Details* charts throughout the unit, by pointing out the main idea and supporting details of additional non-fiction texts.

V. Sample Lesson Plans for Reading

Unit of Study: Using Non-fiction Features and Text Structures to Build Knowledge and Vocabulary

Focus Question #2: What strategies do readers of non-fiction use to identify main ideas and accumulate information?

Teaching Point:

- Readers notice that bold print and italic words are connected to new vocabulary.

Materials:

- pages from Jellyfish book (blown up if possible)
- students' own non-fiction books
- post-its
- non-fiction books that have a glossary and bold words (one for each partnership)

Model/Demonstration:

- Gather students in the meeting area. Tell one student from each partnership to sit on the non-fiction book.
- Tape up 2 blown up pages from Jellyfish and read them to students.
- Say something like, "I notice when I read non-fiction that sometimes there are bold words, or words that are darker than the other words. When a word is bold in non-fiction books, it means I need to pay attention because the author is teaching me new words."
- Say something similar to, "When you come across a bold word, flip back to the glossary to find out what the word means. When you find the word, say the definition to yourself in your own words."
- Read, "Jellyfish bodies are filled with **gel**. Gel is clear and watery." Flip back into the glossary to find the meaning of the word.
- Say, "To keep this information in my head, I'm going to write the meaning on a post-it." Place a post-it on the page and think aloud, "I see that gel is a squishy, watery material, so on my post-it, I'm going to write 'squishy, watery substance inside a jellyfish'"
- Explain that after readers use the glossary they should get a post-it to write the meaning of new vocabulary words in their own language.
- Have each partnership take out their non-fiction book. Each partnership will practice looking up a bold word in the glossary.
- Listen in and observe whether readers can find the definition of new words in a glossary.
- Say something like, "Go through your non-fiction books and find two or three bold or italic words and place a post-it on it. Then, go to your glossary to find out the word's meaning. Write the meaning in your own words on the post-it."

Student Exploration/Practice:

- Students will read independently for 30 minutes and utilize the strategy taught.

• Differentiation in Instruction:

- Some students may not be able to write the glossary definition into their own words. Meet with a small group of students to model this skill. Tell students to use their background knowledge to understand new ideas.
- Challenge readers to identify other words they don't know. Show them how to learn their meanings by using a dictionary or another non-fiction source.

Share/Closure

- Gather students at the meeting area. Ask two or three children to share the bold words they found.

Assessment

- Circulate to make sure students are finding new vocabulary and writing the information into their own words. You might have individual conferences or small group meetings to ensure they are doing this.
- Collect post-its at the end of the period to make sure students are able to interpret the information in their own words.

Extension & Follow-up

- Challenge students to find and interpret boldfaced words in their homework.
- Students think about which words in their writing are important in their writing and create their own glossaries in writing workshop.

VI. Sample Lesson Plans for Reading

Unit of Study: Using Non-fiction Features and Text Structures to Build Knowledge and Vocabulary

Focus Question #3: How do readers organize and interpret information to explore their interests?

Teaching Point: Readers interpret and collect information by asking and answering questions of non-fiction texts.

Why/Purpose/Connection:

- Asking purposeful questions helps readers deepen comprehension and guide non-fiction reading and research.

Materials/Resources/Readings:

- Jellyfish (or other non-fiction book)
- chart paper
- markers
- questioning worksheets

Model/Demonstration:

- Ask students to gather in the meeting area.
- Show Jellyfish and explain, saying something like, “When readers begin another book about the same topic, they jot down three or four questions to help guide their reading. As they read and collect information, they can answer these questions. I am going to think up some questions and write them down here. I’m going to write down four big questions I have about jellyfish.”
- You might say, “I think about what I already know about jellyfish to help me with this. My best friend got stung by a jellyfish at the shore this summer, so I’m wondering why jellyfish sting!”
- You might say, “I don’t want to get stung by a jellyfish, so I’d really like to know where they live so I can avoid them. Where do jellyfish live?”
- You might say, “This makes me curious about what jellyfish eat. Do they eat meat? Do they eat humans? What do jellyfish eat?”
- As you discuss, write questions on chart paper:
 - Why do jellyfish sting?
 - Where do jellyfish live?
 - What do jellyfish eat?
 - What is the biggest jellyfish ever found?
- *Intentionally write a question that cannot be answered in the text to show that readers can refer to multiple Non-fiction texts to answer their questions.*

Model/Demonstration (continued):

- Explain to students something like, “As I read, I’m going to keep these questions in my mind. When I come to the answers, I will jot them down next to my questions in my own words. It’s very important to jot the answers in my own words because that means I really understand.”
- Read to students and jot down the answers found. Make sure to model putting the information in your own words by thinking aloud and changing the language of the text.
- The last question cannot be answered in this text. Explain this by saying, “Boys and girls, I cannot find the answer to my last question. If I am really curious about this last question, I can search the non-fiction library, select a book, and flip through it until I find the answer to my question.” Model doing this for children.
- Explain to students that some of their questions may not be answerable, and that is okay too.

Student Exploration/Practice

- Students will read independently for 30 minutes.
- Explain to students that they will select a non-fiction book they are interested in and think of three to five questions to ask and answer. Reiterate the importance of writing the information they’ve found in their own words.
- Distribute worksheets (you will find an example of one at the end of this lesson).
- Ten minutes before the period ends, ask students to share their questions and answers with their reading partner. Partners should be able to teach each other what they have learned.

Differentiation in Instruction

- Model again for students who did not understand the lesson by working with a small group. For struggling readers, make sure they are reading appropriate books (you may need to help them select the right books).
- For proficient readers and thinkers, gather a small group and extend their thinking by asking higher level questions, or developing a theory on a particular subject.

Share/Closure

- After students share with their reading partners, call them to the rug and select two or three students representing high, middle and low ability, to share their questions and answers. Make sure to choose children from different levels to illustrate the idea that good questions can be asked and answered in any type of non-fiction book.

Assessment

- Individual conferences
- Listen to partner talk
- Meet with small groups or individuals to collect observations

Extension & Follow-up

- Students will use this strategy throughout the study on non-fiction text and they will also use this strategy in writing when they are researching a particular topic.

Name: _____

Date: _____

NON-FICTION QUESTIONING SHEET

Non-fiction Book: _____

Author: _____

Questions I came up with before I read	Answers (in my own words)
1.	
2.	
3.	
4.	
5.	

VII. Sample Lesson Plans for Reading

Unit of Study: Using Non-fiction Features and Text Structures to Build Knowledge and Vocabulary

Focus Question #3: How do readers of non-fiction organize and interpret information to explore interests?

Teaching Point:

- Readers determine the importance by retelling information in their own words and think about whether their information contains a big idea.

Why/Purpose/Connection:

- Students look at the notes they've collected and make a decision on what information to use and what to take out. Students should understand all of their research notes and make sure it relates to their topic. This is a strategy students can use in all of their research projects.

Materials/Resources/Readings:

- Jellyfish book
- notes on topic written either on a large chart or overhead projector

Model/Demonstration:

- Gather students in meeting area.
- In the prior lesson, students selected a topic. They took notes on paper with bullets (see worksheet after lesson).
- You might say, "We have collected a lot of information about our topics." Show students your pages of research: "I have a lot of information here. I think I might actually have too much information!"
- You might say, "We can solve this problem by making sure to include only important information. I am going to show you how to sort your research so that it only has the important information."
- Explain the guidelines for determining whether notes are important or not. (Students can retell the information in their own words and make sure the information relates to the topic). For example, "You have to be able to understand what you researched. One way researchers decide whether they understand their research is to retell it in their own words."
- Look at the first note. Say something like, "*Jellyfish sting animals with their tentacles and then they eat them.*" Retell this note in your own words: "Well, I know this means that jellyfish get their food by stinging it."

Model/Demonstration (continued):

- Explain, saying something like, “Researchers tell if information is useful by asking themselves, ‘Does this information contain a big idea about my topic?’”
- You might say, “I know that jellyfish sting animals and eat them, and this teaches how jellyfish eat. That is a really big idea about jellyfish, so I think this note I took is a good one.” Write a check mark next to your note.
- Read a note that says: “*The round shapes break off and grow into jellyfish.*” Pause, reread, and say, “I am going to stop and think really hard about what this means.”
- You might say, “When I think about this again, I don’t really know what it means or how it relates to my topic. I think it might have to do with how jellyfish make new babies, but I’m not sure.” Put an X next to your note. Tell students something like, “You know, I’m not really sure what this means, so for now, I’m going to get rid of it. But I can always go back into my jellyfish books and talk to some of my fellow researchers to try to understand it later. I’m not erasing it, I’m not crossing it out, because I might use it later.”
- You might say, “As you look through your notes, ask yourself, ‘Can I retell this information in my own words, and does this information contain a big idea about my topic?’”
- Show students another note that says, “People do not often touch jellyfish. Some jellyfish tentacles can sting.” Tell students to use the questions to determine its importance by talking to a partner.
- Listen in to conversations. As a class, discuss whether to keep or cross out the note.

Student Exploration/Practice:

- Students will read independently for 30 minutes.
- Tell students to reread their notes and ask themselves the two questions: Can I retell this information and does it contain a big idea about my topic?
- Ask each student to get a colored pencil, and ask them to look through their information. If they decide to keep the information, they should write a check mark next to it or above it. If they decide to delete the information, they should put an x next to it. If they are undecided, they should write a question mark next to it.
- Stop children 10 minutes before the period ends and ask them to work with their research partner to make sure they have sorted their information correctly.

Differentiation

- Some students will have difficulty with this because they cannot retell their notes in their own words. Work with a small group of children and practice retelling their notes. Ask children to partner up and have them teach each other about their topic.
- Some students will be able to retell but not be able to explain whether or not their notes contain a “big idea”. On chart paper, you might brainstorm a list of “big ideas” about their topics. For example, important ideas about jellyfish are: where they live, what they look and feel like, how they move, and what they eat.
- Some students will be able to work independently. Meet with some of these children for one-on-one conferences to make sure they are asking themselves the two guideline questions. You might want to ask questions like:
 - “Why did you choose this information to keep/discard?”
 - “How do you decide what information to keep?”
 - “What big idea does this information contain?”

Share / Closure

- Ask two students to share their work with the class. Make sure the students can model the process they used to determine importance in their research.
- Select another child who might have had trouble at first, but eventually had success in using the process to guide their research.
- Ask another student to share a note that was particularly hard to categorize.

Assessment

- Assess that students retell notes in their own words and make sure their notes contain a big idea about their topic.
- Individual conferences
- Listen to partner talk
- Meet with small groups or individuals to collect observations

Extension & Follow-up

- Students will continue to use this strategy throughout the research process.
- Students will go back into their non-fiction texts to try to understand some of the information they crossed out.

Name: _____ Date: _____

Note-taking Sheet

My Topic is: _____

- _____

- _____

- _____

- _____

- _____

- _____

- _____

VIII. Sample Lesson Plans for Reading

Unit of Study: Using Non-fiction Features and Text Structures to Build Knowledge and Vocabulary

Focus Question #3: How do readers of non-fiction organize and interpret information to explore interests?

Teaching Point:

- Readers record and categorize important information

Why/Purpose/Connection:

- Non-fiction readers are also researchers, and it is important for them to take notes and organize their thinking so later they can write an organized report on their topic
- To teach readers of non-fiction to talk about their subject with ease
- To teach readers of non-fiction to teach their subject to someone else.

Materials/Resources/Readings:

- Graphic organizer copied onto chart paper
- Jellyfish book
- Graphic organizer worksheets
- Notes copied onto chart paper about jellyfish

Model/Demonstration

- Gather students in the meeting area.
 - *Before this lesson, students have already taken notes on their Non-fiction subjects on paper (see worksheet). Their notes **must** be in their own words.*
 - Show the notes on jellyfish (or another non-fiction subject).
 - Jellyfish live in oceans
 - Jellyfish eat small animals and fish
 - Jellyfish have no bones
 - Jellyfish bodies have gel in them
 - Jellyfish tentacles bring food into their mouths
 - Jellyfish sting animals with their tentacles
 - Jellyfish live in cold and warm water
 - Jellyfish live close to land or in deep water
 - Jellyfish bodies are called bells
 - Jellyfish round shapes break off and grow into jellyfish
 - Explain, saying something like, “I have all of these wonderful ideas about jellyfish, but my ideas are really out of order. I think maybe some of your own notes are out of order too. I will show you how to organize your notes so they are in groups that go together. We call these groups categories.”

Model/Demonstration (continued):

- Model how to organize notes into groups by color coding them. You might say, “Let me read my first note. My first note has to do with **where** jellyfish live. Do I have any other notes that have to do with where jellyfish live?” Scan the list and circle in red:
 - Jellyfish live in water
 - Jellyfish live in cold and warm water
 - Jellyfish live close to land or in deep water
- Refer to your graphic organizer and write down your category (where jellyfish live). Copy the notes you have just circled in red.
- Write a note that doesn’t make sense. Say something like, “I wrote a note that I don’t understand. I wrote ‘Jellyfish round shapes break off and grow into jellyfish’. I really do not know what that means, or what category it would fit into. I’m going to write a little question mark next to it so I remember to go back into my non-fiction book to try to understand it. If I still can’t understand it after reading my book again, I will take it out.”
- You might say, “My next note says: jellyfish eat small animals and fish. Talk to your partner about what category I can call this and if there are any other notes that fit with this one.”
- Students should suggest that the category is “what jellyfish eat.” Model organizing the notes by circling them in blue and copying the notes onto the graphic organizer.
- Say something like, “If a note doesn’t fit any category, or you only have one note for a category, go back and add additional information to their category. Or you might decide the information is unimportant and take it out.”

Student Exploration/Practice

- Students will read independently for 30 minutes.
- Students will organize their notes by using the above strategy.
- Ten minutes before the end of the period, students will meet with reading partners to discuss their categories and how they organized their notes.

Differentiation in Instruction

- Some students will not be able to think of categories. With these students, you should brainstorm a list of possible categories, or have students refer to a table of contents for ideas.

Share/Closure

- Select two or three students to share their work with the class. Select students who had difficulty with categorizing, but then figured it out, so they can share their process with the class.

Assessment

- Individual conferences
- Listen to partner talk
- Meet with small groups or individuals to collect observations
- Collect notes to determine whether students categorized appropriately

Extension & Follow-up:

- If students do not have enough information for each category, they should go back into their non-fiction books to gather and add more information.

IX. Sample Lesson Plans for Reading

Unit of Study: Using Non-fiction Features and Text Structures to Build Knowledge and Vocabulary

Focus Question # 3: How do non-fiction readers organize and interpret information to explore interests?

Teaching Point:

- **Readers turn wonderings into bigger questions by asking “Why?”**

Why/Purpose/Connection: When reading non-fiction text, readers should slow down and reread. This pause will allow them time to think about what they are reading and create questions that will either clarify meaning, guide further reading, or help students to draw conclusions.

Materials/Resources/Readings: Chart paper, markers, Jellyfish (or other familiar non-fiction text), post-its

Model/Demonstration

- You might say, “You have grown as non-fiction readers. Good readers and researchers gain more information by stopping and rereading when they come to interesting or surprising information. They ask questions about what they read so they can find out more. Readers turn wonderings into bigger questions by asking “why?”
- Read, “*Jellyfish are animals without bones. They are invertebrates*”
- Say, “Hmm..that is so interesting to me, because most of the animals I know, like my dog, have bones. And other fish have bones!” Place a post-it on the page. Then say, “Let me reread that part because it is so interesting.”
- Describe the importance of asking questions. Say, “When you read something interesting or surprising, you should stop and think. Ask yourself, ‘What does this part make me wonder?’
- Write wondering on chart.
- Fill in chart you have created before the lesson:

Model/Demonstration (continued):

Text in my own words	I wonder...	“Why” Question
Jellyfish are animals that do not have bones.	What are other animals that don’t have bones?	

- Say, “**What** questions lead to “**why**” questions. Now I’m wondering *why* some animals have bones and others don’t.” Fill in the chart to reflect new thinking:

Text in my own words	I wonder...	“Why” Question
Jellyfish are animals that do not have bones.	What are other animals that don’t have bones?	Why don’t some animals have bones?

- Present students with another wondering and have them talk to a partner to turn the wondering into a “why” question.
- Listen to students for 3 minutes. Gather students and fill in class chart. *Students may come up with more than one “why?” question.*

Student Exploration/Practice:

- Students will read independently for 30 minutes.
- Hand out graphic organizer (modeled after the above chart) to students and ask them to find a part in their just right Non-fiction books to reread and mark with a post-it.

Differentiation in Instruction:

- Pull a small group of students you know will need further assistance and reiterate the lesson by modeling with their just right book. Students should be reading the same text.
- Distribute a list of critical thinking words to students who are having difficulty asking thoughtful questions.
- Pull another group of students to ensure they are asking thoughtful questions based on their topics. Share one or two questions and discuss why those questions are good.
- Pull a group of proficient students and model asking higher order questions. Teacher might even model how to find the answers to their own questions by pulling other resources.

Share / Closure:

- Select students that have thoughtful questions and can explain how they came up with the questions.
- Select a child she worked with during independent work time whose questions needed more depth. Teacher and student share the initial question and the process that led to the final question.

Assessment

- Assess depth of the questions and the processes the students used to generate questions.
- Individual conferences
- Listen to partner talk
- Meet with small groups or individuals to collect observations

Extension & Follow-up:

Students will try to find answers to their questions and look at other resources for answers.

X. Sample Lesson Plan for Reading

Unit of Study: Using Non-fiction Features and Text Structures to Build Knowledge and Vocabulary

Focus Question # 4: How do effective compare and contrast strategies help Non-fiction readers draw logical conclusions?

Teaching Point:

- Readers gather additional information by comparing two texts.

Why/Purpose/Connection:

- Students will be able comparing two texts to gather information about a topic.
- Students will support their thinking by using evidence from both books.
- Students will formulate conclusion by retelling more than one text in their own words.

Materials/Resources/Readings:

- Jellyfish
- The Seashore
- Sea Animals
- chart paper, markers, charts (for students)

Model/Demonstration

- Gather students at the meeting area. Show students the Jellyfish book and The Seashore book.
- Compliment readers on the many different ways that you've noticed them gathering information.
 - Say something like, "Readers can also gather information by comparing two texts on the same topic."
 - Read p. 14 of Jellyfish. *Jellyfish move by taking water into their bells. Then, they push the water out.*
 - Read p 27 of The Seashore. *Jellyfish drift along with the tides and currents. They change directions by squeezing their bell shaped bodies in and out. As they squeeze in, jellyfish squirt water out behind them.*
 - After comparing both books, say something like, "In both books I learned that jellyfish move by pushing water out of their bodies. In *The Seashore*, I also learned another way that jellyfish move. Jellyfish move by drifting along with the tides and currents."
 - Explain to students that by using another text, students can gather additional information about a topic.
 - Read p. 7 of Sea Animals. *Jellyfish go bop, bop ,bopping along in the sea. You may want to reach out and touch one, but don't! The jellyfish gives a nasty sting!*
 - Read p. 11 of Jellyfish. *People do not often touch jellyfish. Some jellyfish tentacles can sting!*

Model/Demonstration (continued)

- Tell readers to compare the two texts to gather information. Share with their reading partner what they learned from the texts.
- Listen to student conversations for about one to two minutes. Gather and state student observations.

Student Exploration/Practice

- Students will independently read for 30 minutes.
- Students will read from at least two texts to compare and gather additional information.

Differentiation

- Work with a small group to help those students who need support in comparing and gathering additional information.
- Have students compare and contrast information from at least two texts.
- Have students evaluate texts to determine importance.

Share/Closure:

- A few will bring two texts to the meeting area and share the information they found in each text.

Assessment:

- Individual conferences
- Listen to partner talk
- Meet with small groups or individuals to collect observations

Next Steps:

- Reread notes with a partner who has the same topic to see where additional information is needed.
- Find another source to gather information.

Teacher Background

Writing Unit of Study: Using Non-fiction Features and Text Structures to Build Knowledge and Vocabulary

Unit Understandings: Our goal throughout this unit of study is to encourage young writers to find topics that interest them and write clearly to inform an audience. Students will learn strategies for taking notes in their own words and will use this collection of information to craft a thoughtful piece of writing full of voice, engaging details and expert words. Students will include non-fiction text features such as headings, table of contents, diagrams and a glossary to further organize and develop their information. Students will continue to edit their work and write conventionally, paying attention to spelling, punctuation and meaning.

Please note that many of the lessons in this unit are modeled after techniques and methods licensed by Teachers College Reading and Writing Project.

Assessment:

- Daily observations of and discussions with students during independent work time
- Conferring one on one and in small groups
- Collection and analysis of student work
- E-PAL (end of the year)
- Quick write assessment (used mainly for spelling and punctuation conventions)

Differentiation

Observe students during writing workshop to determine which students need extra practice with which strategies and skills. Some students may need extra help to brainstorm viable topics, while others may need support adding details, editing their pieces, etc. Some second graders may still feel more comfortable drawing pictures before they write. Having different types of paper handy can help you to differentiate.

Structures for differentiation include:

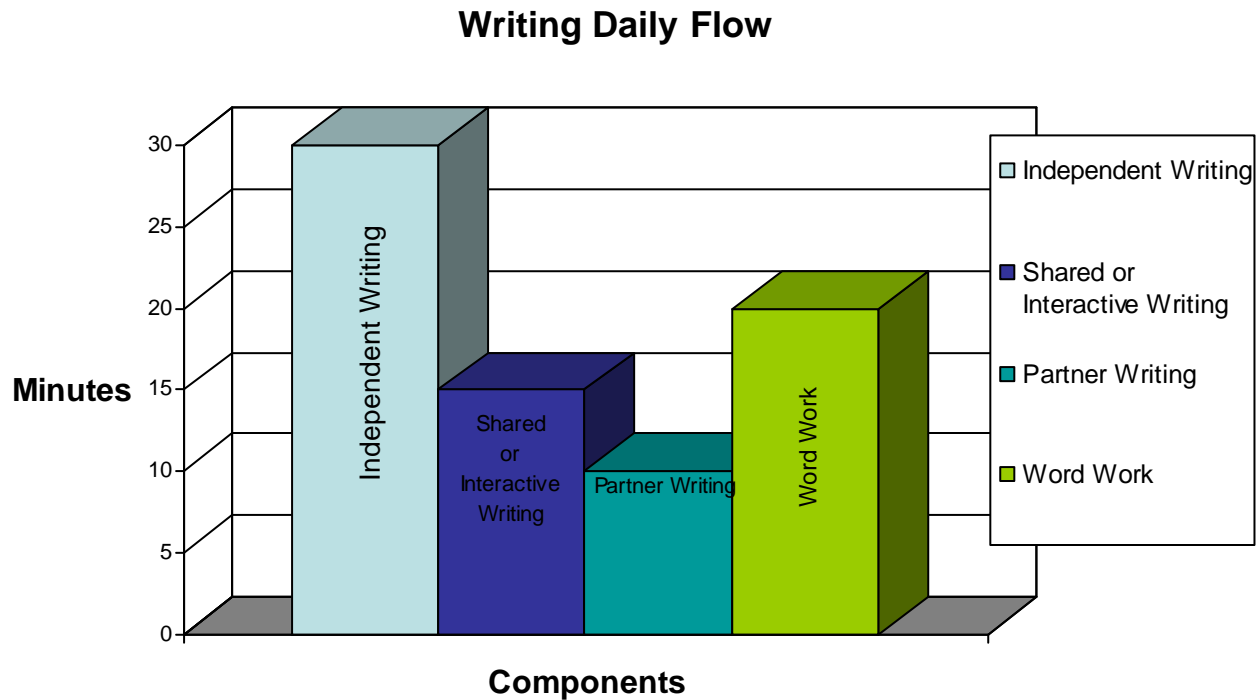
- Small Groups (strategy, guided writing, interactive writing)
- Individual conferences
- Partnerships (editing partners, etc.)
- Individual/group investigations to push students' thinking further

Management and Routines

These are some suggestions that you can implement, but you should feel free to choose a system that works best for you in your classroom.

- Students should all have a durable writing folder that contains resources like spelling dictionaries and vocabulary collection sheets.
- Folders can be organized in many different ways, but one way, especially for this unit, is to use one half of the folder for drafts and one for research.
- Some teachers prefer to have two writing folders: one for drafts and one for published pieces. Pieces are moved to the publishing folder at the end of each unit.

- Always keep conference notes on your students so that you can track their growth and continue to work on skills they need. There are also many ways of organizing conference notes: some teachers have binders while others prefer individual notebooks for students.
- Keep students’ drafts and assessments, along with anecdotal notes so you have information handy for planning, report cards and parent/teacher conferences.
- Second grade students should be able to independently select the tools they need for writing workshop. Some tools might be:
 - Different types of writing paper
 - Planning sheets
 - Non-fiction text feature paper (table of contents, diagram paper, glossary paper)
 - Research paper



It is suggested that word work be done daily to support reading workshop and writing workshop. Please follow the school’s guidelines.

ELA ESSENTIAL QUESTION UNIT PLANNING GUIDE FOR WRITING

Non-fiction Research: Writing to Inform

Essential Question

How does Non-fiction help writers communicate about the world?

Core Vocabulary

topic, clarity, revise, main idea, supporting details, sources, elaboration, envision, voice, audience, drafting, crafting techniques, conventions

Focus Questions

- **How do writers plan to write about important topics?**
- **How do writers use research to develop a focused topic?**
- **How do writers communicate an understanding of non-fiction?**
- **How do writers communicate in the world?**

Student Outcomes

Writers will be able to:

- select a topic of interest and collect information on this topic
- use research tools to learn more about their topic
- use planning tools (webs, maps, mentor texts) to organize their thoughts
- select information that supports their topic
- write a well organized report that demonstrates understanding of topic
- use strategies to revise and publish their writing
- edit their work independently and collaboratively

Anchor Texts / Resources:

The Emperor's Egg by Martin Jenkins, Dolphins by Tammy Everts and Bobbie Kalman, The Seashore by Angela Wilkes, My World: Sea Animals, by Tammy J. Schlepp, Dolphins by Connie Colwell Miller

Focus Question Planning Sheet for Writing Unit of Study

Focus Questions	Possible Teaching Points	Word Work / Vocabulary	Suggested Assessment for Learning
<p><u>Question # 1:</u></p> <p>How do writers plan to write about important topics?</p>	<ul style="list-style-type: none"> • Writers plan topic ideas by activating their prior knowledge. • Writers plan topic ideas by thinking about what they care about and are interested in learning. • Writers plan topics by gathering resources. 	<ul style="list-style-type: none"> • Writers use conventional spelling of high frequency words. • Writers use their knowledge of spelling patterns to spell new words. 	<ul style="list-style-type: none"> • Collect student work. • Conduct one on one conferences. • Observe students at work.

Focus Question Planning Sheet for Writing Unit of Study
(continued)

Focus Questions	Possible Teaching Points	Word Work / Vocabulary	Suggested Assessment for Learning
<p><u>Question # 2:</u></p> <p>How do writers use research to develop a focused topic?</p>	<ul style="list-style-type: none"> • Writers use research and take notes from different sources. • Writers categorize and organize notes by using a graphic organizer. • Writers develop topics by organizing research into non-fiction features • Writers focus topics by determining importance 	<ul style="list-style-type: none"> • Writers keep track of new vocabulary words in their writers notebook or on their personal word list. • Writers use conventional spelling of high frequency words. • Writers use their knowledge of spelling patterns to spell new words. 	<ul style="list-style-type: none"> • Collect student work. • Conduct one on one conferences. • Observe students at work.

Focus Question Planning Sheet for Writing Unit of Study
(continued)

Focus Questions	Possible Teaching Points	Word Work / Vocabulary	Suggested Assessment for Learning
<p><u>Question #3:</u></p> <p>How do writers communicate an understanding of non-fiction?</p>	<ul style="list-style-type: none"> • Writers communicate information by stating the main idea and adding supporting details. • Writers communicate information by making meaningful decisions to elaborate. • Writers communicate information by making labeled diagrams. • Writers communicate information by adding non-fiction features for clarity and meaning, e.g. charts. • Writers communicate information by revising for clarity. • Writers communicate information by making connections. 	<ul style="list-style-type: none"> • Writers learn and use decoding strategies (e.g. root words, prefixes, suffixes, verb, ending, plurals, etc.) • Writers check for known spelling words. • Writers incorporate new vocabulary by categorizing words. 	<ul style="list-style-type: none"> • Collect student work. • Conduct one on one conferences. • Observe students at work.

Focus Question Planning Sheet for Writing Unit of Study
(continued)

Focus Questions	Possible Teaching Points	Word Work / Vocabulary	Suggested Assessment for Learning
<p><u>Question #4:</u></p> <p>How do writers communicate in the world?</p>	<ul style="list-style-type: none"> • Writers use documents to add details to non-fiction writing. • Writers add voice by responding to the facts they teach. • Writers add expert words and create a glossary by rereading research. • Writers communicate new information by using personal experiences. 	<ul style="list-style-type: none"> • Writers learn the meaning of unknown words they encounter as they research by looking at picture clues and by using the word in context. • Writers use capitalization correctly. • Writers use punctuation (end punctuation and commas). • Writers use varied sentences in their writing: some longer, some shorter. • Writers use the word wall, their personal spelling lists, and dictionaries to spell words. • Writers use conventional spelling of high frequency words. 	<ul style="list-style-type: none"> • Collect student work. • Conduct one on one conferences. • Observe students at work.

SAMPLE LESSON PLANS FOR WRITING



Non-fiction Research: Writing to Inform

I. Sample Lesson Plans for Writing

* Please note: the lessons below contain samples of what a teacher might say to a class at different points during the lesson. Teachers should not consider this to be a script to read word-for-word, but an example of the kind of talk that should take place.

Unit of Study: Non-Fiction Research: Writing to Inform

Focus Question #1: How do writers plan to write about important topics?

Teaching Point:

- Writers plan topic ideas by activating prior knowledge.

Why/Purpose/Connection:

- Writers think about important/meaningful experiences to come up with ideas for writing.
- Writers use prior knowledge as a foundation for new learning.

Materials/Resources/Readings:

- chart paper
- markers
- topic choice worksheet (see worksheet after lesson)

Model/Demonstration:

- Gather children at the meeting area.
- You might say, “We have been reading non-fiction for a couple of weeks. Today we will begin writing our own non-fiction books. You will be writing to teach your audience about a topic.”
- You might say, “I am going to show you how you can use your own experiences to come up with a great topic for writing.”
- Create a chart that looks like this:

My Experience	What Non-fiction topics are inside?
Whale Watching in Cape Cod	Whales Fish Ocean Lobsters

- You might say, “Writers use personal experiences to find ideas for writing.”
- You might say, “When I went whale watching, I became really curious about whales. I also saw so many interesting fish and lobsters. That made me really curious about the ocean. Can you see how many non-fiction topics are inside this one experience?”
- *In addition to brainstorming new experiences, if you have completed a personal narrative unit, students can go back to these ideas to find topics within these experiences.*

- Ask students to talk to their partner about a personal experience that has non-fiction topics inside of it. Circulate and listen in on conversations. Select two or three students to share, and add their ideas to the class chart.

Student Exploration/Practice:

- Students will use their prior experiences to find good non-fiction topics. Hand out worksheets to help them brainstorm their ideas.
- Ten minutes before the period ends, ask students to share their topic ideas with their writing partner.

Differentiation in Instruction:

- Some students might have difficulty thinking of personal experiences. Gather these children in a small group. Model the lesson again with a student. Others may need to draw pictures of their personal experiences to find the Non-fiction topics within.
- Some students will be able to complete this with ease. Encourage them to elaborate by jotting down some details about their topics on the back of the worksheet.

Share / Closure:

- Select two or three students to share their topics to the class. Make sure to select a variety of topics, and add them to the class chart.
- Encourage students to discuss how their prior experiences helped them up come up with their topic.

Assessment

- Assess that students are thinking of topics to explore.
- One on one conferences
- Small group work

Extension & Follow-up:

- Students will use these lists to write non-fiction books.
- Display the class chart to use as a reference for generating new ideas.

Name: _____

Date: _____

Finding Non-fiction Topics Inside our Personal Experiences

My Experience	What Non-fiction Topics Are Inside?
• _____ _____	_____ _____ _____
• _____ _____	_____ _____ _____
• _____ _____	_____ _____ _____
• _____ _____	_____ _____ _____

II. Sample Lesson Plans for Writing

Unit of Study: Non-fiction Research: Writing to Inform

Focus Question #2: How do writers use research to develop a focused topic?

Teaching Point:

- Writers categorize and organize notes by using a graphic organizer.

Why/Purpose/Connection:

- To teach students how to choose an important ideas from their notes.
- To teach students how to organize these notes in order to create a clear focus for writing.

Materials/Resources/Readings:

- chart containing notes (from prior lesson) about the seashore
- Question Time: The Seashore, by Angela Wilkes
- chart paper
- markers
- student preformatted chart paper

Model / Demonstration:

- Gather students at the meeting area.
- You might say, “Yesterday we read The Seashore. As we read, we jotted down interesting and important information we think a reader should know in order to understand all about sea animals. Writers organize notes by moving them around into sections, so that they make sense to a reader. This is called categorizing. These sections will later become the chapters for our own *All About Books*.”
- You might say, “We wrote so many interesting facts from our book The Seashore. I think if we just started to write from our notes, we might be writing about too many different things at once. This will confuse the reader. Before we write, I think we need to write down our *topic*. Since we are reading about the seashore, I will write *All About The Seashore* as our topic.”
- Write: *Topic: All About The Seashore* on chart paper. Divide the chart paper into four boxes.
- You might say, “We also need to think of sections that fit under our topic. We will need to name these sections, and then fit in some of the notes we took about the seashore. We will choose only the notes that fit into each section, so all of our information is in the right place, and we will be sure that our readers will not be confused.”

Model / Demonstration (continued):

- Continue, “Since we want our readers to first learn what the seashore is, I think we should name our first section, ‘*What Is a Seashore?*’ ” Point out several notes from the “Notes Chart” that describe the seashore.
- Remind the students that writers of non-fiction need to write important information that will teach their readers about the topic. Categorize notes into sections, e.g. What it looks like, what it eats.
- Tell students to work with a partner to organize information into the four categories.
- These sections will become chapters for the class all about book.

TOPIC: THE SEASHORE	
<u>What is a Seashore?</u>	<u>Animals That Live at the Seashore</u>
<u>What a Seashore Looks Like</u>	<u>Interesting Facts About Seashores</u>

- Share some of the thinking you overheard with the class. Remind students that writers always organize their non-fiction writing into sections, using a chart or other graphic organizer. Writers do this so their writing is focused.
- Distribute the formatted chart paper to each student.

TOPIC: _____	
_____	_____
_____	_____

Student Exploration/Practice:

- Circulate among students to guide and assist as they create their charts.
- Students will refer to notes to create section headings.
- Students should independently write for about 30 minutes.

Differentiation in Instruction:

- Gather a small group who will need additional support. Based on your observation of children, you might find students who can not yet organize their notes into sections.

You can draw/paste an illustration next to the section headings (e.g. for *All About Cats*, one section can have an illustration of a cat eating.) Children can label rather than write sentences.

- Some children will not be able to complete four sections. In this case, divide the chart into only two main categories.
- Some children will be ready to categorize their sections into subsections. Facilitate this by showing them how.

Share/Closure:

- Gather students at the meeting area. Ask several students to bring their charts with them. Ask these students to share with the class.
- As students share, point out instances where students categorized notes under appropriate section headings.
- Set students up for more learning by telling them that tomorrow they will use these sections to begin to create the chapters for their *All About* books.
- Refer to a student who expanded on his/her notes (recorded in a section) by converting a short notation into a complete sentence or paragraph.

Assessment:

- Individual conferences.
- Meet with small groups or individuals and collect observations based on student work.
- Analyze student charts for appropriate section headings, and the inclusion of notes that pertain to these sections.

Extension & Follow-up/Next Steps:

- Challenge students to expand on their notes by including them in full sentences or paragraphs.
- Encourage students to create illustrations for each section based on the notes they included.

III. Sample Lesson Plans for Writing

Unit of Study: Non-fiction Research: Writing to Inform

Focus Question: How do writers use research develop a focused topic?

Teaching Point:

- Writers develop topics by organizing research into non-fiction features

Why/Purpose/Connection:

- To teach students how to use non-fiction text features, such as table of contents, to create chapter headings.
- To teach students to create organization and structure in their writing.

Materials/Resources/Readings:

- Chart from prior lesson (containing topic and sections) about the seashore
- Mentor Text: Question Time: The Seashore, by Angela Wilkes
- Chart paper (preformatted with Table of Contents outline).
- Markers
- 1 preformatted Table of Contents paper per student
- 4 Sheets of blank writing paper per student

Model / Demonstration:

- Gather students at the meeting area, having them face towards you ready to listen.
- Present the Topic/Sections Chart (containing notes) from the prior day's lesson.

TOPIC: THE SEASHORE	
<p><u>What Is a Seashore?</u> land meets ocean water and sand tides, water level changes</p>	<p><u>Animals that Live at the Seashore</u> birds, seagulls crabs, sea turtles, shellfish (mollusks)</p>
<p><u>What a Seashore Looks Like</u> some rocky with little sand some a lot of sand some swampy salty water</p>	<p><u>Interesting Facts about Seashores</u> sand comes from rocks minerals make water salty fossils can be found there shells were once alive</p>

- Remind students that writers categorize their notes into sections listed under their topics. (Refer to Topic/Sections Chart created from the text, Question Time: The Seashore, by Angela Wilkes.)

Model / Demonstration (continued):

- You might say, “We’ve done all this work, taking notes and categorizing our notes into sections that describe our topics. Well, now we will use these section names as the chapter names for our *All About* books.”
- You might say, “Writers use their own charts to create a table of contents.” They will use the section headings on their charts to name the chapters. Continue by telling them that they will then write these chapter names on pages, where they will soon begin their writing.
- Present the new chart entitled Table of Contents.

<u>TABLE OF CONTENTS</u>	
_____	page ____
_____	page ____
_____	page ____
_____	page ____

- Tell students that writers organize their books using a Table of Contents like this one. Refer to the table of contents in the text Explore and Discover: The Seashore. Show how the table of contents contains the names of chapter headings, which are then found on the pages listed next to the names.
- Return to the charts and model the copying of the section names from the Topic/Sections Chart onto the lines on the table of contents chart.
- You might say, “Now that our readers will know the names of our chapters, we need to tell them what pages of our books the chapters are found on. Since we have four chapters, we will use four pages, one for each chapter.”
- Turn the pages of the chart to display four blank pages. (Note: Additional pages can be added later on for the Title Page, Dedication Page, About the Author Page, Glossary, etc.)
- Return to the table of contents chart and number the chapter, pages 1-4, while numbering each of the four pages 1-4. As you number the pages, copy the corresponding chapter names onto the top of each writing page.
- You might say, “Now, let’s look at the book we’ve started. Our book has a table of contents to tell readers what important information is in our book, and it has the pages where they can find that information easily. We have just created organization and structure for our writing!”
- While listening in, ask partnerships to share their own topics and the names of their sections that will now become their chapters.

Model / Demonstration (continued):

- Share some of the partnership talk you overheard with the class.
- You might say, “Writers always organize their non-fiction *All About* books into chapters using a table of contents.”

Student Exploration/Practice:

- Circulate among students to guide and assist as they create their table of contents and copy the chapter names and corresponding page numbers onto their four sheets of writing paper.
- Students will refer to their Topic/Sections chart. Using the Table of Contents paper, they will copy the section names onto the appropriate lines and number the chapters 1-4.
- Students will then copy the chapter names and numbers onto each sheet of their writing paper.
- Students will write for 30 minutes.

Differentiation in Instruction:

- Gather a small group who will need additional support. Students can work in a group with you or with a peer facilitating, as together they construct their table of contents and pages.
- Based on your observation of children, you might find students who have difficulty organizing the sheets of paper to correspond to their charts. In this case, you can limit the number of chapters and pages to 2 or 3.
- Some children will not be able to handle the concept of chapters at all. For these students, simply have them write about their topic without chapters.
- Some children will be ready to categorize their chapters into chapter subsections. Facilitate this by showing them how.

Share/Closure:

- Gather students at the meeting area. Ask several students (determined by observation during the writing period) to bring their table of contents and corresponding writing pages with them. Ask these students to share with the class.
- Set students up for more learning by telling them that tomorrow they will use these chapters to begin to create the writing for their *All About* books.
- Refer to a student who expanded on his/her chapter section by transcribing notes onto the page.

Assessment:

- Individual conferences
- Meet with small groups or individuals and collect observations based on student work.
- Examine student charts to note appropriate chapter headings, and that the pages in the table of contents correspond with the chapter pages.

Extension & Follow-up/Next Steps:

- Encourage students who are ready to move on to begin writing an “About the Author” page, glossary, bibliography, etc.

IV. Sample Lesson Plans for Writing

Unit of Study: Non-Fiction Research: Writing to Inform

Focus Question #2: How do writers use research to help develop a focused topic?

Teaching Point:

- Writers focus the topic by determining importance.

Why/Purpose/Connection:

- By focusing on their topics and chapter headers, and based on their notes, students will learn what is important.

Materials/Resources/Readings:

- Chart from prior lesson (Topic and Sections) about the seashore
- Chart from prior lesson (Table of Contents and Pages of Chapters) about the seashore.
- Mentor Text: Question Time: The Seashore, by Angela Wilkes
- Markers

Model / Demonstration:

- Gather students at the meeting area, having them face towards you ready to listen.
- Present the Topic/Sections Chart (containing notes) from a prior lesson:

<i>TOPIC:THE SEASHORE</i>	
<p><u>What Is a Seashore?</u> land meets ocean water and sand tides, water level changes animals live there fun on the beach</p>	<p><u>Animals that Live at the Seashore</u> birds, seagulls crabs sea turtles shellfish (mollusks) little mammals</p>
<p><u>Different Kinds of Seashores</u> some rocky with little sand some a lot of sand some swampy salty water</p>	<p><u>Interesting Facts about Seashores</u> sand comes from rocks minerals make water salty fossils can be found there shells were once alive</p>

- Refer students to the notes listed under the section, *What Is a Seashore?*
- Remind students that when writers take notes, they jot down many pieces of information, some of which are important to the chapter heading, and some of which are not so important.
- You might say, while referring to the *What Is a Seashore?* notes, “We’ve written several notes under our section named, *What Is a Seashore?* Now we need to choose which of these notes are important enough to write about, and include in our chapter named, *What Is a Seashore?* Let’s think about our topic *All About the Seashore*, and our chapter heading, *What Is a Seashore?* to decide which of our notes to choose.”

Model / Demonstration (continued):

TOPIC: THE SEASHORE	
<u>What Is a Seashore?</u> land meets ocean water and sand tides, water level changes animals live there fun on the beach	<u>Animals that Live at the Seashore</u> birds, seagulls crabs, sea turtles shellfish (mollusks)
<u>Different Kinds of Seashores</u> some rocky with little sand some a lot of sand some swampy salty water	<u>Interesting Facts about Seashores</u> sand comes from rocks minerals make water salty fossils can be found there shells were once alive <i>fun on the beach</i>

- Model by reading each of the notes, and crossing out those that can be eliminated. For instance, the note, *animals live there*, is addressed in Chapter Two, and therefore can be eliminated from Chapter One. Cross this note out on the chart.
- You might say, “The note *fun on the beach* does not really address what this chapter, *What is a Seashore*, is really about. This note might fit better in the chapter, *Interesting Facts About Seashores*.” Cross this note out on the chart, and write it on the section entitled, *Interesting Facts About Seashores*.
- Have students work with a partner on the remaining two sections. Stress the importance of choosing only those notes that are important for readers to know about their topic and the specific chapter section.
- Explain to students that due to their hard work, the remaining notes are now focused on the topic and chapter headings. Continue with, “We will now be able to take these notes, and using our own words, turn them into writing. This writing will fill up the pages of our chapters.”

Student Exploration/Practice:

- Circulate among students to guide and assist.
- Students will refer to their Topic/Sections chart and begin to reread and revise their notes based on their relevance to the topic and section headings.
- Students will then choose appropriate remaining notes from their charts and create their writing, keeping voice in mind.
- Students can either work on completing this task independently or may work in partnerships.

Differentiation in Instruction:

- Gather a small group who will need additional support. Students can work in a group with you or a peer facilitating, as together they revise their notes based on their relevance to the topic and section headings.
- Based on your observation of children, you might find students who have difficulty creating writing from their notes. You can offer them sentence starters to help them along.

- Some children will be ready to write from their notes within subsections. Facilitate this by showing them how.

Share/Closure:

- Gather students at the meeting area. Ask several students to bring their writing and Topic/Sections charts with them. Ask these students to share with the class.
- As students share, point out instances where students used their voice to create writing from notes.
- Set students up for more learning by telling them that tomorrow they will continue to fill in their other chapters, bringing to life their *All About* books.

Assessment:

- Individual conferences
- Meet with small groups or individuals, and collect observations based on student work.
- Analyze student chapters for inclusion of appropriate notes that pertain to their chapter headings.
- Evaluate student writing for creativity and voice.

Extension & Follow-up/Next Steps:

- Encourage students to create illustrations for each chapter based on their writing. These illustrations can now be included in students' books.
- Students may create an *About the Author* page for homework, or can begin a bibliography and/or glossary.

V. Sample Lesson Plans for Writing

Unit of Study: Non-Fiction Research: Writing to Inform

Focus Question # 3: How do writers demonstrate understanding of a topic?

Teaching Point:

- **Writers state the main idea and add supporting details.**

Why/Purpose/Connection:

- To ensure that students stay focus on the topic and add appropriate details about what they are writing about.

Materials:

- Chart paper and markers
- Semantic web
- Books on Dolphins
 - Dolphins by Tammy Everts and Bobbie Kalman
 - Dolphins by Connie Colwell Miller

Model/Demonstration:

- Invite students to the meeting area for whole class modeling, You may want to remind them to face towards you, ready to listen.
- Start by telling students that they have selected their topic and now you will teach them what the main idea for a topic is with supporting details.
- Present the chart containing the Main Idea with the supporting details for the text Dolphins by Tammy Everts and Bobbie Kalman. Your chart should consist of a web with the main idea in the center, and some supporting details listed on the extensions. (Note: Leave some blanks for students to help you fill out).
- Explain what the main idea is. You can something like: “The main idea is the big picture of what you want your reader to know about your topic. For example, when I started reading the book Dolphins I learned so much. The main idea from one section of the book is that dolphins are intelligent”. I listed this main idea in the center of my web. (point to web)
- Continue: “But, I would like my readers to know **the ways** they are intelligent. That would be the supporting details. Let me read out loud the section that talks about how dolphins are intelligent”. (Tammy Everts and Bobbie Kalman)
- Read and model through a think-aloud how you pull details from this section of the book for your main idea and supporting details.

Model / Demonstration (continued):

“Dolphins are very intelligent animals. They can be taught to ‘read’ picture card and perform tricks. Pause and think out loud, something like: “Dolphins are intelligent because they can be taught to read-- let me write this on my web.”

- Continue to read and pause and ask students to help you complete the web with other supporting details from the section you are reading out loud. Chart students’ answers on your semantic web.
- Give students a blank semantic web and explain what their task will be during independent work time. They will write the main idea for your topic in their semantic web and add supporting details.

Guide Practice:

- Work with a small group of students that needs support in understanding what the main idea is, using the students’ books to model.

Student Exploration/Practice:

- Students will work independently on their semantic web to write their main idea with supporting details from the book they have selected for their topic.

Assessment:

- Circulate around the room to answer questions one on one with students.
- Confer with students to assess their understanding on what the main idea is and the supporting details.

Differentiation:

- Students who need support can work with a partner on the same topic.

Share / Closure:

- Select a few students to share their topic, main idea and supporting detail utilizing their semantic web.

Extension & Follow-up:

- Students will begin writing their first draft using their notes and web.

VI. Sample Lesson Plans for Writing

Unit of Study: Non-Fiction Research: Writing to Inform

Focus Question # 3: How do writers demonstrate their understanding of a topic?

Teaching Point:

- Writers revise for clarity by rereading for sense and adding or subtracting information.

Why/Purpose/Connection:

- To ensure that students' writing is clear and focused on their content.

Materials:

- Chart paper and markers
- Books on Dolphins
Dolphins by Tammy Everts and Bobbie Kalman

Model/Demonstration:

- Invite students to the meeting area for whole class modeling. You may want to ask them to face towards you, ready to listen.
- Begin by telling students that today they are going to learn how to write with clarity.
- Explain what *clarity* means. You can say something like: "When you write you must keep your audience in mind. Your reader must understand what you are talking about. First reread your writing piece and ask yourself the following question: Is the content of my writing clear and focused? Another way writers check to see if their writing is clear is to read their piece to a partner and ask them: How can I be clearer? Can I add to my writing? Does my writing make sense?"
- Demonstrate by reading your piece aloud to your students. Model by asking out loud: Is the content of my writing clear and focused? Have your chart ready with your writing piece on Dolphins. It might read like this:

Dolphins are Intelligent

A long time ago people thought dolphins were fish but dolphins are not fish.

Dolphins have good eyesight they can see under the water and outside the water.

Dolphins are intelligent.

- Ask your students: Does my writing make sense? What else do you think I should add to make it clear? Does my writing go with my title?

Model / Demonstration (continued):

- Model how you can add details to your writing to make it more clear by using some of the students' answers, such as below:

Dolphins are Intelligent

A long time ago people thought dolphins were fish but dolphins are not fish. Dolphins have good eyesight they can see under the water and outside the water. Dolphins are intelligent. Dolphins can be taught tricks and how to read picture cards.

- Work with a small group of students that need support and revisit the mini-lesson to ensure that students understand what clarity means in writing. Use a student's writing piece to model how to make a writing piece clearer.

Student Exploration/Practice:

- Students will go and work with their partners on their writing pieces. Students will take turn reading each others' pieces to see that their writing has clarity and if they need to add supporting details to make their writing clear.

Assessment:

- Circulate around the room to observe students' behavior and listen to their conversations. Have one to one conferences with students to ensure that their writing is clear and focused.

Differentiation:

- For those students who need extra support, work one on one to guide them through the process.

Share / Closure:

- Select two students: one who has a writing piece that has clarity, one that needs more clarity. During the share, ask questions based on their writing to guide the students.

Extension & Follow-up:

- Students continue working on their pieces to prepare for publishing.

VII. Sample Lesson Plans for Writing

Unit of Study: Non-fiction Research: Writing to Inform

Focus Question: How do writers communicate in the world?

Teaching Point:

- Writers add specific details by looking at documents.

Why/Purpose/Connection

- Writers make their writing more interesting and elaborate by adding more details.

Materials/Resources/Readings

- Chart Paper
- Markers
- Editing strip
- Example of your own non-fiction writing

Model/Demonstration:

- Invite students to the meeting area for whole class modeling. You may want to ask them to face towards you, ready to listen.
- Students will continue to revise their pieces by adding details to their writing. Explain, “You have all written really wonderful non-fiction drafts but when I read them, I am not getting a clear picture in my mind because there aren’t enough details. I am going to show you how to add details into your piece so that your reader sees what you see.”
- Explain, saying something like: “I am writing about cardinals. A really great place to help my reader get a clearer picture in their minds is if I add more details about what my cardinal looks like. My piece says, ‘Cardinals are small and red.’ I don’t really think that communicates enough information to help my audience make a picture of cardinals in their minds.”
- Draw a box around the line that says “Cardinals are small and red.” Take an editing strip and tape or staple it next to the line. Explain, saying something like: “I am going to use this strip so I can add more information into my piece. Let me show you what I am doing on chart paper, nice and big so you can see it.”
- Take out a photograph of a cardinal and the notes you have taken. “I am going to look really hard at this photograph and think about my notes again so that I can add in more details. Oh, I wrote a note about how the cardinal could fit in my hand, so I will write it in here.”
- Say, “I also think just saying a color is boring, so I am going to make a comparison here. Cardinals are as red as fire!”
- Explain, “I am looking at the photograph and noticing that cardinals are pretty plump and round. Let me add this in too.”
- As you are thinking aloud, record your thoughts into a chart:

Model/Demonstration (continued):

My first draft	Details
Cardinals are small and red. They are very light because they have hollow bones.	They are bright red like fire. They can fit into the palm of your hand. They are round and plump.

- Take all the details and craft them into a new paragraph. Write:
“Cardinals are small and bright red like fire. They are round and plump and could fit into the palm of your hand. Cardinals are very light because they have hollow bones.”
- Explain that instead of writing one whole sentence for each detail, you worked hard to combine your sentences so that they flow. You might demonstrate your process of trying out different sentence combinations, crossing out and starting over.
- Tell students to talk to a partner about another detail they might add to your paragraph by looking at the photograph.
- Listen into students’ discussions and add them to the chart.

Student Exploration/Practice

- Students write for 30 minutes.
- You might say, “I want you to draw a box around a sentence where you think you can add more details. A good place to start is adding details to what your topic looks like. After that, I want you to find a photograph of your topic and refer back to your notes so that you can add more details to your writing.”
- Write these directions down on a chart so students do not forget what their tasks are.
- Students should spend the remainder of the period boxing different parts of their writing and adding details (gleaned from photographs and notes) to their pieces.
- Ten minutes before the period ends, ask students to share their revisions with a partner. You might say, “Show your partner something you are really proud of today and teach them how you did it.”

Differentiation in Instruction

- Some students will not be able to find a place in their writing that needs revision. Gather a small group of these children and demonstrate finding places where writers tell and don’t show. An easy place to start is by explaining what the topic **looks like**. Have students talk this through, rehearsing before writing.
- Some students will struggle with adding details. You might allow them to draw a picture of what they are trying to say and think aloud as they draw so that words come more easily to them.
- Some students will be able to complete this task with ease. Ask them to use a thesaurus or glossary to add in precise, expert words, or challenge them to come up with really powerful similes.

Share / Closure:

- Select two or three students at different levels to share their process of elaborating on a part of their writing. Select students who used a photograph or picture to add details and students who used their notes.

- Select a student who had difficulty and brainstorm, as a class, how to fix up his/her writing (with permission from the student).

Assessment

- Circulate to make sure students are on task and not confused by directions.
- Pull small groups and hold individual conferences.
- Think about the quality of students' elaboration. How sophisticated are they? Some students may add simple adjectives while other may use elaborate comparisons.
- Collect students' writing at the end of writing workshop (especially students you did not get a chance to meet with) for further examination.

Extension & Follow-up:

- Students will use this strategy of boxing and adding details on editing strips throughout their writing from now on.

VII. Sample Lesson Plans for Writing

Unit of Study: Non-Fiction Research: Writing to Inform

Focus Question: How do writers communicate in the world?

Teaching Point: Writers add voice by responding to the facts they teach.

Materials:

- Chart paper
- Chart paper with pre-selected read aloud passages transcribed (see below)
- Markers
- The Emperor's Egg by Martin Jenkins (or use any familiar non-fiction text that has author's voice/opinion)

Why/Purpose/Connection:

- Writers often share their opinions and reactions to facts to clarify their own thoughts on topics.
- Writers add interest to their writing by adding "voice."

Model/Demonstration:

- Gather students at the meeting area.
- You might say, "Your non-fiction writing contains wonderful information and details. I want to show you how you can include your own voice and thinking to make it more exciting to the reader."
- Tell students that yesterday you read The Emperor's Egg and that today you are going to examine the text more closely to learn how the author, Martin Jenkins, used voice to his writing more interesting.
- Have your selected read aloud passages (on chart paper) ready so you can mark them up as you discuss them.
- Read: "*What's more, there's nothing for the father penguin to eat on land. And because he's egg-sitting, he can't go off to the sea to feed. I don't know about you, but I'd be very, very miserable!*"
- You might say, "This writer told you an amazing and surprising fact about penguins. Then he responded to that fact by adding his own thoughts as if he is talking to you. The **fact** is that the father penguin can't eat because he's busy sitting on the egg. Here, Martin Jenkins imagined himself in the story and how he would feel if he was a father penguin."
- Underline the fact in red and the response in blue.
- You might say, while pointing to the appropriate text, "The author found a surprising fact and then responded to it by thinking about how he would feel if he was in the story."
- You might continue, "Another way authors can respond to interesting and surprising facts is to ask their readers a question."

- Refer to your chart paper with text written from *The Emperor's Egg*: “That’s how he’ll stay for two whole months, until his egg is ready to hatch. Can you imagine it? Standing in the freezing cold with an egg on your feet for two whole months?”
- Ask children to turn and talk about which part is the fact, and which part is the author’s reaction. Again, underline the fact in red and the reaction in blue.
- Write down another fact from the book (or from your writing or a student’s writing) and ask partners to react to it by making a statement or asking a question. Your chart might end up looking like this:

Fact	Author’s Response
When it gets really cold and windy, they snuggle up together and shuffle over the ice in a great big huddle.	<p>Response 1: I wouldn’t want to be on the outside of that huddle! I would want to be on the inside where it’s warm and cozy!</p> <p>Response 2: Can you imagine standing still all day in a group? BOR-ING!</p> <p>Response 3: Penguins must be really patient to stand and stand for so long!</p>

Student Exploration/Practice:

- Ask students to take out their writing and underline at least two facts they found surprising and interesting. They should take an editing strip and add their thinking to it.
- Ten minutes before the period, ask partners to share their work with each other. For example, “Please share something you are proud of today. Teach your partner how you found the fact and how you crafted a response.”

Differentiation in Instruction:

- Some students may find it difficult to find a fact in their piece that is surprising. Model with a small group how to find a surprising or interesting fact. (Something that makes you say Wow! or hmmm!) You might also want to give them a separate worksheet (modeled after the class chart, see end of lesson) so they can organize their thinking more clearly.
- Use another mentor text to demonstrate how authors add voice to their writing.

Share / Closure

- Ask two or three students to share how they selected facts to respond to and what their responses were. Add them to the class chart.

Assessment

- Circulate to make sure students are on task and thinking about the demonstration.
- Hold individual conferences and small group conferences.

- Think about the quality and quantity of students' voice. Some might add voice indiscriminately, or too often, while others might be more thoughtful and selective about their selection.

Extension & Follow-up:

- Students can use this technique in reading as well as writing. They should always be thinking and responding to new and interesting information.

Name _____ Date _____

Title: _____

Author: _____

Fact	Author's Response

VIII. Sample Lesson Plans for Writing

Unit of Study: Non-Fiction Research: Writing to Inform

Focus Question: How do writers communicate in the world?

Teaching Point

- Writers add expert words and create a glossary by going back into their research.

Why/Purpose/Connection

- When writers research and write about real-life topics, they learn new vocabulary words. Writers include these words in their pieces to make the writing more precise and to teach their audience with increased specificity. Children have been working to improve the language and voice in their writing. Now they will improve their writing by adding expert words.

Materials:

- Big book with glossary or photocopied and blown-up copy of glossary
- Glossary worksheet (see end of lesson)
- Colored pencils
- Writing drafts
- Books children used for their research

Model/Demonstration

- Gather students at the meeting area.
- You might say, “You are almost finished writing, but your books are missing one last non-fiction text feature: the glossary.”
- Review with students what a glossary is by showing them a non-fiction text with a glossary (preferably using a big book). Students should know that a glossary is like a mini-dictionary in the back of the book that shows the definitions of important words.
- You might say, “Writers add expert words into their writing and organize those words into a glossary.”
- Show students your draft of writing about cardinals (or another non-fiction subject you chose) on chart paper or overhead. It might say something like:
A male cardinal’s body feathers are bright red. A female is a dull red color. Female cardinals camouflage themselves so they blend in with their nests and protect their young.
- Explain, saying something like, “First, I will reread the first section of my draft and look closely at the words I used. I am looking at ‘body feathers’ and wondering if there is a better word for that. Let me go back into my research and see. I’m going to do this by looking through the glossary of this book.”

- Flip through the glossary of Cardinals and stop when you find the word plumage. “There! I found it. Plumage is a better word for ‘body feathers’, so I’m going to change this in my writing.” Cross out ‘body feathers’ and write ‘plumage’.
- Explain how you will record this in the glossary format. “I’m going to take out my glossary sheet. I will write plumage and then explain, in my own words, what plumage means.”

Plumage – body feathers

- Tell students to talk to a partner to find another expert word in your draft. Students might suggest the word “camouflage” (which means to blend in). Tell them to explain why they think this is an expert word, and to define it.
- Record this into the glossary sheet.

Camouflage – to blend in

- You might say, “I want you to go back and read your writing. If you can find better words, I want you to use them and add them to your glossary in your own words. If you have already used expert words then I want you to write the word you used on your glossary page and then write the definition in your own words. Use your research books to help you with this. You may have to use more than one book to help you with this.”

Student Exploration/Practice

- Students will write independently for 30 minutes.
- Students will go off and look at their drafts for expert words, and then copy them into their glossary worksheets.
- Five or ten minutes before the period ends, students should share their work with a writing partner.

Differentiation

- Some students will not be able to identify expert words in their own writing. Call a small group of students and help them identify expert words by using one student’s piece and brainstorming a list of words. If these students haven’t included expert words, help them locate a few words in the text that could be replaced with expert words.
- Make sure these students have glossaries in their books.
- Some students may elect to write a picture glossary instead. Show students examples of picture glossaries and have them draw the important concepts/vocabulary words. There is a great example of a picture glossary in Jellyfish.
- Some students may already have included expert words in their writing, but may not be able to identify or define them in their own words. Work closely with these students and show them how to locate the words in their glossaries or in dictionaries, if they cannot find them. Model how to put dictionary definitions into their own words.

Share / Closure:

- Select 2 or 3 students of varying levels to share their work with the class. Focus on the process these students used to locate expert words and add them into their writing.

Assessment

- Circulate to make sure students are on task.
- Hold individual conferences and/or small group conferences.
- Think about which words students are choosing to incorporate and the quality of these words. Are they related to the subject?
- Collect students' glossaries so you know which students need extra time and which need extra help.

Extension & Follow-up

- Some students may need more time to complete this lesson, so you might want to spend another half of a period adding to and editing their work. They can do this with partners. The glossary will be the last non-fiction text feature they add to these pieces.

IX Sample Lesson Plans for Writing

Unit of Study: Non-Fiction Research: Writing to Inform

Focus Question #4: How do writers communicate in the world?

Teaching Point: (*Word Work*) Students will learn some of the rules for pluralizing words. They will use this knowledge to correct misspelled words in their own writing.

Why/Purpose/Connection: Students should begin to generalize some of the rules about plurals and add them into their writing. Up until now, most students are probably adding “s” to each word to make it plural. Today they will explore different types of plural words so they can begin to apply these rules to their writing.

Materials:

- Chart paper
- Markers
- Non-fiction books
- Plural words worksheet

Model/Demonstration

- Ask students to gather at the meeting area.
- Explain to students, saying something like: “Today we will look at spelling words that are plural. Plural means more than one.” Solicit some examples of plural words from a few students to make sure they understand the concept.
- Write, “Beavers are mammals. They feed their babies milk. Beavers are plant eaters. They pull leaves off branches.”
- Begin a chart. As you fill it in, ask students to look for rules they can apply to their own writing. Make sure these rules are in the students’ own language.

Singular	Plural	What is the rule?
beaver	beavers	just add s
mammal	mammals	just add s
baby	babies	change y to i and add es
plant eater	plant eaters	just add s
leaf	leaves	change f to v and add es
branch	branches	add es after ch
tooth	teeth	just have to memorize this one!

- Read another page from a non-fiction book. Write three more singular nouns on the chart. Tell students to work with a partner to create plurals of the nouns.
- Regroup the students and add the plural form of the nouns to the chart.
- Remind students to use the chart as a reference as they write.

Student Exploration/Practice:

- Assess that students reread their writing and correctly edit for plurals.
- Students will edit for 30 minutes.

Differentiation in Instruction

- Meet with a small group of children and ask them to bring a clipboard, pencil and worksheet to the rug. Go through a big book with them, asking them to copy down the singular word and then the plural. Discuss the rules with them.
- Some second grade students will add apostrophes to their words to pluralize them such as: *There were five dog's in the park.* Pull a small group of these children and explain to them that adding an apostrophe and s does not mean more than one. It means something belongs to someone (possessive) or is a contraction (a shorter way of writing is).

Share / Closure:

Ask students to come to the rug with their worksheets. Ask students to share some new rules for the chart. They may come up with rules such as:

- If a word ends in x, ch, sh, s, ss, z then you add es to the end of the word (boxes, branches, brushes, losses, buzzes, buses)
- If a word ends in o like volcanoes, you add –es to the end of the word

Assessment

- Look at students' writing to determine which plural rules students need to know and put them into small groups according to this information.

Extension & Follow-up:

- Use an interactive writing lesson that practices applying these rules to writing.
- Ask students to reread writing and circle the plural words used. Have them write the singular form and the rule they used to make it plural (see worksheet at end of lesson).
- Distribute a list of plural words your students use frequently and/or will come across often in their second grade reading so they may refer to it as they write.

Name _____ Date _____

Singular	Plural	What is the rule?

TEMPLATES RESOURCES



ELA Unit Planning Guide

Grade:

Unit:

Essential Questions:



Core Vocabulary:

Focus Questions



-
-
-
-



Student Outcomes: (Reading, Writing, Listening, Speaking, Word Work)

Think about what you want the students to know and be able to do by the end of this unit.

Anchor Texts/Resources

Focus Question Planning Sheet

Focus Questions	Possible Teaching Points	Word Work / Vocabulary	Suggested Assessment for Learning
<u>Question #</u> :	•	•	

Sample Lesson Plans for Reading

Unit of Study:

Focus Question:

Teaching Point:

Materials:

Mini-lesson:

Differentiation in Instruction:

Share / Closure:

Extension & Follow-up:

Sample Lesson Plans for Writing

Unit of Study:

Focus Question:

Teaching Point:

Materials:

Mini-lesson:

Differentiation in Instruction:

Share / Closure:

Extension & Follow-up:

GLOSSARY

audience:	Reader or readers of a piece of writing
big ideas:	Contain what is most important about subject
categorize:	To sort information based on similar traits
clarity:	Writing clearly for an audience
compare and contrast:	To consider two resources and evaluate their similarities and differences
conventions:	Correct spelling, correct use of punctuation.
crafting techniques:	Moves writers use to make their writing clear and engaging.
drafting:	Fluent writing produced early in the writing process when the writer’s focus is on content and meaning.
draw conclusion:	To develop a theory about a subject after researching and asking questions.
elaboration:	To add details to writing.
envision:	Technique in which writers create mental pictures so they can add specific details based on what they “see”
main idea:	The central theme of a piece of writing.
non-fiction text features:	Conventions that help readers understand non-fiction (labels, photographs, captions, comparisons, maps, table of contents, index, and glossary).
non-fiction text structure:	Way in which non-fiction book is organized (question and answer, biography, expository text).
preview:	A strategy used before reading to determine readability, interest and purpose.
prior knowledge:	Ideas accumulated through personal experiences.
research:	Process of accumulating/understanding relevant information from non-fiction texts

- revise:** To change writing by rereading and make meaning-based changes in order to clarify, develop and sharpen their pieces
- sources:** Non-fiction books, websites, interviews, field trips, videos, or magazines students use to research their topics
- supporting details:** Information that sustains a bigger idea.
- topic:** Subject of your writing.
- voice:** The way a writer chooses to “speak” on paper. Writing has voice when you can recognize or “hear” the writer behind the words.

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