

# Informational & Opinion Writing

Deconstructing Text,  
Writing Essays, Reports,  
Response to Text

Expanded Edition  
Literacy Launch  
Section Included



Updated & Expanded Edition by Dea Paoletta Auray

**Empowering**  
*Writers*

Write. Read. Succeed.



Second grade is an exciting year in the learning lives of youngsters. Most students have mastered the foundational sound-symbol connections and a multitude of high-frequency sight words, both of which unlock the world of reading for them. As their ability to read and comprehend increases, so does their ability to represent their thoughts, ideas, knowledge, and opinions through writing. Their contextual knowledge base grows ever broader and richer as they accumulate a variety of first-hand experiences, as well as exploring the world through books, videos, and media of all kinds. This newfound and exciting base of knowledge is further explored and reinforced through oral language – class discussions in which students experiment with their newfound knowledge, building vocabulary, syntax, and structure. ***This oral language development is the foundation and seedbed for writing.*** Throughout this guide you'll find powerful connections between oral language, written language, and writing. Using the activities in this guide will improve all three areas (the ability to speak clearly, read strategically, and write effectively) in a recursive and mutually beneficial manner.

**In the activities that follow, your students will learn to:**

- Recognize and distinguish between genres (narrative, informational, and opinion writing).
- Annotate and analyze text to become strategic readers.
- Organize information in a logical manner so that their writing is easily understood and well paced.
- Begin to develop broad yet distinct main ideas and main reasons.
- Generate a variety of rich supporting details.
- Begin to conduct simple research to enhance writing.
- Recognize quotes, statistics, amazing facts, anecdotes.
- Write clear introduction and conclusion paragraphs.
- Begin to respond, in writing, to a variety of texts in order to demonstrate deep comprehension.

The activities provided here were developed for grade 2, as students acquire the writing skills they need to produce essays with at least two body paragraphs as well as a clear introduction and conclusion.

In each section you'll find a variety of activities to meet the needs of the range of students in your class. Some lessons are largely teacher-directed, others require greater independence on the part of the students. This allows you to differentiate to best meet the needs of all students.

In addition to the multitude of writing opportunities incorporated throughout this text, you will also find many foundational exercises necessary to inform writing tasks. These critical-thinking exercises (such as sorting details into main idea categories, recognizing fact from opinion, analysis of text, etc.) precede the actual writing lessons. Without this prior knowledge and experience, students cannot be expected to effectively complete writing tasks.

Throughout, you will find suggestions for “making these lessons your own,” tailoring them to the content you are teaching as well as the specific needs and interests of your students.



# Introduction

## What You'll Find in this Resource

This book was designed to provide everything you'll need to teach informational and opinion writing as well as response to text in Grade 2. It includes not only opportunities for writing informational and opinion texts, but more importantly, we've deconstructed effective writing into all of the foundational concepts and discrete skills students need in order to be successful. Doing so empowers students to be able to analyze and annotate texts and respond to these texts in writing.

Writing is a complex task. Simply discussing the attributes of powerful texts as a prerequisite to writing is not enough. **Students must learn, through explicit, objective-driven instruction, the salient features of the genre, author's purpose, and have a strong grasp of basic concepts that inform these understandings.** For example, before asking students to organize their writing by arranging like details into paragraphs, they must know how to sort and categorize, to use inductive and deductive reasoning. Before we suggest the use of more powerful vocabulary in their writing we need to have students use it comfortably in spoken language. They need scaffolding to grasp and apply these concepts to the writing task. Skipping any of the foundational skills only results in frustration.

**This resource includes clear, objective-driven lessons that cover the all-important foundational concepts, and then build writing lessons on this firm base of understanding.** Then, we begin teaching all of the specific skills that are the hallmarks of effective informational, opinion, and response to text writing.

This approach is extremely powerful for teachers and youngsters alike. Teachers begin to look at writing in more objective terms, in relation to specific skills taught. Students gain by having what can be an overwhelming process broken into manageable parts.

**For ease of use, the book is divided into skill sections.** Within each section you'll find a wide range of lessons – some very directed, others requiring more independence on the part of the student. These can be used at your discretion based on the needs of your students.

### The Skill Sections are as follows:

Literacy Launch\*

Section 1: Broad Yet Distinct Main Ideas/Reasons

Section 2: Elaboration - Detail Generating Questions

Section 3: Research

Section 4: Introductions and Conclusions

Section 5: Authentic Writing Tasks

*\*This essential jumping-off point to writing instruction and reading comprehension is the prerequisite to understanding all genres of writing and reading purposes. For that reason, we suggest that whatever genre you begin teaching, all students are first introduced to the Literacy Launch. Then, regardless of what genre they are interacting with, whether in reading or writing, there will be a necessary fundamental understanding. (Note: The Literacy Launch is presented in the same manner in both our Informational Writing Guide and Narrative Writing Guide. It only needs to be taught once and when concepts are mastered, teaching can move directly to Section 1. If for example, you begin with Informational writing, when you move to Narrative, the Literacy Launch instruction does not need to be repeated. Instead, move right to Section 1.)*

Additionally, the foundational skills learned during the Literacy Launch provide students with the tools needed to address text-dependent and constructed response tasks. Note that Response to Text **(R)** activities are interspersed throughout this Guide. To find specific skills, see the Response to Text Index, pp. 261-262.

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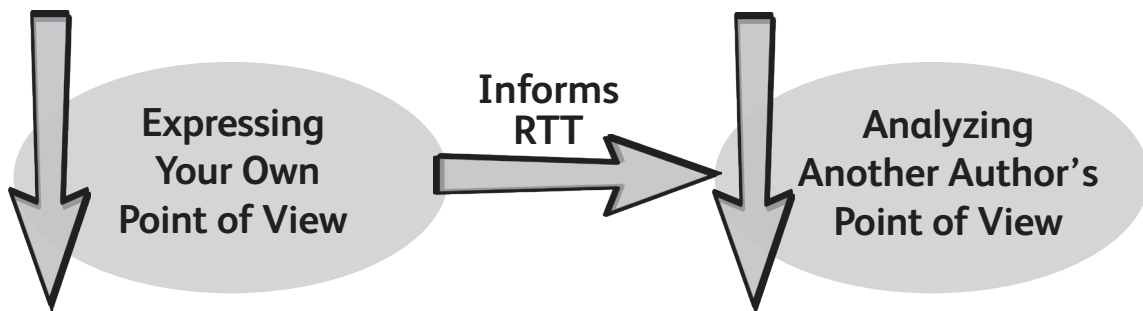




## GENERATIVE VS. RESPONSIVE WRITING

In the real world, and now, more and more often in school, writing can be either motivated largely by the writer's interests, imagination, and personal experience (**generative writing**) or it can be in response to a source text or number of texts (**responsive writing**). Both approaches have value and one should not be overlooked at the expense of the other. Writing assessments in many places have moved away from generative writing in favor of responsive writing. **Ex.** A student must read several texts on a topic and then respond to what they read in an evaluative way, demonstrating not only literal comprehension, but critical thinking and personal reflection in response to a question or task. They must back their ideas, conclusions, or positions by citing evidence in the text. *The challenge is that success in this type of task really is rooted in reading comprehension.* Students who are challenged readers have a distinct disadvantage that they don't experience in many generative writing tasks. For these reasons we have included both generative and responsive writing tasks throughout the book. See chart below and note how one genre of writing informs the other.

## GENERATIVE VS. RESPONSIVE WRITING



- Crafting original work
- Nurturing tomorrow's authors
- Understanding Informational writing
- Increasing deep comprehension
- Creative, stylistic, critical thinking

- Writing to express reading
- Simulating research
- Academic writing
- Defending conclusions
- Pragmatic, deductive, inductive reasoning

(continued)





## Let's Compare Informational, Opinion, and Response to Text

	INFORMATIONAL	OPINION	RESPONSE TO TEXT
<b>Organization</b>	Informational Pillar	Opinion Pillar	Informational Pillar
<b>Purpose</b>	To inform	To state a personal opinion	To demonstrate comprehension
<b>Introduction</b>	Lead/topic sentence	Lead/opinion statement	Summarize the source material Turn the Question into the Response
<b>Body of Piece</b>	Main ideas	Main reasons	Main ideas
<b>Supporting Details</b>	What does it "look" like? Why is that important? Did you give a specific example? *Quotes, statistics, anecdotes, amazing facts	What does it "look" like? Why is it important? Did you give a specific example? *Quotes, statistics, anecdotes, amazing facts, personal experience	Paraphrase Compare/Contrast information Use evidence from all source material
<b>Conclusion</b>	Restate each idea	Restate each reason Restate the opinion	Reiterate topic and main ideas Synthesize information & draw conclusions

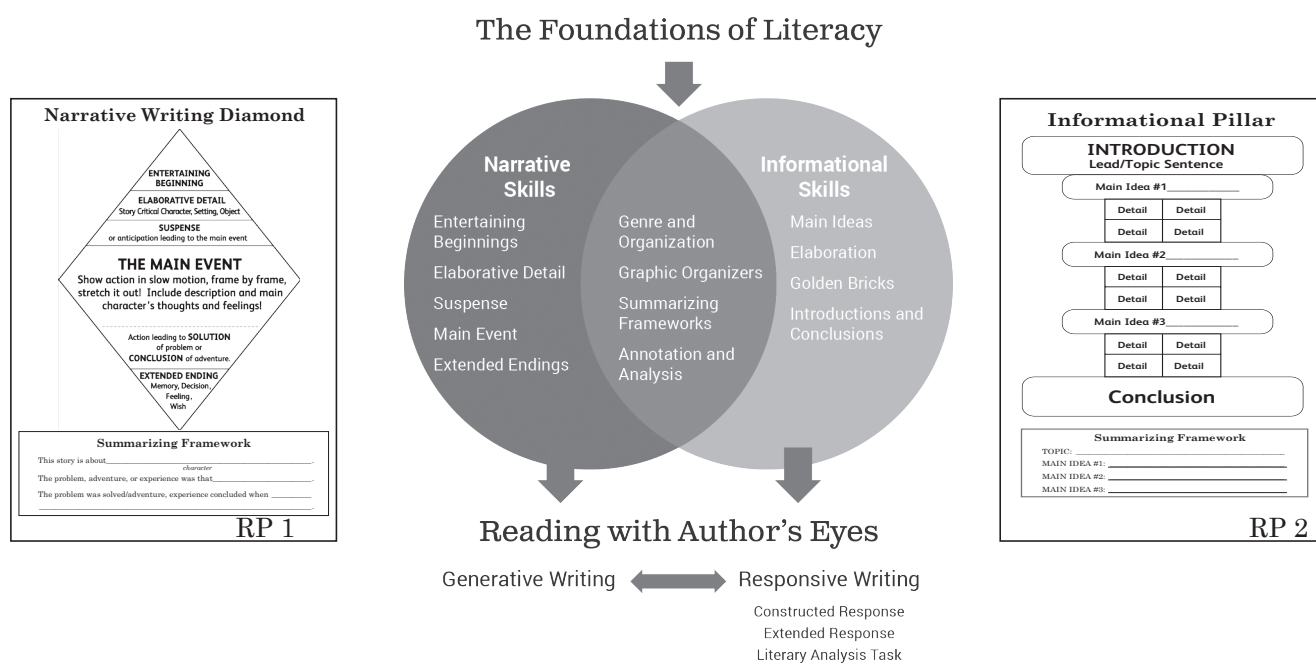
\*Students will learn to recognize these tools, but not be expected to apply to their own writing.

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## Where do we begin?

The Literacy Launch is the starting point! Before students can write or even read strategically, they need to be clear about genre and purpose. The lessons in this section help students develop the foundational concepts they need for both reading and writing. They'll be exposed to multiple genres of writing during this time frame, in much the same way as they are exposed to many types of text over the course of a day in content areas. They'll learn to recognize and identify the key characteristics of each genre, the organizational structure and author's purpose. You may worry that the time spent on these foundational skills might be better spent writing, pencil to paper. However, these core lessons are essential if students are to write with intention, a clear sense of purpose, with examples of strong writing to guide them. Too often we press students directly into writing tasks that overwhelm them because they don't have a clear understanding of how text is organized, nor do they have the skills to apply to the task. This will come in time but begins on the awareness level of understanding what authors do.

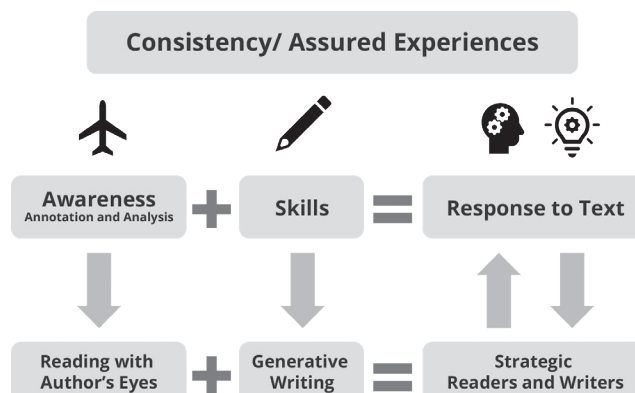
The Venn Diagram illustrates the Literacy Launch and the powerful writing-reading connection. The core of the diagram outlines the skills inherent in learning to recognize genre, organization, annotation and analysis, and the salient features of the various genres. By understanding how text is constructed, students can begin to read more strategically. We call this "Reading with Author's Eyes." Through the Literacy Launch, students are introduced to the graphic tools and summarizing frameworks first on the awareness level and then on the generative level. Students also learn to proactively interact with the text through the annotation and analysis process for each genre of writing and then apply that process to their independent reading. Each step in the foundational learning process creates a predictable approach to literacy that students can rely on and internalize.





# Teacher Background: The Literacy Launch

Once students have completed the foundational learning presented in the Literacy Launch, they can move seamlessly into narrative, informational, or opinion/argument writing. The discrete skills of each genre are broken down into manageable components and taught through the Empowering Writers methodology. This is presented in incremental steps that begin with the awareness level and then provides students with the capacity to generate and craft original writing, while also preparing them to respond in writing. The synergistic nature of the awareness level understanding, coupled with genre specific skill development allows students to respond to text and become strategic readers and writers. Once the Literacy Launch is completed, you'll move directly into skill development.



## Defining Genre

**Narrative Writing** - Narrative writing is written to entertain an audience of others through storytelling. The author's focus is on a main character in a setting who has a problem to solve or an adventure or meaningful experience to share. The main character typically grows or changes in some way as the story develops.

**Informational Writing** - The purpose of informational writing is to inform an audience of others. The organization is linear, typified by an introduction, several body paragraphs that include a main idea with supporting details, and a conclusion. The tone of the informational piece is usually straightforward and the author works hard to present information in an organized, sequential fashion. The focus of informational writing is on a topic.

**Opinion Writing** - The purpose of opinion writing is to share a personal opinion. The successful opinion author uses information strategically, showcasing facts that support the opinion. With an organizational structure similar to informational writing, opinion writing focuses on an issue or position that can be looked at from multiple perspectives. To do this, students must be able to distinguish between fact and opinion.

**Argument Writing** - The purpose of argument writing is to organize and present a well-reasoned, logical argument demonstrating the writer's position, belief, or conclusion on an issue. The writer makes a claim and supports it with sound reasons and evidence. Additionally, the author must defend the claim using credible sources and address a counterargument. The organizational structure of argument writing mirrors informational writing with an introduction, several body paragraphs, and a conclusion.

**Response to Text Writing** - The purpose of this type of writing is to demonstrate deep comprehension of source material. There are two types of response to text - Short Constructed Response (SCR) and Extended Constructed Response (ECR). In SCR, the organizational structure is one paragraph with an introduction statement, several pieces of evidence that are either cited directly from the source text or paraphrased, and a conclusion statement. ECR is a multi-paragraph response to source text and takes the shape of informational writing with an introduction paragraph, several body paragraphs, and a conclusion paragraph. In both types of response writing, students must use the given source text(s) to support their answer to a question or task and provide their analysis.

## LESSON 1

### Objective

Students learn that graphic organizers represent the shape and structure of corresponding genres of writing. Specifically, they will recognize the Narrative Diamond, Informational Pillar, and Opinion Pillar.

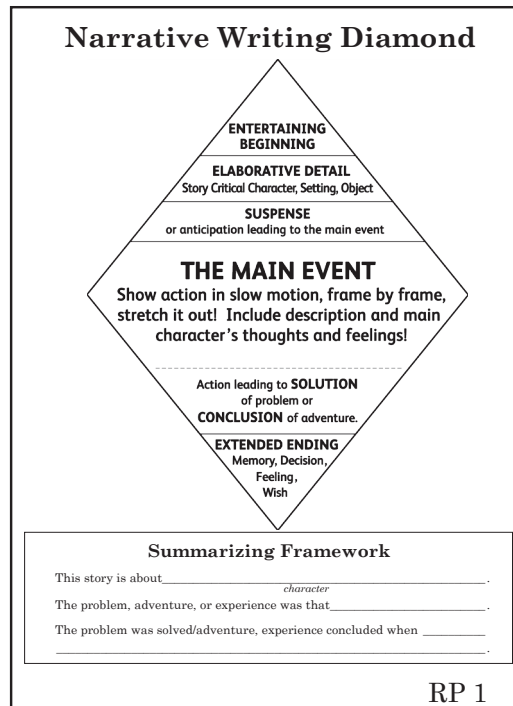
### Procedure

1. Explain to students that certain types of diagrams called graphic organizers are used to represent the shape and structure of each type or genre of writing. Graphic organizers are used to help authors plan their writing and to summarize their reading.
2. Project the Narrative Writing Diamond, RP 1. Use the Teacher Background, pp. 12-13, and Writing Diamond Defined, p. 15, to discuss each section of the Diamond, explaining how narrative stories follow the pattern represented. Introduce the Summarizing Framework to show how we summarize a story.

### LESSON AT A GLANCE:

#### Whole Class

- Project Narrative Diamond.
- Define and ask guiding questions.
- Proceed similarly with informational pillar.



The following **guiding questions** will help you engage students as you point them through the Diamond:

- How big is the beginning of the story? (small)
- What follows the beginning? (elaborative detail)
- What is the largest part of the story? (main event)
- Can you point to the ending?

Explain that as they begin analyzing narrative stories more closely, they'll be able to identify each of the sections of the Diamond.

(continued)

# Introducing Graphic Organizers

3. Proceed in similar fashion with the Informational Pillar, RP 2, and the Opinion Pillar, RP 3. (You might want to approach each graphic organizer on a different day.)

Informational Pillar		
<b>INTRODUCTION</b> Lead/Topic Sentence		
Main Idea #1 _____		
Detail	Detail	
Detail	Detail	
Main Idea #2 _____		
Detail	Detail	
Detail	Detail	
Main Idea #3 _____		
Detail	Detail	
Detail	Detail	
<b>Conclusion</b>		
<b>Summarizing Framework</b>		
TOPIC: _____		
MAIN IDEA #1: _____		
MAIN IDEA #2: _____		
MAIN IDEA #3: _____		

RP 2

Opinion Pillar		
<b>INTRODUCTION</b> Lead/Opinion Statement		
Main Reason #1 _____		
Detail	Detail	
Detail	Detail	
Main Reason #2 _____		
Detail	Detail	
Detail	Detail	
Main Reason #3 _____		
Detail	Detail	
Detail	Detail	
<b>CONCLUSION</b> Creative Restatements of Main Reasons		
<b>Summarizing Framework</b>		
TOPIC: _____		
MAIN REASON #1: _____		
MAIN REASON #2: _____		
MAIN REASON #3: _____		

RP 3

Use the following **guiding questions** for both the Informational and Opinion Pillars:

- What are the largest, broadest parts of the pillar? (Introduction and Conclusion)
- Can you point to the main ideas/main reasons?
- What supports the main ideas/main reasons? (details)

Close the lesson by asking students the following:

- How are these graphic organizers helpful?
- How do authors use these graphic organizers?

Leave each graphic organizer posted in the classroom, and refer to these every time you read or write.



## LESSON 5

### Objective

Students learn strategies for close reading that provide valuable information about organization that will later inform their writing.

Strategies include:

- Skimming and scanning for an overview of the entire text.
- Recognizing the importance of headings, keywords, diagrams, illustrations.
- Writing a summary based on information provided (text conventions).

### Important Vocabulary

*title, topic, headings, bold-face print, italicized print, keywords, diagram, photograph, illustration, caption*

### Procedure

1. Explain to the class that they will be reading a selection titled Owls, SP 12, and that they'll be learning some strategies for how to read more effectively in order to glean the most information from the text.
2. Distribute copies of SP 12-13 or SP 14-15, to the class and project them on the white board. *To build context and background, begin by showing the students numerous online images of a variety of owls (or appropriate images for Animals That Use Tools, SP 14-15; Dino Daily News, SP 16-17; or The Underwater World of Whales, SP 18-19), and discuss what, if any, prior knowledge they might have.*

### LESSON AT A GLANCE:


#### Whole Class and Independent Activity

- Introduce students to text conventions.
- Modeling skimming, scanning.
- Point out how cues improve reading.
- Summarize the piece.

**Student Page**

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

### OWLS



**Owl Behavior**  
Owl behavior is interesting! These birds are nocturnal. This means that they are awake at night. During the night these predators hunt for food. They eat small animals like mice, squirrels, and rabbits. Sometimes they even eat other birds or a small cat. They don't chew. They rip their prey apart and swallow big pieces. Later they spit up pellets of fur, bones, and feathers that they can't digest. You can sometimes find owl pellets on the forest floor. If you do, you'll know that an owl is nearby.


**Owl Appearance**  
Owls come in many sizes and colors. All owls have large heads and flat faces. Their eyes are very big to help them see in the dark. Owls stand up very straight. Unlike most birds, owls can turn their heads almost all the way around! They have sharp hooked beaks and claws.

**SP 12**

**Student Page**

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

### OWLS



Read *Qwls* and answer the questions, below.

1. Underline the **title**.
2. Circle the two **headings**.
3. Highlight, in yellow, the **keywords** and their definitions.
4. Highlight, in pink, the **captions** beneath photos.
5. Outline the **illustration** box.
6. Write two details about Owls that you learned in this text:
  1. \_\_\_\_\_
  2. \_\_\_\_\_

**SP 13**

**Student Page**

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

### ANIMALS THAT USE TOOLS

When you think of tools you probably think of hammers or saws. But, did you know that a tool is anything found or made that is used to do a special job? Have you ever dug a hole with a big stick? That stick is a tool! People aren't the only ones to use tools. Some animals use tools, too! Let's find out how elephants and crows use tools to get at food that's hard to reach.

**Elephants**  
Elephants use tools to make themselves comfortable! When there are a lot of bugs around elephants use long, thick pieces of grass called reeds as a fly swatter.

**Crows**  
Some crows use sticks as tools to get at food that's hard to reach.

They pull up the reeds with their trunks and eat at bugs that are hiding. Other elephants will pick up reeds and drop them on flowers. When the flowers fall down the elephant can go to the other side to find the stick is a tool! Some use sticks to remove a tick on their legs.

Some crows know there are insects in a crevice or small crack in a tree. But their beaks are too big to fit into the crevice. These crows find a small, strong twig. Then they chip the twig into a


**SP 14**

**Student Page**

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

### ANIMALS THAT USE TOOLS

Read *Animals that use Tools* and answer the questions, below.

1. Underline the **title**.
2. Circle the two **headings**.
3. Highlight, in yellow, the **keyword** and its definitions.
4. Box the chart in pink.
5. Write two details about Animals Using Tools that you learned in this text:
  1. \_\_\_\_\_
  2. \_\_\_\_\_
6. Using one fact from the chart, draw a picture of another animal using a tool.
 

**SP 15**

**\*PLEASE NOTE:** Our expectation is not for students to read and complete this analysis independently. This is a whole class, teacher-guided process intended to show children how to analyze texts.

(continued)

# strategic Reading - Informed Writing

**Student Page**  
Name: \_\_\_\_\_

**DINO DAILY NEWS**

Dinosaurs roamed the Earth long, long ago. They were fascinating animals. Many were huge, but a few were no bigger than a chicken. One of the largest was **Brachiosaurus**.

**The King of the Dinosaurs**  
When we think of dinosaurs, many of us picture **Tyrannosaurus-Rex**. A tall dinosaur with ally little arms and huge teeth, T-Rex was a **carnivore**, which means that it ate meat. While T-Rex is still known as the King of the Dinosaurs, the bones of an even more fearsome carnivore have been discovered in South America. The **Giganotosaurus** is thought to have been bigger and faster than T-Rex.

**Brachiosaurus and Other Plant-Eaters**  
Brachiosaurus was a massive dinosaur measuring about 50 feet long. It had a long neck that allowed it to feed on the leaves and twigs of tall trees. Brachiosaurus was an **herbivore**, which means it ate only plants. Some believe the most interesting of the herbivores were the **horn-billed dinosaurs**. They had skulls that were an amazing 12 inches thick!

**Dinosaur Bones Found Around the World**  
The person who discovered the bones of Giganotosaurus was an **amateur**, which means that it was not a professional.

**SP 16**

**Student Page**  
Name: \_\_\_\_\_

**DINO DAILY NEWS**

Read *The Dino Daily News* and complete the exercises below.

1. Circle the 3 **headings**.
2. Highlight, in yellow, the 4 **keywords** and their definitions.
3. Highlight, in pink, the **captions** beneath the pictures.
4. Find a fact about Brachiosaurus:
5. Find a fact about Giganotosaurus:

**BONUS:** Imagine you are writing an informational piece about dinosaurs that eat meat. Circle the section within this text where you would be most likely to find the information you need.

**SP 17**

**Student Page**  
Name: \_\_\_\_\_

**The Underwater World of Whales**

Whales are fascinating creatures. They spend their entire lives in the water, but they are not fish. They are mammals that breathe air through their blowholes.

**Types of whales**  
There are many types of whales. The largest is the **Blue Whale** which grows up to 110 feet long. The smallest is the **Dwarf Sperm Whale** which is only 2 feet long.

**Whale at play?**  
Whales are active in the water. They jump high and splash down. This is called **breaching**. **Leaping** is another interesting behavior where they smack the surface of the water with their tails. **Spysopping** is when whales stick their head out of the water and look around. **Marine biologists**, scientists who study life in the ocean, aren't sure exactly why whales breach, leap, or spy-hop. The behavior often seems playful.

**SP 18**

**Student Page**  
Name: \_\_\_\_\_

**THE UNDERWATER WORLD OF WHALES**

Read *The Underwater World of Whales* and complete the exercises below.

1. Circle the 3 **headings**.
2. Highlight, in yellow, the 4 **keywords** and their definitions.
3. Highlight, in pink, the **captions** beneath the pictures.
4. Find a fact about the Blue Whale:
5. Find a fact about the Bowhead Whale:

**BONUS:** Imagine you are writing an opinion piece about the importance of protecting whales. Circle the section within this text where you would be most likely to find the information you need.

**SP 19**

3. Read the piece aloud. Explain that, before they read an informational piece, it's important to look for certain cues that can provide valuable information to aid the reader's understanding. Direct their attention to the text.
  4. Use the Strategic Reading Guidelines, pp. 37-38, to inform your instruction. Model how to skim and scan the piece for text features using Common Informational Text Features, RP 5. Annotate it together.
- Alternate Suggestion: Download, print and laminate the Informational Text Features Cards, SP 20. Provide each student with a set. As students skim and scan text, they can place the card right next to the features as they locate them.
5. First, circle the **title**. Ask them what the **title** reveals (the **topic**). Remind them that the topic tells the reader what the entire piece will be about. **Model** labeling this for students and have them do the same.
  6. Next, for reference purposes, number each paragraph. Circulate and assist students as they do the same.

**Common Informational Text Features**

<b>Title/Topic</b>	Usually names the topic
<b>Table of contents</b>	A list of main ideas, chapters, or sections at the front of the book
<b>Index</b>	Page numbers for locating specific information about the topic
<b>Glossary</b>	List of words from the text related to the topic, and their definitions
<b>Headings</b>	Names the main ideas or sections related to the topic. May correspond to the Table of Contents
<b>Keywords:</b> Bold faced words Italicized print	These highlighted words indicate important vocabulary about the topic. The author generally gives the definition within the text.
<b>Photographs, illustrations, captions</b>	Images to enhance the text along with a short description of the picture
<b>Inset photos</b>	Gives a close-up view of something about the topic showing specific detail
<b>Labeled diagrams</b>	Important information about the topic in a diagram, with labels to name parts, sections, or details
<b>Charts, graphs, tables</b>	Shows data about the topic
<b>Maps</b>	A representation of an area (land or sea) that is discussed in the text

Text features are the building blocks for text structure in informational writing, just as literary elements are the building blocks for narrative.

**RP 5**

**Student Page**  
Name: \_\_\_\_\_

**Informational Text Feature Cards**

<b>Title/Topic</b>	<b>Title/Topic</b>
<b>Table of Contents</b>	<b>Table of Contents</b>
<b>Index</b>	<b>Index</b>
<b>Glossary</b>	<b>Glossary</b>
<b>Headings</b>	<b>Headings</b>
<b>Keywords:</b> Bold-faced words/italicized print	<b>Keywords:</b> Bold-faced words/italicized print
<b>Photographs, illustrations, captions</b>	<b>Photographs, illustrations, captions</b>
<b>Inset photos</b>	<b>Inset photos</b>
<b>Labeled diagrams</b>	<b>Labeled diagrams</b>
<b>Charts, graphs, tables</b>	<b>Charts, graphs, tables</b>
<b>Maps</b>	<b>Maps</b>

**SP 20**

(continued)

# Strategic Reading – Informed Writing

- Point out and underline the **headings**. Explain that the headings allow you to quickly skim and scan the piece and get a sense of the **main ideas** of the piece.
- Ask them to help you fill in the summarizing framework, based solely on the title and headings.

Chart:

**TOPIC:** Owls

**MAIN IDEA #1:** Appearance

**MAIN IDEA #2:** Behavior

Discuss the way that identifying the topic and headings can set a purpose for learning. As readers they already have a good idea what they'll be reading about, which aids in comprehension. Discuss how a summary such as this might be an excellent way for an author to begin. (Helps with organization and focus.)

- Next, in each paragraph, have them locate all **bold-faced** or *italicized* words. Explain that these are key vocabulary words that might be new to the reader. These keywords are usually either preceded or followed by a definition to aid in understanding. Point out that these specially marked words indicate some of the important **details** in the piece.
- Point out the **illustration**, the **photograph** and **captions**. Ask students why these are important.
- Model how to use the information on the summarizing framework to write an extended summary using the following sentence starters coupled with the Informative Verbs, RP 6.

## Sentence Starters:

This text provides information about \_\_\_\_\_.

This informative piece \_\_\_\_\_.

In this text, the author \_\_\_\_\_.

The author reveals \_\_\_\_\_.

The reader discovers \_\_\_\_\_.

In this paragraph/piece \_\_\_\_\_.

It was clearly \_\_\_\_\_.

## INFORMATIVE VERBS

recognize	understand
learn about	become aware of
discover	uncover
reveal	study
examine	observe
analyze	investigate
find out	focus on
know	delve into
consider	determine
remember	explore
discusses	informs

RP 6

This informational text provides information about owls. We'll discover what they look like, and learn about owl behavior.

Or...

This informational piece discusses animals that use tools. The author describes how elephants use tools, and reveals how crows make and use tools.

- Finally, have them read the text independently. Discuss how examining the following text conventions: **title, headings, bold or italicized keywords, photographs** and **captions** guide their reading – think about how much they've learned before they've even started reading! Also, point out that the way the author organized the information made it more accessible to the reader.



# Annotation and Analysis: Comparing Four Types of Writing

## LESSON 8

### Objective

**Day 1:** Students recognize and distinguish between character problem solution narratives, AND personal experience narratives.

**Day 2:** Students recognize and distinguish between informational and opinion texts.

### Procedure

#### Day 1

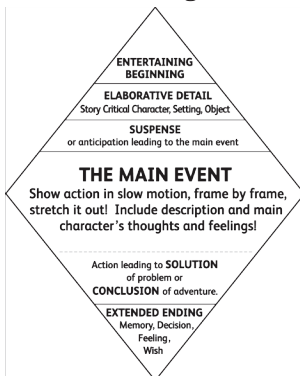
1. Review the Narrative Writing Diamond. Explain that they will be reading a particular kind of text called a personal experience narrative. Using the teacher background information on pp. 12-17, define and discuss this type of story (genre), emphasizing the key elements.
2. Project and distribute copies of A Puppy for Show and Tell (Personal Experience), SP 32, and Annotation and Analysis Process for Narrative Stories, RP 8. Read the entire story aloud. Then, go back and annotate the story with the class. Use RP 8 for the step by step procedure and refer to the teacher version, p. 50. Discuss the story as you go, having students annotate (mark the parts of the story) along with you. In this exemplar, be sure to point out the entertaining beginning, middle, and end, the wealth of elaborative detail, and discuss what the theme might be. Finally, use the Narrative Summarizing Framework outlined at the end of the reference page, to orally summarize the story.

### LESSON AT A GLANCE:

#### Whole Class Activity

- Introduce each genre.
- Annotate and analyze each selection.
- Summarize each selection.

#### Narrative Writing Diamond



#### Summarizing Framework

This story is about \_\_\_\_\_ character.  
The problem, adventure, or experience was that \_\_\_\_\_.  
The problem was solved/adventure, experience concluded when \_\_\_\_\_.

RP 1

#### Student Page

Name \_\_\_\_\_

#### A Puppy for Show and Tell Genre: Personal Narrative

ARF, ARF, ARF! The small black Labradoodle barked and twirled around inside the kennel. His paws scratched at the padding in the floor of the wire carrier. "Calm down little buddy! You're going to my classroom today!" I couldn't wait to show him off.

The oversized puppy was covered in black curly hair from the top of his head to the end of his long tail. His floppy ears were almost hidden amongst the mound of curls. His paws were larger than some full-grown dogs and they too were capped with locks of black spirals.

I sure hope you are good boy today. I thought after loading the lightweight crate into the back of the SUV. Before I knew it we arrived at school. I grabbed the movable doghouse and started through the doors. My mom followed me yelling, "Can you carry him all the way to your classroom? He might get heavy." I ignored her fear and shuffled down the hall, barely able to carry the puppy and his kennel all the way to my classroom. I sat him down at the door of room 103, opened it, and pushed the dog inside. WHIEW! My heart was pounding and a tiny bead of sweat trickled down my face. I quickly ignored my tired feeling as screams of excitement filled the room at the sight of the Labradoodle in the cage. All of a sudden, a mob of kids surrounded his cage. Each student took turns patting his soft coat. When they had all had a turn, my teacher agreed to let my puppy stay for the rest of the day.

I don't think I'll ever forget the day I brought my puppy to school. I hope I can bring him back again when he gets bigger, but I'll need to train him to sit before that day comes.

SP 32

#### Annotation and Analysis Process for Narrative Stories

1. Label the title - what genre does the title hint at?
2. Circle the entertaining beginning, identify, label the technique.
3. Identify the story problem or adventure.
4. Find elaborative detail describing the setting - mark and label this.
5. Underline and label suspense.
6. Bracket the main event.
7. Underline and label the conclusion/solution or conclusion of adventure.
8. Circle the extended story ending and label each technique.
9. Identify the theme. Highlight the parts of the story that indicate theme.
10. Fill in summarizing framework.  
This is a story about \_\_\_\_\_.  
The problem/experience was \_\_\_\_\_.  
The problem ended/concluded when \_\_\_\_\_.



RP 8

3. If time allows, go on to the character/problem/solution narrative titled The Dog Ate My Homework, SP 33. Follow the same process as in the previous story, using the annotated teacher page, pp. 53-54, to guide the process. Emphasize the problem and the solution. Be sure to mention that again, the purpose here is to entertain. (Of course, you may approach this story on a separate day.)

(continued)

# Annotation and Analysis: Comparing Four Types of Writing

**Student Page**  
Name \_\_\_\_\_

**The Dog Ate My Homework!**  
Genre: Character/Problem/Solution

Jack grabbed his backpack. He was off to school. "Oops!" he said. "I almost forgot my homework!" This was the last day to turn in his assignment.

He raced to the kitchen and looked on the table. Papers were scattered from end to end. Breakfast bowls still held uneaten cereal. But nowhere in the mess was his homework.

"Mom!" he yelled. "Did you see my homework?" His mom came in and looked around. "No Jack," she said.

Jack's heart began to pound. He didn't want to go to school without his homework. Then he saw something under the table. It was a paper torn in shreds.

His dog Bobo looked up at him. Small bits of paper were stuck to Bobo's mouth. Bobo licked his chops and wagged his tail. "Oh no!" Jack cried, "Bobo ate my homework!"

Jack picked up the scraps of his homework and got some tape. He tried to tape the scraps together. But some parts of the paper were gone. They were in Bobo's tummy! His homework page looked like a puzzle with missing pieces. The tape stuck to his fingers where the holes appeared. Some of the words had been omitted from his sentences. Jack fixed the paper the best he could. At least his teacher would know that he'd done his homework.

Next time, he would be careful to put his homework safely in his backpack. He hoped his teacher would believe him. "But it's true! The dog did eat my homework!" he muttered on his way out the door.

SP 33

## Day 2

4. On a subsequent day(s), walk students through the informational text Back to School, SP 34, pointing out the way this text is organized using the Informational Pillar, RP 2, and Annotation and Analysis Process for Informational and Opinion Texts, RP 7. Emphasize that the purpose of this text is to inform the reader, to provide them with information. Compare this to the 2 narrative stories and discuss the many differences. Move on to the Opinion text My Favorite Part of the School Day, SP 35, moving through it in the same manner. Be sure to point out the purpose (to express a point of view) and the opinion language that is subjective and personal. Use the annotated teacher version (pp. 56-57) to guide your discussion.

Informational Pillar	Opinion Pillar	Annotation and Analysis Process for Informational and Opinion Texts
<b>INTRODUCTION</b> Lead/Topic Sentence	<b>INTRODUCTION</b> Lead/Opinion Statement	1. Identify title/topic.
Main Idea #1	Main Reason #1	2. Number each paragraph.
Detail	Detail	3. Circle and label introduction and box conclusion.
Detail	Detail	4. Bracket and label body of the piece.
Main Idea #2	Main Reason #2	5. Underline main idea or main reason sentences, place blurb in
Detail	Detail	
Detail	Detail	
Main Idea #3	Main Reason #3	
Detail	Detail	
Detail	Detail	
<b>CONCLUSION</b> Restatements of Main	<b>CONCLUSION</b> Restatements of Main	
Summarizing Framework	Summarizing Framework	
RP 2	RP 3	RP 7

**Informational Writing Summarizing Framework**  
TOPIC: \_\_\_\_\_  
MAIN IDEA #1: \_\_\_\_\_  
MAIN IDEA #2: \_\_\_\_\_

**Opinion Writing Summarizing Framework**  
TOPIC: \_\_\_\_\_  
MAIN REASON #1: \_\_\_\_\_  
MAIN REASON #2: \_\_\_\_\_

**Back to School**  
Genre: Informational

Now is the time of year when kids everywhere are going back to school. It is a time to see friends, old and new. Students meet new teachers and learn class rules. Everyone is excited to see what the new year holds.

Back to school means meeting friends. The school bus stops and kids pour out. They wave and shout, "Hi!" Some children were in your class last year. Some children are new. Who are the new faces in your class? It is fun to get to know them all. You can talk together or sit together in the lunchroom.

Why not plan to play a game together at recess?

It is exciting to meet a new teacher. Will she be nice? Is he strict? Will your teacher remember your name? Kids wonder about their teachers. Your teacher will have class rules to follow. Most important, your teacher will teach you new things.

Going back to school is exciting and fun. Enjoy seeing friends, old and new. Get to know your new teachers. And work hard to make it a great year!

SP 34

**My Favorite Part of the School Day**  
Genre: Opinion Writing

The school bell rings and children scatter here and there. Some dillydally down the hall, sleepy-eyed and wishing they were still home in bed. Not me! I race to class, excited to get the day started. There are so many reasons I enjoy school, but my favorite time of the day is reading. Along with reading, I also look forward to music and snack time.

I get really excited when my teacher gets out a book for reading. I am the first to the carpet for a read-a-loud. My favorite book she has read is Junie B. Jones and Some Sneaky Peeky Spying. We take turns reading aloud to the class every morning during table time. I like to read stories about animals. When we get to pick a book to read silently, I always choose mysteries.

Another favorite part of my school day is music class. Not only do I like to sing many different kinds of songs, but I love playing instruments such as the drums and bells. Our teacher even lets us try out the piano sometimes. On days when the weather is cold or rainy, we go to the music room and dance to an assortment of songs. It is so fun!

I can't wait until snack time in the afternoon. Lunch is so early in the morning that it is hard to make it to the end of the school day without a pick-me-up. We eat a fruit snack or crackers with milk everyday except Friday. On Friday, we get to bring a snack from home if we choose to. My mom lets me pick out my favorite snack to pack in my backpack. I usually choose potato chips and a sports drink. UMMMM! It is so delicious.

So, what do you like about school? Reading, music, and snack time are the cream of the crop for me. Without a doubt, school is a delightful hangout and I never want to miss a day.

SP 35

(continued)

## Annotation and Analysis: Comparing Four Types of Writing

5. As a culminating activity, have the students look back over the 4 texts they annotated. Write the following on the board:

NARRATIVE STORIES – purpose: to entertain

- Character/problem/solution – focus on a **character** who solves a problem
- Personal experience narrative – focus on a **place or activity**, highly descriptive

INFORMATIONAL PIECES – focus on a **topic** – purpose: to inform

OPINION PIECES – focus on a personal **point of view** – purpose: to express a personal opinion

6. Display the Narrative Diamond, RP 1; Informational Pillar, RP 2; and Opinion Pillar, RP 3 and use these each time you interact with text.

**Turn and Talk:** Discuss with a partner the similarities and differences in each genre. Why is it important to identify genre before reading the piece?



## A Puppy for Show and Tell

### Genre: Personal Narrative

Title  
Genre: Personal Experience

entertaining  
beginning

<sup>sound</sup> ARF, ARF, ARF! The small black Labradoodle <sup>action</sup> barked and twirled around inside the kennel. His paws scratched at the <sup>action</sup> padding in the floor of the wire carrier. "Calm down <sup>dialogue</sup> little buddy! You're going to my classroom today." I couldn't wait to show him off.

The oversized puppy was covered in black curly hair from the top of his head to the end of his long tail. His floppy ears were almost hidden amongst the mound of curls. His paws were larger than some full-grown dogs and they too were capped with locks of black spirals.

elaborative  
detail

I sure hope you are good boy today, I <sup>thought</sup> thought after loading the lightweight crate into the back of the SUV. <sup>suspense</sup> Before I knew it we arrived at school. I <sup>action</sup> grabbed the movable doghouse and <sup>dialogue</sup> started through the doors. My mom followed me yelling, "Can you carry him all the way to your classroom? He might get heavy." I <sup>conflict</sup> ignored her fear and shuffled down the hall, barely able to carry the puppy and his kennel all the way to my classroom. I sat him down at the door of room 103, opened it, and pushed the coop inside. <sup>feelings</sup> WHEW! My heart was pounding and a tiny bead of sweat trickled down my face. I quickly ignored my tired feeling as <sup>sound</sup> screams of excitement filled the room at the sight of the Labradoodle in the cage. <sup>description</sup> All of a sudden, a mob of kids surrounded his cage Each student took turns patting his soft coat. <sup>conclusion</sup> When they had all had a turn, my teacher agreed to let my puppy stay for the rest of the day.

main event

I don't think I'll ever forget the day I brought my puppy to school. I <sup>wish/hope</sup> hope I can bring him back again when he gets bigger, <sup>decision</sup> but I'll need to train him to sit before that day comes.

extended ending

Theme: pets are special

See annotated summarizing framework p. 54.

## LESSON 14

### Objective

Students will write in response to text by answering each literary element question and include the textual evidence.

*Prior to this lesson read, annotate and analyze a source text. For this example we will use Mr. Bud's New House, SP 56. Be sure that it has been annotated for all parts of the diamond prior to this lesson.*

### LESSON AT A GLANCE:

#### Whole Class Activity

- Select a prior story that has been annotated - reread and summarize.
- Review literary elements and symbols/color-coding.
- Move through each question and Model in writing how to answer the text evidence located in the story.
- Allow students to answer each question in writing and include text evidence.

**Student Page**

Name \_\_\_\_\_

**Mr. Bud's New House**

The wind howled through the clearing and shook the timbers of old Mr. Bud's cottage. He huddled under the covers in his bed, hoping for the storm to pass.

CRACK! What was that, he wondered. The old man jumped from his bed and peered out the window. To his horror, the giant oak tree that stood beside his house awayed and toppled. "Oh no!" he shouted. He covered his head and threw himself to the ground as the huge tree crashed through the roof of his house.

After a moment or two he got up and looked around. There was a giant hole in the roof. He could see the black night sky through the hole. The trunk and branches of the tree covered everything on one side of the room. Leaves fluttered to the floor. It was as though the room had become a forest! All of his furniture was smashed and broken. "Oh dear!" he cried. "My cottage is ruined!" He shook his head and said, "Tomorrow I will have to repair my house. But I cannot do it alone." Mr. Bud sat down on a tree limb and made a plan. He would gather his neighbors. Together they would chop the tree into pieces and drag it outside. Then they would slice it into boards. The tree that destroyed his cottage could provide the wood to repair it!

He shivered when he thought about how close he'd come to being crushed by the tree. And he was thankful that he had a plan. He decided to get up at the crack of dawn and begin the work he needed to do. "Tomorrow I will have a brand, new cottage!" he exclaimed as he curled up on a strong branch of the oak and went to sleep.

SP 56

### Procedure

1. Review the literary elements and symbols on RP 12 Literary Analysis Questions. Remind students that as they read a story, they should be thinking about each of the literary analysis questions.

**LITERARY ANALYSIS QUESTIONS**

Locate evidence from the text to identify character, setting, motivation, plot, conflict and theme. Use the appropriate symbol on top of the evidence when you find it and label it with the appropriate literary element. (Color code the evidence instead of using the symbols.) Remember that in some stories there will be more than one piece of textual evidence.

☒ **Main point of view character:** Who was the main point of view character?

☐ **Setting:** Where and when did the story take place?

☐ **Problem/Adventure:** What was the main character's problem or adventure?

☐ **Solution/Conclusion:** How was the problem solved or adventure concluded?

☒ **Theme:** What was the big idea of the story?

Use this summary every time you read a story.

This story is about \_\_\_\_\_.

The problem/adventure/experience was \_\_\_\_\_.

The problem was solved, experience or adventure concluded when \_\_\_\_\_.

The theme of the story was \_\_\_\_\_.

**Sentence Starters for Providing Evidence:**

- The author shares \_\_\_\_\_.
- We see this as the main character \_\_\_\_\_.
- The text states, "\_\_\_\_\_".
- The reader realizes this when \_\_\_\_\_.
- The theme is clearly shown when \_\_\_\_\_.
- In paragraph \_\_\_\_\_, the author writes \_\_\_\_\_.
- "\_\_\_\_\_" writes the author to show \_\_\_\_\_.

RP 12

(continued)

## Writing a Constructed Response

2. Project and reread the annotated story, Mr. Bud's New House, p. 83. (Feel free to substitute any story here – be sure to read, analyze and annotate the selected story.)

Ask students to summarize this story with you and chart that summary.

*Ex. This is a story about Mr. Bud. The problem was a tree fell on his roof during a storm and made a big hole. The problem was solved when Mr. Bud decided to use the tree to repair the hole in the roof.*

3. Have students refer to RP 12. Remind them that they have already practiced answering the literary element questions orally. Now it's time to answer them in writing and provide the evidence. Start by asking students to identify the main character of the story. *Ex. Mr. Bud*. Put a check mark over the sentence where the main character is introduced and label it main character. Have students put a check mark on their page as well and label the main character. (See annotated sample p. 83)
4. MODEL for students how take the evidence from the story and turn that into a sentence using the sentence starters. Go question by question and show students how to use the author's exact words for evidence, and/or paraphrase the evidence in your own words. *Ex. The main character of the story is Mr. Bud. The reader finds this out when the author introduces Mr. Bud in the first sentence.*
5. Move through each of the literary analysis questions in the same way. For each question, you'll find the evidence in the story, mark it with the appropriate symbol, label it and MODEL how to use the evidence to answer the question using the sentence starters provided.

*Ex. The setting is at Mr. Bud's cottage in a storm. The author writes, "The wind howled through the clearing and shook the timbers of old Mr. Bud's cottage."*

*The problem is a tree falls down on the roof and makes a big hole. The reader knows this when the author writes, "there was a giant hole in the roof."*

*The problem is solved when Mr. Bud decides to use the tree to fix the roof. The author shares, "The tree that destroyed his cottage could provide the wood to repair it."*

*The theme is working together is best. It is shown when Mr. Bud decides to gather his neighbors to help fix his roof. By working together they will get the job done.*

(continued)

# Writing a Constructed Response

6. GUIDED PRACTICE - Distribute copies of Putting it All Together, SP 57, and have them fill in the answers to the literary element questions along with the evidence to support their answers. Sentence starters are provided to frame up the responses.

Student Page

Name \_\_\_\_\_

**PUTTING IT ALL TOGETHER**

Directions: Use the story you've read and annotated to respond to the text. Be sure to include the evidence to support your answers. Sentence starters are provided to help you frame your answer. Use SRP # as a guide to the literary analysis questions.

☒ The main character is \_\_\_\_\_.  
The author introduces \_\_\_\_\_.

☐ The story is set \_\_\_\_\_.  
The reader finds this out \_\_\_\_\_.

☐ The problem is \_\_\_\_\_.  
The author writes \_\_\_\_\_.

☐ The problem is solved when \_\_\_\_\_.  
It is clear when \_\_\_\_\_.

☐ The theme of the story is \_\_\_\_\_.  
This is shown \_\_\_\_\_.

SP 57

**EXTENSION:** Use the sentence starters on RP 19, for additional practice with all literature experiences including read-alouds and independent reading.

**NOTE:** Putting it All Together, SP 57, can be used with additional literature selections for practice. As students become more independent in answering the questions, provide lined paper along with RP 12 and have them write their answers in paragraph form.

**DIFFERENTIATION:** A pictorial image of the Literary Elements is provided on RP 13 for students who need a more visual approach to finding the evidence for each of the literary analysis questions. They can write the evidence for each question in the bubble. Use this as an alternate way of finding the evidence in the text.

**Literary Elements Template**

Main Character ✓

Main Character's Problem △

Theme ☆

Setting: a Series of Descriptions □

Solution ○

**Narrative Summarizing Framework:**

This is a story about \_\_\_\_\_.

The problem/adventure was \_\_\_\_\_.

The problem was solved/adventure concluded \_\_\_\_\_.

RP 13

**SENTENCE STARTERS FOR RESPONSE TO NARRATIVE STORIES**

- The title of this story was \_\_\_\_\_.
- It was written by \_\_\_\_\_.
- This story is about \_\_\_\_\_ (main character).
- The problem was that \_\_\_\_\_.
- What \_\_\_\_\_ (main character) really wanted was \_\_\_\_\_.
- The adventure began when \_\_\_\_\_.
- The author had us in suspense when \_\_\_\_\_.
- The story got exciting when \_\_\_\_\_.
- I felt \_\_\_\_\_, when \_\_\_\_\_ (nervous, scared, happy, relieved, excited, sad).
- The problem was solved when \_\_\_\_\_.
- The adventure concluded when \_\_\_\_\_.
- \_\_\_\_\_ (main character) learned that \_\_\_\_\_.
- This story reminds me of the time when I \_\_\_\_\_.
- I recommend this story because \_\_\_\_\_.
- I do not recommend this story because \_\_\_\_\_.

RP 19



# Turning Questions Into Responses

## LESSON 12

### Objective

Students learn to recognize key elements in a question, and repeat those elements as part of their response orally, and then in writing.

### Procedure

1. Explain to students that the proper way to answer a question is to use a complete sentence. Share the following example of questions and answers with them. (You can write this on the whiteboard or chart it for them to see.)

How do you feel today?	Okay.
Or...	
How do you feel today?	Today I feel okay.

- Ask them which is a complete answer. (*the second*)
  - Next, underline the key elements in the **question**. (*you – feel – today*) Ask a student to come up and underline the key elements in the answer or response. Point out that a key word is “you” in the question, but in the response it’s “I.”
  - Explain that you’ll ask the question, aloud, and then have them respond in a complete sentence. Point to each word in the complete sentence as they read it.
2. Tell the class that they’ll be practicing responding in complete sentences. (Option – you might give tokens or tickets of some kind throughout the day whenever students respond to you orally in complete sentences and then provide some kind of prize.) Boxed below are some questions to ask individual students, and/or the entire class, orally, and have them respond verbally. The answers should be obvious. You may revise the questions to suit your classroom. Chart questions and responses, highlighting the repeated key elements in each.

- |  |  |
|--|--|
| • Where is the <u>pencil sharpener</u> ?     | <u>The pencil sharpener</u> is on the worktable. |
| • What <u>time</u> is <u>lunch</u> ?         | <u>Lunch time</u> is 12:10.                      |
| • What is your <u>music teacher’s name</u> ? | Our <u>music teacher’s name</u> is Ms. Santos.   |
| • What is our <u>room number</u> ?           | Our <u>room number</u> is 230.                   |
| • What <u>grade</u> are you <u>in</u> ?      | We <u>are in second grade</u> .                  |
| • What <u>day</u> do you <u>have gym</u> ?   | <u>We have gym</u> on Wednesday.                 |
|  | <b>Etc.</b>                                      |

### LESSON AT A GLANCE:

#### Whole Class and Independent Activity

- Discuss answering questions in complete sentences.
- Identify key elements of a question.
- Practice answering in complete sentences.





# Student Page

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

## TURNING QUESTIONS INTO RESPONSES (1)

**DIRECTIONS:** Read each question. Fill in the blanks so that the answer is in a complete sentence. Read the response to check yourself!

1. What animal is that?

*That animal is a*

\_\_\_\_\_ .

2. What is the seal balancing?

*The seal is balancing a*

\_\_\_\_\_ .

3. Where is the ball?

*The ball is on the seal's*

\_\_\_\_\_ .

4. What is on the seal's head?

*On the seal's head there is a*

\_\_\_\_\_ .

5. What is the seal's name?

*The seal's name is*

\_\_\_\_\_ .



**BONUS:** Color in the picture of Sammy the Seal. Write a complete sentence about Sammy the Seal on the lines below.

\_\_\_\_\_  
\_\_\_\_\_



# Observe and Think

## Using Detail-Generating Questions

### LESSON 8

#### Objective

Students use observation skills and logical reasoning to complete elaboration using the “What Does it Look Like? Why is it Important?” strategy.

#### Procedure

1. Review the detail-generating questions, “What Does it Look Like? Why is it Important?” with the class.

Also discuss some of the important foundational concepts that inform elaboration in informational writing:

- the importance of specific vs. general details.
- each detail belongs in a separate sentence. (Break up the grocery list.)

2. Explain that one way to generate powerful detail is by carefully examining photographic and/or video images. Looking at the images is a way to answer, “What Does it Look Like?” and applying the question, “Why is it Important?” can often be answered through observation and critical thinking.
3. Project the image of the frog, Observe and Think Using Detail-Generating Questions (1), SP 127. You can supplement this with some similar online images.

#### LESSON AT A GLANCE:

##### Whole Class and Independent Activity


- Review *What Does it Look Like? Why is it Important?*
- *MODEL* extending just the facts.
- *GUIDED PRACTICE* – students practice revising and extending.

**Student Page**

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


**OBSERVE AND THINK USING DETAIL-GENERATING QUESTIONS (1)**


Writing improves when authors observe carefully, ask questions, and draw conclusions. Look at each photograph below. Read the “just the facts” sentence beside it. Then ask, “Why is that important?” Revise the “just the facts” sentence by adding your conclusion. The first one has been done for you.



Frogs have long, strong back legs  
that help them jump into the water.

Birds build nests





I have a wool hat

SP 127

4. Read aloud the “Just the facts” sentence beside the photo: Frogs have long strong back legs. Ask the children what description is included in this factual sentence. (*long, strong back legs*).

# Observe and Think

## Using Detail-Generating Questions



5. Ask them to look carefully at the photo and ask themselves: “*Why is it important for frogs to have long, strong back legs?*” Tell them that a clue is presented in the photo. If they need further prompting, ask them why a frog would leap into the water. (*To escape an enemy or catch a bug.*) Further prompt them to make a connection between these two facts. (*Long, strong legs help frogs leap from enemies or catch a bug.*)
6. GUIDED PRACTICE – Instruct students to proceed with the two other photos on SP 127, and the second activity sheet on SP 128, in a similar manner. Circulate, offering assistance, discussion, and suggestions. Close the lesson by reviewing the effectiveness of the detail-generating questions and sharing powerful examples aloud.

**Ex. Observe and Think (1)** *Birds build nests to lay eggs in and to protect their babies.*

*I have a wool hat to keep my head warm in cold weather.*


**Observe and Think (2)** *Use a rake to clean up fallen autumn leaves.*

*Wolves have sharp teeth to catch and eat their prey.*

*Wear sunglasses to protect your eyes from the sun.*

**BONUS:** Encourage students to go back to each sentence and add details!


**Ex.** I have a warm wool hat with ear flaps to keep my head warm in cold, snowy weather.

**Student Page**


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

**OBSERVE AND THINK USING DETAIL-GENERATING QUESTIONS (2)**


Writing improves when authors observe carefully, ask questions, and draw conclusions. Look at each photograph below. Read the “just the facts” sentence beside it. Then ask, “Why is that important?” Revise the “just the facts” sentence by adding your conclusion.



Use a rake  
\_\_\_\_\_  
\_\_\_\_\_



Wolves have sharp teeth  
\_\_\_\_\_  
\_\_\_\_\_



Wear sunglasses  
\_\_\_\_\_  
\_\_\_\_\_

SP 128



## ELABORATION TOOLS FOR RESPONSE TO TEXT TASKS

When writing in response to text, it's important to cite evidence from the source material without copying word for word. Here are some ways to cite evidence in interesting ways:



- **SUMMARIZE**

In a sentence or two, *summarize* the topic and main ideas of the source text. Notice the **informative verbs**.

*Ex. In the text, Owls, the author **describes** the owl's appearance and **explores** owl behavior.*

- **PARAPHRASING**

Use words with almost the same meaning as those in the text.

*Ex. Instead of saying: Owls are nocturnal. These birds of prey are only active at night.*

- **CITE THE SOURCE TEXT**

Find information in the text and tell where you found it.

*Ex. In paragraph 3 the author states that owls are nocturnal.*





# Paraphrasing

## LESSON 15

### Teacher Background:

Paraphrasing is another important tool, not just for response to text or research simulation tasks, but in any essay or report writing that is informed by way of source material. “Saying it in your own words” is a tricky challenge for students. Even in upper grades, students often tend to copy source material word for word. This is the time for a conversation about plagiarizing, or taking or implying credit for the written words of another author.

### LESSON AT A GLANCE:

#### Whole Class Activity

- Explain the purpose of paraphrasing.
- Annotate text.
- Student will apply response to text strategies.
- Use sentence starters to paraphrase.

#### What are reasonable expectations for second-graders in regard to paraphrasing?

- Have students use a highlighter to pinpoint answers to comprehension questions.
- Guide students in replacing these key words with nearly synonymous words or phrases.  
(word referents)
- Use sentence starters to reframe source material.

### Objective

Students learn to pinpoint and highlight answers to comprehension questions, and replace key words in their responses with nearly synonymous words or phrases. They will also use sentence starters to reframe this source material.

### Procedure

1. Ask the class how they’d feel if another student looked at their paper during a spelling test and copied their answers. (They’ll probably say it isn’t fair....it’s cheating, etc.) Explain that the same is true for writers. It isn’t fair to copy another writer’s words and use them as your own. So, if you have to answer a response to text question in writing, you have to be careful not to just copy the words from the source text.
2. Project, photocopy, and distribute copies of the text titled Skunks and accompanying questions pp. 274-275.
3. Annotate the text with the class. Have students point out the introduction and circle it. Have them underline the main idea sentences, write a blurb in the margin for each body paragraph (appearance, protecting themselves), box the conclusion.





# Student Page

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

## READ, HIGHLIGHT, PARAPHRASE (1)

With your class, read and annotate this text!

### Skunks

Have you ever smelled something terrible outside your window at night? It might smell like burning rubber and could make your eyes water. If you do, sneak a peek out your window. You will probably see a small black and white animal. Do you know what it is? It is a skunk! These creatures of the night can be recognized by their unique appearance and telltale way of protecting themselves.

Would you know a skunk if you saw one? Most are about the size of a cat. They have black and white fur. Some are spotted. Others have big white stripes down their backs. These forest animals have small ears and bushy tails.

Skunks protect themselves in an interesting way. When an enemy comes too close the skunk turns and lifts its tail. It shoots a horrible smelling spray. The stinky mist can travel up to 10 feet! Most animals stay far away from these black and white creatures. So do people!

So, the next time you are out at night be on the lookout for these interesting animals. If you meet a skunk, move away slowly. If it sprays, don't worry! You can take a special bath to get rid of the smell!





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

## QUESTIONS ABOUT SKUNKS

1. What color are skunks?

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2. What kind of tails do skunks have?

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3. How far can a skunk spray?

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### **Sentence Starters:**

- In this article we learn that \_\_\_\_\_.
- According to this text, \_\_\_\_\_.
- The author describes \_\_\_\_\_.
- This text explains that \_\_\_\_\_.
- In paragraph 2 we find out that \_\_\_\_\_.
- In paragraph 3 the author says that \_\_\_\_\_.



# Information in a Bulleted List

## LESSON 7

### Objective

Students learn that a bulleted list is a simple way to collect and review related pieces of information.

### Procedure

1. Gather the children and begin to chart a bulleted list of their names on the board. Pause and ask them to help you with your list. They should pick up on the fact that you are not charting random names, but the collection of all of the names of students in the class. Ask them what **TOPIC** you should list on the top that “umbrellas” your list. (Our Class)
2. Explain that oftentimes when researching they’ll come across a bulleted list. Define the bullet as a heavy dot that precedes each word in a list of related items.
3. Beside your class list, write the following **TOPIC: Living Things**. Have individual students come up and add a bullet followed by the name of a living thing. Point out that they’ve created a bulleted list.
4. Photocopy, project, and distribute Information in a Bulleted List, p. 303. Walk students through the activity, leading them to identify the **TOPIC (mammals)** and guiding them in adding to the bulleted list. If a student isn’t sure if a creature is a mammal, ask the class how to find out for certain. (Create a research question and look online.)
5. Finally, MODEL how they can create sentences that incorporate information from the bulleted list into informative sentences, using sentence starters.

**Ex.** *An example of an African mammal is the giraffe.*

*This list of mammals includes the domesticated dog.*

6. To close the lesson, ask students some practical times they might make a bulleted list. (homework, grocery list, steps in a recipe, etc.)

### LESSON AT A GLANCE:

#### Whole Class Activity

- Introduce a simple bulleted list.
- MODEL creating sentences using keywords from the list.
- GUIDED PRACTICE.



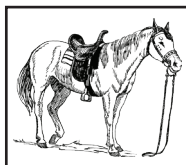
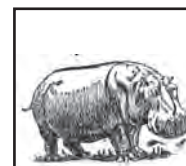
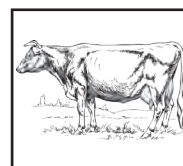
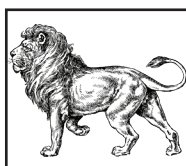
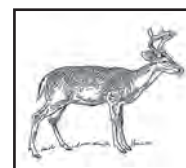
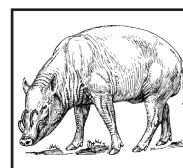
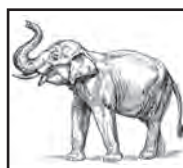
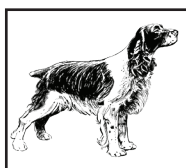
Name: \_\_\_\_\_

## INFORMATION IN A BULLETED LIST

Sometimes information can be presented in a bulleted list. A **bullet** is a dot placed in front of each item on the list. Look at the details in the bulleted list, below. What do you suppose is the TOPIC that umbrellas this list? Read the list, fill in the TOPIC, and add several more bulleted items to the list. (*Hint: each animal on the bulleted list gives birth to live young.*)

TOPIC: \_\_\_\_\_

- dogs
- elephants
- pigs
- deer
- lions
- giraffes
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_



Now, using the sentence starters, write several sentences based on the information on this list.

### Sentence Starters:

- An example of a mammal would be \_\_\_\_\_.
- A \_\_\_\_\_ is \_\_\_\_\_.
- Bullet point three highlights \_\_\_\_\_.
- The list also includes \_\_\_\_\_.
- Another example \_\_\_\_\_.
- This list of mammals \_\_\_\_\_.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

# Analyzing Prompts for Givens and Variables



## LESSON 1

### Objective

Students read prompts or assignments in order to identify the given and variable elements necessary for an effective response.

### Teacher Background

It is important to note that you can assess your students using any of the prompts provided, SP 184-195, at any time during the school year. Read students' impromptu writing through the lens of what you've taught, and how much of that is evident in application. After careful assessment you can use these student responses to recognize class trends, to drive instruction, determine where individual students might need additional review and reinforcement, and to document student growth over time. The given vs. variable lessons here are intended to be used prior to assessment, as our first objective is to empower students to respond appropriately, making critical decisions about genre and purpose within the framework of a particular writing task. **Please keep in mind that all of the prompts in this section can be used for other teaching objectives besides the analysis of givens and variables. They are also well-suited for use in assessment or for process-writing projects.**

### Procedure

1. Explain to the class that at some future point they will be presented with a prompt that will give them an opportunity to showcase all of the specific writing skills they have learned. Discuss the testing process in a matter-of-fact way, explaining that everyone will respond to the same prompt, that there are several elements provided and several decisions that each individual writer will need to make (givens and variables). It is helpful to stress that timed assessments are opportunities for them to have a positive writing experience, rather than a pressure situation in which they need to compete.
2. Choose one of the prompts on SP 184-195. Distribute and project. Discuss the GIVEN elements – those included in the prompt itself that need to be included in the response. Depending on the prompt you've chosen, the topic may be given and main ideas left to the discretion of the author, or the main ideas are given and the specific topic is a variable.
3. Complete the prewriting framework. Allow students to brainstorm ideas for the variables if the prompt requires. Explain that this is the process you would use to analyze a prompt and create a prewriting plan in a testing situation.
4. For this lesson, you need not actually have the students write to the prompt. (Remember, the objective is to help children analyze for givens and variables.) Just go through this procedure with a few of the prompts to help students learn to analyze them for genre, purpose, givens and variables. They'll later apply this every time they approach a writing assignment.

### LESSON AT A GLANCE:

#### Whole Class and Independent Activity

- *Introduce vocabulary: "given" and "variable."*
- *Analyze prompts.*
- *Create prewriting frameworks.*





# Analyzing Prompts for Givens and Variables

## SAMPLE PROMPT:

**Student Page**

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

**ANALYZING PROMPTS (1)**

You've been invited to a birthday party! Write about the games you'll play and foods you'll eat at this special gathering.


GENRE: \_\_\_\_\_

Prewriting Framework:

TOPIC: \_\_\_\_\_

MAIN IDEA #1: \_\_\_\_\_

MAIN IDEA #2: \_\_\_\_\_



SP 184

## KEY:

### Analyzing Prompts (1) - SP 184

GENRE: Informational

TOPIC: Birthday Party

MAIN IDEAS: Games, Foods

### Analyzing Prompts (3) - SP 186

GENRE: Opinion

TOPIC: Beach Outing

MAIN IDEAS: Sand, Water

### Analyzing Prompts (5) - SP 188

GENRE: Informational

TOPIC: A Sport

MAIN IDEAS: Rules, Equipment

### Analyzing Prompts (7) - SP 190

GENRE: Informational

TOPIC: Habitat

MAIN IDEAS: Landscape, Wildlife

### Analyzing Prompts (9) - SP 192

GENRE: Informational

TOPIC: Helpers

MAIN IDEAS: Who they help, Ways they help

### Analyzing Prompts (11) - SP 194

GENRE: Informational

TOPIC: Staying Healthy

MAIN IDEAS: Two ways to stay healthy

### Analyzing Prompts (2) - SP 185

GENRE: Informational

TOPIC: Relative

MAIN IDEAS: Two things you enjoy doing together

### Analyzing Prompts (4) - SP 187

GENRE: Opinion

TOPIC: Playground

MAIN IDEAS: Two things you enjoy doing at the playground

### Analyzing Prompts (6) - SP 189

GENRE: Informational

TOPIC: Mammals

MAIN IDEAS: Appearance Habitat, Behavior

### Analyzing Prompts (8) - SP 191

GENRE: Opinion

TOPIC: Favorite Season

MAIN IDEAS: Weather, Outdoor activities

### Analyzing Prompts (10): - SP 193

GENRE: Opinion

TOPIC: Books

MAIN IDEAS: What book is about, Why you liked it

### Analyzing Prompts (12) - SP 195

GENRE: Informational

TOPIC: Pets

MAIN IDEAS: Supplies, Care