Informative Writing:  All-About - Unit 4 (Lesson 1) Elements of Informational Text

Minilesson Teaching Point: Defining elements of informational text

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

Prior to this lesson, make sure you have exposed students to All-About text i.e. classroom magazines (Scholastic News, Weekly Reader, National Geographic Kids, Time for Kids), nonfiction leveled readers, Gail Gibbons text.

Materials:
• Chart paper and markers
• Sample All-About Books chart featuring some elements of informational text
• Collect enough familiar All-About texts to pass out one to each partnership

Connection:
“Today we are going to start thinking about All-About text. We’ve read several All-About texts this year.” (Give examples such as: Animals Building Homes in Houghton Mifflin Journeys Anthology 2.1, p. 191-205.)

Teach (modeling):
“All-About texts are meant to teach about one topic. They are organized differently than narrative and opinion pieces. When writing an All-About text, the author uses special elements to make it easier for the reader to learn new information. We are going to look at some examples of All-About texts and notice how they look different than narrative stories or opinion pieces.”

Active Engagement (guided practice):
Pass out All-About texts to students, at least one book for each partnership.
“Walk through your All-About text with your partner. What do you notice that you don’t see in narrative stories or opinion pieces?” Allow a few moments for students to peruse the text.
Then ask what differences they noticed and list on chart paper. To get the students started, you may want to give an example such as, “In our text, we noticed a table of contents. Put your hands on your head if your text has a table of contents.” Continue listing what students noticed and name each element. Make sure students notice all elements you are requiring for the final project.

Refer to your list. “We call these elements of informational text.” See sample All-About Books chart.

Bridge to Independent Practice:
“Writers often like to write about what they know. Today you might want to start your own All-About piece. Turn and talk, telling your partner what you are going to write about today.

Closure:
Partner share.

Reflection:

Resources & References: (adapted from, acknowledgements)
Portland Public Schools
All-About Books

• teach about one topic
• can have a table of contents
• can begin each section with a heading
• can have labeled diagrams
• can have captions under pictures
• can include an index
• can include a glossary
**Informative Writing:** All-About - Unit 4 (Lesson 2) **Planning Your Topic**

**Minilesson Teaching Point:** Choosing and planning an appropriate topic

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

**Materials:**
- Chart paper and markers
- Teacher web and class set of webs
- Sample All-About Books chart or Class Chart from Lesson 1
- Collection of All-About texts for students to refer to as they work

**Connection:**
“Yesterday, we listed the elements of All-About text. Authors use these elements to help organize the information and to teach about their topic. Today, we are going to talk about how to choose a topic and organize our ideas about that topic.”

**Teach (modeling):**
“Writers know a lot about the topic they choose to write about. Let’s think about topics we know a lot about, topics we could tell at least five (hold up fingers) facts about.” Choose an example to use throughout the demonstrations in this unit. Our example about mice will be referred to in future lessons. “For example, I know a lot about mice. I know what they look like. I know what they eat. I know how to take care of them. I know what they like to do. I know about their life cycle.” Demonstrate touching one finger for each thing you list.

“I can record my ideas on a web so I can come back later and remember what I want to write. I can add more information as I think of it.” Demonstrate completing a web with the topic in the center and several things you know on the spokes around the center.

**Active Engagement (guided practice):**
Think of a topic you know a lot about. Listing what you know on your fingers may help you decide if it’s a good topic. Turn and talk.

**Bridge to Independent Practice:**
Writers write about what they know. Today you might want to make a list of more topics you know about. You may want to fill out a web. Or, you may want to start writing about your own topic.

**Closure:**
Students can share topics. Teacher can use a document camera to share student examples.

**Reflection:**

**Resources & References:** (adapted from, acknowledgements)
Portland Public Schools
**Informative Writing: All-About - Unit 4 (Lesson 3) Headings**

**Minilesson Teaching Point:** Headings

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

**Materials:**
- Chart paper and markers
- Poster or some prepared examples ready to attach to poster if you’re making poster with your students
- Optional: a set of classroom magazines or a Journeys anthology example

**Connection:**
“We know in All-About books we want to teach the reader about one topic.

**Teach (modeling):**
“When writers want to share or teach information, they organize the information so it’s easier to understand. They also tell the reader what they are going to learn about in this section, or part, before providing the details. We call this a heading. It is a title writers put at the top of each section. Writers use larger, bolder writing so the heading stands out.” Now read through (or write) the poster sharing the examples that show larger, bolder headings above organized information.

**Active Engagement (guided practice):**
Choose a topic from yesterday’s brainstormed list (i.e. cats) that you know your class is familiar with already. Ask students to think of four important sections (main ideas) about this topic.
Model: “For example, if I want to write about cats, I might include what cats look like, what they eat, what they like to do, and how to care for them.” Now have students help you select a second topic. Give students private think time to come up with four possible headings. Turn and talk and then share out.

**Bridge to Independent Practice:**
“Today, writers, as you write your All-About piece, you need to write a heading to let your readers know what they are going to learn about in that section. Remember to write the heading larger and bolder.”

**Closure:** Pop-up share for topic and headings.

**Reflection:**

**Resources & References:** (adapted from, acknowledgements)
Portland Public Schools
**Informative Writing: All-About - Unit 4 (Lesson 4) Table of Contents**

**Minilesson Teaching Point:** Table of Contents

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

**Materials:**
- Chart paper and markers
- Poster or some prepared examples ready to attach to poster if you’re making poster with your students
- Enough All-About books that include a table of contents for each pair of students to have a book (possibly the books from lesson 1 of this unit).

**Connection:**
“Yesterday we talked about how writers organize information with headings to help the reader. We know we read informational text differently than fiction. Readers may not always read your book from the beginning to the end. Today we are going to learn how writers help the reader find information in your book.”

**Teach (modeling):**
“Writers need to list the headings and page numbers so readers can find the section they are looking for. We call this list the table of contents. The table of contents lists all your section headings in order. It also includes the page number where each section starts.” Now read through (or write) the poster sharing the examples that show details of table of contents.

**Active Engagement (guided practice):**
Pass out an All-About book to each pair of students so they can look through the table of contents to see how it helps them know what information is included and where to find it. “Look through your book with your partner and find out what type of information is included in the book. Choose one section and locate the page on which it starts.” Allow time for looking and then share-out the title of one section and the page where you can find it.

**Bridge to Independent Practice:**
“Today, writers, as you continue to write an All-About book, you may want to organize your headings into a table of contents. You can add the page numbers later if you need to.”

**Closure:**
Teacher collects a few student examples to share.

**Reflection:**

**Resources & References: (adapted from, acknowledgements)**
Portland Public Schools
**Informative Writing:**  All-About - Unit 4 (Lesson 5) Model Process for Writing All-About

**Minilesson Teaching Point:** Model Process for Writing All-About Text

<table>
<thead>
<tr>
<th>Standard(s):</th>
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<tbody>
<tr>
<td>W.2.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.</td>
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<table>
<thead>
<tr>
<th>Materials:</th>
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<tbody>
<tr>
<td>• Chart paper and markers (one page for table of contents and one for section)</td>
</tr>
<tr>
<td>• The posters you made for Headings and Table of Contents</td>
</tr>
<tr>
<td>• Predetermined topic and five supporting facts</td>
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<thead>
<tr>
<th>Connection:</th>
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<tr>
<td>“We have talked about how authors pick a topic, decide on the important information, organize the headings, and write the table of contents to help the reader understand the information. Today I’m going to share with you how I get started writing All-About text.”</td>
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<thead>
<tr>
<th>Teach (modeling):</th>
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<tr>
<td>Think aloud about choosing your topic (choose something broad so you can demonstrate narrowing the topic in a later lesson), determining if you have at least five facts (demonstrate counting on fingers) relating to your topic and developing the table of contents by listing the headings.</td>
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<tr>
<td>Choose one heading and demonstrate writing that page. Remember to think aloud about placing your heading at the top of the page and making it larger.</td>
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<tr>
<td>Then model writing some related text under the heading. (If you feel it might be an issue, demonstrate choosing not to include a thought that is an opinion. Stick to the facts.)</td>
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<tr>
<th>Active Engagement (guided practice):</th>
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<tbody>
<tr>
<td>Have students do an A/B share. Set a time limit to ensure each child has time to share. “Tell your partner your topic and five related facts.”</td>
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<thead>
<tr>
<th>Bridge to Independent Practice:</th>
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<tbody>
<tr>
<td>“As you go off to write today, you may want to start with your table of contents like I did today, or you may decide to start writing a section with a heading.”</td>
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<tr>
<th>Closure:</th>
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<tr>
<td>Teacher selects a few samples that show a strong start and shares.</td>
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<tr>
<th>Reflection:</th>
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<tbody>
<tr>
<td>Resources &amp; References: (adapted from, acknowledgements)</td>
</tr>
<tr>
<td>Portland Public Schools</td>
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**Informative Writing:** All-About - Unit 4 (Lesson 6) Using a Challenge

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

**Standard(s):**
- W.2.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
- W.2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.

**Materials:**
- Chart paper and markers
- Your teacher example or shared piece thus far
- Sentence Frames on chart paper or sentence strips

**Connection:**
“We know that in *All-About* text we may organize our information into sections. In many **informative texts** the first part is called the **introduction**. The **introduction** introduces the **topic** and gets the readers excited about reading more. Today we are going to learn about one way authors make a clear **introduction**—they may start by **posing a challenge**.”

**Teach (modeling):**
“When you pose a challenge, you suggest something you think might be difficult for the reader to do. For example, if someone is teaching us all about cheetahs, they might write ‘I’ll bet you can’t run as fast as a cheetah.’ If I am going to write about mice, my challenge might be ‘I’ll bet you couldn’t scare something a hundred times your size.’

You may want to show examples that pose a challenge as an introduction. Soccer example: “If you want to score the winning goal, you’ll need to practice your kicking skills every day.”

**Active Engagement (guided practice):**
“Think about a challenge that goes with your topic. Now turn and talk to your partner about a possible challenge statement for your topic.”

I’ll bet ___________.
If you ___________.

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

**Bridge to Independent Practice:**
“As you go off to write today, you may start by writing your introduction and then continue working on your other sections.”

**Closure:**
Do a pop-up share of challenge statements.

**Reflection:**

**Resources & References:** (adapted from, acknowledgements)
Portland Public Schools
# Informative Writing: All-About - Unit 4 (Lesson 7) Combining Sentences

**Minilesson Teaching Point:** Combine similar ideas into a sentence with a connecting word.

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

**Materials:**
- A sample Teacher web (could use example from Lesson LESSON2 or ask for a volunteer to share a completed web from current work)
- Chart paper and markers
- Post it notes

**Connection:**
"Writers, we have all been planning our writing and organizing our information. We are including interesting information about our topic and posing a challenge to get the reader excited to want to read more. Today many of you will continue writing your table of contents and headings for your All-About text. Some of you are ready to start forming topic sentences and supporting sentences for each section."

**Teach (modeling):**
"Remember, under each heading there needs to be a topic sentence that gives us the most important information for the section”. Show your example of one section of the web. Read the information. Use post it notes to list related details that will be included in the section and add to chart. “What is the most important fact that ties this section together?” Once you have a topic sentence, model using the other information in the section to build some simple sentences. Build some sentences that connect two facts with “and.” Build some sentences that combine three facts with commas. “No matter how we organize our sentences, each heading needs to start with a topic sentence and include supporting sentences."

**Active Engagement (guided practice):**
"Writers, look at our next section. Read all the information and decide which is the most important. Work with your partner to create a topic sentence for this section."
Pop-up share suggestions for the topic sentence.

**Bridge to Independent Practice:**
"Writers, read over your web and make sure you have information in each section. If you do, you are ready to write your topic sentence and supporting sentences. If you don’t have all the sections filled in yet, keep working until you do. If you need some help finding additional information, please let me know.

**Closure:**
Have a few students read one completed section. Have students identify the topic.

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

**Reflection:**

**Resources & References:** (adapted from, acknowledgements)
Portland Public Schools
# Informative Writing: All-About - Unit 4 (Lesson 8) Circling Back as a Conclusion

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

### Standard(s):
- W.2.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
- W.2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.

### Materials:
- Challenge introduction samples from previous lesson
- *Super Storms* by Seymour Simon (As an alternative you could use *Every Planet Has a Place* by Becky Baines.
- Chart paper and markers

### Connection:
“Now that we know how to write an introduction, and organize our middle sections, we need to write a conclusion. The conclusion comes at the end. One way to do this is to circle back to the beginning which means say the same thing in a different way.”

### Teach (modeling):
“In the book, Super Storms the author circles back to the beginning to write the conclusion.” Read the introduction and the conclusion. Talk about how they are both about ants making their home and being busy.

**Introduction:**
“*The air around us is always moving and changing. We call these changes weather. Storms are sudden, violent changes in weather.*”

**Conclusion:**
“No one can prevent storms. But weather reports can predict and warn us when a storm may hit. The more prepared we are, the safer we will be when the next one strikes.”

### Active Engagement (guided practice):
“Now let’s look at the introduction we wrote earlier. Let’s think about how we can say the same thing in a different way for our conclusion. Turn and talk about your ideas for saying the same thing in a different way.” Work together to write several possible conclusions.

“No, since we wrote ‘Introduction’ as a heading, we will be consistent and write ‘Conclusion’ as a heading, too.”

### Bridge to Independent Practice:
“After you finish writing your introduction, you will want to circle back and rewrite your introduction in a different way to make sure you have a conclusion. Remember, if you used the word ‘introduction’ as a heading, you will need to be consistent and write ‘conclusion’ as a heading as well.”

### Closure:
Choose a few students who have finished to show how they circled back by reading their introduction and conclusion aloud.

### Reflection:

### Resources & References: (adapted from, acknowledgements)
Portland Public Schools
**Informative Writing: All-About - Unit 4 (Lesson 9) Diagrams/Captions**

**Minilesson Teaching Point:** Diagrams/Captions

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

**Materials:**
- Chart paper and markers
- Poster or some prepared examples ready to attach to a poster if you’re making a poster with your students
- Collection of pictures on paper with room to write a caption and/or add labels

**Connection:**
“So far we have talked about how writers include **headings** and a **table of contents** to help readers understand what the book includes. Now we will look at how writers add words to the pictures or **diagrams** to help readers understand the information.”

**Teach (modeling):**
“Writers use words connected to the illustrations to give the reader more detailed information. This type of labeled illustration is called a **diagram**. A **diagram** can be a map. A **diagram** can be a picture with parts labeled like in Splash Photography.” Now read through (or write) the poster sharing the examples that show diagrams.

“Writers also use words to tell more about a picture. These words are located next to the picture. We call these words a **caption**.”

Now read through (or write) the poster sharing the examples that show captions.

**Active Engagement (guided practice):**
Have students get with partners. Pass out a picture to each pair and ask students to work together to write a caption or add labels to make the picture a diagram. Share out.

**Bridge to Independent Practice:**
“As you go to work today, writers, you may want to write labels or captions for your illustrations.”

**Closure:**
Gather students together. “Raise your hand if you added a caption to a picture. Raise your hand if you added labels to turn an illustration into a diagram.”

**Reflection:**

**Resources & References: (adapted from, acknowledgements)**
Portland Public Schools
**Informative Writing: All-About - Unit 4 (Lesson 10) Check for spelling errors.**

**Minilesson Teaching Point:** Edit for spelling errors.

**Standards(s):**
- W.2.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
- L.2.2.e. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

**Materials:**
- Editing Checklist
- Student Drafts
- Spelling Dictionaries (Quick Word)
- Most Frequently Written Words List/Word Wall
- “Doctored-up” draft of classroom model, with spelling errors OR another All-About with typical spelling errors.
- Anchor chart (Fix Spelling Errors)

**Connection:**

> “Yesterday we learned how to label diagrams and add captions to pictures. Today we will practice using dictionary guide words to correct our misspelled words. When we are finished, your informative articles should be in good shape, ready for publishing. Let’s look at our shared writing.”

**Teach (modeling):**
Teacher models rereading and circling any words that don’t look right. Teacher models finding correct spelling.

> “Writers, I have a draft of an All–About text here that has plenty of ‘authentic’ spelling. By authentic I mean it is not perfect. Most third graders do not spell perfectly, but we need to try to spell correctly. Why?”

Elicit responses such as you want your reader to get your message, and too much incorrect spelling impedes readability.

Teacher shows model with misspellings.

**Active Engagement (guided practice):**
Students offer suggestions as to which strategies to use and how to spell the words correctly.

**Bridge to Independent Practice:**
Students reread their drafts, looking for spelling errors and using dictionary guide words to help them. (For the student who has more than twenty errors, teacher may recommend that the student correct five to ten words.)

**Closure:**
> “Our work is getting ready to publish. It is becoming more polished, ready for other eyes to read it. Tomorrow we will illustrate and rewrite (type) our drafts. You may choose to submit your article to a classroom newspaper, or make your own tri-fold pamphlet for distribution.”

**Reflection:**

**Resources & References: (adapted from, acknowledgements)**
Portland Public Schools
Lesson adapted from TQW Lesson P-11 Fix Spelling Errors
How to Fix Spelling Errors

Ask a Friend.

Find the word in the classroom.

Try alternative spellings until one looks right.

Look up the word in the dictionary.
**Informative Writing: All-About - Unit 4 (Lesson 11) Using a Checklist**

<table>
<thead>
<tr>
<th>Minilesson Teaching Point: Using a checklist.</th>
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**Standard(s):**
- W.2.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
- W.2.5 With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.

**Materials:**
- Chart paper and markers
- Enlarged “All-About” Checklist/Rubric to display
- Copies of “All-About” Checklist for individual student use
- Teacher written All-About texts
- Colored pencils/markers

**Connection:**
*Writers, we have been writing our own All-About pieces. When we think we are done, we can use a checklist to make sure our writing has everything it needs.*

**Teach (modeling):**
Review the elements of an All-About piece. Post the checklist and go over each item marking “Yes” or “No” as appropriate for the current condition of the teacher written All-About piece. Review checking conventions as needed for your group.

**Active Engagement (guided practice):**
Pass out individual checklists to each student.

*“Now it’s your turn. Get out the pieces you have finished writing. Look at your checklist and make sure you have everything completed. Remember to check for punctuation, capital letters and spelling. Make any changes you need.”*

**Bridge to Independent Practice:**
*Writers, now that you have reread your pieces and completed the checklist, you will go off with your writing partner and have them read your All-About piece and complete the checklist in another color pencil/marker.”*

NOTE: For the next few lessons you may want to revisit some previous topics, depending on where your students are as a whole. Lessons on punctuation, capitalization and spelling may be helpful. You can make intentional mistakes in your samples or use student samples to fix up.

**Closure:**
Choose a few student samples to share with the class.

**Reflection:**

**Resources & References: (adapted from, acknowledgments)**
Portland Public Schools
### All-About Checklist

<table>
<thead>
<tr>
<th>My All-About piece has all the parts:</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title and author’s name</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teaches about one topic</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Table of contents</td>
<td></td>
<td></td>
</tr>
<tr>
<td>At least 4 headings</td>
<td></td>
<td></td>
</tr>
<tr>
<td>At least 1 Labeled diagrams</td>
<td></td>
<td></td>
</tr>
<tr>
<td>At least 1 picture with caption</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>I began with an introduction.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I circled back and ended with a conclusion.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I used complete sentences and combined similar ideas in a sentence using “and.”</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I have ending punctuation.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I checked my spelling.</td>
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## Informative Writing: All-About - Unit 4 - FINAL PROJECT—Day 1 Overview

### Student Goals:
1. Students will gather and organize information about a familiar topic.
2. Students will write an informational text including five or more sentences on related topic.
3. Students will use nonfiction text features including headings, diagrams, and table of contents.
4. Students will use subject/verb agreement, correct pronouns and plurals most of the time.

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

### Description of Project:
Students will write an All-About Book including a table of contents, at least four sections with headings, a labeled diagram or picture with caption, and a cover with title and author’s name.

### Day 1 Materials:
- Chart paper and markers
- Optional: poster of project criteria (sample at end of unit)
- Paper choices for book writing (may want some pages oriented portrait and some oriented landscape, some with picture space, some with lines only, and some blank)
- Sample blank books made from a few sheets of paper you are providing (including a cover).

### Day 1 Connection:
"Writers, we have been learning about All-About books. Today, writers, we are all going to begin writing our own All-About book." (If a student tells you they have already started, congratulate them on having a head start and continue with the lesson.)

### Day 1 Teach (modeling):
Review the elements of an All-About book and set the criteria for this project. Post the criteria in writing as a poster and/or checklist and go over each item on the list. Show the paper choices and blank books stapled together using each of the paper choices. Model thinking about what type of booklet will work best for your topic. “I am going to write about my chickens. I want to include some pictures and I like lots of room for words. I wonder which book will work the best for me?” Make the paper/book choices fit the needs of your students.

### Day 1 Active Engagement (guided practice):
Brainstorm topics. Record as a web or a list on the chart paper. “Now writers, think about a topic you can write about. Think of at least four sections you can write about your topic. Demonstrate counting out the sections on your fingers. “Turn and talk.” Watch as students turn and talk to make sure everyone is counting out the ideas. This may be a time you want to structure your turn and talk with time limits so all students participate fully.

### Day 1 Bridge to Independent Practice:
“Writers, now that you have your ideas, you can get started by writing your table of contents or by beginning one of your sections including the heading. You may even want to write a web to make sure you have your sections planned. Think about the style you want your finished book to be and choose the paper for that style.”

### Day 1 Closure:
Collect today’s work to analyze and help inform your instruction and possible groupings for tomorrow. It will probably become clear which students need more help getting started and you can gather them as a small group on Day 2.

### Reflection:

### Resources & References: (adapted from, acknowledgments)
Portland Public Schools
Informative Writing: All-About - Unit 4 FINAL PROJECT—Day 2   Pictures and Diagrams

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

Day 2 Materials:
• Drafts from yesterday
• Table of contents and section class wrote together during modeled writing (lesson 4 in this unit) and web if you made one

Day 2 Connection:
“Yesterday we began writing our All-About books. Some of you wrote your table of contents and some of you started writing sections with headings.”

Day 2 Teach (modeling):
“Today you may want to think about which section or sections will have a diagram or picture with a caption. I’m going to look back at my table of contents” (generated during lesson 4—modeled writing). “Read the section headings with me and help me decide.” (For example, our topic was pet mice and we decided the section on habitat should have a labeled diagram showing the items in the cage such as water bottle, food dish, hide, bedding, paper tube.) Write the section together including a quick sketch for the labeled diagram.

Day 2 Active Engagement (guided practice):
“Writers, remembering the sections you have planned for your book, think of one section that would be easier for your reader to understand if you included a picture or labeled diagram. Now turn and talk.”

Day 2 Bridge to Independent Practice:
“When you get your draft back, think about which section you will write next. Perhaps it will be the section with your picture or diagram. Today, writers, I will be collecting your drafts again to see where you are with your book. Try to write at least one more section today.” Keep students you determined need help getting started at the carpet with you.

Day 2 Closure:
Collect the drafts to analyze and help inform your instruction and possible groupings for tomorrow.

NOTE: Write two more sections of the class sample book so tomorrow you can show students how to organize the sections and reread for clarity.

Reflection:

Resources & References: (adapted from, acknowledgments)
Portland Public Schools
Informative Writing: All-About - Unit 4 FINAL PROJECT—Day 3  Narrowing Your Topic

**Standard(s):**

- W.2.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
- W.2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.

**Day 3 Materials:**

- Revised and edited drafts
- Prepare two more sections of the class sample book to show students how to reread for clarity and narrow topic if necessary
- Two sections class wrote together for All-About book sample
- Web for class book if you did one together earlier

**Day 3 Connection:**

“Writers, yesterday you worked on writing more sections of your All-About book. I tried to write the next two sections of our All-About book and discovered I have too much information. When I started writing about the life cycle of a mouse I had three pages! I need your help narrowing our topic further. Narrowing in this case means to take out extra information or focusing in on a smaller moment.”

**Day 3 Teach (modeling):**

“Let’s go back to our web and look at our headings.” (Our web for Pet Mice showed headings of habitat, description, caring for them, and life cycle. We had already written the habitat section and description section together as a class.)

“As we look at this web, writers, I realize we can actually write four or more sections for each of these headings!” (Demonstrate by writing the more specific details around each heading.) “I think we could actually write a whole All-About book for each one of our sections. Let’s choose our favorite section and make it into its own book.” (We chose life cycle.)

NOTE: You may not be able to break all of your headings into enough subheadings, but hopefully there is at least one section that can be narrowed. Another option is to use an example from a student you conferenced with yesterday who needed help narrowing a topic. Make sure you have the student’s permission to use their piece.

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

Show the long section you wrote and have student help you break it into four or five more specific, shorter sections based on the new details you just added to your web. Actually cut apart the sections so that the students can see them. (You will mix the sections up for tomorrow’s lesson.)

**Day 3 Bridge to Independent Practice:**

“Think about the sections you have planned for your book. Are you having trouble coming to an end for your section? If so, try dividing your section into even smaller sections. You may want to work with a partner or conference with an adult. Today you will continue writing your sections. If you need to, narrow your piece down. I will collect the drafts again at the end of the day.”

(You may want to pull a small group of students who clearly need narrowing and give them specific guidance.)

**Day 3 Closure:**

Collect the drafts for review. Plan lessons for students needing support.

**Reflection:**

**Resources & References:** (adapted from, acknowledgments)
Portland Public Schools
### Informative Writing: All-About - Unit 4 FINAL PROJECT—Days 4 & 5 Organization of Sections and Finishing

#### Day 4 Materials:
- Revised and edited drafts
- The sections of the latest class draft (developed yesterday) in a pile

#### Day 4 Connection:
“Writers, I noticed when I was looking over your drafts, that many of you have completed nearly all of your sections. Today we are going to work on the organization of our books.”

#### Day 4 Teach (modeling):
“Sometimes as we are writing, we change our mind on what order makes sense for the sections. Let’s look at the sections of our book (about mouse life cycle) we wrote yesterday. Let’s read our sections from yesterday and decide how to arrange them in an order that makes sense.” (Tape up a section and read it together. Then hold up a second section and read it.) “Does this section come before or after the first section we read?” Tape it in place according to class decision. Continue this process with the rest of the sections. Number the sections when you like the order.

#### Day 4 Active Engagement (guided practice):
Pass out the student drafts and have students look over the drafts and number the sections to show the desired order. The sections may already be in order, which is fine. “Writers, check to see which parts of your All-About book you have completed. Do you have four sections with headings? Do you have a table of contents? What about a labeled diagram or picture with caption? Have you written your About-the-Author section?”

#### Day 4 Bridge to Independent Practice:
“When you know which part of your book you are ready to work on next, go to work. Today would be a good day to finish the draft for all your sections. Remember, too, that when you are finished writing, you will read your sections with a partner.”

#### Day 4 Closure:
Collect the drafts for review.

#### Reflection:

Day 5: Students continue with the process until finished. Support individually and in small groups as needed. When finished, students return to independent writing workshop projects.

OPTION: If you have the time (or assistance), conferencing with students individually about their draft can be very enlightening. You can assist with spelling and minor editing and revisions if desired. You can send students back to work on a section that may be unclear. If desired, you can have blank books available in the variety of styles you chose to offer, and have students recopy to make a final book.

After all the books have been written, have a partner share time for 15 minutes. Put all the books out on the table and let partners choose books to read together. Then get together and ask students to share compliments about books, diagrams, sections, etc.

#### Resources & References: (adapted from, acknowledgments)
Portland Public Schools
Mentor Texts

All-About Books

Search your classroom, school, and public library for books by these authors or publishers as they are a great resource:

- Crabapples
- DK Eye Wonder
- Pebble Books
- Rigby PM Plus
- Scholastic Question & Answer Series
- Scholastic Reader
- The Wright Group
- Time for Kids
- True Books
- World’s Weirdest
- Gail Gibbons
When I revise my All-About book, I can ask myself . . .

• What is my topic?
• What elements of nonfiction did I choose to include?
• Is there anything I can add to help my reader understand?
• Do my headings match my information?
### End of Unit Checklist: All-About

**Marking Key:**
- X = Independently
- / = With Support
- — = Not Yet Demonstrating

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<tr>
<th>STUDENTS</th>
<th>Organizes information</th>
<th>Introduces the topic</th>
<th>Adds details that support topic</th>
<th>Incorporates nonfiction text features</th>
<th>Provides concluding statement</th>
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