

## Unit Two – Informational Writing

Think about the reading and the writing that *you* do. You probably read the newspaper, perhaps blogs, emails, books about your job, brochures about upcoming events, magazines and web sites and articles on whatever topics interest you. All of these texts fit under the broad category of informational texts. Students will be writing explanatory/informative texts, one of three types of writing outlined in the Common Core State Standards. The Standards call for second grade students to “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 2.2). The Standards also expect second grade students to “focus on a topic and strengthen writing as needed by revising and editing” with support and guidance from adults and peers (W 2.5), and “recall information from experiences or gather information from provided sources to answer a question” (W 2.8). Students will be channeled to choose topics about which they are passionate and to organize their information intentionally. It relies heavily on the use of mentor texts so that kids generate different possibilities for how their books might look and sound. After studying different kinds of nonfiction mentor texts, children will write and organize their books to communicate information and ideas in new ways. Students will publish two information books over the course of this unit. That’s not to say they won’t be writing lots and lots of books along the way—they will! After writing many books, they will choose one to revise, edit, and publish. But instead of only completing the full writing process with one book at the end of the unit, as they’ve done in prior years, *this* year they will move through the full process twice, once toward the middle of the unit, and once at the end. We will expect them to apply the strategies they learned while working on the first published book to their second, and to move through the process this second time with greater autonomy.