

# Informative/Explanatory – Second Grade

## Research (Biographies)

### Build Concept & Background

Anchor chart - “What is Informative/Explanatory writing?”

What is Informative/Explanatory writing?

---

1. Writing that teaches you something. –Devin
2. Writing that tells you facts. - Carter
3. Writing that explains how to do something. –Katelyn

### Writing Task

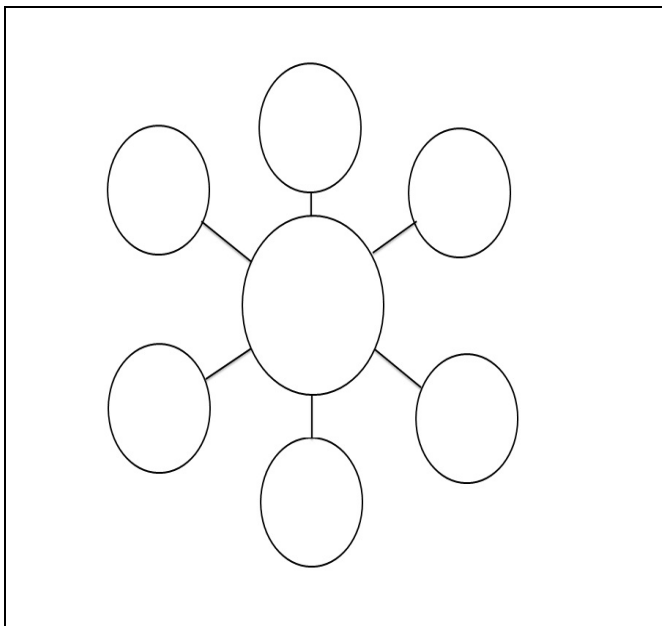
What makes someone an important or influential person?



After learning about a famous author, write information detailing the life events that shaped him or her into an important or influential person in history.

### Plan

Anchor Chart - “Our Favorite Authors”



### Plan/Research

Anchor Chart

Guiding Questions to Think About as we Research...

---

- What is \_\_\_\_\_ known for?
- When was \_\_\_\_\_ born?
- Where was \_\_\_\_\_ born?
- How did \_\_\_\_\_ begin writing?
- What was \_\_\_\_\_ inspiration?
- Who/what helped \_\_\_\_\_ along the way?
- Who/what hindered \_\_\_\_\_ along the way?

## *Informative/Explanatory – Second Grade*

### Research (Biographies)

#### Plan/Research

- Guide the students through a text or online source that is provided by the teacher.
- Teacher introduces and models the source cards and how to use them while researching.

#### Research

- Cut apart and sort source cards into “like” groups.
- Use the icons at the top of each source card to group like source cards.

I.e.-Color the triangle for the source cards in group 1. Color the circle for the source cards in group 2, etc.

#### Prewrite: Points

Teacher Demo:

- Write the point (supporting details) headers (I.e.-childhood, education, writing, famous works, etc.) from the source cards onto the prewrite organizer.

Student Practice:

- Same as teacher demo.

#### Research

Teacher Demo:

- Do more research if needed.

Student Practice:

- Same as teacher demo.

## *Informative/Explanatory – Second Grade*

Research (Biographies)

### Prewrite: Conclusion

Teacher Demo:

- Brainstorm how to provide concluding statement that restates the controlling idea and reiterates the genre of the writing piece.

Student Practice:

- Same as teacher demo.

### Prewrite: Audience Hook

Teacher Demo:

- Brainstorm a clever, catchy way to “hook” the reader.

Ideas for Hooks:

- Question
- Quote
- Exclamatory Statement
- Fact/Statistic

Student Practice:

- Same as teacher demo.

### Drafting: Audience Hook

Teacher Demo:

- Brainstorm how to construct a catchy or engaging hook using the “Who/What” or “Powerful Sentence” chart.

Student Practice:

- Same as teacher demo.

### Drafting: Controlling Idea

Teacher Demo:

- Brainstorm how to construct the controlling idea using the “Who/What” or “Powerful Sentence” chart.

Student Practice:

- Same as teacher demo.

## ***Informative/Explanatory – Second Grade***

Research (Biographies)

### **Drafting: Points**

Teacher Demo:

- Brainstorm how to use the information in the points section of the prewrite organizer to construct sentences using the “Who/What” or “Powerful Sentence” chart.

Student Practice:

- Same as teacher demo.

### **Prewrite: Conclusion**

Teacher Demo:

- Brainstorm how to write a conclusion statement that mirrors the controlling idea that reflects the genre of the piece using the “Who/What” or “Powerful Sentence” chart.

Student Practice:

- Same as teacher demo.

### **Reflect, Revise, Edit**

Teacher Demo:

- How to add details (I.e.- adjectives, additional information) using the “Who/What” or “Powerful Sentence” chart.

Student Practice:

- Same as teacher demo.

### **Publish**

Teacher Demo:

- How to rewrite or retype the final piece including the changes made during the Reflect, Revise, Edit stage.

Student Practice:

- Same as teacher demo.