

## Grade 2 Informative/Explanatory Writing Standard W.2.2

### Grade 2 Informative/Explanatory

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.

### The Reading/Thinking/Writing Task

Students were given several sources, a video to watch and a text to hear read aloud by the teacher. After instruction about how to take notes, public notes were gathered on a class graphic organizer, while students took their own notes. Students were given opportunities to discuss, clarify information, and to orally construct sentences for their piece of writing in order to answer the Focusing Question “*How are trees important to the earth?*”

This is a question that requires students to group information from multiple sources and connect that information into a well-focused, cohesive piece that shows how trees are important to the earth.

*Note: Some of the pieces in this set did not originally have titles. Each was given a basic title for ease of reference.*

### Focus of the Writing Task

*How are trees important to the earth?*

# The Writing Task in the Curriculum

## *How is it embedded in curriculum/content?*

- ★ *Class: 2<sup>nd</sup> grade integrated ELA / science curriculum*
  - focus on the environment, and the importance of trees
- ★ *Curriculum unit*
  - students study the environment, and the important role of trees in our survival
  - emphasis on collecting and grouping information from multiple texts
- ★ *Standards*
  - Science: Local Curriculum Standard
  - Reading: RI.2.1, RI.2.5, RI.2.10
  - Writing: W.2.2, W.2.7, W.2.8, W.2.10

## *How did students build the knowledge they needed?*

- ★ *Sources*
  - “The Importance of Trees” on Youtube: [www.youtube.com/watch?v=2-OoHjjh5fM](http://www.youtube.com/watch?v=2-OoHjjh5fM)
  - The Importance of Trees, article *Adapted from the SavATree web site:* [www.saveatree.com](http://www.saveatree.com)
- ★ *Reading and re-reading*
  - teacher read texts aloud while students read along in their heads
  - students listened to and discussed a video multiple times
  - students took notes on texts using common graphic organizers

## *What instructional approaches were used to teach writing?*

- ★ *Craft lessons*
  - students were introduced to basic expository structures (Painted Essay® in many forms and more) including such elements as introductions, grouping related information together, and conclusions.
  - how to take notes
- ★ *Writing approaches*
  - students were reminded of the elements that make up a strong essay in the directions. Then they wrote and proofread independently.

## *What was the timeframe?*

Brief (2-3 class periods)

*Standard W.2.2*  
*Grade 2*  
*Proficient*

### **The Importance of a Tree**

Did you know millions of tree's are going to whaste. We have to stop cutting down tree's. it may seem like when you cut down a tree we have a lot and it's OK. But there's not.

One reseine tree's ae important is that thay are home's for swurals and other animals like bird's. another reseine tree's are important is that thay protect us from bad weather like havey rain and lightning. Thay also clean the air and remove dust. Acorting to the text there are olney 400 billion tree's left. Tree's are endangered speashy's.

That's why tree's are important.

*Standard W.2.2*  
*Grade 2*  
*Approaching*

### **Trees Are Important**

This week my class is learning about how trees are important. We read articles and watched some videos. Here are some facts we got.

Two tons of bark can make one sheet of paper. An oak tree takes three-hundred years to fully grow. The shade of a tree can cool the earth's temperature. The oldest tree is 9,950 years old. Trees can also block the sound of something.

Like if you live near a highway and trees between it would block the sound. Trees are also homes for wild life like a branch for a bird's nest, or a hollow for a raccoon. Trees are very useful in many different ways.

***Standard W.2.2***  
***Grade 2***  
***Beginning***

## **Trees**

Tree's are Importance

The first resin is trees are hepel for birds that not have homes. Trees make food. Trees stop noise. Trees are var importance.

*Standard W.2.2*  
*Grade 2*  
*Exceeds*

### **We Need Trees to Live**

Buzz! That's the sound of millions of trees being cut down. Each year millions of trees are being cut down. Hopefully we can revise that because if we don't there will be no life on earth. The importance of a tree is very big, trees do a lot for us we should do a lot for them.

For example, trees gives earth nice weather. trees give us nice air temp. Trees also, give us food and oxagen. They feed animals and humans.

Another thing is, trees can give us clean air and reduce noise by obsorveing pollutants and take away noises and turn them into a peaceful sound such a leaves rustling.

Roots also have many jobs such as holding soil in one spot, and obsorbing ran water and chemicals.

Trees make beautiful monumants and have many practical uses. You now make those millions of trees into zero.

**Standard W.2.2**  
**Grade 2**  
**Proficient**

### The Importance of a Tree

Did you know millions of tree's are going to whaste. We have to stop cutting down tree's. it may seem like when you cut down a tree we have a lot and it's OK. But there's not.

One reseine tree's ae important is that thay are home's for swurals and other animals like bird's. another reseine tree's are important is that thay protect us from bad weather like havey rain and lightning. Thay also clean the air and remove dust. Acorting to the text there are olney 400 billion tree's left. Tree's are endangered speashy's.

That's why tree's are important.

**Introduces the topic** with a question and a call to action

The writer establishes the focus/**point** of the piece in the first sentence of the second section by stating "*one reason trees are important.*" The focus is maintained throughout the piece.

**Facts** (evidence) to **develop the point** are grouped together in the second section. The whole piece is organized into an introduction, body, and conclusion.

Uses basic linking words and phrases to connect ideas

**Provides a concluding statement** that restates the focus of the piece

#### **Final Thoughts** **(Gr 2 Informative: Proficient)**

Overall, this second grade essay shows a solid understanding of the topic, the importance of trees. The writer is beginning to group like information into sections and to use linking words and phrases, even though this is not required by the second grade writing standard.

Facts to develop the point are well elaborated, relevant to the focus (that trees are important), and help the reader construct an understanding of the importance of trees in our lives. The concluding statement restates the focus of the piece.

#### **A Word About Language and Conventions** **(Gr 2 Informative: Proficient)**

Although there are some errors, the writer shows *overall control* over grade-level language and conventions.

**Standard W.2.2**  
**Grade 2**  
**Approaching**

**Trees Are Important**

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Two tons of bark can make one sheet of paper. An oak tree takes three-hundread years to fully grow. The shape of a tree can cool the earths temperature. The oldest tree is 9,950 years old. Trees can also block the sound of something.

Like if you live near a highway and trees between it would block the sound. Threes are also homes for wild life like a branch for birds nest, or a hollow for a ratcoon. Trees are very reaceoreful in many different ways.

**Introduces the topic,** trees are important, the **point/focus** of the piece

**Facts** are listed, but do not **develop the point**, in the second paragraph

**Groups related information** into sections

The third section explains how a sound barrier works and other reasons why trees are important to **develop the point**.

**Provides a concluding statement** that may be related to the focus, but it's not clear to the reader

**Final Thoughts**  
**(Gr 2 Informative: Approaching)**

Overall, this second grade essay shows an understanding of the topic, that trees are important, but a limited understanding of the task. The writer introduces the topic and states the focus, trees are important, by explaining what his class did to prepare for the piece. The second section states facts about trees including random sentences about trees.

The writer would benefit from a conference to help him be more selective about choosing evidence that is relevant to the focus of the piece. Craft lessons about how to compose a conclusion would also help this writer.

**A Word About Language and Conventions**  
**(Gr 2 Informative: Approaching)**

Although there are some errors, the writer shows *overall control* over grade-level language and conventions.



**Standard W.2.2**  
**Grade 2**  
**Beginning**

**Trees**

Tree's are Importance

The first resin is trees are hepel for birds that not have homes. Trees make food. Trees stop noise. Trees are var importance.

**Introduces the topic** with the **point**/focus of the piece, trees are important

The writer **develops the topic with facts** (evidence). However, the facts are listed and lack depth.

The **concluding sentence** restates the focus.

**Final Thoughts**  
**(Gr 2 Informative: Beginning)**

Overall, this essay shows some understanding of the topic. The focus of the piece is clear and maintained throughout the short piece. The piece has three reasons trees are important, with some elaboration for the first fact. This writer has a concluding sentence that restates the focus, which meets the standard for proficient at grade two.

This writer would benefit from a conference with the teacher that focuses on developing the points more fully.

**A Word About Language and Conventions**  
**(Gr 2 Informative: Beginning)**

Minimal Control of Conventions: The writer shows some control over language and convention, but the pieces is so short, the writer does not meet grade-level language and conventions standards. The student would benefit from instruction in the following skills:

- spelling
- varied sentence structures

*Standard W.2.2*  
*Grade 2*  
*Exceeds*

## We Need Trees to Live

Buzz! That's the sound of millions of trees being cut down. Each year millions of trees are being cut down. Hopefully we can revise that because if we don't there will be no life on earth. The importance of a tree is very big, trees do a lot for us we should do a lot for them.

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Roots also have many jobs such as holding soil in one spot, and obsorbing ran water and chemicals.

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**Introduces the topic clearly** by providing some context and stating a clear focus

The **point** /focus is clearly communicated and strongly maintained throughout the piece.

The writer **develops the topic** in depth with appropriate, relevant **facts** from the two sources using precise language and domain-specific vocabulary.

Uses some linking words and phrases to connect ideas within categories of information

Although not consistently separated into paragraphs, related information is grouped together and organized into an introduction, body, and conclusion.

**Provides a concluding statement** that relates back to the introduction and is a "call to action" to stop the cutting down of millions of trees

**Final Thoughts**  
**(Gr 2 Informative: Exceeds)**

Overall, this piece exceeds the standard for proficient. It meets all the criteria for proficient, showing solid understanding of the topic, the importance of trees. The writer consistently sticks to that focus, supplying and synthesizing evidence from the two sources.

In addition, the writer uses complex and compound sentences, precise language and domain-specific vocabulary. The conclusion is sophisticated for this grade level because it relates back to the lead that introduces the topic and the focus. The reader has to think about the importance of trees while reading the concluding sentence. The writer did some excellent thinking about how to conclude in a way that brings the piece together into a cohesive whole.

**A Word About Language and Conventions**  
**(Gr 2 Informative: Exceeds)**

Although there are some errors, the writer shows *overall control* over grade-level language and conventions.