Unit of Study: 
Connect, Compare, and Contrast Genres

Cypress-Fairbanks Independent School District 
Elementary Language Arts Department, Grade 2
## Connect, Compare, and Contrast Genres

### For Second-Grade

### TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>PREFACE</td>
<td>ii</td>
</tr>
<tr>
<td>MINI-LESSONS</td>
<td></td>
</tr>
<tr>
<td>Getting Excited About Connecting, Comparing, and Contrasting Books</td>
<td>1</td>
</tr>
<tr>
<td>Classifying Characters, Problems, and Resolutions Across Narrative Genres</td>
<td>2</td>
</tr>
<tr>
<td>Investigating the Parts of a Summary with CPR</td>
<td>3</td>
</tr>
<tr>
<td>Constructing a Well Crafted Summary with CPR</td>
<td>4</td>
</tr>
<tr>
<td>Using Summaries to Compare Books Across Narrative Genres</td>
<td>5</td>
</tr>
<tr>
<td>Classifying Characteristics of Expository Texts</td>
<td>6</td>
</tr>
<tr>
<td>Understanding the Parts of an Effective Summary of an Inform. Text</td>
<td>7</td>
</tr>
<tr>
<td>Evaluating the Effectiveness of an informational Summary</td>
<td>8</td>
</tr>
<tr>
<td>Generating a Summary of an Informational Text</td>
<td>9</td>
</tr>
<tr>
<td>Connecting, Comparing, and Contrasting Across Genres</td>
<td>10</td>
</tr>
</tbody>
</table>
APPENDIX
Summary Graphic Organizer .........................................................A
Story Elements Plot Line..............................................................B
Informational Text Summary Graphic Organizer ..............................C
Unit Overview

This unit will require readers to combine what they have learned throughout the course of the year. Summarizing can be tricky, but is a very necessary skill. Not much emphasis in this unit is placed on the students writing their own summaries during independent reading. Often times, this activity results in a lot of writing, and very little reading! Students must be closely guided through the process of creating summaries, as well as being able to identify good summaries versus poor summaries, before they can write their own.

You will want to use a variety of texts during this unit, on various reading levels. As readers progress in their reading abilities, their books become more complex. Although some students may be reading at a lower level, they definitely need to see examples of summaries from books that are on or above level. In addition, you might also use some literature that is on a lower level to give these students examples from their level of literature.

As always, conferring and small groups will be very important during this unit. After each lesson, teachers should interact with students, making sure they understand the thought process that goes into making a summary. Students that are advancing quickly in this process can be challenged. Teachers can encourage them to compare and contrast many different types of texts.
LESSONS INCLUDED IN THE UNIT OF STUDY:

The following is a list of lessons that are included in the Connect, Compare, and Contrast Genres unit. Each lesson has been assigned a number that correlates to a number found in the upper right corner of each lesson card, which signifies a suggested sequence or progression of the lessons.

After analyzing the grade level expectations, district curriculum, and student needs, teachers should customize the mini-lessons for their students. The mini-lessons are based upon the grade-level expectations found in the English Language Arts and Reading TEKS objectives.

<table>
<thead>
<tr>
<th>Lesson Title</th>
<th>Purpose</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1 Getting Excited about Connecting, Comparing, and Contrasting Books Across Genres</strong></td>
<td>Thoughtful readers read a variety of texts across multiple genres, thinking often about how these texts are similar, different, and supportive of one another.</td>
</tr>
<tr>
<td><strong>2 Classifying Characters, Problems, and Resolutions Across Narrative Genres</strong></td>
<td>Thoughtful readers are able to generalize the types of characters, problems, and resolutions that are present in a variety of narrative genres.</td>
</tr>
<tr>
<td><strong>3 Investigating the Parts of a Summary with CPR</strong></td>
<td>Thoughtful readers use plot structure to aid in understanding the parts of a summary.</td>
</tr>
<tr>
<td><strong>4 Constructing a Well-Crafted Summary with SWBST</strong></td>
<td>Thoughtful readers use the plot structure to aid in writing an effective summary.</td>
</tr>
<tr>
<td><strong>5 Using Summaries to Compare Books Across Genres</strong></td>
<td>Thoughtful readers compare summaries across a variety of genres.</td>
</tr>
<tr>
<td><strong>6 Classifying Characteristics of Expository Texts</strong></td>
<td>Thoughtful readers understand and apply the defining characteristics of expository texts.</td>
</tr>
<tr>
<td><strong>7 Understanding the Parts of an Effective Summary of an Informational Text</strong></td>
<td>Thoughtful readers use knowledge of text organization structures to investigate the parts of an effective summary.</td>
</tr>
<tr>
<td><strong>8 Evaluating the Effectiveness of an Informational Text Summary</strong></td>
<td>Thoughtful readers use their knowledge of text structures to evaluate the effectiveness of written summaries.</td>
</tr>
<tr>
<td><strong>9 Generating a Summary of an Informational Text</strong></td>
<td>Thoughtful readers use their knowledge of boxes and bullets to generate an effective summary of an informational text.</td>
</tr>
<tr>
<td><strong>10 Connecting, Comparing, and Contrasting Across Genres</strong></td>
<td>Thoughtful readers connect, compare, and contrast across genres.</td>
</tr>
</tbody>
</table>
Minilesson: Getting Excited About Connecting, Comparing, and Contrasting Books Across Genres

Materials:
- A variety of books representing all of the genres we have studies this year (fiction, poetry, traditional literature, literary nonfiction, and expository)

Purpose: Thoughtful readers read a variety of texts across multiple genres, thinking often about how these texts are similar, different, and supportive of one another.

TEKS: 2.6B, 2.9A, 2.10A, Fig. 19 E, F

Connection:
- connect today’s work with our ongoing work
- explicitly state my teaching point

Tell the class how excited you are that you are starting a new unit today! Let them know that the next two weeks, you will be taking a look at all of the genres you have studies this year. Make a big deal about the many different genres – you really have covered a lot! Tell students that thoughtful readers not only read a variety of genres, but they think about how these genres are similar and how they are different. Thoughtful readers think about how one text can help them better understand another text. Thoughtful readers learn from their reading life!

Teach:
- restate my teaching point
- tell a personal or class story linked to teaching point
- think aloud & point out things for students to notice

Students, I have a favorite genre. I absolutely love to read (genre)! This isn’t the only type of text I read, though. Sometimes, I read (genre), and when I want to know more about _____ I find myself reading _____. And, when I’m feeling _____, I tend to want to read ____. My point is that I read a variety of genres from day to day. I don’t just read these texts without thinking about all of the other books I have read. For example, when we read the book, _____, it made me think of the poem, ____. When we read the book, _____, I wanted to learn more about (topic), so I read ____. Although these books are not all related, they come together to create who I am as a reader. Reading a variety of genres strengthens me and builds who I am as a reader, and as a person.

Active Engagement:
- involve students by asking them to turn and talk
- listen, observe, and coach active involvement
- share an example of what you heard or observed

Invite the students to turn and talk to their partner about the different genres they enjoy reading. Have them discuss how these genres might be connected. Listen in on their conversations. Share a couple of examples that you overheard.

Link:
- restate the teaching point
- explain how the learning can be used in the future

Tell students that during their independent reading, you want them to be thoughtful readers. As they are reading, they should think about other books that are similar to the one they are reading. They should think about other texts that might help them better understand their current book. Their book might even remind them of a poem you have read as a class.

Possible Conference Questions:
- How’s it going?
- What type of book are you reading today?
- Does this book remind you of any other books you have read?
- Does this book make you want to learn about anything in greater depth?

Possible Things to Make Note of:
Record information that will guide you in choosing your Strategy Groups.
- Make note of book choices – Are students choosing books at an appropriate level?
- Are students making the connection between texts in different genres?
- What types of genres are your students reading?

Teaching Share Time:
- restate the teaching point
- share examples of what you heard or observed

You will want to close today’s lesson with enthusiasm. Share your excitement about reading a variety of books, and how much you learned from your students and their reading.
Minilesson: Classifying Characters, Problems, and Resolutions Across Narrative Genres

Materials:
- Familiar examples of the following texts: realistic fiction, traditional literature, and biography
- Features in Narrative Genres anchor chart

Note: For the lesson this week, we will look at narrative genres. You may want to take a moment to tell your students that although a biography is nonfiction, it follows a narrative structure.

Also, note, that most narrative texts in 2nd grade follow a familiar pattern: the character wants something, but something or someone stands in his or her way. Typically, the character will try to resolve the problem unsuccessfully. When this does not work, the character will attempt another resolution that ultimately works.

Purpose: Thoughtful readers are able to generalize the types of characters, problems, and resolutions that are present in a variety of narrative genres.

TEKS: 2.6B, 2.9A, 2.10A, Fig. 19 E, F

Connection:
- connect today’s work with our ongoing work
- explicitly state my teaching point

Remind students that you are working hard to connect, compare, and contrast a variety of genres. Tell students that, this week, you will be focusing on narrative texts. Share a variety of familiar examples with the students. Remind students that narrative texts are ones that tell a story. They have a character, setting, and a plot. They typically have paragraphs and chapters, and use story language. These are the types of books you will focus on this week. Let students know that thoughtful readers think about how all of these types of books are similar, and how they are different.

Teach:
- restate my teaching point
- tell a personal or class story linked to teaching point
- think aloud & point out things for students to notice

Display the Features in Narrative Genres anchor chart.

<table>
<thead>
<tr>
<th>Features in Narrative Genres</th>
<th>Types</th>
<th>Realistic Fiction</th>
<th>Traditional Literature</th>
<th>Biography</th>
</tr>
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<tbody>
<tr>
<td>Setting</td>
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<tr>
<td>Characters</td>
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<td>Problem/Resolution</td>
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</tbody>
</table>

Tell students that you are proud of the fact that they have become experts of a wide variety of literary genres throughout the year. Inform students that today’s lesson will focus on drawing comparisons between the various genres by investigating settings, characters, and problems/resolutions.

Think aloud, focusing on one or two narrative genres previously taught. Consider the types of settings commonly featured within these genres (i.e. fairy tales have imaginary kingdoms, and take place “once upon a time”; realistic fiction and biographies are set in a realistic place.)

Next, focus on the characters within narrative texts. Often times, the characters can help you identify the genre (i.e. princesses and fairy godmothers are in fairy tales, characters (subjects) that really exist help you know it is a biography).

Finally, consider the types of conflicts commonly featured within these genres (i.e. man vs. self, man vs. man, or man vs. world).

Active Engagement:
- involve students by asking them to turn and talk
- listen, observe, and coach active involvement
- share an example of what you heard or observed

Invite the students to turn and talk with their partner about the different genres. Ask them to talk about how they are similar, and how they are different. Listen in on their conversations.

Share some of the conversations you overheard.

Link:
- restate the teaching point
- explain how the learning can be used in the future

Remind students that thoughtful readers look closely at the characters, setting, problem, and resolution within different genres. As they read, they should think about what type of book they are reading, and how these story elements help define their genre.

Possible Conference Questions:
- How’s it going?
- What genre are you reading? How are the story elements similar to/different from other genres you’ve read?

Possible Things to Make Note of:
Record information that will guide you in choosing your Strategy Groups.

- Make note of book choices – Are students choosing books at an appropriate level?
- Are students able to identify the genre they are reading?
- Are students able to express how the story elements help them identify or define the genre?

Teaching Share Time:
- restate the teaching point
- share examples of what you heard or observed

Gather students to share some of the great things you heard today. Be sure to share some examples of different genres read, along with the story elements that helped define the genres.
Minilesson: Investigating the Parts of a Summary with CPR

Materials:
- Summary PowerPoint, slides
- A short familiar book from a series
- Summary graphic organizer (see Appendix A)

Note: This lesson comes from the 3-5 traditional literature unit (lesson TL22). Modifications have been made so that the lesson fits in the 2nd grade Connect, Compare, and Contrast unit.

Purpose: Thoughtful readers use plot structure to aid in understanding the parts of a summary.

TEKS: 2.6B, 2.9A, 2.10A, Fig. 19 E, F

Connection: connect today's work with our ongoing work explicitly state my teaching point

Remind students of all of the hard work they did in the previous traditional literature unit, as well as all of their hard work the last couple of days in the current unit. Tell them that everything they have been learning about characters, settings, problems and resolutions will help them create summaries. Explain that thoughtful readers summarize as a way to help monitor their comprehension. Explain that, in today’s lesson, you will guide them in an investigation of the basic parts of an effective summary.

Teach:
- restate my teaching point
- tell a personal or class story linked to teaching point
- think aloud & point out things for students to notice

Display Summary PowerPoint slides 1-5. As you show the students each of the slides, explain that a summary is a short paragraph that retells the most important ideas from the story in sequential order. Tell students, that when readers summarize, they pick out the most important information and put the information into their keeping the summary brief. A good summary concisely captures the most important details and events in the story about the characters, the problem, and the resolution.

Read your story aloud, pausing intermittently to share your thinking. After reading the text, talk about the beginning of the story, capturing the scope of the important information presented about the characters. Explain that an effective summary starts with the most important details about the characters. Record the important details about the characters in that segment on the Summary graphic organizer.

Active Engagement:
- involve students by asking them to turn and talk
- listen, observe, and coach active involvement
- share an example of what you heard or observed

Invite the students to participate in identifying the problem and resolution of the story. As students are constructing the details about the problem and the resolution, guide their thinking by reminding them to focus on the important information about the problem. Record the problem details in the middle section of the Summary graphic organizer. Tell the students that the end of the story starts with the climax and includes the falling action and the resolution. Have the students work as partners to talk about the remainder of the story and to identify the resolution. Listen in on their conversations. Record the details about the resolution in the final section of the Summary graphic organizer.

Link:
- restate the teaching point
- explain how the learning can be used in the future

Remind students that being able to summarize what they have read helps them monitor how well they understood a text.

Possible Conference Questions:
- How’s it going?
- Have you located information about the character(s), problem, and resolution?
- What details help the reader to determine the problem and resolution?

Possible Things to Make Note of:
- Record information that will guide you in choosing your Strategy Groups.
  - Make note of book choices – Are students choosing books at an appropriate level?
  - Are students making the connection between books in a series?
  - What types of genres are your students reading?
  - Are students able to locate the characters, problem, and resolution?

Teaching Share Time:
- restate the teaching point
- share examples of what you heard or observed

Gather students to share some of the great things you heard today. Remind them, that identifying the characters, problem, and resolution with help them form a summary.
Minilesson: Constructing a Well-Crafted Summary with SWBST

Materials:
- A completed Story Elements Plot Line Diagram from a familiar narrative text (see Appendix B)
- Chart paper

Note: This lesson comes from the 3-5 traditional literature unit (lesson TL23). Modifications have been made so that the lesson fits in the 2nd grade Connect, Compare, and Contrast unit.

Purpose: Thoughtful readers use the plot structure to aid in writing an effective summary.

TEKS: 2.6B, 2.9A, 2.10A, Fig. 19 E, F

Connection:
- connect today's work with our ongoing work
- explicitly state my teaching point

Congratulate students on all of the work they have done thus far in this unit. Remind students that knowledge of the structure, or the way that a story is constructed, helps thoughtful readers better remember and understand what they have read. Remind students that, in previous lessons, you showed them how to identify the basic elements of stories: characters, setting, and plot. Explain that today you will show them how thoughtful readers summarize as a way to help keep track of the most important ideas within the story. Discuss the narrative elements on the chart. Explain that you will use the plot diagram to help write a summary.

Teach:
- restate my teaching point
- tell a personal or class story linked to teaching point
- think aloud & point out things for students to notice

Remind the students that a summary is a short paragraph that retells the most important ideas about the characters, problem, and resolution from the story. Tell students that when thoughtful readers summarize, they pick out the most important information about the characters, problem, and resolution, and put the information into their own words, all while keeping the summary brief. Explain that an effective summary does not have a set number of sentences. Rather, and effective summary concisely captures the most important details in the entire story about the characters, the problem, and the resolution.

Write the following on your chart paper:
- Share the completed Story Elements Plot Line Diagram with the students. Remind the students that previously you used this type of graphic organizer to help keep track of the most important ideas within the story. Discuss the narrative elements on the chart. Explain that you will use the plot diagram to help write a summary.
- \( \text{(Somebody) \text{ – character) Wanted} \text{ (character’s goal) But (problem) So (rising action to climax) Then (resolution).} \)
- Explain to the students that a summary is a paragraph that expresses the most important details of the story. By using “Somebody wanted _____ but _____ so _____ then _____”, readers are able to concisely convey the main message of the story. Let students know that SWBST is not always the way a summary is presented, but it does encompass the main components of a complete summary.
- Think out loud as you begin to write a summary. Star by identifying the main character. Although the setting is not represented in SWBST, be sure to add it if it is important to the story. Next, begin to share the goal or desire of the main character – what he or she wanted.

Active Engagement:
- involve students by asking them to turn and talk
- listen, observe, and coach active involvement
- share an example of what you heard or observed

Ask students to turn and talk to their partner about what got in the way of the main character attaining their goal. Listen in on their conversations. Record the information on your anchor chart.

Repeat this procedure for the following two pieces of information – the rising action/climax, and the resolution. Record this information on the anchor chart.

Read what you have written to the students. Tell them that these sentences make up a summary.

Link:
- restate the teaching point
- explain how the learning can be used in the future

Tell students that, as they read, they should be making mental notes of CPR – the character, problem, and resolution. They should then be transferring this information into a mental summary. When someone asks what happened in their book, they will be ready with an answer!

Possible Conference Questions:
- How’s it going?
- Tell me what happened (or is happening) in your book.

Possible Things to Make Note of:
Record information that will guide you in choosing your Strategy Groups.
- Is the student making note of CPR as he or she is reading?
- Can the student verbalize a summary?

Teaching Share Time:
- restate the teaching point
- share examples of what you heard or observed

Share with students some of the great things you heard today. You might even ask some of the students to share what happened in their book – in summary format!
Minilesson: Using Summaries to Compare Books Across Genres

Materials:
- Prior to today’s lesson, you will want to prepare a few summaries of a variety of narrative genres you have read in class
- A familiar series or two (Arthur, Henry & Mudge, Horrible Harry, Magic Tree House, etc.)

Purpose: Thoughtful readers compare summaries across a variety of genres.

TEKS: 2.6B, 2.9A, 2.10A, Fig. 19 E, F

Connection:
- connect today’s work with our ongoing work
- explicitly state my teaching point

Congratulate students on their continued success in learning about summaries. Tell students that thoughtful readers not only create summaries of texts they have read, but they also compare them within and across genres.

Teach:
- restate my teaching point
- tell a personal or class story linked to teaching point
- think aloud & point out things for students to notice

Remind students, that toward the beginning of the year, you talked about connections. One of the types of connections you discussed was text-to-text connections. These types of connections are very important. We don’t just want to say, “This book reminds me of another book!” We want to think about how and why we have made this connection. Summaries play an important role in this process. When one text reminds us of another text, we can start to see patterns, and make predictions. Not all books are the same, but some tend to follow similar patterns.

Show student the books you have pulled for today’s lesson. Tell them that you enjoy reading these books, because they follow a pattern. For example, you know that Jack and Annie (Magic Tree House) are always going to go somewhere in history within their story. You also expect that you will learn about that historical location or event. Jack and Annie will have a goal they are trying to reach, but something or someone will stand in their way. After reading several Magic Tree House books, you know that these loveable characters always accomplish their goal, and find their way home – safe and sound.

Share with students some of the summaries you have written. Model thinking aloud about how the texts are similar, or how they are different.

Active Engagement:
- involve students by asking them to turn and talk
- listen, observe, and coach active involvement
- share an example of what you heard or observed

Tell students that it is now their turn. They will turn and talk to their partner about 2 of the summaries you have shared. They should explain how they are similar, or how they are different. Listen in on their conversations.

Share some of the ideas that you overheard.

Link:
- restate the teaching point
- explain how the learning can be used in the future

Tell students that you want them to be doing some very deep thinking today while they read. No matter what text they are reading, they should be thinking about CPR, and an overall summary of the text. They should also be thinking about any other texts that are similar to the one they are reading. Remind them that it could be a poem that they make a connection with, or maybe a biography. Let them know that you are excited to hear what they are thinking.

Possible Conference Questions:
- How’s it going?
- Can you tell me about your CPR?
- Does this book remind you of another? How does that connection help you in better understanding this book?

Possible Things to Make Note of:
Record information that will guide you in choosing your Strategy Groups.

- Is the student making note of CPR as he or she is reading?
- Can the student verbalize a summary?
- Is the student able to make reasonable connections, and justify their importance?

Teaching Share Time:
- restate the teaching point
- share examples of what you heard or observed

Take a moment to remind students that good readers – thoughtful readers – are always thinking while they are reading. Share some of the great things that you overheard during independent reading. You might choose to make connections between the books that students shared with you that day!
**Minilesson:** Classifying Characteristics of Expository Texts

**Materials:**
- Examples of familiar expository texts
- Chart Paper, with the title – Expository Structures

**Note:** This lesson comes from the 3-5 Connect, Compare, & Contrast unit (lesson CCC13). Modifications have been made so that the lesson fits in the 2nd grade Connect, Compare, and Contrast unit.

**Purpose:** Thoughtful readers understand and apply the defining characteristics of expository texts.

**TEKS:** 2.13A, 2.14A, Fig. 19 E, F

**Connection:**
- connect today’s work with our ongoing work
- explicitly state my teaching point

Congratulate your readers on all of their hard work they have done so far in this unit. Tell students that today, you are going to begin working with expository texts, again. Invite students to recall their experience in reading expository texts. Remind them that expository texts contain factual information that is accurate, and written with the intent to inform, explain, or persuade. Explain that understanding the characteristics of the expository genre will help them comprehend such texts while reading. Remind students that as a refresher, they will re-explore the common characteristics of expository texts.

**Teach:**
- restate my teaching point
- tell a personal or class story linked to teaching point
- think aloud & point out things for students to notice

Remind students that expository texts are pieces of literature that contain factual information about a particular subject or topic. Unlike narrative texts, like you discussed last week, expository texts are not organized using plot structure. Authors of expository texts may have numerous reasons for writing a text. These reasons include: to inform, to persuade, or to explain. An expository text, whether it is a picture book, a longer text, or maybe even an information poem, focuses on a particular topic.

Think out loud about the expository books you have pulled to share today. Talk about some of the characteristics that help you to know they are expository. Begin to record some of these characteristics on your anchor chart.

**Expository Structures**
- Usually has no characters, and no plot
- Written to inform, persuade, or explain
- Contains factual information
- Focused around a central idea, topic, or theme
- Often contains specialized vocabulary
- Distinguishing text features that include subheadings, captions, photographs, charts, bolded words, etc.

**Active Engagement:**
- involve students by asking them to turn and talk
- listen, observe, and coach active involvement
- share an example of what you heard or observed

Ask students to turn and talk to their neighbor about some of the other characteristics they remember about the expository genre. Listen in on their conversations. Record these items on the anchor chart.

**Link:**
- restate the teaching point
- explain how the learning can be used in the future

Let students know that you will be focusing on expository texts this week, and learning how to summarize them. As they read today, they should think about how their expository texts are different from the narrative texts they read last week.

**Possible Conference Questions:**
- How’s it going?
- Tell me about the book you are reading.
- How do you know this is an expository text?
- What are some details in this section?
- What is the main idea of this section?

**Possible Things to Make Note of:**
Record information that will guide you in choosing your Strategy Groups.

- Do the students remember how to navigate the features of an expository text?
- Are students able to remember how to come up with the main idea of a section?

**Teaching Share Time:**
- restate the teaching point
- share examples of what you heard or observed

Take a moment to congratulate students on all that they remembered about expository texts. Tell them about some of the things you heard during independent reading. Let the students know that you are excited about learning how to create a summary for expository texts!
Minilesson: Understanding the Parts of an Effective Summary of an Informational Text

Materials:
- A familiar informational text that has been read in its entirety
- Informational Text Summary graphic organizer (see Appendix C)
- Summary PowerPoint, slides 2-3

Note: This lesson comes from the 3-5 Nonfiction Matters unit (lesson NF21). Modifications have been made so that the lesson fits in the 2nd grade Connect, Compare, and Contrast unit.

Purpose: Thoughtful readers use knowledge of text organization structures to investigate the parts of an effective summary.

TEKS: 2.13A, 2.14A, Fig. 19 E, F

Connection:
- connect today’s work with our ongoing work
- explicitly state my teaching point

Congratulate students on all of their hard work over the past few days. Take a moment to remind students about the structure of informational texts. Review the layout of these types of texts, and remind students about all of the hard work you did during the nonfiction unit with boxes and bullets. Tell students that all of that information is going to help them better understand how to create an informational text summary.

Teach:
- restate my teaching point
- tell a personal or class story linked to teaching point
- think aloud & point out things for students to notice

Remind the students that a summary is a short paragraph that restates the most important ideas from the text. Show the Summary PowerPoint, slides 2-3, relaying the difference between a summary and main idea (the box part of boxes and bullets). Tell students, that when thoughtful readers summarize, they pick out the important ideas about the topic and put those ideas into their own words. Tell students that an effective summary does not have a set number of sentences. Rather, an effective summary of an expository text concisely captures the most important ideas within the text. Tell students that, in general, an effective summary of an informational text includes important information shared in the introduction, body, and conclusion of the nonfiction text.

Display an enlarged blank Informational Text Summary graphic organizer and record the title and the subject of the selection. Revisit the familiar text. Skim the text and discuss important details relayed in the introduction of the text. Record a synthesis of the most important ideas presented within the introduction of the text into the appropriate section of the graphic organizer.

Focus student attention on the body of the text. Explain that this section does the bulk of the work in an informational text. Skim the selection and discuss important details discussed in the body of the text. Record the important ideas presented within the body of the appropriate section of the graphic organizer.

Active Engagement:
- involve students by asking them to turn and talk
- listen, observe, and coach active involvement
- share an example of what you heard or observed

Have students work with their partner to talk about the remainder of the text. Invite students to turn and talk with their partner about the big idea presented in the conclusion of the story. Listen to the conversations. Record the important ideas relayed in the conclusion of the text into the appropriate section of the graphic organizer.

Link:
- restate the teaching point
- explain how the learning can be used in the future

Remind students that being able to summarize what they have read will help them monitor how well they comprehend the text. Emphasize the importance of considering the important ideas from the introduction, body, and conclusion of the text that they are reading. You may wish to give multiple sticky notes to students to cut apart so that they have 3-4 flags for important details within the various parts of the book or article.

Possible Conference Questions:
- How’s it going?
- What can you tell me about the book you are reading?
- Tell me about the beginning/middle/end of your article.

Possible Things to Make Note of:
Record information that will guide you in choosing your Strategy Groups.

- What the students are recording on sticky notes.
- Are students able to identify the important details within their text?
- Are students able to summarize the text?

Teaching Share Time:
- restate the teaching point
- share examples of what you heard or observed

Share with students some of the great things you heard today. Congratulate them on their hard work, and tell them that you look forward to continuing your work with summaries.
Minilesson: Evaluating the Effectiveness of an Informational Text Summary

Materials:
- A familiar informational text
- Completed Informational Text Summary graphic organizer
- Summary examples
- Questions to Evaluate a Summary chart

Note: This lesson comes from the 3-5 Nonfiction Matters unit (lesson NF22). Modifications have been made so that the lesson fits in the 2nd grade Connect, Compare, and Contrast unit.

Prepare summary examples (1 well-written and 3 non-examples) on chart paper using the familiar informational text from lesson CCC7 prior to teaching this lesson.

Purpose: Thoughtful readers use their knowledge of text structures to evaluate the effectiveness of written summaries.

TEKS: 2.13A, 2.14A, Fig. 19 E, F

Connection:
- connect today’s work with our ongoing work
- explicitly state my teaching point

Celebrate the students’ understanding of nonfiction summaries. Remind students that, in the previous lesson, they explored how to identify the basic parts of a summary. Explain that, in today’s lesson, they will continue their exploration, focusing on how to evaluate the effectiveness of written summaries.

Questions to Evaluate a Summary

- If I had not read the book/article myself, would I be able to clearly understand what the text was mainly about from the summary?
- Does the summary include information from the introduction, body, and conclusion?
- Is there anything important that should be added?
- Is there anything unimportant in this summary that needs to be left out?

Active Engagement:
- involve students by asking them to turn and talk
- listen, observe, and coach active involvement
- share an example of what you heard or observed

Ask students to discuss what they noticed about your think aloud. Listen to the conversation to gauge the students’ understanding of what makes an effective summary. Show students another summary example. Refocus the students’ attention on the graphic organizer, and ask students to think about the most important ideas from the text. Ask students to use the questions on the anchor chart to evaluate if the summary most effectively captures the most important ideas in the book/article.

Teach:
- restate my teaching point
- tell a personal or class story linked to teaching point
- think aloud & point out things for students to notice

Recap previous learning by reviewing that nonfiction summaries a short restatements of the most important details within a text. Reiterate that an effective summary does not have a set number of sentences. Rather, an effective expository summary concisely captures the most important ideas in the introduction, body, and conclusion of the piece. Revisit the completed Informational Text Summary graphic organizer from lesson CCC7. Think aloud about the most important ideas within the text. Review the information recorded on the graphic organizer.

Display the four sample summaries recorded on chart paper. Read a non-example summary aloud and share your thinking, evaluating whether or not the summary effectively captures the most important ideas in the text. You may wish to create an anchor chart similar to the one below that includes the following questions to guide your thinking.

Possible Conference Questions:
- How’s it going?
- Can you tell me about the big ideas in your book?
- What is happening in the beginning/middle/end?

Possible Things to Make Note of:
Record information that will guide you in choosing your Strategy Groups.
- What the students are recording on sticky notes.
- Are students able to identify the important details within their text?
- Are students able to summarize the text?

Teaching Share Time:
- restate the teaching point
- share examples of what you heard or observed

Share with students some of the exciting things you heard today. Tell students that you could see the enthusiasm in the room. Let them know that you learned so much from what they shared, and that you can’t wait to learn more tomorrow!
**Minilesson: Generating a Summary of an Informational Text**

**Materials:**
- Completed *Informational Text Summary* graphic organizer from lessons CCC7 and CCC8
- Informational text used in lessons CCC7 and CCC8
- *Questions to Evaluate a Summary* chart
- Chart paper

**Note:** This lesson comes from the 3-5 Nonfiction Matters unit (lesson NF23). Modifications have been made so that the lesson fits in the 2nd grade Connect, Compare, and Contrast unit.

**Purpose:** Thoughtful readers use their knowledge of boxes and bullets to generate an effective summary of an informational text.

**TEKS:** 2.13A, 2.14A, Fig. 19 E, F

**Connection:**
- connect today’s work with our ongoing work
- explicitly state my teaching point

Applaud the students for their hard work on nonfiction summaries. Remind students that summarizing a text helps thoughtful readers better ensure that they have understood the information that they have read. Remind students that, in previous lessons, they explored how to identify the basic parts of a summary and how to evaluate the effectiveness of a written summary. Explain that in today’s lesson, they will explore the process of composing an effective informational text summary.

**Teach:**
- restate my teaching point
- tell a personal or class story linked to teaching point
- think aloud & point out things for students to notice

Remind students that a summary is a short paragraph that restates the most important ideas from the text. Tell students that, when thoughtful readers summarize, they pick out the most important ideas about a topic and put those ideas into their own words. Students that an effective summary does not have a set number of sentences. Rather, an effective summary of nonfiction text concisely captures the most important ideas within the text. Tell students that, in general, an effective summary of an informational text includes important information shared in the introduction, body, and conclusion of the nonfiction text.

Display the complete graphic organizer from lessons CCC7 and CCC8. Explain to the students that they will now use this graphic organizer to help complete a summary.

Think aloud as you use information from the graphic organizer to write the first part of the summary. Record a summary of the most important idea(s) presented within the introduction of the text. This statement should introduce the topic of the text. Remember to be concise.

Share with students some good things you heard today. Tell them that you are excited about their learning, and their progress in being able to summarize using the important details from the beginning, middle, and end of their texts.

**Possible Conference Questions:**
- How’s it going?
- Can you tell me about the big ideas in your book?
- What is happening in the beginning/middle/end?

**Possible Things to Make Note of:**
Record information that will guide you in choosing your Strategy Groups.
- What the students are recording on sticky notes.
- Are students able to identify the important details within their text?
- Are students able to summarize the text?

**Teaching Share Time:**
- restate the teaching point
- share examples of what you heard or observed

Remind students that being able to summarize what they have read helps them monitor how well they understood a text. Tell students that they will continue to think about the important ideas within their text, and formulate summary statements in their mind as they are reading.

**Active Engagement:**
- involve students by asking them to turn and talk
- listen, observe, and coach active involvement
- share an example of what you heard or observed

Invite the students to participate in summarizing the remainder of the piece by providing sentences that synthesize the body and conclusion of the text selection. Encourage the student to use the information recorded on the graphic organizer to construct this summary. As students synthesize the important ideas from the body and conclusion, listen in on their conversations. Record the summary for the body and conclusion on the chart paper.

**Link:**
- restate the teaching point
- explain how the learning can be used in the future

Remind students that understanding the Expository Writing Rubric (4s and 3s)
Minilesson: Connecting, Comparing, and Contrasting Across Genres

Materials:
- A variety of familiar texts from various genres.
  You will want to pick 2 sets of texts that you can easily use to connect, compare, and contrast using their summaries. You might choose a historical fiction book and an article from the time period that the book is about.

Purpose: Thoughtful readers connect, compare, and contrast across genres.

TEKS: 2.6B, 2.9A, 2.10A, 2.13A, 2.14A, Fig. 19 E, F

Connection:
- connect today’s work with our ongoing work
- explicitly state my teaching point

Tell the class that you are very proud of all of the hard work they have done in learning how to summarize a variety of different genres. Remind them that summarizing a text helps them better understand what they have read, but a reader should also compare their summary to other texts he or she has read in order to become a stronger, and more thoughtful reader.

Teach:
- restate my teaching point
- tell a personal or class story linked to teaching point
- think aloud & point out things for students to notice

Tell students you want to take a look at some familiar texts, and compare their summaries to see if it can deepen you understanding. Show the students two different texts. Tell them that one of the texts actually better helped you understand one of the other books.

Verbalize the summary of your first book. Then, verbalize the summary of the second book. Talk to the students about how these books are similar. Explain to them how one of the books better helped you understand the second book. If the books are different in some ways, talk about their differences. Again, explain how these differences better help you to understand both pieces of text.

Active Engagement:
- involve students by asking them to turn and talk
- listen, observe, and coach active involvement
- share an example of what you heard or observed

Share with the students two more familiar texts. They do not have to be the same genres as the two in your teach portion of the lesson. Ask students to turn and talk to their partner about how the information in one book might help you, as a reader, better understand the information in the other book. The story lines may be similar; the character might share interests, etc. Listen in on their conversations.

Share some of the things you heard the students talking about.

Link:
- restate the teaching point
- explain how the learning can be used in the future

Tell students that you will be coming to talk to them about what they are reading. Let them know that you will be asking them to connect, compare, or contrast their current book to another book they have read. They should be able to concisely summarize the texts in order to explain their thoughts to you.

Possible Conference Questions:
- How’s it going?
- Can you tell me about the big ideas in your book?
- What is happening in the beginning/middle/end?

Possible Things to Make Note of:
Record information that will guide you in choosing your Strategy Groups.

- What the students are recording on sticky notes.
- Are students able to identify the important details within their text?
- Are students able to summarize the text?

Teaching Share Time:
- restate the teaching point
- share examples of what you heard or observed

Share with students some good things you heard today. Tell them that you are excited about their learning, and their progress in being able to summarize using the important details from the beginning, middle, and end of their texts. Also tell them that you were excited to hear the ways in which they were able to connect, compare, and contrast texts across such a variety of genres.