

Informational Writing

First Grade

Concept 1: Writers select things they know all about so they can teach others.

Lesson 1: Think of topics in which they are experts and contribute their ideas to develop a class anchor chart.

Lessons 2-4: Writers understand and practice informational writing on three topics: animals, people, activities.

Concept 2: Writers plan and write informational books in an organized way.

Lesson 5: Writers independently write informational books on categories and topics of their choice.

Concept 3: Writers reread and revise to...

Lesson 6: Writers draw and label diagrams.

Lesson 7: Writers invite readers to ask questions about their book.

Lesson 8: Writers add more information to their book by answering their partner's question.

Lesson 9: Writers write different types of endings.

Lesson 10: Writers choose the ending they like best.

Lesson 11: Writers sort information into categories to create a table of contents.

Concept 4: Writers edit to make their writing more readable for an audience.

Lesson 12: Writers capitalize the first word in a sentence and the pronoun "I".

CCSS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects K-5, CCSS: Grade 1, Writing

2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

- W.1.2. Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.

5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

- W.1.5. 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.

Research to Build and Present Knowledge

7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

- W.1.7. Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).

CCSS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects K-5, CCSS: Grade 1, Speaking and Listening

Comprehension and Collaboration

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.

- SL.1.1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
- SL.1.1a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
- SL.1.1b. Build on others’ talk in conversations by responding to the comments of others through multiple exchanges.
- SL.1.1c. Ask questions to clear up any confusion about the topics and texts under discussion.

5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

- SL.1.5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

- SL.1.6. Produce complete sentences when appropriate to task and situation.

CCSS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects K-5, CCSS: Grade 1, Language

2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- L.1.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- L.1.2a. Capitalize dates and names of people.
- L.1.2b. Use end punctuation for sentences.
- L.1.2c. Use commas in dates and to separate single words in a series.
- L.1.2d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.

1st Grade Informational Writing

Lesson 1 (2 days)

Concept: Writers select things they know all about so they can teach others.

Student Action: Think of topics in which they are experts and contribute their ideas to develop a class anchor chart.

Pre-Corrections:	<ul style="list-style-type: none">• For struggling writers, consider putting them in triads during “I Do It” and “We Do It” (low, medium, medium)• When it’s time for students to add their ideas to the chart during “We Do It” and “You Do it” they may want to copy off the class chart. Encourage students to come up with their own ideas, but know that it is okay for students to copy some ideas – especially if they are struggling.• Have students who have a hard time getting started stay back on the carpet with you. Have them talk about possible topics orally to a partner before they go to their seat.
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Materials:	<ul style="list-style-type: none">• 3-Column Anchor Chart – People, Activities, and Things• 3-Column Chart – Student Copy
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I Do It
Connection
Teach

1. *Today I want to teach you that in order to be able to write an informational book, we first need to think about topics in which we are experts – topics we know so much about that we can teach others.*
2. Refer to the incomplete anchor chart posted for all to see. *When I think of topics I’d like to write about, it helps me to think of topics in these categories – people, activities, and animals.* Ask students to name the categories again as you point to them.

We Do It
Active
Engagement

1. Model how you come up with topics for each section of the chart using the following process (keep the topics general):
 - a. Think of a topic in the first category. *(I know a lot about my sister, and I know I could teach you all about her. I could tell you what she looks like, what she likes to do, what her favorite things are, etc. So, I’m going to write “My Sister” on the chart right here.)*
 - b. Turn and talk with a partner. Who is a person you could teach someone about?
 - c. Call on several students and add their topics to the chart.
 - d. Now ask students to write another idea in the appropriate section of the chart.
 - e. Have them hold up their chart for you to see.
 - f. Repeat process for each section of the chart.

Mid-Workshop Teaching Point	Options: <ul style="list-style-type: none"> • Notice common errors students are making and teach to them • Highlight a student who is applying strategy
<p style="text-align: center;">You Do It</p> <p style="text-align: center;"><i>Link</i></p>	<ol style="list-style-type: none"> 1. <i>Look at this chart on the wall! We are all experts on a lot of different topics. Now it's time for you to write your topics on your very own chart.</i> 2. You may want to choose to do one at a time if you are spreading this lesson across two days. <i>You are going to write your topics in the (person, activity, or animal) column today. What column are you going to write in? (Students say it)</i> 3. <i>Show me where that column is on your chart. (Students point to it)</i>
After-the-Workshop Share	Options: <ul style="list-style-type: none"> • Review the day's teaching point • Highlight a student's work that is in line with focus for the day (or have the student do it) • Have students partner up to share
Assessment Check Point	Collect charts to determine who may need additional support coming up with ideas.



People



Activities



Animals

1st Grade Informational Writing

Lesson 2 – Animals (2 days)

Lesson 3 – People (2 days)

Lesson 4 – Activities (2 days)

****This lesson is written for animals. Use the same structure to teach the other topics on the chart just change your examples. ****

Concept: Writers select things they know all about so they can teach others.

Student Action: Writers understand and practice informational writing on three topics: animals, people, activities.

Pre-Corrections:

- For struggling writers, consider putting them in triads during “I Do It” and “We Do It” (low, medium, medium)
- When it’s time for students to practice writing in booklets during “You Do it” they may want to copy the story you model. Emphasize that they need to write a story that they are an expert in. However, if some students write on the same topic as the story you modeled, it is okay.
- Students will naturally want to write in narrative form. Pre-correct for this by highlighting the difference between writing a story and writing an informational book while you model.

Materials:

- 3-Column Anchor Chart – People, Activities, and Things
- 3-Column Chart – Student Copy
- Student Writing Booklet (paper attached)
- Booklet for teacher to model writing an informational book

I Do It

Connection

Teach

&

We Do It

Active Engagement

Day 1:

1. *Yesterday, we brainstormed all the topics we could write an informational book about and put them on a chart. Each topic on our charts is something we know a lot about. Today we are going to take one of our topics and practice writing our first informational book.*
2. *Let me teach you how to use your chart to choose an idea to write about. As a writer, it helps to focus on just one part of the chart, and I love animals so I’m going to choose only from the animal column. Can everyone tell me what column I’m choosing from?*
3. Think aloud while you choose the animal you are going to write about. Place a star by the animal on the chart and explain that you doing this so you will remember.
4. Ask students to read the animal column on their charts to figure out what animal they are going to write about. Once they decide, ask them to place a star by the animal. Have them hold up their chart for you to see.
5. Once you have chosen your animal, introduce the informational writing booklet. Demonstrate for students that it has a cover page and five pages to write on, and you can tell that because each page is numbered.
6. Show them how you write a title on the cover page. *I’m writing about _____, so my title will be “All About _____.” I will write that here, and come back to it later to fancy it up with an illustration.*
7. *Now it’s my job as a writer to write an informational book about my animal.*

But first I need to plan what I'm going to write across my fingers to make sure I have enough information to fill these five pages.

8. Think aloud as you plan your book. Provide a non-example and an example.
 - a. Non-example: *I'm not going to write a story about an experience I've had with my animal (i.e. taking my dog for a walk), because that would be a story and we are not writing a narrative.*
 - b. Example: *I'm going to think about the facts I know about my animal and write them down.*
9. Have students hold up their fingers with you as you come up with five facts about your animal. Make sure your facts are in different categories – parts of a dog, how to take care of a dog, etc. When you get to five, ask students if you came up with enough facts.
10. Have students turn and talk with a partner – tell the facts they will be writing across their fingers.
11. Call on several students to share their facts.
12. Explain that you've planned your book just like writers do; now it's time to start writing. Model how to write one fact on the first page of the booklet and sketch a picture that represents your fact. (Pull in non-fiction text features, i.e. labeling a diagram, if applicable)
13. Ask students to write their first fact down while still sitting at the carpet. (Check in with students to make sure they are writing a fact on the correct page. Support students who are slow to get started and consider keeping them at the carpet to provide additional support after you've sent the rest of the writers back to their desks.)
14. Have students turn and talk – read their first page to each other. Partner 1 goes first, and then partner 2.

Day 2:

(Before the second part of this lesson have the rest of your facts written in your booklet.)


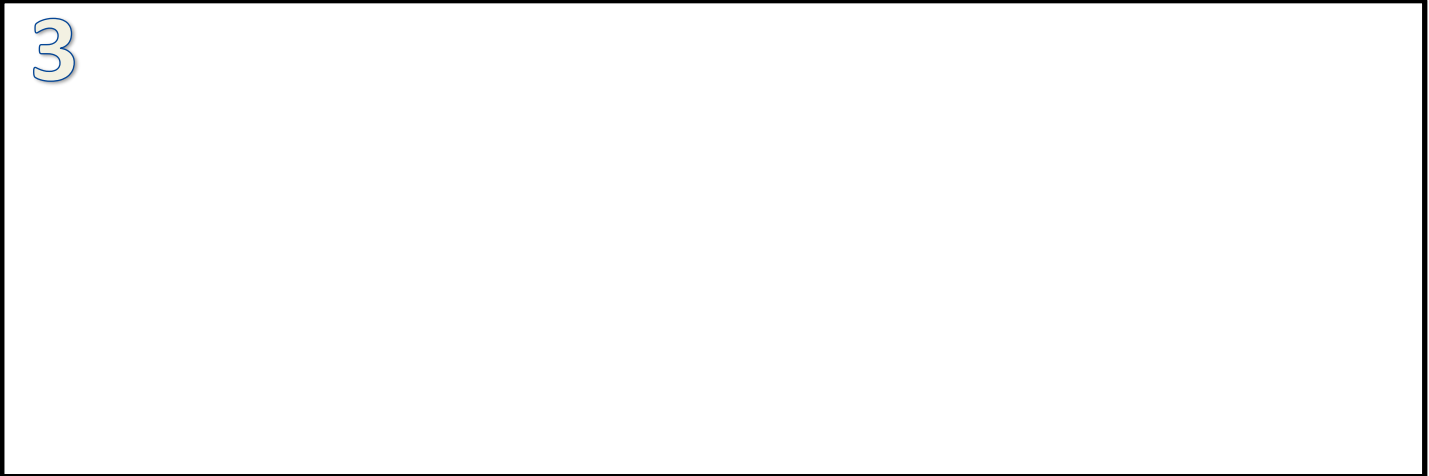
1. Tell students that you read their books last night and you are amazed that they all know so much. However, at the end, you were left with a lot of questions – you wanted to know more. Explain to students that they will be adding more to their writing today by describing each fact.
2. Display your informational book and tell students that you finished writing rest of your facts. Read the story for students. After you are done reading, ask them if they have any questions about the animal you wrote about. Have them turn and talk to a partner before you call on individuals.
3. Explain to students that you could add more to your writing so your reader has less questions. Think aloud as you touch each page and determine how you can describe each fact.
4. Have students individually reread their book and put a thumb at their chest when they are done. Afterwards, have them turn and talk – Partner 1, tell partner 2, "One connection I could make on this page is..." Once most 1s have walked through their book, have 2s go.
5. Model how to write more detail about your first fact.
6. Ask students to write more details about their first fact while still sitting at the carpet. (Check in with students to make sure they are writing a fact on the

	<p>correct page. Support students who are slow to get started and consider keeping them at the carpet to provide additional support after you've sent the rest of the writers back to their desks.)</p> <p>7. Have students turn and talk – read their first page to each other. Partner 1 goes first, and then partner 2.</p>
<p>Mid-Workshop Teaching Point</p>	<p>Options:</p> <ul style="list-style-type: none"> • Notice common errors students are making and teach to them • Highlight a student who is applying strategy
<p>You Do It</p> <p><i>Link</i></p>	<p>Day 1:</p> <p>1. <i>Writers, you have done a great job getting started with your informational book today. Your job now is to return to your seats and finish writing your other facts on pages 2-5 of your booklet. What pages are you going to write on? (students say it)</i></p> <p>Day 2:</p> <p>1. Writers finish adding more detail to their facts.</p>
<p>After-the-Workshop Share</p>	<p>Options:</p> <ul style="list-style-type: none"> • Review the day's teaching point • Highlight a student's work that is in line with focus for the day (or have the student do it) • Have students partner up to share
<p>Assessment Check Point</p>	<p>Day 2:</p> <p>Collect student books to determine what areas you will need to focus on when you write books on the remaining two topics.</p>

1

2

3

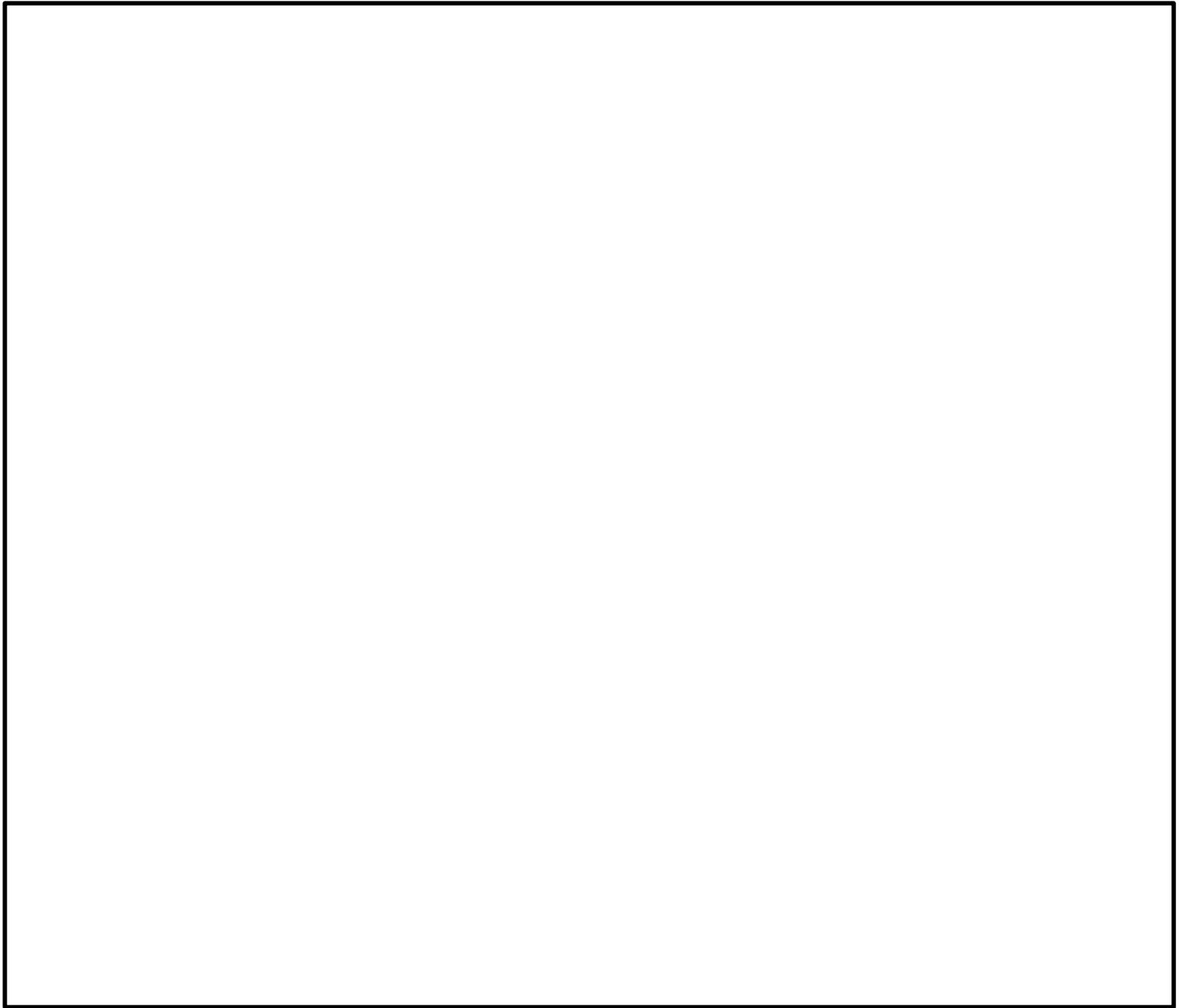


4

Blank rectangular box for drawing or writing.

5

A series of 12 horizontal lines for writing, spaced evenly down the page.



By: _____

1st Grade Informational Writing

Lesson 5

Concept: Writers plan and write informational books in an organized way.

Student Action: Writers independently write informational books on categories and topics of their choice.

Pre-Corrections:	<ul style="list-style-type: none">For students who are writing too many booklets during writing time, work with those students in adding more detail and consider placing limits on the number of booklets they can create.
Materials:	<ul style="list-style-type: none">3-Column Anchor Chart – People, Activities, and Things3-Column Chart – Student CopyStudent booklets
I Do It <i>Connection</i> <i>Teach</i> & We Do It <i>Active Engagement</i>	<ol style="list-style-type: none">Quickly review the steps of writing an informational book. Use a previous book as an example.Explain that it's now time for them to choose to write about whatever they want and work on your own.Ask students to turn and talk – what will you write about today? <p>(This time is provided for students to explore the text type. As you circulate the room, look for general themes in the types of errors that students are making. Use these as topics for quick mini lessons during consecutive days.)</p>
Mid-Workshop Teaching Point	Options: <ul style="list-style-type: none">Notice common errors students are making and teach to themHighlight a student who is applying strategy
You Do It <i>Link</i>	<ol style="list-style-type: none">Students write informational books independently and teacher provides support as needed.Writers know that when they are done with an informational book, "they've only just begun."
After the Workshop Share	Options: <ul style="list-style-type: none">Review the day's teaching pointHighlight a student's work that is in line with focus for the day (or have the student do it) Have students partner up to share
Assessment Check Point	

1st Grade Informational Writing

Lesson 6

Concept: Writers reread and revise to add text features.

Student Action: Writers draw and label diagrams.

Pre-Corrections:

- If writers already have a diagram in their book, here are a couple of possibilities to consider – 1) Add another diagram or add more detail to their existing diagram. 2) Show them another text feature from a published non-fiction text for them to try out.
- When using Example/Non-Example, always be sure to end with the example.

Materials:

- Teacher copy of two illustrations to make into a diagram
- Student copies of the same illustration
- Student booklets

I Do It

Connection

Teach

DAY 1

1. *Today we are going to do something that authors of informational books do. We are going to add diagrams to our books.*
2. *A diagram is a picture that teaches you something. What's a diagram? (Students respond)*
3. *It teaches you something because it includes words that are called labels, and those labels tell you all about the parts of the picture.*
Non-Example: Show a picture that does not have labels. Ask students if this picture is a diagram. Have them explain why it's not. Restate for them why it's not a diagram.
Example: Show a picture of a simple diagram that has labels. Ask students if this picture teaches them something. Probe them to tell you why it teaches them something (because it has labels and arrows, etc.) Restate for them why it's a diagram: because it's a picture that has its parts labeled and those labels teach us about the picture.

We Do It

Active Engagement

1. Display the illustration of your animal. Explain that this is an illustration for your book, "All About _____." (Students will have copies of the same illustration.)
2. Ask students whether or not your illustration is a diagram.
3. Explain that it's not a diagram because it does not have words that label the parts of the picture.
4. Think aloud what you might want to label on this picture. *My book is all about dogs, and this is my illustration of a yellow lab. I want my readers to know all the parts of a yellow lab, so I could label all of the important parts of a yellow lab – his strong tail that helps him swim, his big feet, his floppy ears, and his big tongue.*
5. State for students what part you are labeling. Model for students step-by-step how to add a label to a diagram.
 - a. Draw a straight line to the part of the picture, thinking aloud that you want to be sure to keep enough room at the end of the line for your writing. Put an arrow at the end of it that points to the part.

	<ol style="list-style-type: none"> i. Ask students to do the same thing to their illustration and give a thumb up when finished. b. Write the label at the end of the line. Talk about how you want the label to be straight so readers can read it easily. <ol style="list-style-type: none"> i. Ask students to do the same thing to their illustration and give a thumb up when finished. <ol style="list-style-type: none"> 6. Have students turn and talk – What could we label next? 7. Repeat the process above 2-3 times using student suggestions for labels until you feel your students understand it. After you are done, stop here for the day. <p style="text-align: center;">DAY 2</p> <ol style="list-style-type: none"> 1. Lead an interactive review of the definition of a diagram and of the illustration you labeled in the previous day. 2. Explain that some writers chose to write about a person or an activity they know a lot about. Creating a diagram on those topics is different than creating a diagram for an animal. 3. Brainstorm ways to create a diagram for a person (Creating a diagram of favorite things to do, favorite foods, etc.). 4. Brainstorm ways to create a diagram for an activity (Creating a diagram of all the gear you need to play a sport, etc.). 5. Create one illustration based on your people or activities model book. Ask students to turn and talk – What could you label on this picture? Invite a few students to share. 6. Create a few labels for your illustration, asking students to tell you step-by-step how to do it.
<p>Mid-Workshop Teaching Point</p>	<p>Options:</p> <ul style="list-style-type: none"> • Notice common errors students are making and teach to them • Highlight a student who is applying strategy
<p>You Do It</p> <p><i>Link</i></p>	<ol style="list-style-type: none"> 1. While students are on the carpet, ask them to go through their informational book and pick a picture they want to turn into a diagram. Put a thumb up when they are done. 2. Have students turn and talk – What picture are you going to turn into a diagram. 3. Ask a few students to share their picture with the class and talk about what labels they are planning to add.
<p>After-the-Workshop Share</p>	<p>Options:</p> <ul style="list-style-type: none"> • Review the day’s teaching point • Highlight a student’s work that is in line with focus for the day (or have the student do it) • Have students partner up to share
<p>Assessment Check Point</p>	

1st Grade Informational Writing

Lesson 7

Concept: Writers reread and revise to add more information.

Student Action: Writers invite readers to ask questions about their book.

Pre-Corrections:

- For struggling writers, you may want to form a triad of students instead of a partnership (low, med, med).

Materials:

- Teacher’s model of informational book from either lessons 2, 3, or 4. You will stick with the one you choose for the remainder of the unit.
- Student booklets – They will need to select their favorite book and stick with it for the rest of the unit.
- Post-it notes or think sheet (not provided)

I Do It

Connection

Teach

1. *I am so excited about all of the interesting informational books that are being written in our classroom! I am learning so much about the topics that you have written. But, as strong readers do, when I read your pieces it makes me think of questions I have about your topic. I want to learn more!* (Make a connection the reading strategy “ask questions”)
2. *Today we are going to do what authors of informational books do every day. We are going read our books to a partner to see what questions they have, what they want to know more about.*
3. Invite a volunteer in front of the class to be your partner. Model expected partner behavior by providing examples and non-examples for what each step looks like and sounds like:
 - a. How to sit EEKK (elbow to elbow, knee to knee)
 - b. How to read your book
 - c. How to listen to the reader
 - d. How to ask a question and write it on a post-it note.
 - e. How to stick the post-it note to your

We Do It

Active Engagement

1. Partner students up and have them sit EEKK. Identify one as Partner 1, have those students raise their hands. Identify the other as partner 2. Have that student raise their hands. Set timer for five minutes and circulate the room providing support where needed.
 - a. Partner 1 reads book first.
 - b. Partner 2 asks questions.
 - c. Partner 2 writes down a question on post-it note or think sheet.
 - d. Partner 1 sticks the post-it or think sheet to her book.
 - e. When timer beeps, bring students back together. Ask several students to share the question their partner wrote on the sticky note.
 - f. Reverse roles and repeat process

Mid-Workshop

Options:

- Notice common errors students are making and teach to them

Teaching Point	<ul style="list-style-type: none"> • Highlight a student who is applying strategy
You Do It <i>Link</i>	There will be no independent writing on this day.
After-the-Workshop Share	Options: <ul style="list-style-type: none"> • Review the day’s teaching point • Highlight a student’s work that is in line with focus for the day (or have the student do it) • Have students partner up to share
Assessment Check Point	

1st Grade Informational Writing

Lesson 8

Concept: Writers reread and revise to add more information.

Student Action: Writers add more information to their book by answering their partner's question.

Pre-Corrections:

- For struggling writers, you may want to form a triad of students instead of a partnership (low, med, med).

Materials:

- Teacher's model of informational book from previous lesson with post-it note on it
- Student booklets with post-it notes
- Colored pencils or pens – "special reviser's pens"

I Do It
Connection
Teach

1. *Yesterday, all of you came up with some thoughtful questions about your partner's informational book. Today, I'm going to teach you how to use the question you have on your sticky note as a strategy to write more information in your book.*
2. Display your informational book from the previous lesson with the sticky note stuck to it. Reread your informational book for the class, and then read the student's question that is on your post-it note.
3. Have students turn and talk – how could you answer this question?
4. Explain to students that you can actually answer this question by writing more in your book. Repeat the student's question, and then think aloud as you decide what page you are going to add more information to. *(Sophie wanted to know what else dogs like to do. I know they like to fetch, swim, sleep, etc. So, I know I can add more information about that. Now I need to find where to put it in my book so it makes sense to the reader. Hmm...would it go on the page where it talks about the parts of a dog? No, I don't think it fits there. It seems to fit best on my page where I talk about how dogs like to go for walks. So, I am going to write more information about what dogs like to do on this page.)*
5. *Since I am going to do the important job of rereading and revising today, I get to use our special "reviser's pen" to add more information.*
6. Provide an example and non-example.
Non-example: *Sophie asked what else dogs like to do, and I know they like to fetch, swim, sleep, and my dog even likes to eat ice cream. But, I'm not going to just answer her question with this list of things and add them right here without rereading first and then writing a complete sentence.*
Example: *I am going to reread my page. "Dogs like to go for walks." And figure out what to say next in a complete sentence. "They also like to do a lot of other things like go swimming in lakes or rivers, play fetch, and sleep. Some dogs even do silly things like eat ice cream." Do you see how I took my ideas and wrote them into complete sentences and added some detail?*

<p>We Do It</p> <p><i>Active Engagement</i></p>	<ol style="list-style-type: none"> 1. Have students turn and talk – what is the question you have on your post-it note? 2. Ask students to individually decide on what page they are going to add their information to. Have them stick the post-it note to that page. Circulate among the students providing support where necessary. 3. When students have selected a page, ask them to individually reread it and think about how they will add more information. Thumbs up when done. 4. Have students turn and talk – how will you add more information to your page? 5. Have some students share out. Bring them to the front of the carpet. Have them read their question, and scaffold their thinking for how they might answer it.
<p>Mid-Workshop Teaching Point</p>	<p>Options:</p> <ul style="list-style-type: none"> • Notice common errors students are making and teach to them • Highlight a student who is applying strategy
<p>You Do It</p> <p><i>Link</i></p>	<ol style="list-style-type: none"> 1. Explain that their job today is to revise by adding more information. How are they going to revise? 2. Since revising is an important job, they get to use special reviser’s pens. But you want to make sure that everyone follows three special steps. <ol style="list-style-type: none"> a. Reread the page where you are going to add the information b. Think about the information you are going to add. c. Write your information in complete sentences with as much detail as possible. 3. Repeat the steps and ask students to chorally say key words that are bolded.
<p>After-the-Workshop Share</p>	<p>Options:</p> <ul style="list-style-type: none"> • Review the day’s teaching point • Highlight a student’s work that is in line with focus for the day (or have the student do it) • Have students partner up to share
<p>Assessment Check Point</p>	

1st Grade Informational Writing

Lesson 9 (2 days)

Concept: Writers reread and revise.

Student Action: Writers write different types of endings.

Pre-Corrections:

- Emphasize that students need to come up with their own endings. It might be helpful to list different ways you could ask a question or different words you could use when sharing an opinion so they have more options to choose from besides your model. However, some students may still use the endings you modeled which is okay.
- Be prepared for students to finish at different rates. If they finish early and have strong endings, invite them to illustrate their ending.

Materials:

- Teacher’s model of an informational book from previous lessons
- Students’ booklets that were selected in Lesson 7
- Teacher and student copies of strong endings graphic organizer (see attached)
- Colored Pencils or pens – “special reviser’s pens”

I Do It

Connection

Teach

DAY 1

1. *Yesterday we did the important work of revisers and added more information to our books. All of you worked really hard to do this, and I read some great information that you added with your reviser’s pens. Before we fix and fancy our books for publishing, we need to make sure we all have strong endings.*
2. *I am going to teach you two ways to end strong- by asking a question or by sharing your opinion. After you practice writing both, you get to choose the way you would like to end your book.*
3. What are we going to learn about? Ending our books by asking a _____ or by sharing your _____. (Have students respond chorally)
4. Reread one of your model books. Think aloud as you try ending your book by giving your opinion. Remind students that an opinion is something that you believe. *After writing my book about dogs, I realized that there is so much more I could learn about them. I think I want my opinion to be about that. I could write...“These are just some of the facts I know about dogs. I’m excited to learn even more!”* (Write the ending in the appropriate spot on the graphic organizer with a reviser’s pen.)
5. Ask students to reread their book individually. Put a thumb up when they are done. Have students turn and talk – what opinion could you add at the end of your book? Call on several students to share out.
6. Have students write their opinion in the appropriate spot on the graphic organizer with their reviser’s pens. Circulate among students to provide support.
7. Ask a few students to share the endings they wrote. Help to make the writer’s thinking visible for the rest of the students.

We Do It

Active Engagement

DAY 2

1. *Yesterday, we practiced one way to end a book and that was by sharing an opinion. Today, we are going to practice ending our books by asking a question.*
2. Reread the same model book from yesterday. Think aloud as you try ending

	<p>your book by asking the reader a question. <i>I shared so much information in my book about dogs. I wonder if I helped my readers to love dogs as much as I do. I think I want my question to be about that. I could write..."After reading all of these exciting facts, do you love dogs as much as I do?"</i> (Write the ending in the appropriate spot on the graphic organizer with a reviser's pen.)</p> <ol style="list-style-type: none"> 3. Ask students to reread their book individually. Put a thumb up when they are done. Have students turn and talk – How could you end your book by asking a question? Call on several students to share out. 4. Have students write their question in the appropriate spot on the graphic organizer. Circulate among students to provide support. 5. Ask a few students to share the endings they wrote. Help to make the writer's thinking visible for the rest of the students.
<p>Mid-Workshop Teaching Point</p>	<p>Options:</p> <ul style="list-style-type: none"> • Notice common errors students are making and teach to them • Highlight a student who is applying strategy
<p>You Do It</p> <p><i>Link</i></p>	<p>There will be no independent writing during this lesson.</p>
<p>After-the-Workshop Share</p>	<p>Options:</p> <ul style="list-style-type: none"> • Review the day's teaching point • Highlight a student's work that is in line with focus for the day (or have the student do it) • Have students partner up to share
<p>Assessment Check Point</p>	<ul style="list-style-type: none"> • Review students' endings and offer support where needed.



Question



A large empty rectangular box with a black border, intended for writing a question.

Eleven horizontal black lines spaced evenly down the page, intended for writing an answer.

1st Grade Informational Writing

Lesson 10

Concept: Writers reread and revise.

Student Action: Writers choose the ending they like best.

Pre-Corrections:

- Emphasize that students need to come up with their own endings. It might be helpful to list different ways you could ask a question or different words you could use when sharing an opinion so they have more options to choose from besides your model. However, some students may still use the endings you modeled which is okay.

Materials:

- Teacher’s model of one of the informational books you wrote an ending for
- Teacher and student copies of strong endings graphic organizer
- Scissors and staplers

I Do It

Connection

Teach

1. *I was so excited to see all of you try out different ways to end your books. You were doing just what authors of informational books do! Today we have an important decision to make. We have to choose what ending we like best and use that one to end our book. Let me teach you how to do this.*
2. Display your strong endings graphic organizer. Review the types of endings that you worked on and reread each ending. Think aloud as you choose what one you like the best.
3. Once you have decided on your ending, demonstrate how to attach it to your book. Be sure to exaggerate the steps, provide examples and non-examples, and check for understanding throughout teaching the process below.
 - a. Put the ending you don’t want in your folder
 - b. Take the ending you chose and place it on the back of the book
 - c. Line it up and staple it

We Do It

Active Engagement

1. Ask students to individually reread their endings. Put a thumb up when they are finished.
2. Have students turn and talk – What ending are they going to choose?

Mid-Workshop Teaching Point

- Options:
- Notice common errors students are making and teach to them
 - Highlight a student who is applying strategy

You Do It

Link

1. Lead an interactive review on the steps to attach the ending to the book to be sure students know what to do when they return to their seats.
 - a. Put the ending you don’t want in your folder
 - b. Take the ending you chose and place it on the back of the book
 - c. Line it up and staple it

After-the- Workshop Share	Options: <ul style="list-style-type: none">• Review the day's teaching point• Highlight a student's work that is in line with focus for the day (or have the student do it)• Have students partner up to share
Assessment Check Point	

1st Grade Informational Writing

Lesson 11

Concept: Writers reread and revise.

Student Action: Writers sort information into categories to create a table of contents.

Pre-Corrections:

- You may want to have students stay at their seats for this lesson or have a hard writing surface with them at the carpet.

Materials:

- Teacher’s informational book
- Students’ informational books
- Table of Contents sheet

I Do It

Connection

Teach

1. Explain to students that they have one more important piece to add to their informational books that authors always use – a table of contents.
2. Share some mentor texts of informational books that have a table of contents. Tell students that authors use a table of contents with page numbers so a reader knows what page to turn to in order to find the information s/he is looking for. Make the connection to how grocery stores have signs above each aisle so shoppers can quickly find the items they want to buy.
3. Tell students the first step in creating a table of contents is to determine the categories of information that you have in your book.
4. Introduce the strategy of asking “What is this page about?” *In order to figure out what categories I have in my book, I need to read each page and ask myself, “What is this page about?”* Ask students, “What do I need to ask myself?” Students respond chorally.
5. Display your informational book. Model how to name the categories on each page using the process below.
 - a. Read the first page of your book aloud. Tell students that you need to ask yourself what this page is about. Think aloud as you try to determine the category and emphasize that it needs to be a big idea, not the little details.
 - i. **Non-Example:** *I talk about how dogs like to eat dog food, dog treats, and even table scraps on this page. When I ask myself what this page is about, I shouldn’t say dog food, dog treats, and table scraps because those are little details.*
 - ii. **Example:** *I know I wrote on this page that dogs like to eat dog food, dog treats, and table scraps. Since I can’t name the category with little ideas, I need to think of a big idea. When I ask myself what this page is really about, I know that the little details on this page tell me everything thing that dogs like to eat. So, I am going to name this category “What Dogs Eat.”*
 - b. Model for students how to write the name of the category and the page number on the Table of Contents sheet.
 - c. Reread the second page of your story. Ask students “What is this page about?” Have them turn and talk to a partner. 1s tell 2s, “This

	<p>page is about..." When most 1s are done have 2s tell 1s using the same sentence starter. Circulate among students and record their ideas and their names.</p> <p>d. Share students' ideas and names. Choose one to name the category with.</p> <p>e. Model for students how to write the name of the category and the page number of the Table of Contents Sheet.</p> <p>f. Repeat steps b-e if continued modeling is needed.</p>
<p>We Do It</p> <p><i>Active Engagement</i></p>	<ol style="list-style-type: none"> 1. Have students get their booklets out and reread their first page. When they are done reading, ask them to put their thumb up at their chest. 2. When most students are done, have them think to themselves, "What is this page about?" 3. Have them turn and talk to a partner. 1s tell 2s, "This page is about..." When most 1s are done have 2s tell 1s using the same sentence starter. Circulate among students and record their ideas and their names. 4. Share students' ideas and names. 5. Have them write their category and page number on the first line of the Table of Contents sheet. 6. Repeat steps 1-5 for the next pages of their booklets until students are ready to write independently. You may decide to release most students back to their seats and keep a small group at the carpet.
<p>Mid-Workshop Teaching Point</p>	<p>Options:</p> <ul style="list-style-type: none"> • Notice common errors students are making and teach to them • Highlight a student who is applying strategy
<p>You Do It</p> <p><i>Link</i></p>	<ol style="list-style-type: none"> 1. Students complete Table of Contents after they are successful in guided practice.
<p>After-the-Workshop Share</p>	<p>Options:</p> <ul style="list-style-type: none"> • Review the day's teaching point • Highlight a student's work that is in line with focus for the day (or have the student do it) • Have students partner up to share
<p>Assessment Check Point</p>	<ul style="list-style-type: none"> • Collect student booklets to determine if anyone needs support with the table of contents.

Table of Contents

Heading

Page #

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

1st Grade Informational Writing

Lesson 12

Concept: Writers edit to make their writing more readable for an audience.

Student Action: Writers capitalize the first word in a sentence and the pronoun “I”.

Pre-Corrections:	<ul style="list-style-type: none">• For students who may not be able to do this on their own, consider partnering them up or putting them in a triad.
Materials:	<ul style="list-style-type: none">• One page of the teacher booklet written with errors on a piece of chart paper.• Student copies of the page above• Student booklets• Magnifying glasses – one for each student or student pair• Colored pencils or pens
I Do It <i>Connection</i> <i>Teach</i>	<ol style="list-style-type: none">1. <i>Writers, today we are going to become writing detectives! When I’m a writing detective, I like to search for clues in my book. The clues I’m looking for today are capital letters. I want to make sure I have a capital letter at the start of every sentence and that I capitalize the letter I.</i>2. Introduce the page from your book written on chart paper. Explain that you will be using your magnifying glass to find all of the capital letters. Ask them to use their magnifying glass and look along with you on their copy. Demonstrate the following steps. (Make a big deal when you get to underline or add a capital letter to generate excitement to revise.)<ol style="list-style-type: none">a. Read one sentence.b. Go back and use your magnifying glass to look for capital letters.c. Underline the capital letters you find with a colored pencil or pen.d. Ask students to do the same on their own.e. Ask students if there are any words that need a capital letter.f. If there are, put a slash through the letter that’s there and write a capital letter above it with a colored pencil or pen.g. Repeat the same process with the next line.
We Do It <i>Active Engagement</i>	<ol style="list-style-type: none">3. Have students do the last line or two on their own while you circulate to provide support.
Mid-Workshop Teaching Point	Options: <ul style="list-style-type: none">• Notice common errors students are making and teach to them• Highlight a student who is applying strategy
You Do It <i>Link</i>	<ol style="list-style-type: none">1. <i>Now it’s time for you to be a detective with your own book.</i> Students respond chorally to the following questions: <i>What are you looking for with your magnifying glass? What do you do when you find a capital letter? What do you do when you need to add a capital letter?</i>
After-the-Workshop Share	Options: <ul style="list-style-type: none">• Review the day’s teaching point• Highlight a student’s work that is in line with focus for the day (or have the student do it)• Have students partner up to share

Assessment Check Point	<ul style="list-style-type: none">• Use attached scales to score students' fixed and fancy pieces.
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Lesson 13: Fix and Fancy Up Informational Books

Concept: Writers “fancy up” a piece to share with others.

Student Action: Writers add finishing touches to their books.

- Choose what you want students to fix and fancy – students may be in various spots
 - Add detail to illustrations
 - Add more information, work on endings, etc.
 - “Fix and Fancy” does not mean recopy!

Lesson 14: Author’s Celebration

Concept: Writers “fancy up” a piece to share with others.

Student Action: Writers share their books.

- Possible ways to celebrate: invite special guests in for students to share, have juice and cookies, video students reading their favorite page using a tablet or device throughout the week and then play video...options are endless!

Informative/Explanatory – First Grade	
Units: How To, Informational Books	
GENRE FOCUS	
Revised: June, 2012	
Level 4.0 In addition to Level 3.0 performance, the student writer:	<ul style="list-style-type: none"> • Includes at least one definition that teaches the reader. • Includes a concluding statement (i.e. summarizing major concept)
Level 3.5 In addition to Level 3.0, the student writer:	In addition to 3.0 performance, in depth inferences and applications with partial success.
Level 3.0 PROFICIENCY TARGET	<ul style="list-style-type: none"> • Piece is written on one topic. • Includes 2 or more facts that teach the reader. • Has evidence of closure (i.e. Last..., That’s my book, The end).
Level 2.5 In addition to Level 2.0 performance the student writer:	Demonstrates no major errors or gaps in the 2.0 content and partial knowledge of the 3.0 content.
Level 2.0	<ul style="list-style-type: none"> • All-About book identifies a topic. • Supplies 2-3 pieces of information (may not support the topic).
Level 1.5	Demonstrates partial knowledge of the 2.0 content with major gaps in the 3.0 content.
Level 1.0	With help , a partial understanding of some of the 2.0 content and some of the 3.0 content.
Level 0.5	With help , a partial understanding of some of the 2.0 content and none of the 3.0 content.

TO BE USED WITH ALL UNITS

PROCESS FOCUS

Revised: June, 2012

Level 4.0 In addition to Level 3.0 performance, the student writer:	<ul style="list-style-type: none"> • With little support, generates a topic, drafts, and begins a new piece when finished. • Attempts to revise and edit independently.
Level 3.5 In addition to Level 3.0, the student writer:	In addition to 3.0 performance, in depth inferences and applications with partial success.
Level 3.0 PROFICIENCY TARGET	<ul style="list-style-type: none"> • With some support, generates a topic, drafts, and begins a new piece when finished. • Willing to revise and edit with teacher support.
Level 2.5 In addition to Level 2.0 performance the student writer:	Demonstrates no major errors or gaps in the 2.0 content and partial knowledge of the 3.0 content.
Level 2.0	<ul style="list-style-type: none"> • With considerable support, generates a topic, drafts, and begins a new piece when finished.
Level 1.5	Demonstrates partial knowledge of the 2.0 content with major gaps in the 3.0 content.
Level 1.0	With help , a partial understanding of some of the 2.0 content and some of the 3.0 content.
Level 0.5	With help , a partial understanding of some of the 2.0 content and none of the 3.0 content.

TO BE USED WITH ALL UNITS

MECHANICS FOCUS

Revised: June, 2012

Level 4.0 In addition to Level 3.0 performance, the student writer:	<ul style="list-style-type: none"> • Demonstrates 90% proficiency in Level 3 Mechanics
Level 3.5 In addition to Level 3.0, the student writer:	In addition to 3.0 performance, in depth inferences and applications with partial success.
Level 3.0 PROFICIENCY TARGET	<ul style="list-style-type: none"> • By end of year, students should be 80% proficient in the following areas: <ol style="list-style-type: none"> 1. Appropriate use of uppercase and lowercase letters 2. Appropriate use of end punctuation 3. Appropriate spelling of sight words and words with common spelling patterns. (i.e. word families)
Level 2.5 In addition to Level 2.0 performance the student writer:	Demonstrates no major errors or gaps in the 2.0 content and partial knowledge of the 3.0 content.
Level 2.0	<ul style="list-style-type: none"> • Demonstrates 50% proficiency in Level 3 Mechanics
Level 1.5	Demonstrates partial knowledge of the 2.0 content with major gaps in the 3.0 content.
Level 1.0	<ul style="list-style-type: none"> • Demonstrates 25% proficiency in Level 3 Mechanics
Level 0.5	With help , a partial understanding of some of the 2.0 content and none of the 3.0 content.