

Informational Writing: Grade K

Stage 1 Desired Results

ESTABLISHED GOALS:

Competencies:

- ***Students will demonstrate the ability to draw/dictate/write informational texts in order to communicate new knowledge in a detailed way.***

Content Standards:

Text Types and Purposes

- W.K.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.

Production and Distribution of Writing

- W.K.5 With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.
- W.K.6 With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.

Research to Build and Present Knowledge

- W.K.7 Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).
- W.K.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

Conventions of Standard English

- L.K.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- L.K.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Transfer

Students will be able to independently use their learning to make sense of information and share what they learned.

Meaning

ENDURING UNDERSTANDINGS

Students will understand that...

- producing clear ideas as a writer involves selecting appropriate style and structure for an audience and is strengthened through revision and technology.
- effective communication of ideas when speaking or writing relies on the appropriate use of language and conventions.
- writing should be purposefully focused, detailed, organized, and sequenced in a way that clearly communicates the ideas to the reader.
- effective research presents an answer to a question, demonstrates understanding of the inquiry, and properly cites information from multiple sources.

ESSENTIAL QUESTIONS

- ***What is this topic really about?***

Acquisition

Students will know...

- that informational text is written for a specific purpose: to inform, describe, or explain.
- that research is different from other types of writing.
- that illustrations/diagrams can be used to increase understanding of the text.
- that listening to ideas from teachers and peers can strengthen writing.
- that adding details help the reader understand the writing.
- that words are separated by spaces in print.
- that technology can be used to produce and publish writing.

Students will be skilled at...

- selecting a topic and information to share.
- using a combination of drawing, dictating, and writing to compose informative/explanatory text in which they name what they are writing about and supply some information about the topic.
- responding to questions and suggestions from peers and adults.
- adding details to strengthen writing with guidance and support.
- working with teachers and others to learn about digital tools that produce and publish writing.
- participate in shared research and writing.
- answering questions using information recalled or gathered.

		• printing many upper - and lowercase letters. • using frequently occurring nouns and verbs. • using the most frequently occurring prepositions. • forming regular plural nouns orally by adding /s/ or /es/. • using question words when writing or speaking. • producing and expanding complete sentences in shared language activities. • capitalizing the first word in a sentence and the pronoun I. • recognizing and naming end punctuation. • writing a letter or letters for most consonant and short -vowel phonemes. • spelling simple words phonetically, drawing on knowledge of sound -letter relationships.
Content Area Literacy Standards		21st Century Skills
<i>not applicable</i>		• <i>communicate clearly</i> • <i>access and evaluate information</i> • <i>make judgements and decisions</i> • <i>collaborate with others</i>

Stage 2 - Evidence

<i>Evaluative Criteria</i>	<i>Assessment Evidence</i>
	PERFORMANCE TASK(S):
	OTHER EVIDENCE:

Stage 3 – Learning Plan

Summary of Key Learning Events and Instruction

<i>Language Arts Integration</i>	<i>Mathematics Integration</i>
1.OA.1 Use	1.OA.1 Use
<i>Technology Integration</i>	<i>District Materials</i>
1.OA.1 Use	