

Informational Writing: Grade 1

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

Production and Distribution of Writing

- 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.
- W.1.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

Research to Build and Present Knowledge

- 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).
- W.1.8 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.1.2 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 a complete sentence is a group of words that expresses a complete thought.
- that technology can be used to produce and publish writing.

Students will be skilled at...

- selecting a topic and identifying facts to share.
- using the writing process to draft an information paper with a topic, facts, and an ending sentence.
- answering questions and listening to ideas from others about their writing.
- adding details to help the reader understand their writing.
- identifying and using digital tools to produce and publish writing.
- explain how research is different from other types of writing.
- working with others to research and write about a topic.

		• answering questions using information recalled or gathered. • write a sequence of instructions. • printing all upper- and lowercase letters. • using common, proper, and possessive nouns. • using singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop). • using personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything). • using verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home). • using frequently occurring adjectives. • using frequently occurring conjunctions (e.g., and, but, or, so, because). • using determiners (e.g., articles, demonstratives). • using frequently occurring prepositions (e.g., during, beyond, toward). • producing and expanding complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts. • capitalizing dates and names of people. • using end punctuation for sentences. • using commas in dates and to separate single words in a series. • using conventional spelling for words with common spelling patterns and for frequently occurring irregular words. • spelling untaught words phonetically, drawing on phonemic awareness and spelling conventions. • using complete sentences when needed.
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	

