Feb. SW Gr. 1 WRITING: All-about text: Informational/Explanatory

Content Area: **English**
Course(s):
Time Period: **February**
Length: **6-8 Weeks**
Status: **Published**

Unit Overview

Text Type: Informational/Explanatory
Children are naturally curious about the world. They often question and wonder about things they see, hear, and experience. They love to learn new information and share it with their friends, family, teachers, and anyone else who is willing to listen! How often do we find ourselves listening to students tell us fact after fact after fact about their new pets, the incredible place they visited over the weekend, or their favorite toy? The information they know and the facts they learn are what have inspired the Nonfiction: All-About Books unit. The questions “Did you know that . . . ?” or “Do you want to know something really cool?” are common phrases that echo in classrooms all day long. Writing all-about texts allows students to take the information they know, gather some new “research,” and teach someone all about a topic of interest.

Enduring Understandings

Writing all-about texts allows students to take the information they know, gather some new “research,” and teach
someone all about a topic of interest.

Essential Questions

How do you write "all-about" informational text to share what you know about something of interest?

Instructional Strategies & Learning Activities

Grade 1 Nonfiction:

All-About Books
Immersion: Interactive Read-Aloud Lessons

Day 1:

What Are Nonfiction All-About Books?
uses all of the mentor texts from the unit, particularly Life in an Ocean by Carol K. Lindeen.
Rationale: Display all of the unit books and read Carol K. Lindeen's Life in an Ocean to create excitement around this genre and have discussions in large and small groups. Students will examine why authors of this genre write "texts that teach."
Common Core State Standards: W.1.2, W.1.5, W.1.7, W.1.8, SL.1.1, SL.1.2, SL.1.3, SL.1.4, SL.1.5, SL.1.6, L.1.1, L.1.2, L.1.4, L.1.5, L.1.6

Day 2:
What Do All-About Books Look Like?
uses The Life Cycle of a Frog by Bobbie Kalman and Mammals by Adele Richardson.
Rationale: Use The Life Cycle of a Frog by Bobbie Kalman and Mammals by Adele Richardson. Students will explore the many features that all-about books have in common.
Common Core State Standards: W.1.2, W.1.5, W.1.7, W.1.8, SL.1.1, SL.1.2, SL.1.3, SL.1.4, SL.1.6, L.1.1, L.1.2, L.1.4, L.1.5, L.1.6

Day 3:
Wondering About Our World
uses Why Do Horses Neigh? by Joan Holub.
Rationale: Use Joan Holub's Why Do Horses Neigh? to illustrate how writers question and wonder about their world. Students will contemplate how writing informative texts often begins with asking questions, which leads to research and finding answers.
Common Core State Standards: W.1.2, W.1.5, W.1.7, W.1.8, SL.1.1, SL.1.2, SL.1.3, SL.1.4, SL.1.6, L.1.1, L.1.2, L.1.4, L.1.5, L.1.6

Day 4:
Getting the Right Answers
uses Move! by Steve Jenkins, The Vegetables We Eat by Gail Gibbons, and STORMS! by the Editors of Time for Kids with Leslie Dickstein.
Rationale: Use Move! by Steve Jenkins to demonstrate how writers of allabout books find the answers to their questions. Students will crack open the word "research" to gain a deeper understanding of various methods writers use to get answers to their questions.
Common Core State Standards: W.1.2, W.1.5, W.1.7, W.1.8, SL.1.1, SL.1.2, SL.1.3, SL.1.4, SL.1.6, L.1.1, L.1.2, L.1.4, L.1.5, L.1.6

Mentor Texts
Animals in the Desert
by Jo Windsor
An Earthworm's Life
by John Himmelman
Fire Trucks
by Carol K. Lindeen

The Life Cycle of a Frog
by Bobbie Kalman
Life in an Ocean
by Carol K. Lindeen
Mammals
by Adele Richardson
Move!
by Steve Jenkins
STORMS!
by the Editors of Time for
Kids with Leslie Dickstein
The Vegetables We Eat
by Gail Gibbons
Why Do Horses Neigh?
by Joan Holub

Day 5:
Just the Facts
uses The Vegetables We Eat by Gail Gibbons and Why Do Horses Neigh? by Joan Holub.
Rationale: Use The Vegetables We Eat by Gail Gibbons to show that all-about books primarily contain facts but
occasionally will include opinions of the writers.
Common Core State Standards: W.1.1, W.1.2, W.1.5, W.1.7, W.1.8, SL.1.1, SL.1.2, SL.1.3, SL.1.4, SL.1.5, SL.1.6,
L.1.1, L.1.2, L.1.4, L.1.5, L.1.6

Mini-Lessons
Generating Ideas I: What Interests You?
uses Fire Trucks by Carol K. Lindeen, The Life Cycle of a Frog by Bobbie Kalman, and other all-about books from
the unit and/or your own classroom library.
Rationale: When generating ideas for nonfiction all-about books, writers often think about the various nonfiction
topics that would be interesting to write and learn about. Students will brainstorm topics of interest by considering
the nonfiction categories of mentor texts.
Common Core State Standards: W.1.1, W.1.2, W.1.3, W.1.5, W.1.7, W.1.8, SL.1.1, SL.1.2, SL.1.3, SL.1.4, SL.1.5,
SL.1.6, L.1.1, L.1.2, L.1.4, L.1.6

Generating Ideas II: Sharing Our Passions
uses An Earthworm's Life by John Himmelman.
Rationale: Authors of all-about books write about topics they are passionate about and interested in. Students will
think about topics they love learning about as a way to generate ideas for their nonfiction all-about books.
Common Core State Standards: W.1.1, W.1.2, W.1.5, W.1.8, SL.1.1, SL.1.2, SL.1.3, SL.1.4, SL.1.5, SL.1.6, L.1.1,
L.1.2, L.1.6

Generating Ideas III: A Matter of Fact
uses Move! by Steve Jenkins.
Rationale: “Write what you know” is advice writers often give. Students will consider topics about which they have
prior knowledge and information in order to generate nonfiction ideas.
Common Core State Standards: W.1.2, W.1.5, W.1.8, SL.1.1, SL.1.2, SL.1.3, SL.1.4, SL.1.5, SL.1.6, L.1.1, L.1.2,
L.1.6

Selecting: What Do I Want to Teach?
uses students’ Writing Folders.
Rationale: Writers need to decide on a topic to focus on when they are going to publish a book. Nonfiction writers
often consider how much they already know about that topic, the possibilities for research, and their curiosity or
interest in the topic. Using these criteria, students will look back at what they’ve written and select one topic for
their nonfiction all-about books.
Common Core State Standards: W.1.1, W.1.2, W.1.5, W.1.8, SL.1.1, SL.1.2, SL.1.3, SL.1.4, SL.1.5, SL.1.6, L.1.1,
L.1.2, L.1.6

Collecting I: Asking the Right Questions
uses Why Do Horses Neigh? by Joan Holub.
Rationale: Once writers select an idea, they develop their ideas by conducting research. Thinking about what they
already know versus what they want to know will help students research their topics more effectively.
Common Core State Standards: W.1.2, W.1.5, W.1.6, W.1.7, W.1.8, SL.1.1, SL.1.2, SL.1.3, SL.1.4, SL.1.5, SL.1.6,
L.1.1, L.1.2, L.1.4, L.1.6

Collecting II: Describe It to Me
uses The Vegetables We Eat by Gail Gibbons.
Rationale: Nonfiction writers and illustrators collect information that may be included in their published books.
Students will record details about their topics and create diagrams to make their all-about books more meaningful
and informative for their readers.
Common Core State Standards: W.1.2, W.1.5, W.1.7, W.1.8, SL.1.1, SL.1.2, SL.1.3, SL.1.4, SL.1.5, SL.1.6, L.1.1,
L.1.2, L.1.4, L.1.5, L.1.6

Drafting I: Order and Organization
uses Fire Trucks by Carol K. Lindeen and Mammals by Adele Richardson.
Rationale: Once nonfiction writers have researched and developed their ideas, they decide how to organize this
information to make it clear for their audiences. Students will create a Table of Contents and plan the order in which

they will present information in their all-about books.
Common Core State Standards: W.1.2, W.1.5, W.1.7, W.1.8, SL.1.1, SL.1.2, SL.1.3, SL.1.4, SL.1.6, L.1.1, L.1.2,
L.1.6

Drafting II: Lay It Out
uses The Life Cycle of a Frog by Bobbie Kalman, An Earthworm's Life by John Himmelman, and STORMS! by the
Editors of Time for Kids with Leslie Dickstein.
Rationale: When starting to draft, writers consider the layout their books will have. Now that their Tables of Contents are complete, students will examine how a few different authors present their pictures and words to create a pleasing design.
Common Core State Standards: W.1.2, W.1.5, W.1.6, W.1.7, W.1.8, SL.1.1, SL.1.2, SL.1.3, SL.1.4, SL.1.5, SL.1.6,
L.1.1, L.1.2, L.1.4, L.1.6

Drafting III: Adding Visuals
uses several of the mentor texts from the unit.
Rationale: Nonfiction writers often include visual aids in their books so readers gain more insight and information
about their topics. Students will decide what visual aids to include in their all-about books and where to include
them.
Common Core State Standards: W.1.2, W.1.5, W.1.6, W.1.7, W.1.8, SL.1.1, SL.1.2, SL.1.3, SL.1.4, SL.1.5, SL.1.6,
L.1.1, L.1.2, L.1.4, L.1.5, L.1.6

Revising I: Hooking Your Readers
uses Why Do Horses Neigh? by Joan Holub, The Vegetables We Eat by Gail Gibbons, An Earthworm's Life by John
Himmelman, STORMS! by the Editors of Time for Kids with Leslie Dickstein, and students' drafts.
Rationale: Writers want to engage their readers with an interesting hook or lead that makes readers want to turn
the page and keep reading. Students will revisit their books and look at various leads from the unit books as examples of how to craft leads of their own.
Common Core State Standards: W.1.2, W.1.5, W.1.7, W.1.8, SL.1.1, SL.1.2, SL.1.3, SL.1.4, SL.1.6, L.1.1, L.1.2,
L.1.4, L.1.5, L.1.6

Revising II: How Does It End?
uses several of the mentor texts from the unit and students' drafts.
Rationale: Writers want their books to end in an interesting and satisfying way. Students will consider ways they
can revise their own endings as they study the techniques of various mentor authors.
Common Core State Standards: W.1.2, W.1.5, W.1.7, W.1.8, SL.1.1, SL.1.2, SL.1.3, SL.1.4, SL.1.6, L.1.1, L.1.2,

L.1.4, L.1.5, L.1.6

Revising III: Do I Have All That I Need?
uses students' drafts.
Rationale: Writers use a revision checklist to ensure that all necessary parts of their writing are in place. Students
will utilize a revision checklist to make certain that their pieces contain the basic features used in nonfiction allabout
books. They may also try to add a few optional features of all-about books for their readers' enjoyment.
Common Core State Standards: W.1.2, W.1.5, W.1.8, SL.1.1, SL.1.2, SL.1.3, SL.1.4, SL.1.6, L.1.1, L.1.2, L.1.6

Editing I: Stop It, Please!
uses Why Do Horses Neigh? by Joan Holub and students' drafts.
Rationale: Writers use end punctuation marks for clarity and to indicate to their readers how the text is to be read.
Students will learn how to choose appropriate end punctuation marks and understand how they affect the way their
sentences are read and interpreted by their readers.
Common Core State Standards: W.1.2, W.1.5, W.1.7, W.1.8, SL.1.1, SL.1.2, SL.1.3, SL.1.4, SL.1.6, L.1.1, L.1.2,
L.1.6

Editing II: Check It Out!
uses Life in an Ocean by Carol K. Lindeen and students' drafts.
Rationale: Writers check for proper use of conventions to ensure their published pieces are accurate and easy to
read. Students will use a checklist to guide them through this editing process.
Common Core State Standards: W.1.2, W.1.5, W.1.8, SL.1.1, SL.1.2, SL.1.3, SL.1.4, SL.1.6, L.1.1, L.1.2, L.1.5,
L.1.6

Publishing I: Cover Me!
uses several of the mentor texts from the unit.
Rationale: Writers consider how their finished books will look in order to make them attractive and inviting to their
readers. Students will brainstorm possible titles and cover illustrations for their books that both engage their readers
and suggest what their books will teach.
Common Core State Standards: W.1.2, W.1.5, W.1.6, W.1.7, W.1.8, SL.1.1, SL.1.2, SL.1.3, SL.1.4, SL.1.5, SL.1.6,
L.1.1, L.1.2, L.1.6

Publishing II: All About the Extras
uses An Earthworm's Life by John Himmelman, STORMS! by the Editors of Time for Kids with Leslie Dickstein, and
The Vegetables We Eat by Gail Gibbons.

Rationale: Writers often add extra publishing features that make their books more personal. Students will create
meaningful Dedications, Special Thanks, and/or About the Author blurbs to give their readers insight into their process and inspiration.
Common Core State Standards: W.1.1, W.1.2, W.1.3, W.1.5, W.1.6, W.1.7, W.1.8, SL.1.1, SL.1.2, SL.1.3, SL.1.4,
SL.1.6, L.1.1, L.1.2, L.1.6

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Integration of career readiness, life literacies, and key skills

Students will establish and follow rules, routines, and responsibilities throughout the year.

9.1.2.CAP	Career Awareness and Planning
9.4.2.CI	Creativity and Innovation
	Different types of jobs require different knowledge and skills.
	Brainstorming can create new, innovative ideas.
9.4.2.CI.1	Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).
9.1.2.CAP.1	Make a list of different types of jobs and describe the skills associated with each job.
9.4.2.CI.2	Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a).
9.4.2.CT.3	Use a variety of types of thinking to solve problems (e.g., inductive, deductive).
	Individuals should practice safe behaviors when using the Internet.
9.4.2.DC.3	Explain how to be safe online and follow safe practices when using the internet (e.g., 8.1.2.NI.3, 8.1.2.NI.4).
9.4.2.DC.4	Compare information that should be kept private to information that might be made public.
9.4.2.GCA	Global and Cultural Awareness
	Individuals from different cultures may have different points of view and experiences.
9.4.2.GCA.1	Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals (e.g., 1.5.2.C2a, 7.1.NL.IPERS.5, 7.1.NL.IPERS.6).
9.4.2.IML	Information and Media Literacy
	Digital tools and media resources provide access to vast stores of information that can be searched.
9.4.2.IML.1	Identify a simple search term to find information in a search engine or digital resource.
	A variety of diverse sources, contexts, disciplines, and cultures provide valuable and necessary information that can be used for different purposes.
9.4.2.IML.3	Use a variety of sources including multimedia sources to find information about topics such as climate change, with guidance and support from adults (e.g., 6.3.2.GeoGI.2, 6.1.2.HistorySE.3, W.2.6, 1-LSI-2).
9.4.2.TL.1	Identify the basic features of a digital tool and explain the purpose of the tool (e.g.,

	8.2.2.ED.1).
9.4.2.TL.2	Create a document using a word processing application.
CRP.K-12.CRP1	Act as a responsible and contributing citizen and employee.
CRP.K-12.CRP6	Demonstrate creativity and innovation.

Technology And Design Integration

Students will use the Interactive Smartboard, and Ipads to research their non-fiction topic for writing. Students will produce a published piece of non-fiction writing complete with illustrations, charts, and other visual aids needed to tell thier story.

	Individuals use computing devices to perform a variety of tasks accurately and quickly. Computing devices interpret and follow the instructions they are given literally.
8.1.2.DA.1	Collect and present data, including climate change data, in various visual formats.
8.1.2.DA.4	Make predictions based on data using charts or graphs.
TECH.8.1.2	Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
TECH.8.1.2.A.CS2	Select and use applications effectively and productively.
TECH.8.1.2.B.1	Illustrate and communicate original ideas and stories using multiple digital tools and resources.
TECH.8.1.2.B.CS1	Apply existing knowledge to generate new ideas, products, or processes.
TECH.8.1.2.B.CS2	Create original works as a means of personal or group expression.
TECH.8.1.2.C.CS1	Interact, collaborate, and publish with peers, experts, or others by employing a variety of digital environments and media.

Interdisciplinary Connections

Non-fiction Mentor text, individual reading choices of non-fiction create interdisciplinary connections in social studies, math, science, and the arts.

6.1.2.GeoPP.1	Explain the different physical and human characteristics that might make a location a good place to live (e.g., landforms, climate and weather, resource availability).
6.1.2.GeoHE.1	Explain how seasonal weather changes, climate, and other environmental characteristics affect people's lives in a place or region.
SCI.K-2.5.3.2.C.1	Describe the ways in which organisms interact with each other and their habitats in order to meet basic needs.
SCI.K-2.5.3.2.C.3	Communicate ways that humans protect habitats and/or improve conditions for the growth of the plants and animals that live there, or ways that humans might harm habitats.
SCI.K-2.5.3.2.C.c	Humans can change natural habitats in ways that can be helpful or harmful for the plants and animals that live there.
SCI.K-2.5.3.2.D	Organisms reproduce, develop, and have predictable life cycles. Organisms contain genetic information that influences their traits, and they pass this on to their offspring during reproduction.

SCI.K-2.5.4.2.F	Earth's weather and climate systems are the result of complex interactions between land, ocean, ice, and atmosphere.
SCI.K-2.5.4.2.F.1	Observe and document daily weather conditions and discuss how the weather influences your activities for the day.
SCI.K-2.5.4.2.F.a	Current weather conditions include air movement, clouds, and precipitation. Weather conditions affect our daily lives.
SOC.K-4.1.3.1	Distinguish fact from fiction.
SOC.K-4.1.4.1	Use evidence to support an idea in a digital, oral and/ written format.

Differentiation

- Understand that gifted students, just like all students, come to school to learn and be challenged.
- Pre-assess your students. Find out their areas of strength as well as those areas you may need to address before students move on.
- Consider grouping gifted students together for at least part of the school day.
- Plan for differentiation. Consider pre-assessments, extension activities, and compacting the curriculum.
- Use phrases like "You've shown you don't need more practice" or "You need more practice" instead of words like "qualify" or "eligible" when referring to extension work.
- Encourage high-ability students to take on challenges. Because they're often used to getting good grades, gifted students may be risk averse.

- **Definitions of Differentiation Components**:

    - Content – the specific information that is to be taught in the lesson/unit/course of instruction.
    - Process – how the student will acquire the content information.
    - Product – how the student will demonstrate understanding of the content.
    - Learning Environment – the environment where learning is taking place including physical location and/or student grouping

Differentiation occurring in this unit:

Student Strengths and weaknesses will be assessed and monitored, and individualized/differentiated learning will be assigned as appropriate.

Leveled classroom library for research.

Modifications & Accommodations

IEP accommodations, and modifications will be in place, and teacher assigned modifications and accommodations will be assigned, assessed, and monitored as deemed necessary.

Follow IEP accommodations and differentiate materials, project requirements as needed.

Refer to QSAC EXCEL SMALL SPED ACCOMMOCATIONS spreadsheet in this discipline.

Modifications and Accommodations used in this unit:

Formative Assessments

Assessment allows both instructor and student to monitor progress towards achieving learning objectives, and can be approached in a variety of ways. **Formative assessment** refers to tools that identify misconceptions, struggles, and learning gaps along the way and assess how to close those gaps. It includes effective tools for helping to shape learning, and can even bolster students' abilities to take ownership of their learning when they understand that the goal is to improve learning, not apply final marks (Trumbull and Lash, 2013). It can include students assessing themselves, peers, or even the instructor, through writing, quizzes, conversation, and more. In short, formative assessment occurs throughout a class or course, and seeks to improve student achievement of learning objectives through approaches that can support specific student needs (Theal and Franklin, 2010, p. 151).

Formative Assessments used in this unit:

Discussion

Teacher Conferences

Appendices from Unit

Benchmark Assessments

Writing Sample administered twice a year.

Benchmark Assessments are given periodically (e.g., at the end of every quarter or as frequently as once per month) throughout a school year to establish baseline achievement data and measure progress toward a standard or set of academic standards and goals.

Schoolwide Benchmark assessments:

Aimsweb benchmarks 3X a year

Linkit Benchmarks 3X a year

DRA

Additional Benchmarks used in this unit:

Summative Assessments

summative assessments evaluate student learning, knowledge, proficiency, or success at the conclusion of an instructional period, like a unit, course, or program. Summative assessments are almost always formally graded and often heavily weighted (though they do not need to be). Summative assessment can be used to great effect in conjunction and alignment with formative assessment, and instructors can consider a variety of

ways to combine these approaches.

Summative assessments for this unit:

Student Self-Reflection uses a self-reflection questionnaire.

Final writing piece assessment

Instructional Materials

Schoolwide, Inc. "All about text: Informational/ Explanatory" teacher instructional unit.

Mentor texts as noted in lesson plans above.

Additional Non-fiction leveled readers in interdisciplinary topics and student interest

Standards

LA.RI.1.1	Ask and answer questions about key details in a text.
LA.RI.1.2	Identify the main topic and retell key details of a text.
LA.RI.1.3	Describe the connection between two individuals, events, ideas, or pieces of information in a text.
LA.RI.1.4	Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
LA.RI.1.5	Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.
LA.RI.1.6	Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
LA.RI.1.7	Use the illustrations and details in a text to describe its key ideas.
LA.RI.1.8	Identify the reasons an author gives to support points in a text and explain the application of this information with prompting as needed.
LA.RI.1.9	Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).
LA.RF.1.1	Demonstrate mastery of the organization and basic features of print including those listed under Kindergarten foundation skills.
LA.RF.1.1.A	Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
	Phonological Awareness
LA.RF.1.2	Demonstrate mastery of spoken words, syllables, and sounds (phonemes) by using knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.

LA.RF.1.2.A	Distinguish long from short vowel sounds in spoken single-syllable words.
LA.RF.1.2.B	Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
LA.RF.1.2.C	Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
LA.RF.1.2.D	Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).
LA.RF.1.3.A	Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound).
LA.RF.1.3.B	Decode regularly spelled one-syllable words.
LA.RF.1.3.C	Know final -e and common vowel team conventions for representing long vowel sounds.
LA.RF.1.4.A	Read grade-level text with purpose and understanding.
LA.RF.1.4.C	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
LA.W.1.1	Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.
LA.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.
LA.W.1.3	Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.
LA.W.1.4	(Begins in grade 3)
LA.W.1.5	With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers and self-reflection, and add details to strengthen writing and ideas as needed.