

Learning Period 4 Kindergarten and First Grade Informative/Explanatory Writing

Please visit the websites listed below to view videos of actual Informative/Explanatory writing lessons to guide your instruction of writing at home.

Week	Stage of Writing	Video	Writing Assignment for the Week *See examples attached to understand the difference between stage 2 and stage 3
1	<p>Kindergarten: Informative/Explanatory Stage 2</p> <p>First Grade: Informative/Explanatory Stage 3</p>	<p>Informative/Explanatory Videos https://www.commoncorestandardswriting.com/</p> <p>Kindergarten parents watch: Informative/Explanatory Lessons Stage 2, Part 1</p> <p>Informative/Explanatory Lessons Stage 2, Part 2</p> <p>Informative/Explanatory Lessons Stage 2, Part 3</p> <p>First Grade parents watch: Informative/Explanatory Lessons Stage 3, Part 1</p> <p>Informative/Explanatory Lessons Stage 3, Part 2</p>	<p>Kindergarten: 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.</p> <p>First: Write informative/explanatory texts in which they name a topic, supply some facts about topic, and provide some sense of closure.</p> <p><i>*Lined paper to write the informative/explanatory sentences provided</i> <i>*Please provide your own white paper to complete brainstorm</i></p>
2	<p>Kindergarten: Informative/Explanatory Stage 2</p> <p>First Grade: Informative/Explanatory Stage 3</p>	<p>Informative/Explanatory Videos https://www.commoncorestandardswriting.com/</p> <p>Kindergarten parents watch: Informative/Explanatory Lessons Stage 2, Part 1</p> <p>Informative/Explanatory Lessons Stage 2, Part 2</p> <p>Informative/Explanatory Lessons Stage 2, Part 3</p> <p>First Grade parents watch: Informative/Explanatory Lessons Stage 3, Part 1</p>	<p>Kindergarten: 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.</p> <p>First: Write informative/explanatory texts in which they name a topic, supply some facts about topic, and provide some sense of closure.</p> <p><i>*Lined paper to write the informative/explanatory sentences provided</i> <i>*Please provide your own white paper to complete brainstorm</i></p>
3	<p>Kindergarten: Informative/Explanatory Stage 2</p> <p>First Grade: Informative/Explanatory Stage 3</p>	<p>Informative/Explanatory Videos https://www.commoncorestandardswriting.com/</p> <p>Kindergarten parents watch: Informative/Explanatory Lessons Stage 2, Part 1</p> <p>Informative/Explanatory Lessons Stage 2, Part 2</p> <p>Informative/Explanatory Lessons Stage 2, Part 3</p> <p>First Grade parents watch: Informative/Explanatory Lessons Stage 3, Part 1</p> <p>Informative/Explanatory Lessons Stage 3, Part 2</p>	<p>Kindergarten: 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.</p> <p>First: Write informative/explanatory texts in which they name a topic, supply some facts about topic, and provide some sense of closure.</p> <p><i>*Lined paper to write the informative/explanatory sentences provided</i> <i>*Please provide your own white paper to complete brainstorm</i></p>

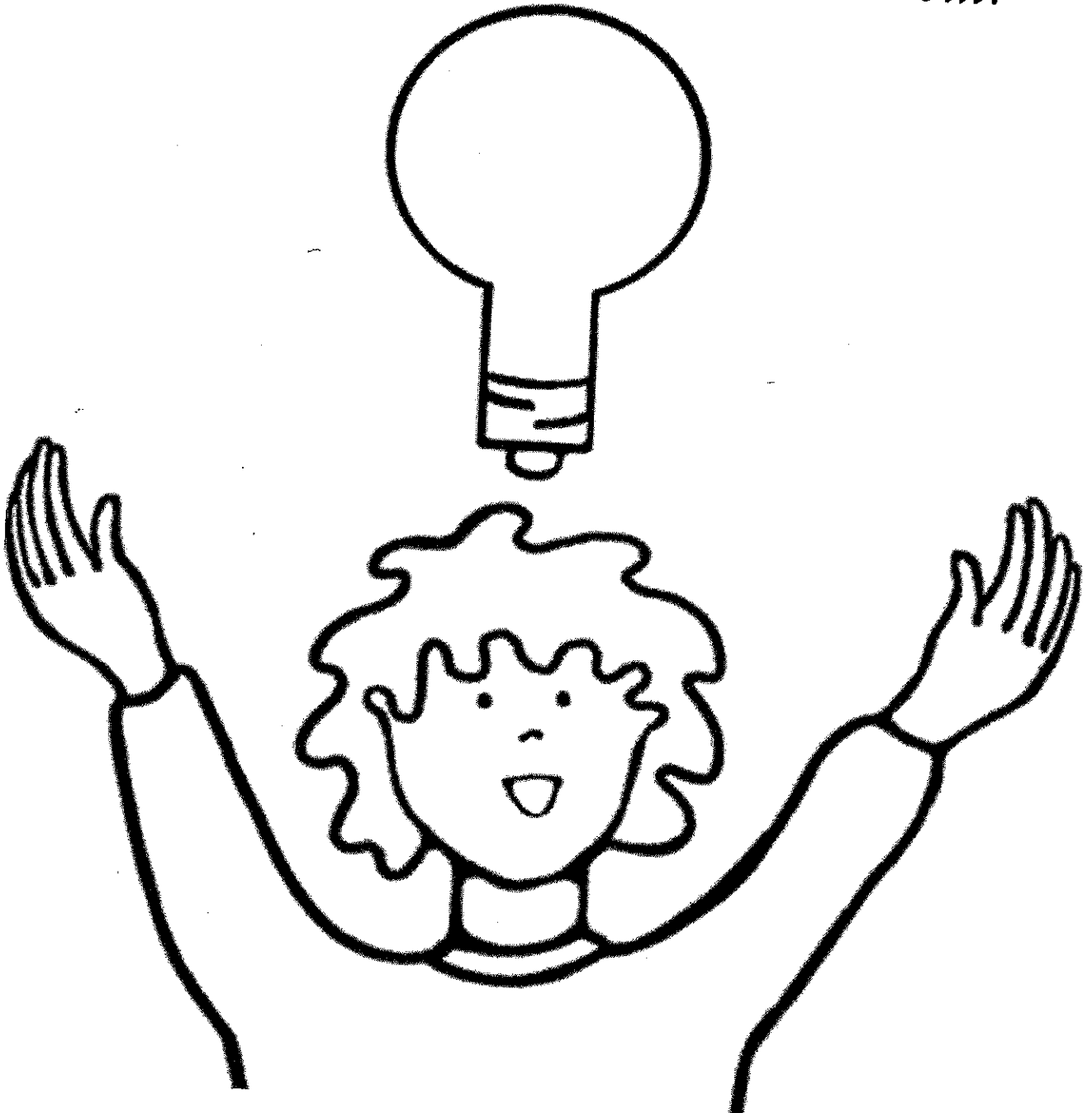
<p>4</p> <p>Kindergarten: Informative/Explanatory Stage 2 First Grade: Informative/Explanatory Stage 4</p>	<p>Informative/Explanatory Videos: <u>http://www.commoncorestandardswriting.com/</u> <i>Kindergarten parents watch:</i> Informative/Explanatory Lessons Stage 2 Part 1 Informative/Explanatory Lessons Stage 2 Part 2 Informative/Explanatory Lessons Stage 2 Part 3 <i>First Grade parents watch:</i> Informative/Explanatory Lessons Stage 4 Part 1 Informative/Explanatory Lessons Stage 4 Part 2 Informative/Explanatory Lessons Stage 4 Part 3</p>	<p>Kindergarten: 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.</p> <p>First: Write informative/explanatory texts in which they name a topic, supply some facts about topic, and provide some sense of closure.</p> <p>*Lined paper to write the informative/explanatory sentences provided *Please provide your own white paper to complete brainstorm</p>
<p>5</p> <p>Kindergarten: Informative/Explanatory Stage 2 First Grade: Informative/Explanatory Stage 4</p>	<p>Informative/Explanatory Lessons Stage 4 Part 4 Informative/Explanatory Videos: <u>http://www.commoncorestandardswriting.com/</u> <i>Kindergarten parents watch:</i> Informative/Explanatory Lessons Stage 2 Part 1 Informative/Explanatory Lessons Stage 2 Part 2 Informative/Explanatory Lessons Stage 2 Part 3 <i>First Grade parents watch:</i> Informative/Explanatory Lessons Stage 4 Part 1 Informative/Explanatory Lessons Stage 4 Part 2 Informative/Explanatory Lessons Stage 4 Part 3</p>	<p>Kindergarten: 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.</p> <p>First: Write informative/explanatory texts in which they name a topic, supply some facts about topic, and provide some sense of closure.</p> <p>*Lined paper to write the informative/explanatory sentences provided *Please provide your own white paper to complete brainstorm</p>
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Topic Sentence!

S - S - Light Bulb

That's the big idea of the paragraph!

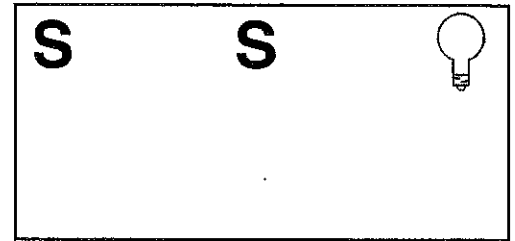
That's what all the information is about!



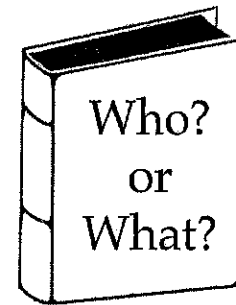
Stage 3: Topic Sentence: Secret Formula

Topic Sentence: What's the Big Idea of the Paragraph?

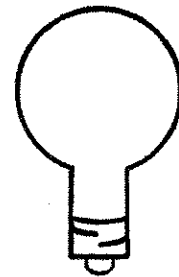
1. Get Organized! S - S - Light Bulb
Setting - Subject - Big Idea
(Write secret formula at top of page.)



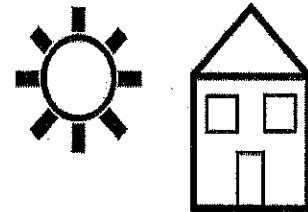
2. Subject:
Who or what is the
information about?
(Draw picture under the middle "S".)



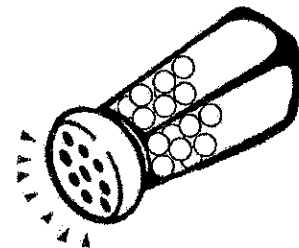
3. Big Idea:
What is the
information about?
(Draw under light bulb.)



4. Setting (optional):
When and where does
the information take place?
(Draw pictures under "S".)



5. Add Fancy Words!
Who or what is the most
important part of the sentence?
(Write fancy words near pictures.)



6. Add Punctuation, then Write!



Informative/Explanatory Writing: Stage 3

(First Grade)

Topic Sentence

Content and Organization

Topic Sentence: Secret Formula (Setting + Subject + Big Idea)

Setting = Time and Place

Subject = Who/What is the information about?

Big Idea = What about the (subject)? What information is the paragraph telling about the (subject)?

Sentences

Different Sentence Beginnings.

Simple & Compound Sentences

Adjectives

Transitions (Temporal words to signal order of events, Category words to signal different details.)

Mechanics







Capitals: Beginning of, sentences, proper nouns, "I", dates.

Commas: After common transitions (when needed).

Steps:

Topic Sentence Stage 3

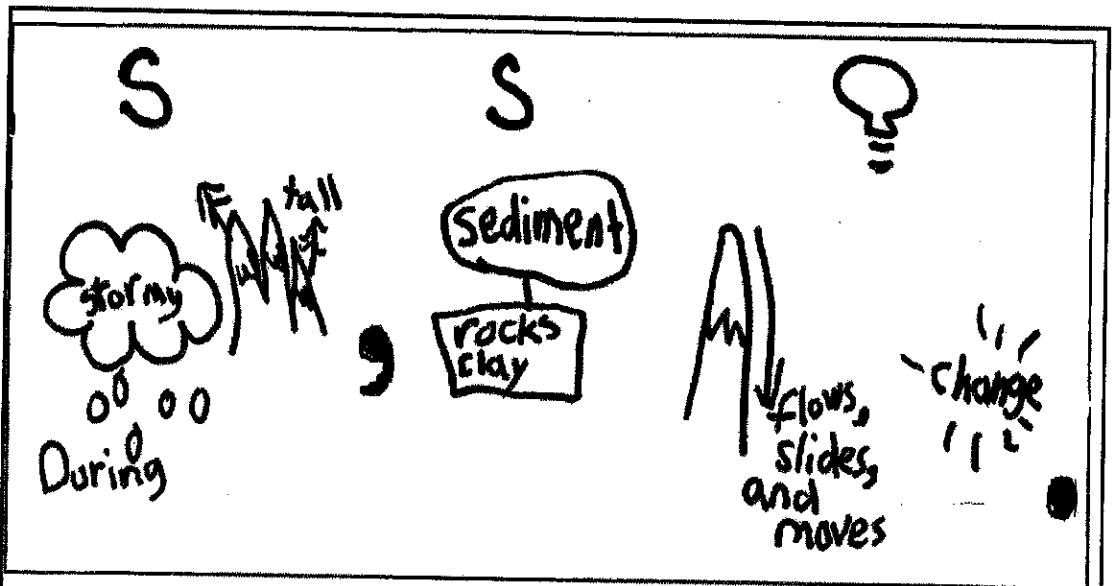
What's the Big Idea?

1. Get Organized!	
2. Subject	
3. Big Idea	
4. Setting	
5. Fancy Words	
6. Punctuation Time!	

Informative/Explanatory Writing: Stage 3

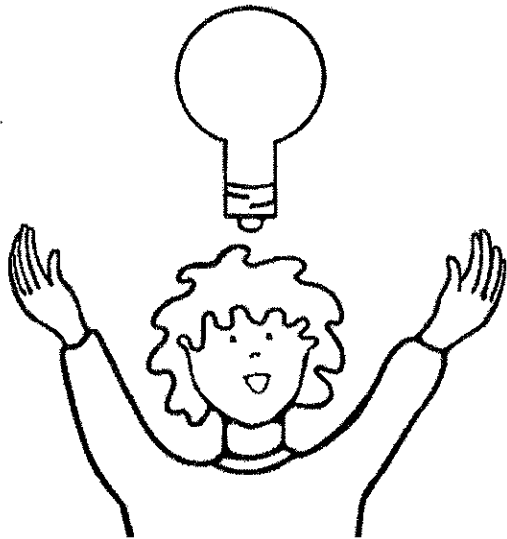
(First Grade)

First: Plan and Write



During stormy wether in the tall moutuns, sediment flows, slides, and moves down the hills causing landfrms to change.

Stage 4: Informative/Explanatory Paragraph Chant:
Introduce a Complete Paragraph



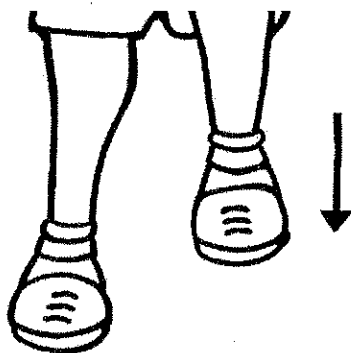
Topic Sentence!

*S - S - Light Bulb!
That's the big idea
of the paragraph!
What all the
information is about!*



Details!

*That's information,
information,
information
about the
topic sentence!*



Conclusion!

*Repeat the Topic Sentence
Using Different Words!
S - Light Bulb!*

Stage 4: Complete Informative/Explanatory Paragraph with Expanded Details

Topic Sentence: What's the Big Idea of the Paragraph?


1. Get Organized! (Write secret formula at top of page.)

S - S - Light Bulb: Setting - Subject - Big Idea

2. "S" is for Subject!

Who or what is the information about?
(Draw picture under the middle "S".)

3. "Light Bulb" is for the Big Idea!


What is the information about?
(Draw picture under )

4. "S" is for Setting: (optional)

When and where does the information take place?
(Draw pictures under "S".)

5. Add Fancy Words!

Who or what is the most important part of the sentence?
(Write fancy words near pictures.)

S	S	


Details, Details, Details about the Topic Sentence!


Repeat the following steps three to five times to write detail sentences.


1. Get Organized!

(Draw a wide box for each detail.)

2. Details! Choose Details that Categorize or Sequence:

CATEGORIZE DETAILS	
Categorize information about the Big Idea!	
Tell about (one/another): part, type, kind, thing, way, characteristic	 Big Idea ?

SEQUENCE DETAILS	
Sequence information about the Big Idea!	
Tell what happened: first, next, last	 Big Idea ?


S	S	

3. Expand! Add more information to the detail sentences:

EXPAND DETAILS		
Add more information to detail sentences.		
Detail Sentence	<div style="border: 1px solid black; padding: 5px; display: inline-block;"> so or and but for to because </div>	Tell: More, Why, or How.

4. Check for Different Sentence Beginnings.

(Write on the left side of the box.)



Conclusion!

Repeat the Topic Sentence!

Use the Secret Formula (S-Light Bulb)

to Repeat the Big Idea using Different Words.



Informative/Explanatory Writing: Stage 4

(First Grade)

Topic Sentence, Details, and Conclusion

Content and Organization

Topic Sentence: Big Idea of Information: Setting + Subject + Big Idea

Details: Information is about the big idea, and organized in a sequence or categories.

Expand Details: Add more information to sentences by telling more, why or how about details.

Conclusion: Repeat the Topic Sentence (Subject + Big Idea) using different words. (Setting usually omitted.)

Sentences

Expand Sentences.

Different Sentence Beginnings.

Adjectives

Transitions (Temporal words to signal

order of events, Category words to

signal different details.)

Mechanics

Capitals and Stops.

Commas: After common transitions, series,

conjunctions, and dates.

Quotation Marks

Brainstorm:

Weathering

rocks
wind
break down smaller pieces

rain
water waves
plants

water
freezes
thaws
sediment

Coastal Erosion

crash

sun
wind
waves
chunks

Types of Details:

CATEGORIZE DETAILS:

Categorize information about the Big Idea!

Tell about (one/another):

part, type, kind, thing,
way, characteristic



SEQUENCE DETAILS:

Sequence information about the Big Idea!

Tell what happened:

first,
next,
last



Expanding Details:

EXPAND DETAILS:

Add more information to detail sentences.

Detail Sentence

so .or and
but for to
because

Tell: More, Why, or How.

Informative/Explanatory Writing: Stage 4

(First Grade)

Steps:

Plan:

Organizer

Topic Sentence

1. Get Organized!

2. Subject

3. Big Idea

4. Setting

5. Fancy Words

Details, Details, Details!

1. Get Organized

2. Details

3. Expand Details

4. Different Beginnings

Conclusion

Restate Topic Sentence

1 All coastal shores

2 Day after days violent crash

3 The turbulent eats devours steam shovel

4 Whoosh, sizzle! The baking strong sediments

5 Finally, large chunks weaken and crack, then fall

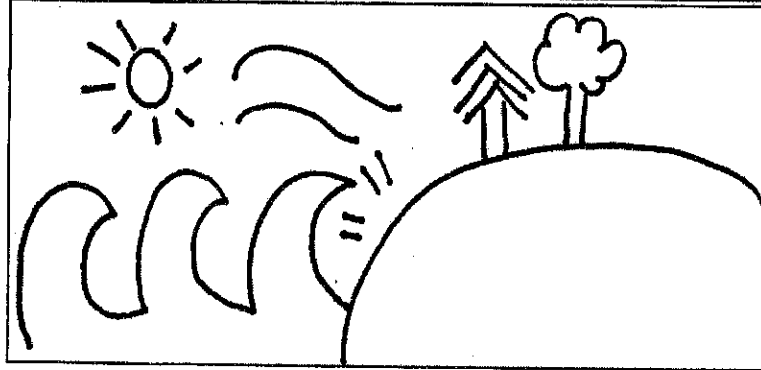
Erosion transforms

Informative/Explanatory Writing: Stage 4

(First Grade)

Write:

Sample Writing



Coastal Erosion

All year long on the coastlines, erosion changes the landforms. Day after day, violent waves crash against the land. The turbulent surf devours hillsides like a shovel scooping up dirt. Whoosh, sizzle! The baking sun and strong winds break away sediment of rocks, pebbles, and plants. Finally, large chunks of land weaken and crack, then fall into the sea. Erosion transforms the ocean lands.

Remember Different Sentence Beginnings!

Many Some All

Another Not all

Few Most

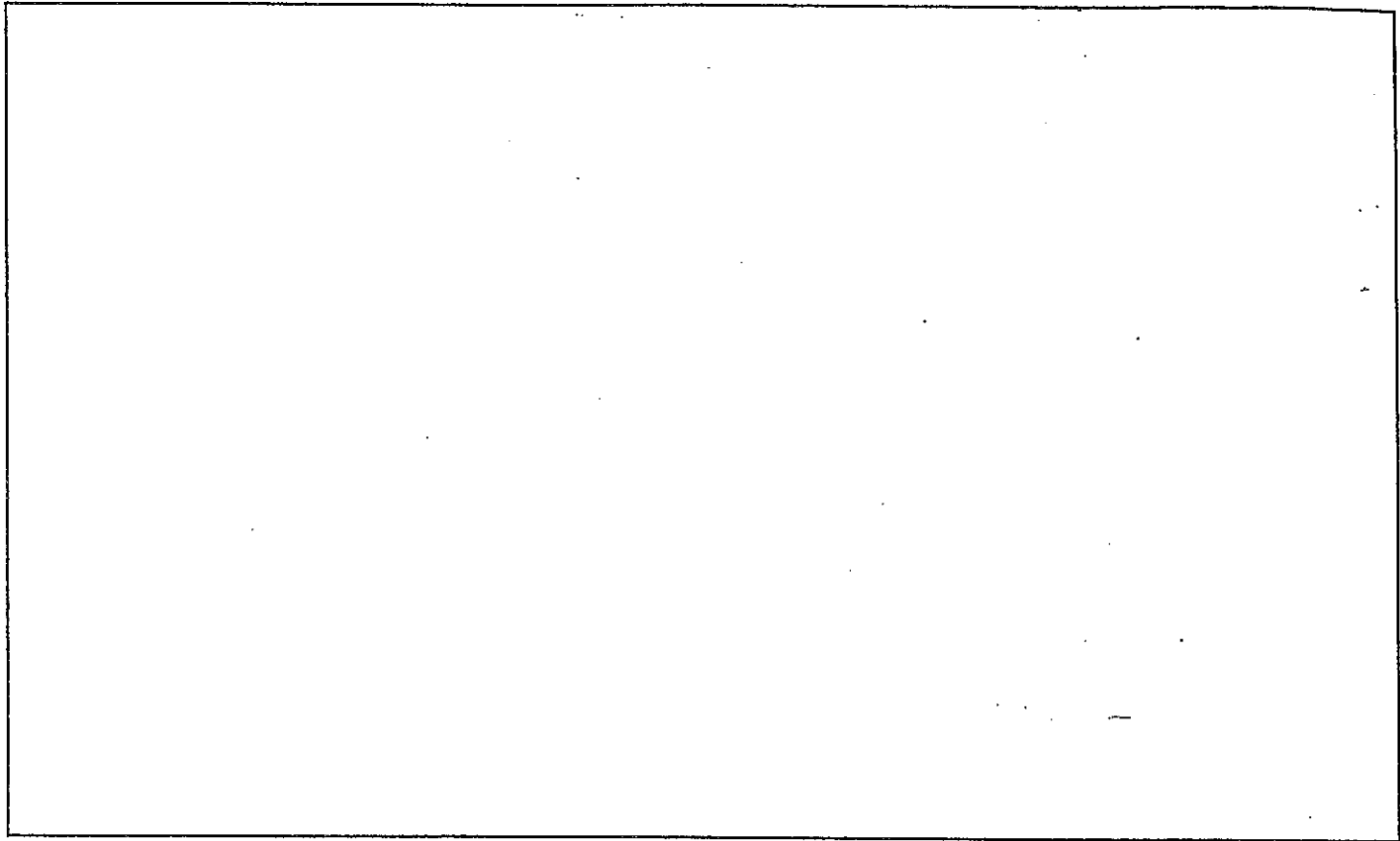
First, Next, Also,

Then, Second, Finally,

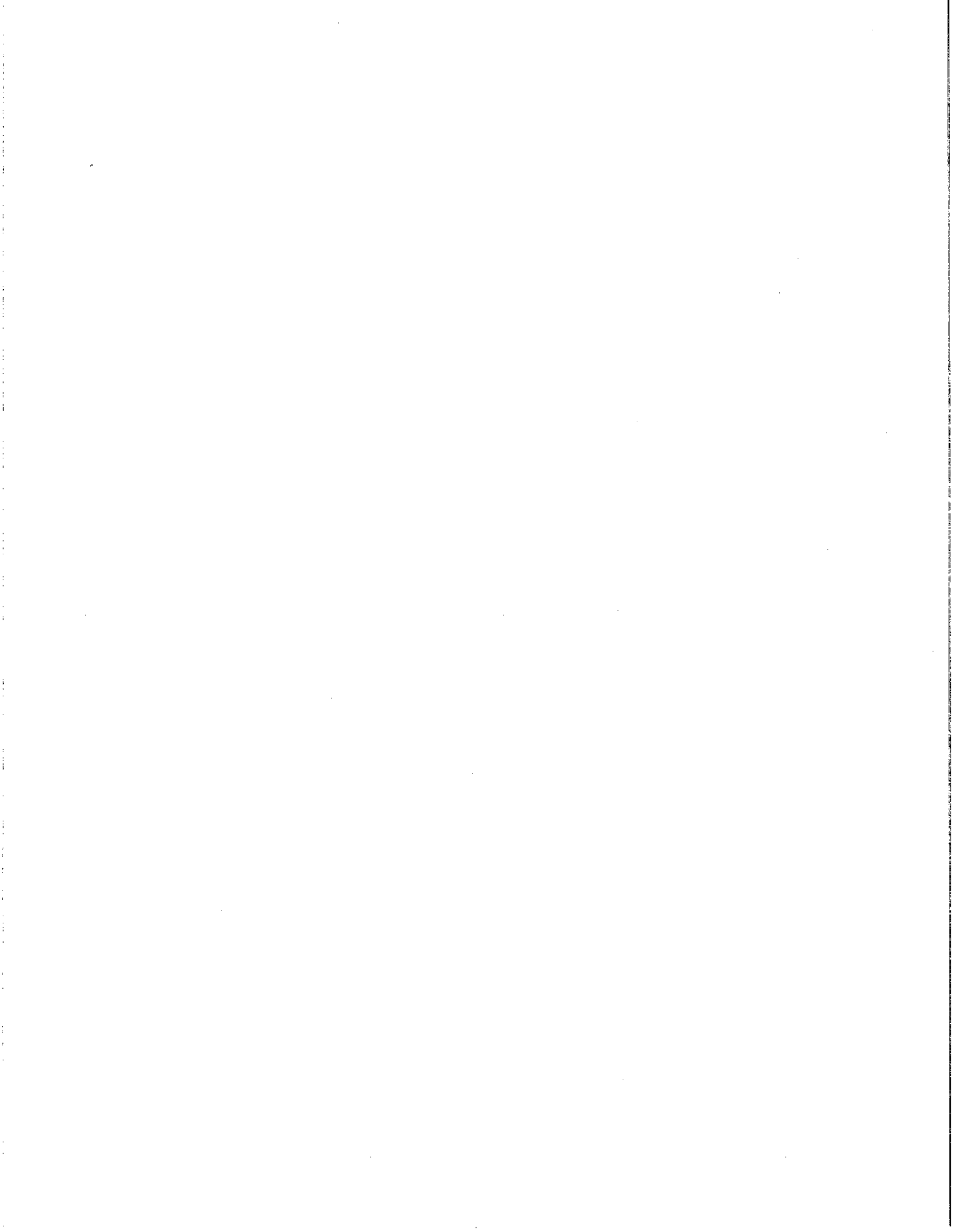
For example,

For instance,

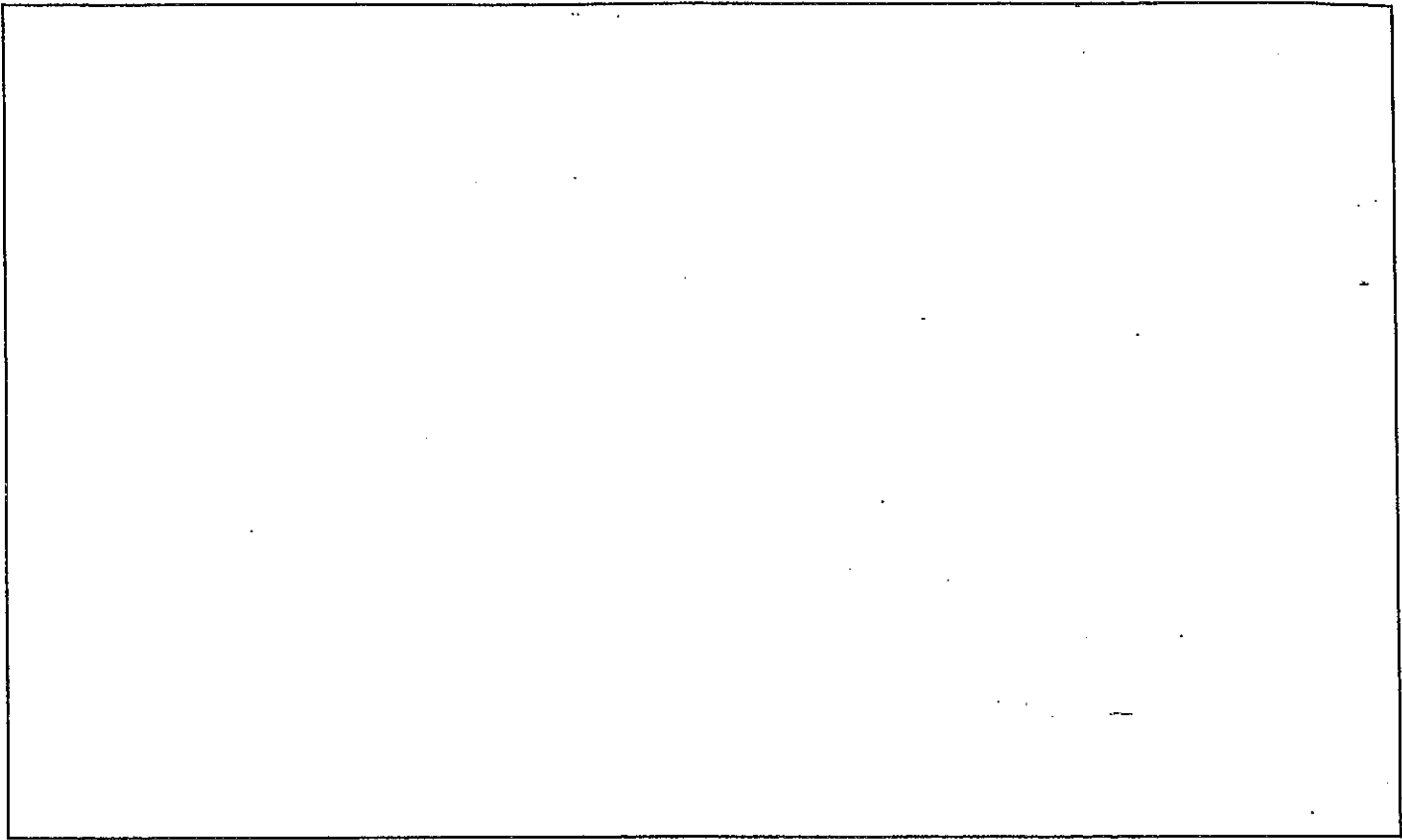
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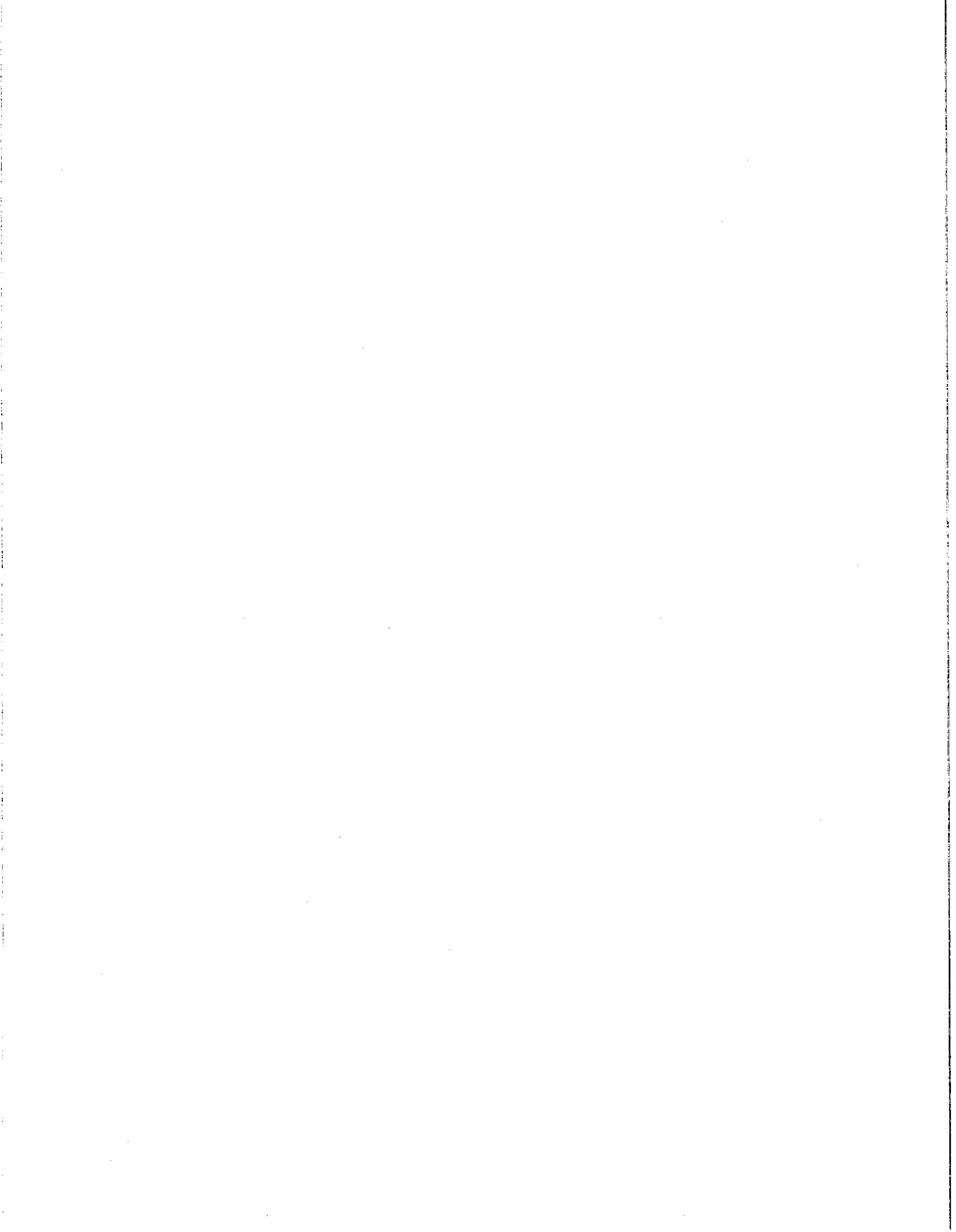
Handwriting practice lines consisting of ten sets of horizontal lines. Each set includes a solid top line, a dashed middle line, and a solid bottom line.



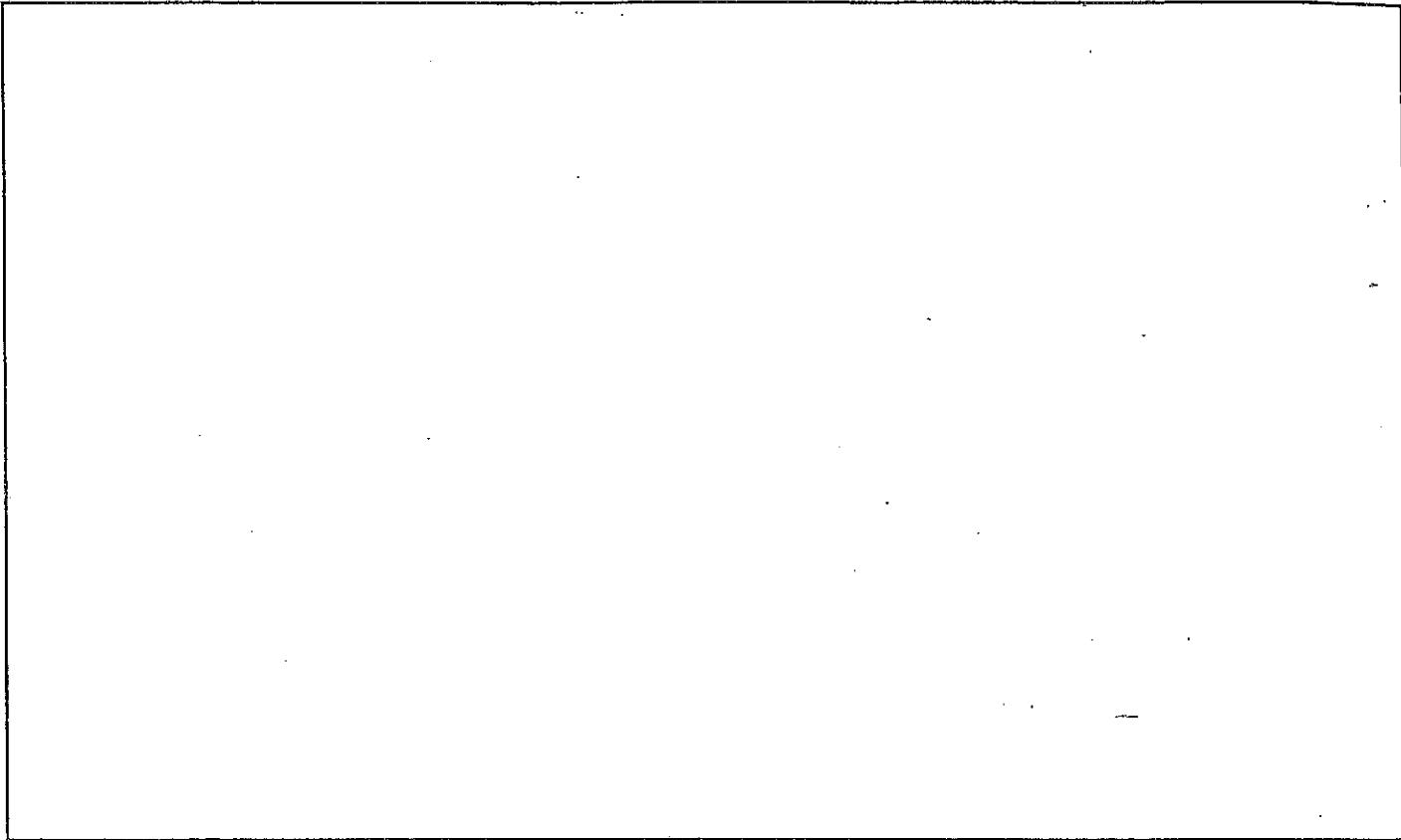
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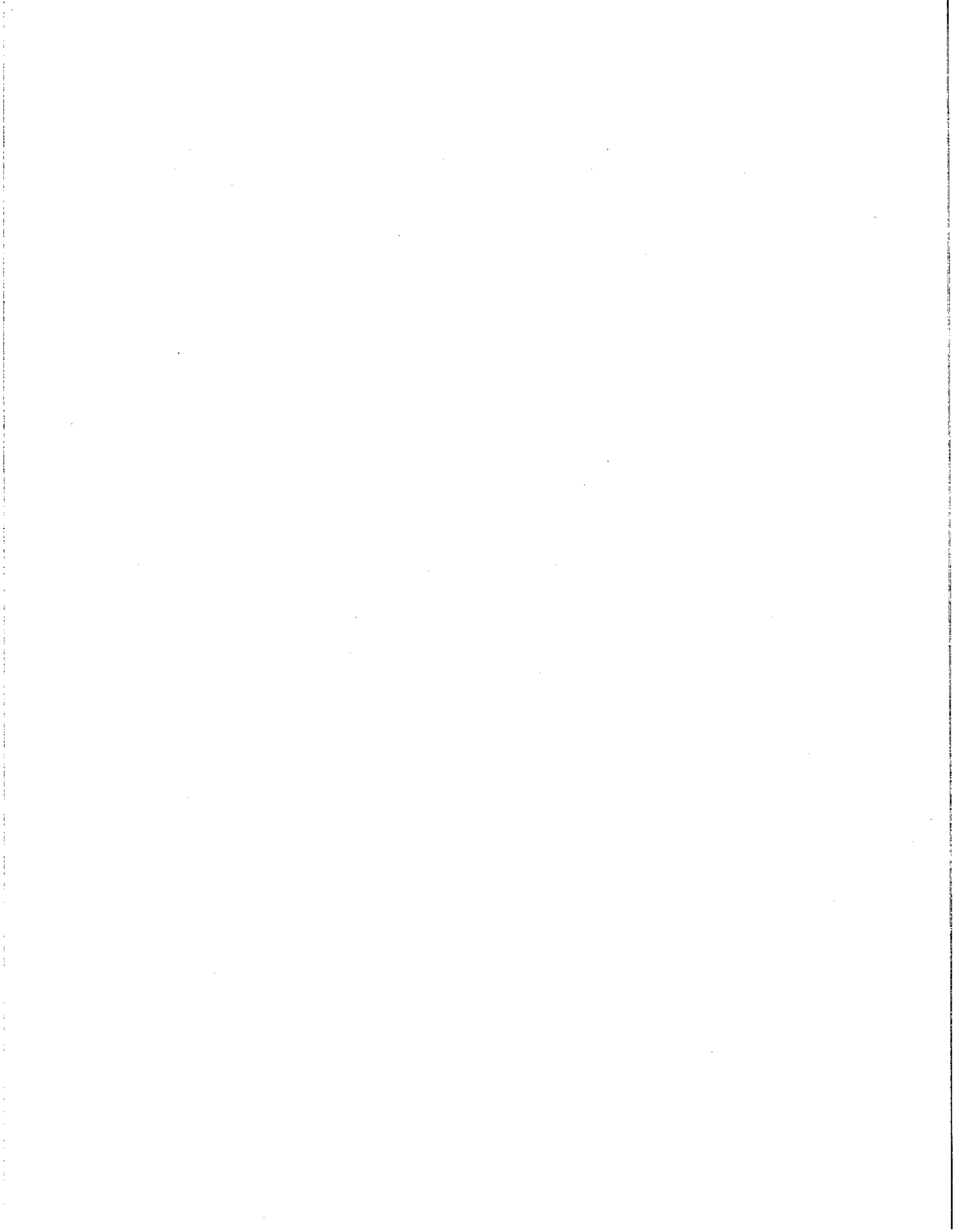
Handwriting practice lines consisting of ten sets of horizontal lines. Each set includes a solid top line, a dashed middle line, and a solid bottom line, providing a guide for letter height and placement.



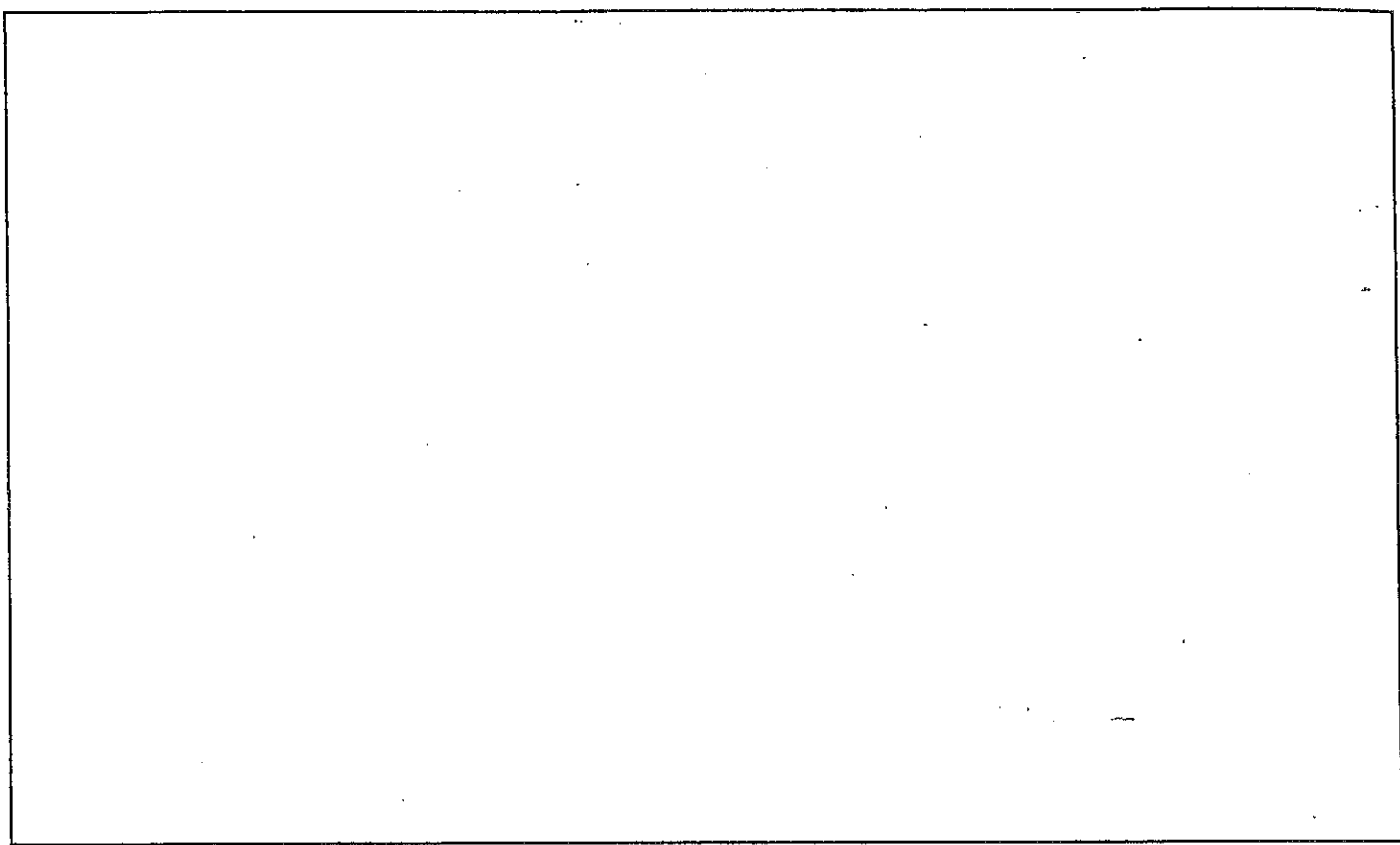
Name: _____ Date: _____



Handwriting practice lines consisting of a solid top line, a dashed middle line, and a solid bottom line. There are seven such sets of lines arranged vertically across the lower half of the page.



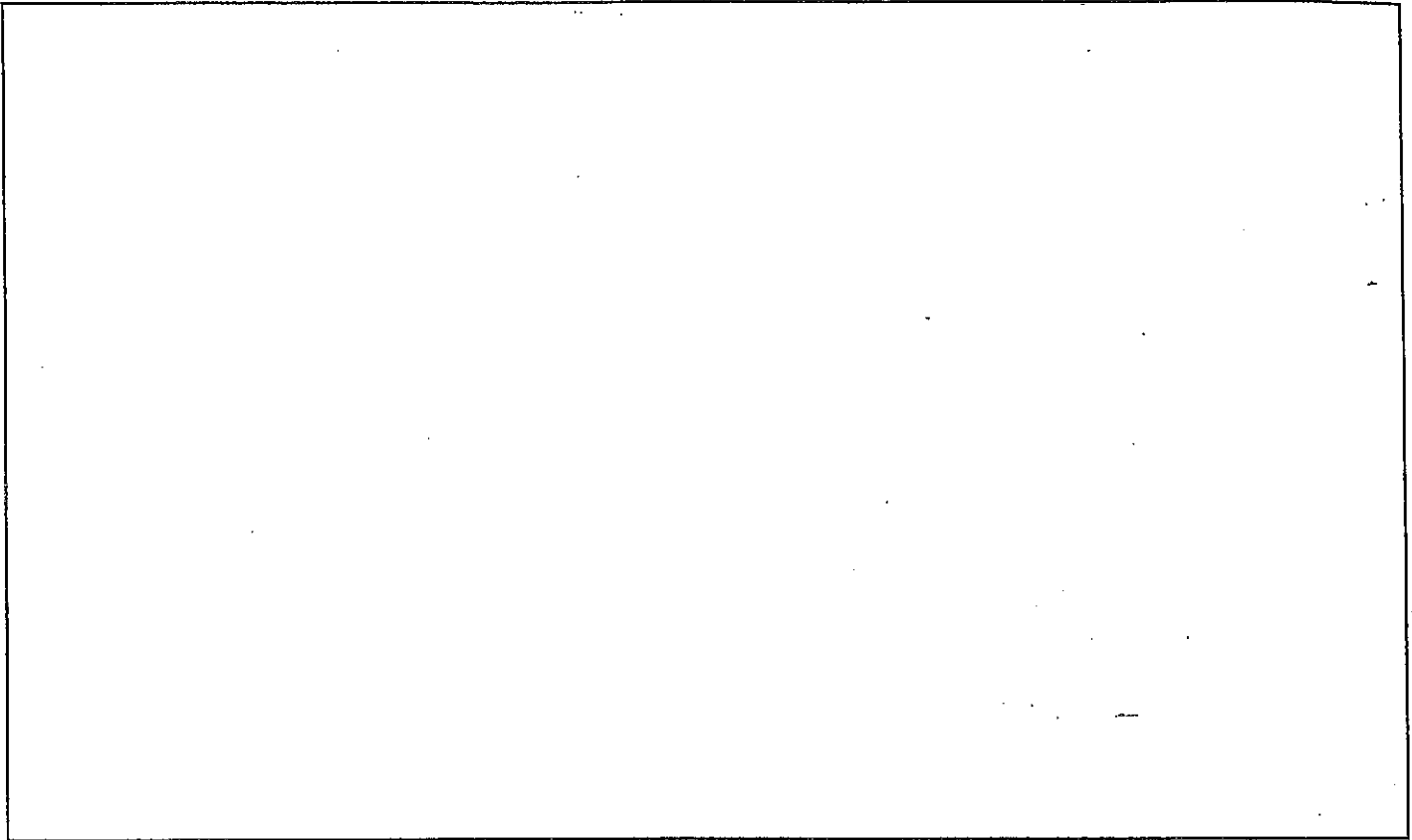
Name: _____ Date: _____



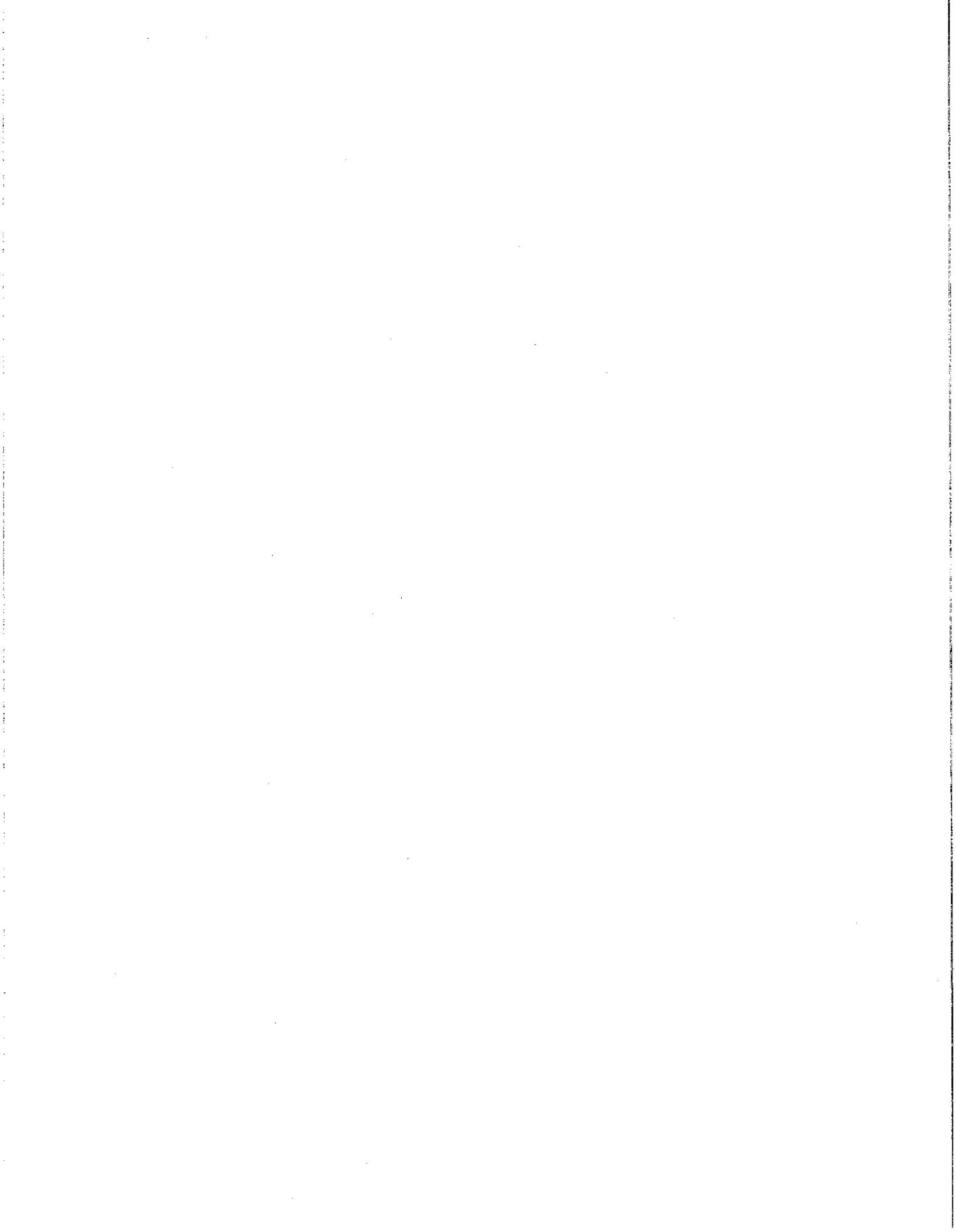
Handwriting practice lines consisting of multiple rows. Each row is defined by a solid top line, a dashed middle line, and a solid bottom line.



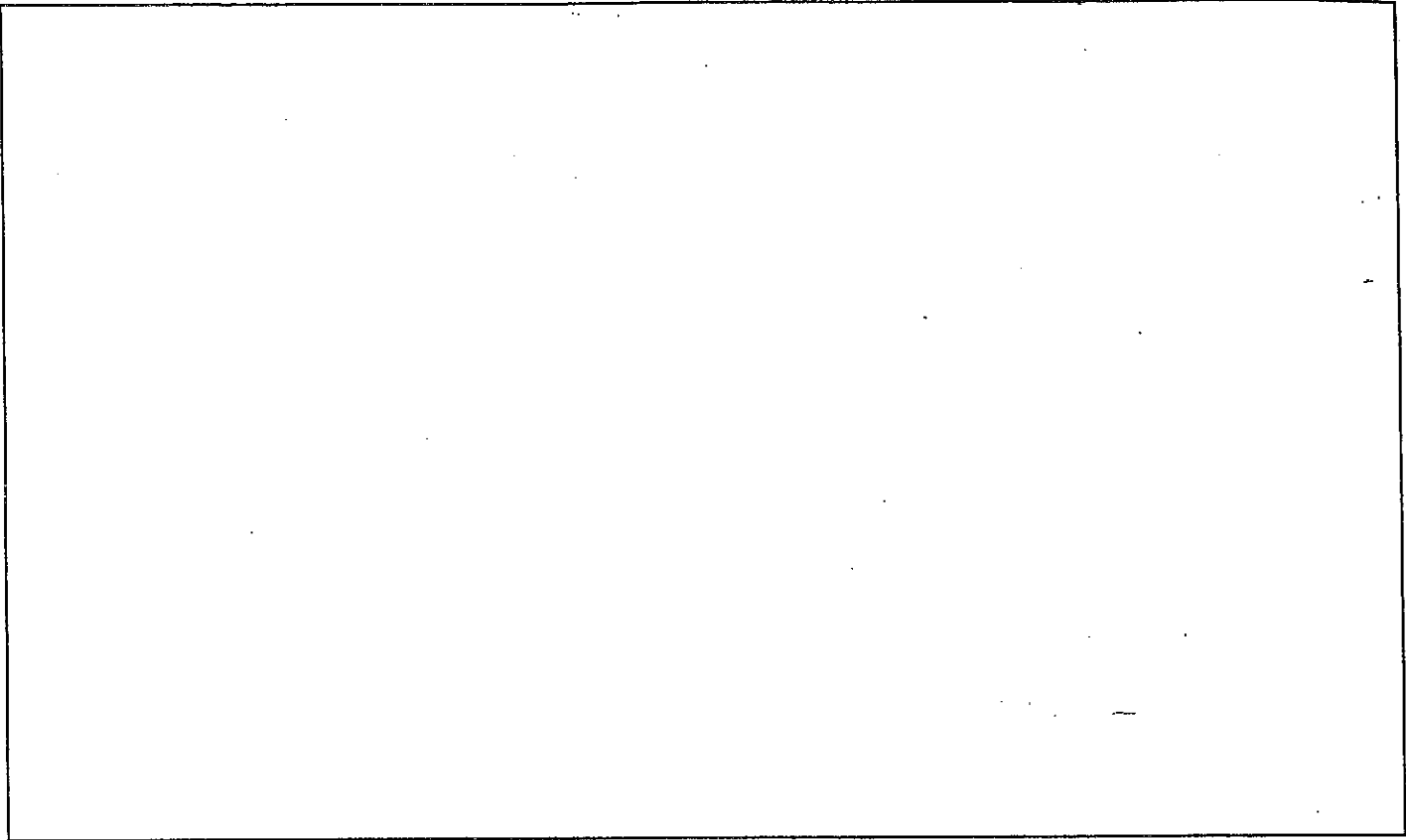
Name: _____ Date: _____



Handwriting practice lines consisting of multiple rows. Each row is defined by a solid top line, a dashed middle line, and a solid bottom line.



Name: _____ Date: _____



Handwriting practice lines consisting of ten sets of horizontal lines. Each set includes a solid top line, a dashed middle line, and a solid bottom line.

