

Learning Period 3 Kindergarten and First Grade Informative/Explanatory Writing

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

Week	Stages of Writing	Video	Writing Assignment for the Week *See examples attached to understand the difference between stage 2 and stage 3
1	Informative/Explanatory Stage 1	<p>Visit: http://www.commoncorestandardswriting.com/Watch</p> <p>Informative/Explanatory Lessons Introduction</p> <p>Informative/Explanatory Lessons Stage 1 Part 1</p> <p>Informative/Explanatory Lessons Stage 1 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>*Writing paper provided</p>
2	Informative/Explanatory Stage 1 and Stage 2 (if ready)	<p>Visit: http://www.commoncorestandardswriting.com/</p> <p>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>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>*Blank paper (to "Get Organized!") and complete the Plan and Write provided</p> <p>*Lined paper to write the information sentences provided</p>
3	Informative/Explanatory Stage 1 and Stage 2 (if ready)	Re-visit Informative/Explanatory Videos	<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>*Blank paper (to "Get Organized!") and complete the Plan and Write provided</p> <p>*Lined paper to write the information sentences provided</p>
4	Informative/Explanatory Stage 1 and Stage 2 (if ready)	Re-visit Informative/Explanatory Videos	<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>*Blank paper (to "Get Organized!") and complete the Plan and Write provided</p> <p>*Lined paper to write the information sentences provided</p>

5	Informative/Explanatory Stage 1 and Stage 2 (if ready)	Re-visit Informative/Explanatory Videos	<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>*Blank paper (to "Get Organized!") and complete the Plan and Write provided</p> <p>*Lined paper to write the information sentences provided</p>
6	Informative/Explanatory Stage 1 and Stage 2 (if ready)	Re-visit Informative/Explanatory Videos	<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>*Blank paper (to "Get Organized!") and complete the Plan and Write provided</p> <p>*Lined paper to write the information sentences provided</p>

Scope & Sequence of Informative/Explanatory Writing

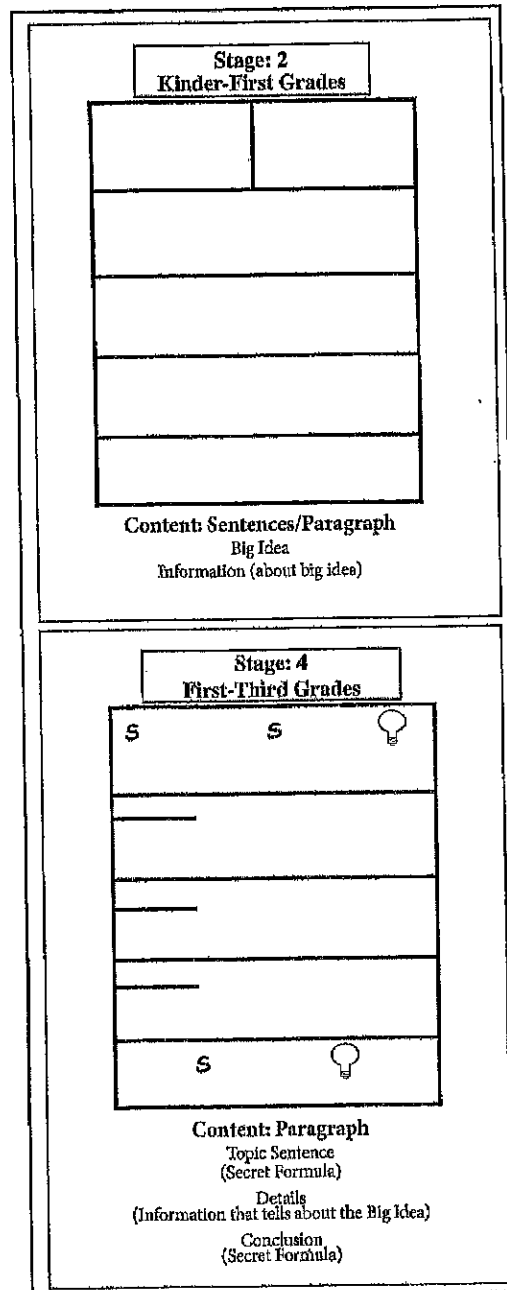
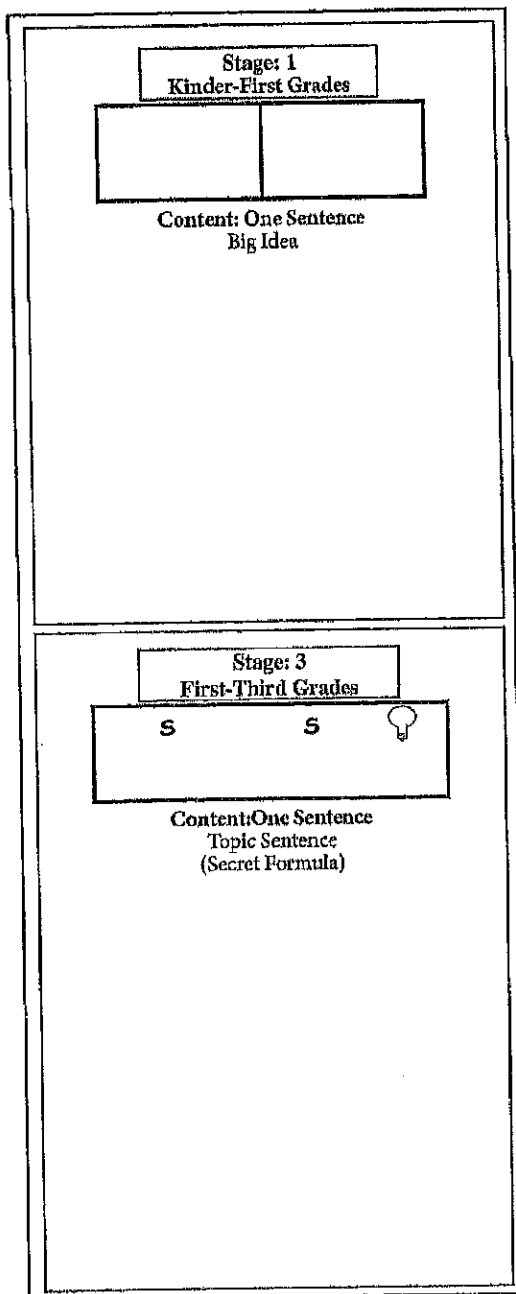
The Common Core Informative/Explanatory Writing Stages for Kindergarten through First Grade span from Stages 1-4.

Kinder: Informative/Explanatory Standards
 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.

First: Informative/Explanatory Standards
 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.

Writing Lessons for Kindergarten:
 Stages 1-2

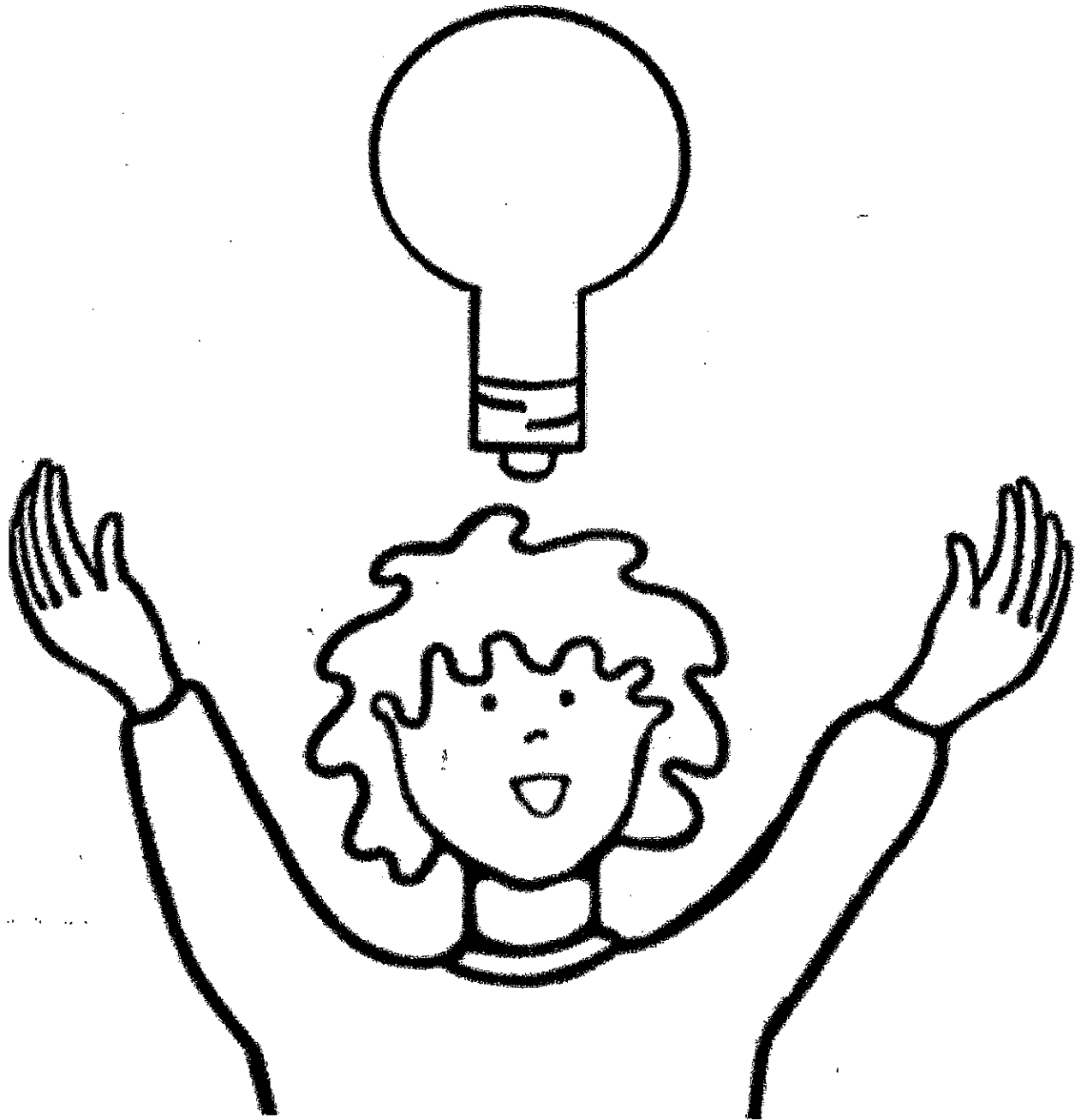
Writing Lessons for First Grade:
 Stages 1-4



Stage 1: Topic Sentence Chant: Emergent Level

Big Idea!

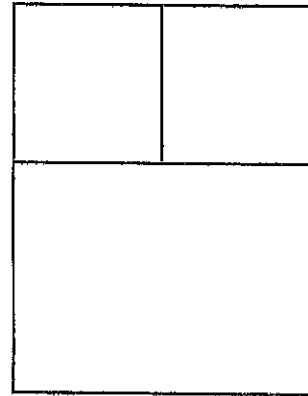
That's what all the information is about!



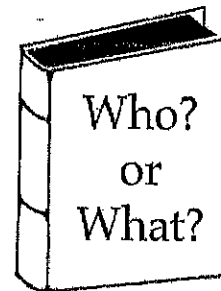
Stage 1: Topic Sentence: Emergent Level

What's the Big Idea?

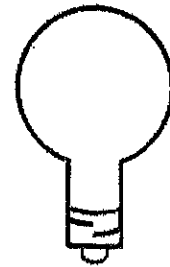
1. Get Organized!
(Draw two boxes.)



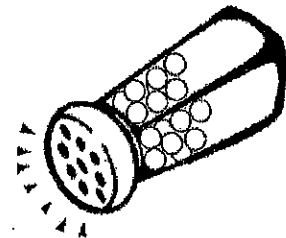
2. Subject:
Who or what is the
information about?
(Draw in left box.)



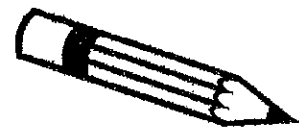
3. Big Idea:
What is the
information about?
(Draw in right box.)



4. Add Fancy Words!
Who or what is the
most important part of
the sentence?
(Write words in boxes.)



5. Add Punctuation, then Write!



Informative/Explanatory: Stage 1

(Kinder-First Grade)

Big Idea Sentence

Content and Organization

Information Sentence: Form sentence by naming the Subject and Big Idea.

Subject: Who/What is the information about?

Big Idea: What information did you learn about the (subject)?

Picture matches information sentence.


Sentences

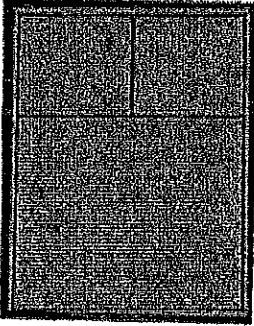
One complete sentence.
Adjectives (optional)


Mechanics


Capitals: Beginning of sentence and "I".
Uses end punctuation.
Spaces between words.
Letters printed correctly and snugged in words.


Steps:


1. Big Idea 

2. Get Organized! 

3. Subject 

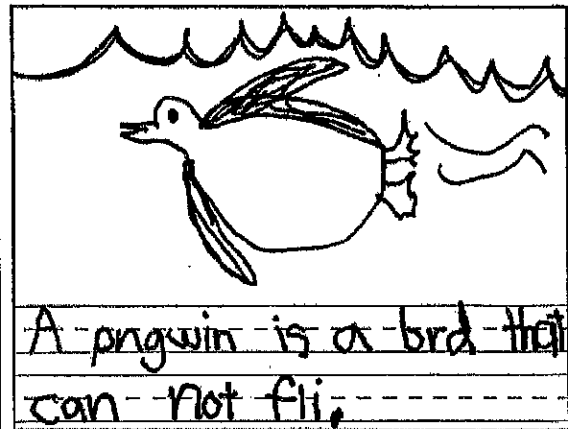
4. Big Idea 

5. Add Fancy Words! 

6. Write another one! 

Kinder: Plan and Write

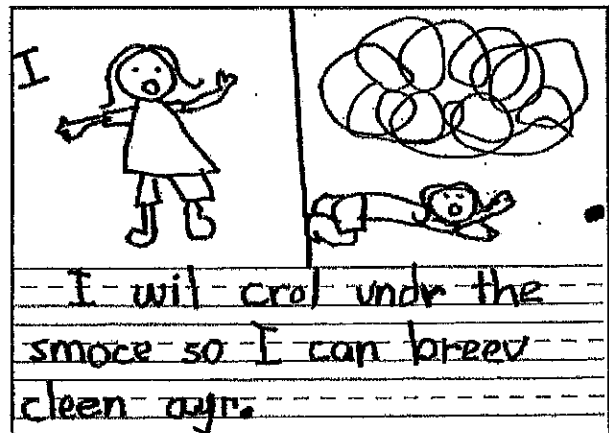
Kinder Organizer and Sample Writing



Kinders draw a picture, forms a sentence, then writes.

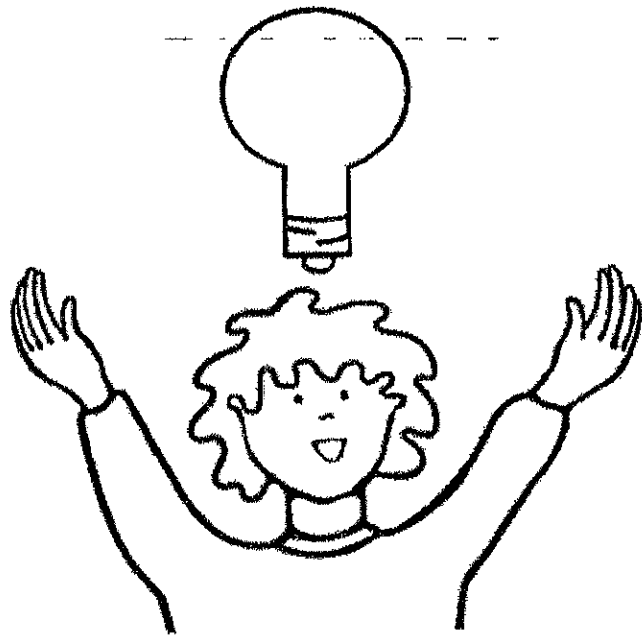
First: Plan and Write

First Grade Organizer and Sample Writing



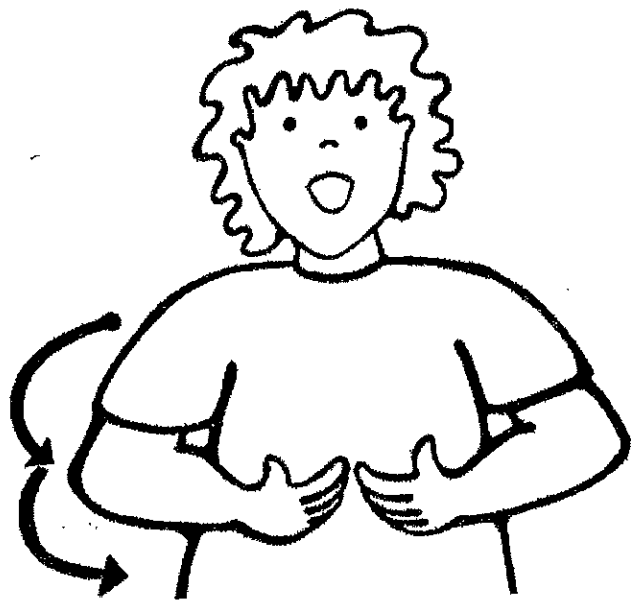
Students make their own organizers to plan their sentences, then write.

Stage 2: Informative/Explanatory Paragraph Chant
Emergent Level



Big Idea!

*That's what all the
information is about!*



Then Tell

*information,
information,
information
all about the
big idea!*

Stage 2: Informative/Explanatory Paragraph Chant

Emergent Level

What's the Big Idea?

1. Get Organized! (Draw two boxes at the top of the paper.)
2. Subject: Who or what is the information about?
(Draw in left box.)
3. Big Idea: What is the information about?
(Draw in right box.)
4. Add Fancy Words! Who or what is the most important part of the sentence?
(Write words in boxes.)
5. Add Punctuation, then Write!

Tell Information, Information, Information about the Big Idea!

1. Get Organized!
(Draw a long box for each detail.)
2. Information! 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 ?

3. Check for Different Sentence Beginnings.
(Write on the left side of the box.)
4. Add Punctuation!
(Mark a Period on the right side of the box.)

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Informative/Explanatory Writing: Stage 2

(Kinder-First Grade)

Big Idea Sentence and Details

Content and Organization

Topic Sentence: State the Big Idea about the Information. Tell the Subject + Big Idea.

Details: The information sentences that tell about the Big Idea. These detail sentences are organized in a sequence or categories.

Sentences

Different sentence beginnings.

Adjectives

Transitions (optional)

Mechanics

Capitals: Beginning of a sentence and "I"

End Punctuation

Spaces between words.

Letters snuggled in words.

Steps:

Brainstorm:

Expository Paragraph Stage 2

What's the Big Idea?

1 Get Organized!

S	P
Subject	Big Idea

2 Subject

3 Big Idea

4 Fancy Words

5 Punctuation Time

Get Information about the Big Idea!

1 Get Organized!

S	P
Subject	Big Idea

2 Details - categories

3 Different Beginnings

4 Punctuation Time

Animals' Needs

- air → breath
- water → drink
- light → make food
- shelter → keep safe
- food → for energy to grow

Animals' Coverings

- Mammals → fur
- shells
- feathers
- reptiles → scales

Life Cycle

Start → baby

grow + change →

adult →

Types of Details:

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 ?

Informative/Explanatory Writing: Stage 2

(Kinder-First Grade)

Kinder: Plan and Write

Teacher draws organizer for modeling, interactive writing, or for Beginner-Level writing lessons.

<u>They</u>	
<u>Most</u>	
<u>Many</u>	

Pigs can not sweat. They roll in cool mud to cover their hot skin. Most like to take a bath in water. Many find shade to stay out of the heat.

A Beginner-Level student wrote the information, then drew a picture to match.

First Grade: Plan and Write

First Grade Organizer and Sample Writing

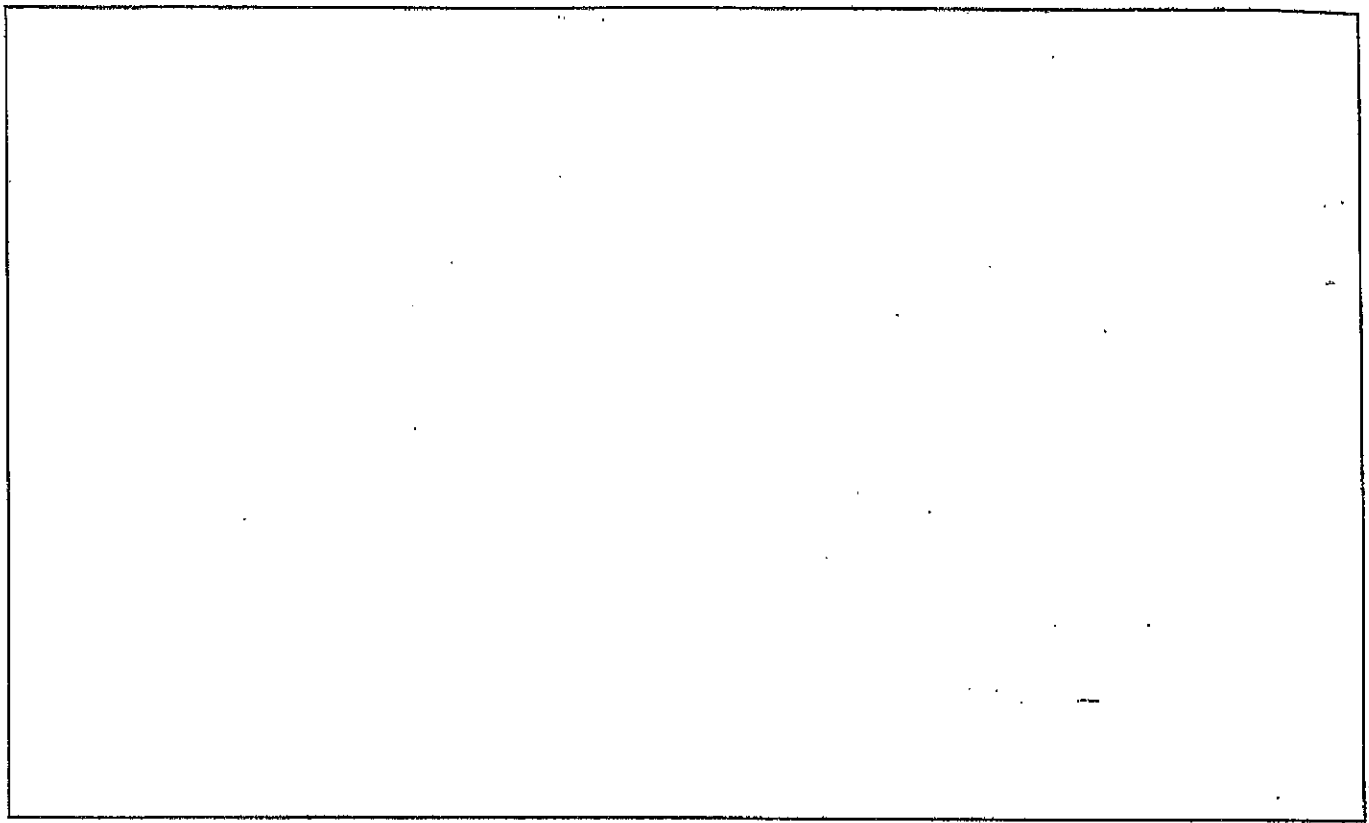
Students draw their own organizers to plan their stories, then write (sample below).

<u>Animals</u>		
<u>All</u>	sun, spider, sand, grass, arm	
<u>Mammals</u>		dry warm
<u>Every</u>		
<u>Reptiles</u>		moisture

Animal Coverings

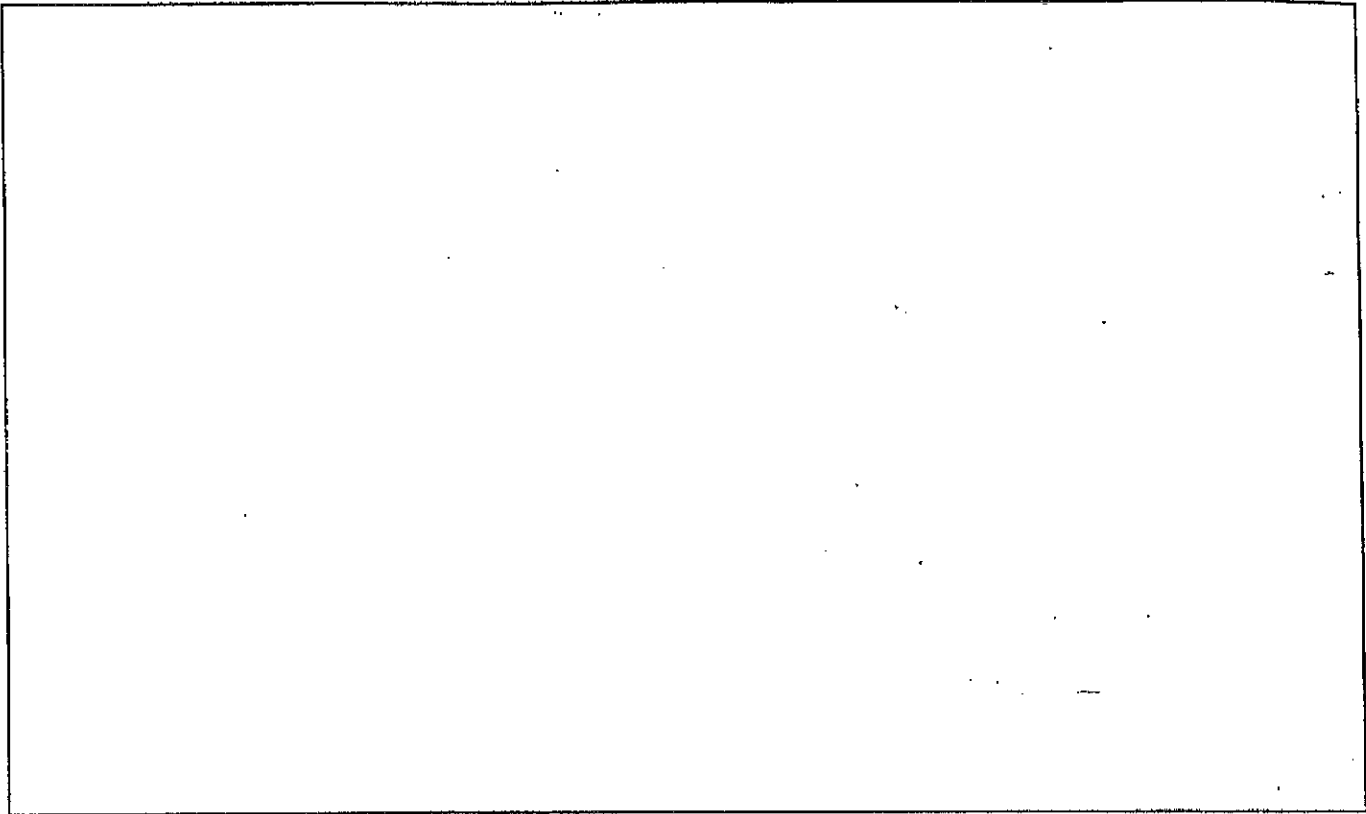
Animals have body coverings. All insects, spiders, and crabs have hard shells like armor. Mammals have fur to keep safe and warm. Every bird is covered with lots of feathers. Reptiles have rows and rows of scales to keep moisture in their bodies.

Name: _____ Date: _____



Handwriting practice lines consisting of multiple rows. Each row is composed of three horizontal lines: a solid top line, a dashed middle line, and a solid bottom line. There are ten such rows stacked vertically, providing space for practicing letter formation and alignment.

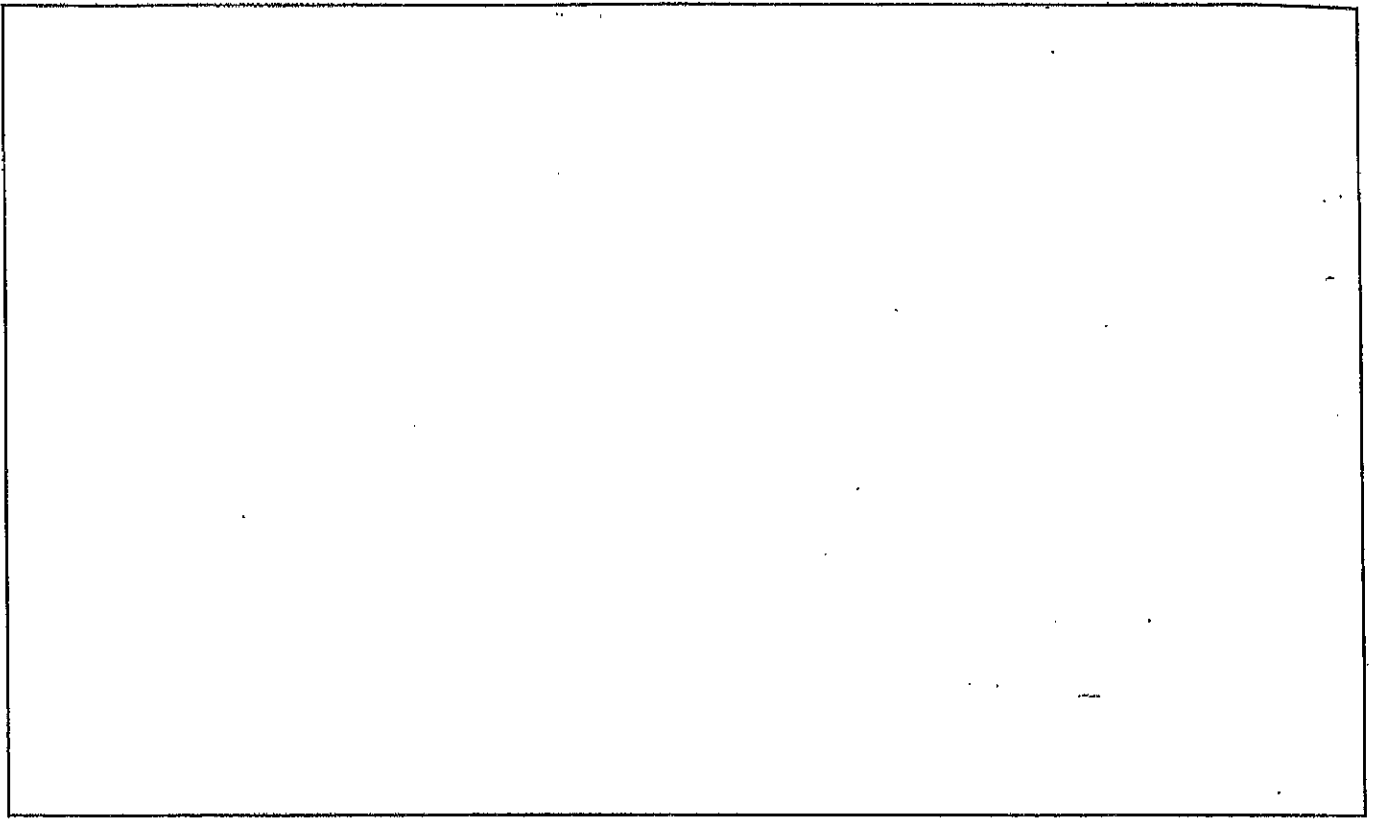
Name: _____ Date: _____



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.

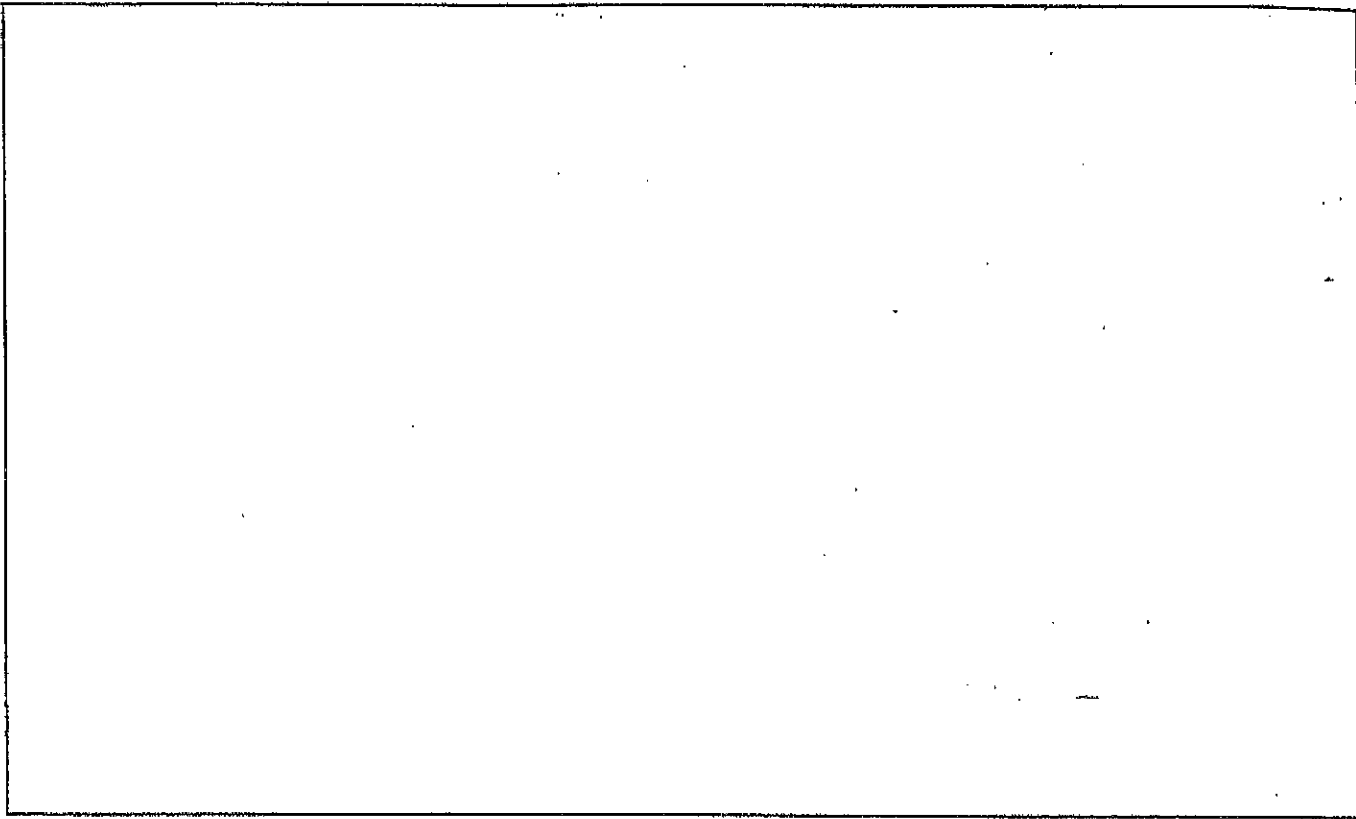
Name: _____

Date: _____



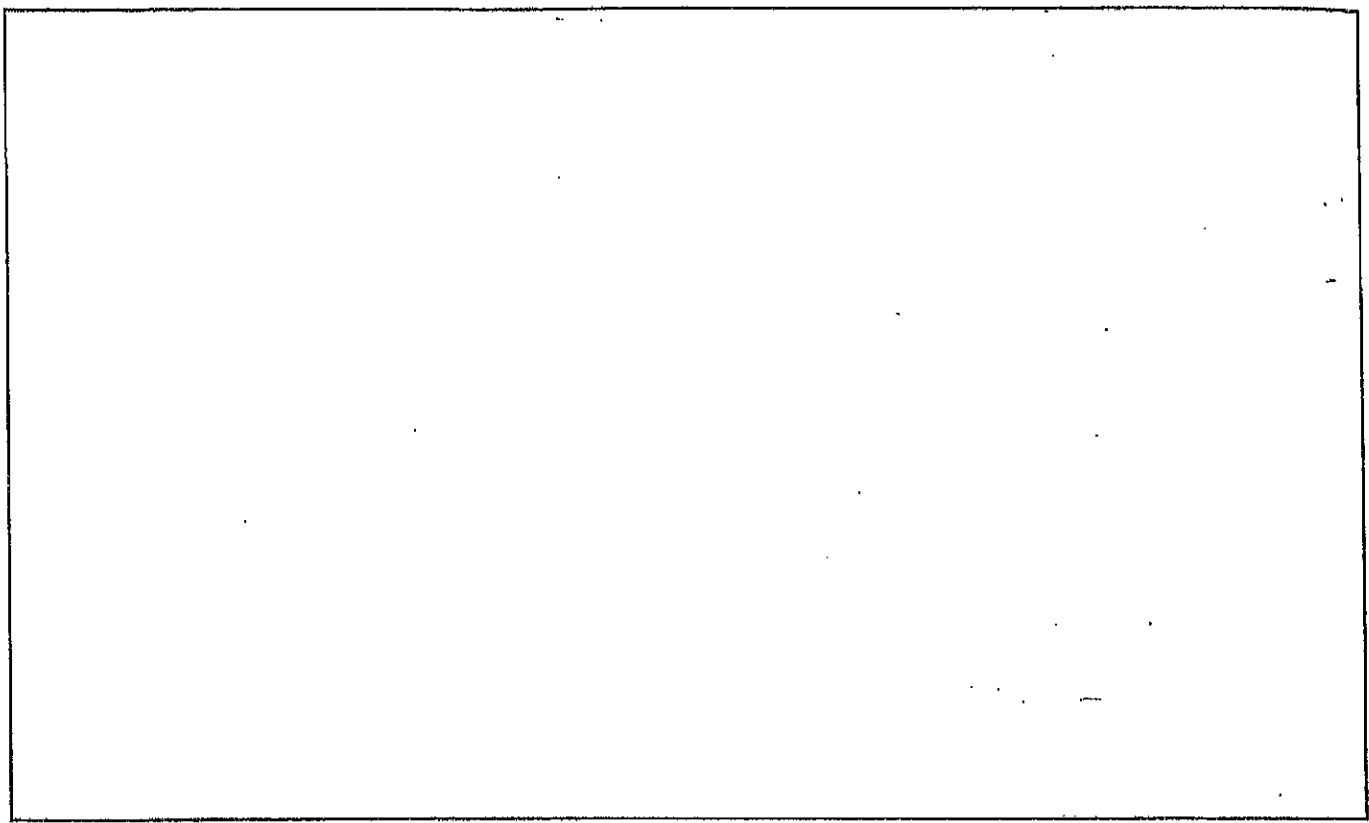
Handwriting practice lines consisting of multiple sets of three horizontal lines: a solid top line, a dashed middle line, and a solid bottom line. There are seven such sets of lines arranged vertically across the lower half of the page.

Name: _____ Date: _____



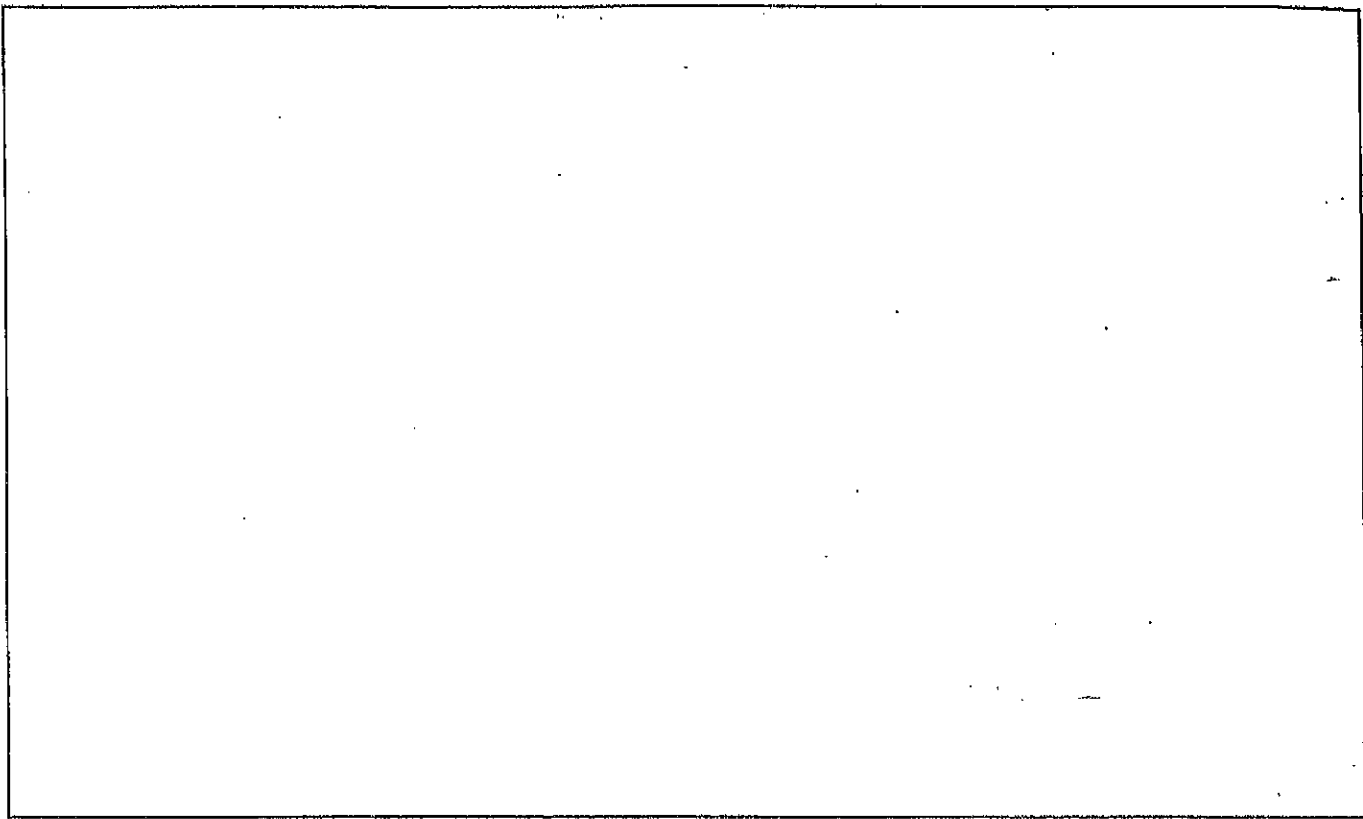
Four sets of handwriting practice lines. Each set consists of a solid top line, a dashed middle line, and a solid bottom line, providing a guide for letter height and placement.

Name: _____ Date: _____



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