

Curriculum Map

Informational Writing

Kindergarten

Holyoke Public Schools
America's Choice
Revised, 2008

Mary Curro
Academic Coordinator for Kindergarten

Jennifer Consedine, K, Sullivan
Linda Griffin, K, Donahue
Ellen Souza, K, E.N.White
Korri Tessier, K, Lawrence

Informational Writing Genre Study for Kindergarten

During the Informational Writing Genre Study, children begin to discover the specific characteristics of informational text. As they begin to differentiate between informational text and other genres, they will focus on the following elements of informational writing:

- Becoming knowledgeable about a topic
- Maintaining a focus on a topic
- Identifying features of informational text
- Using illustrations to add information
- Excluding extraneous information
- Use vocabulary appropriate to the topic

Before beginning this unit, students should be familiar with and be able to implement the Routines and Rituals of Writers Workshop and should understand that print carries meaning. Modifications will need to be made for ELL students to make sure that vocabulary used in the genre study is introduced and reinforced on an ongoing basis. In preparation for teaching this unit, students should be exposed to reading a wide variety of nonfiction texts. Teachers should collect varieties of texts that model different kinds of nonfiction writing to use as examples such as nonfiction picture books, magazines, brochures, and newspaper articles. Teachers will need to model specific strategies for reading informational texts many times to provide children with examples of how to access nonfiction text effectively.

Students will maintain an ongoing work folder during this unit to collect and organize work. All student work should be dated to indicate progress over time. The teacher will also maintain an ongoing writing folder of his/her models of writing and pieces of children's work to use as samples during instruction. During the course of this genre study, the teacher will create with the children a series of ongoing attribute charts that serve as reminders of elements of good writing. New strategies will be added on as taught and former strategies reviewed as necessary. Students will work to create a piece of informational writing, going through the steps of process writing-conferencing, revising and editing. As a final project for this genre study, students will produce an informational piece of writing on a specific topic with illustrations and appropriate vocabulary.

Teachers may use available and appropriate informational text as resources for the unit. A meaningful connection for both students and teachers in the Holyoke Public Schools would be to use the FOSS Science kits taught in kindergarten as possible topics for informational writing. This would provide children will real experiences on topics to write about and would integrate the Science and ELA curriculums in a purposeful and engaging manner. Foss topics taught in kindergarten include:

- Trees
- Animals Two by Two
- Wood
- Fabric

Five Essential Practices for ELL Learners
(America's Choice, Teaching English Language Learners, Literacy)

America's Choice has developed Five Essential Practices to support the literacy needs of ELL learners. These research based strategies should be the core of instructional practice in all classrooms with ELL students.

1. Develop Oral Language through Meaningful Conversation and Context

Rich oral language and vocabulary is developed in context using daily read alouds, shared reading, choral verse, songs and finger plays, listening center/audio retellings of stories, think alouds, turn and talk activities.

2. Teach Targeted Skills through Contextualized and Explicit Instruction

Targeted skills of phonemic awareness and phonics are supported and strengthened when explicit instruction is combined with a meaningful context using Big Books, shared reading, daily news, charts and poems, finger plays and word walls. Specific attention needs to be paid to linguistic differences in sound/symbol relationships.

3. Build Vocabulary through Authentic and Meaningful Experiences with Words

Vocabulary developed in an intentional context such as curriculum based dramatic play, word splashes, word webs, and word walls has meaning and relevance for the ELL learner. Abstract terms such as positional vocabulary and transitional words need to be modeled and explicitly taught. Both Tier I and Tier II vocabulary need to be emphasized for the ELL learner.

4. Build and Activate Background Knowledge

Prior knowledge needs to be activated and utilized to develop and strengthen comprehension through discussion and oral sharing. Focus on family culture and activities, engaging hands on learning activities, and careful selection of relevant and appropriate instructional materials will encourage students to connect background knowledge to learning.

5. Teach and Use Meaning Making Strategies

Students need explicit instruction and modeling early on as well as regular and sustained time to practice comprehension strategies such as visualization, making connections, and self monitoring for meaning.

Additionally, MA DOE has published English Language Proficiency Benchmarks and Outcomes for English Language Learners to be used in conjunction with MA Curriculum Frameworks to support instruction for ELL learners. The outcomes from the ELBPO have been linked to the MA Frameworks Standards in each lesson of this document.

MA Curriculum Frameworks/ ELA Standards Informational Writing, K

Language Strand

- 1.1 Follow agreed-upon rules for discussion (*raising one's hand, waiting one's turn, speaking one at a time*).
- 2.1 Contribute knowledge to class discussion in order to develop a topic for a class project.
- 3.1 Give oral presentations about personal experiences or interests, using clear enunciation and adequate volume.
- 3.2 Maintain focus on the topic.
- 4.1 Identify and sort common words into various classifications (*colors, shapes, textures*).
- 4.2 Describe common objects and events in general and specific language.
- 5.4 Identify appropriate end marks (*periods, question marks*).
- 6.1 Identify formal and informal language in stories, poems, and plays.

Reading and Literature Strand

- 7.1 Demonstrate understanding of the forms and functions of written English:
 - recognize that printed materials provide information or entertaining stories
 - know how to handle a book and turn the pages
 - identify the covers and title page of a book
 - recognize that, in English, print moves left to right across the page and from top to bottom
 - identify upper- and lower-case letters
 - recognize that written words are separated by spaces
 - recognize that sentences in print are made up of separate words
- 7.3 Use letter-sound knowledge to identify unfamiliar words in print and gain meaning:
 - know that there is a link between letters and sounds;
 - recognize letter-sound matches by naming and identifying each letter of the alphabet;
 - understand that written words are composed of letters that represent sounds;
 - use letter-sound matches to decode simple words.
- 8.4 Make predictions about the content of the text using prior knowledge and text features (*title, captions, illustrations*).
- 8.5 Retell important facts from a text heard or read.
- 10.1 Identify differences among the common forms of literature: poetry, prose, fiction, nonfiction (*informational and expository*), and dramatic literature.

- 11.1 Relate themes in works of fiction and nonfiction to personal experience.
- 13.3 Make predictions about the content of a text using prior knowledge and text and graphic features.
- 13.4 Explain whether predictions about the content of a text were confirmed or disconfirmed and why.
- 13.5 Restate main ideas and important facts from a text heard or read.

Composition Strand

- 19.3.1 Draw pictures and/or use letters or phonetically spelled words to give others information.
- 19.3 Dictate sentences for a letter or directions and collaborate to put the sentences in order.
- 20.1 Use a variety of forms or genres when writing for different purposes.
- 21.1 After writing or dictating a composition, identify words and phrases that could be added to make the thought clearer, more logical, or more expressive.
- 22.1 Print upper- and lower-case letters of the alphabet.
- 23.1 Arrange events in order when writing or dictating.
- 23.2 Arrange ideas in a way that makes sense.
- 24.1 Generate questions and gather information from several sources in a classroom, school, or public library.
- 25.1 Support judgments about classroom activities or presentations.

MA Arts Frameworks PreK-Gr. 4

Visual Arts Strand

- 1.1 Use a variety of materials and media, for example, crayons, paint, clay, various kinds of papers, textures, and yarns and understand how to use them to produce different visual effects.
- 1.2 Create artwork in a variety of two-dimensional (2D) and three-dimensional (3D) media, for assemblage and construction.

MA Instructional Technology Standards PreK-Gr. 4

- 1.1 Develop basic skills for using hardware and applications (e.g., open/close a file, navigate using scroll bars, arrow keys, and mouse).
- 1.10 Explore the use of drawing and painting applications for class projects.

**English Language Proficiency Domains and General Learning
Outcomes
MA DOE**

Listening and Speaking (S)

S.1 Vocabulary

Students will comprehend and communicate orally, using English vocabulary for personal, social, and academic purposes. (FL 1, 2, 4, 5, 6, 7; ELA 4)

S.2 Social Interaction

Students will comprehend and communicate orally, using spoken English for personal and social purposes. (FL 1, 2, 4, 5, 6, 8; ELA 5, 6)

S.3 Academic Interaction

Students will comprehend and communicate orally, using spoken English to participate in academic settings. (FL 1, 2, 5, 6, 7; ELA 1, 2, 5)

S.4 Presentation

Students will present information orally and participate in performances in English that demonstrate appropriate consideration of audience, purpose, and the information to be conveyed. (ELA 3, 18; FL 3, 6, 7)

Reading (R)

R.1 Vocabulary and Syntax in Print

Students will acquire English vocabulary and apply knowledge of correct syntax to comprehend written text. (ELA 4, 5; FL 5, 6)

R.2 Beginning to Read in English

Using the foundations of oral language and previous reading experience, students will understand the nature of written English and the relationships of letters to the sounds of English speech. (ELA 7; FL 5)

R.3 Comprehension

Students will read English fluently and identify facts and evidence in order to interpret and analyze text. (ELA 8, 11)

R.4 Literary Elements and Techniques

Students will identify and analyze text elements and techniques of written English as used in various literary genres. (ELA 9, 10, 11, 12, 14, 15, 16, 17, 18)

R.5 Informational/Expository Text

Students will identify and analyze purposes, structures, and elements of nonfiction English texts. (FL 4, 7; ELA 8, 10, 13)

R.6 Research

Students will gather information in English from a variety of sources, analyze and evaluate the quality of the information obtained, and use it to answer their own and others' questions. (ELA 24)

Writing (W)

W.1 Prewriting

Students will plan for writing in English by building on prior knowledge, generating words, and organizing ideas for a particular audience and purpose. (ELA 4, 20, 23; FL 7)

W.2 Writing

Students will write in English for a variety of purposes with clear focus, coherent organization, and sufficient detail. (ELA 19; FL 1)

W.3 Revising

Students will evaluate and revise word choice, sentence variety, and organization of ideas when writing in English for a particular audience and purpose. (ELA 20, 21, 25)

W.4 Editing

Students will understand and apply knowledge of standard English grammar, spelling, and conventions to improve their writing. (ELA 5, 22; FL 5)

W.5 Media

Students will use, analyze, and produce a variety of media in English, including audio, television, Internet, and emerging technologies. (ELA 26, 27; FL 6, 7)

**NCEE Performance Standards
Informational Writing, K
Reading Standard 1
Print Sound Code**

Knowledge of Letters and Sounds

- Recognizes and names most letters.
- Recognizes and says the common sounds of most letters.
- Writes a letter that goes with a spoken sound.
- Uses knowledge of sounds and letters to write phonetically, representing consonant sounds with single letters in the correct sequence.

Phonemic Awareness

- Produce rhyming words and recognize pairs of rhyming words.
- Isolate initial consonants in single syllable words.
- Identify the onset and rime in a single syllable word when pronounced.
- Begin to fully separate the onset and rime by saying the sound aloud.
- Blend onset and rimes to form words.
- Begin to blend separately spoken phonemes to make a meaningful one syllable word.

Reading Words

- Use knowledge of letter sounds to figure out a few simple regularly spelled, single syllable words.
- Read simple text containing familiar letter sound correspondences and high frequency words.
- Read some words on their own including about 20 high frequency words.

**NCEE Performance Standards
Informational Writing, K
Reading Standard 2
Getting the Meaning**

Accuracy and Fluency

- Read Level B books that have been previewed, attending to each word in sequence and getting most correct.
- Read emergently – “reread” a favorite story recreating text with fluent intonation and phrasing.
- Show an understanding that print controls what is said through verbal statements and occasional pointing.

Self Monitoring and Self Correcting Strategies

When rereading a familiar book at the end of kindergarten, children should be able to self monitor and correct to determine that:

- They are looking at the correct page.
- They are pointing to the word that they are saying.
- What they read makes sense.

Comprehension

By the end of kindergarten, children should be able to:

- Respond to simple questions about book content.
- Create artwork or written response that shows story comprehension.
- Use knowledge from own experience to make sense of and talk about text.
- Make predictions based on illustrations.

**NCEE Performance Standards
Informational Writing, K
Reading Standard 3
Reading Habits**

Reading a Lot

- Choose reading as a way to enjoy free time.
- Listen to one or two books read aloud each day and discuss books with teacher guidance.
- Reread or read along with two to four familiar books a day.
- Engage in reading a variety of genres.

Reading Behaviors

- Hold a book right side up and turn pages in the correct direction.
- Be able to follow text with a finger, pointing to each word read.
- Pay attention to what words read are saying.

Discussing Books

- Give reactions to a book read with backup reasons.
- Listen carefully to each other.
- Relate their contributions to what others have said.
- Ask each other to clarify things they say.
- Use newly learned vocabulary.

Vocabulary

- Notice unknown words and guess meaning from use in text.
- Talk about words and word meanings encountered in books and conversation.
- Show an interest in collecting and playing with words.
- Learn new words daily from books and talk.

NCEE Performance Standards Informational Writing, K

Writing Standard 1 Habits and Processes

Habits and Processes

Kindergarten children are expected to:

- Write daily.
- Generate content and topics for writing.
- Write without resistance when given time, place and materials.
- Communicate and make meaning using drawings, letter strings, scribbles, letter approximations, and other graphic representations such as gestures, intonations, and role played voices.
- Make an effort to reread their own writing and listen to that of others, showing attentiveness to meaning.

Writing Standard 3 Language Use and Conventions

Style and Syntax

- Uses the syntax of oral language.

Vocabulary and Word Choice

- Uses words in writing that are used in conversation, usually represented phonetically.
- Makes choices about which words to use based on whether the chosen words accurately convey meaning.

Spelling

- Independently creates text with words that can be deciphered.
- Rereads own text and matches what is said with what is written.
- Pauses to reread what has been written.
- Leaves space between words.
- Controls for directionality.
- Represents words frequently with initial consonant sound.

Punctuation

Kindergarten children are not yet expected to show any regularity in use of punctuation. They may begin to use the period as a marker to separate words or designate the end of line or page. They will move towards the conventional use of a period at the end of a sentence. (p. 89, Reading and Writing Grade by Grade, Primary Literacy Standards, K-3)

NCEE Performance Standards
Speaking and Listening, K-1
Speaking and Listening, Standard I, Habits

Talking a Lot

- Talk about their ideas, experiences and feelings.
- Share and talk about what they are reading.
- Listen to others, signaling comprehension by clarifying, agreeing, empathizing, or commenting as appropriate.
- Share and talk about their writing daily.
- Ask or answer focused questions for the purpose of learning something.

Talking to One's Self

- Make spontaneous corrections to their own behavior, actions, or language.
- Talk to themselves out loud to make plans, guide behavior, or monitor thinking.
- Mimic adult language.
- While reading, monitor themselves at the word and sentence levels.
- While reading, use a variety of self correcting strategies.

Conversing at Length on a Topic

- Initiate and sustain a conversation with comments or questions through at least six or seven exchanges.
- Occasionally ask for or provide clarification.
- Solicit others' contributions.
- Mark new topics explicitly.

Discussing Books

- Talk about several books on the same theme.
- Refer explicitly to parts of text when presenting or defending a claim.
- Politely disagree when appropriate.
- Ask each other questions that seek elaboration and justification.
- Describe in their own words new information they have gained from text.

Speaking and Listening, Standard II
Kinds of Talk and Resulting Genres

Explaining and Seeking Information

- Listen to information and exhibit comprehension.
- Seek or provide explanation by observing; going to the library; or asking teachers, parents, or peers.
- Request or provide explanations of their own and others intentions and thinking.
- Describe things by focusing on multiple characteristics.
- Share information that is organized on a topic and supported by a visual aid.
- Describe things by focusing on multiple characteristics.
- Describe things in more evaluative terms, giving reasons for evaluations.

Speaking and Listening, Standard III

Language Use and Conventions

Rules of Interaction

- Know and be able to describe rules for school and interactions.
- Learn rules for polite interactions.
- Hold oneself and others accountable to the rules by using verbal reminders to self and others.
- Speak one at a time, look at and listen to the speaker, yield and/or signal for a chance to speak and adjust volume to setting.

Vocabulary and Word Choice

- Build word maps that show the relationship between words, placing newly acquired words in relevant categories.
- Begin to define words they know using simple subordinates, ie. “A violin is an instrument.”
- Alter word choice based on audience.
- Learn new words from reading, being read to daily, and classroom study.
- Recognize multiple meanings of words.
- Increase vocabulary of verbs, adjectives, and adverbs.

Section One

Learning About Report Writing

Based on FOSS Tree Unit

Teachers may choose other topics for informational writing that link to curriculum.

1. What is Nonfiction?

MA Frameworks

10.1 Identify differences among the common forms of literature: poetry, prose, fiction, nonfiction (*informational and expository*), and dramatic literature.

ELPBO R.5 Informational/Expository Text

Students will identify and analyze purposes, structures, and elements of nonfiction English texts.

NCEE Performance Standards

Reading a Lot

- Choose reading as a way to enjoy free time.
- Listen to one or two books read aloud each day and discuss books with teacher guidance.
- Reread or read along with two to four familiar books a day.
- Engage in reading a variety of genres.

Students will explore a variety of nonfiction texts.

Students will generate characteristics of nonfiction texts.

Opening

- Teacher will collect and display a wide variety of nonfiction texts.
- Teacher will demonstrate reading a good example of a good nonfiction text on the chosen topic and highlight characteristics of nonfiction writing present in the text.

Work Period

- Children will work in small groups and explore a variety of nonfiction texts.
- As students share ideas about characteristics of nonfiction texts, teacher will circulate and facilitate discussion about what nonfiction text is like.

Closing

- Children will return to whole group and share ideas about nonfiction text.
- Teacher will record ideas on attribute chart, *What We Notice About Nonfiction Text* such as:

Nonfiction text is true.

It contains a lot of facts.

It is written by someone who knows a lot about the topic.

Nonfiction text is about things that really happen

(2005, NCE, Literacy Handbook)

Work Products: Attribute chart, *What We Notice About Nonfiction*

2. Attributes of Informational Text

MA Frameworks

10.2 Identify differences among the common forms of literature: poetry, prose, fiction, nonfiction (*informational and expository*), and dramatic literature.

ELPBO R.5 Informational/Expository Text

Students will identify and analyze purposes, structures, and elements of nonfiction English texts.

NCEE Performance Standards

Reading a Lot

- Choose reading as a way to enjoy free time.
- Listen to one or two books read aloud each day and discuss books with teacher guidance.
- Reread or read along with two to four familiar books a day.
- Engage in reading a variety of genres.

Students will identify attributes commonly found in informational text.

Students will begin to identify and use vocabulary of informational text attributes such as captions, graphics, table of contents, glossary, bold text.

Opening

- Teacher will read a good example of a nonfiction text and highlight elements specific to the genre.

Work Period

- Students will return to small groups and examine a variety of nonfiction texts.
- Students will use sticky notes to highlight three elements of nonfiction text that they have found in their selections.
- Students will return to whole group and identify elements of nonfiction writing found in texts and demonstrate where elements were found in texts.

Closing

- Teacher will record examples of attributes found on attribute chart, *Elements Found in Nonfiction Text* (El Paso Collaborative for Academic Excellence/Informational Writing/K) such as:

Captions

Graphics

Table of Contents

Glossary

Bold Text

Work Products: Attribute chart, *Elements Found in Nonfiction Text*

3. Comparing Nonfiction and Literary Texts

MA Frameworks

10.3 Identify differences among the common forms of literature: poetry, prose, fiction, nonfiction (*informational and expository*), and dramatic literature.

ELPBO R.5 Informational/Expository Text

Students will identify and analyze purposes, structures, and elements of nonfiction English texts.

NCEE Performance Standards

Reading a Lot

- Choose reading as a way to enjoy free time.
- Listen to one or two books read aloud each day and discuss books with teacher guidance.
- Reread or read along with two to four familiar books a day.
- Engage in reading a variety of genres.

Students will compare nonfiction and literary text and identify features of each genre. Students will sort books on a common topic such as Trees into nonfiction and literary genres.

Opening

- Teacher will gather together a collection of texts on a common topic that clearly represents both nonfiction and literary text genres.

Work Period

- Students will examine books in small groups and decide whether the texts are nonfiction or literary in nature.
- Students will identify criteria that they used to identify genres.

Closing

- Students will share book sorts and criteria with whole group.
- Teacher will record student sorts and criteria on attribute chart, *Nonfiction or Literary Text*.

Work Products: Attribute chart, *Nonfiction or Literary Text*

4. Identifying Vocabulary on the Topic

This activity will take place over the course of a week of Writers Workshop.

MA Frameworks

4.1 Identify and sort common words into various classifications (*colors, shapes, textures*).

4.3 Describe common objects and events in general and specific language.

ELPBO S.1 Vocabulary

Students will comprehend and communicate orally, using English vocabulary for personal, social, and academic purposes. America's Choice Performance Standards

ELPBO R.5 Informational/Expository Text

Students will identify and analyze purposes, structures, and elements of nonfiction English texts.

NCEE Performance Standards

Speaking and Listening, Standard III/Language Use and Conventions

Vocabulary and Word Choice

- Learn new words from reading, being read to daily, and classroom study.
- Recognize multiple meanings of words.
- Increase vocabulary of verbs, adjectives, and adverbs.

Students will identify content specific vocabulary.

Students will create an illustrated glossary of content specific vocabulary.

Opening

Teacher will read an informational text on the given topic to the class.

Students will generate list of content specific vocabulary found in the book.

Teacher will record vocabulary on chart, ***Words We Need to Know About Trees***.

Teacher will generate a glossary page based on content vocabulary generated by students.

Work Period

Children will illustrate content specific vocabulary words on glossary template sheet.

Children will share completed content specific glossary with partner.

Closing

Selected children may share completed content specific glossary in Author's Chair.

Work Products: Attribute chart: ***Words We Need to Know About Trees***, student glossary page



My Tree Glossary

<p>Tree - The world's largest plant</p>	
<p>Leaves - Tiny "factories" that make food</p>	
<p>Roots - Parts that help the tree stand and get nutrients from the soil</p>	

Bark - The tough, outer coating of the tree	
Trunk - The main stem and the largest part of the tree	
Sap - The fluid part of the tree	

5. Identifying Source of Information (Two Day Lesson)

MA Frameworks

8.6 Retell important facts from a text heard or read.

24.1 Generate questions and gather information from several sources in a classroom, school, or public library.

ELPBO R.5 Informational/Expository Text

Students will identify and analyze purposes, structures, and elements of nonfiction English texts.

NCEE Performance Standards

Speaking and Listening, Standard I, Habits

Discussing Books

- Describe in their own words new information they have gained from text.

Writing Standard 2/Writing Purposes and Resulting Genres

Report or Informational Writing

- Gather, collect, and share information on a topic.

Students will identify a variety of methods to gather information about a topic.

Students will identify and label their source of information.

Day One/Opening

- Teacher will collect several texts on trees that present a variety of information.
- Teacher will prepare a chart ahead of time, *Different Books Give Us Different Information*, with columns for each text used.
- Teacher will model scanning several informational texts to determine what kind of information can be gained from each source.

Work Period

- Teacher will help children to record on chart, *Different Books Give Us Different Information*, to indicate which book contained which information.

Closing

- Students will share back orally and discuss what information they got from each book.

Day 2/Opening

- Teacher will revisit with students how to get information from a given text.

Work Period

- Students will browse through classroom library of informational books and select a specific book to use to obtain information.
- Students will work with a partner and discuss which book they have selected and what type of information they think they will learn.
- Students will record which book they have selected on sheet, *This Book is My Source of Information*.

Closing

- Students will share *This Book is My Source of Information* sheets.

Work Products: Attribute chart, *Different Books Give Us Different Information*, Writer's Folder entry, *This Book is My Source of Information*

6. Using Text to Become an Expert

MA Frameworks

24.1 Generate questions and gather information from several sources in a classroom, school, or public library.

ELPBO R.5 Informational/Expository Text

Students will identify and analyze purposes, structures, and elements of nonfiction English texts.

NCEE Performance Standards

Speaking and Listening, Standard I, Habits

Discussing Books

- Describe in their own words new information they have gained from text.

Writing Standard 2/Writing Purposes and Resulting Genres

Report or Informational Writing

- Gather, collect, and share information on a topic.

Students will read a selected informational text on a given topic.

Students will identify facts read during reading of selected informational text.

Opening

Teacher will review chart, *Different Books Give Us Different Information*.

Work Period

- Students will read the informational text selected as a source of information during the previous lesson.
- Students will discuss and identify facts read from the selected text.
- Students will work with partner and discuss one fact that each has learned from the reading of the informational text.
- Students will record one fact learned with drawing and/or writing for their Writer's Folder/Notebook - *One Fact I Learned From A Book*.

Closing

- Students will share responses from Writer's Folder with whole group.
- Teacher will record samples of responses on ongoing attribute chart, *What We Have Learned About Trees*, and label responses with a book icon (see sample) to indicate that these facts were learned from informational text.

Work Products: Ongoing attribute chart, *What We Have Learned About Trees*, Writer's Folder entry, *One Fact I Learned From A Book*

One fact I learned from a book...



7. Using Technology to Become an Expert

MA Frameworks

24.1 Generate questions and gather information from several sources in a classroom, school, or public library.

ELPBO R.5 Informational/Expository Text

Students will identify and analyze purposes, structures, and elements of nonfiction English texts.

NCEE Performance Standards

Speaking and Listening, Standard I, Habits

Discussing Books

- Describe in their own words new information they have gained from text.

Writing Standard 2/Writing Purposes and Resulting Genres

Report or Informational Writing

- Gather, collect, and share information on a topic.

Students will identify a variety of methods to gather information about a topic.

Students will identify and label their source of information.

Opening

- Teacher will select appropriate websites for gathering information on trees:
<http://www.savatree.com/kidspage/learn1.htm>
<http://www.fossweb.com/modulesK-2/Trees/activities/wholiveshere.html>

Work Period

- Students will investigate selected websites using classroom computer center, building computer lab and/or Smart Board.
- Students will record one fact learned about trees in Writers Folder from an internet source.

Closing

- Students will share responses in whole group.
- Teacher will help children to record on ongoing attribute chart, *What We Have Learned About Trees* and indicate that these facts were learned from an internet source.

Work Products: Attribute chart, *What We Have Learned About Trees*, Writer's Folder entry, *One Fact I Learned From An Internet Source*

One thing I learned from an Internet



source...

8. Using Outside Resources to Become an Expert

MA Frameworks

24.1 Generate questions and gather information from several sources in a classroom, school, or public library.

ELPBO R.5 Informational/Expository Text

Students will identify and analyze purposes, structures, and elements of nonfiction English texts.

NCEE Performance Standards

Speaking and Listening, Standard I, Habits

Discussing Books

- Describe in their own words new information they have gained from text.

Writing Standard 2/Writing Purposes and Resulting Genres

Report or Informational Writing

- Gather, collect, and share information on a topic.

Students will identify a variety of methods to gather information about a topic.

Students will identify and label their source of information.

Opening

- Teacher will identify possibilities for identifying information on trees from outside sources such as a landscaper, a botanist, forester, or an expert from a local college or greenhouse.
- If possible, teacher will arrange a field trip to a nearby tree farm, maple sugaring business, or nursery. An appropriate video may take the place of a field trip.

Work Period

- Before field trip or visit from an expert, children will generate a list on questions on topic.
- During visit or field trip, children will be attentive and gather information on trees from expert source.
- Students will record one fact learned about trees in Writers Folder from an expert source.

Closing

- Students will share responses in whole group.
- Teacher will help children to record on ongoing attribute chart, *What We Have Learned About Trees* and indicate that these facts were learned from an expert source.

Work Products: Attribute chart, *What We Have Learned About Trees*, Writer's Folder, *One Fact I Learned From An Expert Source*

One thing I learned from an Expert



source...

9. Revising Our Work

MA Frameworks

20.1 Use a variety of forms or genres when writing for different purposes.

21.2 After writing or dictating a composition, identify words and phrases that could be added to make the thought clearer, more logical, or more expressive.

ELPBO W.3 Revising

Students will evaluate and revise word choice, sentence variety, and organization of ideas when writing in English for a particular audience and purpose.

NCEE Performance Standards

Writing Standard 1, Habits and Processes

Kindergarten children are expected to:

- Write daily.
- Generate content and topics for writing.
- Write without resistance when given time, place and materials.
- Communicate and make meaning using drawings, letter strings, scribbles, letter approximations, and other graphic representations such as gestures, intonations, and role played voices.
- Make an effort to reread their own writing and listen to that of others, showing attentiveness to meaning.

Students will revisit work done and revise for clarity and detail.

Opening

- Teacher will review and model ways to revise written work to improve clarity or add detail.

Work Period

- Students will review the four entries that they have completed in Writers Folder/Notebook on the topic of trees.
- They will reflect on written pieces and determine if any changes can be made to improve clarity or to add detail.
- Students will share with a partner and give feedback to each other on revisions.

Closing

- Individual students may share revisions in Writers Chair,
- Completed revisions will be compiled at a later date into booklet, *What I Have Learned About Trees*.

Work Products: Revised entries from Writers Folder.

10. Organizing Our Work into a Report

MA Frameworks

20.1 Use a variety of forms or genres when writing for different purposes.

21.3 After writing or dictating a composition, identify words and phrases that could be added to make the thought clearer, more logical, or more expressive.

ELPBO W.3 Revising

Students will evaluate and revise word choice, sentence variety, and organization of ideas when writing in English for a particular audience and purpose.

NCEE Performance Standards

Writing Standard 1, Habits and Processes

Kindergarten children are expected to:

- Write daily.
- Generate content and topics for writing.
- Write without resistance when given time, place and materials.
- Communicate and make meaning using drawings, letter strings, scribbles, letter approximations, and other graphic representations such as gestures, intonations, and role played voices.
- Make an effort to reread their own writing and listen to that of others, showing attentiveness to meaning.

Students will organize and present work in a way that makes sense.

Opening

- Teacher will select student work on trees to illustrate how to organize material for a report.
- Teacher will review individual pages on trees with students and discuss content.
- Teacher will guide students in discussion of how to organize tree material in a way that makes sense to the reader.
- Guidelines for organizing report will be recorded on attribute chart, ***How to Organize a Report***.
- Teacher will guide students to include:
 - Cover
 - Body of Report –facts with appropriate illustrations
 - Glossary
 - Bibliography

Work Period

- Students will work with a partner and review each other's work samples on trees. They will discuss and plan ways to organize materials.
- Each student will compile their own work on trees into a booklet organized in a way that makes sense, using criteria on attribute chart.

Closing

- Students will share booklets, ***What I Have Learned About Trees***, in whole group and place them in classroom library for future reference

Work Products: Attribute chart: ***How to Organize a Report***, student booklet, ***What I Have Learned About Trees***

Section Two

Developing a Report

Teacher will need to have an extensive classroom library of nonfiction texts assembled for next series of lessons.

11. Developing a Topic for a Nonfiction Report

MA Frameworks

2.1 Contribute knowledge to class discussion in order to develop a topic for a class project.

24.1 Generate questions and gather information from several sources in a classroom, school, or public library.

ELPBO R.6 Research

Students will gather information in English from a variety of sources, analyze and evaluate the quality of the information obtained, and use it to answer their own and others' questions.

NCEE Performance Standards

Speaking and Listening, Standard II/Kinds of Talk and Resulting Genres

Explaining and Seeking Information

- Seek or provide explanation by observing, going to the library, or questioning teachers, parents, or peers.
- Share information that is organized on a topic and supported by a visual aid.

Students will explore and apply strategies for developing topics for informational reports.

Opening

- Teacher will read a nonfiction text to class.
- Teacher will lead discussion among students and identify possible topics of given text.
- Teacher will guide students to identify strategies they used to identify topics such as looking at cover, examining pictures/photographs within text, identifying known words in texts, connecting to prior knowledge and past experiences.

Work Period

- Students will browse classroom library of nonfiction texts and decide on some possible topics for informational reports.

Closing

- Students will return to whole group and share possible topics suggested by book browsing.
- Teacher will record topic ideas on attribute chart, *Topics for Nonfiction Reports*.

Work Products: Attribute chart, *Topics for Nonfiction Reports*

12. Becoming an Expert on a Topic (multi-day project)

MA Frameworks

- 2.1 Contribute knowledge to class discussion in order to develop a topic for a class project.
- 24.2 Generate questions and gather information from several sources in a classroom, school, or public library.

ELPBO R.6 Research

Students will gather information in English from a variety of sources, analyze and evaluate the quality of the information obtained, and use it to answer their own and others' questions.

NCEE Performance Standards

Speaking and Listening, Standard II/Kinds of Talk and Resulting Genres

Explaining and Seeking Information

- Seek or provide explanation by observing, going to the library, or questioning teachers, parents, or peers.
- Share information that is organized on a topic and supported by a visual aid.

Students will select a topic for an informational report.

Students will identify and document two sources of information for their report.

Opening

- Teacher will revisit attribute chart, *Topics for Nonfiction Reports*, with students.

Work Period

- Students will select a topic for report and indicate their choice by clipping a clothespin with their name on it on the topic of choice.
- Students will begin to search for information to support their topic in the areas previously explored: text, Internet, or expert source.
- Students will identify two sources of information that they will use in their informational report.
- Students will record their two sources on the appropriate source sheet, ie . My source of information was a book.....

Closing

- Students will share reports in progress with whole group.

Work products: Student source sheets

13. Developing a Rubric

MA Frameworks

20.1 Use a variety of forms or genres when writing for different purposes.

21.4 After writing or dictating a composition, identify words and phrases that could be added to make the thought clearer, more logical, or more expressive.

ELPBO W.3 Revising

Students will evaluate and revise word choice, sentence variety, and organization of ideas when writing in English for a particular audience and purpose.

ELPBO W.4 Editing

Students will understand and apply knowledge of standard English grammar, spelling, and conventions to improve their writing.

NCEE Performance Standards

Speaking and Listening, Standard II/Kinds of Talk and Resulting Genres

Explaining and Seeking Information

- Seek or provide explanation by observing, going to the library, or questioning teachers, parents, or peers.
- Share information that is organized on a topic and supported by a visual aid.

Students will identify criteria essential to an informational rubric.

Students will identify the quality of work samples based on criteria.

Opening

- Teacher and children will revisit attribute chart, *How to Organize a Report*.
- Teacher and children will use attribute chart as a guide to develop a rubric for informational writing.
- Rubric will include criteria on:
 - Cover
 - Body of Report
 - Glossary
 - Bibliography
- Teacher will select a previously compiled tree booklet and model how to review whether criteria was integrated into model booklet.

Work Period

- Students will work with partners and review individual booklets to determine whether criteria were met.
- Students will complete individual checklists and indicate whether criteria were met in their own booklets.

Closing

- Individual students will share results and decisions about possible revisions on reports with whole group.

Work products: Rubric for informational writing, individual student checklist

Report Writing Checklist

- Cover
- Body of Report
- Glossary
- Bibliography

Report Writing Criteria

- I have a cover and title.
- I have 3 or more facts about my topic.
- I have 3 or more words in my glossary.
- I used 2 or more sources of information.
(bibliography)

Report Writing Rubric

Not Yet On the Way Got It!

Cover/Title	Student has no cover/title.	Student has cover/does not match topic.	Student's cover matches topic.
Body of Report	Student does not have any facts/has 1 fact.	Student has 2 facts.	Student has 3 or more facts.
Glossary	Student does not have any vocabulary.	Student has 1-2 vocabulary words.	Student has 3 or more vocabulary words.
Bibliography	Student does not identify source.	Student identifies 1 source.	Student identifies 2 or more sources.

14. Writing an Informational Report (multi-day project)

MA Frameworks

24.1 Generate questions and gather information from several sources in a classroom, school, or public library.

ELPBO R.6 Research

Students will gather information in English from a variety of sources, analyze and evaluate the quality of the information obtained, and use it to answer their own and others' questions.

NCEE Performance Standards

Speaking and Listening, Standard II/Kinds of Talk and Resulting Genres

Explaining and Seeking Information

- Seek or provide explanation by observing, going to the library, or asking teachers, parents, or peers.
- Share information that is organized on a topic and supported by a visual aid.

Students will create individual informational reports a given topic using accepted criteria.

- Students will revisit topic researched previously.
- Students will review sources of information gathered previously on the topic using a variety of sources.
- Students will record their sources of information for report bibliography.
- Students will record information gathered from sources.
- Students will shared recorded information with a partner and determine how to organize information for individual reports in a way that makes sense.
- Students will compile an initial draft of their informational report.

Work products: Rough drafts of informational reports

15. Revising Our Work

MA Frameworks

20.1 Use a variety of forms or genres when writing for different purposes.

21.4 After writing or dictating a composition, identify words and phrases that could be added to make the thought clearer, more logical, or more expressive.

ELPBO W.3 Revising

Students will evaluate and revise word choice, sentence variety, and organization of ideas when writing in English for a particular audience and purpose. (ELA 20, 21, 25)

W.4 Editing

Students will understand and apply knowledge of standard English grammar, spelling, and conventions to improve their writing.

NCEE Performance Standards

Writing Standard 1, Habits and Processes

Kindergarten children are expected to:

- Write daily.
- Generate content and topics for writing.
- Write without resistance when given time, place and materials.
- Communicate and make meaning using drawings, letter strings, scribbles, letter approximations, and other graphic representations such gestures, intonations, and role played voices.
- Make an effort to reread their own writing and listen to that of others, showing attentiveness to meaning.

Students will revise informational reports based on designed rubric.

Opening

- Teacher will review rubric with class.

Work Period

- Students will use rubric to examine rough drafts and make decisions about areas in need of revision.
- Students will discuss planned revisions with a partner.
- Students will revise rough drafts based on ideas for revision.

Closing

- Students will share rough drafts with whole group.

Work products: Revised rough drafts

16. Publishing and Celebrating Our Work

MA Frameworks

20.1 Use a variety of forms or genres when writing for different purposes.

ELPBO R.6 Research

Students will gather information in English from a variety of sources, analyze and evaluate the quality of the information obtained, and use it to answer their own and others' questions.

NCEE Performance Standards

Speaking and Listening, Standard II/Kinds of Talk and Resulting Genres

Explaining and Seeking Information

- Seek or provide explanation by observing, going to the library, or questioning teachers, parents, or peers.
- Share information (that is organized on a topic and supported by a visual aid).

Students will create a finished product/informational report.

Students will share published reports during classroom celebration of writing.

Opening

- Teacher will assist children in planning classroom celebration of writing.

Work Period

- Students will prepare cover for informational report.
- Students will assemble report in finished form.

Closing

- Students will share published work during classroom celebration.

Work products: Published informational reports