

ELA
Common Core
State Standards
Resource Packet



1st Grade
Informational Books: Personal Expertise
Unit 6
8/14/13

Writing Unit of Study

1st Grade – Informational Writing: Personal Expertise, Unit 6

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Mentor Texts – Informational Writing: Personal Expertise

Criteria:

- **Guiding questions** from A Quick Guide to Teaching Informational Writing, Grade 2 by Marika Paez Wiesen (2012, Heinemann).
 - Does the topic of at least one of my mentor texts show how a writer can teach about a topic of personal expertise? (e.g., *A Day at Gymnastics*, or *Baseball*)
 - Does the book use an “I” teaching voice rather than an authoritative, third-person teaching voice?
 - Is the text organized in a straightforward way, as in topics and subtopics?
 - Is the syntax of the text simple enough that a child might listen to the text and think, “I could write a text like that”?
- **Structural features:** title, table of contents, lead, headings/subheadings, conclusion
- **Text features** – includes a number of items: bold print, chart, caption, diagrams/illustrations, pictures, labels, etc.
- **Variety of ways information is included:** facts, domain-specific vocabulary, etc.
 - **For more information, see Resources and Materials page in lesson plan packet, individual lessons and mentor text analysis chart in resource materials packet**

This is a suggested list to consider when collecting possible mentor text. Please review books you have available that also meet the criteria. Replace or add to the list. Please see Mentor Text Analysis Chart to review books in your library.

Literature – Trade Book Suggestions		
Title	Author	Notes to Teacher
Star Wars Ready, Set, Podrace!; Super Heroes Ready for Action!; and other titles in series	DK Readers	
My Soccer, My Baseball, and other titles in series	Gail Gibbons (HarperCollins)	
Oh, Behave! Series - Manners at the Table, Manners in the Community or other similar titles in collection	Oh Behave! Acorn series by Heinemann Raintree	Contact Marlene Malkin for more info- mmedubooks@aol.com
What’s On My Plate? series – Get Moving, Fruits on My Plate, and other titles in series	Pebble Plus by Capstone Press	Contact Marlene Malkin for more info- mmedubooks@aol.com
Take Care of Yourself series – Staying Safe in the Sun, Caring for Your Teeth, and other titles in series	Acorn series by Heinemann Raintree	Contact Marlene Malkin for more info- mmedubooks@aol.com
How Toys Work series, Body Covering series, Getting Around series, etc.	Acorn series by Heinemann Raintree	Contact Marlene Malkin for more info- mmedubooks@aol.com
Ants, Ponies, Spiders, or other similar titles in collection	National Geographic Readers Level 1	Report-like but excellent text features and structure

Bikes , Wash Your Hands or other similar titles in series	Newbridge Discovery Links 2	See also science titles, Contact Marlene Malkin for more info- mmedubooks@aol.com
Wheels and other similar titles	Jacquie Kilkenney, Capstone Classroom	Contact Marlene Malkin for more info- mmedubooks@aol.com
Sending Messages and other similar titles	Jenny Feely, Sundance Alphakids series	Contact Marlene Malkin for more info- mmedubooks@aol.com
Life Cycles Frogs and Toads and other titles in series	Rourke Publishing	Report-like but excellent text features and structure
All About Turkeys	Jim Arnosky, Scholastic	
Let It Snow!, Let's Eat, The Pilots, Friends in Your Community and other titles	Macmillan McGraw-Hill, check the following series for titles: Being Friends, At Work, Kids Around the World, What's the Weather, etc.	
Sails series by Rigby – see select tiles Energy, Bugs on the Menu, Kitesurfing, From Here to There, etc.	Sails series, Rigby	
Animal Babies series - Insects	Heinemann, see other series too	Report-like but excellent text features and structure, Contact Marlene Malkin for info mmedubooks@aol.com
Our Solar System by Martin and other titles in collection	Bill Nagelkerke	Report-like but excellent text features and structure
BIG Babies little Babies	DK Publishing	Study select pages for text features and page lay outs
Animals that Live in or on...	Weekly Reader Science	garethstevensclassroom.com paperback advanced search by title
Teachers, Police Officers, or other similar titles in collection	Acorn Series by Heinemann, Raintree	Contact Marlene Malkin for info mmedubooks@aol.com
Peanuts (and other title by author)	Claire Llewellyn - author	(Peanuts is going out of print, please check your library if available)
Animals on Our Farm, or other similar titles in collection	Rigby PM Science Readers	

Mentor Texts – Informational Writing: Personal Expertise, Continued

Literature – Trade Book Suggestions		
Title	Author	Notes to Teacher
Maps, or other similar titles in collection	Newmark Learning	Report-like but excellent text features and structure
Mice, Cats, Goldfish or other similar titles	Rigby PM Collection	Report-like but excellent text features and structure
Orbit Collections – various titles	Pacific Learning	www.pacificlearning.com
Snakes	Tracey Crawford	Sess 11 – or other similar book with precise words (all, some, many, etc.)
All About Honeybees	Michele Dufresne	Sess 12 – or other similar book with a number of text features

Student Authored Work Code: SW		
Author	Topic/Title	Notes to Teacher

Teacher Authored Work Code: TW		
Author	Topic/Title	Notes to Teacher

Common Core Code: CC		
Author	Topic/Title	Notes to Teacher

Reading and Writing Project at Teachers College (www.readingandwritingproject.com) Code: TC		
Author	Topic/Title	Notes to Teacher

Websites Code: WWW		

Mentor Text Analysis for Informational Books: Personal Expertise Grades K-2*

Title, Year, Publisher	Author	Structure and Text Features																		
		Topic of personal expertise	Uses "I" teaching voice	Structure = topics and subtopics	Syntax simple for young wr- I Can Write Like That	Type of Title	Type of Lead	Type of Conclusion	Facts using names, #s, sizes, or senses	Story Included	Domain-specific voc – defined text, bold, box	Exclamations & Wonderings	Phrases specific to nonfiction text	Page layout - descriptive	Page layout- Q & A	Page layout - facts	Page layout – How To	Page layout - list	Page layout – Diff kinds of something	Page layout -

*The Purpose of this chart is to assist teachers in analyzing and choosing text. Please read your grade level unit to identify specific structure and text features included in the lessons and adjust accordingly.

Mentor Text Analysis for Informational Books: Personal Expertise Grades K- 2 page 2*

Title, Year, Publisher	Author	Text Features																						
		Blurb	Bold print	Caption	Chart	Comparison	Cutaway	Diagram, Illustration, Picture	Fact Box	Glossary	Graph	Headings	Index	Labels	Maps	Parentheses	Photograph	Pronunciation Key	Subheadings	Table of contents	Table	Timeline		

*The Purpose of this chart is to assist teachers in analyzing and choosing text. Please read your grade level unit to identify specific structure and text features included in the lessons and adjust accordingly.

Tiny Topic Notebook



Tiny Topic Notebook



[illegible]



People



Places



Activities



Things

Sort into Categories

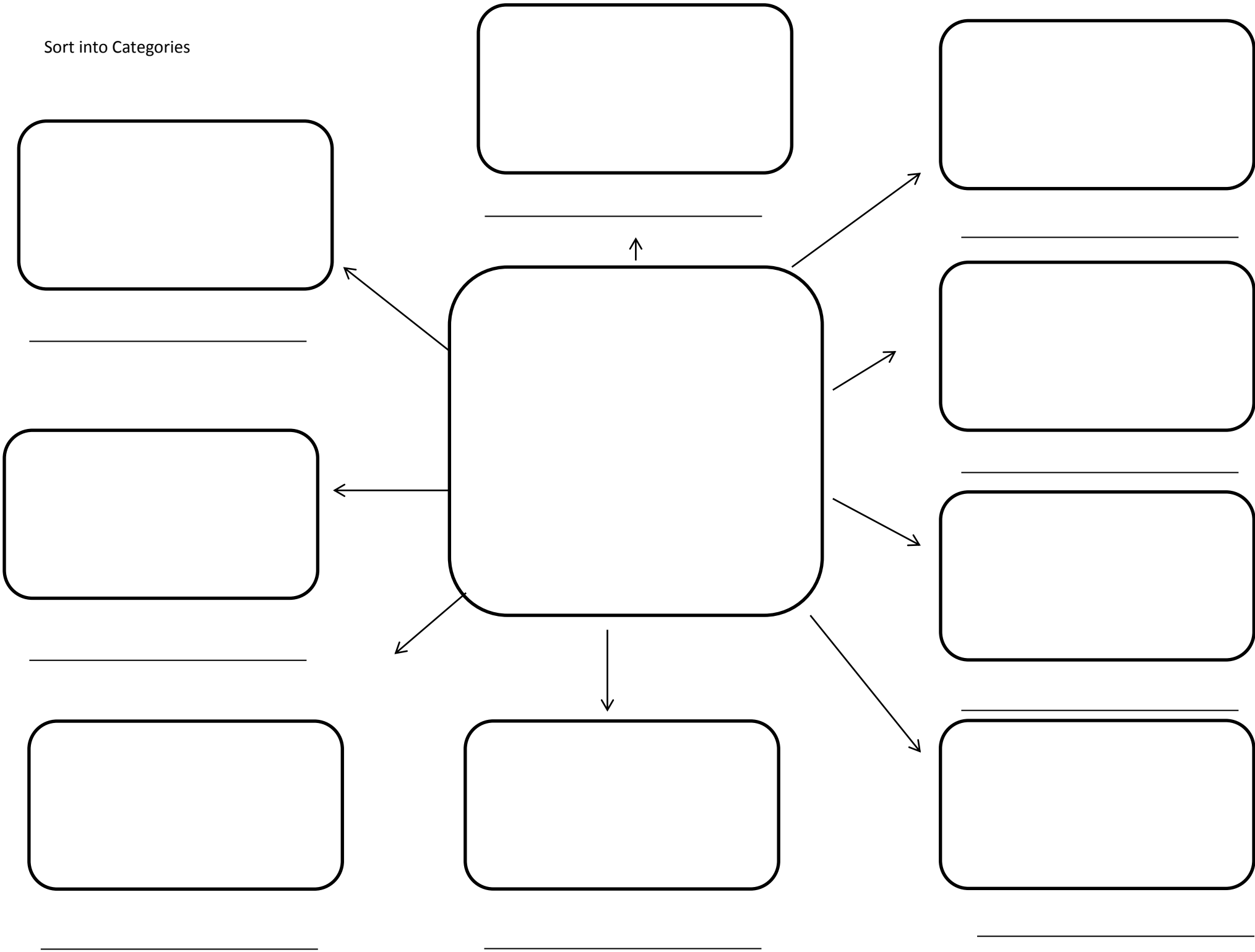


Table of Contents

[illegible]

Diagram of _____

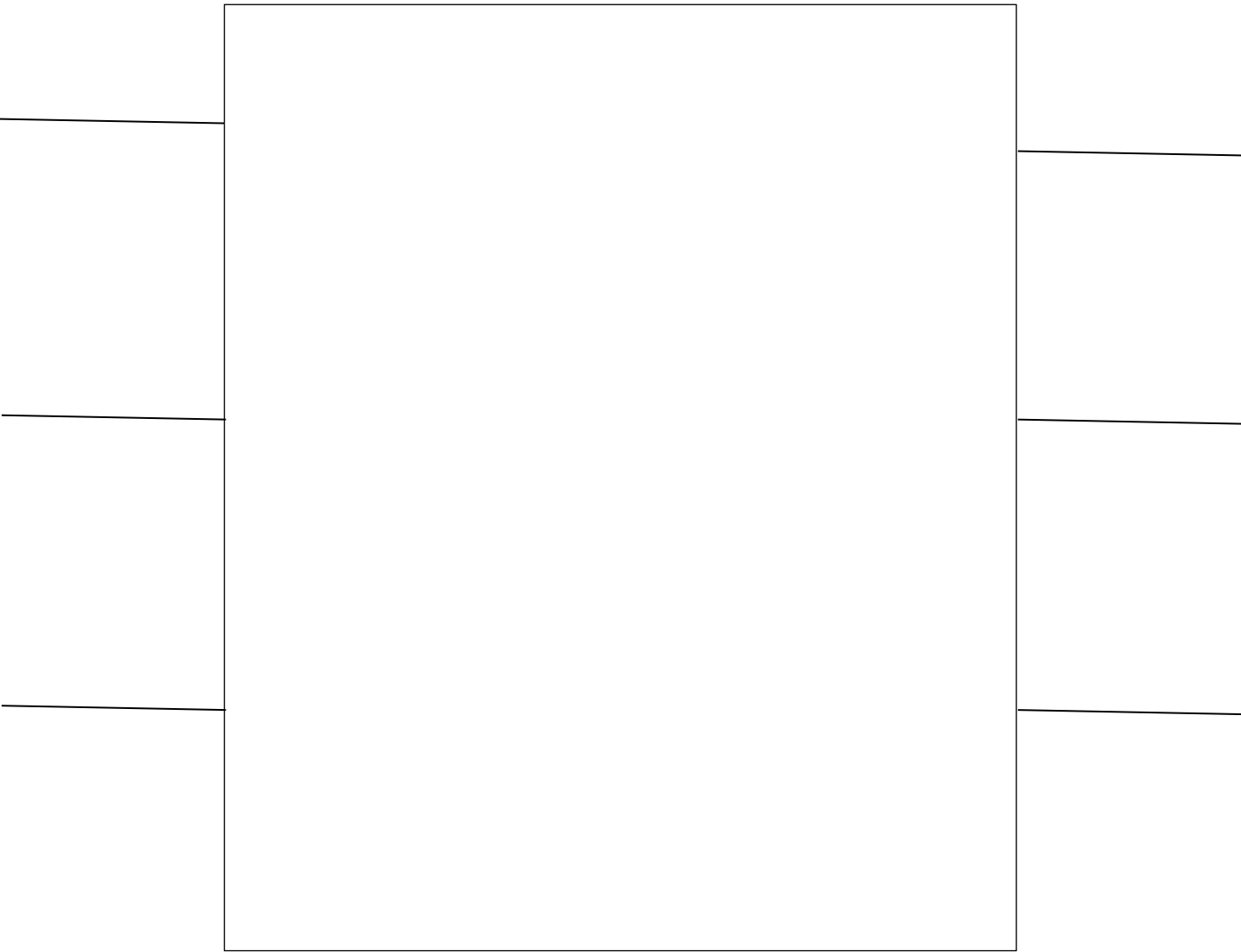
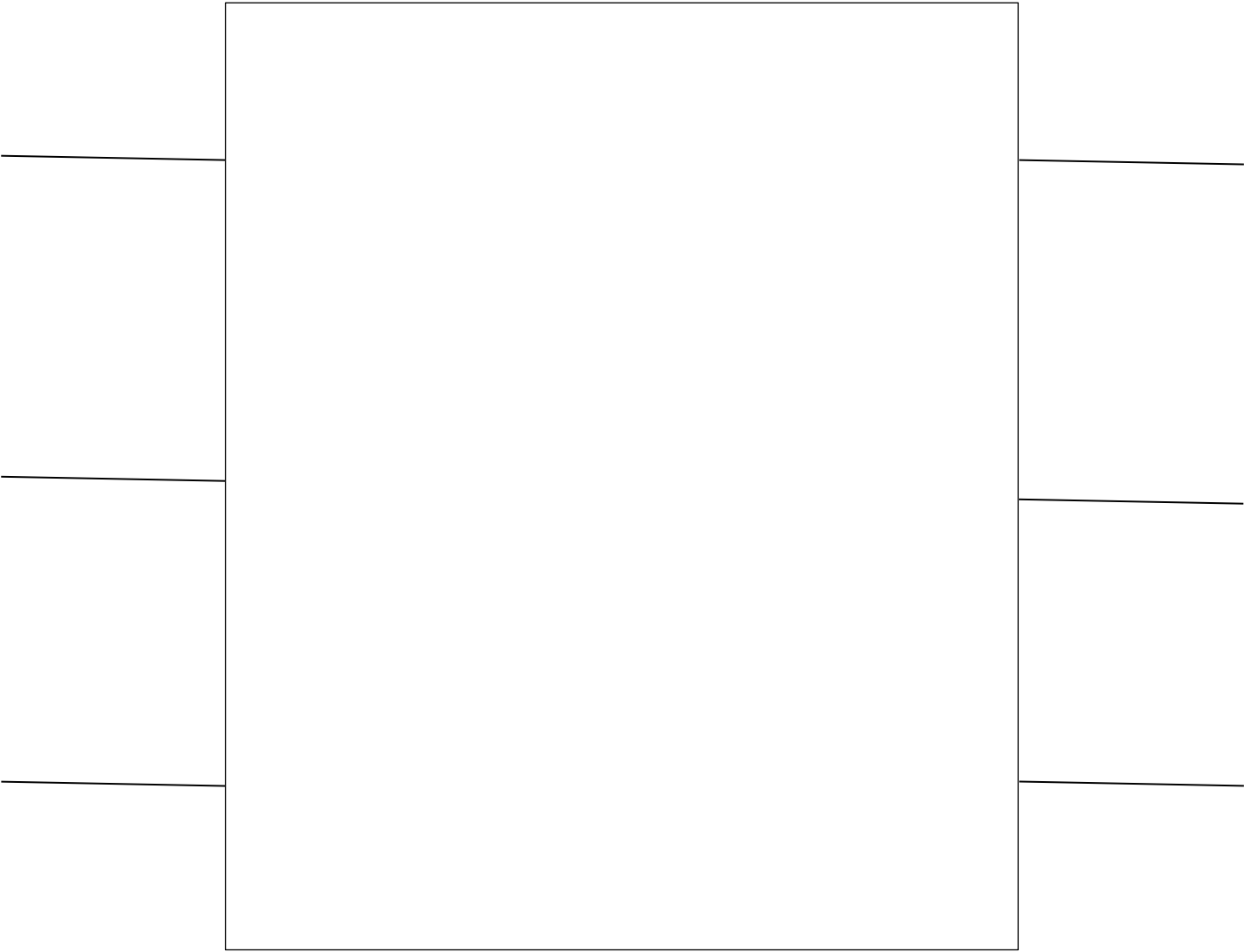


Diagram of _____



Fun Facts Page

How to

--	--

--	--

--	--

--	--

--	--

--	--

Sample – Change to fit items studying in reading

Text Features

Find information that shows the following:

Text Feature

Example

Purpose

Caption	This is a zebra.	To tell the reader more about the picture or photograph.
Bold Print		
Comparison		
Table of contents		
Headings		
Photograph		
Diagram		
Labels		

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Each lesson has a share component. Modify based on students' needs. The following are other share options.

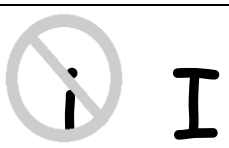


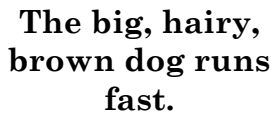


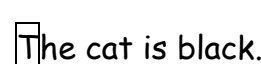
Some Possibilities for Purposeful Use of the Share Time

Name	Purpose	Method
Follow-Up on Mini-Lesson	To reinforce and/or clarify the teaching point	<ul style="list-style-type: none"> • Share an exemplar model (student or teacher) • Share a student who had difficulty and the way in which he/she solved the problem • Share the story of a conference from the independent work time • Provide another opportunity for active engagement • Provide a prompt to initiate student conversation, "Turn and tell your partner..."
Problem Solving	To build community and solve a problem	
Review	<ul style="list-style-type: none"> • To recall previous strategies /prior learning • To build repertoire of strategies • To contextualize learning 	Pose a "review" question to the class: "Today we learned one revision strategy. What other revision strategies do you use?" These strategies may be listed on a chart.
Looking Ahead to Tomorrow	Introduce a new teaching point–set-up for the next mini-lesson	
Celebratory	<ul style="list-style-type: none"> • Celebration of learning • Boost student morale • Promote membership in the "literacy club" 	<ul style="list-style-type: none"> • Share the work of 2-3 students • Provide an opportunity for a whole class share: "You are all such amazing writers - you wrote so much today! Writers, hold up your open notebooks so that we can see all of the great work you have done."

Source: Teachers College Reading and Writing Project

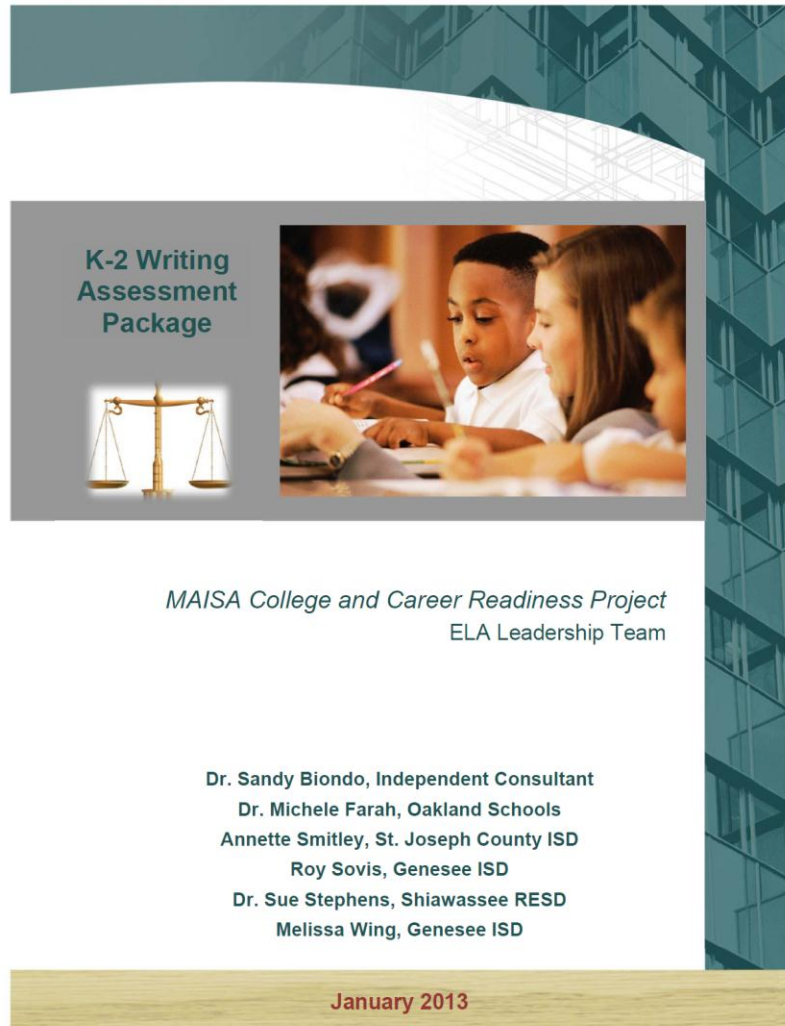
Name: _____

1st Grade Informational Unit Editing Checklist

I checked for...			My partner checked
	capital "I"		
	capitalization of names		
	word wall words		
	commas in a list		
	all the sounds in words		
	end punctuation		
	capitals at the front of sentences		

Student Self Reflections – Create a Self Reflection to meet students’ needs.

Please see pages 5-7 in K-2 Formative-Assessment Packet for MAISA Writing Units on Atlas Rubicon under Assessment Tasks.



The cover features a teal background with a white architectural line drawing of a building. A grey rectangular box in the center contains the title 'K-2 Writing Assessment Package' in teal, a small image of a balance scale, and a photograph of two young students writing. Below the box, the text 'MAISA College and Career Readiness Project' and 'ELA Leadership Team' is centered. A list of names and affiliations is centered below that. At the bottom, a wooden-textured bar contains the date 'January 2013' in red.

**K-2 Writing
Assessment
Package**

MAISA College and Career Readiness Project
ELA Leadership Team

Dr. Sandy Biondo, Independent Consultant
Dr. Michele Farah, Oakland Schools
Annette Smitley, St. Joseph County ISD
Roy Sovis, Genesee ISD
Dr. Sue Stephens, Shiawassee RESD
Melissa Wing, Genesee ISD

January 2013

[illegible]

[illegible]

1st Grade – Informational Writing, Personal Expertise, Unit 6

Concept 1: Writers select things they know all about so they can teach others.

[illegible]

1st Grade – Informational Writing, Personal Expertise, Unit 6

Concept 2: Writers plan and write information in an organized way.

[illegible]

1st Grade – Informational Writing, Personal Expertise, Unit 6

Concept 3: Writers reread and revise by elaborating to make books longer.

[illegible]

1st Grade – Informational Writing, Personal Expertise, Unit 6

Concept 4: Writers draft and revise longer chapter books with increasing independence.

[illegible]

1st Grade – Informational Writing, Personal Expertise, Unit 6

Concept 5: Writers select and “fancy up” a piece to share with others.

[illegible]

1st Grade—Informational Writing, Personal Expertise Proficiency Checklist

Name: _____ Date: _____

Proficiency checklists guide teachers on what to provide instruction and additional assistance on during the unit, as well as beyond the unit. See Proficiency Guidelines in the K-2 Writing Assessment Package for additional information.

What are this writer's strengths?	What are the next teaching points for this writer?

Approaching Proficiency with Informational Writing, Personal Expertise

- ☐ Does not yet meet requirements for Proficient

Proficient (Meets Standards) with Informational Writing, Personal Expertise

Proficient students must meet all bold and 1 of 2 un-bolded proficient criteria

- ☐ (P) Demonstrates knowledge of workshop routines (productive entire workshop, partnerships, etc. (Session 1-20)
- ☐ **(T) Selects meaningful topic (Session 1, 2)**
- ☐ **(T) Supports the topic with evidence/information (Session 3)**
- ☐ **(T) Organizes evidence/information by categories (Session 5, 6, 7)**
- ☐ **(T) Includes 3-4 different elaboration strategies (illustrations, table of contents, headings, and other text features; reactions, thoughts, comparisons, precise words) (Sessions 4, 6, 7, 9-15)**
- ☐ **(P) Evidence of revision (Session 7, 9, 10, 11, 14, 15, 16, 17)**
- ☐ (P) Edits to make writing readable for audience (Session 18)

See page 26 of the ELA CCSS document for all 1st Grade Language Standards

Exceeding Proficiency with Informational Writing, Personal Expertise

Students must meet all the Proficient and Exceeding Proficiency criteria

- ☐ **(T/P) Selects meaningful topic, considering audience (Session 1, 2)**
- ☐ **(T) Includes headings to organize writing (Session 8)**
- ☐ **(T) Includes chapter headings in the table of contents (Session 7)**
- ☐ **(T) Includes at least 5 different elaboration strategies (illustrations, table of contents, headings, and other text features; reactions, thoughts, comparisons, precise words) (Sessions 4, 6, 7, 9-15)**

T-Text Types and Purposes **R**-Research to Build and Present Knowledge **P**-Production and Distribution of Writing **L** Language

Created by Melissa Wing, Genesee Intermediate School District, Kathy Smith, Bendle Public Schools, Pam Bachner and Aimee Torok, Grand Blanc Schools. (Updated July 2013)