

ELA
Common Core
State Standards
Resource Packet



1st Grade
Writing a Sequence of Instructions:
How-To Books
Unit 3
8/14/13

Writing Unit of Study

1st Grade – Writing a Sequence of Instructions: How-To Books, Unit 3

Table of Contents

Suggested 1 st Grade How-To Mentor Text	1
How-To Mentor Text Analysis Chart.....	4
How-To Noticing Chart – Teacher Resource.....	5
Writing Process Steps	6
Sample How-To Ideas Pages	7
Sample Steps Pages	8
Sample Introduction/Conclusion Pages.....	10
Sample Materials Pages.....	12
Sample Title/Cover Pages	15
Student How-To Book Checklist	17
Editing Checklist.....	18
Class Profile Teaching and Learning Points.....	19
Rubric for Procedural: How-To Writing	20
Proficiency Checklist	21
Some Possibilities for Purposeful Use of the Share Time	22
Student Self Reflection	23

MENTOR TEXTS - Procedural Writing: How-To Books

Criteria: Look for How-To books that have many of the following items:

- Structure or Sections - title, materials, introduction, steps in order (#s or words), conclusion, etc.
- Text or Support features – such as precise words (e.g. same, many), ordinal words, diagrams, labels, captions, close-up or zoom in pictures, warnings or cautions, tips, arrows and action lines, bold faced words, parentheses, etc.

Please replace books with any How-To text that fits most of the criteria. Please see chart in packet. The criteria is presented so teachers may search their personal and school libraries to find mentor text that fits. The following books are only suggestions.

Literature – Trade Book Suggestions		
Title	Author	Notes to Teacher
How to Make Sock Puppets	Aileen Weintraub (Mondo)	
Growing Radishes and Carrots	Faye Bolton & Diane Snowball (Mondo)	
How to Make Salsa	Jamie Lucero (Mondo)	
Look What I Made!	Judith McKinnon	(may no longer be available)
Other Possible Mentor Text:		
Kids Can Cook	Mary Pat Fergus (Rigby)	(may no longer be available)
How to Grow a Hyacinth/How to Grow a Sunflower	Sylvia Karavis & Gill Matthews (Rigby)	
Making Pizza	MaryAnn McAlpin (Short Tales Press)	
Let's Make a Volcano	Pam Holden	(may no longer be available)
How to Make a Bird Feeder	Liyala Tuckfield (Rigby)	
Making Caterpillars and Butterflies	Sally Dunbier (Rigby)	
How to Babysit a Grandpa	Jean Reagan (Knopf)	
My First Gymnastic Class or My First Soccer Game	Alyssa Satin Capucilli (Little Simon)	Several titles in the series
Making Yogurt	Jan Trafford (Pacific Learning)	Read aloud
How-To text Needing Revision: (any of these titles may be replaced based on teaching points)		
Making Soup	(Heinemann, L.L.I. Kindergarten Kit)	(misc. items)
Making Lunch	Anne Giulieri (Rigby)	(misc. items)
How to Make Smoothies!	Elena Martin (Rigby)	(Session 7 – no introduction)
Mix It Up!	Heather Hammonds (Rigby Focus)	(Session 5 no clear pictures or words; Session 7 no introduction)
How to Make a Bird Feeder	Liyala Tuckfield (Rigby Literacy)	(misc. items)
Fingerprint Family	Isabel Bissett (Rigby Literacy)	(Session 5 no clear pictures or words)

MENTOR TEXTS - Procedural Writing: How-To Books, Continued

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

MENTOR TEXTS - Procedural Writing: How-To Books, Continued

Websites	Code: WWW

Mentor Text Analysis for How-To Books

Title	Author	Structure and Text Features																			
		Introduction	Materials	Steps - Numbers	Steps - Words	Conclusion	Ordinal Words	Precise Words	Teaching Pictures	Diagrams	Labels	Captions	Close-up or zoom in pictures	Warnings or Cautions	Tips	Arrows and action lines	Extra information in parenthesis ()				

Please note: All mentor text do not need to include all these features. Use a combination of text to teach/target various teaching points/areas.

HOW-TO NOTICING CHART (Teacher Resource)

This chart should be co-constructed with students based on how they would describe things, mentor text read, and immersion activities completed.

Notice	Name	Found in All/Some	How it helps the reader/writer
Title	How-To title	ALL	Tells the reader what the How-To will be about
Things you need	Materials/ingredients	ALL	Tells the reader the materials, ingredients, or tools they will need to complete the How-To
Invites the reader in to their How-To	Introduction	SOME	Invites the reader in to give their How-To a try. Entices them to read on....
Tells you what to do	Directions	ALL	Tells the reader what to do with detailed information
Steps in order	Ordered steps	ALL	Lets the reader know what order to do each step in
Sends off their reader, wraps it up, wishes them well	Conclusion	SOME	Helps bring the How-To to a close, while asking their readers to give it a try
Telling words	Teaching words	ALL	Directs or commands the reader in each step
Illustrations/photographs match the words	Teaching Pictures	ALL	Shows the reader what each step should look like
Zoomed in pictures	Close-ups	SOME	Makes it easy for the reader to see exactly what to do in each step
Words beneath a picture/illustration	Caption	SOME	Tells the reader what is happening in the picture/photo.
Words next to the pictures	Labels	SOME	Tells you what it is a picture of
Numbers 1. 2. 3.	Numbered Steps	SOME	Helps the reader know what order to do the steps in
Parenthesis ()	Extra information	SOME	Whispers-in to the reader, giving them extra information
Words in darker color	Bold faced words	SOME	Special vocabulary – defines important words
Be Careful, Watch Out, Ask for Help	Warnings	SOME	Warns the reader when a specific step might be dangerous or when a parent should be asked for help
First, Then, Next, After that	Ordinal, Sequencing Words	SOME	Helps the reader order their steps using words
Drawings with arrows and words	Diagram	SOME	Gives reader information in a different way
important words/bolded words at the end of the How-To	Glossary	SOME	Provides definitions of important words/special vocabulary
Shows how things are changing over time (radish)	CHART	SOME	Gives the reader helpful/additional information in a unique way

Writing Process Steps

Think



Picture

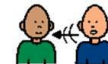


Say

Self



Partner



Story hand



Touch pages



Sketch



Write



Revise



Name: _____

I can teach someone how to...

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

Step #

Step #

Sample How-To Introduction/Conclusion Page

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Sample How-To Page

















Sample Materials Page (box = sketch, line = words)

















Sample Materials Page (box = sketch, line = words)

Written and Illustrated by:

Sample Cover Page

Written and Illustrated by:

How-To Book Checklist



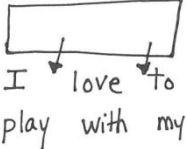

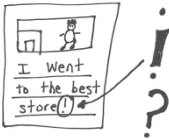
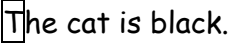
Name _____

Date _____

Do you have...	Yes	Not Yet
A title that says this will be a How-To book.		
List of things you need for each step. (materials)		
Pictures that teach you what to do.		
Captions under the pictures.		
Numbers or words for each step.		
Directions or steps in the order they should be done.		
Text features – (LIST)		
Introduction		
Closing		

Based on Calkins, Lucy & Pessah, Laurie. (2003). Nonfiction Writing: Procedures and Reports in Units of Study for Primary Writing: A Year-Long Curriculum

Editing Checklist

I checked for...			My partner checked...
	capital "I"		
	word wall words		
	spaces between words		
	all the sounds in words		
	end punctuation (., !, ?)		
	capitals at the front of sentences		
	separate single words in a series with commas	Paper, yarn, felt, glue, and scissors	

Class Profile of Teaching and Learning Points – 1st Grade Unit 3: How-To

Optional Assessment/Conferring Tool

[illegible]

Assessment Rubric for Procedural: How-To Writing (Optional)

Name: _____

Date: _____

	Achieved	Showing Progress	Needs Help
The writing gives instructions or directions on how to do something. <i>Common Core – W 1.2</i>			
The picture illustrates the steps in the directions. <i>Common Core – W 1.2/ W 1.7</i>			
The writing follows an appropriate sequence. <i>Common Core – W 1.2/ W 1.7</i>			
The writing shows sense of sequencing by either numbers or transitional words. <i>Common Core – W 1.2/ W 1.7</i>			
The writing and/or pictures include text features. <i>Common Core – W 1.2/ W 1.7</i>			
The writing includes various structural components: <ul style="list-style-type: none"> • Introduction • Materials • Steps in order • Sense of closure <i>Common Core – W 1.2/ W 1.7</i>			
The writing includes appropriate punctuation, capitalization and spelling. <i>Common Core – L 1.2</i>			

Based on: Calkins, Lucy and Pessah, Laurie. (2003). *Nonfiction Writing: Procedures and Reports*. Portsmouth, NH: Heinemann.
Last updated 11/2/12 smb..

1st Grade–Writing a Sequence of Instructions: How-To Unit 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?
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Approaching Proficiency with Procedural Writing: Writing a Sequence of Instructions: How-To

- ☐ Does not yet meet requirements for Proficient

Proficient (at) with Procedural Writing: Writing a Sequence of Instructions: How-To

Proficient students must meet all bold and 3 of 4 un-bolded proficient criteria

- ☐ (T) Selects a topic (something the writer does really well and loves to do) and orally rehearses using How-To -Hand (Session 1)
- ☐ (P) Uses rehearsal to act out and sketch each step of the How-To topic across pages (Sessions 2, 3)
- ☐ **(T) Rereads for precise word choice to create pictures in the readers' mind (Session 3)**
- ☐ **(P) Acts out the How -To book with a partner to check for clarity (Sessions 4, 12)**
- ☐ **(P) Revises to add clear and precise pictures/words to help reader understand directions and to answer questions "How", Where, and Why"(Sessions 5,7,12)**
- ☐ **(R) Uses at least two supportive features (e.g. title, materials, steps, pictures) (Sessions 6, 12)**
- ☐ **(T) Uses ordinal (sequencing) words (Session 7)**
- ☐ **(T) Includes at least two special features (Diagrams, Labels, Captions, Warning, Tip, Arrows and Action Lines, Bold-Faced Words) (Sessions 7, 10, 12)**
- ☐ **(T) Sends off reader with a conclusion (Session 9)**
- ☐ (L) Edits for punctuation (Session 11)
- ☐ **(P) Writes multiple How -To Books during the Unit and chooses one or two to publish (Unit Abstract)**
- ☐ (P) Demonstrates knowledge of workshop routines (productive entire workshop, partnerships, etc. (Ongoing throughout the Unit)

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

Exceeding Proficiency (above) with Procedural Writing: Writing a Sequence of Instructions: How-To

Students must meet all the Proficient and Exceeding Proficiency criteria

- ☐ (T)Entices reader with an Introduction (Session 8)
- ☐ (T)Includes more than two special features (Diagrams, Labels, Captions, Warning, Tip, Arrows and Action Lines, Bold-Faced Words) (Sessions 7, 10)
- ☐ (R)Uses more than two supportive features (e.g. title, materials, steps, pictures) (Session6)

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)

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

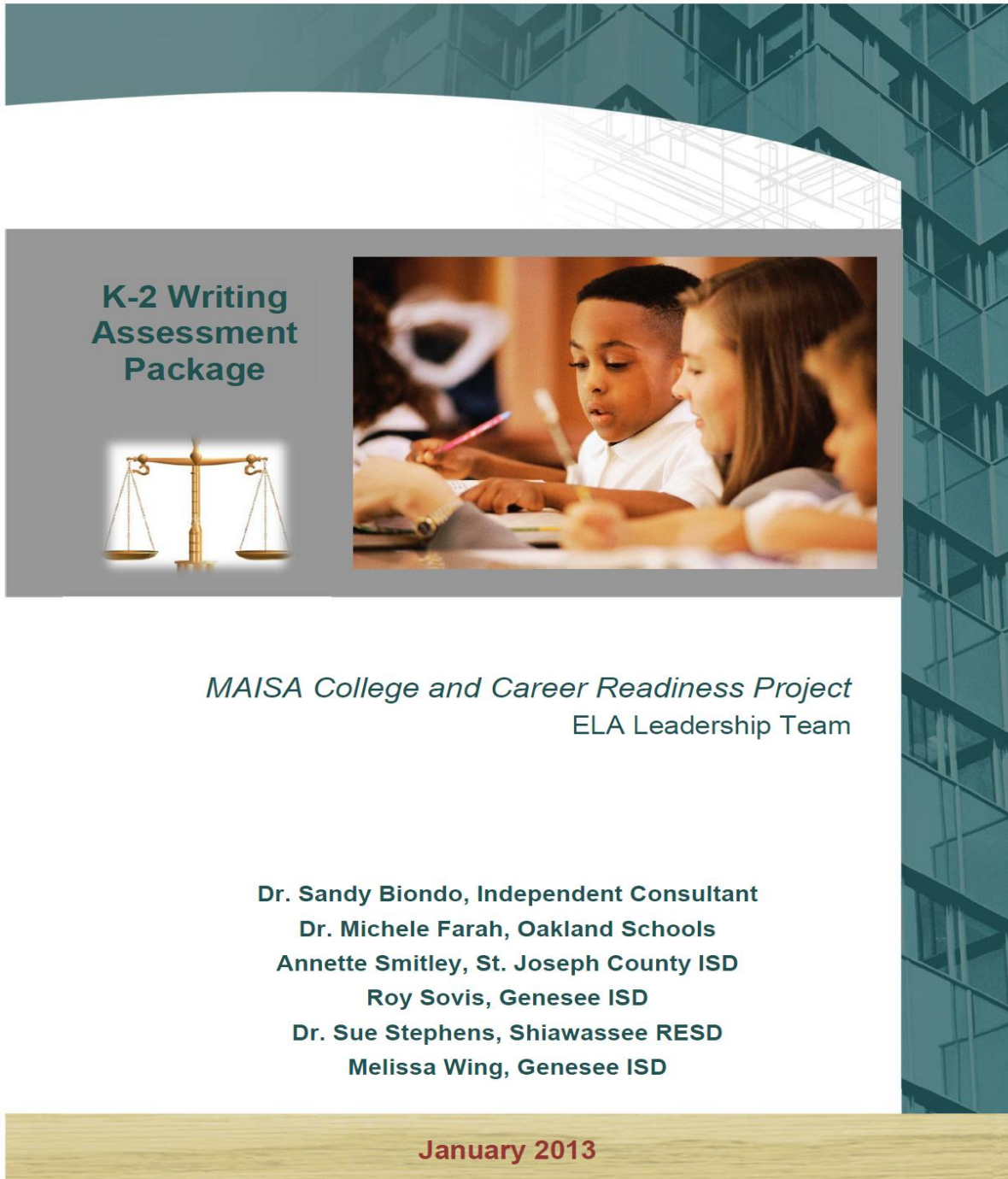
Name	Purpose	Method
Follow-Up on Mini-Lesson	To reinforce and/or clarify the teaching point	<ul style="list-style-type: none"> • Share an exemplar model (student or teacher) • Share a student who had difficulty and the way in which he/she solved the problem • Share the story of a conference from the independent work time • Provide another opportunity for active engagement • Provide a prompt to initiate student conversation, <i>"Turn and tell your partner..."</i>
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: <i>"Today we learned one revision strategy. What other revision strategies do you use?"</i> 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: <i>"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."</i>

Source: Teachers College Reading and Writing Project


Last updated 11/2/12 smb..


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.



**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

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