

BHAG – Learners will create informational text to share with others outside of our classroom.

stage 1 – desired results

Established Goals:

- Learners will write informational text using structure and characteristics from mentor texts.
- Learners will apply research skills to learn more about their topic.
- Learners will use technology to share writing with others.

CCSS Writing Standards:

Learners will...

W.K.2 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.

W.K.5 With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.

W.K.6 With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.

W.K.7 Participate in shared research and writing projects.

W.K.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question

Understandings:

Students will understand that...

- Writers select things they know all about so they can teach others.
- Writers research, plan and write information in an organized way.
- Writers reread and revise by elaborating to make books longer.
- Writers use peer reviews to edit and enhance writing.
- Writers improve their work to share with others.

Essential Questions:

- What are the characteristics of an informational text?
- How can you organize and plan for your writing?
- How do you use research tools and technology to help you learn?
- How can you make your writing better?
- How can you share your work?

Students will know...

- Characteristics of Informational Text:
 - Labels
 - Key Details
 - Vocabulary
 - Writing to teach
 - Types (Q&A, Facts, How-to, Descriptive)
- Research skills/strategies
- Editing skills/strategies
- Presentation skills and strategies

Students will be able to...

- Identify Informational text (vs narrative text) to use as mentor texts.
- Use books & search engine to learn more about a topic
- Organize thinking for writing
- Write drafts leading to final work.
- Re-read, edit and improve writing.
- Share stories electronically.

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stage 2 – assessment evidence

Performance Tasks:

- Sorting: Informational vs. Narrative text
- Class discussion: Characteristics of informational text.
- Performance: Graphic organizer to plan writing.
- Partner check: Peer review & editing to improve.
- Transferring written piece to digital platform
- Final Work: informational text to share with others.

Other Evidence:

- Sharing writing with others.
- Video reflection of assignment
 - How to improve
 - What to do next?

Standards Applied:

CCSS Writing Standards:

W.K.2 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. *Final work.*

W.K.5 With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed. *Partner check.*

W.K.6 With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers. *Transferring to technology and sharing with others digitally.*

W.K.7 Participate in shared research and writing projects. *Final work & research.*

W.K.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. *Graphic organizer and researching.*

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stage 3 – learning plan

WHERE TO key:

- W** - Help the student know Where the unit is going and What is expected? Help the teacher know Where the students are coming from (prior knowledge, schema, interest).
- H** - Hook all students and Hold their interest.
- E** - Equip student, help them Experience the key ideas and Explore the issues.
- R** - Provide opportunities to Rethink and Revise their understandings and work.
- E** - Allow students to Evaluate their work and its implications.
- T** - Be Tailored (personalized) to the different needs, interests and abilities of learners
- O** - Be Organized to maximize initial and sustained engagement as well as effective learning.

Learning Activities:

1. Read Informational Story (use student interests when choosing book) **H**
2. Introduce essential questions. Discuss noticing's about different informational text. **W**
3. Begin anchor chart of noticing's. Continue to add to chart as we learn about informational text. **E**
4. Teach lesson on difference between informational text and narrative text. Have students sort books. Observe and check for understanding. **E**
5. Have students decide on a topic. Discuss different topics as a class as well as where to find ideas to write about if still unsure. **E, T**
6. Model how to use a graphic organizer to organize thinking and begin writing. **E**
7. Introduce KidRex and SchoolTube to research information. **E**
8. Explore the library for informational text. Use books from the library to help with research topics. **E, T**
9. Students will begin to record what they know & what they have learned in a graphic organizer to organize thoughts and prepare for writing. **R, E2 T, O**
10. Students will share graphic organizers with peer to learn from each other. **R, E2, T**
11. Students will compose a written draft of their informational piece. This may take multiple days. Teacher will teach lessons and give reminders about what we have learned and observed about informational text from our mentor texts. **T, R**
12. Students will edit each others writing to help improve work. Teacher will introduce and remind students how to edit and help improve each other's work. **E, R, A, O**
13. Typing final draft into Google slides. Teacher models how to change background, add text and images and add new slides. Teacher helps guide as students take over learning. **E, T, O**
14. Celebration: Sharing work with students from a different class via technology. Students from another class providing feed forward. Sharing work with families and peers within classroom. **H, E2, T**
15. Video Reflections: Students create video about what they learned about informational text, Google slides and their topic.