CCSS Unit Planner for Informative Writing K-3

"Begin with the end in mind."

Grade		Topic:	

<table>
<tr><td rowspan="8">PLANNING</td><td colspan="2">Big, Enduring Ideas and Concepts:
Use "Look At" document for content standards. http://www.cde.ca.gov/ci/cr/cf/grlevelcurriculum.asp</td></tr>
<tr><td colspan="2"></td></tr>
<tr><td colspan="2">Authentic Mode for Publishing/Sharing:
Format (something you would see in the real world— magazine, brochure, webpage, poster etc.)
Style is covered under Writing: W 4 and publishing is in W6 and Speaking and Listening: SL 1-5.</td></tr>
<tr><td colspan="2"></td></tr>
<tr><td colspan="2">CCSS Grade level writing expectations:</td></tr>
<tr><td colspan="2">Writing Standard 2: Informative and others</td></tr>
<tr><td colspan="2">Authentic Audience (parents, classroom website/blog, other grade level peers, little buddies, library display, author's tea, etc.)
Audience is covered in Writing: W 4 and W10; and Speaking and Listening: SL4.</td></tr>
<tr><td colspan="2"></td></tr>
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Assessment: district rubric, peer commentary, portfolio, self reflection
Revision is covered under Writing: W5, and peer assessment under Speaking and Listening: SL 1 and 4.

CCSS Unit Planner for Informative Writing continued

<table>
<tr><td rowspan="8" style="writing-mode: vertical">READING and RESEARCH SOURCES</td>
<td>Possible Sources: INTERNET
Internet resources are covered under Reading: RI7 and Writing: W6.</td></tr>
<tr><td></td></tr>
<tr><td>Possible Sources: TEXTBOOKS/BOOKS
Other resources are covered under Reading: RL 1-10, RI 9 and Writing: W6-8.</td></tr>
<tr><td></td></tr>
<tr><td>Possible Sources: OTHER
(Guest speakers, community organizations, skype with expert etc.)
Interaction with people & resources is covered under Writing: W6 and Speaking and Listening: SL 1,2,3.</td></tr>
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<tr><td>Evaluating Sources and Resources
Include a lesson on how to evaluate websites and conduct effective website searches. http://www.schrockguide.net/critical-evaluation.html Excellent source of website evaluation lessons
Evaluation of resources is covered under Reading: R 7,8,9.</td></tr>
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WEEK 1 6-Week Plan: Backwards Planning for Success in Informative Writing

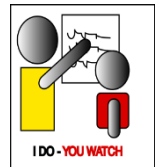**Week 1 Dates: _____ Number of lesson periods _____**

During Reading

- Connect **known to new**: brainstorm about what students already know about topic
- Generate **questions** about topic with students: use photos/images/video, chart questions
- Textbook walk: or picture walk
- **Pictorial Narrative Input**: Draw/chart overall understanding of topic to research (page 65-66)

During Writing

- **Model writing** a full piece. Label the parts of your piece showing elements of informative writing. Make sure to cover those listed on your **rubric**.
- Encourage **quick tries** with elements of writing you are modeling. (paraphrasing, topic sentences, etc.)

WEEK 2 6-Week Plan: Backwards Planning for Success in Informative Writing

Week 2 Dates: _____ Number of lesson periods _____

<table>
<tr>
<td rowspan="2">During Reading</td>
<td>

- Shared Reading of texts about topic with a high level of guidance (page 36-42)
- Teach "gist" and "key words" strategies (page 43-50)
- Build a matrix or other graphic organizer with notes about what learning while reading (example page 99-100)

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<table>
<tr>
<td>During Writing</td>
<td>

- **Shared Writing** of an informative piece about a sub topic of the overall unit with class input (see Language Experience pages 70-83). Walk through the process, encourage input with whiteboards or small group discussion, create a **"how to" chart** (page 100). Continue to encourage **quick tries**.

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WEEKS 3-4   6-Week Plan: Backwards Planning for Success in Informative Writing

Weeks 3-4 Dates: _____ Number of lesson periods _____

During Reading

- **Students read and research** about subtopics/individual questions about the overall unit. Give guidance and support as students read, note the **gist**, select **key words** (43-50), and **take notes** in a matrix or graphic organizer (page 98-99). Students may work in small groups and teacher rotates to support.

- Use shared reading to teach students **close reading strategies** (page 36-42) and asking and answering **text dependent questions** (51-56).

During Writing

- **Guided Writing:** students choose a focus, plan, and draft one or more pieces following the process modeled in weeks 1-2.
- **Mini-lessons:** provide short targeted lessons on aspects of informative writing as needed.
- **Write anchor papers** with students to match their rubric (anchor papers page 11 and rubrics pages 107-110)

Weeks 5-6 Dates: _____ Number of lesson periods _____

During Reading	Students continue to read and research as needed. Consider giving more time for writing during the last couple of weeks of the unit so that students have time to revise, edit, word process, and create visuals for their pieces. Editing, see pages 104-106.
During Writing	▪ **Revise:** students select one piece to take to publication. Conduct mini-lessons on revision using student work, conference with individuals as possible. ▪ **Edit and Publish:** use self and peer techniques as well as word processing to edit and publish. Editing, see pages 104-106. ▪ **"Dress Rehearsal":** conduct a trial of an on-demand write if time before assessment (page 97).

TEACHING the UNIT:

Typical flow for Unit Lessons:

Ideas for how to teach each typical lesson are listed below as options. Please note: you do not need to do all of the ideas under each, and the flow of lessons may vary depending on the topic and grade level.

Lesson 1: Launching the Unit

- Orient students to the subject: video, photos, picture book, etc.

- Connect known to new: students discuss what they know via cooperative talk strategies, team word webbing, white board sharing, etc. *(See Speaking and Listening: SL 1,2,3.)*

- Begin building "grow list" for unit vocabulary (page 62-63). *(See Reading: RI 4, Writing: W2, and Language: L6.)*

- Begin generating questions about the topic: Post photos on chart paper and have students write questions about the photos on the chart. *(See Reading: RI 9; Writing: W 2 &7; and Speaking and Listening: SL1.)*

Lesson 2: Reading the Textbook

- Try a textbook walk lesson *(See Reading: RI 1-10, especially 5)*
- Use suggestions for reading textbook chapter from teacher's guide if useful.

- Add to "grow list" of terms while you read. *(See Reading: RI 4, Writing: W2, and Language: L6.*

Lesson 3: Guided Class Inquiry

- Choose a whole class sub-topic within the unit to explore as a class model.

- Do whole class shared reading of the text about this subtopic using whatever strategies you want the students to use when they are reading on their own. *(See Speaking and Listening: SL 1-6.*

- Do whole class note taking using whichever graphic organizer, matrix or note sheet you want them to use on their own. *(See Reading: R 1,2,7,9 and Writing: W5,7,8,9.)*

Lesson 4: Students Choose Subject/Event

- Students can form teams or pairs to study subject/event. Conduct a guided search with students so they may choose their own topic or event, or pre-select several from which to choose. *(See Speaking and Listening: SL 1.)*

- Introduce unit checklist to students and provide due dates for each step. *(See Reading: RI 1-10 and Wriitng: W 2, 5,7,8,9*

Lesson 5: Note Taking

- Students read about their topic and take notes on whatever format you modeled. *(See Reading: RI 1-10 and Writing: W5,7,8,9.)*

- Provide lots of guided practice and sharing out of how it went during the first stages of this. You can use your document camera to have teams or individual students share how they did their notes to help everyone understand how to take notes without copying whole pieces of text.

Lesson 6: Key Word Strategy

- Teach the Key Word strategy for summarizing text with a short article about the whole class topic (pages 43-50). *(See Reading RI 2.)*

- Have students repeat this process with 1-2 of the pieces of text they found for their individual or team topic.

Lesson 7: Creating a Glossary of Terms

- Model this and have students create their own.

- Use several resources to have students compare definitions for terms. Guide students in writing their own using shared writing of a common term the whole class understands. You can refer to your "grow list" of terms for the unit to select several for a whole class glossary as a way to teach this process. *(See Reading: RI 4, Writing: W2, and Language: L6.)*

Lesson 8: Practicing a Spoken Presentation

(See Speaking and Listening: SL 1-6.)

- Use the whole class note sheet to practice describing the class topic in a 1-2 minute spoken presentation, have students pair up and time each other. Have them try doing this without their notes.
- Model a 1-2 minute spoken presentation about the whole class topic and have students rate your presentation using the speaking standards from common core on the unit checklist.
- Have students create their own 1-2 minute presentations about their individual or team topics. If they are on a team, they can divide the content and each team member can speak about an aspect of their study. See "Elevator Talk" lesson page 101-103.

Lesson 9: Preparing Visuals for Spoken Presentation

(See Speaking and Listening: SL 1-6.)

Select and produce visuals: for presentations: Students may create artwork of their own, find images on the internet, or even create a short PowerPoint presentation.

Lesson 10: Writing an Outline

- Write a class outline for the class event.
- Have students use this model to write their own for their event.
- Have students use their notes and research to pick the most important and vivid details to include in their outline. *(For note taking, see Reading: RI1-2, especially 2,7,9 and Writing: W 5,7,8,9.) (For Collaboration, see Speaking and Listening: SL 1,2,3.)*

Lesson 11: Paragraph Writing/Topic Sentences

- Review how to use the main idea in the topic sentence. *(See main ideas/sentences in Language: L 1,2,3, Speaking and Listening: SL 1,2, and Reading RI 2.)*

- Do a sentence combining lesson and use transition words to show students how to write detail sentences. *(Transiition words and details are in Writing: W3i and Speaking and Listening: SL 4 n the Common Core Standards.)*

- Students then write their own informative pieces about their topic. Consider meeting with groups to support the writing process. *(See Collaboration and peer interaction are covered under Speaking and Listening: SL 1-5.)*

- Consider using shared writing each day at the beginning of the writing period to write the whole class informative piece so the students will be reminded about the process via the whole class topic before they attempt their own pieces each day. See "Topic Sentences" lesson page. 91-92.

Lesson 12: Concluding Paragraph Writing

(See Writing: W3 concluding section required beginning in grade 1 .)

Concluding paragraphs are often the most difficult for students to write. Provide extra support with the final paragraph by teaching several options for the final paragraph:

- Review the content of the body paragraphs
- Restate the introductory paragraph with different words
- Encourage the reader to think about the meaning of the content or take some action with the information

Choose one of the above options for the whole class topic and use shared writing to write the class concluding paragraph. See Conclusions lesson page 95.

Lesson 13: Revising

(See Writing:W 5.)

Look at student writing, choose 1-2 teaching points to improve content of writing and teach mini-lessons using student writing; and give students time to apply what they learned in their own writing.

Lesson 14: Editing

(See Writing: W 5 and Language 1 & 2.)

Teach and have students apply one of the structures for editing:

- Peer edit with a checklist
- Editing machine
- Find it and Fix it!

Lesson 15: Publishing

(See Writing: W 4 and 6, and Speaking and Listening: SL 1-5.)

- Model for your students options for publishing their pieces. Encourage and facilitate use of technology as possible.
- Consider adding beyond the school day opportunities for students to word process and publish their pieces. Some schools will allow you to set up extra computer lab time after school, for example.

Lesson 16: Presentation/Evaluation

(See Writing: W 4, 6 & 10, and Speaking and Listening: SL 1-4.)

- Model the reflection/evaluation format you are going to use with the students by presenting the whole class project and evaluating it together with your rubric or checklist.
- Have students/teams present their projects and evaluate each other. Some options might include:
    - Gallery walk: post the projects and walk around leaving sticky note comments.
    - Class website or blog: students post their projects, review each others, and leave feedback.
    - Present to an authentic audience: Students/teams present to another classroom, groups of younger students, parents, or the principal.

Other Notes: