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| **STRAND 6:** **Writing Informative Texts/ Communicating Information (WI) - Different genres of expository text provide information/explanations (science procedures, content-based articles, biographies, research reports, historical documents, etc.)** **for different purposes and require use of genre-specific features, text structures, and supporting evidence to produce a coherent unit of thought that informs or educates the intended audience.**  **Sample Unit Planning**  **with the LPF\***   1. **Identify the unit focus**  * End point/ Essential Learning Goals * Big ideas?/ Enduring Understandings?  1. **Review the Progress Indicators in the strand(s) of the progression** (e.g. E.WI.k – locating information) 2. **Review (focus of) related gr level CC standards** 3. **Determine a possible summative assessment** 4. **Look for critical skills and concepts (pre-requisites**) **needed to be successful** at the end of the unit = lesson 1 (pre- assessment): are they ready to learn? What do they already know? 5. **Consider possible learning activities for each step - Instructional building blocks = each lesson’s focus** 6. **Analyze results after the pre-assessment & refine the instructional building blocks/lessons** 7. **Select/create *strategic* formative assessments for each lesson** 8. **Build in increasing rigor (text and/or skills) across the unit** 9. **Build in a mid-assessment** (like the summative assessment) | |
| **(K-4) Elementary School Learning Targets** | |
| ***E.WI By the end of grade 4, students can*** *… apply organizational strategies (e.g., sequence, description, definition, compare-contrast, cause-effect) to develop, summarize, and communicate factual information about topics and events for authentic audiences.* | |
| **Grades K-2** | **Grades 3-4** |
| **Students use a process approach to compose informational texts …**  **E.WI.a** generating ideas for using a range of responses (e.g., discussion, dictation, drawing, letters/invented spelling, writing), when responding to a topic, text, or stimulus (event, photo, video, peers, etc.)  **E.WI.b** describing information about a topic or text usingdrawings with details, written words (labels, names), and fact statements (e.g., “Spiders make webs”) and ‘reading back’ what they have written  **E.WI.c** representing facts and descriptions through a combination of illustrations, captions, and simple sentences that often connect two clauses; applying basic capitalization and end punctuation  **E.WI.d** with support, using various information retrieval sources (e.g., word wall, book talks, visuals/images, Internet) to obtain facts and compose information on a topic  **E.WI.e** with support, using simple note-taking strategies to record and group facts (e.g., numbering, T-chart, graphic organizer) to plan writing  **E.WI.f** selecting *and ordering* fact statements, using domain-specific vocabulary to describe a sequence of events or explain a procedure (e.g., list necessary materials and tell steps in logical order)  **E.WI.g** presenting factual information describing subtopics of larger topics using sentences in *somewhat random order* (listing fact statements rather than connecting or relating ideas)  **E.WI.h** organizing factual information about subtopics of larger topics using relevant details in *several related sentences*  **E.WI.i** with support, revising by adding concrete details, descriptions, and concluding statement/closure; editing using grade appropriate grammar, usage, spelling (high frequency words), and mechanics | **Students use a process approach to compose informational texts…**  **E.WI.j** generating their own ideas for writing; using strategies to clarify writing (e.g., conference with peers, find words for stronger descriptions)  **E.WI.k** locating information from at least two reference sources (print/ non-print) to obtain information on a topic (e.g., sports); listing sources  **3.W-7, 8; 3.SL-2; 3.RI- 5, 7, 9**  **4.W-7, 8, 9; 4.SL-2; 4.RI-1, 7, 9**  **E.WI.l** using note-taking and organizational strategies (e.g., graphic organizers, notes, labeling, listing) to record and meaningfully organize information (e.g., showing sequence, compare/contrast, cause/ effect, question/answer) relating topic/ subtopics to evidence, facts  **E.WI.m** writing an introduction of several sentences that sets the context and states a focus/ controlling idea about a topic/ subtopics (e.g., “Many sports can be played outside in winter.”)  **E.WI.n** selecting *relevant* facts, details, or examples to support the controlling idea, including use of domain-specific vocabulary  **E.WI.o** presenting factual information about subtopics of larger topics, grouping relevant details using several related and varied sentence types  **E.WI.p** incorporating text features (e.g., numbers, labels, diagrams, charts, graphics) to enhance clarity and meaning of informational writing  **E.WI.q** writing a conclusion or concluding statement that links back to the focus  **E.WI.r** with support, editing informational text for clarity and meaning: grade-appropriate spelling (words that follow patterns/rules), end punctuation and capitalization, variety of sentence types  **E.WI.s** revising full texts from the reader’s perspective: making judgments about clarity of message, intent of word choice, and overall continuity of text/visual/auditory components |

\* Hess, K. K. (Ed. & Principle author) (2011). Learning progressions frameworks designed for use

with the *common core state standards in English language arts & literacy K-12.* National Alternate

Assessment Center at the University of Kentucky and the National Center for the Improvement of

Educational Assessment.

Available [online]: <http://www.nciea.org/publications/ELA_LPF_12%202011_final.pdf>