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ACADEMIC ENGLISH  
MASTERY PROGRAM

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# Grade 1 Informative Writing Lessons

Authored by CLR Fellows: Tsehai Russell and Della Wright

1st Grade MELD Lessons Aligned to CCSS  
Informative Writing


|  | Day 1   |
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| <p>Common Core Objective(s)<br/>CCSS Domain<br/>CCSS Standard</p> <p><b>*Standards addressed during the five-day unit.</b></p> | <p>W2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>L1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L6: Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression</p>   |
| <p>Essential Question<br/>"Big Idea"</p>   | <p>What is informative writing?<br/>What is a fact?</p>   |
| <p>MELD Lesson Objective(s):<br/>(Intended Student Learning Outcomes)</p>  | <p>Students will distinguish fact statements from opinion statements.</p>   |
| <p>Access Strategy(ies) /<br/>Protocols Incorporated<br/>into this lesson</p>  | <p>AS: Instructional Conversations facilitated by purposeful use of Participation and Discussion Protocols. Use of Graphic Organizers. Activating Prior Knowledge, Academic Vocabulary Development (APK). Small Group Learning Task.<br/>P: Equity Sticks, Think-Pair-Share (T/P/S)</p>   |
| <p>Materials/Resources</p>   | <p>Writing Paper, pencils, graphic organizers, chart paper/white board, markers</p>   |
| <p>Vocabulary Acquisition</p>  | <p>informational writing<br/>fact</p>   |
| <p>Instructional Strategies:</p>   | <p><b>Whole Group:</b></p> <ul style="list-style-type: none"> <li>• Gather students on the rug or near the front of the room.</li> <li>• Remind students that they recently practiced opinion writing. Activate Prior Knowledge (APK) ask, "What do you remember about opinion writing?"</li> <li>• Explain that we are going to learn about informational writing.</li> <li>• Say "Informational writing is a way that writers inform readers about a subject. In informational writing we focus on presenting information (i.e. facts) about a topic".</li> </ul> <div style="border: 1px solid black; border-radius: 15px; padding: 10px; margin: 10px auto; width: fit-content;"> <p style="text-align: center; font-size: 1.2em;">Informative Writing</p> </div> <div style="border: 1px solid black; padding: 5px; margin: 10px auto; width: fit-content;"> <p>• tells about a person, place, thing event, or idea.</p> <p><u>Each paragraph:</u></p> <ul style="list-style-type: none"> <li>• has a title</li> <li>• has sentences that give facts, details, examples or explanations.</li> <li>• has a conclusion</li> </ul> </div> |

- Tell them that today we are going to learn about the difference between a fact and an opinion. A fact is a true statement about something that can be proven. An opinion is what someone thinks.

**Fact**

A fact is a true statement about something that can be tested and proven to be true.


For example, "the sun is hot" is a fact because we can test the temperature of the sun and prove that it is hot.




**Opinion**

An opinion is what someone thinks. An opinion cannot be tested since it is always changing.

For example, "broccoli is so yummy" is an opinion because the statement is someone's belief about broccoli. Tomorrow, that same person may think broccoli is the most disgusting food ever!



- Ask students to think about what they know about McDonalds. Think-Pair-Share: Tell your partner what you know about McDonalds.
- Display a T-chart with the titles fact and opinion:

|  |         |
|---|---------|
| Fact  | Opinion |
|   |         |

- Use equity sticks: chart student responses in the appropriate column.
- As you chart responses discuss what makes each statement a fact or an opinion.
- Think-Pair-Share: Discuss with your partner the difference between a fact and an opinion statement.

**Small Group:**

- Explain to students that they are going to work in small groups (or pairs) to sort statements according to whether or not they are facts or opinions.
- Distribute one T-chart worksheet and a set of sentence strips to each group. Set students to work in pairs or small groups to sort the statements.

| Sort: Fact or Opinion |         |
|-----------------------|---------|
| Fact                  | Opinion |
|                       |         |

|                                 |                                       |
|---------------------------------|---------------------------------------|
| There are seven days in a week. | We read at our desk and on the rug.   |
| School is fun.                  | Vanilla is the best ice-cream flavor. |
| I like Mondays.                 | I feel happy today.                   |
| School is a place to learn.     | The crossing guard helps us.          |

|  |   |
|--|---|
| Formative Assessment                     | <ol style="list-style-type: none"> <li>Informal observation of student conversations.</li> <li>Completed group task (T-chart sentence sort).</li> </ol> |
| Differentiation: Intervention/Enrichment | As enrichment students can write additional fact and opinion statements on the T-Chart.   |

|  | Day 2  |       |       |       |     |       |       |      |          |
|--|--|-------|-------|-------|-----|-------|-------|------|----------|
| Essential Question<br>"Big Idea"                                     | What is informative writing?<br>What is a fact?  |       |       |       |     |       |       |      |          |
| MELD Lesson Objective(s):<br>(Intended Student Learning Outcomes:)   | Students will practice writing facts by giving information about an animal.  |       |       |       |     |       |       |      |          |
| Access Strategy(ies) /<br>Protocols Incorporated<br>into this lesson | AS: Instructional Conversations facilitated by purposeful use of Participation and Discussion Protocols. Use of Graphic Organizers, Academic Vocabulary Development<br>P: Give One, Get One or Musical Shares  |       |       |       |     |       |       |      |          |
| Materials/Resources  | Writing Paper, pencils, graphic organizers, chart paper/white board, markers   |       |       |       |     |       |       |      |          |
| Vocabulary Acquisition   | Topic  |       |       |       |     |       |       |      |          |
| Instructional Strategies:  | <p><b>Whole Group:</b></p> <ul style="list-style-type: none"> <li>• Gather students together on the rug or near the front of the room.</li> <li>• Remind students that informational writing is a way that writers inform readers about a subject. In informational writing we focus on presenting information (i.e. facts) about a topic.</li> <li>• Tell students that you are going to talk some more about facts and that they are going to learn how to use a graphic organizer to record facts to use for informative writing.</li> <li>• Remind students that facts are true statements about something that can be proven.</li> <li>• Tell students that one topic we all know a lot about is animals.</li> <li>• Tell students that you are thinking about an animal that you know a lot about. Decide on frogs.</li> <li>• Teacher models writing the topic and giving facts by completing the graphic organizer about an animal. (You can also draw pictures in the boxes)</li> </ul> <p style="text-align: center;">Topic: Frogs</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tbody> <tr> <td>Fact:</td> <td>Fact:</td> </tr> <tr> <td>Green</td> <td>Hop</td> </tr> <tr> <td>Fact:</td> <td>Fact:</td> </tr> <tr> <td>Swim</td> <td>Eat bugs</td> </tr> </tbody> </table> <ul style="list-style-type: none"> <li>• The teacher will then do a whip around so that students can each share the animal they are going to write about.</li> </ul> <p><b>Independent Practice:</b></p> <ul style="list-style-type: none"> <li>• The students will return to their seats and receive their writing materials.</li> <li>• The teacher will then restate the directions and set the students to complete their own graphic organizer.</li> </ul> | Fact: | Fact: | Green | Hop | Fact: | Fact: | Swim | Eat bugs |
| Fact:  | Fact:  |       |       |       |     |       |       |      |          |
| Green  | Hop  |       |       |       |     |       |       |      |          |
| Fact:  | Fact:  |       |       |       |     |       |       |      |          |
| Swim   | Eat bugs   |       |       |       |     |       |       |      |          |

- The teacher will ask a few students to repeat the directions to check for understanding.

- Once students have completed their graphic organizers have them share.
- Give one, Get one or Musical Shares: students share and learn information from their graphic organizers. Remind students (and provide a model) to introduce themselves and use complete sentences when reading from the graphic organizer.  
*(Tip: be explicit about how many details they should share with each partner)*
- Students then return to their seats and use the graphic organizer to write a paragraph about the animal they know a lot about.
- Tell students that they need to write a title and they need to write a sentence for each fact.

**Grammar Mini-Lesson: (10 minutes)**

- You can use the California Treasures Writing and Grammar Intervention Guide’s Section on Linguistic Differences to find the lessons that can be used to help SELs understand how to compare and contrast the way a particular grammar rule is used in Home Language and School Language.

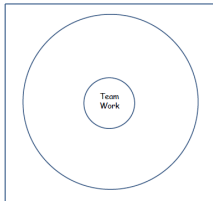
Formative Assessment

1. Informal observation of student conversations.
2. Use students’ writing to determine the topic for tomorrow’s Grammar mini-lesson.

Differentiation:  
Intervention/Enrichment

Sentence stems can be used:  
I know some facts about \_\_\_\_\_.

(You can have baskets of books that have facts about animals available for students to use to find facts about the animal they chose)

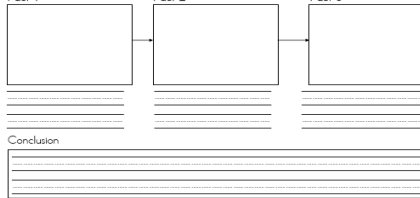
|  | Day 3  |
|--|--|
| Essential Question<br>"Big Idea"                                     | What is informative writing?<br>What is a fact?  |
| MELD Lesson Objective(s):<br>(Intended Student Learning Outcomes:)   | Students will annotate facts and details from a video.<br>Complete pre-write and first draft.  |
| Access Strategy(ies) /<br>Protocols Incorporated<br>into this lesson | AS: Instructional Conversations facilitated by purposeful use of Participation and Discussion Protocols. Use of Graphic Organizers. Academic Vocabulary Development<br>P: Think-Pair-Share (T/P/S), Equity Sticks,   |
| Materials/Resources  | Writing Paper, pencils, crayons, flow chart graphic organizer, chart paper/white board, markers, computer or iPad, projector<br><br>*Suggested YouTube Videos: Goby Fish and Pistol (Blind) Shrimp<br><a href="https://mail2.lausd.net/exchweb/bin/redir.asp?URL=http://coglab.hbcse.tifr.res.in/teacher-resources/multimedia-resources/symbiosis/pistol-shrimp-and-the-goby-fish">https://mail2.lausd.net/exchweb/bin/redir.asp?URL=http://coglab.hbcse.tifr.res.in/teacher-resources/multimedia-resources/symbiosis/pistol-shrimp-and-the-goby-fish</a><br><br><a href="http://www.animalplanet.com/tv-shows/animal-planet-presents/videos/top-10-odd-animal-couples-shrimp-a-goby.htm">http://www.animalplanet.com/tv-shows/animal-planet-presents/videos/top-10-odd-animal-couples-shrimp-a-goby.htm</a>   |
| Vocabulary Acquisition   | teamwork, animal teams   |
| Instructional Strategies:  | <p><b>Whole Group:</b></p> <ul style="list-style-type: none"> <li>• Gather students together on the rug or near the front of the room.</li> <li>• Explain that today we are going to learn about an animal team. Say, "We will look at a video about the goby fish and blind shrimp." (teacher may choose to use a video about another subject)</li> <li>• Say, "I want you to listen carefully for information about how the goby fish and blind shrimp help each other."</li> <li>• Frequently pause during the video to discuss key details/information.</li> <li>• T/P/S – say, "Discuss with your partner three things you learned from the video."</li> <li>• (Pre-Write) Display a circle map with "teamwork" as the title.</li> </ul>  <ul style="list-style-type: none"> <li>• Introduce the term "Animal Team" during the discussion.</li> <li>• Add the word "teamwork" to the class thesaurus (if appropriate)</li> <li>• Use equity sticks to elicit information from students on how the goby fish and blind shrimp help each other.</li> </ul> <p><b>Independent Practice:</b></p> <ul style="list-style-type: none"> <li>• Remind students the purpose of informational writing.</li> <li>• (First Draft) Explain to students that they are now to choose three</li> </ul> |

important facts/details about teamwork from the circle map that answers the question, "How does the goby fish and blind shrimp work together?"

- Give each student a flow chart organizer. Say, "you will now use the flow chart to draw a picture and write a sentence on three ways goby fish and blind shrimp work together."

Name \_\_\_\_\_ Date \_\_\_\_\_

Title \_\_\_\_\_

Fact 1 

Fact 2

Fact 3

Conclusion \_\_\_\_\_

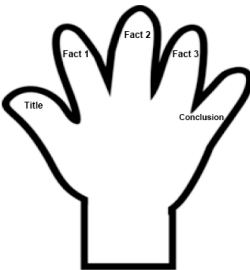

- Set students to work on completing them independently.

**Grammar Mini-Lesson: (10 minutes)**

- Use the writing samples collected at the close of yesterday's lesson to lift some sentences that can be used for a proofreading mini-lesson.
- Do not use examples of Home Language during a proofreading lesson, those are to be used during a revision lesson.

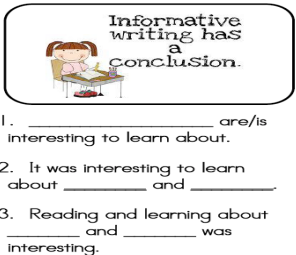
Formative Assessment

1. Informal observation of student conversations.
2. Writing task (flow chart).

|  | Day 4  |
|--|--|
| Essential Question<br>"Big Idea"                                   | What is informative writing?<br>What is a fact?  |
| MELD Lesson Objective(s):<br>(Intended Student Learning Outcomes:) | Students will learn the basic structure of informational writing using the Give Me 5 graphic organizer.<br><br>Students will learn how to write a title.<br><br>Students will write an informational piece using their graphic organizer.  |
| Access Strategy(ies) /<br>Protocols Incorporated into this lesson  | AS: Instructional Conversations facilitated by purposeful use of Participation and Discussion Protocols. Use of Graphic Organizers. Activating Prior Knowledge (APK). Small Group Learning Task.<br>P: Give One, Get One   |
| Materials/Resources  | Writing Paper, pencils, crayons, graphic organizers, chart paper/white board, markers, Give Me Five poster and chant.  |
| Vocabulary Acquisition   | Title  |
| Instructional Strategies:  | <p><b>Whole Group:</b></p> <ul style="list-style-type: none"> <li>Gather students together on the rug or near the front of the room.</li> <li>Re-watch the goby fish and blind shrimp video from the day before.</li> </ul> <p><a href="http://www.animalplanet.com/tv-shows/animal-planet-presents/videos/top-10-odd-animal-couples-shrimp-a-goby.htm">http://www.animalplanet.com/tv-shows/animal-planet-presents/videos/top-10-odd-animal-couples-shrimp-a-goby.htm</a></p> <ul style="list-style-type: none"> <li>(A/P/K) Give One, Get One: discuss with your partner how the goby fish and blind shrimp work together.</li> <li>Review the circle map created in the prior lesson.</li> <li>Introduce the Give Me Five poster. Say, "This organizer will help us remember the important components of informational writing."</li> <li>Teach the "Give Me Five" chant</li> </ul> <div style="display: flex; justify-content: space-around; align-items: flex-start;"> <div data-bbox="461 1423 717 1789" style="border: 1px solid black; padding: 5px; width: 15%;"> <p style="text-align: center; font-size: 1.2em;">Informative Writing</p> <ul style="list-style-type: none"> <li>tells about a person, place, thing, event, or idea.</li> </ul> <p><u>Each paragraph:</u></p> <ul style="list-style-type: none"> <li>has a title</li> <li>has sentences that give facts, details, examples or explanations.</li> <li>has a conclusion</li> </ul> </div> <div data-bbox="824 1423 1094 1789" style="border: 1px solid black; padding: 5px; width: 15%; text-align: center;"> <p>Informational Writing:<br/><b>Give Me Five!</b></p>  </div> <div data-bbox="1133 1415 1425 1801" style="border: 1px solid black; padding: 5px; width: 15%; text-align: center;"> <p>Give Me Five<br/>(Tune of Where is Thumbkin?)</p> <p>Here is Title<br/>Here is Title<br/>Followed by 3 facts<br/>Followed by 3 facts<br/>Then comes conclusion<br/>Then comes conclusion<br/>Now we're done<br/>Now we're done</p>  </div> </div> <ul style="list-style-type: none"> <li>Model for students how to take information from the flow chart and the Give Me Five poster to compose their writing.</li> <li>Tell students that every story needs a title because the title gives the</li> </ul> |



|                      |  |
|----------------------|--|
|                      | <p>reader a clue to what the story is about. Remind them that the title must match the topic and big idea of their story.</p> <ul style="list-style-type: none"> <li>• Show students several familiar books and review and discuss how the title matches the topic.</li> </ul> <p><b>Independent Practice:</b></p> <ul style="list-style-type: none"> <li>• (Final Draft) Explain to students that they will now use the flow chart they completed the day before and what they know from Give Me Five to compose their informational writing.</li> <li>• Remind students that they must have a title and sentences that give facts, details, examples or explanations.</li> <li>• Tell students not to worry about the fifth step, the conclusion, as we will add the conclusion, tomorrow.</li> <li>• Distribute writing paper. Set students to begin their writing.</li> </ul> <p><b>Mini-Grammar Lesson: (10 minutes)</b></p> <ul style="list-style-type: none"> <li>• You can use the California Treasures Writing and Grammar Intervention Guide's Section on Linguistic Differences to find the lessons that can be used to help SELs understand how to compare and contrast the way a particular grammar rule is used in Home Language and School Language.</li> <li>• Continue to use writing samples to lift some sentences that can be used for a proofreading mini-lesson.</li> <li>• Do not use examples of Home Language during a proofreading lesson, those are to be used during a revision lesson.</li> </ul> |
| Formative Assessment | <ol style="list-style-type: none"> <li>1. Informal observation of student conversations.</li> <li>2. Students' writing. Use these sentences to determine the topic for tomorrow's Grammar mini-lesson.</li> </ol>  |

|  | Day 5  |
|--|--|
| Essential Question<br>"Big Idea"                                   | What is informative writing?<br>What is a fact?  |
| MELD Lesson Objective(s):<br>(Intended Student Learning Outcomes:) | Students will learn the purpose of a conclusion and add a conclusion statement to their writing.<br><br>Students will use their writer's checklist to assist in the completion of their writing.   |
| Access Strategy(ies) /<br>Protocols Incorporated into this lesson  | AS: Instructional Conversations facilitated by purposeful use of Participation and Discussion Protocols. Use of Graphic Organizers. Activating Prior Knowledge, Academic Vocabulary Development (APK). Small Group Learning Task.<br>P: Equity Sticks, Inside-Outside Circle, Silent Appointment   |
| Materials/Resources  | Writing Paper, pencils, crayons, graphic organizers, chart paper/white board, markers  |
| Vocabulary Acquisition   | conclusion, impression, engaging   |
| Instructional Strategies:  | <p><b>Whole Group:</b></p> <ul style="list-style-type: none"> <li>• Gather students together on the rug or near the front of the room.</li> <li>• (APK) Review the Give Me Five Chant and Poster.</li> <li>• Explain that today we are going to write our conclusion, which is the fifth step.</li> <li>• Say, "The conclusion is important because it is the last thing your audience reads. Conclusions give closure and leave an impression."</li> <li>• Introduce/Explain the Conclusion Sentence Starter chart.</li> </ul> <div style="text-align: center;">  <p>Informative writing has a conclusion.</p> <p>1. _____ are/is interesting to learn about.</p> <p>2. It was interesting to learn about _____ and _____.</p> <p>3. Reading and learning about _____ and _____ was interesting.</p> </div> <ul style="list-style-type: none"> <li>• Teacher should model conclusion sentences using the sentence starters (example: The goby fish and blind shrimp are interesting to learn about.)</li> <li>• Students will orally practice using the three sentence starters from the chart. Use the Inside Outside Circle protocol (or Think-Pair-Share or Give One, Get One).</li> </ul> <p><b>Independent Practice:</b></p> <ul style="list-style-type: none"> <li>• Tell students: You will now return to your seats to write your conclusion. Have them reread their informational writing and decide on an engaging conclusion statement to add to their writing. Tell students they can choose one of the conclusion starters from the chart or craft their own concluding statement.</li> <li>• Give each student a checklist to use to make sure they have included each of the parts in their paragraph.</li> <li>• Use the "Silent Appointment" protocol to allow students to read their writing to a partner.</li> </ul> |

|  |   |
|--|---|
|  | <p><b>UNIT WRAP UP</b></p> <ul style="list-style-type: none"> <li>• Call students to the rug or near the front of the room.</li> <li>• Go over the informational writing checklist.</li> </ul> <div data-bbox="651 233 1114 489" style="border: 1px solid black; padding: 5px; margin: 10px auto; width: fit-content;"> <p><i>A good informative piece will:</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <i>Have a title.</i></li> <li><input type="checkbox"/> <i>Clearly answer the question.</i></li> <li><input type="checkbox"/> <i>Give lots of examples.</i></li> <li><input type="checkbox"/> <i>End with a concluding sentence.</i></li> <li><input type="checkbox"/> <i>Use capitals, periods and question marks, and spell words correctly.</i></li> </ul> </div> <ul style="list-style-type: none"> <li>• Use equity sticks to choose students to share their writing with the class. Be sure to ask the student if they would like to read their writing to the class.</li> <li>• Whole group: discuss if the writing meets the criteria on the checklist.<br/><i>Repeat as many times as time permits.</i></li> </ul> |
| <p>Formative Assessment<br/>On demand performance<br/>assessment prompt for<br/>informative writing.</p> | <ol style="list-style-type: none"> <li>1. Finished writing sample.</li> <li>2. Informal observation of student conversations.</li> </ol>  |