### Big Idea/Topic

<table>
<thead>
<tr>
<th>Big Idea/Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching Others What We Know: Informational Writing</td>
</tr>
</tbody>
</table>

This 10-lesson mini unit introduces students to the concept of becoming writers of informational texts. While this unit focuses primarily on writing instruction, the assumption is that students are also engaging in reading workshop lessons centered around nonfiction texts. This overlap in reading and writing instruction allows students to begin producing the same types of texts they are reading independently and invites natural observations of text characteristics used by readers and writers of informational texts. In this unit students will observe the teacher model writing informational booklets while producing multiple booklets themselves over the course of the ten days.

### Lesson Eight: Ending Our Booklets

In this lesson student writers will work on providing “a sense of closure” to their informational booklets as the standard asks them to do. Several concrete options for endings will be discussed, such as asking the reader a question, telling the reader what they learned, and telling the reader how you feel about the topic.

**NOTE:** This learning plan uses specific texts (e.g., written, performed, illustrated) as concrete examples of standards-based learning activities. These texts are not endorsements. The selection of classroom texts is completely a local decision and subject to local approval processes.
<table>
<thead>
<tr>
<th>Learning Targets</th>
<th>Lesson “Small Make(s)”</th>
<th>Unit “Big Make”</th>
</tr>
</thead>
<tbody>
<tr>
<td>I can write an ending to my booklet.</td>
<td>Students will work on adding an ending to the booklet they are currently working on or, if they are not yet ready to write that ending, will go back to a previously written booklet to add or revise an ending.</td>
<td>Students will individually publish an informational booklet that teaches others by choosing one of the booklets they created during the unit, revising and editing to the best extent possible, then sharing with an authentic audience, such as a Buddy Kindergarten class or another first-grade class.</td>
</tr>
</tbody>
</table>

*adapted from Cris Tovani’s Why Do I Have to Read This? Literacy Strategies to Engage our Most Reluctant Readers (2021)

**Standard Alignment**

ELAGSE1W2: Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.

WIDA English Language Development Standards for English learners (ELs):
Teachers of ELs are encouraged to use the resources in the WIDA English Language Development Standards Framework, 2020 Edition, to design language expectations (p.28) specific to the GSE. Examples of the English language needed to support informational writing can be found on p. 69.
Instructional Design

For more information regarding daily routine practices and/or additional information on the unit framework (including materials), please see the Unit Plan Overview.

Various evidence-based practices (EBPs) are identified throughout the lesson below; however, we believe good teaching can be eclectic, “...thoughtfully, intentionally taking some of the best of different teaching methodologies, while always holding onto some research-based, core beliefs, we can help our students flourish in ways that teaching only one way will not” (Roberts, 2018, p. 6). Always feel free to adapt the lesson to meet your professional needs with your specific student population. Ideas for student supports and enrichments can be found in the “Student Learning Supports” section.

This mini unit is written for synchronous distance learning or face-to-face learning that utilizes various technology resources. Everything listed as synchronous can be utilized with little to no change in a face-to-face (f2f) environment. However, guidance is provided for modifications, including ideas for supporting students who are learning asynchronously and those with little or no access to technology (unplugged / offline).

Materials

Teacher—virtual whiteboard (shared document), document camera, student sample book All About Eagles [link to student sample booklet], teacher’s ongoing booklet with all but the final page (ending) complete, anchor chart 2 – endings [link to anchor chart 2-endings]

Students—blank paper, unplugged handout version [link to lesson 8 handout unplugged]
Engage

Opening:

Synchronous

- Share anchor chart #2 with students and talk about the three types of endings and the examples shown. Explain to students that adding just one sentence like this can let the reader know the book is over. [EBP: Teach students to identify and use the text’s organizational structure to comprehend, learn, and remember content [Moderate evidence] (Shanahan et al., 2010).
- Look at the student sample booklet “All About Eagles” and have students identify the type of ending this author used (Tell the reader how I feel).

Asynchronous

Post on your learning management platform a brief video of yourself, a) sharing anchor chart #2 and explaining that endings let the reader know the book is over; b) reading the ending of the student sample booklet “All About Eagles” and thinking aloud about the type of ending the author used; and c) reading your booklet up to the blank ending and asking students for their help in creating an ending.

Unplugged/Offline

Have students work through part 1 of Lesson 8 Handout – unplugged.

Explore

Synchronous

- Show students your ongoing booklet and explain that you’re ready to add an ending. Think aloud about how you might add one type of ending from the anchor chart. Then ask students to talk with a partner about a different type of ending you could add. [EBP: Teach students to use the writing process for a variety of purposes. [Strong evidence] (Graham et al., 2016)].
- Ask several students to share their ideas and choose one to use as the ending for your booklet.

Asynchronous

Have students record a brief Flipgrid or Seesaw video telling two different ways you could end your booklet.

Unplugged/Offline

Have students work through part 2 of Lesson 8 Handout – unplugged.
Apply

Synchronous/Asynchronous/Unplugged/Offline

Students will work independently on adding an ending to their booklet, either for the booklet they are currently working on or, if that booklet is not yet ready for an ending, a previously written booklet. [EBP: Teach students to use the writing process for a variety of purposes. [Strong evidence] (Graham et al., 2016)]. As students finish adding their endings, they may go back to working on the middle of their books or they may begin a new book if they are ready to.

Reflect

Synchronous

Students should pair up and share with their partner the ending they worked on today. [EBP: Create an engaged community of writers [Minimal evidence] (Graham et al., 2016)]. Ask the partner to tell the writer if the ending lets them know the book is over, i.e., provides a sense of closure. Ask 2-3 students to share their ending with the whole group.

Asynchronous/Unplugged/Offline

Students will continue working on their booklets. These can be shared with teachers via a scheduled online conference, regular phone conference during which the student reads aloud their writing, or photos can be emailed to the teacher of the student’s work.

Evidence of Student Success

Students will be considered successful with this lesson if they can provide a sense of closure to their booklets. In other words, they are not required to use one of the types of endings taught in this lesson as long as they let the reader know the book is over. Important: writing “The End” is not considered an adequate sense of closure.

Formative Assessment

“More of What’s Meaningful”: Formative Assessments (Serravallo, 2013)
Formative assessment can occur in two ways:

- Conferring [Guidance: Tips for Conferring to Maximize Student Engage]
  
  “Supercharge your Conferring: Focus on Goals, Strategies, and Feedback” (Serravallo, 2018)

- Sharing ["How to Create an Inclusive Virtual Classroom” (Kern, 2020)]
  
  “8 Strategies to Improve Participation in Your Virtual Classroom” (Minero, 2020)

---

Student Learning Supports

At all levels, the English Language Arts standards encourage students to become critical thinkers and communicators. The following strategies, though not exhaustive, are designed to support students struggling to meet this lesson’s learning target, and/or learning English as an additional language, and/or are exceeding and would benefit from enrichment.

Supports/Scaffolding

- **Conceptual Processing**: Allow additional processing time. Review this content prior to the lesson occurring so that the student will have additional time to formulate responses. Summarize each lesson segment and keep summary accessible for students. Implement scaffolds identified below for various circumstances.

- **Language**: Prior to beginning of the lesson, explicitly teach vocabulary required to engage with the content. [EBP: Teach students academic language skills, including the use of inferential and narrative language, and vocabulary knowledge [Minimal evidence] (Foorman et al., 2016)].

- **Visual-spatial Processing**: Provide opportunities for students to engage with visual representations and/or manipulatives (virtual or concrete) as they explore informational writing and communicate ideas.

- **Organization**: Maintain logical progression of big ideas/lesson segments in the course’s shared virtual space so that students can revisit lesson segments as necessary. Help students bookmark frequently utilized sites (such as Flipgrid) or how to group tabs in Chrome to assist with organization.

- **Memory**: Maintain logical progression of big ideas/lesson segments in the course’s shared virtual space so that students can revisit lesson segments, as necessary.
**Lesson-specific scaffolds:**

Some students will likely lean heavily on the anchor chart as they write their endings and simply copy the chart’s exact ending to use with their topic. They may have difficulty envisioning a different way to formulate a question ending other than, “Do you like ____?” For students new to adding endings, this is not necessarily a bad thing, but the goal would be to help them eventually branch out beyond simply mimicking the chart. To help these students, encourage them to orally practice variations on each type of ending. For instance, provide other question words (How, What, Have) to begin a question ending, or support them in thinking of other feeling words they could use other than “greatest”.

**Supports for English learners:**

- Suggestions for this lesson include, but are not limited to: including supports within anchor chart (example of alternate anchor chart can be found [here](#); download for best results), providing students with additional examples of each of the three ending sentences along with sample sentence frames, etc.

- Educators may find it valuable to review WIDA’s Proficiency Level Descriptors (pp. 80-81) when planning for differentiation based on students’ levels of English proficiency.

- Teachers of ELs are encouraged to incorporate [high leverage practices](#) for teaching EL students and to utilize relevant evidence-based strategies such as those found in Project EXCELL’s downloadable [GO TO Strategies](#) (Levine et al., 2013).

**Acceleration/Extension**

**Standard:**

ELAGSE1W2: Write informative/ explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.

**Acceleration/Extension Activity:**

When you begin this lesson, some students may have already written endings to their older booklets because they already understand that books should have endings. In these cases, encourage students to envision a variety of possibilities by writing down three different endings before making their final choice.
Engaging Families

Aligning with your district’s family engagement plan to facilitate the most meaningful way to work with your families.

- Families might choose to pay closer attention to the endings of the books they read together. However, this generally works best with books at 2nd or 3rd grade reading level and higher. Books written at 1st grade levels often do not include endings because of the simplicity of the texts.

- **Engage families of English learners** by encouraging reading of bilingual informational texts on students’ chosen topics to identify/support the English language needed for the unit (sample online resources for free bilingual books: [Unite for Literacy](#), [Global Storybooks](#)). Families can also practice writing different endings for those texts at home with students.
References


