

### ***Phase I***

#### Informational Writing Workshop 1<sup>st</sup> Grade/ ELA

During the third 9 weeks we will start a writing workshop. This writing workshop will focus on non-fiction texts and developing informational writing/research paper. Students will learn first to identify the individual parts of information text like the main idea, topic sentences and facts/key details before putting all the parts together on their on topic. Students will be given the opportunity to look through non-fiction text of different topics.

Lesson	Learning Objectives	Academic Standards	Bloom's Taxonomy	Assessment
Activity 1	Students will be able to identify the main idea of a non-fiction text read orally.	1.RN.2.2 Retell main ideas and key details of a text.	Remembering	UT question 1,3 Rubric Row 2
Activity 1	Students will be able to list 3 key details from a non-fiction text read orally.	1.RN.2.2 Retell main ideas and key details of a text.	Remembering	UT question 2,5 Rubric Row 4,5
Activity 2	Students will be able to construct a topic sentence based on a subject they research in class.	1.W.3.2 Develop a topic sentence or main idea, provide some facts or details about the topic, and provide a concluding statement.	Creating Evaluating	UT question 4 Rubric Row 1,2
Activity 2	Students will be able to support the topic sentence created by listing 3 facts or details on the topic.	1.W.3.2 Develop a topic sentence or main idea, provide some facts or details about the topic, and provide a concluding statement.	Creating Evaluating	UT question 2, 5 Rubric Row 4,5

Activity 3	Students will be able to assemble their main idea and key details on their chosen topic into complete sentences.	1.W.5 With support, conduct simple research on a topic. <ul style="list-style-type: none"> <li>Organize information, using graphic organizers or other aids.</li> <li>Make informal presentations on information gathered.</li> </ul>	Remembering Creating	UT question 3  Rubric Row all
---------------	--	---	-------------------------	-------------------------------------

Sources: This topic was adapted from a united plan for my EDEL 350 class.

## ***Phase II***

### Assessments:

Pre-assessment: <https://play.kahoot.it/#/k/2b4ba35b-7e53-4ed5-914d-35576ae18faa>

- The pre-assessment is made up of 5 questions about main idea and details and 1 question to get an idea of which topic they would like to research. It is in a survey form.
1. What is non-fiction?
    - a. A made up story
    - b. A story that is real
    - c. A story that is half made up and half real
  2. The main idea...
    - a. Is what the story is about
    - b. Tells you the title
    - c. Tells you what words mean
  3. Key details tell you...
    - a. about the pictures
    - b. about the main idea
    - c. the meaning of words
  4. A topic sentence tells you the main idea?
    - a. True
    - b. False
  5. Facts are the same as details
    - a. True
    - b. False
  6. What would you like to research in class?
    - a. Dinosaurs
    - b. Presidents
    - c. Safari animals

d. Planets  
Performance Assessment:

# Non-Fiction Writing Workshop

Students will use the prior lessons to complete their research writing. Students will use their knowledge of main idea, topic sentences and key details to write and 4-5-sentence paragraph on their chosen topic.

	Unsatisfactory	Basic	Proficient	Row Points
<b>Topic Sentence</b> A sentence that comes at the beginning of the writing.	<b>0</b> No topic sentence present.	N/A	<b>2</b> Topic sentence is the first sentence in the writing.	2
<b>Topic Sentence</b> Introduces the main idea	<b>0</b> No topic sentence is provided.	<b>1</b> Topic sentence mentions topic in a few words.	<b>2</b> Topic sentence is introduced in a complete sentence.	2
<b>Key Details</b> Information about the main idea	<b>.5</b> One fully developed key detail	<b>2</b> Two fully developed key details.	<b>4</b> Three fully developed key details.	4
<b>Key Details</b> Information about the main idea	<b>0</b> Details do not relate to the topic	<b>2</b> Some details relate to the topic but some are off topic	<b>4</b> All details are on topic and give information on the main idea	4
<b>Sentence Structure</b> Sentence are complete	<b>0</b> Student does not use complete sentences.	N/A	<b>2</b> The sentences are written in complete sentences.	2
<b>Length</b>	<b>1</b> The finished writing is less than two sentences but the sentences are and on topic	<b>3</b> The finished writing has 3 sentences that are on topic	<b>5</b> The finished writing is 4-5 sentences that are on topic	5
				/19

Unit Test:

**1. What does the main idea tell you?**

- ☐ a. The weather in the story
- ☐ b. The meaning of words in a story
- ☐ c. What the story is about

**2. Key details are...**

- ☐ a. Little pieces of information
- ☐ b. What the story is about
- ☐ c. The meaning of words in a story

Listen carefully as the teacher reads aloud:

Cheetahs are the fastest mammals on land. Cheetahs can run as fast as 60 miles an hour. Although when cheetahs hunt they only run half that speed. It can take them 30 minutes to catch their breath before they can eat.

**3. What is the main idea?**

---

4. The underlined sentence is called a \_\_\_\_\_.

5. With a green crayon color a key detail sentence in the above passage.

Source for information on cheetahs

NATIONAL GEOGRAPHIC SOCIETY. (2016). Cheetah. Retrieved November 16, 2016, from <http://kids.nationalgeographic.com/animals/cheetah/#ww-wild-cats-cheetahs.jpg>

## Scoring key:

### 1. What does the main idea tell you? (1pt)

- a. The weather in the story
- b. The meaning of words in a story
- c. What the story is about

### 2. Key details are...(1pt)

- a. information that tell about the main idea
- b. What the story is about
- c. The meaning of words in a story

Listen carefully as the teacher reads aloud:

Cheetahs are the fastest mammals on land. Cheetahs can run as fast as 60 miles an hour. Although when cheetahs hunt they only run half that speed. It can take them 30 minutes to catch their breath before they can eat. Cheetahs are lighter than a piano. Cheetahs are also 6-8 feet long.

### 3. What is the main idea? (3)

Should be something along the lines about Cheetahs being fast.

---

4. The underlined sentence is called a Topic Sentence. (1pts)

### 5. With a green crayon color a key detail sentence related to the main idea in the above passage. (2pts)

Any of the last three sentences highlight in green are key details related to the main idea.

### ***Phase III***

#### **Activity 1:**

At the beginning of the lesson we will discuss what main idea and key details mean. As a class we will think of our own definitions of the two, this will help the students remember what they are, since they will be student made definitions. After we have come up with our definitions I will read aloud a non-fiction text to the students. In a whole group we will work on filling out a graphic organizer. The graphic organizer will cover the main idea/topic, at least three key details about the text read. Students will help me fill it out by giving me the answers to write into the graphic organizer (most likely on chart paper or a smart board). This graphic organizer activity will be used over a week as a review, so that each student has a chance to find a key detail.

Example of a graphic organizer that could be used.

Name: \_\_\_\_\_  
Read a nonfiction book and fill out the topic and details.

**Main Topic**

What is your book title?  
\_\_\_\_\_

What is the main topic of your book?  
\_\_\_\_\_

Key Detail #1  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Key Detail #2  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Key Detail #3  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

©Tobin August 2016

Tobin, J. (2016). Main Idea RI3.2. Retrieved November 17, 2016, from <https://www.teacherspayteachers.com/Product/Main-Idea-RI32-2538251>

The assessment for this activity would be done orally. I would listen to the ideas the students are sharing on their thoughts on main idea and key details. Also I would be assessing orally when they share their key detail they want to share. I will get an idea on how well they understand based on what they choose as a key details.

## Activity 2:

Following the completion activity one, the class will start their writing workshop. Students will research a topic that they have chosen. They will have time to look through a selection of books provided by the teacher on the topic. I will also give them the opportunity to research their topic on teacher-approved websites. Once they have researched their topic they will receive another graphic organizer like the previous to complete. They will work on complete a topic sentence and 3 key details on their topic. The assessment for this assignment would involve me collecting their graphic organizers to look over. I would look over each topic sentence and details to make sure they are correct. If not then I would mark on the sheet to see me before moving on to the next activity. I would then work one on one to make sure those students understand why they are not correct, and then have them correct their sentences.

## Activity 3:

This activity is the final part of the writing workshop. Students will use the information from their graphic organizers to complete a complete paper. The paper will include the topic sentence and the three key details. The students will piece the pieces together to make a cohesive writing. The students will be told they can add other information to their writing but they have to include the information from the graphic organizer. The final writing for this should be at least a four-sentence paper. For this activity I will collect their final writings to grade. For this I will use the rubric that was made. I will be looking to make sure the writing has a topic sentence and at least 3 key details. All sentences should also be complete sentences. Another thing I will be looking for is that all their key details are on topic, since I am checking their graphic organizers before they complete their writing they should have no off topic sentences. Since this will be their first “research project” we are not going to focus too hard at grammar and spelling. I want to focus more on the content and the act of researching a topic.

## Phase IV

For my formative assessment I plan to give the students the same kahoot quiz that I gave as the pre-assessment. I would use this assessment mid-way through the unit. Since I did it in a survey form I can get the results at the end to see how their answers may or may not have changed. This will give me an idea on what they did understand and what we may still need to work on. I will though remove the question about their topic preference. I used the kahoot because I feel like the kahoot is a fun way to get the information from the students. I also think they will have less test anxiety with the online survey assessment than with a paper and pencil assessment.

### Assessments:

Formative assessment: <https://play.kahoot.it/#/k/458f94f4-09c6-4986-a671-47a7d48599b3>

1. What is non-fiction?
  - a. A made up story
  - b. A story that is real
  - c. A story that is half made up and half real

2. The main idea...
  - a. Is what the story is about
  - b. Tells you the title
  - c. Tells you what words mean
3. Key details tell you...
  - a. about the pictures
  - b. about the main idea
  - c. the meaning of words
4. A topic sentence tells you the main idea?
  - a. True
  - b. False
5. Facts are the same as details
  - a. True
  - b. False