

Grade 1 Informative/Explanatory Writing Standard W.1.2

Grade 1 Informative/Explanatory

W.1.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.

The Reading/Thinking/Writing Task

Students listened to the text, *Galimoto* by Karen Williams, multiple times before summarizing and discussing it as a group. At the final reading and discussion of the book, students analyzed the resourcefulness of the main character. The teacher created public notes from the ideas generated by the students and used illustrations in the text to match the notes. Students were then given the focusing question, “*How is Kondi a resourceful person?*”

Students were provided with a focus if needed, reminded of the parts of a basic essay, and then wrote independently. Students were asked to revise and edit their own pieces before handing them in to the teacher.

Note: Some of the pieces in this set did not originally have titles. Each was given a basic title for ease of reference.

Focus of the Writing Task

How is Kondi a resourceful person?

The Writing Task in the Curriculum

How is it embedded in curriculum/content?

- ★ *Class: grade 1 ELA*
 - focus on inferential thinking in literature (character analysis)
- ★ *Curriculum unit*
 - students analyze the main character's attributes in a text
 - emphasis on finding evidence in text, recording that evidence, and writing a basic essay
- ★ *Standards*
 - Reading: RL.1.3, RL.1.7, RL.1.10
 - Writing: W.1.2, W.1.8, W.1.10

How did students build the knowledge they needed?

- ★ *Text*
 - *Galimoto* by Karen Williams
- ★ *Reading and re-reading*
 - students heard the text read aloud multiple times
 - students discussed the characteristics of the main character orally with a partner
 - students orally rehearsed their piece with a partner before writing independently

What instructional approaches were used to teach writing?

- ★ *Craft lessons*
 - students were introduced to basic expository structures (Painted Essay® in many forms and more) including such elements as introductions, grouping related information together, and conclusions
 - students had access to the text and to the public notes in the classroom
- ★ *Writing approaches*
 - students were reminded of the elements that make up a strong essay in the directions. They then wrote and proofread independently.

What was the timeframe?

Brief (2-3 class periods)

Standard W.1.2
Grade 1
Proficient

A Resourceful Person

Kondi is a very resourceful person. Kondi Saved wiyer to make Galinmoto. Kondi traed his nife for wiyers. Kondi Went to his Dads Shop and asked him for wiyers. Kondi went to get some wiyer from the Bake Shop. Kondi got a wire from Gift, his friend. Kondi is a very resourceful person He got wire from meny frends. Kondi made a Galimoto behind a tree.

Standard W.1.2
Grade 1
Approaching

Kondi is a Resourceful Person

In the story Galimoto Kondi is a very resourceful person. Kondi traded his nife for some wire with his friend Gift. Kondi is a very resourceful person. Kondi went to his uncles shop. He asked his uncle for his old wires on his packing boxes. Kondi is a very resourceful person.

Kondi cut a line at the flower mil. At the back of the mil there was in open door. Inside the door there was some wire. Kondi is a very resourceful person. Kondi traidid the stick for the wire wit Gifts sister. Kondi is a very resourceful person. Kondi climbed over the fence at the bike yard.

Kondi grabed the wire. Kondi is a very resourceful person. Kondi is a very resourceful person
Kondi is a creatuve a person too.

Standard W.1.2
Grade 1
Beginning

Galimoto

Kondi is a very resourceful Person. Kondi his brother ufulu seaid You don't have wire to bild a galimoto. Uflu sid Kondi's shoe Box Was fild With were. Kondi Saw wire in the Junk and look for wire. and made his glaymoto. Kondi is a very resourceful.

Standard W.1.2
Grade 1
Exceeds

Making A Galimoto

Kondi was a very resourceful person because he found many different ways to find wire. Kondi is a very resourceful person because he traded his friend Gift his Knife for Gifts wires. Kondi is a very resourceful person because he knew that his uncles store had wire in the back of his store. Kondi is a very resourceful person because he cut the line and he got wire from the back of the mill. Kondi was a very resourceful person because he showed Mondy water and a stick is better than a wire to catch ants. Then they traded. Kondi was a very resourceful person because he climbed the fence to get the wire. Kondi was a very resourceful person because he never gave up.

Standard W.1.2
Grade 1
Proficient

A Resourceful Person

Kondi is a very resourceful person. Kondi Saved wiyer to make Galinmoto. Kondi traed his nife for wiyers. Kondi Went to his Dads Shop and asked him for wiyers. Kondi Went to his Dads Shop and asked him for wiyers. Kondi went to get some wiyer from the Bake Shop. Kondi got a wire from Gift, his friend. Kondi is a very resourceful person He got wire from meny frends. Kondi made a Galimoto behind a tree.

Names the topic by naming the text and the main character

The focus, that the main character is resourceful, is maintained throughout the piece.

Supplies facts (details, evidence) about the story to develop the point

Provides a sense of closure that restates that Kondi was resourceful because he got wire from friends and made a Galimoto, which was his goal

Final Thoughts **(Gr 1 Informative: Proficient)**

Overall, this first grade essay shows solid understanding of the topic, the resourcefulness of the main character in the book *Galimoto* by Karen Williams. The focus is clearly stated at the beginning and the end, and is sustained throughout the piece.

The writer begins the piece with the focus, the answer to the focusing question, then organizes the body of the essay using four facts (details, evidence) to support the focus of how Kondi, the main character, is resourceful. Even though one fact is incorrect, that does not take away from the piece meeting the first grade standard. The closing sentences remind the reader of the focus, tell where he got wire, and show the reader that Kondi was able to make his Galimoto.

A Word About Language and Conventions **(Gr 1 Informative: Proficient)**

Although there are some errors, this second grade writer shows *overall control* over grade-level language and conventions.

Standard W.1.2
Grade 1
Approaching

Kondi is a Resourceful Person

In the story Galimoto Kondi is a very resourceful person. Kondi traded his nife for some wire with his friend Gift. Kondi is a very resourceful person. Kondi went to his uncles shop. He asked his uncle for his old wires on his packing boxes. Kondi is a very resourceful person. Kondi cut a line at the flower mil. At the back of the mil there was in open door. Inside the door there was some wire. Kondi is a very resourceful person. Kondi traided the stick for the wire wit Gifts sister. Kondi is a very resourceful person. Kondi climbed over the fence at the bike yard. Kondi grabed the wire. Kondi is a very resourceful person. Kondi is a very resourceful person Kondi is a creatuve a person too.

Names the topic by naming the text and the main character

The focus of the piece, that Kondi is resourceful, is repeated so often that the reader is distracted from the **facts**.

Supplies facts (details, evidence) from the story to develop the point: the writer provides context from the story to explain how Kondi found the wire.

Provides a sense of closure that restates the focus and reflects on the attribute of the main character in the concluding sentence

Final Thoughts
(Gr 1 Informative: Approaching)

Overall, this first grade essay shows solid understanding of the topic, the resourcefulness of the main character in the book *Galimoto* by Karen Williams. The focus is clearly stated at the beginning and the end, and is sustained throughout the piece.

The writer begins the piece with the focus and the name of the piece, and supports the focus with multiple examples of Kondi's resourcefulness. The reader is distracted by the constant repetition of the focus throughout the piece. This repetition takes away from the strength of the piece and could easily be revised with a conference. The closing sentences restate the focus and reflect on the main character's attributes.

This writer would benefit from practice in using elaboration to explain how each piece of evidence supports the focus (instead of just repeating the focus). Prompting the student after each piece of evidence given with questions like, "Why is this resourceful?" or "How does this show that Kondi was a resourceful person?" would support the writer in revising so that the elaboration provided adds to the reader's understanding.

A Word About Language and Conventions
(Gr 1 Informative: Approaching)

Although there are some errors, the writer shows *overall control* over grade-level language and conventions.

Standard W.1.2
Grade 1
Beginning

Making A Galimoto

Kondi is a very resourceful Person. Kondi his brother ufulu said You don't have wire to bild a galimoto. Uflu sid Kondi's Shoe Box Was fild With were. Kondi saw wire in the Junk and look for wire. and made his glaymoto. Kondi is a very resourceful.

Names the topic by naming the main character

The focus of the piece is stated in the first sentence. The writer attempts to maintain the focus throughout the piece.

The writer attempts to **supply some facts** (details, evidence) from the text, but adds extraneous information that doesn't support the focus.

The last sentence restates the focus **and provides some sense of closure.**

Final Thoughts **(Gr 1 Informative: Beginning)**

Overall, this essay shows some understanding of the topic. The writer introduces the topic by naming the main character and focusing the piece by stating that Kondi was resourceful. The writer attempts to maintain the focus, but adds extraneous facts (details, evidence) unrelated to the focus. The last sentence of the piece adds closure to the piece by restating the focus.

This writer could benefit from guided practice in identifying evidence from the text to support the focus.

Errors in usage, punctuation, capitalization, and spelling are frequent and often obscure meaning.

A Word About Language and Conventions **(Gr 1 Informative: Beginning)**

Minimal Control of Conventions: The writer shows little control over language and conventions. The student would benefit from instruction in punctuation, capitalization and spelling.

Standard W.1.2
Grade 1
Exceeds

Making A Galimoto

Kondi was a very resorsful person because he found many diffrent ways to find wire. Kondi was a resrosful person because he traded his friend Gift his Knife for Gifts wires. Kondi was a very resorsful person because he knew that his uncles store had wire in the back of his store. Kondi was a very resorseful person because he cut the line and he got wire from the back of the mill. Kondi was a very resourceful person because he showed Mondy water and a stick is better than a wire to catch ants. Then they traded. Kondi was a resourceful person because he climbed the fence to get the wire. Kondi was a resourceful person because he never gave up.

Names the topic by naming the main character

The focus, that Kondi is resourceful, is clearly communicated and strongly maintained throughout the piece.

Facts supplied are well-chosen and relevant

Elaboration helps the reader by providing context that shows how getting the wire was resourceful.

Provides a sense of closure for the piece by extending the concept of resourcefulness

Final Thoughts
(Gr 1 Informative: Exceeds)

Overall, this piece exceeds the standard for proficient for first grade. It meets all the criteria for proficient, showing solid understanding of the topic and task of inferring a character's attributes from a text. The writer consistently sticks to the focus, that Kondi is resourceful, with relevant, specific details from the story. In the conclusion, the writer re-states the focus and adds relevant commentary that further explains the concept of resourcefulness.

In addition, the evidence this first grade writer uses shows inferential thinking and a complex understanding of the text as a whole. For example, in the first sentence, the writer not only states that Kondi is resourceful, the writer tells the reason: he found many ways to find wire. This topic sentence helps the reader get ready to read. The conclusion is insightful because it recognizes another of Kondi's valuable attributes that contributed to his resourcefulness.

A Word About Language and Conventions
(Gr 1 Informative: Exceeds)

Although there are some errors, the writer shows *overall control* over grade-level language and conventions.