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Lesson 9: Informational Writing

Most of the writing students—and people in general—do is informational. Narratives and descriptions are the exception. You might want to walk students through all the writing samples provided in the student book thus far and have them identify those that are informational.

Student Book pages 150–154

Test Yourself

1. I am writing for information. [W.1.2, 5, 6, 8]
2. my teacher [W.1.2, 5, 6, 8]
3. *Answers will vary. Here is a sample answer:*

Main Idea: We can use maps to learn more about our world.

What maps are used for:

people use them to drive to a new city or state by car
pilots use them to fly an airplane
people use them to learn what the weather will be
people use them to find a building or place on a city street

How maps are made:

People walk around a place and take notes of what they see.
Then they draw a map. The map will show different things. It might show roads or buildings on a street. [W.1.2, 5, 6, 8]

4. *Answers will vary.* [W.1.2, 5, 6, 8]
5. *Answers will vary.* [W.1.2, 5, 6, 8]
6. *Answers will vary.* [W.1.2, 5, 6, 8]

Unit 3: Research

Lesson 10: Researching Sources and Content

Writing a research paper helps students strengthen their writing and researching skills. It also helps them learn time management and planning skills.

Some students may be intimidated by the length or scope of the project. Help dispel any anxiety by modeling for students how to break down the research paper into steps. Then have students plan how much time to devote to each step. This will make the task more manageable and help them learn time management skills.

Introduce students to the various resources available to them at the library from print materials to online databases. Have students practice taking notes and recording source information.

Student Book pages 166–167

Test Yourself

1. D [W.1.2, 5–8]
2. C [W.1.2, 5–8]

Common Core State Standards for Writing, Grade 1

Text Types and Purposes

W.1.1. Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.

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.

W.1.3. Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.

Production and Distribution of Writing

W.1.4. (Begins in grade 3)

W.1.5. With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.

W.1.6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

Research to Build and Present Knowledge

W.1.7. Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).

W.1.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

W.1.9. (Begins in grade 4)

Range of Writing

W.1.10. (Begins in grade 3)

Language (L)

Conventions of Standard English

L.1.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- Print all upper- and lowercase letters.
- Use common, proper, and possessive nouns.

Name _____ Date _____

Fact and Opinion Chart

Fact/Opinion	How I Know