

Name _____

Learning Goal: I can write an informational piece.

Date _____

Part of piece	1 point <i>I need to work on it.</i>	2 points <i>I tried.</i>	3 points <i>I did it!</i>	4 points <i>I went beyond.</i>	Points
Overall	I told, drew, and wrote about a topic.	I taught readers about a topic.	I taught readers some important points about a subject.	I taught readers information about a subject. I put in ideas, observations, and questions.	
Lead	I told what my topic was.	I started my topic in the beginning and got the readers' attention.	I wrote a beginning in which I named a subject and tried to interest readers.	I wrote a beginning in which I got readers ready to learn a lot of information about the subject.	
Transitions	I put different things I knew about the topic on my pages.	I told different parts about my topic on different pages.	I used words such as and and also to show I had more to say.	I used words to show sequence such as before, after, then, and later. I also used words to show what did not fit such as however and but.	
Ending	I had a last part or page.	I wrote an ending.	I wrote some sentences or a section at the end to wrap up my piece.	I wrote an ending that drew conclusions, asked questions, or suggested ways readers might respond.	
Organization	I told, drew, and wrote information across pages.	I told about my topic part by part.	My writing had different parts. Each part told different information about the topic.	I grouped my information into parts. Each part was mostly about one thing that connected to the big topic.	
Elaboration*	I drew and wrote some important things about the topic.	I put facts in my writing to teach about my topic.	I used different kinds of information in my writing such as facts, definitions, details, steps, and tips.	I wrote facts, definitions, details, and observations about my topic and explained some of them.	40

Lucy Caulkins Informative Writing For Kindergarten

Lucy Calkins



Lucy Caulkins Informative Writing For Kindergarten:

A Quick Guide to Teaching Informational Writing, Grade 2 Marika Páez Wiesen, 2012 Informational writing is the perfect genre for second graders because nobody is more curious about the workings of the world and is more eager to tell you a zillion facts about the topic at hand Marika Paez Wiesen Informational writing taps into second graders natural inclination to explore and excitedly share the new and strange discoveries that fill their worlds on a daily basis Marika Paez Wiesen offers a framework that will help you harness this energy and implement an informational writing unit of study that thoughtfully addresses the wide range of learners typically found in a second grade classroom Addressing the heightened emphasis on reading and writing informational texts in the Common Core State Standards and on state tests this unit of study guides you through the entire writing process After considering how to plan and prepare an informational writing unit that builds on young writers passions interests and abilities Marika describes how to get started choosing topics planning a draft and beginning to write chapters Ensuing chapters explore ways to elaborate on and revise these chapters with an eye towards addressing conventions and using features common to nonfiction texts The final chapter offers ideas on how best to celebrate this writing and extend this learning across the curriculum A Quick Guide to Teaching Informational Writing Grade 2 is part of the Workshop Help Desk series About the Workshop Help Desk series The Workshop Help Desk series is designed for teachers who believe in workshop teaching and who have already rolled up their sleeves enough to have encountered the predictable challenges If you've struggled to get around quickly enough to help all your students if you've wondered how to tweak your teaching to make it more effective and lasting if you've needed to adapt your teaching for English learners if you've struggled to teach grammar or nonfiction writing or test prep if you've faced these and other specific pressing challenges then this series is for you Provided in a compact 5 x 7 format the Workshop Help Desk series offers pocket sized professional development For a comprehensive overview of the Units of Study in Opinion Argument Information and Narrative series including sample minilessons sample videos videos frequently asked questions and more visit UnitsofStudy.com Catching Readers Before They Fall Pat Johnson, Katie Keier, 2010 Using examples from both adults and children the authors explain and describe the complex integrated network of strategies that takes place in the minds of proficient readers strategies that struggling readers have to learn in order to construct their own reading processes The examples and scenarios of teacher student interactions in this book provide a sense of how it looks and what it sounds like to teach strategic actions to struggling readers book cover **A Closer Look** Lynne R. Dorfman, Diane Dougherty, 2017 Learning more about our writers with formative assessment The tools and strategies you need to use formative assessment to establish an environment where students will internalize ways that they can assess their own writing and become independent writers This hands on guide shares methods for collecting and managing information and shows practical simple and concise ways to document student thinking In the accompanying online videos the authors demonstrate conferences with individual writers small groups and

whole groups Quick easy to manage assessment methods emphasize that formative assessment do not have to take a long time to be worthwhile and effective Vignettes from classroom teachers principals and authors add a variety of perspectives and classroom experiences on this important topic Provided by publisher **Handwriting Research and Information**,1993 The Kindergarten Teacher's Very Own Student Observation & Assessment Guide Judy Keshner,1995

Storytelling in Early Childhood Teresa Cremin,Rosie Flewitt,Ben Mardell,Joan Swann,2016-12-08 Storytelling in Early Childhood is a captivating book which explores the multiple dimensions of storytelling and story acting and shows how they enrich language and literacy learning in the early years Foregrounding the power of children s own stories in the early and primary years it provides evidence that storytelling and story acting a pedagogic approach first developed by Vivian Gussin Paley affords rich opportunities to foster learning within a play based and language rich curriculum The book explores a number of themes and topics including the role of imaginary play and its dynamic relationship to narrative how socially situated symbolic actions enrich the emotional cognitive and social development of children how the interrelated practices of storytelling and dramatisation enhance language and literacy learning and contribute to an inclusive classroom culture the challenges practitioners face in aligning their understanding of child literacy and learning with a narrow mandated curriculum which focuses on measurable outcomes Driven by an international approach and based on new empirical studies this volume further advances the field offering new theoretical and practical analyses of storytelling and story acting from complementary disciplinary perspectives This book is a potent and engaging read for anyone intrigued by Paley s storytelling and story acting curriculum as well as those practitioners and students with a vested interest in early years literacy and language learning With contributions from Vivian Gussin Paley Patricia Patsy Cooper Dorothy Faulkner Natalia Kucirkova Gillian Dowley McNamee and Ageliki Nicolopoulou **Nonfiction Writing** Lucy Calkins,Laurie Pessah,2003 Part of a collection of units within a year long primary writing curriculum *A Field Guide to the Classroom Library* Lucy Calkins,2002 Provides comprehensive and accessible leveled lists and guides for 1 200 children s trade books for kindergarten through 6th grade to help teachers build classroom libraries **The SAGE Handbook of Early Childhood Literacy** Joanne Larson,Jackie Marsh,2012-11-09 This new edition of the much loved Handbook of Early Childhood Literacy has been revised and updated to retain its cutting edge focus on emergent and important areas of research This comprehensive work guides the reader through current social cultural and historical analysis on a global scale The new edition contains a greater range of methodologies and chapters on space and literacy disabilities and early childhood literacy digital literacies indigenous literacy play and literacy policy In the Handbook readers will find coverage of all the key topics in early childhood literacy The exceptional list of contributors offers in depth expertise in their respective areas of knowledge The Handbook is essential for Undergraduate students Masters students PhD students CPD students researchers and literacy centre personel The second edition of this internationally respected and widely used text encompasses a myriad of new issues

and insights both through new contributions and thoughtfully revised chapters which raise fresh questions and challenges for research and practice In pushing the boundaries still further the handbook retains its rightful place at the forefront of research into early childhood literacy practice in the 21st century Professor Teresa Cremin Open University UK This handbook provides in depth knowledge of insights and theories about the dynamic process of how children come to know literacy as thinking humans in social and cultural spaces There is a rich array of research perspectives of children s meaning making through family and digital liteacies play and literacy and in school and out of school literacy experiences Yetta Goodman Regents Professor University of Arizona The Nuts and Bolts of Teaching Writing Lucy Calkins,2003 Part of a series of units for primary writing a yearlong curriculum *Teaching the Writing Process* Nancy Carlyon Millett,1990

Early Years ,1983 **The Art of Teaching Writing** Lucy Calkins,1994 Clearly during the time in which Calkins original ideas have spread like wildlife her focus has not been on articulating and defending those ideas but on developing and rethinking them Respecting and responding to the questions that have arisen as thousands of teachers establish writing workshops in their classrooms and drawing upon the latest knowledge in the field and her own intimate understanding of classroom life Calkins has re thought every line and every facet of her original text **Joyful Learning in Kindergarten**

Bobbi Fisher,1998 This new edition of Joyful Learning not only demonstrates how to link student centered theory and practice in the preschool and kindergarten classroom but also provides a detailed index and new routines activities and strategies **Units of Study for Teaching Writing** Lucy Calkins,Kathy Collins,2006 This series of books is designed to help upper elementary teachers teach a rigourous yearlong writing curriculum *Resources in Education* ,1995

Resources in Education ,1995 *The Art of Teaching Reading* Lucy Calkins,2001 Lucy Calkins has written a book with the goal of creating lifelong readers The Art of Teaching Reading offers educators a multifaceted reading program supported by word study guided reading book talks and other ongoing structures to produce impassioned readers Through years of research the author provides a myriad of ideas to help young readers discover their own joy of reading and love of books This text focuses on the big picture of reading instruction and explores the goals of reading programs It also provides information on comprehending and responding to text through synthesis critique writing and other effective strategies for understanding For teachers or future teachers or educators Assessing Writers Carl Anderson,2005 Anderson offers smart ready to use ideas for assessment **Statement** ,1994

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