

Grade 1 ▶

Unit Four

PRE-INSTRUCTION CHECKLIST

MECHANICS	ACQUAINTANCE & ANALYSIS
Review as necessary to enable previously learned revision skill use	<input type="checkbox"/> Expository: Step-by-Step How-to/How It Happens (observable)
	WRITING ON DEMAND
	<input type="checkbox"/> ongoing, all disciplines

PATTERN STATEMENT

One step at a time, in order, and complete.

NOTES

First grade students enjoy sharing events that happened throughout their days, and often communicate like experts when explaining how things should be done. For example, ask a first grader how to tie her shoe, and she will likely recite elaborate step-by-step directions for forming the perfect knot. Tapping into such experiences and tendencies for detailed retelling will help first grade students connect with writing step-by-step explanations.

Relating events in a logical order is the backbone of effective expository writing. Thus, an author's ability to communicate his intended message depends on his ability to bring readers through the events or arguments in a comprehensible order. The reader gains understanding through the cohesiveness of the author's sequence. Additionally, in writing step-by-step how to, the sequence of events is critical for an activity to occur as intended. You can't tie a shoe without first tightening the laces.

In this unit, students will produce expository writing by detailing a familiar activity.

ADDITIONAL NOTES

The pattern, *One step at a time, in order, and complete*, is not technically a statement, but it captures the critical characteristics for the unit's genre and level of writing.

The pattern can be illustrated with any familiar, multi-step process that can be recreated with variations in the classroom. For example: peeling and eating a banana.

Begin by asking the students to identify the basic steps involved in peeling and eating a banana. Then violate these steps, first by trying to do too many steps at once, then by completing the steps out of order, and finally by only partially completing one or more steps (EX-ex). After each variation, discuss the following with students:

- What happened? What problem did I have?
- What did I do to cause the problem?
- What should I remember next time? (EX-co)
- If we want to form a house, does it matter where the square and triangle are placed? Would someone know we wanted them to see a house if we put the shapes in strange positions? Why not?

Use questions and the students' comments to guide them to the pattern statement and record it for display during the rest of the unit (EX-el). Ask the students to identify other things that illustrate the pattern—activities that need to be done one step at a time, in order, and completely to achieve the desired result (EX-ap).

1
grade

GENRE

EXPOSITORY: Step-by-Step How-to/How It Happens (observable)			
Definition		Objective	
Presents clear explanation or directions for a complete process		With teacher prompting and support, student writes cohesive (unified and complete) and coherent (clear and logical) directions within a connected (i.e., not list) format for a well-known, frequently experienced process, such as how to get ready for school in the morning or how to get ready for bed at night.	
Rubric			
EXEMPLARY	PROFICIENT	ADEQUATE	NOT YET
<ul style="list-style-type: none"> ▶ Writing presents a clear and concise paragraph describing most steps in a recognizable process. Steps of the process are written in a logical order. ▶ Writing uses good transitional words. It flows in a well-written paragraph. ▶ Descriptions of each step are complete and easy for the reader to follow and repeat. ▶ Additional revisions may minimally improve text. 	<ul style="list-style-type: none"> ▶ Writing presents a clear and concise paragraph describing most steps in a recognizable process. Steps of the process are written in a logical order. ▶ Writing uses some transitional words. It only occasionally reads like a list. ▶ Descriptions of each step are complete and easy for the reader to follow and repeat. ▶ Additional development or revisions may further connect the ideas so the writing flows and reads like connected text. 	<ul style="list-style-type: none"> ▶ Writing presents a clear and concise paragraph describing most steps in a recognizable process. Steps of the process are written in a logical order. ▶ Writing lacks transitional words (e.g., <i>First, Next</i>). It reads like a list. ▶ Some steps lack details that would help the reader complete them correctly. ▶ Additional development or revision would connect the ideas so that the writing reads less like a list and/or each step includes complete information for the reader. 	<ul style="list-style-type: none"> ▶ Writing does not present cohesive (unified and complete) and coherent (clear and logical) directions in a paragraph (i.e., not list) format for a well-known process. ▶ Additional development or revisions will significantly improve the explanation by making it clear, and easy to understand or by presenting it in a connected, paragraph form.

PRACTICE TEXT

LET'S HAVE CEREAL!

Find your favorite breakfast cereal. Pour it out. Get a bowl and spoon. Add milk. Set the bowl on the table. Eat the cereal. Sit down. Wasn't that good?

A POSSIBLE REVISION

This is not THE correct revision, but one possibility. Accept any justifiable revisions.

LET'S HAVE CEREAL!

To have cereal for breakfast, first find a bowl and spoon. Set the bowl down on a table, then find a box of your favorite cereal. Open the box and pour some cereal into the bowl. Do not put too much cereal in the bowl because you still need to add milk. Next, go to the refrigerator and find some milk. Open the milk and carefully pour it over the cereal in the bowl. Put in just enough milk to cover most of the cereal. If you do not add enough, your cereal will be dry. If you add too much, your cereal will be more like soup. When you have added the milk, sit down and use the spoon to get the cereal from the bowl to your mouth. Enjoy your breakfast!

GENRE

Expository:
Step-by-Step
How-to/How
It Happens
(observable)

1
grade