

# Grade 1 ▶

## Unit Six

### 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 (content)
	WRITING ON DEMAND
	<input type="checkbox"/> ongoing, all disciplines

### PATTERN STATEMENT

One step at time, in order, and complete.

(Note: this is the same pattern used in Unit 4. See Notes below for difference in emphasis between the two units.)

### NOTES

The focus for this unit shifts away from writing directions for a familiar activity to explaining occurrences within content areas. For example, science and history writings are often driven by a series of events. Tornados form, wars break out, and political races are won after a series of preceding events or steps. Thus, the ability to communicate to the reader what happened first, second, and third is essential for explaining and describing content area concepts and processes.

Additionally, good writers of content material use content specific words. For example, the earth orbits the sun; *orbits* is the best word for describing the earth's movement around the sun. Students learn new words by hearing the correct usage. Therefore, modeling vocabulary usage is essential to good content lessons and enhances a student's ability to use the word correctly in their written communication.

Finally, students will be responsible for the accurate use of transitional words in their writing, as introduced in Unit 4. Use of such terms (e.g., *Later, Next*) gives this type of writing coherence and flow.

### ADDITIONAL NOTES

The pattern, *One step at time, in order, and complete*, can be illustrated by showing a series of paired photographs. One photograph in the pair should show a "before" state. The second should show an "after" state. For example, one photo could show a lake with its water easily seen. The second could show a lake with the water clearly frozen. There should be a gap between the photographs—a step or steps that lead from the first photograph to the second. For example, in the cited pair, the fact that the temperature dropped (or, as first-graders would say, "It got cold") is not shown in any way. As each pair is presented, display them (e.g., mount them on a wall) with a gap between the photos. Other possible photo/picture pairings include: an empty lot and a house built on the same lot, a seed and a vegetable being served, an explorer (e.g., Columbus, Hudson) looking out to sea and ships arriving at a destination, Abraham Lincoln as a child and as President. An image search via an internet search engine should provide examples that may be used. After showing the students each photograph pair, ask them what a photograph or picture that could go between the photos might show. If desired, have the students work in small groups to draw pictures that could fit between the before and after photographs (EX-ex).

As a whole group, discuss the answers to the following questions (EX-co):

- What did the first photograph/picture of each set show?

## 1

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- What did the last photograph/picture of each set show?
  - What was not shown in each set of photographs/pictures?
  - What kind of information could we get from photographs/pictures that could go in between the two photographs/pictures we have?
  - Why would we need some in-between photographs/pictures to show someone exactly what happened?
- What else, besides having photographs/pictures of each step, would help us show someone else exactly what happened?

Introduce the pattern, *One step at time, in order, and complete*, to the class and remind them that they worked with it in Unit 4. Ask the students to think about how the photograph/picture experience illustrates the pattern. Discuss their ideas, guiding them to recognize how following the pattern would have provided complete photograph/picture sets (Ex-el). Finally, ask students to identify other events they have observed that occur in a specific order (Ex-ap).

## GENRE

EXPOSITORY: Step-by-Step How-to/How it Happens (content)			
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 an observable, content-related process, such as how a seed grows into a plant or how a chick hatches from an egg.	
Rubric			
EXEMPLARY	PROFICIENT	ADEQUATE	NOT YET
<ul style="list-style-type: none"> <li>▶ Writing presents a clear and concise paragraph describing most steps in an observable, content-related process. Steps of the process are written in a logical order.</li> <li>▶ Writing uses good transitional words. It flows in a well-written paragraph.</li> <li>▶ Descriptions of each step are complete and easy for the reader to imagine what was happening.</li> <li>▶ Additional revisions may minimally improve text.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Writing presents a clear and concise paragraph describing most steps in an observable, content-related process. Steps of the process are written in a logical order.</li> <li>▶ Writing uses some transitional words. It only occasionally reads like a list.</li> <li>▶ Each step is described completely and easy for the reader to imagine what was happening.</li> <li>▶ Additional development or revisions may further connect the ideas so the writing flows and reads like connected text.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Writing presents a clear and concise paragraph describing most steps in an observable, content-related process. Steps of the process are written in a logical order.</li> <li>▶ Writing lacks transitional words (e.g., <i>First, Next</i>). It reads like a list.</li> <li>▶ Some steps lack details that would help the reader be able to imagine what was happening.</li> <li>▶ 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.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Writing does not present cohesive (unified and complete) and coherent (clear and logical) directions in a paragraph (i.e., not list) format for an observable, content-related process.</li> <li>▶ 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.</li> </ul>

1  
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GENRE

Expository:  
Step-by-Step  
How-to/How  
it Happens  
(content)

**PRACTICE TEXT**

As you discuss this text with the students, help them identify elements that are missing, such as transition words and helpful or interesting details. They do not need to know about cranberries to recognize why the paragraph lacks clarity.

Cranberries grow in bogs. A cranberry bog has special gates around its edges. The gates can be opened and closed. A farmer floods the bog to protect the cranberry plants. Many farmers also flood their bogs to pick the berries. A machine whacks the cranberry plants. The berries float on top of the water. The farmer pushes the berries to the edge of the bog. The berries are loaded onto a truck and driven to a barn. There they get stored on special trays. They get loaded onto another truck. The truck takes them to a factory. Some berries may be used to make juice. Some may be dried and sold like raisins. Some may be put into bags and sold as berries. They all taste delicious!

**A POSSIBLE REVISION**

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

Cranberries grow in a strange place. Farmers plant cranberries in bogs. A cranberry bog has special gates around its edges. The gates can be opened and closed. They can be opened to let water into the bog. They can be closed to drain water out of the bog. A farmer floods the bog to protect the cranberry plants. Under water, the plants are safe from cold weather. They are safe from bugs. Many farmers also flood their bogs to pick the berries. When the bog is flooded, a machine whacks the cranberry plants. The machine looks like two wheels connected by several flat bars. The flat bars are what whack the plants. This makes the berries come off of the plants. The berries float on top of the water. Then the farmer uses special rakes to push the berries to the edge of the bog. Next, the berries are loaded onto a truck and driven to a barn. There they get stored on special trays. In a few days, they get loaded onto another truck. The truck takes them to a factory. Some berries may be used to make juice. Some may be dried and sold like raisins. Some may be put into bags and sold as berries. They all taste delicious!