Teach About a Place You Know

Write an information piece with a beginning, two true facts, and an ending.

Name: _____ Date: _____

Plan Your Information Writing

Your job: Teach a reader about a place you know well. It could be a room, a park, a store, a garden, or another place you visit. Tell true things about the place.

1. Name your place.

2. Draw the place. Add details that could help you remember things to tell your reader.

3. Say two true things you can teach about this place. You may write words or draw small pictures.

True thing 1

True thing 2

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Write to Teach

Use your plan to write about your place. Give your piece a title. Write sentences, not just a list. Start by naming your topic. Tell at least two true things. End with a sentence that lets your reader know you are finished.

Title:

Writer check: I named my place. I taught two true things. I wrote an ending.

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Answer Key and Teaching Notes

Materials supplied: student planning page and writing page. **Additionally needed:** pencil, crayons or pencil for drawing, and a clipboard or hard writing surface if needed.

Exact setup: Give each student both student pages face down, with a pencil and drawing tool. Seat students where they can talk quietly with the teacher during planning. Have students turn over only the planning page first. After planning, have students turn over the writing page.

Teacher read-aloud support: Say: “Today you will teach a reader about a place you know. First, choose one place and make a plan. Your drawing and notes will help you remember true things. Then you will write sentences. Your reader should learn about the place from your words. You need a beginning that names the place, two true things about it, and an ending.” Read each planning direction aloud as students reach it. For the writing page, say: “Use your plan. You may stretch out words and write the sounds you hear. Keep writing so your reader can learn.”

Do not supply content: If a child asks what to write, ask, “What do you notice or do at that place?” or “What is another true thing a visitor could learn?” Do not dictate a topic or a fact.

Observation method: During planning, record whether the student identifies one familiar place and generates two relevant details orally, with drawing, or in writing. During drafting, observe whether the student writes connected sentences rather than only labels or a copied list. Prompt once to return to the plan if needed; record the prompt. Developmental spelling is acceptable when the message can be interpreted from the writing and student explanation.

Source credit: New York State Next Generation English Language Arts Learning Standards, Grade 1, Writing Standard 2: https://www.nysed.gov/curriculum-instruction/next-generation-learning-standards-and-assessment-implementation-timeline

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Scoring Guide and Sample Response

1. Planning check - acceptable evidence: One place is named or clearly shown, and two details are relevant to that place. Answers will vary. A student may use invented spelling, pictures, or oral explanation.

2. Writing check - sample response:
Title: Our Library
Our library is a quiet place at school. It has many books on shelves. We can sit on soft chairs and read. I like visiting our library.

Why the sample meets the task: “Our library is a quiet place at school” introduces the topic. “It has many books on shelves” and “We can sit on soft chairs and read” are two facts. “I like visiting our library” provides a sense of closure.

Simple rubric (4 points):
4 - Names a topic, gives two or more relevant facts in connected writing, and includes an ending.
3 - Names a topic, gives two relevant facts, and has an attempted ending; writing may need teacher interpretation.
2 - Names a topic and gives one relevant fact, or has two details but lacks connected writing or an ending.
1 - Has a drawing, labels, copied words, or an incomplete attempt without enough connected writing to show the skill.

Feedback language: “Your reader learned that this is about ___. I heard these true things: ___ and ___. Add one sentence that tells your reader you are finished.”