



# What Makes it Rain?

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Content Area: ELA/Science

Grade Level: 1

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### **Unit Overview**

In this unit, students will research the topic of rain. Using a research question to focus their reading, they will identify relevant details about their topic. They will learn how to paraphrase what they have read and present the information in a writing piece to inform others about their topic. Their final task will be to read about the topic of clouds and independently respond to a prompt on that topic.

Scope and Sequence		
Lesson/Description	Duration/ # of Days	Standards/Learning Progressions
<p><b>Lesson 1:</b> Finding Main Topic and Key Details in Nonfiction Text <i>Down Comes the Rain</i></p> <p>The students will listen to <i>Down Comes the Rain</i> and identify the main topic and key details. They will observe the teacher modeling how to identify the important details that support the author’s main point and how to paraphrase the key details.</p>	<p>2 days</p>	<p>Delaware Science Content Standard 5: Earth’s Dynamic Systems Students should know that</p> <ul style="list-style-type: none"> <li>• water can exist as a solid, liquid or gas and in different forms such as rain, snow and ice.</li> <li>• weather influences plants, animals and human activity.</li> <li>• clouds are shaped by winds and are made of small water droplets or ice crystals.</li> <li>• cloud shapes can be used to help forecast weather.</li> </ul> <p>RI.1.2 Identify the main topic and retell key details of a text.</p> <ul style="list-style-type: none"> <li>• Identify the main topic of a text</li> <li>• Identify key details in a text</li> </ul> <p>SL.1.2 Ask and answer questions about key details in a text read aloud or information presented orally through other media.</p> <ul style="list-style-type: none"> <li>• Ask questions about key details in a text</li> <li>• Use the combination of background knowledge and explicitly stated information to answer questions</li> <li>• Show (point to, underline, highlight) where in the text you found your evidence (key details)</li> </ul> <p>L.1.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 1 reading and content</i>, choosing flexibly from an array of strategies.</p>

<p><b>Lesson 2:</b> Using a Question to Focus Research <i>When a Storm Comes Up</i></p> <p>The students will focus on a research question as they listen to <i>When a Storm Comes Up</i>. This question will help them identify key details in the text. They will restate these details from the text in their own words.</p>	<p>3 days</p>	<p>RI.1.2 Identify the main topic and retell key details of a text.</p> <ul style="list-style-type: none"> <li>Identify key details in a text</li> </ul> <p>RI.1.8 Identify the reasons an author gives to support points in a text.</p> <ul style="list-style-type: none"> <li>Differentiate between important and unimportant reasons/details</li> </ul> <p>W.1.7 Participate in shared research and writing projects.</p> <p>W.1.8 With guidance and support from adults, recall information from experiences or gather information from provided resources to answer a question.</p> <p>SL.1.2 Ask and answer questions about key details in a text read aloud or information presented orally through other media.</p> <ul style="list-style-type: none"> <li>Ask questions about key details in a text</li> <li>Use the combination of background knowledge and explicitly stated information to answer questions</li> <li>Show (point to, underline, highlight) where in the text you found your evidence (key details)</li> </ul> <p>L.1.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 1 reading and content</i>, choosing flexibly from an array of strategies.</p>
<p><b>Lesson 3:</b> Using a Question to Focus Research <i>Down Comes the Rain</i></p> <p>The students will focus on a research question as they listen to <i>Down Comes the Rain</i>. This question will help them identify key details in the text. They will</p>	<p>2 days</p>	<p>RI.1.2 Identify the main topic and retell key details of a text.</p> <ul style="list-style-type: none"> <li>Recognize topics discussed in a text</li> <li>Recognize main topic of a text</li> <li>Recognize key details in a text</li> <li>Identify key details in a text</li> </ul> <p>W.1.7 Participate in shared research and writing</p>

<p>restate these details from the text in their own words.</p>		<p>projects.</p> <p>W.1.8 With guidance and support from adults, recall information from experiences or gather information from provided resources to answer a question.</p>
<p><b>Lesson 4:</b> Research Writing with Two Texts</p> <p>The students will use their notes taken from two different texts on rain. Using the writing process, they will organize their facts about rain and include an effective introduction and closing.</p>	<p>3 days</p>	<p>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.</p> <p>W.1.7 Participate in shared research and writing projects.</p> <p>W.1.8 With guidance and support from adults, recall information from experiences or gather information from provided resources to answer a question.</p>

**PLANNING CHART #1**  
**School: Milton Elementary School (Grade 1)**

	Standard	DoK	Know [Which concepts/skills will students need to know in order to complete the questions/full write?]	Do [What is the question/full write asking students to do?]
Question 1:	RI.1.2 SL.1.2 L.1.4	2	Main topic, key details, information, facts/examples, ask and answer questions, use strategies to determine the meaning of unknown words	How do we identify the main topic and supporting details of an informational text?
Question 2:	RI.1.2 RI.1.8 W.1.7 W.1.8 SL.1.2 L.1.4	2	Key details, information, facts/examples, research, ask and answer questions, use strategies to determine the meaning of unknown words	How do we use a question to guide our research on a topic?
Question 3:	RI.1.2 RI.1.8 W1.2 W.1.7 W.1.8	2	Key details, information, facts/examples, research, retell/paraphrase, informative/explanatory text, introduction, closure	How do we use key ideas in nonfiction texts to inform others about a topic?
Full Write:	W.1.2 W.1.7 W.1.8	2	Informative/explanatory text, facts/examples, retell/paraphrase, introduction, closure	Students will work individually to describe three types of clouds and how they are important to life on Earth. They will need to write an introduction and closing. They will use their own words to retell important details from the texts. Students should refer to their graphic organizers, Informative Writing Checklist and Editing Checklist to assist in this process.

**PLANNING CHART #2**  
**School: Milton Elementary - Grade 1**

Standard: <u>Informational Reading Standard 2: Identify the main topic and retell key details of a text.</u>			
Targets	Learning Progressions	Formative Assessment Strategies	Student Look-Fors
Identify the main topic	<ul style="list-style-type: none"> <li>Identify the main topic of a text</li> </ul>	<p><u>Lesson 1 A.P. 1</u>  <u>Partner Talk:</u> Respond to the following question: What is the main topic of the text and how do you know?</p> <p><u>Lesson 1 Summarizing Strategy- Exit Ticket-</u>            How do we find the main topic of an informational text?            How do we find the key details of an informational text?</p>	<ul style="list-style-type: none"> <li>I read the title and looked at the illustrations to find out what the author was mostly talking about.</li> <li>I found many details in the text that told about this topic.</li> </ul>
Retell key details of a text	<ul style="list-style-type: none"> <li>Identify key details in a text</li> <li>Identify the main topic and retell key details of a text</li> </ul>	<p><u>Lesson 1 A.P. 2</u>            Choose a key detail from the text that supports the author's idea that rain comes from clouds.</p> <p><u>Lesson 2 A.P. 3</u>            Students underline specific key details in the remaining sections.</p> <p><u>Lesson 3 Summarizing Strategy- Partner Talk-</u>            Respond to the following question: How do we paraphrase key details in nonfiction texts to inform others about a topic?</p>	<ul style="list-style-type: none"> <li>I found details in the text that were about the main topic.</li> <li>I found details in the text that answered my research question.</li> <li>I underlined the details in the text that answered my research question.</li> <li>I used details from the text to help me retell what I had learned.</li> </ul>



Standard:

Informational Reading Standard 8: Identify the reasons an author gives to support points in a text.

Target	Learning Progressions	Formative Assessment Strategies	Student Look-Fors
Identify the reasons an author gives to support points in a text	<ul style="list-style-type: none"><li>• Identify the author's key ideas/points</li><li>• Identify reasons/details that support the author's key ideas/points</li><li>• Differentiate between important and unimportant reasons/details</li><li>• Identify the reasons an author gives to support points in a text</li></ul>	<u>Lesson 2 A.P. 2</u> Underline key details from section 6 that support the author's idea that there are different types of rain.	<ul style="list-style-type: none"><li>• I can use the key details in a text to help me identify an important point the author is trying to make.</li><li>• When I know the author's main point, I can choose the details from the text that best support that main point.</li></ul>

Standard:

Writing Standard 2: Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.

Targets	Learning Progressions	Formative Assessment Strategies	Student Look-Fors
Name a topic and supply some facts about the topic	<ul style="list-style-type: none"><li>Identify and demonstrate effective introductions</li><li>Select important details to include</li></ul>	<p><u>Lesson 4 A.P. 1-Partner Talk</u>- What makes the introduction an effective lead?</p> <p><u>Lesson 4 A.P. 2</u> Using lined paper and the <a href="#">In Your Own Words chart</a>, record facts about the different types of rain.</p>	<ul style="list-style-type: none"><li>I can write about a topic by naming it and telling facts about it.</li></ul>
Provide some sense of closure	<ul style="list-style-type: none"><li>Identify effective endings</li><li>Identify and demonstrate effective closure</li><li>Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure</li></ul>	<p><u>Lesson 4 A.P. 3-Partner Talk</u>- Share your closing with a partner. Use the following sentence starter to respond to your partner's closing: It was a good closing because . . . OR You could make it better by . . .</p>	<ul style="list-style-type: none"><li>I can end my writing with a sentence that tells the reader something important about the topic.</li></ul>



Standard:

Writing Standard 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).

Targets	Learning Progressions	Formative Assessment Strategies	Student Look-Fors
Participate in shared research projects	<ul style="list-style-type: none"> <li>• Identify a question to focus the research</li> <li>• Gather information from more than one source</li> <li>• Read with a research question in mind</li> </ul>	<p><u>Lesson 2 Summarizing Strategy- Partner Talk-</u> Tell your partner how we use a question to guide our research on a topic.</p>	<ul style="list-style-type: none"> <li>• I can learn about a topic by listening to my teacher read aloud texts on that topic.</li> <li>• I can work with others to learn about a topic.</li> <li>• I can think about a specific research question as I read.</li> </ul>
Participate in shared writing projects	<ul style="list-style-type: none"> <li>• Select important details to include in writing</li> <li>• Participate in shared research and writing projects</li> </ul>	<p><u>Lesson 3 A.P. 1</u> Students paraphrase the underlined details in the last section.</p> <p><u>Lesson 3 A.P. 2</u> Students paraphrase underlined details from section 5.</p> <p><u>Lesson 4 Summarizing Strategy- Exit Ticket-</u> How do we use information gathered from nonfiction texts to inform others about a topic?</p>	<ul style="list-style-type: none"> <li>• I can share facts that I have learned about a topic with others.</li> <li>• I can use my own words to retell what I have read.</li> <li>• I can use the writing process to tell others about what I have learned.</li> </ul>

Standard:

Writing Standard 8: With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

Targets	Learning Progressions	Formative Assessment Strategies	Student Look-Fors
<p>With guidance and support from adults, gather information from provided sources to answer a question</p>	<ul style="list-style-type: none"> <li>• Gather information from more than one source to answer a question</li> <li>• Use graphic organizers for taking notes</li> <li>• Answer a research question using information from provided sources</li> <li>• With guidance and support from adults, gather information from provided sources to answer a question</li> </ul>	<p><u>Lesson 2 Summarizing Strategy- Partner Talk-</u> Tell your partner how we use a question to guide our research on a topic.</p> <p><u>Lesson 3 A.P. 1</u> Students paraphrase the underlined details in the last section.</p> <p><u>Lesson 3 A.P. 2</u> Students paraphrase underlined details from section 5.</p> <p><u>Lesson 3 Summarizing Strategy-</u> How do we paraphrase key details in nonfiction texts to inform others about a topic?</p> <p><u>Lesson 4 Summarizing Strategy- Exit Ticket-</u> How do we use information gathered from nonfiction texts to inform others about a topic?</p>	<ul style="list-style-type: none"> <li>• I can use what I read in a text to answer a question.</li> <li>• I can make a list of facts from a nonfiction text to answer a question.</li> <li>• I can retell the facts in my own words.</li> </ul>

Standard:  
Speaking & Listening Standard 2: Ask and answer questions about key details in a text read aloud or information presented orally or clarify something that is not understood.

Targets	Learning Progressions	Formative Assessment Strategies	Student Look-Fors
<p>Ask questions about key details in a text read aloud to clarify something that is not understood</p>	<ul style="list-style-type: none"> <li>Ask questions that begin with who, what, where, when, why, and how</li> </ul>	<p><u>K-W-L</u>- Talk to your partner about rain. Partner will share out what you have said.</p> <p>Think of questions that you have about rain.</p>	<ul style="list-style-type: none"> <li>I can use what I already know about a topic to help me think about what a text might be about before it is read aloud.</li> <li>I can ask a question about the main topic to help me better understand the topic.</li> </ul>
<p>Answer questions about key details in a text read aloud to clarify something that is not understood</p>	<ul style="list-style-type: none"> <li>Use the combination of background knowledge and explicitly stated information to answer questions.</li> <li>Show (point to, underline, highlight) where in the text you found your evidence (key details).</li> <li>Answer questions about key details from a text read aloud.</li> <li>Ask and answer questions about key details in a text read aloud or information presented orally or clarify something that is not understood.</li> </ul>	<p><u>K-W-L</u>- Tell your partner something you have learned about rain. Partners share with the class.</p> <p><u>Lesson 1 A.P. 1</u>  <u>Partner Talk</u>: Respond to the following question: What is the main topic of the text and how do you know?</p> <p><u>Lesson 2 A.P. 2</u>            Underline key details from section 6 that support the author’s idea that there are different types of rain.</p> <p><u>Lesson 3 A.P. 1</u>            Students underline specific key details in the remaining sections.</p>	<ul style="list-style-type: none"> <li>I can find facts in the text to answer questions about the main topic.</li> <li>I can use what I already know about a topic and facts from the text to answer questions about the main topic.</li> </ul>

Standard:

Language Standard 4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 1 reading and content*, choosing flexibly from an array of strategies.

Targets	Learning Progressions	Formative Assessment Strategies	Student Look-Fors
Determine or clarify the meaning of unknown words based on <i>grade 1 reading and content</i> , choosing flexibly from an array of strategies.	<ul style="list-style-type: none"><li>• Apply sentence-level context clues to determine or clarify meaning of an unknown word or phrase.</li><li>• Determine or clarify the meaning of unknown words based on grade 1 reading and content, choosing flexibly from an array of strategies.</li></ul>	<p><u>Lesson 2, A.P. 2: <a href="#">Word Match</a></u>- Match the lesson vocabulary words with their correct meaning.</p> <p><u>Lesson 2, A.P. 1 Partner Talk</u>: Share your vocabulary papers and discuss the different types of rain.</p>	<ul style="list-style-type: none"><li>• I can read all the words around a new word to help me understand the meaning.</li></ul>

ELA & LITERACY PERFORMANCE TASK TEMPLATE

School/District: Milton Elementary

Team Members: Michelle Frederick, Emilie Parkhurst, Shay Eli and Marilyn Davis

Title:	What Makes it Rain?
Grade:	1
Standards (ELA, Literacy, Content)	<p>RI.1.2 Identify the main topic and retell key details of a text.</p> <p>RI.1.8 Identify the reasons an author gives to support points in a text.</p> <p>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.</p> <p>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).</p> <p>W.1.8 With guidance and support from adults, recall information from experience or gather information from provided sources to answer a question.</p> <p>SL.1.2 Ask and answer questions about key details in a text read aloud or information presented orally through other media.</p> <p>L.1.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 1 reading and content</i>, choosing flexibly from an array of strategies.</p>
DOK:	2
UDL:	<p>Texts will be read aloud to accommodate different reading levels</p> <p>In My Own Words graphic organizers</p> <p>Small group work with extended time</p> <p>Scribing, as needed</p>
Stimuli (Primary Text):	<p>Sources - 2 texts</p> <p>Passage 1 <i>Shapes in the Sky: A Book About Clouds</i> by Josepha Sherman</p> <p>Passage 2 <i>Let's-Read-And-Find-Out Science: Clouds</i> by Anne Rockwell</p>
Materials	See <a href="#">Appendix E</a> for all Performance Task materials
Text Complexity:	See <a href="#">Text Complexity Placemats</a>
<p>Task Overview:</p> <p>Before the writing assignment, students will listen to two texts read aloud. Then they will underline key details that address the prompt and paraphrase these details.</p> <p>Part 1: (45 minutes) Students will listen to excerpts from <i>Shapes in the Sky: A Book About Clouds</i>. Then they will use their own copy of excerpts from the text to identify and retell key details that answer the prompt.</p> <p>Part 2: (45 minutes) Students will listen to <i>Clouds</i> and use their own copy of excerpts from the text to identify and retell key details that answer the prompt.</p>	

Part 3: (45 minutes)

Students will work individually to describe three types of clouds and how they are important to life on Earth. They will need to write an introduction and closing. They will be asked to use details from the texts in their writing. Students should refer to their graphic organizers, the [Informative Writing Checklist](#), and the [Editing Checklist](#) to assist in this process.

Task Directions:

Part 1: (45 minutes)

Your Assignment:

Teachers will tell students the following: “Today we will read aloud an excerpt from a text about clouds. The title of the book is *Shapes in the Sky: A Book About Clouds* by Josepha Sherman. As you listen, think about the information you will need to gather in order to tell about three types of clouds and how they are important to life on Earth. You will be given your own copy of the text so you can underline these key details. Use the In My Own Words column to paraphrase or, put in your own words, the underlined facts.

Distribute copies of the text and assist students as needed with rereading.

Assignment #1

## Shapes in the Sky

Text	In My Own Words
What makes a cloud? Clouds are made of trillions of tiny water droplets and ice crystals. These droplets and crystals hang in the air. They are so light that even the smallest breeze can keep them from falling to the earth. Clouds can look	



<p>as solid as mountains, but they are as light as smoke.</p>	
<p><b>Cumulus Clouds</b>  Scientists have names for different types of clouds. Cumulus clouds are full and puffy. They are piled up like heaps of whipped cream. They often appear on summer days.</p>	
<p><b>Stratus Clouds</b>  Stratus clouds hang low in the sky. They hide the tops of hills and tall buildings. Stratus clouds often appear in the winter. They can bring raindrops or flakes of snow.</p>	
<p><b>Cirrus Clouds</b>  When a cloud rises very high, it reaches cooler air. If the air is cool enough, the water droplets inside the cloud freeze into tiny ice crystals. Trillions of these crystals hang</p>	

<p>together and form cirrus clouds.</p> <p>Cirrus clouds float high in the air, sometimes above the other clouds. They can look as wispy as feathers. They can curl like lizard tails.</p>	

Part 2: 45 minutes

Your Assignment:

Teachers will tell students the following: “Today we will read aloud another text about clouds. The title of the book is *Clouds* by Anne Rockwell. As you listen, think about the information you will need to gather in order to tell about three types of clouds and how they are important to life on Earth. You will be given your own copy of the text so you can underline these key details. Use the In My Own Words column to paraphrase or, put in your own words, the underlined facts.

Distribute copies of the text and assist students as needed with rereading.

Assignment #2

## Clouds

Text	In My Own Words
<p>You can learn a lot from looking at clouds. The shape of clouds and whether they are dark or bright can tell you how high they are and what kind of weather they will bring.</p>	

<p>All clouds are made of water and particles of dust too small to see.</p>	
<p>If there were no clouds, Earth would be a very different place. Clouds are important to everything that lives and grows here. They bring the rain all plants and animals need.</p>	
<p>If there were no clouds, there would be no rain. Nothing could live. If there were no clouds to hide the sun, Earth would become very hot during the day and very cold during the night. The temperature change would be too much for most plants and animals to live and grow.</p>	
<p>More than half of Earth is always covered with clouds, even though you may not see any where you live. But somewhere</p>	

else on Earth someone else is looking at clouds in the sky above.	





Part 3: 45 minutes

Your Assignment: Writing Prompt

Use the information you wrote in the In My Own Words column to describe three types of clouds and how they are important to life on Earth. Be sure to include an effective introduction and closing.

Use the [Informative Writing Checklist](#) and the [Editing Checklist](#) to help you with your writing.



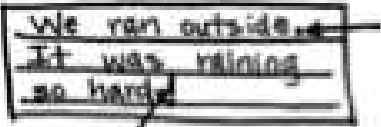
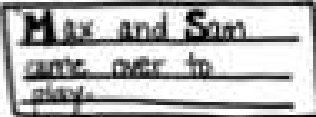
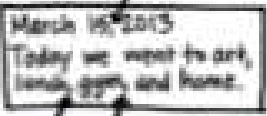
## Informative Writing Checklist

	Did I do it like a first grader?	Not Yet	Yes!
Overall	 I taught my readers about a topic.		
Lead	 In the beginning, I named my topic and got my reader's attention. (Introduction)		
Elaboration	 I put facts in my writing to teach people about my topic.		
Ending	 I wrote an ending. (Closing)		

Rubric adapted from the Teachers College Reading and Writing Project from *Units of Study in Opinion, Information, and Narrative Writing* (2013)

Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Editing Checklist

	Did I do it like a first grader?	Not Yet	Yes!
Spelling	 <p>I used all I know about words and word chunks (-at, -oo, -it, . . . ) to help me spell.</p>		
	 <p>I used the Word Wall to help me spell.</p>		
Punctuation	 <p>I ended sentences with punctuation.</p>		
	 <p>I used a capital letter for names.</p>		
	 <p>I used commas in dates and lists.</p>		

How your essay will be scored: [We are using the DOE Writing Rubrics:  
<http://www.doe.k12.de.us//site/Default.aspx?PageID=2645>  
[DOE Writing Rubrics K-12](#)  
[Grade 1 Writing Info/Exp Rubric Pdf Download](#)]



Teaching and Learning Branch

**Informative/Explanatory Writing Rubric  
Grade 1**

Score of 4 – Above Grade Level	Score of 3 – On Grade Level	Score of 2 – Approaching Grade Level	Score of 1 – Below Grade Level	
The writing – <ul style="list-style-type: none"> <li>introduces the topic (2W2)</li> <li>provides a concluding statement or section (2W2)</li> </ul>	The writing – <ul style="list-style-type: none"> <li>names the topic (1W2)</li> <li>provides some sense of closure (1W2)</li> </ul>	The writing – <ul style="list-style-type: none"> <li>attempts to name the topic</li> <li>attempts to provide some sense of closure</li> </ul>	The writing – <ul style="list-style-type: none"> <li>makes little or no attempt to name the topic</li> <li>makes little or no attempt to provide some sense of closure</li> </ul>	Organisation/ Purpose 2 x _____ = _____
The writing – <ul style="list-style-type: none"> <li>uses facts and definitions to develop points (2W2)</li> <li>uses information from experiences or provided sources (2W8)</li> </ul>	The writing – <ul style="list-style-type: none"> <li>supplies some facts about the topic (1W2)</li> <li>uses information from experiences or provided sources, with guidance and support from adults (1W8)</li> </ul>	The writing – <ul style="list-style-type: none"> <li>attempts to supply some facts about the topic</li> <li>attempts to use information from experiences or provided sources, with guidance and support from adults</li> </ul>	The writing – <ul style="list-style-type: none"> <li>makes little or no attempt to supply some facts about the topic</li> <li>makes little or no attempt to use information from experiences or provided sources, with guidance and support from adults</li> </ul>	Evidence/Elaboration 2 x _____ = _____
The writing – <ul style="list-style-type: none"> <li>demonstrates a command of grade-level appropriate standard English grammar, usage, and conventions (2L1-2)*</li> <li>has errors that do not interfere with understanding (2L1-2)*</li> </ul>	The writing – <ul style="list-style-type: none"> <li>demonstrates a command of grade-level appropriate standard English grammar, usage, and conventions (1L1-2)*</li> <li>has errors that do not interfere with understanding (1L1-2)*</li> </ul>	The writing – <ul style="list-style-type: none"> <li>attempts to demonstrate a command of grade-level appropriate standard English grammar, usage, and conventions</li> <li>has errors that may interfere with understanding</li> </ul>	The writing – <ul style="list-style-type: none"> <li>makes little or no attempt to demonstrate a command of grade-level appropriate standard English grammar, usage, and conventions</li> <li>has errors that interfere with understanding</li> </ul>	Language/ Conventions 1 x _____ = _____

Non-scorable responses: insufficient information and/or blank paper, copied text, in language other than English, off topic, off purpose  
 \*Conventions Chart p. 2

**CONVENTIONS CHART  
GRADE 1**

Spelling	Capitalization	Punctuation	Grammar Usage	Sentence Completion
<ul style="list-style-type: none"> <li>• Print all upper and lowercase letters (1L1a)</li> <li>• Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words (1L2d)</li> <li>• Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions (1L2e)</li> <li>• Correctly spell words at grade level and below</li> </ul>	<p>Capitalize</p> <ul style="list-style-type: none"> <li>• Dates and names of people (1L2a)</li> </ul>	<ul style="list-style-type: none"> <li>• Use end punctuation for sentences (1L2b)</li> <li>• Use commas in dates and to separate single words in a series (1L2c)</li> </ul>	<p>Nouns:</p> <ul style="list-style-type: none"> <li>• Use common, proper, and possessive nouns (1L1b)</li> <li>• Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop) (1L1c)</li> </ul> <p>Verbs:</p> <ul style="list-style-type: none"> <li>• Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walked home, Tomorrow I will walk home) (1L1e)</li> </ul> <p>Adjectives:</p> <ul style="list-style-type: none"> <li>• Use frequently occurring adjectives (1L1f)</li> </ul> <p>Pronouns:</p> <ul style="list-style-type: none"> <li>• Use personal, possessive, and indefinite pronouns (e.g., I, me, my, they, them, their, anyone, everything) (1L1d)</li> </ul> <p>Determiners:</p> <ul style="list-style-type: none"> <li>• Use determiners (e.g., articles, demonstratives) (1L1e)</li> </ul> <p>Conjunctions:</p> <ul style="list-style-type: none"> <li>• Use frequently occurring conjunctions (e.g., and, so but, so, because) (1L1g)</li> </ul>	<ul style="list-style-type: none"> <li>• Produce and expand simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts (1L1j)</li> </ul>



**Lesson Topic: Finding Main Topic and Key Details in Nonfiction Text**

**Lesson #1**

**Standards Addressed in this Lesson:**

Delaware Science Content Standard 5: Earth’s Dynamic Systems

Students should know that

- water can exist as a solid, liquid or gas and in different forms such as rain, snow and ice.
- weather influences plants, animals and human activity.
- clouds are shaped by winds and are made of small water droplets or ice crystals.
- cloud shapes can be used to help forecast weather.

CCSS:

RI.1.2 Identify the main topic and retell key details of a text.

SL.1.2 Ask and answer questions about key details in a text read aloud or information presented orally through other media.

L.1.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 1 reading and content*, choosing flexibly from an array of strategies.

**Learning Goals/Target for this Lesson**

Students will know

- main topic
- key details
- information/facts, examples
- questions/answers
- vocabulary strategies

Students will be able to

- identify main topic
- identify key details
- ask and answer questions about key details from a text read aloud
- identify meanings of unknown words
- use strategies to determine the meaning of unknown words

**Lesson Essential Question:**

How do we identify the main topic and key/important details of an informational text?

**Materials:**

Text: *Down Comes the Rain* by Franklyn M. Branley

(See [Appendix A](#))

[K-W-L Chart](#)

[Main Topic Anchor Chart](#)

[In My Own Words Chart for Down Comes the Rain](#) (1 copy for teacher)

[In My Own Words Chart for Down Comes the Rain Answer Key](#)

Exit Tickets

**Activating Strategy:**

Tell students that we will be reading a text about rain. Complete a [K-W-L](#) on rain, beginning only with the K and W columns. (See Teacher Notes section at the end of the lesson for specific details.)

**Prerequisite Vocabulary:**

**Gas** and **Liquid**: Students have been taught these terms in the previous science kit on Solids & Liquids. Write the term ‘gas’ on the board and ask a volunteer to tell what they remember about this word from their previous science kit. Assess the understanding of the class. Provide additional examples as needed. (Gas has no shape or color and cannot be seen: air.) Repeat with ‘liquid’ and check for understanding. (Liquid has no shape of its own but it takes the shape of its container: water in a glass.) Provide more examples as needed.

## Vocabulary Strategies:

### Tier 3 Vocabulary

Water vapor  
Evaporate  
Condense

\* This would be an opportunity to show how these terms explain the water cycle.

### Lesson Instruction:

#### Learning activity 1 (40 min.)

1. Introduce the text, *Down Comes the Rain* by Franklyn M. Branley. First, just read aloud for enjoyment, pointing out the terms: water vapor, evaporate, and condense, as they appear in the text. (See below for specific vocabulary instruction.) Ask students to help you find evidence of how we know rain is the main topic of the text. Review the [anchor chart for main topic and key details](#). Remind students that we use the illustrations, headings, and bold words to help us learn about the main topic of a nonfiction text.

**Water vapor:** Tell the students that in nonfiction texts the reader may find new vocabulary words that tell about a specific topic. Sometimes, authors will tell what these new words mean in the sentence following the word. Show students page 7 of the text and read aloud the two sentences at the top. "Water droplets come from water vapor. Water vapor is a gas." Point out that the new term in this text is 'water vapor'. Ask a volunteer to read aloud the second sentence that tells what water vapor is. Remind students that as they are reading nonfiction texts they should look carefully at the sentences surrounding a new word to see if the author explains its meaning.

**Evaporate:** Show students the text on page 8. Again, read aloud the two sentences at the top. "Water vapor is made when water evaporates. That means the water changes from a liquid to a gas." Tell them the new word is 'evaporate'. Ask a volunteer to find the meaning of evaporate by reading the sentence following the new word.

**Condense:** In this final example, show students the text on page 12. Point out that this time, the author has placed the new vocabulary term (condenses) and its meaning in the thought

#### Graphic Organizers:

##### K-W-L Chart

Topic: Rain		
K (What I Know)	W (What I Want to Know)	L (What I Learned)

##### Main Topic/Details Anchor Chart

**Main Topic**  
What the text is mostly about

**Key Details**  
Important facts or examples about the main topic

How do I know what the text is mostly about?

- Look at the first and last pages
- Look at illustrations
- Look at titles and headings

How do I find the important facts?

- Look for **bold** words
- Look for blue words that are repeated frequently
- Look at illustrations

##### In My Own Words

Question	Answer
1. What is the main topic of the text? How do you know?	
2. What are the key details of the text? How do you know?	
3. How do you know the author is important?	
4. How do you know the author is important?	
5. How do you know the author is important?	
6. How do you know the author is important?	
7. How do you know the author is important?	
8. How do you know the author is important?	
9. How do you know the author is important?	
10. How do you know the author is important?	

##### Exit Ticket

Exit Ticket

Name: \_\_\_\_\_

Choose a key/important detail from the text that supports the author's idea that rain comes from clouds.

- a. You can make water vapor change to water.
- b. The drops fall to the earth from clouds.
- c. Heat from the sun causes water to evaporate.
- d. Many clouds are so high that it is freezing cold.

bubbles with the illustration. “That’s because the water vapor condenses. It changes from a gas to a little cloud.” Use the illustration on page 13 to help reinforce this understanding. Show students the example of condensation on page 15. This shows how condensation can appear as water on a glass.

Assessment Prompt #1: Partner Talk- Respond to the following question: What is the main topic of the text and how do you know?

Assessment Prompt #2: Word Match- Match the lesson vocabulary words with their correct meaning.

### Learning activity 2 (50 min.)

1. Referring to the Anchor Chart from the previous activity, talk about how the key details are the important facts the author uses to tell about the main topic. Ask students, “What is the main thing about rain that the author wants us to know from reading this book?” Students should come up with the idea that rain comes from clouds or that rain is part of the water cycle.
2. Display the In My Own Words graphic organizer for Down Comes the Rain on the document camera/overhead projector. Point out that excerpts from the text are in the left hand column and a space for recording your thinking is on the right hand column. Tell them you will be underlining key or important details in the text as you read aloud.
3. Read aloud the first excerpt on the graphic organizer. Point out to students that this is where the author is making an important point about rain coming from clouds. Tell them as we read more excerpts we will look for details or evidence that supports this main point. **Support** means to help or prove the main point.
4. Read aloud excerpt #2 from the text and model your thinking about which details best support the idea that rain comes from clouds and which details do not. Explain your thinking to the students about what you underlined. Tell them that other details

### Exit Ticket

Lesson 1  
**Word Match** Name: \_\_\_\_\_

Write the correct word(s) in each sentence.

water vapor      evaporates      condenses

When water \_\_\_\_\_ it changes from a liquid to a gas.

This gas is called \_\_\_\_\_.

When the gas changes back to a liquid, we say that it \_\_\_\_\_.

### Summarizing Sheet

Name: \_\_\_\_\_ Exit Ticket

How do we find the main topic of an informational text?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

<p>might just help you visualize the text but not be as important.</p> <p>5. Repeat the steps in #4 for the next three excerpts. (See <a href="#">Answer Key</a>.)</p> <p>Assessment Prompt #3: (<a href="#">Exit Ticket</a>) Choose a key detail from the text that supports the author’s idea that rain comes from the clouds.</p>	
<p><b>Summarizing Strategy:</b> How do we find the main topic of an informational text? How do we find the key details of an informational text? (Use <a href="#">Exit Ticket</a>)</p>	
<p><b>Teacher Notes:</b></p> <p><b><u>K-W-L Activating Strategy</u></b> Make a chart with the letters K, W, and L at the top. You may want to write the words Know, Want to Know/Wonder, and Learned with each letter. Have the students brainstorm what they already know about the topic of rain and record it under the Know column. Remind them to listen carefully to one another so they may “piggyback” off of another student’s ideas. Next, ask students to tell you what they would like to learn about the topic. If they struggle with this, you may focus them on one of the ideas listed in the Know column or ask them what they think they might learn about in their reading. You may add some of your own questions as well. Tell students that we will complete the Learned column after we finish our readings about rain.</p> <p><b><u>Formative Assessment</u></b> The teacher will meet with students who are struggling to understand the concept of main topic and key details. Have a variety of nonfiction texts available for additional practice with this skill. Refer to the <a href="#">Main Idea Anchor Chart</a> for guidance.</p>	

# Appendix A

Topic: **Rain**



K (What I Know)	W (What I Want to Know)	L (What I Learned)

# Main Topic

What the text is mostly about



# Key Details

Important facts or examples about the main topic

How do I know what the text is mostly about?

- Look at the front and back cover
- Look at illustrations
- Look at titles and headings



**North Pole**  
The North Pole is water surrounded by land. The water is the Arctic Ocean. It is always covered by ice. Winter temperatures drop to 50 degrees below zero. Your glasses' metal frames could freeze to your face!

How do I find the important facts?

- Look for **bold** words
- Look for clue words that are repeated frequently
- Look at illustrations

Living things need food to make energy. A pig eats slop. It must be living.

## Down Comes the Rain

Text		In My Own Words	
1	Rain comes from clouds. It comes from big clouds and little clouds. It comes from black clouds, white clouds, and gray clouds.		
2	All clouds—big ones and little ones, gray ones and white ones—are made of billions of tiny drops of water. The drops are called droplets, because they are so small.		
3	Heat from the sun causes the water to evaporate. The water changes from a liquid to a gas... and the water vapor goes into the air.		



Text		In My Own Words
4	When air gets cold enough, the water vapor in it condenses. The water vapor changes to water droplets. The water droplets make clouds.	
5	Water in the clouds makes hail. Water in the clouds makes rain. When it stops raining or hailing, the sun comes out.	
6	Once more it is raining.	

## Down Comes the Rain (Answer Key)

	Text	In My Own Words
1	Rain comes from clouds. It comes from big clouds and little clouds. It comes from black clouds, white clouds, and gray clouds.	
2	<p><u>All clouds</u>—big ones and little ones, gray ones and white ones—are <u>made of billions of tiny drops of water</u>. The <u>drops</u> are called <u>droplets</u>, because they are so small.</p>	<div style="border: 1px solid black; height: 100%; width: 100%;"></div>
3	<p>Heat from the <u>sun</u> <u>causes the water to evaporate</u>. The <u>water changes from a liquid to a gas...</u> and the water <u>vapor goes into the air</u>.</p>	<div style="border: 1px solid black; height: 100%; width: 100%;"></div>

Text		In My Own Words
4	<p>When <u>air gets cold</u> enough, the <u>water vapor</u> in it condenses. The water vapor <u>changes to water droplets</u>. The water droplets <u>make clouds</u>.</p>	
5	<p><u>Water</u> in the clouds makes hail. <u>Water</u> in the clouds <u>makes rain</u>. When it stops raining or hailing, the sun comes out.</p>	
6	Once more it is raining.	

## Exit Ticket



Name: \_\_\_\_\_

Choose a key/important detail from the text that supports the author's idea that rain comes from clouds.

- a. You can make water vapor change to water.
- b. The drops fall to the earth from clouds.
- c. Heat from the sun causes water to evaporate.
- d. Many clouds are so high that it is freezing cold.

## Exit Ticket (Answer Key)



Name: \_\_\_\_\_

Choose a key/important detail from the text that supports the author's idea that rain comes from clouds.

- a. You can make water vapor change to water.
- b. The drops fall to the earth from clouds.
- c. Heat from the sun causes water to evaporate.
- d. Many clouds are so high that it is freezing cold

## Word Match

Name: \_\_\_\_\_

Write the correct word(s) in each sentence.

**water vapor**

**evaporates**

**condenses**

When water \_\_\_\_\_ it changes from a liquid to a gas.

This gas is called \_\_\_\_\_ .

When the gas changes back to a liquid, we say that

it \_\_\_\_\_ .

**Word Match (Answer Key)**

Name: \_\_\_\_\_

Write the correct word(s) in each sentence.

**water vapor**

**evaporates**

**condenses**

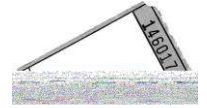
When water **evaporates** it changes from a liquid to a  
gas.

This gas is called **water vapor** .

When the gas changes back to a liquid, we say that it  
**condenses**.

Name: \_\_\_\_\_

## Lesson 1 Exit Ticket

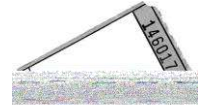


**How do we find the main topic of an informational text?**

**How do we find the key details of an informational text?**



Name: \_\_\_\_\_



**How do we find the main topic of an informational text? You read the title and look at the illustrations to find out what the author is mostly talking about.**

**How do we find the key details of an informational text? You look for words that tell about the main topic.**

**Standards Addressed in this Lesson:**

Delaware Science Content Standard 5: Earth’s Dynamic Systems

Students should know that

- water can exist as a solid, liquid or gas and in different forms such as rain, snow and ice.
- weather influences plants, animals and human activity.

CCSS:

RI.1.2 Identify the main topic and retell key details of a text.

RI.1.8 Identify the reasons an author gives to support points in a text.

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 resources to answer a question.

SL.1.2 Ask and answer questions about key details in a text read aloud or information presented orally through other media.

L.1.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 1 reading and content*, choosing flexibly from an array of strategies.

**Learning Goals/Target for this Lesson**

Students will know

- key details
- information/facts, examples
- research
- vocabulary strategies

Students will be able to

- identify key details
- identify reasons/evidence
- identify the meaning of unknown words

**Lesson Essential Question:**

How do we use a question to guide our research on a topic?

**Materials:**

[K-W-L Chart](#) (from previous lesson)

Texts: *When a Storm Comes Up* by Allan Fowler, from SRA Imagine It! Grade 1, Unit 5, What’s the Weather? Big Book

*Down Comes the Rain* by Franklyn M. Branley

(See [Appendix B](#))

In [My Own Words](#) charts for *When a Storm Comes Up* and *Down Comes the Rain*

[In My Own Words](#) charts [Answer Keys](#)

[Answer Key for Vocabulary Strategy](#)

**Activating Strategy:**

What have we learned about rain? Let’s add to the L section of our [K-W-L Chart](#).

**Vocabulary Strategies:**

**Tier 2 Vocabulary**

Research  
Relevant  
Hail

**Tier 3 Vocabulary**

Drizzle & Shower  
Sleet.

## Lesson Instruction:

### Learning activity 1 (40 min.)

- Today we will read from another text to learn more about the topic of rain. Reading different texts or watching videos about a topic is called research. Tell students that **research** means to study something to find out facts about it. People who do this kind of work are called researchers. Researchers often start with a question about a topic to help them gather facts. As you listen to today's text, think about this research question: "What are different types of rain?"
- Tell students that when researchers are gathering facts to answer their research question they need to decide which facts answer the question and which ones do not. If the facts answer the question, then we say the facts are **relevant**. Relevant means the information is important to what we are trying to find out. Other facts may be interesting but if they do not help us answer our research question then we say they are not relevant. Read aloud the text *When a Storm Comes Up* by Allan Fowler. As you come to sections that do not have to do with rain, remind the students that sometimes, informational texts will have information that you don't need to answer your research question. For example, this text talks about tornadoes and snowstorms, which do not help us learn about different types of rain. That means this information is not relevant to our question.
- As you continue to read aloud, point out the terms: *drizzle*, *shower*, *sleet* and *hail*, as they appear in the text. (See below for specific vocabulary instruction.)

**Drizzle & Shower:** Show students the text *When a Storm Comes Up*. Turn to page 9 and refer to the terms 'drizzle' and 'shower'. Using the text and photographs, have students talk to a partner about the difference in the two. Give each student a blank piece of paper to fold in half and then half again to make four sections. In the top left section, write the word 'drizzle' and draw a picture to illustrate. In the top right section, write the word 'shower' and draw a picture to illustrate.

**Sleet:** Turn to page 18 and find the word 'sleet'. Using the text and photograph, have students talk to a partner about sleet. Record the word in the bottom

### Note-Taking Chart

When a Storm Comes Up  
by Allan Fowler  
Research Question: What are different types of rain?

	Text	My Own Words
1	It feels good to be out in the sunshine on a warm day. But the weather can't be nice all the time. In fact, you should be glad in sometimes rains.	
2	Nothing could grow without rain. No fruits or vegetables, no trees or grass or flowers.	
3	A light rain is called a drizzle. A little heavier rain is called a shower. And if it is really pouring? That's a rainstorm.	

### Note-Taking Chart

Down Comes the Rain  
(Answer Key)

	Text	My Own Words
1	Rain comes from clouds. It comes from big clouds and little clouds. It comes from black clouds, white clouds and grey clouds.	
2	All clouds are grey and little ones, grey ones and white ones - are made of billions of tiny drops of water. The drops can fall constantly because they are so small.	Clouds are made of drops of water called droplets.
3	From some of the big clouds the water is called rain. The water that falls from the big clouds is called rain. The water that falls from the little clouds is called drizzle.	The sun makes the water evaporate and it goes up in the air. The water that goes up in the air is called water vapor.

left section of the paper and illustrate this word.  
**Hail:** Turn to page 19 and find the word 'hail'. Using the text and photograph, have students talk to a partner about hail. Record the word in the bottom right section of the paper and illustrate this word.

Assessment Prompt for LA 1: Partner Share- Share your vocabulary paper with a partner and discuss the different types of rain.

**Learning activity 2** (50 min.)

1. Tell students we are going to reread parts of the text *When a Storm Comes Up* by Allan Fowler and underline the details that are relevant to our research question.
2. Give students each a copy of the [In My Own Words chart](#) for this text. Point out that the first section of text is the introduction and we will not need to underline any details here. Read aloud the second section and model how to look back at the research question, "What are different types of rain?" Show students how the text in this section does not help answer the question so there is nothing to underline here. Read aloud the third section and model how to underline key details. Remind them to look back at our research question "What are different types of rain?" Students will underline these details on their own copy as well. Repeat for the fourth section.
3. Read aloud the fifth section and have partners find key details. Share with the class and verify that details are relevant and answer the research question. Teacher will model how to underline these details and students will copy on their own paper.
4. Working on their own, students will read sections 6 and 7 and underline key details. (Section 7 does not have relevant details. If students do not discover this on their own, be sure to point it out.) Remind students that the last part is the closing and we will not need to underline any details here.
5. Teacher walks around and provides assistance as needed.

Assessment Prompt for LA 2: Underline key details from section 6 that support the author's idea that there are different types of rain. (Check together as a class to share their thinking.)

**Learning activity 3** (50 min.)

1. We've now read two different texts about rain, *Down Comes the Rain* and *When a Storm Comes Up*. With the second book, we read it like a researcher with a question in mind. Today we will reread our first text, *Down Comes the Rain*, as researchers. Our research question was about the different types of rain. Now, let's learn a little more about rain and ask this question: What makes it rain?
2. Give students each a copy of the [In Your Own Words graphic organizer for the text, Down Comes the Rain](#).
3. Remind students of the introduction and its importance to the reader. Read aloud excerpt #2 from the text and model your thinking about which details best answer the question: What makes it rain? Explain your thinking to the students about what you underlined and why. Tell them that other details might be interesting but not relevant to the research question.
4. Read aloud the third section and have partners find a key detail. Share with the class and verify that details are relevant and answer the research question. Teacher will model how to underline this detail and students will copy on their own paper.
5. Working on their own students will read through the two remaining sections and underline key details. Point out to students there is no need to underline any details in the closing.
6. Teacher walks around and checks underlining. (See Answer Key.)

Assessment Prompt for LA 3: Students underline specific key details in the remaining sections.

**Summarizing Strategy:**

Partner Talk- Respond to the following question: How do we use a question to guide our research on a topic?

**Teacher Notes:**

**Formative Assessment**

The teacher will meet with students who are struggling to find relevant key details. Some review with using the research question to guide reading may be needed. Have additional texts available for practice with this skill.

# Appendix B

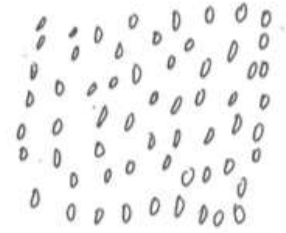
# When a Storm Comes Up Vocabulary

(Answer Key)

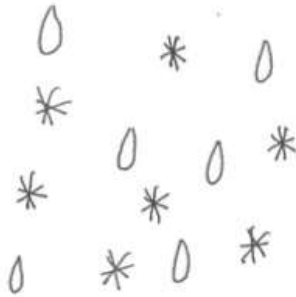
drizzle



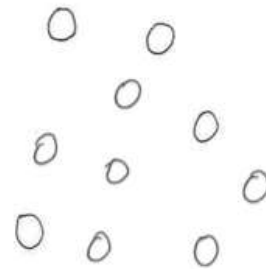
shower



sleet



hail



# When a Storm Comes Up

by Allan Fowler

Research Question: What are different types of rain?

Text		In My Own Words
1	It feels good to be out in the sunshine on a warm day. But the weather can't be nice all the time. In fact, you should be glad it sometimes rains.	
2	Nothing could grow without rain- no fruits or vegetables, no trees or grass or flowers.	
3	A light rain is called a drizzle.  A little heavier rain is called a shower.  And if it is really pouring? That's a rainstorm.	



Research Question: What are different types of rain?

4	When the sky becomes very dark, a thunderstorm could be on its way.	
	Even before the heavy rain reaches you, you might see flashes of lightning and hear deep, rolling thunder.	
	Lightning can be dangerous, so you'd better get indoors!	
5	Some storms bring sleet, a mixture of rain and snow. You have to walk very carefully, because sleet can make the sidewalks icy and slippery.	

Research Question: What are different types of rain?

6	<p>In a hailstorm, raindrops freeze into ice before they reach the ground.</p>	<table border="1"> <tr><td> </td></tr> <tr><td> </td></tr> <tr><td> </td></tr> <tr><td> </td></tr> </table>										
7	<p>Among the worst kind of storms are hurricanes and tornados. A hurricane forms over the ocean. When it reaches land, the winds may be so strong that they blow trees down... the rains so heavy that they cause floods... the waves so high that they wash houses and sand beaches into the sea.</p>	<table border="1"> <tr><td> </td></tr> <tr><td> </td></tr> <tr><td> </td></tr> <tr><td> </td></tr> <tr><td> </td></tr> <tr><td> </td></tr> <tr><td> </td></tr> <tr><td> </td></tr> <tr><td> </td></tr> <tr><td> </td></tr> </table>										
8	<p>So next time it's raining a little too hard for you to go out and play...  be thankful that it's just an ordinary storm.</p>											

# When a Storm Comes Up

by Allan Fowler

(Answer Key)

	Text	In My Own Words							
1	It feels good to be out in the sunshine on a warm day. But the weather can't be nice all the time. In fact, you should be glad it sometimes rains.								
2	Nothing could grow without rain- no fruits or vegetables, no trees or grass or flowers.	<table border="1" style="width: 100%; height: 100%;"> <tr><td> </td></tr> <tr><td> </td></tr> <tr><td> </td></tr> </table>							
3	<p>A <u>light rain</u> is called a <u>drizzle</u>.</p> <p>A little <u>heavier rain</u> is called a <u>shower</u>.</p> <p>And if it is really <u>pouring</u>? That's a <u>rainstorm</u>.</p>	<table border="1" style="width: 100%; height: 100%;"> <tr><td> </td></tr> <tr><td> </td></tr> <tr><td> </td></tr> <tr><td> </td></tr> <tr><td> </td></tr> <tr><td> </td></tr> <tr><td> </td></tr> </table>							
	When the sky becomes very dark, a <u>thunderstorm</u> could be on its way.	<table border="1" style="width: 100%; height: 100%;"> <tr><td> </td></tr> <tr><td> </td></tr> <tr><td> </td></tr> </table>							

4	<p>Even before the <u>heavy rain</u> reaches you, you might see flashes of lightning and hear deep, rolling thunder.</p> <p>Lightning can be dangerous, so you'd better get indoors!</p>	
5	<p>Some storms bring <u>sleet</u>, a <u>mixture of rain and snow</u>. You have to walk very carefully, because sleet can make the sidewalks icy and slippery.</p>	
6	<p>In a <u>hailstorm</u>, <u>raindrops freeze into ice</u> before they reach the ground.</p>	

7	<p>Among the worst kind of storms are hurricanes and tornados. A hurricane forms over the ocean. When it reaches land, the winds may be so strong that they blow trees down... the rains so heavy that they cause floods... the waves so high that they wash houses and sand beaches into the sea.</p>	
8	<p>So next time it's raining a little too hard for you to go out and play...  be thankful that it's just an ordinary storm.</p>	

# Down Comes the Rain

by Franklyn M. Branley

Research Question: What makes it rain?

	Text	In My Own Words
1	Rain comes from clouds. It comes from big clouds and little clouds. It comes from black clouds, white clouds, and gray clouds.	
2	All clouds—big ones and little ones, gray ones and white ones—are made of billions of tiny drops of water. The drops are called droplets, because they are so small.	
3	Heat from the sun causes the water to evaporate. The water changes from a liquid to a gas... and the water vapor goes into the air.	

Research Question: What makes it rain?

Text		In My Own Words
4	When air gets cold enough, the water vapor in it condenses. The water vapor changes to water droplets. The water droplets make clouds.	
5	Water in the clouds makes hail. Water in the clouds makes rain. When it stops raining or hailing, the sun comes out.	
6	Once more it is raining.	

## Down Comes the Rain (Answer Key)

	Text	In My Own Words
1	Rain comes from clouds. It comes from big clouds and little clouds. It comes from black clouds, white clouds, and gray clouds.	
2	<p><u>All clouds</u>—big ones and little ones, gray ones and white ones—are <u>made of billions of tiny drops of water</u>. The <u>drops</u> are called <u>droplets</u>, because they are so small.</p>	<div style="border: 1px solid black; height: 100%; width: 100%;"></div>
3	<p>Heat from the <u>sun</u> <u>causes the water to evaporate</u>. The <u>water changes from a liquid to a gas...</u> and the water <u>vapor goes into the air</u>.</p>	<div style="border: 1px solid black; height: 100%; width: 100%;"></div>



Text		In My Own Words
4	When <u>air gets cold</u> enough, the <u>water vapor</u> in it <u>condenses</u> . The water vapor <u>changes to water droplets</u> . The water droplets <u>make clouds</u> .	
5	<u>Water</u> in the clouds <u>makes hail</u> . <u>Water</u> in the clouds <u>makes rain</u> . When it stops raining or hailing, the sun comes out.	
6	Once more it is raining.	

**Standards Addressed in this Lesson:**

CCSS:

RI.1.2 Identify the main topic and retell key details of a text.

RI.1.8 Identify the reasons an author gives to support points in a text.

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 resources to answer a question.

**Learning Goals/Target for this Lesson**

Students will know

- key details
- information/facts, examples
- research
- retell/paraphrase

Students will be able to

- identify key details
- identify reasons/evidence
- restate information in own words

**Lesson Essential Question:**

How do we paraphrase key details in nonfiction texts to inform others about a topic?

**Materials:**

(See [Appendix C](#))

*In My Own Words* Chart Answer Keys for *Down Comes the Rain* and *When a Storm Comes Up*

**Activating Strategy:**

Review the [K-W-L Chart](#) for rain. Add information from *When a Storm Comes Up*.

**Vocabulary Strategy:**

**Tier 2 Vocabulary**

Retell/Paraphrase

**Lesson Instruction:**

**Learning activity 1** (50 min.)

1. We’ve read two different texts about rain, *Down Comes the Rain* and *When a Storm Comes Up*, through the eyes of a researcher. Today we will learn more about how researchers use the information they have gathered to help them tell others what they have learned.
2. Introduce the terms ‘retell’ and ‘paraphrase’. Have students turn to a partner and offer a definition of retell. Have partners share out. They should come up with something about using your own words to tell something that happened in a text or from an experience. Tell them the word paraphrase is another word for retell. It

**Graphic Organizer:**  
**In My Own Words**

Down Comes the Rain	
Text	In My Own Words
1 Rain comes from clouds. It comes from big clouds and little clouds. It comes from black clouds, white clouds, and grey clouds.	
2 All clouds—big ones and little ones, grey ones and white ones—are made of billions of tiny drops of water. The drops are called droplets, because they are so small.	
3 Heat from the sun causes the water to evaporate. The water changes from a liquid to a gas—and the water vapor goes into the air.	

means to put something in your own words.

3. Display [In My Own Words graphic organizers](#) from previous lessons. Remind students that the underlined text shows the important details that answer our research questions about rain. Tell students we will put the underlined details from the text in our own words – we will paraphrase the author’s words.
4. Beginning with *When a Storm Comes Up*, show students section #2 and remind them that nothing was relevant to the research question so there is underlined. Model how to paraphrase: read aloud the underlined words from section #3, picture what the words are describing, cover up the text, restate the facts in your own words. Record your words in the right hand column.
5. Have partners paraphrase the underlined text in excerpt #4 and share out with the group. Record an appropriate response. Repeat partner work with section #5. (See [Answer Key](#) for possible responses.)
6. Working on their own, students will read through the last sections and paraphrase the underlined details. (Remember, there is nothing underlined in section #7.) Point out that section #8 is the closing and we will not need to paraphrase any details here.
7. Teacher walks around and checks paraphrasing.

Assessment Prompt for LA 1: Students paraphrase the underlined details in the section #6.

### Learning activity 2 (50 min.)

1. Display [In My Own Words graphic organizer](#) for *Down Comes the Rain* from previous lesson. Remind students that the underlined text shows the important details that support the research question: What makes it rain?
2. Review the term **paraphrase** with the students. (It means to put something in your own words.)
3. Tell students we will put the underlined details from the text in our own words. Model how to paraphrase: read aloud the underlined words from section #2, picture what the words are describing, cover up the text, restate the facts in your own words. Record your words in the right hand column as students copy on their own paper. (See [Answer Key](#) for possible responses.)
4. Have partners paraphrase excerpt #3 and share out with the group. Record an appropriate

### In My Own Words

When a Storm Comes Up  
by Alan Fowler  
Research Question: What are different types of rain?

	rain	In My Own Words
1	It feels good to be out in the sunshine on a warm day. But the weather can't be nice all the time. In fact, you should be glad it sometimes rains.	
2	Nothing could grow without rain—no plants or vegetables, no trees or grass or flowers.	
3	A light rain is called a drizzle. A little heavier rain is called a shower. And if it is really pouring? That's a downpour.	

<p>response.</p> <p>5. Working on their own, students will paraphrase the underlined details in sections 4 and 5. Point out that the last part is the closing and we will not need to paraphrase any details here. Have students stop after they have paraphrased section 4 to share out for accurate responses.</p> <p>6. Teacher walks around and assists as needed.</p> <p>Assessment Prompt for LA 2: Paraphrase underlined details from section 5.</p> <p><b>Save completed <i>In My Own Words</i> charts for use in Lesson 4.</b></p>	
<p><b>Summarizing Strategy:</b></p> <p><u>Partner Talk</u>- Respond to the following question: How do we paraphrase key details in nonfiction texts to inform others about a topic?</p>	
<p><b>Teacher Notes:</b></p> <p><b><u>Formative Assessment</u></b></p> <p>As paraphrasing is a difficult skill for most young students, provide multiple opportunities throughout the day for students to practice this skill. The teacher should be the scribe in these situations so students can focus on the skill and not on the recording aspect.</p>	

# Appendix C

# When a Storm Comes Up

by Allan Fowler

(Answer Key)

	Text	In My Own Words
1	It feels good to be out in the sunshine on a warm day. But the weather can't be nice all the time. In fact, you should be glad it sometimes rains.	
2	Nothing could grow without rain- no fruits or vegetables, no trees or grass or flowers.	Not relevant
3	A <u>light rain</u> is called a <u>drizzle</u> .	When it rains just a little bit, it is
	A little <u>heavier rain</u> is called a <u>shower</u> .	called a drizzle but, a heavier rain
	And if it is really <u>pouring</u> ? That's a <u>rainstorm</u> .	is called a shower. When it is
		raining hard, it is called a
		rainstorm.
	When the sky becomes very dark, a <u>thunderstorm</u> could be on its way.	A thunderstorm brings heavy rain.

4	<p>Even before the <u>heavy rain</u> reaches you, you might see flashes of lightning and hear deep, rolling thunder.</p> <p>Lightning can be dangerous, so you'd better get indoors!</p>	
5	<p>Some storms bring <u>sleet</u>, a <u>mixture of rain and snow</u>. You have to walk very carefully, because sleet can make the sidewalks icy and slippery.</p>	Another kind of rain is called
		sleet. It is part rain and part
		snow.
6	<p>In a <u>hailstorm</u>, <u>raindrops freeze into ice</u> before they reach the ground.</p>	Sometimes when rain freezes into
		ice, it makes hail.

7	<p>Among the worst kind of storms are hurricanes and tornados. A hurricane forms over the ocean. When it reaches land, the winds may be so strong that they blow trees down... the rains so heavy that they cause floods... the waves so high that they wash houses and sand beaches into the sea.</p>	Not relevant – describes a type of
		storm, not a type of rain.
8	<p>So next time it's raining a little too hard for you to go out and play...</p> <p>be thankful that it's just an ordinary storm.</p>	



## Down Comes the Rain (Answer Key)

	Text	In My Own Words
1	Rain comes from clouds. It comes from big clouds and little clouds. It comes from black clouds, white clouds, and gray clouds.	
2	<p><u>All clouds</u>—big ones and little ones, gray ones and white ones—are <u>made of billions of tiny drops of water</u>. The <u>drops</u> are called <u>droplets</u>, because they are so small.</p>	<p>Clouds are made of drops of water called droplets.</p>
3	<p>Heat from the <u>sun</u> causes the water to <u>evaporate</u>. The <u>water</u> changes <u>from a liquid to a gas...</u> and the water <u>vapor</u> goes into the <u>air</u>.</p>	<p>The sun makes the water change into a gas and then it goes up in the air.</p>

Text		In My Own Words
4	<p>When <u>air gets cold enough</u>, the <u>water vapor in it condenses</u>. The water vapor <u>changes to water droplets</u>. The water droplets <u>make clouds</u>.</p>	When water vapor gets cold it
		condenses, which means it changes
		back into water. Then the water
		makes clouds.
5	<p><u>Water in the clouds makes hail</u>. <u>Water in the clouds makes rain</u>. When it stops raining or hailing, the sun comes out.</p>	Rain and hail come from the water
		in clouds.
6	Once more it is raining.	

<b>Lesson Topic: Research Writing</b>		<b>Lesson #4</b>
<b>Standards Addressed in this Lesson:</b>		
<p>CCSS:</p> <p>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.</p> <p>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).</p> <p>W.1.8 With guidance and support from adults, recall information from experiences or gather information from provided resources to answer a question.</p>		
<b>Learning Goals/Target for this Lesson</b>		
<p>Students will know</p> <ul style="list-style-type: none"> <li>• informative/explanatory texts</li> <li>• introduction</li> <li>• closure</li> <li>• facts/examples</li> </ul>	<p>Students will be able to</p> <ul style="list-style-type: none"> <li>• select important details to include</li> <li>• demonstrate an effective introduction</li> <li>• demonstrate an effective closing</li> </ul>	
<b>Lesson Essential Question:</b>		
How do we use information gathered from nonfiction texts to inform others about a topic?		
<b>Materials:</b>		
<p>Writing Paper</p> <p>Completed <i>In My Own Words</i> Charts for <a href="#">Down Comes the Rain</a> and <a href="#">When a Storm Comes Up</a> from previous lesson (See <a href="#">Appendix D</a>)</p> <p><a href="#">How to Hook Your Reader Anchor Chart</a></p> <p><a href="#">Excellent Endings Anchor Chart</a></p> <p><a href="#">Student-Friendly Checklists</a></p> <p><a href="#">Rain Writing Prompt</a></p>		
<b>Activating Strategy:</b>		
<p>We’ve been learning how researchers use a question to help them gather facts about a topic. Today we will use the writing process to organize our facts about rain so we can share what we have learned with others.</p>		
<b>Prerequisite Vocabulary</b>		
<p><b>Introduction:</b> Students have been taught how to write an introduction through the writing process. Refer to the anchor chart on “<a href="#">How to Hook Your Reader</a>” for different types of leads.</p> <p><b>Closing:</b> Students have also learned how to write an effective closing. Refer to the anchor chart on “<a href="#">Excellent Endings</a>” for different ways to end a piece of writing.</p>		
<b>Lesson Instruction:</b>		
<p><b>Learning activity 1</b> (50 min.)</p> <ol style="list-style-type: none"> <li>1. Share the writing prompt about rain with students. Reread the paraphrased notes on the In Your Own Words charts. Use this</li> </ol>	<p>Graphic Organizer:</p>	

information to explain the different types of rain and where it comes from.

2. Give students the Student-Friendly [Informative Writing Checklist](#). Read aloud and discuss as a class.
3. Call students attention to the In My Own Words charts from the previous activities. Point out that the introduction and closing have not been paraphrased. Refer to the class chart, [How to Hook Your Reader](#), for ideas on how to write a lead for the prompt. Model a possible introduction for a piece that addresses the prompt. Students may copy yours or create their own on their lined paper.
4. Have students look back at the prompt. Model this Think-Aloud: “This prompt is asking me to tell about different kinds of rain and where rain comes from. I would like to explain where rain comes from first so I will look at my notes to find information about that part. This first story, *Down Comes the Rain*, tells a lot about where rain comes from and how it is made so I will look at those notes first.”
5. Using the [In Your Own Words chart for Down Comes the Rain](#), model for students how to reread your notes and find facts that go together. Then record these facts on your lined paper. Remind them to write in complete sentences.
6. Before students begin working on their own, remind them to read all of their notes from the [Down Comes the Rain chart](#). When they are finished, they should read the [chart for When a Storm Comes Up](#) to find any facts about where rain comes from to add to their piece of writing.
7. Teacher will walk around the room and conference with students, providing support as needed.

## How to Hook Your Reader

**How to Hook Your Reader**  
 An on-demand strategy  
 Grade: 5-8  
 Focus: Writing

**Begin with a hook**  
 Hook is the opening line of a piece of writing. It is the first line that catches the reader's attention. It is the first line that makes the reader want to read more.

**Point a picture with words**  
 Use descriptive words to create a picture in the reader's mind. Use sensory details to describe a scene or a person.

**Use a simile or metaphor**  
 Use a simile or metaphor to compare two things that are not alike. This helps the reader understand the author's point of view.

**Use a rhetorical question**  
 Use a rhetorical question to make the reader think. This is a question that does not have an answer, but it is used to make a point.

## In My Own Words

**Down Comes the Rain**

Text	In My Own Words
1. How comes rain comes? It comes from big clouds. I saw this cloud. It seemed like a giant cloud, with clouds, and it got clouds.	
2. All clouds are big and they come, some are big and some are small. The water in clouds is called rain. The clouds are called clouds because they are big and small.	
3. How does the sun makes the water evaporate. The water changes from a liquid to a gas, and the water goes back into the air.	

## In My Own Words

**When a Storm Comes Up**

Text	In My Own Words
1. It feels good to be out in the sun. The sun is warm and it feels good. The sun is warm and it feels good. The sun is warm and it feels good.	
2. A storm is a cloud that is big and it comes. The water in clouds is called rain. The clouds are called clouds because they are big and small.	
3. How does the sun makes the water evaporate. The water changes from a liquid to a gas, and the water goes back into the air.	

## Excellent Endings

**How to Write Excellent Endings**

**Revisit your reader of the beginning**  
 And when you see this sun for a glass of milk, he's going to want a cookie to go with it.  
 If You Give a Mouse a Cookie. [Read it!](#)

**Write a closing**  
 The day I've spent with the best will stay for me as long as for of who may believe. [The Fair-Deers, You Will!](#)

**Tell something important**  
 When you see what you see, the things you see are the things you see. They are the things you see. [The Fair-Deers, You Will!](#)

**Ask a question**  
 Who would have guessed that reading could be so much fun? [The Fair-Deers, You Will!](#)

Assessment Prompt for LA 1: Partner Talk- What makes the introduction an effective lead?

**Learning activity 2 (50 min.)**

1. Display [In My Own Words graphic organizers](#) from previous activity along with the prompt. Review the prompt from the previous day and remind them that they had already responded to the part about where rain comes from.
2. Today, they will answer the second part of the prompt about different types of rain. Use the following Think-Aloud: "As we look at both texts, we can see that our notes for *When a Storm Comes Up* are mostly about different types of rain. That will help us write about that part of the prompt."
3. Model by beginning with section #3 of *When a Storm Comes Up*. Read aloud the notes and record your thoughts on the lined paper. Students may copy your response or record their own.
4. Working on their own, have students read their notes and write about the different types of rain on their lined paper. Remind them to write in complete sentences.
5. Teacher walks around and assists as needed.

Assessment Prompt for LA 2: Using lined paper and the [In Your Own Words charts](#), record facts about the different types of rain.

**Learning activity 3 (50 min.)**

1. Remind students that a good piece of writing needs a closing. Refer to the class chart, [Excellent Endings](#), for ideas on how to write a closing for the prompt. Reread the closing from both texts and then model how to write your own. Again, students may copy yours on their lined paper or create their own.
2. Give students a copy of the Student-Friendly [Informative Writing Checklist](#). Model how to use the checklist to look back over their own writing to see if they included all the parts of a good piece of informative writing.
3. Give students a copy of the [Editing Checklist](#). Model how to use the checklist to edit their writing.

**Informative Writing Checklist**

Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Informative Writing Checklist**

	Did I do it like a first grader?	Not Yet	Yes!
Direct	I taught my readers about a topic.		
Lead	In the beginning, I named my topic and got my reader's attention. (Introduction)		
Elaborate	I put facts in my writing to teach people about my topic.		
Ending	I wrote an ending. (Closing)		

**Editing Checklist**

Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Editing Checklist**

	Did I do it like a first grader?	Not Yet	Yes!
Organize	I used all of these ideas and put them in order. (Introduction)		
Organize	I used the thoughts to help me write.		
Organize	I used a closing to help me finish.		
Organize	I used a topic sentence to help me start.		

**Writing Prompt**

**Main Writing Prompt**

Reread the paraphrased notes on the [In Your Own Words charts](#). Use this information to explain the different types of rain and where it comes from.

Use the Informative Writing Checklist to help you with your writing.

Assessment Prompt for LA 3: <u>Partner Talk</u> - Share your closing with a partner. Use the following sentence starter to respond to your partner's closing: It was a good closing because . . . OR You could make it better by . . .	
--	--

**Summarizing Strategy:**

Partner Talk- Discuss the following question with your partner: How did we use information gathered from nonfiction texts to inform others about a topic?

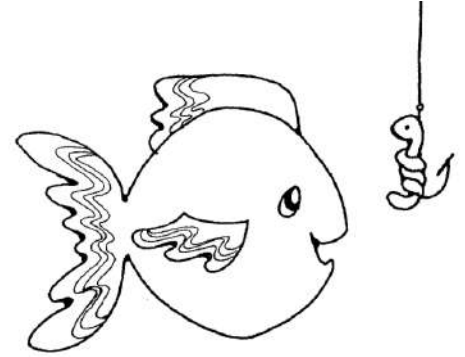
**Teacher Notes:**

**Formative Assessment**

Depending on the time of year, students may need additional practice with writing leads and endings. Based on the results of the prompt, small groups may need additional practice in locating details that answer the prompt.

# Appendix D

# How to Hook Your Reader



## Writing Good Leads

Writers try to create leads that will grab their readers. The lead often gives the reader a clue about what will happen in the story.

### Ask an interesting question

What are too small to see . . . but can have the power to make you sick? Germs!  
(*Germs Are Not for Sharing*, Verdick)

How does a dinosaur say good night when Papa comes in to turn off the light?  
(*How Do Dinosaurs Say Good Night?*, Yolen and Teague)

### Begin with dialogue

"Where's Papa going with that ax?" said Fern to her mother as they were setting the table for breakfast.

"Out to the hog house," replied Mrs. Arable. "Some pigs were born last night."  
(*Charlotte's Web*, E.B. White)

"Is your mama a llama?" I asked my friend Dave. (*Is Your Mama a Llama?*, Guarino)

### Paint a picture with words

Harry was a white dog with black spots who liked everything, except . . . getting a bath. (*Harry the Dirty Dog*, Zion)

Grandfather taps on her bedroom door. "Are you up?" he calls softly. "It's time!" Sadie kicks at the worn pink blanket, and the toasty sheet with stripes. Her feet skim the cold wood floor as she races for the rocker, and the woolen knee socks she left hanging the night before. (*The Crack of Dawn Walkers*, Hest)



### **Tell your reader something interesting**

My name is Ora Mae Cotton of Crabapple Orchard, and last night somebody stole my tooth. (*Airmail to the Moon*, Birdseye)

The day Helen gave Martha dog her alphabet soup, something unusual happened. (*Martha Speaks*, Meddaugh)

# How to Write Excellent Endings

## Remind your reader of the beginning

And chances are if he asks for a glass of milk, he's going to want a cookie to go with it.

*(If You Give a Mouse a Cookie, Numeroff)*

## Strong feelings

Though I've grown old, the bell still rings for me as it does for all who truly believe. *(The Polar Express, Van Allsburg)*

## Tell something important

Wherever I go, whatever I do, every minute of the day, my senses are working. They make me aware.

*(My Five Senses, Alike)*

## Ask a question

Who would have guessed that reading could be so much fun?

*(Miss Smith's Incredible Storybook, Garland)*

## Rain Writing Prompt

Directions: Use your notes from our research on rain to help you explain the different types of rain and where rain comes from.


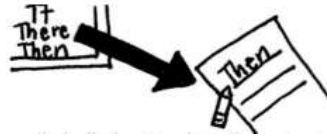
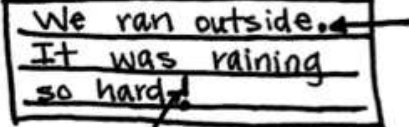
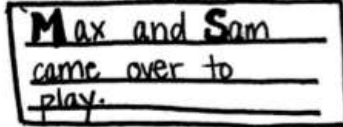
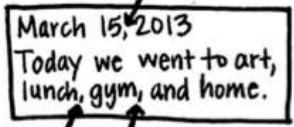
Use the Informative Writing Checklist and Editing Checklist to help you with your writing.

Think about –

- where rain comes from
- the different types of rain that you read about



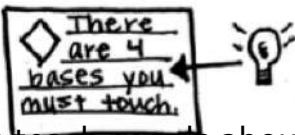

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## Editing Checklist

	Did I do it like a first grader?	Not Yet	Yes!
Spelling	 <p>I used all I know about words and word chunks (-at, -op, -it, . . . ) to help me spell.</p>		
	 <p>I used the Word Wall to help me spell.</p>		
Punctuation	 <p>I ended sentences with punctuation.</p>		
	 <p>I used a capital letter for names.</p>		
	 <p>I used commas in dates and lists.</p>		

Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Informative Writing Checklist

	Did I do it like a first grader?	Not Yet	Yes!
Overall	 <p>I taught my readers about a topic.</p>		
Lead	 <p>In the beginning, I named my topic and got my reader's attention. (Introduction)</p>		
Elaboration	 <p>I put facts in my writing to teach people about my topic.</p>		
Ending	 <p>I wrote an ending. (Closing)</p>		

# Appendix E



# ELA

## Text-Based Writing

### Prompt

### Grade 1

#### First Grade Task

Pay close attention to the key details you restated from the texts. Use these details to help you describe three types of clouds and how they are important to life on Earth. Be sure to include an introduction and a closing.

Use the [Informative Writing Checklist](#) and the [Editing Checklist](#) to help you with your writing.

## Shapes in the Sky

Text	In My Own Words
<p>What makes a cloud?            Clouds are made of trillions of tiny water droplets and ice crystals. These droplets and crystals hang in the air. They are so light that even the smallest breeze can keep them from falling to the earth. Clouds can look as solid as mountains, but they are as light as smoke.</p>	
<p><b>Cumulus Clouds</b>            Scientists have names for different types of clouds. Cumulus clouds are full and puffy. They are piled up like heaps of whipped cream. They often appear on summer days.</p>	
<p><b>Stratus Clouds</b>            Stratus clouds hang low in the sky. They hide the</p>	



<p>tops of hills and tall buildings. Stratus clouds often appear in the winter. They can bring raindrops or flakes of snow.</p>	
<p><b>Cirrus Clouds</b>  When a cloud rises very high, it reaches cooler air. If the air is cool enough, the water droplets inside the cloud freeze into tiny ice crystals. Trillions of these crystals hang together and form cirrus clouds.</p> <p>Cirrus clouds float high in the air, sometimes above the other clouds. They can look as wispy as feathers. They can curl like lizard tails.</p>	

## Clouds

Text	In My Own Words
<p>You can learn a lot from looking at clouds. The shape of clouds and whether they are dark or bright can tell you how high they are and what kind of weather they will bring.</p> <p>All clouds are made of water and particles of dust too small to see.</p>	
<p>If there were no clouds, Earth would be a very different place. Clouds are important to everything that lives and grows here. They bring the rain all plants and animals need.</p>	
<p>If there were no clouds, there would be no rain. Nothing could live. If there were no clouds to hide the sun, Earth would become very hot during the day and very cold</p>	

<p>during the night. The temperature change would be too much for most plants and animals to live and grow.</p>	
<p>More than half of Earth is always covered with clouds, even though you may not see any where you live. But somewhere else on Earth someone else is looking at clouds in the sky above.</p>	



## Text Complexity Analysis of *Shapes in the Sky* by Josepha Sherman

Recommended Complexity Band: 2-3

### Qualitative Measures

**Meaning/Purpose:** (Briefly explain the levels of meaning (Literary Text) or purpose (Informational text).)

The purpose of the text is explicitly stated and revealed early in the text.

**Text Structure:** (Briefly describe the structure, organization, and other features of the text.)

The organization of the text is clear and easy to predict. The text features such as table of contents and chapter headings make the text easier to navigate. The glossary, index and additional recommended resources in the back of the book, appendix, support the text and could enhance the reader's understanding of the content, if used.

**Language Features:** (Briefly describe the conventions and clarity of the language used in the text, including the complexity of the vocabulary and sentence structures.)

Sentences are mainly simple and the text is easily understood with some examples of figurative language. Vocabulary is somewhat complex with Tier 3 vocabulary specific to cloud names (cumulonimbus, etc.).

**Knowledge Demands:** (Briefly describe the knowledge demands the text requires of students.)

Contains everyday practical knowledge about clouds and weather with some discipline-specific content knowledge.

### Recommended Placement

Briefly explain the recommended placement of the text in a particular grade band.

I would recommend the current placement of the 2-3 grade band due to the content-specific vocabulary and the use of figurative language.

### Text Description

Briefly describe the text. The text describes basic cloud types and how they are formed. It also includes an experiment for students to try at home.

### Quantitative Measure

**Complexity Band Level** (provide range):  
Grade Band 2-3

**Lexia or Other Quantitative Measure of the Text:**

Lexia Score: 660

ATOS Book Level: 2.8

### Considerations for Reader and Task

Below are factors to consider with respect to the reader and task (See attached guiding questions to assist each teacher in filling out this section for his or her own class):

#### Potential Challenges this Text Poses:

The content-specific cloud terms may be a challenge for the students.

#### Major Instructional Areas of Focus (3-4 CCS Standards) for this Text:

K-5 (R2)

#### Differentiation/Supports for Students:

Use photographs to support vocabulary acquisition.

Preview background knowledge.

Optional: Created by \_\_\_\_\_ (name, state, e-mail, date) Revises by \_\_\_\_\_ (name, state, e-mail, date)



# Text Complexity Analysis of Clouds

by Anne Rockwell

Recommended Complexity Band: 2-3

## Qualitative Measures

**Meaning/Purpose:** *(Briefly explain the levels of meaning (Literary Text) or purpose (Informational text).)*

The purpose of the text is obvious and revealed early in the text.

**Text Structure:** *(Briefly describe the structure, organization, and other features of the text.)*

The organization of the text is evident and the use of graphics directly supports the text.

**Language Features:** *(Briefly describe the conventions and clarity of the language used in the text, including the complexity of the vocabulary and sentence structures.)*

Sentences are mainly simple. Content-specific vocabulary is challenging but is supported by illustrations and explanations in the text.

**Knowledge Demands:** *(Briefly describe the knowledge demands the text requires of students.)*

Contains everyday practical knowledge about weather and some discipline-specific content knowledge.

## Text Description

**Briefly describe the text:** This informative text provides a rather in-depth description of clouds and the types of weather with which they are associated. Colorful illustrations add to the reader's understanding of the text.

## Quantitative Measure

**Complexity Band Level (provide range):**

Grade Band 2-3

**Lexile or Other Quantitative Measure of the Text:**

Lexile Score: 750

ATOS Book Level: 4.0

## Considerations for Reader and Task

Below are factors to consider with respect to the reader and task (See attached guiding questions to assist each teacher in filling out this section for his or her own class):

**Potential Challenges this Text Poses:**

While the concept of clouds is simple, the scientific names for the different types may be a challenge for students.

**Major Instructional Areas of Focus (3-4 CCS Standards) for this Text:**

K-5 (R2)

**Differentiation/Supports for Students:**

Use photographs to support vocabulary acquisition

Preview background knowledge

## Recommended Placement

**Briefly explain the recommended placement of the text in a particular grade band.**



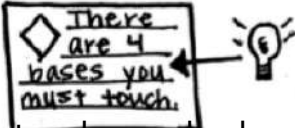

Although the focus of the text is simple and straight forward, the content-specific vocabulary keeps this text in the grade 2-3 band.

Optional: Created by \_\_\_\_\_ (name, state, e-mail, date) ~~Revised~~ by \_\_\_\_\_ (name, state, e-mail, date)

Name: \_\_\_\_\_

Date: \_\_\_\_\_


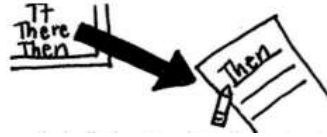
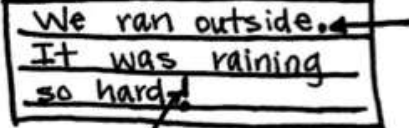
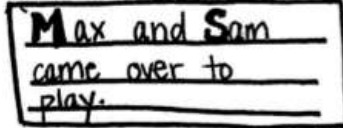
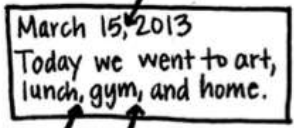
### Informative Writing Checklist

	Did I do it like a first grader?	Not Yet	Yes!
Overall	 <p>I taught my readers about a topic.</p>		
Lead	 <p>In the beginning, I named my topic and got my reader's attention. (Introduction)</p>		
Elaboration	 <p>I put facts in my writing to teach people about my topic.</p>		
Ending	 <p>I wrote an ending. (Closing)</p>		

Name: \_\_\_\_\_

Date: \_\_\_\_\_

### Editing Checklist

	Did I do it like a first grader?	Not Yet	Yes!
Spelling	 <p>I used all I know about words and word chunks (-at, -op, -it, . . . ) to help me spell.</p>		
	 <p>I used the Word Wall to help me spell.</p>		
Punctuation	 <p>I ended sentences with punctuation.</p>		
	 <p>I used a capital letter for names.</p>		
	 <p>I used commas in dates and lists.</p>		

**Informative/Explanatory Writing Rubric  
Grade 1**

<b>Score of 4 – Above Grade Level</b>	<b>Score of 3 – On Grade Level</b>	<b>Score of 2 – Approaching Grade Level</b>	<b>Score of 1 – Below Grade Level</b>	
<p>The writing –</p> <ul style="list-style-type: none"> <li>introduces the topic (2W2)</li> <li>provides a concluding statement or section (2W2)</li> </ul>	<p>The writing –</p> <ul style="list-style-type: none"> <li>names the topic (1W2)</li> <li>provides some sense of closure (1W2)</li> </ul>	<p>The writing –</p> <ul style="list-style-type: none"> <li>attempts to name the topic</li> <li>attempts to provide some sense of closure</li> </ul>	<p>The writing –</p> <ul style="list-style-type: none"> <li>makes little or no attempt to name the topic</li> <li>makes little or no attempt to provide some sense of closure</li> </ul>	<p>Organization/ Purpose</p> <p>2 x _____ = _____</p>
<p>The writing –</p> <ul style="list-style-type: none"> <li>uses facts and definitions to develop points (2W2)</li> <li>uses information from experiences or provided sources (2W8)</li> </ul>	<p>The writing –</p> <ul style="list-style-type: none"> <li>supplies some facts about the topic (1W2)</li> <li>uses information from experiences or provided sources, with guidance and support from adults (1W8)</li> </ul>	<p>The writing –</p> <ul style="list-style-type: none"> <li>attempts to supply some facts about the topic</li> <li>attempts to use information from experiences or provided sources, with guidance and support from adults</li> </ul>	<p>The writing –</p> <ul style="list-style-type: none"> <li>makes little or no attempt to supply some facts about the topic</li> <li>makes little or no attempt to use information from experiences or provided sources, with guidance and support from adults</li> </ul>	<p>Evidence/ Elaboration</p> <p>2 x _____ = _____</p>
<p>The writing –</p> <ul style="list-style-type: none"> <li>demonstrates a command of grade-level appropriate standard English grammar, usage, and conventions (2L1-2)*</li> <li>has errors that do not interfere with understanding (2L1-2)*</li> </ul>	<p>The writing –</p> <ul style="list-style-type: none"> <li>demonstrates a command of grade-level appropriate standard English grammar, usage, and conventions (1L1-2)*</li> <li>has errors that do not interfere with understanding (1L1-2)*</li> </ul>	<p>The writing –</p> <ul style="list-style-type: none"> <li>attempts to demonstrate a command of grade-level appropriate standard English grammar, usage, and conventions</li> <li>has errors that may interfere with understanding</li> </ul>	<p>The writing –</p> <ul style="list-style-type: none"> <li>makes little or no attempt to demonstrate a command of grade-level appropriate standard English grammar, usage, and conventions</li> <li>has errors that interfere with understanding</li> </ul>	<p>Language/ Conventions</p> <p>1 x _____ = _____</p>

Non-scorable responses: insufficient information and/or blank paper, copied text, in language other than English, off topic, off purpose

\*Conventions Chart p. 2



## CONVENTIONS CHART GRADE 1

Spelling	Capitalization	Punctuation	Grammar Usage	Sentence Completion
<ul style="list-style-type: none"> <li>• Print all upper and lowercase letters (1L1a)</li> <li>• Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words (1L2d)</li> <li>• Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions (1L2e)</li> <li>• Correctly spell words at grade level and below</li> </ul>	<p>Capitalize</p> <ul style="list-style-type: none"> <li>• Dates and names of people (1L2a)</li> </ul>	<ul style="list-style-type: none"> <li>• Use end punctuation for sentences (1L2b)</li> <li>• Use commas in dates and to separate single words in a series (1L2c)</li> </ul>	<p>Nouns:</p> <ul style="list-style-type: none"> <li>• Use common, proper, and possessive nouns (1L1b)</li> <li>• Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop) (1L1c)</li> </ul> <p>Verbs:</p> <ul style="list-style-type: none"> <li>• Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walked home, Tomorrow I will walk home) (1L1e)</li> </ul> <p>Adjectives:</p> <ul style="list-style-type: none"> <li>• Use frequently occurring adjectives (1L1f)</li> </ul> <p>Pronouns:</p> <ul style="list-style-type: none"> <li>• Use personal, possessive, and indefinite pronouns (e.g., I, me, my, they, them, their, anyone, everything) (1L1d)</li> </ul> <p>Determiners:</p> <ul style="list-style-type: none"> <li>• Use determiners (e.g., articles, demonstratives) (1L1e)</li> </ul> <p>Conjunctions:</p> <ul style="list-style-type: none"> <li>• Use frequently occurring conjunctions (e.g., and, so but, so, because) (1L1g)</li> </ul>	<ul style="list-style-type: none"> <li>• Produce and expand simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts (1L1j)</li> </ul>

**Below Level (10)**

Organization/Purpose (4)

The student names the topic by stating "You can learn about clouds". However, there is little to no attempt at closure.

Evidence/Elaboration (4)

The student inconsistently elaborates on the topic using some relevant facts from provided sources.

Language/Conventions (2)

The spelling, punctuation errors and sentence formation may interfere with understanding.

You can lerne abot clouds  
by loeking at a  
clouds Shap clouds  
are Fun to look  
at fillins of fine  
water droples  
beeze can keep them  
clouds can look as salt  
clouds are mad of  
water if ther  
w/ no clouds the  
w/ld. w/ld be  
differ + plas will not  
get water

All about clouds  
clouds are bright and  
dark. clouds are  
important to  
animals. earth  
would be very hot  
with out rain. earth  
is half covered with  
clouds. clouds are  
made of water the  
breeze can hang  
the crystals.  
different cumulus  
cloud are full heaps  
of whipped cream.

stratus clouds hang  
low in the sky clouds  
appear in the winter  
they bring snowflakes.  
ice crystals hang  
together and form  
cirrus clouds. clouds  
are important to  
everything

### On Level (14)

Organization/Purpose (6) The student named the topic using a title "All About Clouds" and provided a sense of closure, saying that clouds are important to everything.

Evidence/Elaboration (6) The student provides some facts about the topic and uses information from provided sources.

Language/Conventions (2) The student has some sentence formation and convention errors that may interfere with understanding.

Did you know that there are lot of types of clouds well your going to know right now? Earth needs clouds or else plants can die. Clouds are built of trillions of tiny water droplets. The droplets hang, crystals do too. Clouds sometimes look like there very light or solid. Cumulus are puffy like heaps of whipped cream. Sometimes they don't go in the skies on summer days. Another kind of cloud is stratus. Stratus clouds come in the winter. They can make rain or snow. There are clouds that float high in the sky where its very cold. They may look wispy or curly. They are called cirrus clouds.

The clouds bring the rain that we need animals & plants need. If clouds were not on Earth nothing would live. Earth would be very hot, it would be cold at night. A lot of Earth has a bunch of clouds around it! Look outside. There's lots and lots of clouds out there on Earth today. If you look out there you might see something it might be clouds!!!

### Above Level (20)

Organization/Purpose (8) The student introduces the topic and provides a sense of closure.

Evidence/Elaboration (8) The student supplies facts and definitions from the provided sources to develop her point.

Language/Conventions (4) The student demonstrates a command of grade-level appropriate standard English grammar usage and conventions. There are no errors that interfere with understanding.

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