

Informative/Explanatory: All-About Unit Introduction

NOTE

Common Core State Standards are listed in Table of Contents after each lesson title as well as on actual lesson pages. Sometimes, in the process of revising, original lessons were deleted or moved and new lessons added. Lesson numbers were not changed, but the pages were renumbered to be sequential in each unit.

Unit Overview:

This project involves writing informational text without the need to do research. Students will choose topics that they already know about for this project. Topics such as my family, pets, sports, hobbies, games, friends, and thematic units—rocks, insects, and farm animals—are popular. While the unit does not have a formal end of unit writing celebration, you may wish to have your students publish their All-About pieces and add them to your classroom library.

Although not a requirement of the Common Core, you may want your students to write an All-About Book that includes a table of contents, at least three sections with headings, pictures with captions, and a cover with the title and author's name. If you would like to do this, you will need to teach Lesson 4 multiple times as well as add Lessons 3 and 9.

Student Goals for this Unit:

1. Students will organize information about a familiar topic.
2. Students will write an informational text including three or more facts and provide a sense of closure.
3. Students will correctly use pronouns.

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Informative Writing: All-About (1)

Defining All-About Text and Brainstorming Topics

Minilesson Teaching Point: Define All-About text and brainstorm topics.

[TIP: As you are reading informational texts with students during literacy times, point out features of these texts.]

Standard(s):

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.

Prior to this lesson, make sure you have exposed students to All-About text i.e. classroom magazines (Scholastic News, Weekly Reader, National Geographic Kids, Time for Kids), nonfiction leveled readers, PPS Science kit libraries, Gail Gibbons texts, etc.

Materials:

- Chart paper and markers
- All-About/informational texts that students are familiar with (Non-fiction texts that accompany the first grade science kit library are excellent resources and there is a list of All About books available from the Multnomah County Library at the end of this unit. Try asking your school librarian for a collection of All-About books.)
- SF First Grade Big Book: Walk Around a City by Peter and Connie Roop
- SF First Grade Big Book: Orville and Wilbur Wright by Ann Gaines
- SF Unit 3 Anthology p. 115 & p.137 has examples of captions and labeled diagrams

Connection:

*“Today we are going to start thinking about **All-About texts**. We’ve been learning about all sorts of things this year and you’ve all grown as writers. I bet we can write a sophisticated “All About” text like some of these that we’ve read.”* (Hold up informational books from the year). *“Let’s look at some of the texts we’ve read this year to help us get an idea of what our “All About” text should look like.*

Teach (modeling):

Show Walk Around a City or Orville and Wilbur Wright pausing to point out these features:

- Table of contents
- Labeled diagram (Walk Around a City, p. 7; SF Unit 3 Anthology p. 115 & p. 137)
- Picture with caption
- Headings
- Glossary

“Do you notice how these books have information all on the same subject? Orville and Wilbur Wright has information about flying and airplanes, but everything in this book has to do with the two Wright brothers. Walk Around a City has a lot of information about places and getting around, but everything has to do with a city.”

Share a few of your own personal ideas with the class before Active Engagements. *“I know a lot about raising ducks, knitting, putting on a play . . .”*

ELD: Point to examples of tables of content, diagrams and headings in books as they are mentioned.

Active Engagement (guided practice):

“As writers, let’s think about topics we already know a lot about. Close your eyes and tell yourself, in your private voice, something you know a lot about. Raise your hand to share your idea.” Have students share topics and record their ideas on a chart students can refer to and add to throughout this unit. *“Choose a topic you know at least three facts about. Turn and talk with your partner and tell at least three facts about your topic.”*

Optional: Provide different all-about texts to partners and have them explore, looking for different features. See attached page for features of all-about text. As partners are exploring, point out features and give a name to each if students are unable.

Bridge to Independent Practice:

“Writers write about what they know. Today you might want to make a list of even more topics you know about, or you may want to start writing about your topic.”

Conferring:

For students who are having a hard time thinking of a topic: *“Remember what we have studied in Science and in books this year. Is there a book in our class collection that could help you think of a topic?”*

Closure:

Three to five students share their topics and/or sentences they have written. You may want to add some topics to the chart.

Reflection:

Resources & References:

All-About Books

- teach about one topic
- may have a table of contents
- may begin each section with a heading
- may have labeled diagrams
- may have captions under pictures
- may include an index
- may include a glossary

Informative Writing: All-About (2) Using a Detail Web

Minilesson Teaching Point: Using a detail web.

Standard(s):

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.

Prior to this lesson, make sure you have exposed students to All-About texts, i.e. classroom magazines (Scholastic News, Weekly Reader, National Geographic Kids, Time for Kids), nonfiction leveled readers, PPS Science kit libraries, Gail Gibbons texts, etc.

Materials:

- Teacher-sized Topic Detail Web (enlarge 8½ x11 to 11x17 or draw larger on chart)
- Class set of Topic Detail Webs for students to fill out (sample follows this lesson)
- Chart paper and markers
- Familiar informational text selections

Connection:

“Yesterday we looked at some non-fiction books to see what kind of information they included and we started to think of topics that we could write about. Some of you even began writing about a topic that you know all about!”

Teach (modeling):

*“Sometimes as writers we want to write a piece and we either have too much or too little to say about it. To write our ‘All About’ pieces we’ll use a **detail web** to make sure we know enough information about a topic to write about it.”* Model reading over the list of topics from Lesson 1 brainstorming session. Choose a topic (something broad). *“I think I’ll write about putting on a class play. I’ll write my topic in the center of my web.”*

Model brainstorming at least four pieces of information for the topic and write each one on a separate spoke on teacher-sized web. Point out that it is not necessary to fill all six spokes but that you need to have at least three details and four or five would be better.

Model making a web that doesn’t have enough details and how to fix it:

“Sometimes I can only think of one or two things to say about a subject but it is something I really wants to write about. When this happens, I need to expand the topic by thinking, ‘what topic is similar to the one I have chosen? What else can I write?’ For example, if I had decided to write about pebbles but I could only think of one thing to say: ‘Pebbles are small rocks.’ Then I would need to ask myself, ‘what topic is similar to pebbles?’ Immediately I would know that I could write about rocks. I learned about rocks when we studied rocks, sand and silt! So my topic would

change from being just about ‘pebbles’ to being about ‘rocks.’ I could still have a section on pebbles in my finished piece.”

ELD: Use sketches next to text in detail web.

Active Engagement (guided practice):

Create another web together using a topic from yesterdays’ list such as pets, a sport, camping, playing an instrument, swimming and so on. Have students tell you what to write on the web. Model expanding the topic if necessary.

If it feels like students need more experience webbing, complete another detail web together.

Bridge to Independent Practice:

“Writers, today make sure you fill out your detail web with information about the topic you are going to write about. When you’re finished with your web, you may write about your topic.” Popcorn share topics.

Students who have selected a topic can leave the carpet and begin filling out a detail web and then continue writing. Students who need help selecting a topic stay on the carpet with teacher who continues brainstorming topics and adding them to the list until all students have a topic to write about.

Conferring:

Help students choose a topic. Check to make sure students know enough details about the topic to complete the detail web. Do the details support the central topic?

Closure:

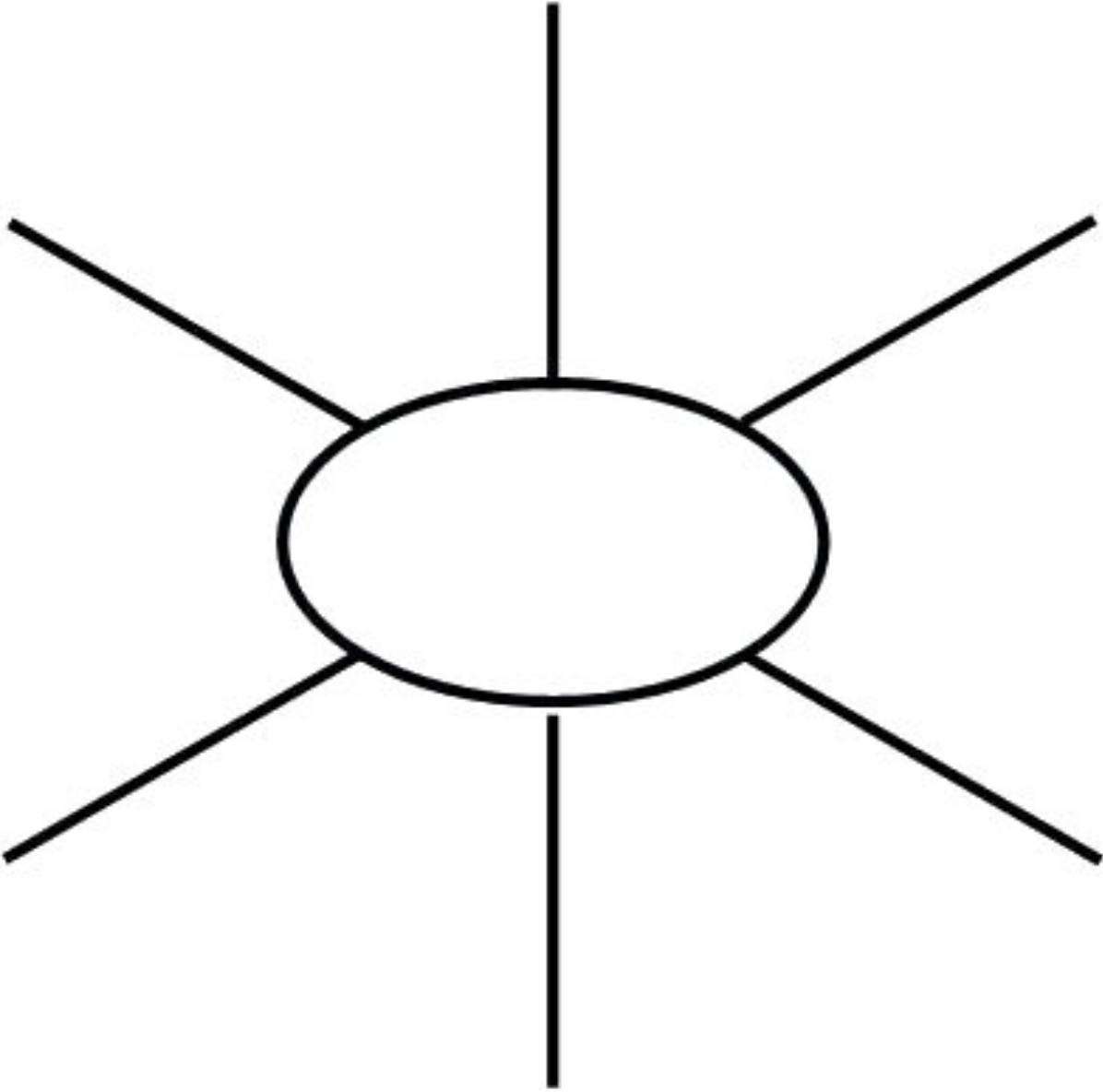
Three to five students share their webs or their writing with group.

Reflection:

Resources & References:

Name: _____

Date: _____



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Informative Writing: All-About (4a)

Model Process for Writing All About

Minilesson Teaching Point: Model process for writing All-About text

Standard(s):

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.

L.1.2.a. Capitalize dates and names of people.

Materials:

- Chart paper and markers
- Detail webs from previous lessons
- Paper choices

Connection:

*“We have talked about how authors pick a **topic** and decide on the important information they want to share with the reader. Today I’m going to share with you how I get started writing an All-About text.”*

Teach (modeling):

“I am going to use the detail web we created yesterday about putting on a class play.”

Show the **detail web**. Think aloud, showing how you double check to see if there are at least three facts relating to the topic.

“We’re ready to write about our class play.”

(If you feel it might be an issue, demonstrate choosing not to include a thought that is an opinion. Stick to the facts.)

ELD: Point to the topic list and details as you talk about them.

Active Engagement (guided practice):

Model Writing title (i.e. Class Play) and the author’s name on the top of the paper you have chosen for your All-About piece. *“I want to make sure that I capitalize the first letter of each word in the title. I also want to make sure I capitalize only the first letter in my name.”*

Have students choose a detail from the detail web. Then have students turn and talk with a partner about what you could write about that detail. Choose one statement and model writing it as part of the All-About text you are writing. Pay attention to whether students are able to stay on topic and use facts rather than opinions. Reteach as necessary.

Bridge to Independent Practice:

“As you go off to write today, make sure you have enough details on your web. Then you may begin writing your All-About piece like I did today.”

Conferring:

By this time students should have chosen a topic and be working on All-About writing. Encourage and support as appropriate for each student. Double check with students that they have written the title and author’s name on the top of their piece.

Closure:

Select a few samples that show a strong start and share them with the group.

Reflection:**Resources & References: (adapted from, acknowledgments)**

Informative Writing: All-About (5a)

Providing a Sense of Closure

Minilesson Teaching Point: Providing a sense of closure.

Standard(s):

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.

Materials:

- The All-About piece you wrote in Lesson 4a

Connection:

“Writers, yesterday you worked on writing your All-About pieces. Today we will make sure we have provided our readers with a sense of closure. We will reread our writing and check to make sure that we have included all of the facts we know. We will also reread and make sure that we have NOT included any opinions or feelings. For example, I like my hamster. He is so cute.”

Teach (modeling):

Model rereading the All-About piece you wrote yesterday. Then show the detail web. Guide the students in checking to make sure that you have included a factual sentence for each detail on your web.

ELD: use sketches next to the text on the web to illustrate the meaning of the text.

Active Engagement (guided practice):

Have students take out their All-About pieces and their detail webs. Guide them in rereading each sentence to make sure it is a fact. Then have them check their detail web to make sure that each detail is included in their All-About texts.

Bridge to Independent Practice:

“As you go off to write today, make sure to change any feeling sentences to fact sentences and add any of the details you have not yet written.”

Conferring:

Assist students as needed. Gather small groups of students who are struggling with similar issues.

Closure: Select a few students to share how they changed feeling sentences or added details to their All-About pieces.

Reflection:

Resources & References: (adapted from, acknowledgments)

Informative Writing: All-About (6) Using Pronouns

Minilesson Teaching Point: Using pronouns correctly.

Standard(s):

L.1.1.d. Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their; anyone, everything).

Materials:

- Chart paper and markers
- A sample paragraph you have written that includes pronouns and possessive pronouns and one that has pronouns without the nouns first. (See Examples #1 and #2 on the next page.)
- Optional: Pronoun Chart (see sample following this lesson)
- Optional: Preread a book about pronouns such as Mine, All Mine: A Book About Pronouns by Ruth Heller or I and You and Don't Forget Who: What Is A Pronoun? By Brian Cleary

Connection:

*“Writers, in reading some of your pieces I am becoming confused because writers are starting sentences with **pronouns**. I wonder who or what the writer is talking about!”*

Teach (modeling):

“Writers, have you noticed that when you're writing or speaking you don't always have to call things by their 'proper names'? We can use words like 'he', 'she', 'it' to name what we're talking about after we have named the noun. These words are called pronouns.”

*“Pronouns can be very useful so we don't have to repeat the same words over and over. We have to be careful how we use pronouns or our writing could become confusing to the reader. It's important to use a pronoun **only after** we've already named the noun.”*

“Let's look at this example (you may use Example #1 about field trips which follows this lesson) and see how many pronouns we can find. We will also try to find the noun that each pronoun is replacing.

Read the sample. Circle or highlight the pronouns as you find them. Make a list of the pronouns you found or refer to a pronoun chart to discuss the variety of pronouns. Talk about how a pronoun can be possessive and take the place of noun apostrophe 's' (instead of “Mark's” use “his”).

ELD: sketch visuals next to each pronoun on list. Refer back to list when reading the sample paragraph in the next section of lesson.

Active Engagement (guided practice):

Share another sample paragraph such as Sample #2 on the next page. *“Now help me identify the **pronouns** in my writing.”* (Highlight or circle as students identify the pronouns.) *“Can you tell who I am writing about in this piece?”* Take student responses

and then think aloud i.e. “*Here I used ‘they’ and you don’t know I mean my brothers, although you might be able to guess from the heading.*” (Cross out the pronoun and replace with noun.) “*Now I used ‘she’ so it can’t be my brothers. I actually meant ‘Mom.’*” (Replace ‘she’ with ‘Mom’). “*The next pronoun is also ‘she’ but now we know ‘she’ refers to Mom so I don’t need to change this one.*” See if students can find the next pronoun (them) and tell who it refers to. Continue through the piece having students find pronouns and tell you what they refer to. Have them point out where the noun is located in the piece.

Do more examples together as you deem appropriate for your students.

Bridge to Independent Practice:

“Writers, as you are writing today, see if you can find a good place to use a pronoun from our list. When you do use a pronoun, write your name on a sticky note and put it next to the pronoun you used on our list of pronouns.”

Conferring:

Notice how students are using pronouns. Pull a small group if appropriate for additional instruction. (See Note below.)

Closure:

Students who used a pronoun in their writing and put their name on a stickynote share their sentence with the class.

NOTE: In addition to personal pronouns, there are other pronouns that students will use in their writing. At this time there is no need to overwhelm them with the extra information about pronouns. If you have advanced writers who are ready for the information, teach it individually or small group. Also, you may find that when students are trying to decide if they have created a complete sentence, they may have used a pronoun for the subject and have difficulty identifying it as the subject.

Additional pronouns students may use include:

demonstrative pronouns: this, that, these, those

interrogative pronouns (to ask questions): who, whom, which, what and whoever, whomever, whichever, whatever

relative pronouns (to link phrases or clauses):. The relative pronouns are who, whom, that, which, whoever, whomever, whichever

indefinite pronouns (convey the idea of all, any, none, or some): all, another, any, anybody, anyone, anything, each, everybody, everyone, everything, few, many, nobody, none, one, several, some, somebody, someone

reflexive pronouns: myself, yourself, herself, himself, itself, ourselves, yourselves, themselves.

Reflection:

Resources & References: (adapted from, acknowledgments)

Pronoun Example #1

Field Trips

The students are excited about going on a field trip. They are going to a museum. The teacher says it will be fascinating to see items from long ago. She is planning to have them eat lunch at the park after their tour. She said each student has to bring his or her own lunch.

Pronoun Example #2

All About Brothers

They can be very sneaky and they like to bother me. She says they should leave me alone. She keeps a close eye on them because their ideas are so creative. Yesterday they dropped it out the second story window to see if it would land on its feet. Luckily it did!

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Pronouns

Subject	Predicate	Possessive
I	me	mine
you	you	yours
she	her	hers
he	him	his
it	it	its
we	us	ours
they	them	theirs

Subject: I went to the store.

Predicate: Mom went to the store with me.

Possessive: The book is mine.

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Informative Writing: All-About (8a) Pictures and Captions

Minilesson Teaching Point: Pictures and captions.

Standard(s):

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.

Materials:

- Chart paper and markers
- Captions poster-NOTE: At the end of this unit you will find text for the posters for headings, table of contents, diagrams, captions, glossary. You may enlarge these and then glue on photocopied examples for each topic, or you may choose to hand-write these key points on your chart as you create it with your students. If you are creating the chart with your students, photocopy the examples ahead of time so you have something to glue on!
- Examples of illustrations with captions from non-fiction texts used throughout the year (SF leveled readers, science kit libraries). Suggestion: SF Unit 5 Anthology Simple Machines, p. 114 and Ben's Great Ideas p. 194
- Pictures or photographs to write a caption with the whole group (large or on document camera) or an illustration/diagram you have prepared for the class example.

Connection:

*"Today we will look at how writers use pictures with words next to them to help readers understand the information. This is called writing a **caption**."*

Teach (modeling):

"Writers sometimes use pictures to tell readers more about their information. They also use words to tell about the picture. These words, the caption, are located next to or under the picture."

Now read through (or write) the poster sharing the examples that show captions.

Model drawing a simple picture on your All-About piece and writing a caption for it.

ELD: supported through labeled illustrations/photographs.

Active Engagement (guided practice):

Show another illustration or photograph and ask for volunteers to help compose a **caption** to explain the picture. Record **caption**.

Bridge to Independent Practice:

*“As you go to work today, writers, you may want to draw a simple picture and write a **captions** for your illustrations.”*

Conferring:

Help students write captions that actually relate to their picture.

Closure:

Gather students together. *“Raise your hand if you added a **caption** to a picture.”* Have three to five students share their captions.

Reflection:

Resources & References: (adapted from, acknowledgments)

Informative Writing: All-About (3) Headings (Optional)

Minilesson Teaching Point: Headings.

Standard(s):

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.

Materials:

- Chart paper and markers
- Teacher-sized Topic Detail Web from Lesson 2 (“Class Play” example follows this lesson)
- Headings poster- **NOTE:** At the end of this unit you will find text for the posters for headings, table of contents, diagrams, captions, glossary. You may enlarge these and then glue on photocopied examples for each topic, or you may choose to hand-write these **key points** on your chart as you create it with your students. If you are creating the chart with your students, photocopy the examples ahead of time so you have something to glue on!

Connection:

*“We know that in our **All About** pieces we want to teach our readers a lot of information about one topic. Professional authors have a smart way of organizing their information that makes it easier to learn. Today we’ll learn how to use **headings** to organize the **details** in our All About pieces.*

Teach (modeling):

*“When writers want to share or teach information, they organize the information so it’s easier to understand. They also tell the reader what they are going to learn about in each **section**, or part, before writing the details. We call this using a **heading**. A heading is a title writers put at the top of each section. Writers often use larger, bolder writing so the heading stands out. Writers may even use a different color or font for the heading.”* Now read through (or write) the poster sharing the examples that show larger, bolder headings above organized information.

Revisit one of the detail **webs** from Lesson 2. Model turning two or three of the details into headings.

ELD: supported through use of examples on Headings poster.

Active Engagement (guided practice):

Choose another detail web from Lesson 2 (or create a new one together choosing a topic from the list generated in Lesson 1). Have students help you choose three to five details from the web and turn them into headings. Let students demonstrate different ways to make the headings stand out (font, color, size, underline, box, etc.)

Bridge to Independent Practice:

*“Today, writers, as you work on your All-About piece, you may be ready to write a heading to let your readers know what they are going to learn about in that **section**. Remember to write the heading in a special way so it stands out.”*

Conferring:

Beware of students who want to spend all their time creating beautiful headings and never get around to writing the information for the section! Tell them they can write the headings differently, but they should add the special details and color when it is time to prepare for publishing.

Closure:

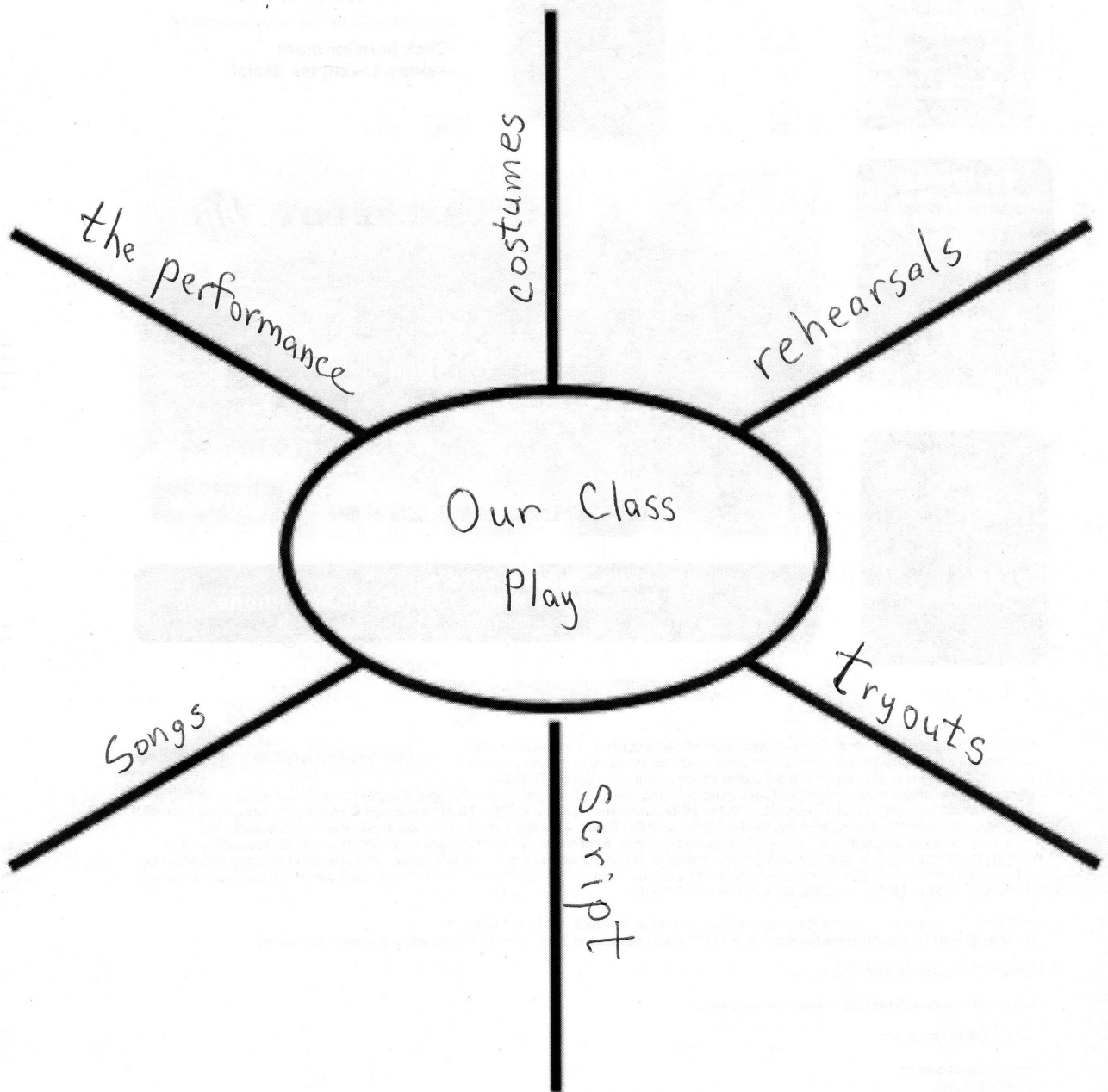
Pop-up share for topic and headings.

Reflection:

Resources & References: (adapted from, acknowledgments)

Name: _____

Date: _____



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Informative Writing: (9) All-About—Table of Contents (Optional)

Minilesson Teaching Point: Table of contents.

Standard(s):

Materials:

- Chart paper and markers
- Details webs from previous lessons
- Table of Contents poster- **NOTE:** At the end of this unit you will find text for the posters for headings, table of contents, diagrams, captions, glossary. You may enlarge these and then glue on photocopied examples for each topic, or you may choose to hand-write these **key points** on your chart as you create it with your students. If you are creating the chart with your students, photocopy the examples ahead of time so you have something to glue on!
- Table of Contents template paper for student use (follows this lesson)
- Selection of books with Table of Contents (could use Scott Foresman anthology as an example if needed so all students have access to text.)
- The cut apart sections from Lesson 5 or individual sections you have written.

Connection:

*“We have been organizing our information with **headings** to help the reader. Today we are going to learn how to write a **table of contents** using our headings.”*

Teach (modeling):

“Writers, when we read informational text, we don’t always need to read the whole book in order to find out what we want to know. At the beginning of their books, writers list the headings and page numbers so readers can find the section they are looking for. We call this list the table of contents. The table of contents lists all your section headings in order. It also includes the page number where each section starts.”

Now read through (or write) the poster sharing the examples that show details of table of contents. To provide additional support, show examples of tables of contents in actual texts.

ELD: supported through use of examples on Table of Contents poster.

Active Engagement (guided practice):

Review the All-About the class has been working on over the previous lessons. Have students help you decide the order the sections should go in so the information flows logically. Then model writing one detail/heading on a table of contents. *“I won’t put the page numbers on until I have everything just where I want it.”* For the next headings, teacher calls on student volunteers to help write entries on the table of contents.

Bridge to Independent Practice:

“Today, writers, when you are working on your All-About book, you may want to organize your headings into a table of contents. You can add the page numbers later if you are not ready for them yet. When you are ready, staple your pages together and make your cover.”

Conferring:

Do students have any sense of what order to put their sections in? You may need to do a lesson on deciding a logical order for the sections, either whole group or small group.

Are students writing content yet?

Closure:

Collects a few student examples to share.

Reflection:

Resources & References: (adapted from, acknowledgments)

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Informative Writing: All-About (10a) Using a Checklist

Minilesson Teaching Point: Using a checklist.

Standard(s):

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.

W.1.5 With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.

Materials:

- Chart paper and markers
- Enlarged “All-About” Checklist/Rubric to display
- Copies of “All-About” Checklist for individual student use
- Teacher written All-About texts
- Colored pencils/markers

Connection:

“Writers, we have been writing our own All-About pieces. When we think we are done, we can use a checklist to make sure our writing has everything it needs.”

Teach (modeling):

Review the elements of an All-About piece. Post the checklist and go over each item marking “Yes” or “No” as appropriate for the current condition of the teacher written All-About piece.

Review checking conventions as needed for your group.

ELD: Use sketches next to the criteria on the checklist to illustrate what they mean.

Active Engagement (guided practice):

Pass out individual checklists to each student.

“Now it’s your turn. Get out the pieces you have finished writing. Look at your checklist and make sure you have everything completed. Remember to check for punctuation, capital letters and spelling. Make any changes you need.”

Bridge to Independent Practice:

“Writers, now that you have reread your pieces and completed the checklist, you will go off with your writing partner and have them read your All-About piece and complete the checklist in another color pencil/marker.”

Conferring:

Assist students as needed.

NOTE: For the next few lessons you may want to revisit some previous topics, depending on where your students are as a whole. Lessons on punctuation, capitalization and spelling may be helpful. You can make intentional mistakes in your samples or use student samples to fix up.

Closure:

Choose a few student samples to share with the class.

Reflection:**Resources & References: (adapted from, acknowledgments)**

Name: _____ Date: _____

All-About Checklist	Yes	No
My All-About piece has all the parts:		
title and author's name		
at least 3 sentences		
a picture with caption		
I have ending punctuation.		
I used capital letters correctly.		
I checked my spelling.		

Name: _____ Date: _____

All-About Checklist	Yes	No
My All-About piece has all the parts:		
title and author's name		
at least 3 sentences		
a picture with caption		
I have ending punctuation.		
I used capital letters correctly.		
I checked my spelling.		

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Scott Foresman First Grade Informative Texts

Title (Source indicated in next column) TB = trade book BB = big book LR = Leveled Reader	Source	Table of Contents	Headings	Captions	Labeled Diagrams	Glossary	Index	About the Author	Question Leads	Startling Fact Leads
<u>The Lincoln Memorial</u> by Kristin L. Nelson	TB					X	X		X	
<u>Where Is My Town?</u> By Robin Nelson	TB		X		X	X	x			
<u>Walk Around A City</u> by Peter and Connie Roop	BB	X	X		X	X		X		
<u>Orville and Wilbur Wright</u> by Ann Gaines	BB	X	X	X		X	X	X		
<u>Mr. George Baker</u> by Amy Hest	BB								X	
<u>Pet Helpers</u> by Nancy Lollo 1.1.2 ELL	LR								X	
<u>Baby Animals in the Rain Forest</u> by Melissa Burke 1.1.4 A	LR			X						X
<u>Will We See Animals?</u> by Megan Litwin 1.1.6 O	LR								X	
<u>All Kinds of Families</u> by Linda Yoshizawa 1.2.1 O	LR								X	
<u>School: Then and Now</u> , Marianne Lenihan 1.2.2 A	LR			X						X
<u>Dinosaur Detectives</u> by Beth Lewis 1.2.4 A	LR			X	X					
<u>Links in the Food Chain</u> by Kim Borland 1.2.5 A	LR				X					X
<u>We Use Honey</u> by Zachary Cohn 1.2.6 O	LR									X
<u>Special Days, Special Food</u> by Juan Lester 1.3.1 A	LR		X	X						
<u>Butterflies</u> by Susan Jones Leeming 1.3.5 A	LR			X	X	X			X	
<u>A Visit to a Butterfly Greenhouse</u> by Molly Fleck 1.3.5 O	LR				X				X	
<u>Animals Grow and Change</u> , Bonita Ferraro 1.3.5 SI	LR		X	X					X	
<u>Weather or Not</u> , Nancy Day 1.3.6 A	LR			X		X			X	
<u>Seasons Change</u> by Beth Wells 1.3.6 SI	LR								X	
<u>Cascarones Are for Fun</u> by Sammie Witt 1.4.1 A	LR		X			X			X	
<u>Special Days, Special Food</u> by Juan Lester 1.4.1 O	LR									
<u>Finding a Dinosaur Named Sue</u> , Beth Lewis 1.4.3 A	LR			X		X				
<u>Special Buildings</u> by Lana Cruce 1.4.6 A	LR			X		X				
<u>The Kids Care Club</u> by Rosa Lester 1.4.6 O	LR									X
<u>A Puppy Raiser</u> by Rosa Lester 1.5.2 O	LR								X	

<u>The Great Scientist Detectives at Work</u> by Ronda Greenberg 1.5.3 A	LR			X	X	X			X	
<u>Oak Trees</u> by Kristin Cashore 1.5.3 O	LR			X	X				X	
<u>Simple Machines in Compound Machines</u> by Oliver Garcia 1.5.4 A	LR		X	X	X	X			X	
<u>Simple Machines at Work</u> by Mary Katherine Tate 1.5.4 O	LR				X				X	
<u>Telephones Through Time</u> by S. J. Brown 1.5.5 A	LR			X	X	X			X	
<u>The Story of Communication</u> by Betty Bacon 1.5.5 O	LR				X				X	

All About Books Available at Multnomah County Library

(If you have internet access, you can download the All-About file from the PPS website, Office of Teaching and Learning, and then click on the titles to link directly to the library website and place a hold on desired books.)

All About Me! Sirett, Dawn. New York: DK Pub., 2008. 12 p.

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All About Ants. Whiting, Sue. Washington, DC: National Geographic, c2006. 40 p.

Call Number: j 595.796 W612a 2006

All About Braille: Reading By Touch. Jeffrey, Laura S. Berkeley Heights, NJ: Enslow Publishers, c2004. 48 p.

Call Number: j 411 J46a 2004 Beginning Facts

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All About Horses. Henry, Marguerite. New York: Random House, 1967. 129 p.

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All About Light. Halpern, Monica. Washington, DC: National Geographic, c2006. 40 p.

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All About Sign Language: Talking With Your Hands. Lowenstein, Felicia. Berkeley Heights, NJ: Enslow Publishers, c2004. 48 p.

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All About Sleep from A to ZZZZ. Scott, Elaine. New York, NY: Viking, 2008. 58 p.

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Call Number: j 597.92 A763a 2000 Beginning Facts

All About Turkeys. Arnosky, Jim. New York: Scholastic Press, 1998. 24 p.

Call Number: j 598.645 A763a 1998 Beginning Facts

Follow That Trash! : All About Recycling. Jacobs, Francine. New York: Grosset & Dunlap, 1996. 47 p.

Call Number: j 628.445 J17f

Spider's Lunch : All About Garden Spiders. Cole, Joanna. New York: Grosset & Dunlap, c1995.1 v. (unpaged).

Call Number: j 595.44 C689s 1995 Beginning Facts

Revision Questions

When I revise my All-About book, I can ask myself . . .

- What is my topic?
- What elements of nonfiction did I choose to include?
- Is there anything I can add to help my reader understand?
- Do my headings match my information?

Headings

- Special titles that help the reader find specific information quickly.
- Important Words are Capitalized
- Usually written **larger** than the information itself.
- May be **bold** or underlined or a **different color** or font.

Table of Contents

A list of headings showing what page the reader should look at to find that section.

Diagrams

- Diagrams are labeled pictures, drawings, maps, charts or graphs to help the reader better understand the text.

Captions

- Specific information about a picture or diagram.
- The caption is written close to the part it describes.

Glossary

- A list of words the reader may not know. Each word is defined.
- The glossary comes at the end.

End of Unit Checklist: All-About

Marking Key: X = Independently / = With Support — = Not Yet Demonstrating STUDENTS		Organizes information.	Writes 3 or more facts on a topic.	Includes a picture with caption.	Uses appropriate pronouns.	Uses correct punctuation.	Uses correct capitalization.	Uses correct spelling.	
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