



Literacy Design
Collaborative

Staying Healthy

★ TASK ★ LADDER

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This information module is intended to be taught in the middle of the school year following instruction on main idea of text. In this module, students will be taught to identify the main idea of non-fiction text that is read (or listened to). The students will also be taught how to take notes and then organize them in order to create an informational pamphlet. This module will focus on these standards:

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

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.

Students will develop an awareness of the need for a healthy body and how to stay healthy as they create an information pamphlet.

GRADES

1

DISCIPLINE

Other

COURSE

Any

PACING

🕒 N/A

Section 1: What Task?

Teaching Task

Task Template K-1.14 - Informational or Explanatory

After reading and listening to informational texts about Healthy Bodies, create an informational pamphlet in which you explain how to have a healthy body. Use what you know from text to write and illustrate your response. Support your response with evidence from the text/s.

Standards

Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects

RF.1.1

Demonstrate understanding of the organization and basic features of print.

RI.1.1

Ask and answer questions about key details in a text.

RI.1.2

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

Focus

RI.1.4

Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.

RI.1.5

Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.

RI.1.7

Use the illustrations and details in a text to describe its key ideas.

RI.1.10

With prompting and support, read informational texts appropriately complex for grade 1.

SL.1.1

Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups

SL.1.2

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

SL.1.3

Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.

SL.1.6

Produce complete sentences when appropriate to task and situation.

W.1.2

Focus

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.

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).

Custom Standards

Undefined Notation

PL-P-PW-S-PPH1 Students will demonstrate awareness of the concept of responsibility to oneself and others.

Undefined Notation

PL-P-PW-S-PPH2 Students will identify relationships between personal health behaviors and individual well-being.

Undefined Notation

PL-P-PW-S-PPH6 Students will describe how diet, exercise, and rest affect the body.

Undefined Notation

PL-P-PW-S-CNCDP1 Students will identify and practice personal health habits (e.g., hand washing, care of teeth and eyes, covering coughs and sneezes, sun protection) which affect self and others in the prevention and spread of disease.

Texts

🔗 **Celebrate National Nutrition Month**

🔗 **The Flu and You**

🔗 **What Should You Eat**

🔗 **Be a Fit Kid**

🔗 **What Sleep Is and Why All Kids Need It**

Student Work Rubric - Informational or Explanatory Task - Grade 1

	Emerging	Approaches Expectations	Meets Expectations	Advanced
	1	2	3	4
Topic / Main Idea	Response does not address the prompt, does not name a topic, or is mostly off-topic.	Names a topic; response is loosely related to the prompt and the topic, or is partially off-topic .	Names a topic; response addresses the prompt and is related to the topic.	Names a clear topic; response addresses the prompt and stays focused on the topic .
Use of Sources	Includes no information from sources.	Includes information from sources loosely related to topic.	Includes information from sources related to the topic.	Includes detailed information from sources related to the topic.
Development	Lists no facts or facts unrelated to the topic.	Lists facts loosely related to the topic.	Lists facts related to the topic.	Lists and elaborates on some facts related to the topic.
Organization	Sentences have no evident relationship with each other.	Sentences are related to each other.	Sentences are related to each other; provides a sense of closure .	Sequences sentences with a beginning, middle, and end ; provides a sense of closure.
Conventions (general)	Major errors in standard English conventions appropriate to the grade level interfere with the clarity of the writing.	Errors in standard English conventions appropriate to the grade level sometimes interfere with the clarity of the writing.	Consistently applies standard English conventions appropriate to the grade level. Minor errors, while noticeable, do not interfere with the clarity of the writing.	Consistently applies standard English conventions appropriate to the grade level, with few errors . Attempts to use untaught conventions, appropriate to grade level .
Conventions (Grade 1 examples)	Most words spelled phonetically Use of capital letters inconsistent Appropriate spacing between words Little to no use of punctuation	Most frequent-use words spelled correctly Some words spelled phonetically End punctuation used inconsistently First word in each sentence capitalized Pronoun "I" capitalized	Conventional spelling of frequent-use words Phonetic spelling of new words Consistent use of end punctuation Consistent spacing of words and sentences Dates and names capitalized Use of commas in dates and series of words	Holidays, product names and geographic names capitalized Use of apostrophe to form contractions Conventional spelling of new words
Content Understanding (Generic)	Attempts to include disciplinary content in explanation or argument but understanding of content is weak; content is irrelevant, inappropriate, or inaccurate.	Briefly notes disciplinary content relevant to the prompt; shows basic or uneven understanding of content; minor errors in explanation.	Accurately presents disciplinary content relevant to the prompt with sufficient explanations that demonstrate understanding.	Integrates relevant and accurate disciplinary content with thorough explanations that demonstrate in-depth understanding.

Background for Students

Every person gets sick sometime in their life. However, there are things that a person can do in order to make their bodies healthier. We need to learn how to take care of our bodies in order to make us healthy. We are going to read several non-fiction articles about how to stay healthy. Your job is to pay attention as the articles are read and think about things that you can do to keep your body healthy.

Extension

Not provided

Section 2: What Skills?

Preparing for the Task

BRIDGING CONVERSATION > TASK ENGAGEMENT: Ability to connect the task and new content to existing knowledge, skills, experiences, interests, and concerns.

TASK AND RUBRIC ANALYSIS > TASK ANALYSIS: Ability to understand and explain the task's prompt and rubric.

Reading Process

ACTIVE READING > ESSENTIAL VOCABULARY: Ability to identify and master terms essential to understanding a text.

ACTIVE READING > NOTE-TAKING: Ability to select important facts and passages for use in one's own writing.

POST-READING > ENHANCING COMPREHENSION: Ability to identify the central point and main supporting elements of a text.

POST-READING > ACADEMIC INTEGRITY: Ability to use and credit sources appropriately.

Transition to Writing

BRIDGING CONVERSATION > IDENTIFYING SIGNIFICANT ELEMENTS: Ability to begin linking reading results to writing task.

Writing Process


PLANNING > PLANNING THE WRITING: Ability to develop a line of thought and text structure appropriate to an informational/explanatory task.


DEVELOPMENT > BODY PARAGRAPHS: Ability to construct an initial draft with an emerging line of thought and structure.



REVISION, EDITING, AND COMPLETION > REVISION: Ability to refine text, including line of thought, language usage, and tone as appropriate to audience and purpose.

REVISION, EDITING, AND COMPLETION > FINAL DRAFT: Ability to submit final piece that meets expectations.


Section 3: What Instruction?


PACING	SKILL AND DEFINITION	PRODUCT AND PROMPT	SCORING GUIDE	INSTRUCTIONAL STRATEGIES
Preparing for the Task				
30 mins	BRIDGING CONVERSATION > TASK ENGAGEMENT: Ability to connect the task and new content to existing knowledge, skills, experiences, interests, and concerns.	SHORT RESPONSE Prompt 1: In the next few days we are going to discuss ways that we can keep our bodies healthy. I am going to give each student a writing activity sheet with the question "How can you keep your body healthy?". I am going to set the timer for 5 minutes. I would like for you make a list of ways that you can keep your body healthy. (Teacher passes out papers and sets timer. Teacher takes up the papers in 5 minutes.) Prompt 2: Who has ever been sick? Think about a time that you did not feel well. I would like for you to take turns in your small group discussing an illness that you had and what you did to feel better.	Meets: Quick Write: Students are able to stay on the topic with their writing. Class Discussion: Students are able to take turns with their discussion.	<ul style="list-style-type: none"> The teacher will introduce the topic "How to keep your body healthy?". Provide the students with a quick write activity sheet. Ask the students to make a list of things that they can do to keep their bodies healthy. Set the timer for five minutes. Collect the student responses. The teacher will link the topic to students' prior knowledge of being sick. Ask the students, "Who has ever been sick?" Encourage a class discussion (small group) allowing students to discuss an illness that they have had. Allow one person in each group to share with the class the illnesses that were discussed in their small group. Ask the other students (with a show of hands) if they have experienced this illness. Ask the students, "Do you think that you can do anything to keep from getting sick?" Allow the students to offer suggestions. Read a few of the student quick write responses and encourage the students to discuss them- "Do you agree or disagree with this response? Why?" The teacher will make a class list of the student responses.
Additional Attachments:  Quick Write: How can you keep your body healthy?				
Not provided	TASK AND RUBRIC ANALYSIS > TASK ANALYSIS: Ability to understand and explain the task's prompt and rubric.	NOTES AND CLASS POSTER Notes "I would like for you think about a good quality writing piece. What do you think it should look like? How do you know?" Poster "We have discussed that Author's Purpose is like a piece of PIE? The "P" stands for Persuasion. This means that the author wants you to do	Meets: The students participate in the discussion and show an understanding of the purpose and audience for writing.	<ul style="list-style-type: none"> The teacher will show the students some samples of informational pamphlets. The students will take turns looking at the pamphlets in order to understand what a pamphlet is. The teacher will read a few of the pamphlets to the class. Ask the students, "What did you learn from this pamphlet?" Discuss how a pamphlet is like a small book that only gives a few key ideas. The teacher will place a copy of the task prompt and rubric on the Smart Board. The teacher will highlight and read each sentence to the students. Allow the students to voice any comments, questions, or concerns in a class discussion. The teacher will write child friendly notes for the prompt and rubric. The teacher and students will use the list of ideas from the Task Engagement activity to make the connection to good quality writing (author's

		something or change your mind after you read their writing. The "I" stands for Inform. This means that the author what to give you information about what they are writing. The "E" stands for Entertain. The writing is meant for enjoyment. Today, we are going to discuss the writing prompt and you will decide the purpose for your writing and who might be reading your writing."		purpose, audience, etc.). The teacher will create a class poster with the words Audience and Purpose and record the students' responses with who/what these are. Use this poster as a reference when writing.
Reading Process				
Not provided	ACTIVE READING > ESSENTIAL VOCABULARY: Ability to identify and master terms essential to understanding a text.	VOCABULARY LIST (GLOSSARY) "I would like for you to think about the glossary (dictionary) at the end of your textbooks. What information do we get from it? I would like to show you how to make our own glossary (dictionary) of vocabulary words that are in the articles that we read. I would like for you to listen for any words that you are uncertain about their meaning. Your job will be to write the vocabulary word, a child friendly definition, and drawing (if needed) for each of these words after we discuss them."	Meets: <ul style="list-style-type: none"> Students create a glossary (dictionary) of vocabulary words. Students show an understanding of the vocabulary words introduced. 	<ul style="list-style-type: none"> The teacher will read or assist reading informational texts. After reading each article the teacher will ask the students if there were any words in the text that they did not understand or that they thought were important. The teacher will use the students' input to create a list of vocabulary words from the text. Ask the students what they think each word means. The teacher will assist the students with a child friendly definition to record on their vocabulary word organizer. The students will draw a picture if needed.
	Additional Attachments:  Vocabulary Words Graphic Organizer			
Not provided	ACTIVE READING > NOTE-TAKING: Ability to select important facts and passages for use in one's own writing.	TEXT MAPPING "I would like for you to read (listen to) non-fiction text. After the reading, we will look for the key ideas."	Meets: <ul style="list-style-type: none"> Students will text map each article in order to understand the information and the author's purpose. 	<ul style="list-style-type: none"> "What is the title of the article that we just read." Instruct the students to highlight the title of the article. " "Do you see any words that are in bold print?" Explain that these words are important so the author makes the words easier to find on the page. Have the students highlight these words. "Are there any pictures in this article? Do you think that the picture is important? Why?" Have the students circle the picture if it is important to the content of the article. "Now I am going to re-read each section. I need you to listen carefully for the main idea of each

				<p>section."</p> <ul style="list-style-type: none"> After reading each section, ask the students to explain what the main idea was. Demonstrate how to draw underline or highlight the key details in each section.
	<p>Standards:</p> <p>RI.1.1 : Ask and answer questions about key details in a text.</p> <p>RI.1.7 : Use the illustrations and details in a text to describe its key ideas.</p> <p>RI.1.10 : With prompting and support, read informational texts appropriately complex for grade 1.</p> <p>RI.1.5 : Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.</p> <p>RI.1.2 : Identify the main topic and retell key details of a text.</p>			
Not provided	<p>ACTIVE READING > NOTE-TAKING: Ability to select important facts and passages for use in one's own writing.</p>	<p>TAKING NOTES ORGANIZER</p> <p>"We have read this article and then you highlighted and underlined information that you thought was important. Now your task is to take notes or write the key ideas from the article."</p>	<p>Meets:</p> <p>The students recall and transfer accurate information from the text to the note taking graphic organizer.</p>	<ul style="list-style-type: none"> The teacher will display the note-taking graphic organizer on the Smart Board. Explain to the students that they will use this organizer to write down information that they found important in the article. Show the students how to write the title of the article on the line. "What fact was important in the article about keeping healthy?" Demonstrate how to write the key details on the organizer. (This activity may be completed as a whole group activity. The teacher may ask the students to recall the key details and then record them on the graphic organizer that is displayed on the Smart Board or document camera. The students will copy the information onto their own organizer.) <p>I have attached two organizers. Either one may be used for this task.</p>
	<p>Additional Attachments:</p> <p> Taking Notes Graphic Organizer</p> <p> Sources of Evidence</p>			
Not provided	<p>POST-READING > ENHANCING COMPREHENSION: Ability to identify the central point and main supporting elements of a text.</p>	<p>ADMIT AND EXIT SLIPS</p> <p>"I would like for you to look at this picture (book cover, etc.). I would like for you to write what you think this article (book) will be about on the Admit Slip that I just gave you." (Teacher displays a picture from an article or a book cover and then passes out Admit Slips.)</p> <p>"We have finished reading the article (book). Now I would like for write about something new that you learned, something that you did not understand, or something that you would like to learn more about." (The</p>	<p>Meets:</p> <ul style="list-style-type: none"> The student answers questions with a credible response (good way to take care of your body in the text and accurate description of how it is achieved). 	<ul style="list-style-type: none"> Admit Slip: Before the teacher begins to read new informational text, the students will be asked to complete an admit slip. The teacher will display the front cover of a book or picture from an article, etc. The students will write the word "Admit" on the card and write something that they think the text will be about. The teacher will collect the cards and read a few responses and allow the students to respond. The teacher will read informational texts to the students. The teacher will ask the students comprehension questions to check their understanding of the information. Exit Slip: At the end of each lesson the students will be given a card. The students will be asked to write something new that they learned, something that they did not understand, or something that they would like to know more about.

		teacher will pass out Exit Slips and the students will give them to the teacher as they exit the classroom.)		
Not provided	<p>POST-READING > ACADEMIC INTEGRITY: Ability to use and credit sources appropriately.</p>	<p>DEFINITION AND STRATEGIES</p> <p>"I am going to introduce a new word that is important when writing. I would like for you to listen as I explain what Plagiarism is so you will understand what it is and how you can avoid it while writing."</p>	<p>Meets:</p> <p>Students are able to show an understanding of what plagiarism is and how to avoid it.</p>	<ul style="list-style-type: none"> Discuss stealing and how it makes a person feel when something is taken from them. Choose any activity sheet that a student has already completed. Show it to the students and brag about the good work. Next, give the paper to another student in the class and ask them to erase the name and write their own name on the paper. Ask the student (owner of the worksheet) how they feel about the student taking ownership of their paper. Have other students respond with how it would make them feel and why. Explain that when one person copies another person's work and claims it for their own this is "plagiarism". "What can we do to keep from 'stealing' the author's words from the article?" Allow the students to brainstorm ideas. Explain that another person's work may be used in your own writing. However, you must give the author credit for it.
Transition to Writing				
Not provided	<p>BRIDGING CONVERSATION > IDENTIFYING SIGNIFICANT ELEMENTS: Ability to begin linking reading results to writing task.</p>	<p>LIST-GROUP-LABEL</p> <p>"What words do you think of when I say "Healthy"? Today your task is to assist with creating a word web and about how to keep your body healthy. Then we are going to see if we can decide how to sort and organize the words and phrases. It is important to remember our rules for speaking and listening during this activity."</p>	<p>Meets:</p> <p>The students participate in a discussion to create a word web and chart.</p>	<ul style="list-style-type: none"> List-Group-Label: The teacher will begin a word web by writing the word "Healthy" in the center of the web on the Smart Board. Ask each student to name a word or short phrase that they have learned about being Healthy. Continue adding words and phrases to the word web. "Do you remember how we sort objects? We can also sort words." Read through the words and phrases from the word web and ask the students to identify ways that they words could be sorted (ex. Foods, exercise, etc.). Create a chart by grouping and labeling the words/phrases.
Writing Process				
Not provided	<p>PLANNING > PLANNING THE WRITING: Ability to develop a line of thought and text structure appropriate to an informational/explanatory task.</p>	<p>ORGANIZER</p> <p>"Today you will be using your "Notes" to determine what information you will include in your pamphlet. You will create a graphic organizer with three sub-topics for the pamphlet. Each sub-topic should include 1-2 sentences (information from texts)."</p>	<p>The student completes graphic organizer.</p> <p>The student uses evidence from texts read earlier.</p>	<ul style="list-style-type: none"> Show the students an information pamphlet in order to review their understanding of what they will be creating. Use the class poster to review the purpose for creating an information pamphlet. Ask the students, "What are we going to write about?" and "Who will be reading the pamphlet?" Discuss possible audience so the students have an understanding of what they will be writing and who will be reading it. The teacher will use the "Taking Notes" worksheet that was used as a demonstration and show the students how to use the information to create a writing piece. Explain that they have already

				<p>decided what the key details are for each article. Now they must choose three key details that they would like to include in their tri-fold pamphlet. Ask the students to highlight the three key details on the "Taking Notes" organizer.</p> <ul style="list-style-type: none"> • Show students how to create their graphic organizer with three sub-topics and sentences. Remind the students that they may use their notes for evidence from the texts. Demonstrate how to copy their key details onto this graphic organizer. Remind the students that it is important to "cite" the article that the information came from in order to give the author the credit for their work. <p>Encourage students who are above grade level to write more than one sentence and add details to their writing.</p> <p>For students who are below grade level or who are struggling- the teacher may assist these students with "sounding out" words and reminder about sentence structure.</p>
	<p>Additional Attachments:</p> <p> Planning the Writing Graphic Organizer</p>			
<p><i>Not provided</i></p>	<p>DEVELOPMENT > BODY PARAGRAPHS:</p> <p>Ability to construct an initial draft with an emerging line of thought and structure.</p>	<p>INITIAL DRAFT</p> <p>"Today you will be creating your informative pamphlet explaining how to keep your body healthy. You will be using the graphic organizer that contains the sub-topics and sentences to complete this task. Remember each page will include a sub-topic with a picture and 1-2 sentences (information from texts) about what to do to have a healthy body. It is also important that you write the names of the articles where the information came from. "</p>	<p>Meets:</p> <p>The student shows an understanding of sentence structure.</p> <p>The student shows evidence of writing.</p>	<ul style="list-style-type: none"> • The teacher will review sentence structure prior to writing. Write sentences on the board. Ask the students to assist you read each sentence. "Is this a good sentence? Why?" Allow the students to discuss what a sentence needs in order to be complete and correct. • Provide each student with a pre-folded paper for the pamphlet. Remind the students why they are creating this pamphlet. Instruct the students to write the title and their name on the front of their pamphlet. • Ask the students to look at their graphic organizer that contains the three key details. Tell the students to turn their pamphlets over and "cite" the sources for the information that they will include in their pamphlet. Once the students have completed this section, have the students open up their pamphlet to the three section display. Explain to the students that this is where they will write their three key details (one on each page). Remind the students to use complete sentences and illustrate their sentence(s) in order for the reader to better understand how to keep their body healthy. • The teacher will circulate around the classroom to make sure that the students are staying on task. • The teacher will encourage students to re-read prompt partway through writing to check that they are on track. • After the students have written their topics and sentences, ask them to turn the paper over. Show the students that there is one section that is blank. "We have read and discussed many ways to keep your body healthy. I have asked you to write three sentences based on information from articles. On this last section I would like you to write a fact that

				<p>we discussed in class, but may not have been mentioned in one of the articles. Please remember sentence structure when writing and illustrate this last fact."</p> <p>Above grade level students: remind these students to add details to their writing and illustrations.</p> <p>Below grade level students: assist these students with sentence placement, prompting and cueing.</p>
Not provided	<p>REVISION, EDITING, AND COMPLETION > REVISION: Ability to refine text, including line of thought, language usage, and tone as appropriate to audience and purpose.</p>	<p>REVISION/EDITING CHECKLIST</p> <p>"Today I would like for you to check your pamphlet to see if you need to make any corrections. I will read the sentences on the Writing Checklist as you check your pamphlet to make sure that you have a good quality writing piece."</p>	<p>Meets:</p> <ul style="list-style-type: none"> The student uses a Revision/Editing Checklist with their writing. 	<ul style="list-style-type: none"> The teacher will have the student read their writing aloud to themselves and then to a partner and correct anything that does not sound right. The teacher will show the students the Writing Checklist. Tell the students to look at their pamphlet as you read each sentence. Instruct the students to put a checkmark if they accomplished what is read on the checklist.
	<p>Additional Attachments:</p> <p> Revising/Editing Checklist</p>			
Not provided	<p>REVISION, EDITING, AND COMPLETION > FINAL DRAFT: Ability to submit final piece that meets expectations.</p>	<p>FINAL PIECE</p> <p>"Congratulations, you have finished your informative pamphlet explaining to your reader how he/she can have a healthy body."</p>	<p>The student provides complete draft with all parts. (Fits the "Meets Expectations" category in the rubric for the teaching task.)</p>	None

Instructional Resources

No resources specified

Section 4: What Results?

Student Work Samples

Approaches Expectations

 **Approaches Expectations- Healthy Body Informative Pamphlet with Rubrics**

Meets Expectations

 **Meets Expectations- Healthy Body Informative Pamphlet with Rubrics**

Advanced

 **Advanced- Healthy Body Informative Pamphlet with Rubrics**

Teacher Reflection

This information module is beneficial to improving the students' writing ability. It teaches how to text map, identify main/key ideas, take notes, and create a pamphlet. This module takes the students through the process in easy-to-understand steps.

All Attachments

🔗 Celebrate National Nutrition Month : <https://s ldc.org/u/504ge5hk7jh6ructg25biszx4>

🔗 The Flu and You : <https://s ldc.org/u/5bhyi8tnf4g8qiie4rrwadevv>

🔗 What Should You Eat : <https://s ldc.org/u/9gonamtwb9tdrzfcos147hm00>

🔗 Be a Fit Kid : <https://s ldc.org/u/33uy9oyet0knektwklp2a1pu1>

🔗 What Sleep Is and Why All Kids Need It : <https://s ldc.org/u/aypn8axlpsaend5y071tnmd3y>

📄 Approaches Expectations- Healthy Body Informative Pamphlet with Rubrics :
<https://s ldc.org/u/9wraa55pfw1ui9hst2wo4irq8>

📄 Meets Expectations- Healthy Body Informative Pamphlet with Rubrics :
<https://s ldc.org/u/8tioodoo3l4m3tendw3icttsy8>

📄 Advanced- Healthy Body Informative Pamphlet with Rubrics :
<https://s ldc.org/u/b7xeajk0rcrvq5jvzggo6td3s>