

# Informative Writing: How-To

## Unit Introduction

### NOTE

CCSS Standards are listed in Table of Contents after each lesson title as well as on actual lesson pages for new or revised lessons.

### Unit Overview:

In this How-To unit students will be asked to recall information from experience to write an informational piece. They will organize and write steps in a sequence, revise for precise word choice and clarity, and edit for capital letters and ending punctuation.

If you do not expect students to recopy, do not have them highlight during editing. If you do expect students to recopy (or you will have someone type for them) you can let them know that illustrations can be simple sketches until the final copy or you can cut out illustrations and glue them in to the final.

Determine the format of the final piece and whether or not students will all use the same format. Some possibilities include multiple pages bound in a book format, pieces taped together to make a longer display that can be hung in the hall, poster, etc.

### Student Goals for this Unit:

1. Students will select a topic and write a How-To from their own experience and knowledge.
2. Students will use precise nouns, vigorous verbs, and transition words.
3. Students will reread text and revise for sequence, clarity, and any missing steps.
4. Students will edit capital letters and ending punctuation.

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# Informative Writing: How-To (HT1)

## Introduction to How-To Writing

**Minilesson Teaching Point:** Introduction to How-To Writing

**Standard(s):**

W.2.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.

**Materials:**

- A sample How-To book for each pair of students in your class (find a variety of How-To texts in your classroom, science kit libraries or school library. Some topics might be how to draw, how to make puppets, how to make paper airplanes, how to make a rain gauge, how to do yoga.) Make sure to mark the appropriate page if it does not include the whole book.
- Chart paper and markers
- How-To paper choice for students (see end of unit section)

**Connection:**

*“Writers, today we are starting a new type of writing. Today we will not only be writers, but we will also be teachers. We are all an expert at something and we will be using this expertise to write **How-To** books.”*

**Teach (modeling):**

*“**How-To** books teach someone how to make or do something. For example, how to make a birthday cake, how to make tamales, how to play soccer, how to jump rope. Authors organize the information in a special way so that the directions are easy to follow. Today I brought in books for you to look through with a partner. Notice what the author included and how the author organized the materials and steps to help you understand.”*

**Active Engagement (guided practice):**

*“Read through your **How-To** text with your partner and talk about what you notice.”*

Teacher passes out the books. Give the students a few minutes to browse the text.

*“Now students, decide with your partner one thing you want to share and who will share it.”*

Next, students share their observations. In the end, the teacher summarizes the most important elements and records them on the chart paper:

- teaches how to do or make something,
- may list materials or ingredients,
- gives directions,
- sequences steps to follow,
- may include illustrations.

**Bridge to Independent Practice:**

*“Today writers, we have a new paper choice that will help us remember to include a material list, sequence our steps, and decide if we need illustrations. While I put our new paper choice in the writing center, turn and talk to your partner. Let them know what you are going to write about before you head off to write today.”*

ELD: *“Today, I am going to write about \_\_\_\_\_.”*

**Closure:**

Give students who began a How-To a chance to share the topic they are going to teach us about.

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

# Informative Writing: How-To (HT2)

## Making How-To Lists

**Minilesson Teaching Point:** Making How-To lists

**Standard(s):**

W.2.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.  
W.2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.

**Materials:**

- Chart paper and markers

**Connection:**

*“Yesterday, we learned about How-To pieces. Today writers, we will be making a list of what we know how to do, what we are an expert at, and something we could explain to another person.”*

**Teach (modeling):**

*“In order to make a list, we will start with **subcategories** such as sports and cooking.”* As the teacher, choose two subcategories you think your students know about. On a poster, model the beginning of a list. Make sure you point out to students that the list does not have complete sentences. Let students know that they will be elaborating at a later time and turning the list into a paper with full sentences and paragraphs.

I know how to:

How to play or do a sport

- play four square
- play tennis
- swim
- (student suggestions)

**Active Engagement (guided practice):**

*“Turn and talk to your partner and tell them what sport you know how to play or do.”*

ELD: *“I know how to \_\_\_\_\_.”*

Next students share and teacher records responses, adding to the list.

*“Now lets brain storm a different category, How-To make food or a dish. Think about snacks you know how to make for yourself or dishes you have prepared with an adult. I know how to make popcorn, a sandwich, and quesadillas.”* Teacher records ideas on the chart.

How to make food or a dish

- popcorn
- a sandwich
- quesadilla
- (student suggestions)

*“Turn and talk to your partner and tell them what food or dish you know how to make.”*

ELD: *“I know how to make \_\_\_\_\_.”*

Next, students share and teacher records responses, adding to the list.

**Bridge to Independent Practice:**

*“Writers, you know how to make and do so many things; you might want to get started on a How-To list of your own or begin teaching us how to make or do something.”*

**Closure:**

Allow writers to share other How-To topics and teacher can record them on a third chart.

**Reflection:**

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

## Informative Writing: How-To (HT3) Precise Nouns

**Minilesson Teaching Point:** Building a reference poster for precise nouns

### Standard(s):

W.2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.

### Materials:

- Class generated poster of kitchen items – Poster should have an orange border to show they are nouns.
- Class generated poster of sport paraphernalia – Poster should have an orange border to show they are nouns.
- Marker

### Connection:

*“Writers, yesterday we made a list of sports we know how to play and a list of foods we know how to make. Today writers, we will work with two **How-To topics** from the sports **category** and two **How-To topics** from the food **category**.”*

### Teach (modeling):

*“As writers, we know we want to make our writing clear for the reader. Writers work with a dictionary for spelling and a thesaurus for richer vocabulary. Strong writers use **precise nouns**. **Precise nouns** tell the reader more specifically what person, place or thing we are talking about—for example ‘boy’ is a noun but ‘Jack’ is a **precise noun**, ‘pet’ is a noun, but ‘turtle’ tells the specific kind of pet. We will make a poster of **precise nouns** with pictures that you might want for your How-To pieces. It will help you with spelling and word choice.”* The teacher chooses four topics from yesterday’s list that best suit the class and include rich vocabulary.

On a chart paper, entitled nouns, write the 4 topic headings in four squares. (The color orange is used for nouns because it is part of the sentence patterning colors found in the GLAD strategies. Direct your students to your classroom grammar poster and let them know you will be using the color orange when writing nouns. You could put an orange border around your reference poster for a stronger visual at this time.) Teacher thinks out loud about the first topic and invites students to add to the list.

Example: *“for How To play soccer, I will need a soccer ball, soccer cleats, 2 goals, shin guards, a whistle . . .”* (Teacher quickly sketches the nouns as list is made.)

<b>SPORTS</b>	<b>FOOD</b>
<u>How to Play Soccer</u>	<u>How To Make a</u>
<u>Sandwich</u>	
soccer ball	
soccer cleats	
two goals	
shin guards	
whistle	

**Active Engagement (guided practice):**

Have students turn and talk to make a list of precise nouns needed for the next category.

ELD: “To play \_\_\_\_\_, you need \_\_\_\_\_.”

“To make \_\_\_\_\_, you need \_\_\_\_\_.”

As you move on through the topics the teacher acts as scribe and sketcher (emphasize you are not drawing but sketching)

**Bridge to Independent Practice:**

*“Writers, as you think about writing today, you might want to use today’s lesson strategy and use **precise nouns** in your writing. Remember, two heads can be better than one so you might want to ask a friend to help you make a list of **precise nouns**. Before you leave the carpet and go off to writing, tell a partner what you are going to write about and/or ask for assistance in making a **list of precise nouns**.”*

**Closure:**

Ask students if they worked with a partner to make a **list of precise nouns** and how it helped them generate a richer vocabulary list.

**Reflection:**

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

# Informative Writing: How-To (HT4) Vigorous Verbs

**Minilesson Teaching Point:** Building a reference poster for vigorous verbs

**Standard(s):**

L.2.5.b Distinguish shades of meaning among closely related verbs (e.g., *toss*, *throw*, *hurl*) and closely related adjectives (e.g., *thin*, *slender*, *skinny*, *scrawny*).

**Materials:**

Chart paper and markers  
Precise Nouns poster from yesterday

**Connection:**

*“Yesterday we made a poster of **precise nouns** to help us write our How-To pieces. Today we will do a similar exercise to build a poster of **vigorous verbs**—strong verbs—that will help us write about the specific actions we will need to take to do or make something.”*

**Teach (modeling):**

Teacher pulls out yesterday’s Precise Nouns poster with the four headings. Teacher then starts a new poster bordered in green (the GLAD color for verbs) and writes the two subcategories from the previous day: SPORTS and FOOD. *“Strong writers use **vigorous verbs** to tell the reader a more specific action—for example ‘went’ is a verb but ‘skipped’ is a **vigorous verb**, ‘kick’ is a verb, but ‘punt’ tells a specific kind of kick. We will make a poster of **vigorous verbs** that you might want for your How-To pieces. It will help you with spelling and word choice.”* Use the same four topics from yesterday’s list and write examples of vigorous verbs. Teacher thinks out loud about the first topic and invites students to add to the list. Example: *when I play soccer I can dribble, pass, score, block, trip . . .*

<b>SPORTS</b>	<b>FOOD</b>
<u>How to Play Soccer</u>	<u>How To Make a Sandwich</u>
dribble	slice
pass	spread
score	grill
block	devour
trip	

**Active Engagement (guided practice):**

Have students turn and talk to make a list of vigorous verbs needed for the next category.

ELD: “When I play \_\_\_\_\_, I can \_\_\_\_\_.”

“When I make \_\_\_\_\_, I can \_\_\_\_\_.”

**Bridge to Independent Practice:**

*“Writers, as you think about writing today, you might want to use today’s lesson strategy and use **vigorous verbs** in your writing. You might want to ask a friend to help you make a **vigorous verbs** list. Before you leave the carpet and go off to writing, tell a partner what you are going to write about and/or ask for assistance in making a **list of vigorous verbs**.”*

**Closure:**

Pop-up share some of the vigorous verbs students used today.

**Reflection:**

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

## Informative Writing: How-To (HT5)

### Shared Writing of How-To Text

**Minilesson Teaching Point:** Shared Write—Writing How-To Text

**Standard(s):**

W.2.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.  
W.2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.

**Materials:**

Chart paper  
Markers  
Book basket of How-To books

**Connection:**

*“As authors we know How-To pieces teach, they include a list of materials, they give steps and sometimes they use illustrations to help the reader understand. Today we will teach (define audience—a friend, the substitute, a sibling) how to (what to do when the fire bell rings, how to do an art project, how to tie your shoe—it should be something the class has experienced)”*

**Teach (modeling):**

Teacher can choose a topic or let students vote. (You want to keep a quick pace so this lesson doesn't exceed 20 minutes. Choosing the topic ahead of time may help.) Talk aloud through the shared writing process. Your title is your topic. Talk about what you need. Talk through the steps. Decide if illustrations will help clarify for the reader.

*“I want the reader to know the order is important so I can use transition words like first, second, third. (Orally compose your first step.) I need to ask myself: Are my nouns specific? Are my verbs strong? Will the readers understand exactly what I want them to do?”*

**Active Engagement (guided practice):**

Continue writing while eliciting next step ideas from the group, choosing the next transition word, checking nouns and verbs, modeling rereading as you go.

**Bridge to Independent Practice:**

*“If you have not started a how-to, you may want to begin one today. If you have, go back and reread. Ask yourself: Do you need transition words? Do you have precise nouns? Did you choose vigorous verbs? Does your reader need illustrations?”* (You may want to write these questions as you tell the students or have them on a pre-made chart.)

**Closure:**

Gather the group again. Pick a handful of student pieces to share. Point out the transition words, precise nouns, and vigorous verbs, and how illustrations help.

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

## Informative Writing: How-To (HT6) Transition Words

**Minilesson Teaching Point:** Building a transition word chart

**Standard(s):**

W.2.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.

**Materials:**

- Chart paper and markers
- Basket of How-To books

**Connection:**

*“Yesterday we talked about adding **transition** words to our how-to pieces to help the reader understand that order is important and to help them move through the directions step-by-step.”*

**Teach (modeling):**

*“Today I thought we should build a chart together showing **transition** words so we can have a resource that reminds us of our choices as authors.”* For each of the following points, be prepared with a text that illustrates the point.

*“In (show an actual how-to book that demonstrates). the author uses numbers.*

*In (show an actual how-to book that demonstrates). the author uses ‘next, after that, finally.’*

*In (show an actual how-to book that demonstrates), the author uses ‘first, second, third.’*

Bring out a large chart with columns. *“Today we can record our ideas on this chart.”*

**Active Engagement (guided practice):**

Turn and talk with your neighbor about transition words you have seen or used.

ELD: *“Transition words can be \_\_\_\_\_.”*

*“Let’s hear some of your smart thinking. What shall we put in the first column? If we begin with \_\_\_\_\_, what will we use next?”*

Build the chart together eliciting ideas for each column. (This is an opportunity to point out that words such as “next” or “then” can be used more than once, but you want to vary your choices.)

**Bridge to Independent Practice:**

*“Whether you are writing a **How-To**, or some other piece, check to see if your writing needs transition words to help the reader follow along.”*

**Closure:**

Choose a few pieces that are strong examples of different transition word sequences and point out how these transition words make the writing stronger.

**Reflection:**

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

## Informative Writing: How-To (HT7)

### Checking for Clarity

**Minilesson Teaching Point:** Checking for clarity in How-To

**Standard(s):**

W.2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.

**Materials:**

- Elements of a How-To piece (written on a chart in lesson HT1 or use poster at end of section)
- A teacher prepared How-To with missing steps or with incorrect order. (Choose a topic you can actually test out by acting. i.e.: putting your coat on, drinking with a straw from a milk carton.)
- Chart paper and markers **or** sentence strips and pocket chart

**Connection:**

*“Writers we have been talking about **How-To** books. When you are writing a **How-To** book, it is important to check back and make sure you have all the steps and that they are in the correct order. We want to make sure the directions can be followed and that they make sense. The best way to do this is to read it aloud with someone else and see if that person can follow the directions.”*

**Teach (modeling):**

*“I am going to check for **clarity** by testing the steps in this **How-To**.”*

Teacher reads the first step from the prepared How-To on the big chart, then acts that step out.

Continue step by step until you find a step that is missing or unclear (hopefully by step 3 or 4).

**Active Engagement (guided practice):**

Have students turn and talk about what steps might be missing or how to make the directions more clear.

ELD: *“I would add \_\_\_\_\_.” “I would change \_\_\_\_\_.”*

Take student ideas and revise the How-To so steps are clear.

*“Sometimes you will not be able to test the steps in our classroom so instead we can pretend by making pictures in our mind.”*

Teacher then has students close their eyes and imagine themselves following the directions of another unclear How-To (verbally go through steps of something like going down a slide). *“Raise your hand if the picture in your mind becomes unclear or you can no longer follow the directions.”*

Have students turn and talk about the experience.

ELD: *“I would add \_\_\_\_\_.” “I would change \_\_\_\_\_.”*

**Bridge to Independent Practice:**

*“Writers, today if you are working on a **How-To** piece, you may want to find a partner and read your directions to him or her. As the listening partner, close your eyes and imagine yourself following the directions. Let the reader know when the directions are missing a step or are unclear. As you find places in your writing that need more **clarity, revise** your piece and then read it to your partner again. Repeat as needed.”*

**Closure:**

Invite a few students who tried out the directions with a partner to share their process.

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

## Informative Writing: How-To (HT8)

### Using Capital Letters

**Minilesson Teaching Point:** Using capital letters correctly

**Standard(s):**

L.2.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

**Materials:**

- Class set of highlighters
- Your How-To shared write from previous lesson

**Connection:**

*“Writers, we know our writing needs to be clear so that readers understand our ideas. We also know that our words and letters need to be formed carefully and correctly so readers can read our ideas without us.”*

**Teach (modeling):**

*“Today we are going to use our **highlighters** to carefully **edit**, or check, our letters and words. When we use **transition words** like the ones on our **transition words** chart, it helps us know we have started a new sentence, a new complete, clear idea. We are going to check our How-To piece and **highlight** our **capital** letters at the beginning of each sentence.”*

Model the first few sentences pointing out the **transition** words.

**Active Engagement (guided practice):**

*“As we read on, let me know when I should **highlight**.”* The teacher highlights as the children read and direct.

**Bridge to Independent Practice:**

*“Today you will need to spend some time checking for **capital** letters with a **highlighter**. Some of you may want to **highlight** as you write. If not, you will need to check at the end of writing today. I will give you a five-minute warning so you have time to get a **highlighter** and reread to check for **capitals**. I’ll be collecting the papers today to check for understanding. Take some time to think about what you are going to be writing today. Perhaps you have a piece you want to finish before we all start our How-To writing tomorrow.”*

**Closure:** Students read the papers with a partner, sharing where they highlighted capitals.

Collect the papers to look over and see who knows how to use the highlighter for this purpose.

**Reflection:**

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

# Informative Writing: How-To (HT9)

## FINAL PROJECT—Day 1 Overview

### Standard(s):

W.2.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.  
W.2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.

### Student Goals:

1. Students will select a topic and write a how-to from his/her own experience and knowledge.
2. Students will use precise nouns and vigorous verbs.
3. Students will use transition words.
4. Students will reread text and revise for sequence, clarity, and any missing steps.

### Description of Project:

Students will write a How-To piece. It will include a list of materials or ingredients if appropriate, be organized in steps to follow, use transition words, use precise nouns and vigorous verbs and include illustrations or charts if needed to clarify directions. (Please feel free to adjust the expectations to meet the needs of your students.) You may want to post a list of steps for moving through the writing process.

1. Write your How-To including your material list.
2. Revise with a partner.
3. Check your word choice (transitions, precise nouns, vigorous verbs).
4. Edit: check your punctuation and capitals with a highlighter. Check spelling. (Check with teacher before making final copy.)
5. Final copy.

If you do not expect students to recopy, do not have them highlight. If you do expect students to recopy (or you will have someone type for them) you can let them know that illustrations can be simple sketches until the final copy or you can cut out illustrations and glue them in to the final.

Teacher determines format of final piece and whether or not students will all use the same format. Some possibilities include multiple pages bound in a book format, pieces taped together to make a longer display that can be hung in the hall, poster, etc.

### Day 1 Materials:

- The posters/charts you have made together for transition words, precise nouns, vigorous verbs, elements of a How-To clearly displayed in your room
- When I Revise My How-To Project poster (sample at end of unit)
- Chart paper and markers
- (May want a pre-made poster of project criteria)

- Paper choices for How-To (some blank pages for charts, maps, etc.; some How-To paper with space for step-by-step illustrations and text, some “list” paper for writing the list of materials or ingredients; some lined paper for pages that don’t need any illustration)
- If available, a few samples of How-To’s showing the different paper styles

**Day 1 Connection:**

*“Writers, we have been learning about **How-To** writing. Today, writers, we are all going to begin writing our own **How-To** piece.”* (If a student tells you they have already started, congratulate them on having a head start. Clarify that students may continue works in progress or start new pieces.)

**Day 1 Teach (modeling):** Review the elements of a How-To piece, set criteria (post criteria in writing such as poster and/or checklist). Show the paper choices. Model deciding which paper to use.

**Day 1 Active Engagement (guided practice):** Brainstorm topics. Record as a web or a list on the chart paper. Think for a moment about your topic and the steps you will use. There should be four or more steps. Now Turn and talk. Tell your partner your topic and use your fingers to count your steps.

ELD: *“I’m going to write a **How-To** about \_\_\_\_\_.”*

This is a time to decide which partner goes first and provide time for each partner to speak.

**Day 1 Bridge to Independent Practice:** *“Writers, now that you have your ideas, make a plan for the steps in order. Decide which parts may need **illustrations**. Ask yourself: Do I need a list of materials or ingredients? Will my reader need **illustrations**? Decide what paper will work best for your piece and get started. I will be collecting your work at the end of writing time so I can see where you are with this project.”*

**Day 1 Closure:** *“Read your piece to your partner. Tell your partner your next step for tomorrow.”*

Collect today’s work to analyze and help inform your instruction and possible groupings for tomorrow. It will probably become clear which students need more help getting started and you can gather them as a small group on Day 2.

**Reflection:**

## Informative Writing: How-To (HT10)

### FINAL PROJECT— Day 2 Revising for Sequencing and Missed Steps

**Standard(s):**

W.2.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.

W.2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.

**Day 2 Materials:**

- The posters/charts you have made together for transition words, precise nouns, vigorous verbs, elements of a How-To clearly displayed in your room.
- Drafts from yesterday
- (Optional) poster of role of readers and listeners or make “listener cards” and “reader cards” in two different colors that remind students of their roles

**Day 2 Connection:** “Yesterday we began writing our *How-To* books.”

**Day 2 Teach (modeling):** “Today, we are going to have *peer conferences* to help us revise our writing.” Review the steps of checking for clarity. Review the role of the reader and the role of the listener.

*“You will want to ask yourself if you are a reader or a listener? If you are a reader you will read slowly and clearly. If you are a listener, you will listen attentively and then offer feedback: ‘I would change \_\_\_\_\_. I would add \_\_\_\_\_. Sounds great! You are ready to \_\_\_\_\_.’”*

(Suggestion: You may want to post the role of readers and listeners on a chart or make “listener cards” and “reader cards” in two different colors that remind students of their roles.)

**Day 2 Active Engagement (guided practice):**

Choose a student who feels done to do a role-play with another student demonstrating the roles of readers and listeners (and how to use the cards if you prepared them). Have the class help guide the volunteers through the process.

**Day 2 Bridge to Independent Practice:**

Pass out the drafts. “Decide what your next step is. Where are you in the process? Turn and talk.” Take a status of the class.

**Day 2 Closure:** MIDPOINT: *“If you haven’t done a peer conference yet, it’s time to now.”*

*END:* Survey the class: *“We know that revising makes our writing stronger and working with a partner can make revising easier. Raise your hand if you changed something after your conference. Now raise your hand if you added something. Raise your hand if you planned your next step.”*

Collect today’s work to analyze and help inform your instruction and possible groupings for tomorrow. Notice how many students are ready, or nearly ready, for final copy and plan to keep them as a group for a few minutes tomorrow.

**Reflection:**

## Informative Writing: How-To (HT11) FINAL PROJECT— Days 3 and 4 Word Choice and Finishing

### Standard(s):

L.2.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

W.2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.

**Day 3 Connection:** *“Writers, yesterday you revised your **How-To** with a partner. Today you should reread a second time to check your word choice. Remember to check for **transition words**” (point to transition words poster), **“precise nouns”** (point to precise nouns poster) **“and vigorous verbs”** (point to vigorous verbs poster.)*

**Day 3 Teach (modeling):** *“When you think you are done, it’s time to get a **highlighter** and **edit**. The **highlighter** helps us check carefully to see that we have **punctuation** at the end of each sentence and we start each new sentence with a **capital letter**.”*

**Day 3 Active Engagement (guided practice):** Pass out their papers. Walk them through looking at the first two or three sentences of their own paper. Remind them that a materials list is not made of sentences—it’s a list of words and phrases. *“Put your finger on the first word of the first sentence. Is there a **capital letter** or do you need to make a change? Now check the end of that sentence. Is there a **period** or do you need to add one? The next word is the beginning of your next sentence. Does it have a **capital letter** or do you need to make a change?”*

**Day 3 Bridge to Independent Practice:** *“Today you need to decide where you are in the process. Are you still writing? Do you need to check your **word choice**? Are you ready to check **capitals** and **punctuation**? Do you think you are ready for your final copy? If you’re still writing, head off to work. If you are ready to check your **word choice**, head off to work. If you are ready to check **capitals** and **punctuation**, head off to work. If you think you are ready for your final copy, stay here and reread one last time. If you’re not sure what step you’re on, raise your hand and I’ll come to you.”*

Get those with hands raised started on their way. Then check in with those who think they are ready for final copy.

**Day 3 Closure:** Share some of the finished examples.

Collect the work.

**Reflection:**

**Day 4:** Students continue with the process until finished. Support individually and in small groups as needed. When finished, students return to independent writing workshop projects.

Remind students: *“Writers, when you have finished your **How-To**, quietly take out your writing folder and decide if you are going to continue something you were working on or start something new.”*

Display finished How-To’s hopefully in a public place or publish/celebrate in whatever method you choose.

**Reflection on this Unit:**

# How-To Piece

- teaches how to do or make something,
- may list materials or ingredients,
- gives directions,
- sequences steps to follow,
- may include illustrations.

When I revise my How-To piece, I can ask myself

. . .

- Is my topic clear?
- Do I need a material list?
- Does my reader need an illustration or chart?
- Is my piece in order?
- Is there missing information?

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

How To \_\_\_\_\_

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# End of Unit Checklist: **How-To**

Marking Key: X = Independently / = With Support — = Not Yet Demonstrating  <b>STUDENTS</b>		Writes a How-To from own experience	Uses precise nouns	Uses vigorous verbs	Uses transition words	Clearly sequences steps			
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