**ILC Mini Lesson 1.2**

**Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.**

**ILC Week 1.2** – September 22-16, 2014

**CCSS WHST 1** - Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

**“I CAN” statement:** *I can organize ideas, concepts, and information to make important connections and distinctions.*

**Content Objectives**: Identify, select, and list the key ideas and concepts in a text.

**Language Objectives**: Write an outline with the key ideas and concepts from a text.

**Key Vocabulary**: Outline

**Materials Needed**: Text for students to read, paper, pencil/pen

**Activities**:

1. Read selected text (whole group)
2. Use Talking to the Text to model active reading – ask questions, point out ideas and concepts that seem important (whole group)
3. Have students make a list of key ideas and concepts from the text (individually or with a partner)
   1. You could have students use “sentence strips” – put one fact/idea/concept on each strip, then organize them in a logical way as if they were going to explain what they read to someone
   2. Another possibility: Find a graphic organizer to help students collect their thoughts.
4. Solicit input from students as you model how to write an outline (whole group)
5. Give students another text for guided practice (partner)
6. Share 1-2 student examples of outlines, discuss strengths and areas for improvement

**Review & Assessment**:

Exit ticket: What is an outline? When is a good time to use your outlining skills? (When is it important to outline a bunch of ideas?)

**Resources**:

Type “outline” in the search menu for many good ideas for lessons and graphic organizers

<www.readwritethink.org>