



## Informative/ Explanatory Writing

**Instructor:** Becky Hacker-Kluver

**Licensure Renewal Credit:** 1 credit

This course is offered by MISIC and is approved for licensure renewal credit only upon successful completion of all the components. The course is not approved as credit toward an endorsement or new teaching authority. Transcripts and credit will be issued by MISIC.

This course is presented in a self-paced format. Participants, whether individually or as learning team, are expected to make reasonable progress through the components. In order to accommodate the participant's work schedule and professional setting, no due dates are attached to the individual components with the exception of the final due date.

**Dates:** July 1, 2024 – June 30, 2025

### Course Description (Overview of Course)

Informational/explanatory writing conveys information accurately. This kind of writing serves one or more closely related purposes: to increase readers' knowledge of a subject, to help readers better understand a procedure or process, or to provide readers with an enhanced comprehension of a concept. To produce this kind of explanatory/informative writing, students draw from what they already know and from primary and secondary sources. As students advance through the grades, they expand their repertoire of informational/ explanatory genres and use them effectively in a variety of disciplines and domains. Explanations start with the assumption of truthfulness and answer questions about why or how. Their aim is to make the reader understand rather than to persuade him or her to accept a certain point of view. In this module, you will learn more about informational/explanatory writing to convey information accurately.

### School Improvement Rationale (School data that indicates a need for this course).

The ELA/Literacy education program standards for writing shall be met by schools and school districts for accreditation. Approximately half of the MISIC districts have indicated a need for more ELA/Literacy professional development focusing on writing.

### Expected Outcomes: The learner will be able to...

Those who complete all components of the course will be able to:

- Understand the importance of the "why" of explanatory/informational writing
- Understand the components of an effective explanatory/informational writing and application of these components

Micro-Credential Component*	Micro-Credential Description	Hours
Understanding the ELA Standards	How are the standards set up? How are they aligned K-12? These are just a couple of the questions that will be addressed in this micro-credential. The college- and career-ready standards anchor the standards document and define general, cross-disciplinary literacy expectations that must be met for students to be prepared to enter college and workforce training programs ready to succeed. The K-12 grade specific standards define end-of-year expectations and a cumulative progression designed to enable students to meet college and career readiness expectations no later than the end of high school.	3 Hours
<p><b>Success Criteria for this micro-credential:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Understand and apply the new ELA/Literacy Standards with your students and with your parents of your students</li> <li><input type="checkbox"/> Understand the progressions of the reading, writing, listening, and speaking standards AND apply your learnings to your classroom instruction</li> <li><input type="checkbox"/> Thinking about your deeper exploration of the standards; identify some of your biggest learnings, share some of the opportunities for the students with the standards, and determine the challenges presented by the standards</li> </ul>		
Tools for Explanatory/Informative Writing	Do you need some more strategies in your toolbox to provide direct instruction, guided practice, and individual work for your students to produce more explanatory/informative writings? If this interests you, join us on this journey of exploring more tools to teach explanatory/informative writing—another tool for success in tomorrow’s world!	4 hours
<p><b>Success Criteria for this micro-credential:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Determine some different strategies for your toolbox to teach explanatory/informative writing</li> <li><input type="checkbox"/> Provide examples of argumentative strategies you have tried, used, and/or adapted for the instruction of explanatory/informative writing</li> <li><input type="checkbox"/> Reflect upon what worked, what didn’t work, and next steps in teaching explanatory/informative writing</li> </ul>		

<p>Explanatory/Informative Writing Task</p>	<p>As you think about preparing your students to write an explanatory/informative paper, remember that the primary purpose of informative/explanatory writing is to increase knowledge. When writing an informative/explanatory text, the writer answers questions of why or how. Informative writing educates the reader by imparting straightforward information on a certain topic.</p>	<p>4 hours</p>
<p><b>Success Criteria for this micro-credential:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Develop and/or a refine an explanatory/informative task for students in one or more of your classes</li> <li><input type="checkbox"/> Produce an example of the type of an expected explanatory/informative essay you are asking of the students</li> <li><input type="checkbox"/> Provide students the opportunity to produce the writing for the explanatory/informative task(s)</li> <li><input type="checkbox"/> Reflect upon process and the products of the work of the student</li> </ul>		
<p>Assessing the Explanatory/Informative Writing Task</p>	<p>As you think about assessing explanatory/informative writing; you will work with defining what the task is asking for around the categories of organization, purpose, evidence, elaboration, and conventions.</p>	<p>4 hours</p>
<p><b>Success Criteria for this micro-credential:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Determine the key rubrics that may work for assessing students' explanatory/informative writings at the appropriate grade level</li> <li><input type="checkbox"/> Assess some student explanatory/informational writings using two of the selected rubrics; compare and/or contrast the use of the two rubrics</li> <li><input type="checkbox"/> Reflect upon what worked, what didn't work, and next steps in assessing the explanatory/informational writings</li> </ul>		

## Iowa Teaching Standards

Check which number(s) of the Iowa Teaching Standards that connect to the work defined in this course:

- ✓ Standard 1: Demonstrates ability to enhance academic performance and support for implementation of the school district's student achievement goals.
- Standard 2: Demonstrates competence in content knowledge appropriate to the teaching position
- ✓ Standard 3: Demonstrates competence in planning and preparing for instruction.
- ✓ Standard 4: Uses strategies to deliver instruction that meets the multiple learning needs of students.
- Standard 5: Uses a variety of methods to monitor student learning.
- Standard 6: Demonstrates competence in classroom management.
- Standard 7: Engages in professional growth
- Standard 8: Fulfills professional responsibilities established by the school district.