Big Idea/ Topic

These digital plans have been designed by Georgia educators as examples of what’s working well for their students. When making curriculum decisions for your students, consult the guidelines of your local school and district.

Informative Writing:

This ten-lesson mini unit introduces students to informative writing. Students will learn to brainstorm effectively, research a chosen topic of interest, organize research, learn to write an introduction with a “hook” that grabs the reader’s attention, learn to effectively conclude their writing, and review their work for editing purposes.

Lesson Seven Topic: How can I create a hook to grab my reader’s attention in my introduction?

This lesson will provide students time to review their notes from yesterday so that they can begin thinking about a good introductory paragraph to hook their reader into their writing right away. Students who need differentiation may use the organizer from lesson 6 to write their introduction.

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<table>
<thead>
<tr>
<th>Learning Targets</th>
<th>Lesson “Small Make(s)”</th>
<th>Unit “Big Make”</th>
</tr>
</thead>
<tbody>
<tr>
<td>I can <strong>craft</strong> a hook to grab the reader’s attention.</td>
<td>• Introduction draft with hook</td>
<td>Culminating task is a fully researched informative essay written by the student (about a topic of the student’s choice) that will be shared with other 5th grade students in a coffee house event.</td>
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<tr>
<td>I can <strong>compose</strong> a draft of their introduction</td>
<td></td>
<td><strong>Rubric Options:</strong> <em>(The teacher can decide what rubric is preferred, including the option to use an informative writing rubric/checklist that is already working well in the classroom.)</em></td>
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<tr>
<td></td>
<td></td>
<td>• <strong>Georgia Milestones 5th Grade Informative Writing Rubrics</strong></td>
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<tr>
<td></td>
<td></td>
<td>• <strong>Sample 5th Grade Informative Writing Learning Target Rubric</strong> <em>(could be easily edited for personal preference)</em></td>
</tr>
</tbody>
</table>

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**Standard Alignment**

**Standard(s):**

**ELAGSE5W2:** Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

a. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.

b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).

d. Use precise language and domain-specific vocabulary to inform about or explain the topic.

e. Provide a concluding statement or section related to the information or explanation presented.

**ELAGSE5W7:** Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
ELAGSE5W8: Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.

WIDA English Language Development Standards for English learners (ELs):
Teachers of ELs are encouraged to use the resources in the WIDA English Language Development Standards Framework, 2020 Edition, to design language expectations (p.28) specific to the GSE.
Examples of the English language needed to support informational writing can be found on pp. 114-115.
For more information regarding daily routine practices and/or additional information on the unit framework (including materials), please see the Unit Overview.

Various evidence-based practices (EBPs) are identified throughout the lesson below; however, we believe good teaching can be eclectic, “...thoughtfully, intentionally taking some of the best of different teaching methodologies, while always holding onto some research-based, core beliefs, we can help our students flourish in ways that teaching only one way will not” (Roberts, 2018, p. 6). Always feel free to adapt the lesson to meet your professional needs with your specific student population. Ideas for student supports and enrichments can be found in the “Student Learning Supports” section.

Materials
Teacher— Informative Writing PowerPoint; Introduction Graphic Organizer Scaffold
Students— Access to Google Classroom or alternative, computer with Wi-Fi, graphic organizers, pencil, highlighter, paper, or journal, post-it notes; Informational Writing: Lesson Seven Handout (Unplugged); Introduction Graphic Organizer Scaffold

Engage
Opening
Synchronous/ Asynchronous
Now that you have all received feedback on your note taking organization, today you will review your feedback and make needed changes before beginning your work. We will take ten minutes to look at our notes and begin thinking about how we can write a hook to grab our reader's attention so they will continue reading our essay. Before we do that though, why is it important to have a good introduction to our informative essay? (Discuss with students, making sure to recognize all students with a response).

What makes a good hook? Review the slide in the Informative Writing PowerPoint, so students can consider those various methods when thinking about their hook.
Set a timer for 10 minutes. When the timer buzzes, we will share some ideas for your introduction. Students will work on their introduction during work session today and will continue writing tomorrow.

[EBP: Provide daily time for students to write [Minimal evidence]; [EBP: Teach students to use the writing process for a variety of purposes. [Strong evidence] (Graham et al., 2016)].

Unplugged/Offline

1. Have students complete Part I of the Informational Writing: Lesson Seven Handout (Unplugged).
2. If possible, try to find a way to communicate with students about their thoughts and to provide feedback (even if it is via phone call or Google Voice).

Explore

Synchronous/Asynchronous

Students will review their notes and begin thinking about their hook/introduction and then write their introduction. Students will share their ideas at the end of the 10 minutes.

[EBP: Provide daily time for students to write [Minimal evidence]; [EBP: Teach students to use the writing process for a variety of purposes. [Strong evidence] (Graham et al., 2016)].
Unplugged/Offline

1. Have students complete Part II of the Informational Writing: Lesson Seven Handout (Unplugged).
2. If possible, try to find a way to communicate with students about their thoughts and to provide feedback (even if it is via phone call or Google Voice).

Apply

Synchronous/Asynchronous

Students will have the opportunity to write and revise their introduction today, starting with the hook. They should complete the rest of the paragraph to set the stage for their topic, and they should try to have your last sentence cover the main points of your organization (that you grouped your information into during the last lesson). As they finish, the teacher will provide feedback and go ahead to begin writing the body of their essay.

[EBP: Provide daily time for students to write [Minimal evidence]; [EBP: Teach students to use the writing process for a variety of purposes. [Strong evidence] (Graham et al., 2016)].

Unplugged/Offline

1. Have students complete Part III of the Informational Writing: Lesson Seven Handout (Unplugged).
2. If possible, try to find a way to communicate with students about their thoughts and to provide feedback (even if it is via phone call or Google Voice).

Reflect

Synchronous

How did you decide to write your hook? Chat box drop. Waterfall.

Asynchronous

How did you decide to write your hook? Answer on Google slide presentation.

Unplugged/Offline

1. Have students complete Part IV of the Informational Writing: Lesson Seven Handout (Unplugged).
2. If possible, try to find a way to communicate with students about their thoughts and to provide feedback (even if it is via phone call or Google Voice).
Evidence of Student Success

Formative Assessment “Small Make” Description:
- Students’ hooks and introduction paragraphs will be quickly checked to assess progress and potential areas for remediation at the next lesson.

Formative Assessment

“More of What’s Meaningful”: Formative Assessments (Serravallo, 2013)

Formative assessment can occur in two ways:
- Conferring [Guidance: Tips for Conferring to Maximize Student Engage]
  - “Supercharge your Conferring: Focus on Goals, Strategies, and Feedback” (Serravallo, 2018)
- Sharing [“How to Create an Inclusive Virtual Classroom” (Kern, 2020)]
  - “8 Strategies to Improve Participation in Your Virtual Classroom” (Minero, 2020)

Student Learning Supports

At all levels, the English Language Arts standards encourage students to become critical thinkers and communicators. The following strategies, though not exhaustive, are designed to support students struggling to meet this lesson’s learning target, and/or learning English as an additional language, and/or are exceeding and would benefit from enrichment.

Supports/Scaffolding

- **Conceptual Processing**: Allow additional processing time. Review this content prior to the lesson occurring so that the student will have additional time to formulate responses. Summarize each lesson segment and keep summary accessible for students. Implement scaffolds identified below for various circumstances.
- **Language**: Prior to beginning of the lesson, explicitly teach vocabulary required to engage with the content. [EBP: Teach students academic language skills, including the use of inferential and narrative language, and vocabulary knowledge [Minimal evidence] (Foorman et al., 2016)].
- **Visual-spatial Processing**: Provide opportunities for students to engage with visual representations and/or manipulatives (virtual or concrete) as they explore concepts of power and communicate ideas.
- **Organization**: Maintain logical progression of big ideas/lesson segments in the course’s shared virtual space so that students can revisit lesson segments as necessary. Help students bookmark frequently utilized sites (such as Flipgrid) or how to group tabs in Chrome to assist with organization.
- **Memory**: Maintain logical progression of big ideas/lesson segments in the course’s shared virtual space so that students can revisit lesson segments, as necessary.
Lesson-specific Scaffolds:

- Teacher will provide support in breakout rooms or scheduled meetings for those students who need extra support.
- Provide students struggling with organization an additional (and more explicit) graphic organizer to help them organize their introduction.
- Conduct targeted small group mini lessons for those struggling with:
  - writing a hook;
  - providing solid background;
  - writing a final sentence that helps establish the organization for the rest of their essay.
  - Sentence starters could support those students who need additional support.

Scaffolds for English Learners:

- Suggestions for this lesson include but are not limited to: providing students with additional hook exemplars and corresponding sentence stems, teacher modeling writing of introduction including thesis statement/last sentence (as mentioned under Apply section above), supplying students with sentence/paragraph frames, etc.
- Educators may find it valuable to review WIDA’s Proficiency Level Descriptors (pp. 136-138) when planning for differentiation based on students’ levels of English proficiency.
- Teachers of ELs are encouraged to incorporate high-leverage practices for teaching EL students and to utilize relevant evidence-based strategies such as those found in Project EXCELL’s downloadable GO TO Strategies (Levine et al., 2013).

Acceleration/Extension:

- Have students write a sample hook modeling all five types of provided examples. Then, allow students to share those with other students to vote on the one they find to be the most engaging.
- Students will be asked to turn in their writing for a check-in today. Teacher should look at organization and give feedback on organization and then return work to student with grows and glows. Teacher will ask student to focus on introduction and ask students to revise if necessary.
Engaging Families

Aligning with your district’s family engagement plan to facilitate the most meaningful way to work with your families should remain the focus. If you have a parent liaison associated with your school/district, you may want to reach out to that individual for further guidance.

- Have students experiment with different types of hooks with their families and ask them what grabs their attention more: question, quotations, strong statement, fact/statistic, or descriptive statements.
- Have students share the hook they wrote with their families and ask for their feedback.

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