Big Idea/ Topic

Information Writing: Writing to Inform Others

Students will learn how to write an informational piece to share information with others. Students will learn how to efficiently research and organize information to share information effectively with a desired audience. At the end of the lesson sequence, students will write to inform the audience about a meaningful topic.

Lesson Five Topic:

Develop the topic: Begin writing subtopics (Research facts, definitions, details)

Students will examine informational writing to see the purpose, audience, and strategies used in informational writing. Students will continue writing subtopics and will focus on writing to a specific audience. In informational writing, authors use details and organize them into structures to inform their audience. This lesson will focus on adding details to students’ informational writing through different text structures such as compare and contrast, problem and solution, and cause and effect.

NOTE: This learning plan uses specific texts (e.g., written, performed, illustrated) as concrete examples of standards-based learning activities. These texts are not endorsements. The selection of classroom texts is completely a local decision and subject to local approval processes.

Daily Learning Targets:

- I can use a variety of text structures in their informational writing.
Standard(s): W2 Informational Writing
ELAGSE3W2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
b. Develop the topic with facts, definitions, and details.
c. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.
d. Provide a concluding statement or section.
ELAGSE3W4: With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.
ELAGSE3W5: With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
Instructional Design

For more information regarding daily routine practices and/or additional information on the unit framework (including materials), please see the Unit Plan 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—

Chart Paper

Text Structure Anchor Chart

Mentor Text (Some choices are listed below):

National Geographic Readers: Planets by Elizabeth Carney
Time for Kids: Take off! All about Airplanes by Jennifer Prior
Living Color by Steve Jenkins
An Egg is Quiet by Dianna Hutts
Mammalabilia by Douglas Florian

Cats vs. Dogs by Elizabeth Carney
  Epic! Link: https://www.getepic.com/app/read/8135

Volcanoes by Anne Schreiber
  Epic! Link: https://www.getepic.com/app/read/43485

Human Footprint by Ellen Kirk
  Epic! Link: https://www.getepic.com/app/read/55331

Adaptations by Monica Davies
  Epic! Link: https://www.getepic.com/app/read/42736

Jane Goodall by William Price
  Epic! Link: https://www.getepic.com/app/read/13429
Students—
Writer's Notebook
Pencils
unplugged handout version

Engage
Opening:
Synchronous
• Explain the learning target for the day and how students will know they have met the learning target.
• Review: Encourage writers for the writing they have done so far. Explain that today we will continue adding to our informational writing piece.
• Prompt students to think back on the mentor texts visited thus far in the unit. Have students share details from each text that have stood out to them. Ask students if they have noticed that authors organize information and details in different ways. Explain that authors do this to keep the reader interested and to show details in the best way. [EBP: Select texts purposefully to support comprehension development. [Minimal evidence]; Teach students to identify and use the text’s organizational structure to comprehend, learn, and remember content [Moderate evidence] (Shanahan et al., 2010)].

Asynchronous
• Record opening for students and provide directions for work session.

Unplugged/Offline
• Have students work through part 1 of the Lesson Five [Unplugged] Handout.

Explore
Synchronous
• Show three different examples of text structures (cause and effect, problem and solution, and compare and contrast) from mentor texts. [EBPs: Teach students to identify and use the text’s organizational structure to comprehend, learn, and remember content [Moderate evidence]; Select texts purposefully to support comprehension development. [Minimal evidence] (Shanahan et al., 2010)].
• **Suggestions**: Cause and effect- *Adaptations* by Monica Davies page 5  Problem and solution- *Adaptations* by Monica Davies page 14  Compare and contrast- *Adaptations* by Monica Davies page 10

• **Suggestions**: Compare and Contrast- *Cats vs. Dogs* by Elizabeth Carney  Cause and Effect- *Volcanoes* by Anne Schreiber  Problem and Solution- *Human Footprint* by Ellen Kirk

• Prompt students to think about how the information in each piece is organized. What do students notice about the information and how it is being presented to the audience?

• Go through each example and create an anchor chart displaying characteristics of each text structure. As you create the anchor chart, prompt students to think of examples of information they could organize in each way. An example of a **Text Structure Anchor Chart** is linked under materials.

• Have students look back at their writing and subtopics list and choose at least one text structure to add in their writing. Students can share with a partner where and how they are going to organize information into their chosen text structure.

**Asynchronous**

• Record a brief minilesson showing and explaining text structures. Go over the anchor chart and provide it as a resource for students to use.

**Unplugged/Offline**

• Have students work through part 2 of the **Lesson Five [Unplugged] Handout**.

**Apply**

**Synchronous**

• Students will work in their Writer’s Notebooks and continue writing their subtopics. [**EBPs**: Provide daily time for students to write [Minimal evidence]; Teach students to use the writing process for a variety of purposes. [**Strong evidence**] (Graham et al., 2016)].

• While students are working independently, the teacher should monitor around the room and conference with students as needed.

• Skills to focus on while monitoring and conferencing:
  - add details and information to informational writing using a specific text structure.
Asynchronous

- Provide an online Writer’s Notebook if needed through a Google Slide or Document.
- Schedule a time to conference with each student to focus on skills focused on in the explore section of lesson.
  - add details and information to informational writing using a specific text structure.

Unplugged/Offline

- Have students work through part 3 of the Lesson Five [Unplugged] Handout.

Reflect

Synchronous

- Have students share where they used today’s strategy with a partner. If desired, students can share with the class.

Asynchronous

- Students can share their use of today’s strategy with a partner via Flipgrid or Jamboard.

Unplugged/Offline

- Have students work through part 4 of the Lesson Five [Unplugged] Handout.
- Students can reflect over using today’s strategy and share with the teacher via phone or someone at home.
- Schedule a time to call and conference with each student to focus on skills focused on in the explore section of lesson.
  - add details and information to informational writing using a specific text structure.
### Evidence of Student Success

**Formative Assessment**
Conference with students by walking around the room. When conferencing, ask students to show how they applied the skill (developing a topic) of the day.

**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 are designed to support students who are either struggling to meet this lesson's learning target 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.
**Scaffolds for Specific Lesson:**
Give more examples, visuals and definitions of text structures and text structure vocabulary. Let students have a mentor text with them to look back to.

**Supports/scaffolds for English learners:**

- Educators are encouraged to refer to resources such as *WIDA’s Essential Actions Handbook* or the downloadable *GO TO Strategies from CAL* to find a variety of scaffolds appropriate for ELs across ELP levels.
- Sample language objectives/targets for this lesson (*Please note the following language objectives are examples and should not be used across all ELP levels. Teachers should take students’ ELP levels into account when creating language objectives for their lessons*):
  - Read to compare and contrast text structures used in model texts with support from peer groups.
  - Orally explain the purpose of different text structures to a peer using sentences starters.

**Acceleration/Extension**
Encourage students to expand their subtopics by using more than one text structure in their writing.

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**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.
- Have students bring home a book or show an online book to a family member and discuss the text structure with them.

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**References**

[https://blog.heinemann.com/10-tips-for-conferring-with-student-writers-online](https://blog.heinemann.com/10-tips-for-conferring-with-student-writers-online)


Georgia Department of Education
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