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.

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 Alignment

**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.

**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 p. 91.
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):

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

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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
  - **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.

<table>
<thead>
<tr>
<th>Evidence of Student Success</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Formative Assessment</strong></td>
</tr>
<tr>
<td>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.</td>
</tr>
<tr>
<td><strong>Formative Assessment</strong></td>
</tr>
<tr>
<td>“More of What’s Meaningful”: Formative Assessments (Serravallo, 2013)</td>
</tr>
<tr>
<td><strong>Formative assessment</strong> can occur in two ways:</td>
</tr>
<tr>
<td>- Conferring [Guidance: Tips for Conferring to Maximize Student Engage](Serravallo, 2018)</td>
</tr>
<tr>
<td>- “Supercharge your Conferring: Focus on Goals, Strategies, and Feedback” (Serravallo, 2018)</td>
</tr>
<tr>
<td>- Sharing [“How to Create an Inclusive Virtual Classroom”](Kern, 2020)</td>
</tr>
<tr>
<td>- “8 Strategies to Improve Participation in Your Virtual Classroom” (Minero, 2020)</td>
</tr>
</tbody>
</table>
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:**

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:**

- Suggestions for this lesson include but are not limited to: providing students with graphic organizers to plan writing with different text structures (e.g. Venn Diagram for compare and contrast), providing sentence frames for each of the text structures discussed, etc.

- Educators may find it valuable to review WIDA’s Proficiency Level Descriptors (pp. 102-103) 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**

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.
- **Engage families of English learners** by encouraging reading of bilingual informational texts on students’ chosen topics to identify/support the English language needed for the unit (sample online resources for free bilingual books: Unite for Literacy, Global Storybooks). Families can also encourage writing at home (Spanish version) with students.
References


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