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 Ten Topic:
Culminating “Big Make” Task:
Choose a meaningful topic to inform others

Students will complete their “Big Make” Task. Students will apply the strategies and methods learned throughout the first seven lessons to create a new informational writing piece. For this writing piece, students will choose to write about a topic that is meaningful to them. This gives students the opportunity to use knowledge they have gained and use it in a meaningful way, by informing others of a topic that is important to them.

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 write an informative piece that conveys a topic and information clearly.
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

Informational Unit Anchor Charts

“Big Make” Task Rubric

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: The “Big Make” Task assignment and rubric.
- Celebrate students’ writing from the previous lesson and how they have continued working on their meaningful writing pieces.
- Encourage students in how they have improved their writing throughout the unit and that you are excited to see their completed meaningful writing piece. [EBP: Create an engaged community of writers [Minimal evidence] (Graham et al., 2016)].

Asynchronous

- Record opening for students and provide directions for work session.

Unplugged/Offline

- Have students work through part 1 of the Lesson Ten [Unplugged] Handout.

Explore

Synchronous

- Review previous lessons with the class. For example, briefly discuss conducting research, using different text structures in subtopics, adding keywords and glossaries, and using transitions in writing to smoothly give information to the audience.
- Use and provide anchor charts from previous lessons, as well as mentor texts for students to use as resources throughout the “Big Make” Task. [EBP: Teach students how to use reading comprehension strategies [Strong evidence] (Shanahan et al., 2010)].
- Review how to wrap up writing by adding a conclusion. Point to the Conclusion Anchor Chart for students to use as a resource.
- Prompt students to think about what aspect of their writing they will focus on today.
- Have students share their writing focus with a partner.
Asynchronous

- Record a brief minilesson reviewing the “Big Make” Task. Remind students of strategies discussed throughout the lesson and how to wrap up writing with a conclusion. Provide anchor charts and mentor texts as a resource.

Unplugged/Offline

- Have students work through part 2 of the Lesson Ten [Unplugged] Handout. Provide copies of Instructional Anchor Charts.

Apply

Synchronous

- Students will work in their Writer’s Notebooks by writing and subtopics and a conclusion. [EBP: 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)].
- Students can use this time to research if needed.
- 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:
  - Researching
  - Using text structures in subtopics
  - Adding keywords and a glossary
  - Using transition words, phrases, and sentences
  - Adding a conclusion

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.
- Researching
- Using text structures in subtopics
- Adding keywords and a glossary
- Using transition words, phrases, and sentences
- Adding a conclusion
Unplugged/Offline

- Have students work through part 3 of the Lesson Ten [Unplugged] Handout. Provide copies of Instructional Anchor Charts.

Reflect

Synchronous

- Have students share where they used today’s strategy with a partner. If desired, students can share with the class. [EBP: Create an engaged community of writers [Minimal evidence] (Graham et al., 2016)].

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 Ten [Unplugged] Handout. Provide copies of Instructional Anchor Charts.
- Conference with students about their final draft and offer feedback.

Evidence of Student Success

Summative Assessment:

“Big Make” Task Rubric

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:**

Use previous anchor charts to prompt students when writing their subtopics. Provide assistance in researching and finding books on appropriate level.

**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)*:
  - Write to add topic-related key words and definitions in text with support from exemplar/model texts.
  - Organize writing by using the language of different text structures to add details about a topic.

**Acceleration/Extension**

Encourage students to use a variety of strategies discussed in their writing. Have students think of ways to connect their subtopics and tell of their importance. Encourage students to add a meaningful way for the audience to respond in the conclusion.
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.
- Encourage students to share their meaningful informational writing with someone at home.

References


