5th Grade: Informative Writing Unit Plan

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.
Writing Standards for Informative Texts

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.
ELAGSE5W4: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in Standards 1-3 above.)

ELAGSE5W5: With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language Standards 1-3 up to and including grade 5.)

ELAGSE5W6: With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.

ELAGSE5W10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
Writing Standards for Informative Texts

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.

ELAGSE5W10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
Developmental Progressions for Informative Writing

*Write informative/expository texts that include facts, definitions, details, formatting, linking words, precise language, and concluding statements*

*Summarize and paraphrase information from print and digital sources, and provide a list of sources*
Writing Informative Texts

Lesson 1
Today we will learn about the informative writing and its purpose.

What is informative writing?
EQ: What is informative writing?

Informative Writing is
Writing Informative Texts

Day 2
Learning Target

Today we will learn how to generate ideas for an informational writing essay.

Essential Question

How do I brainstorm ideas for my informational writing essay?
Why do you think it is important to brainstorm before you write?
Today, you will be introduced to three brainstorming strategies that you may use to brainstorm your research topic ideas. Remember that brainstorming just means to think about ideas to get your brain ready to begin your writing. Choose one or all of the strategies below to help you with finding a research topic.

**STRATEGY 1:** The first strategy is called Word Bubble Wonderings. In the bubbles below, just fill in with your wonderings. What do you wonder about?
3 Ways to Brainstorm Ideas

STRATEGY 2:

The second strategy is a bulleted list. You may already be familiar with this one. You may enjoy using this strategy if you like making lists. Remember that since you are brainstorming ideas, GO BIG! What are 5 things you would like to learn more about. Start your list below and add to it if you need to.

• ____________________________
• ____________________________
• ____________________________
• ____________________________
• ____________________________
3 Ways to Brainstorm Ideas

STRATEGY 3: The third strategy is called a brain dump. If you feel “STUCK” today, write about what’s on your mind, what interests you, or what you your favorite hobbies might be. Use the space to the right to draw, write, doodle until an idea comes to your mind.
Today you learned three strategies to help you generate ideas for a research paper. When you are looking for ideas to write informational texts, it is a good idea to use one of the strategies to help your brain get started. Please complete one of the strategies today to think about a research idea for tomorrow.
Writing Informative Texts

Day 3
Today we will learn how to generate ideas for an informational writing essay.

How do I begin my research for my informative writing?
How do I begin my research?

Today we begin researching topics online and using library sources that you may have available to you.

I have selected your topics based on your brainstorming ideas. If the topic chosen for you is not the one you would like, please email me for changes.
# Student Topics for Research

<table>
<thead>
<tr>
<th>Student Name</th>
<th>Topic</th>
<th>Student Name</th>
<th>Topic</th>
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</table>
Begin with what you already know.
Do a search on your own!

What are Moon Grapes?
Teacher Model
I would like to learn more about: **Moon Grapes** (This is an example of how to research your own topic).

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
<th>Additional Info</th>
</tr>
</thead>
<tbody>
<tr>
<td>What are moon grapes? Where do they grow? How do they get to stores?</td>
<td>Are they healthy for you? Do they have health benefits?</td>
<td>Why do they look different from other grapes? Why are they called Moon Drop Grapes?</td>
</tr>
<tr>
<td>They are grown by the company called Grapery in the San Joaquin Valley in CA</td>
<td><a href="https://grapery.biz/index.php/plant-to-plate">https://grapery.biz/index.php/plant-to-plate</a></td>
<td></td>
</tr>
<tr>
<td>Breeding</td>
<td><a href="https://selfhacked.com/blog/moon-drop-grapes/">https://selfhacked.com/blog/moon-drop-grapes/</a></td>
<td></td>
</tr>
<tr>
<td>Farming</td>
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<tr>
<td>Packaging</td>
<td></td>
<td></td>
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</tbody>
</table>
I would like to learn more about:

<table>
<thead>
<tr>
<th>What do you want to know about your topic? Put question 1 in this box.</th>
<th>What else do you want to know about this topic? Put question 2 in this box.</th>
<th>What is one last burning question that you have about this topic? Put question 3 in this box.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Copy and paste your website that you used to answer question 1 here:</td>
<td>Copy and paste your website that you used to answer question 2 here:</td>
<td>Copy and paste your website that you used to answer question 3 here:</td>
</tr>
<tr>
<td>Type your interesting facts that you found here and below in the other boxes.</td>
<td>Type your interesting facts that you found here and below in the other boxes.</td>
<td>Type your interesting facts that you found here and below in the other boxes.</td>
</tr>
</tbody>
</table>
Today you were introduced to how to begin researching a topic of interest on the internet. You should have found at least 2 websites or resources to use for your note taking. I will look over your notes today and send you feedback on your note taking. Tomorrow, we will look at a few graphic organizers that may help make your note taking easier for you.
Writing Informative Texts

Day 4
Learning Target

Students will use graphic organizers as support if needed for their note taking.

Essential Question

Where do I begin my research for my essay and what strategies can I use for note taking?
How do I begin my research?

Students, you will begin reading and taking notes from your research material from yesterday.

- You will learn how to highlight important information in paragraphs using any informational mentor text (book or passage) and
- Then introduce and model the use of three different graphic organizers that students may use to take their research notes.
How do I highlight and take notes from a passage?

Bartering for Basics

Important ideas:

- Look at this passage to the right and highlight or underline important information that you could use to tell about what bartering is.
- Use the line tool to underline information as shown in the passage as an example.
- This is how you would take notes on your own topic.
- We would then choose one of the following organizers to put our highlighted or underlined information into for us to use in our writing.
You may use any one of the following ways to take your notes today.

1. Summary and Notes,
2. Notes and Bullet Points, or
3. What did I learn from this paragraph?

*Choose one of the following slides to take your notes.
<table>
<thead>
<tr>
<th>Topic:</th>
<th>Name of Article:</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Website of source:</td>
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<tr>
<td></td>
<td></td>
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<tr>
<td>Summary: (Write a summary of the information you learned)</td>
<td>Notes (What part of the summary would be useful for your informational writing?)</td>
</tr>
<tr>
<td></td>
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<tr>
<td>Summary:</td>
<td>Notes:</td>
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<td>Summary:</td>
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<tr>
<td>Topic:</td>
<td>Name of Article: Website or Source:</td>
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<td>Notes:</td>
<td>Bullet Points:</td>
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<td>Notes:</td>
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<td>Notes:</td>
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<td>Topic:</td>
<td>Website or source:</td>
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<td>What did I learn from this paragraph? (page number or website)</td>
<td>What did I learn from this paragraph? (page number or website)</td>
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<td>What did I learn from this paragraph? (page number or website)</td>
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<tr>
<td>What did I learn from this paragraph? (page number or website)</td>
<td>What did I learn from this paragraph? (page number or website)</td>
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</tbody>
</table>
Today you have taken some notes from a website or other resource to fill in some notes to use for your informational writing. Once you feel like you have enough information from your sources you may stop for the day.
Writing Informative Texts

Day 5
Learning Target

Students will learn the importance of organizing research and will learn how to use FlipGrid.

Essential Question

Why is it important to organize my research before I write?
Why is it important to organize my research before I write?

Share your answer on FlipGrid by clicking here.
Assignment for Today

Students, today you will choose one of the following passages about the constitution to answer the following question:

5th grade Informative Essay Prompt

In a brief essay, explain what the U.S. Constitution is, why it was created and who was the main framer of this document. Support your explanation with facts, definitions and details from “Creating the Constitution”.

- Use your note taking skills to help you write your essay on the following slide.
The United States is a “Federal Republic.” This means that power, like the power to pass laws, is shared between the Federal Government in Washington, D.C., and the governments of each of the 50 states. The Federal Government has certain powers, and the states (and their local governments, like cities and towns) have certain powers. The Constitution of the United States sets out which powers belong to the Federal Government, and which powers belong to the states.

The United States Constitution is the highest law of the land. One of the things it does is to tell the 50 states what they must do, and also what they are not permitted to do.

The Constitution gives the states the power to conduct elections and to make their own rules about how they do it, and it also tells them what they are not allowed to do in conducting elections. For example, states are not allowed to reject people who have the right to vote in an election.

The Constitution says that to be allowed to vote, a person must be a citizen of the United States. You are a U.S. citizen automatically if you are born in the United States. There are also ways to become a U.S. citizen if you were not born there. One of the ways is a process called “naturalization.”
The U.S Constitution

The Constitution is the most important document in the world. In addition, one hundred-sixty countries used ideas from U.S version. Fifty-six men worked for a long time writing the Constitution. James Madison had a lot of ideas and he wrote the Virginia Plan and the U.S liked his ideas.

Did you know James Madison wrote the U.S constitution? He also was called, “The Father of the Constitution,” but he did not like that name, because a lot of people helped write the Constitution. The first ten amendments were called the Bill of Rights. They wrote the Bill of Rights because they needed rights freedoms.

The fifty-six delegates had a meeting in Philadelphia called the Constitutional Convention. They had more than just one meeting. Madison wrote a series of Federalist Papers but he did not put his real name, instead he put Publius.

The Constitution is a written document that explains are rights and how are government is organized. We needed to make the Constitution because we had just won the Revolutionary War and we needed a plan.
The U.S. Constitution

Did you know more than one hundred sixty countries have written charters based on the U.S. Constitution? The Constitution of the United States was a very important document that the nation needed after winning the Revolutionary War. The U.S. Constitution was created by many people, so that our new country would have laws.

The U.S. Constitution was a very important document that changed the world. It lists rights and freedoms for all American citizens. Furthermore, the U.S. Constitution is a set of laws for running the U.S. government. In the U.S. government there are three branches of government. These three branches are the executive branch, the legislative branch, and the judicial branch. These branches were created so each branch would not get all of the power.

After winning the Revolutionary War against Great Britain, we needed laws for our new country. The framers wanted a government run by the people. Therefore, they wrote the U.S. Constitution because they wanted to establish justice and insure happiness for all American citizens. Another reason why they created the United States Constitution is the U.S. needed to set up a military to protect the United States.

To create this revolutionary document, James Madison and fifty-six other delegates compromised and discussed ideas for the constitution. They held a series of meetings called the Constitutional Convention. In addition, they added a Bill of Rights because some people did not agree with the new way of government. The Bill of Rights is the first ten amendments. They also wrote the Federalist Papers to get people to accept the Constitution of the United States. The U.S. Constitution mostly followed Madison’s Virginia Plan.

As you can see, the U.S. Constitution is extremely important to our country and its history. The U.S. Constitution was not only important to our nation, but had a great impact on the world.
Today you have should have completed answering the US Constitution Essay prompt using good note taking skills ad details to answer the prompt. I will look over your responses and return them to you with feedback.
Writing Informative Texts

Day 6
Learning Target

Students will learn the importance of organizing research and will learn how to use FlipGrid.

Essential Question

Why is it important to organize my research before I write?
Why is it important to organize my research before I write?

Share your answer on FlipGrid by clicking here.
Organizing Our Notes

Hello writers. Yesterday we learned that organizing our research before we begin writing our informational piece also makes it easier to organize our thoughts. Today you will learn how to organize your notes before you begin your informational writing.

**STEP 1:** Take your notes out from this week and look at your summaries and bullet points.

**STEP 2:** Decide on 3 important facts that you would like to include in your writing. Highlight these.

**STEP 3:** Use the organizer below to insert your 3 facts.

**STEP 4:** Give 2-3 reasons on the following slides and use your notes to support your facts. Be sure to tell what resource you got your information.

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**Example: What are moon grapes?**

**Reason 1 Example**

According to *Taste of Home*, moon grapes are a tubular shaped grape with a dark-blue skin color.

**Reason 2 Example**

Moon grapes are juicy and flavorful and like other grapes, naturally sweet.

**Reason 3 Example**

Moon grapes are just as healthy for you as regular grapes.
Example: What are moon grapes?

<table>
<thead>
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<td>Moon grapes are juicy and flavorful and like other grapes, naturally sweet.</td>
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<table>
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<tr>
<th>Reason 3 Example</th>
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</thead>
<tbody>
<tr>
<td>Moon grapes are just as healthy for you as regular grapes.</td>
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<tr>
<td>Fact #1</td>
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<tr>
<td>Reason 1</td>
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<td>Reason 2</td>
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<td>Reason 3</td>
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<td>Fact #2</td>
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<td>Reason 1</td>
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<td>Fact #3</td>
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<td>Reason 1</td>
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<td>Reason 2</td>
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<tr>
<td>Reason 3</td>
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</table>
Writing Informative Texts

Day 7
Learning Target

- Students will learn how to write a hook to grab the reader’s attention.
- Student will write a draft of their introduction.

Essential Question

How can I create a hook to grab my reader’s attention in my introduction?
Why is it important to have a good introduction to our informative essay?

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.
Types of Hooks

- **Questions**
  - How much soda does the average American drink in a lifetime?

- **Quotations**
  - "I don't drink soda." -- Guy Fieri

- **Strong Statements**
  - Soda has the power to change lives.

- **Statistics or facts**
  - The average American drinks approximately 38.8 gallons of soda each year (Statista).

- **Descriptive statement**
  - On the large screen, the glossy ice spilled into the glass with a clink, immediately followed by the smooth waterfall of the amber, bubbly beverage, so smooth it looks like liquid glass.
Sample introduction to moon grapes writing

Have you ever heard of a tubular shaped grape? At first I thought that moon grapes were something that astronauts found on the moon and brought back to Earth for humans to eat. Boy was I wrong! Moon grapes are a nutritious fruit that is so good that some people call it nature’s candy.
Take a look at your notes and write a draft introduction to your informational writing. Be sure to try to capture the reader’s attention so they’ll want to keep reading more!

Begin your introduction here:
After you finished your introduction, go back and check for **spelling, punctuation, and capitalization**. We will revisit this work tomorrow! Great job today!
Writing Informative Texts

Day 8
Learning Target

Students will learn how to write the body of their informative essay.

Essential Question

How do I begin writing the body of my essay?
Let’s Share Our Introductions!

Share your introduction on FlipGrid by clicking here.
Congratulations writers! You have worked hard to get to this point in your essay writing. I know it took a few days to talk about how to write an informative essay, how to organize our notes, and then how to write a draft of your introduction that you have shared with me today.

Today you will read your introduction in FlipGrid and I will listen to it and provide feedback to you.
You will use your notes that you organized based on questions to answer or categories to begin writing the body of your essay.
Remember that you are writing this to inform your reader about something they might not know about, so use details and descriptions so they can visualize what you are saying. You have written narrative writing with details and descriptions before, so this is not new to you.
How do I begin writing the body of my essay?

Yesterday, you wrote an introduction to your informational essay. Today we will use our notes from Notes Organizer to begin writing the your first body paragraph.

- Go back to slides 45 - 48 to refresh your memory.
- You will use your facts 1-3 to develop your paragraphs.
- Your reasons will be used to support the main topic (fact) of your paragraph.
- Any additional information or personal insights will come from you as you add more to your paragraphs.

You may begin your writing by going to Google Drive and creating a Google document labeled with your name and title of your informational writing.
Closing

Share your work with me at my email address here:
Writing Informative Texts

Day 9
Learning Target

Students will summarize their information and write a call to action or challenge to the reader.

Essential Question

How do I write a conclusion to my essay?
Writers, today you will begin writing your conclusion, if you are ready. You might already remember that a conclusion is the ending to your writing. In this case, it is the ending of your informational writing. Now that you have informed your reader with important facts about your topic, you may conclude your writing by:

1. Writing a short summary of the facts that you presented. OR
2. You may also create a challenge to your reader by asking them to take a course of action. (That just means that you ask them to recycle to help our environment, or that they call their Congressman to get a certain bill passed.)
3. Remember that you want your reader to remember your information, so if you have another way to conclude your writing, please do so!
4. Now go back to your Google document and finish writing your essay.
Writing Informative Texts

Day 9
<table>
<thead>
<tr>
<th>Learning Target</th>
<th>Essential Question</th>
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<tbody>
<tr>
<td>Students will summarize their information.</td>
<td>How do I write a conclusion to my essay?</td>
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</table>
Hello Writers!

Today, I feel excitement in the air. I know many of you are ready to complete your writing so you can share with the class, but first let’s make sure we write a strong conclusion to our writing. You have all come so far with your writing this week and I want you to know how proud I am of your hard work in this unit.
People across the globe consume soda on a wide scale. We learned that Mexico actually consumes the most carbonated sodas every year, but the United States is a close second. This popularity may be due to the wide variety of sodas that are available – from ginger ale to cola to new flavors, like ranch soda! However, the statistics for soda consumption are falling across the board as concerns about sugar content have become more prominent, and this trend has been apparent for several years. "Pop," "soda," "coke," "fizzy pop," and "cola" are all used for the same products, but sometimes you can tell where someone is from based on what they call their drink. American author Natalie Goldberg wrote, "We live in the present with all the history, ideas, and soda pop of this time. It all gets mixed up in our writing." Soda is one of the most popular beverages on earth, and it is even something that has the power to help define a culture!
Noticings

What do you notice about this conclusion. Did you notice:

1. Use of a strong quote,
2. Summary of their information in the body of the essay, and
3. Final note to close the essay (a message for your reader to think about)?
Writing Your Conclusion

Writers, today you will begin writing your conclusion, if you are ready. You might already remember that a conclusion is the ending to your writing. In this case, it is the ending of your informational writing. Now that you have informed your reader with important facts about your topic, you may conclude your writing by:

1. Writing a short summary of the facts that you presented.
2. Don’t introduce totally new information.
3. Remember that you want your reader to remember your information, so if you have another way to conclude your writing, please do so!
4. Now go back to your document and finish writing your essay. Be sure you have shared your writing with me.
Writing Informative Texts

Day 10
Learning Target

- Students will edit and revise writing.
- Students will learn how to cite resources they used for quotes or references in their writing.

Essential Question

How can I edit my writing before sharing with my audience?
Hello Writers!

Today is editing and revision day. This means that you will reread your writing and determine if it makes sense.

- If you find parts that do not make sense to you then you will use today to move parts of your writing around until it makes sense.

- After you have revised your work, you will then edit your writing and check for spelling, capitalization, punctuation, and sentence structure (run-on or incomplete sentences).

- Editing should not sound new to you since you have done this in fourth grade. You should be even better at editing now that you are more mature in your writing.

- Finally, you will use your work session to make a list of resources that you used for your information.
On a separate page of your writing, please cut and paste your websites that you used to gather your information.

Resources Used: Sample Resources Used:


If you use a print book, then just write the author’s name and the title of the book.

Author Name. Book Title.

Tristan Donovan. *Fizz: How Soda Shook Up the World*. 
Reflection

After you have written your essay and shared it with the teacher, please go to Flipgrid on the next slide and tell me about your writing experience.

Answer the following questions:

- What was something challenging about writing informational essays?
- What is something you learned about writing informational essays that you will use in your future writing?
Share your reflection on FlipGrid by clicking here.