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 Nine Topic: How can I write a conclusion to my informative essay?

This mini lesson will show students how to use a summary to conclude their informational writing.

Note: The Georgia Department of Education (GaDOE) does not endorse the books, resources, websites, programs, products, and other materials identified in the Remote Learning Plan Units. Any use of books, resources, websites, programs, products, and other materials are intended to serve as examples only. All curriculum decisions are made at the local level.
I can **summarize** my information in a conclusion paragraph.

- Conclusion paragraph

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.

**Rubric Options:** *(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.)*

- Georgia Milestones 5th Grade Informative Writing Rubrics
- Sample 5th Grade Informative Writing Learning Target Rubric *(could be easily edited for personal preference)*

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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
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. 186-187.

Instructional Design

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; Sample conclusion paragraph (example provided in powerpoint and below)

Students— Access to Google Classroom or alternative, computer with Wi-Fi, pencil, highlighter, paper, or journal, post it notes, essay with introduction and body completed; Informational Writing: Lesson Nine Handout (Unplugged)
**Engage**

**Synchronous/Asynchronous**

**Opening:** Good morning 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.

When writers write a conclusion, they summarize everything they have written in their essay and then leave the reader with a poignant thought. [EBP: Teach students to use the writing process for a variety of purposes. [Strong evidence] (Graham et al., 2016)].

Students, now it’s your turn to write a conclusion for your essay. When you have completed this, please share your work with me. I will provide feedback for your next steps. However, first, let’s examine a sample conclusion together.

**Unplugged/Offline**

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**

The teacher should allow students the opportunity to read a sample conclusion. The teacher may choose a conclusion to use or use this example.

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!

Allow students a few moments to read the conclusion, and then discuss. Ask students what they notice about this conclusion. Things you want them to notice are:

1. Use of a strong quote,
2. Summary of their information in the body of the essay, and
3. A message for the reader to think about.
[EBP: Teach students to identify and use the text’s organizational structure to comprehend, learn, and remember content [Moderate evidence] (Shanahan et al., 2010)].

Unplugged/Offline

1. Have students complete Part II of the Informational Writing: Lesson Nine 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

Students will have the opportunity to try different conclusions to their essay during work session. Students should just add their conclusions to their main document.

Students will share what they have written with a partner in a breakout room or in small groups today. Peers will review their conclusion and give glows and grows. [EBP: Teach students to use the writing process for a variety of purposes. [Strong evidence] (Graham et al., 2016)].

While students are engaged in independent work, confer with small groups or individual students who may be struggling or who would just appreciate your feedback.

Asynchronous

Students will have the opportunity to try different conclusions to their essay during work session. Students should just add their conclusions to their main document that should be shared with the teacher. The teacher will provide feedback so students can make changes before tomorrow.

Unplugged/Offline

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/Asynchronous

Did you feel like you wrote a strong conclusion today? Why or why not? Chat box drop and discuss or post a comment in the learning platform. [EBP: Create an engaged community of writers [Minimal evidence] (Graham et al., 2016)].

Unplugged/Offline

1. Have students complete Part IV of the Informational Writing: Lesson Nine 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:

- Conclusion
- Peer Feedback: Glows & Grows

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)]
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:**

- The teacher will provide support in breakout rooms or scheduled meetings for those students who need extra support.
- Students can record themselves reading their full essay (or they can trade with a peer and record each other’s essays) and listen for places where their wording might be awkward, or their sentence structure makes it difficult to read. Be sure to teach the students how to use the technology tool before they use it independently. They can also engage family members in doing the same thing.
- The teacher can conduct small group or individual mini lessons on the conclusion.
- Students may require additional time to complete their body paragraphs, and the additional time might be factored into the overall timeline for these students.

**Scaffolds for English Learners:**
Suggestions for this lesson include but are not limited to: giving students an opportunity to listen to the example conclusion paragraph via teacher read aloud or recording, working with students in small groups to review writing conclusions (an example, including downloadable resources, can be found here), 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

- Students will be asked to share their work again today. Feedback will be given to student so that they may revise and edit as needed.
- Students can apply their knowledge of transition words from the previous lesson to work on overall essay cohesion with the addition of the conclusion.
- Students can record themselves reading their full essay (or they can trade with a peer and record each other’s essays) and listen for places where their wording might be awkward, or their sentence structure makes it difficult to read.

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.

- Go ahead and send out invitations for either a virtual or in-person coffee house publishing day celebration where students and families can share and listen to their peers’ writing. This event should take place at least a week after the final due date to allow all students (even ones who might have been absent) a chance to participate.
- Publishing is a big day in F2F classrooms, but it also can be done in a Google Meet or Teams meeting with permission from your administration. It is a fantastic way to highlight student work and to show how hard each one worked on their writing. Follow local guidelines and policies to engage in this type of physical and/or virtual event.

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References


