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<th>Big Idea/ Topic</th>
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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 Three Topic:

*Develop the topic (Part I): Subtopics, Research facts, Definitions, & Details*

Students will examine informational writing to see the purpose, audience, and strategies used in informational writing. Students will begin writing subtopics and will focus on writing to a specific audience. Facts are an important aspect of informational writing, and students will learn how to research facts and add them to their writing.

**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 **group** related information together in their informational writing piece.
- I can **develop** the topic with facts.
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

Mentor Texts (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

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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 in the writing they have done so far. Explain that today they will continue adding to their informational writing piece.
• Discuss: Writers use different strategies to share information with their readers. Share a couple of pages from a mentor text with the students. Choose pages that show the author using images, such as graphs and pictures, and giving facts, such as an all about section.
  ☐ Suggestion: Adaptations by Monica Davies- Page 6: Photograph and caption, Page 18: Interesting fact about Jaguars, Page 28: Science experiment for readers to try
• As you show the mentor text, prompt students to notice these text structures and think about how they could use them in their own writing. [EBP: Teach students how to use reading comprehension strategies [Strong 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 Three [Unplugged] Handout.

Explore

Synchronous

• Discuss: Research is an important part of informational writing. In order for our writing to be meaningful to our audience, we must include facts in our writing. Usually, we do not know everything about our topic, so we must research to find out information. When we research, it is important to make sure our information is correct. We do not want to give our audience information that is not factual. [EBP: Teach students to use the writing process for a variety of purposes. [Strong evidence] (Graham et al., 2016)].
• Prompt students to think about some ways we can make sure our research is correct. Sample answers: Get information from more than one place. Information can be found on the internet, in books, and from experts. If the information seems fishy, double check it. Make sure the website is reliable.

• Discuss: So, once we have researched information for our writing, what do we do with it? Like we talked about at the beginning of our lesson, we can organize our information in different ways. One way to organize information is through images. We can add photographs, charts, or maps to our writing to show information.

• Prompt students to think of a way to add images and facts to their writing. Pause for a moment to think, and then share with a partner.

• Discuss: Another way we can organize information is through an all about section.

• Prompt students to think of a way they can add an all about section to their writing. What facts would you include? Share with a partner.

Asynchronous

• Record a brief minilesson explaining how to conduct research on the topic, going through the identified points above.

Unplugged/Offline

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

• Books can be provided for students to research their topic.

Apply

Synchronous

• Students will work in their Writer’s Notebooks and write 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:
  - Encourage students to use the skills focused on during the lesson (text structures: images and all about).
**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.
  - Encourage students to use the skills focused on during the lesson (text structures: images and all about).

**Unplugged/Offline**

- Schedule a time to call and conference with each student to focus on skills focused on in the explore section of lesson.
  - Encourage students to use the skills focused on during the lesson (text structures: images and all about).

**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**

- Students can reflect over using today’s strategy and share with the teacher via phone or someone at home.
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, 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.
**Scaffolds for Specific Lesson:**

• Provide individual mentor texts for students to use at their own pace.
• Provide assistance to students as they conduct research on their topic by choosing a few books and articles for students to choose from.

**Supports/scaffolds for English learners:**

• Suggestions for this lesson include but are not limited to: providing students with a list of reliable websites and/or books to use to conduct research, allowing students to use resources in their first language to gather facts for writing, modeling how to add information to text during the explore activity, 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 look at other mentor texts and find other text features to add to their writing.

**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 an information book with someone at home and point out text features discussed in class.
• Families of English learners can explore websites and books in their home language and discuss the reliability of the sources.
References


Tovani, C., & Moje, E.B. (2017). *No more telling as teaching: Less lecture, more engaged learning (not this but that)*. Heinemann.
