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 Eight Topic:

Culminating “Big Make” Task:

Choose a meaningful topic to inform others

Students will begin 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 brainstorm and choose an informational writing topic that is meaningful to me.
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; Meaningful Topic Anchor Chart; Informational Unit Anchor Charts; Informational Writing Rubric

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

Disclaimer: The Georgia Department of Education (GaDOE) does not endorse any of the books, resources, websites, programs, products, and other materials that may be featured as part of 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.

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: Celebrate writers in the work they have accomplished, writing a whole informational writing piece! This is amazing work and should be celebrated! [EBP: Create an engaged community of writers [Minimal evidence] (Graham et al., 2016)].
- Students can share their completed writing with a partner and celebrate together.

Asynchronous

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

Unplugged/Offline

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

Explore

Synchronous

- Discuss: Introduce the “Big Make” Task to the class (an informational piece incorporating all their new skills). A sample rubric is linked under materials.
- Prompt students to begin brainstorming about the topic of their “Big Make” writing piece. Discuss ideas of how to think of meaningful topics. Create an anchor chart, such as the Meaningful Topic Anchor Chart under materials, and have students think of possible topics to write on. For example, if a student has asthma, they may want to choose this as their writing topic to inform others of what it is like to live with asthma, what it means, and what is done to help with it. [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)].
- Have students share possible topics and subtopics with a partner. Share with students that they can work at their own pace, and can begin writing their introduction and subtopics after they have chosen their topic.
- Provide anchor charts from previous lesson, as well as mentor texts for students to use as resources throughout the “Big Make” Task. [EBP: Select texts purposefully to support comprehension development. [Minimal evidence] (Shanahan et al., 2010)].
Asynchronous

- Record a brief minilesson explaining the “Big Make” Task. Go over the anchor chart and provide it as a resource for students to use when brainstorming topics and subtopics.

Unplugged/Offline

- Have students work through part 2 of the Lesson Eight [Unplugged] Handout.

Apply

Synchronous

- Students will work in their Writer’s Notebooks by brainstorming meaningful topics and 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.
- Students can begin writing their introduction when ready.
- Skills to focus on while monitoring and conferencing:
  - Brainstorming meaningful topics
  - Writing an engaging introduction

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.
- Brainstorming meaningful topics
- Writing an engaging introduction

Unplugged/Offline

- Have students work through part 3 of the Lesson Eight [Unplugged] Handout.
**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 Eight [Unplugged] Handout.
- 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 (putting it all together/brainstorming a meaningful 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.

**Lesson-specific Scaffolds:**

Use previous anchor charts to prompt students when thinking of their topic and writing their introduction.

**Supports/scaffolds for English learners:**

- Suggestions for this lesson include but are not limited to: providing students with a visual checklist to accompany the rubric, providing students with paragraph frames to create an introduction, encouraging the use of the vast variety of home experiences from which ELs may self-select topics for informational writing, 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 think about text structures of subtopics as they are brainstorming.

---

**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 topic with someone at home and discuss why it is meaningful.
- Engage families of English learners by encouraging the reading of bilingual informational texts, focusing on the introductions (sample online resources for free bilingual books: [Unite for Literacy](https://www.uniteforliteracy.org), [Global Storybooks](https://globalstorybooks.net)).

---

**References**

[https://blog.heinemann.com/10-tips-for-conferring-with-student-writers-online](https://blog.heinemann.com/10-tips-for-conferring-with-student-writers-online)


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