Big Idea/Topic

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 Eight Topic: How do I begin writing the body of my writing?

The lesson will begin with students recording a Flipgrid of their essay introduction. The whole class mini lesson will be about how students will use their organized notes to write the body of their paper.

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<table>
<thead>
<tr>
<th>Learning Targets</th>
<th>Lesson “Small Make(s)”</th>
<th>Unit “Big Make”</th>
</tr>
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<tbody>
<tr>
<td>I can <strong>draft</strong> the body of my informative essay.</td>
<td>• Body paragraphs</td>
<td>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.</td>
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<tr>
<td>I can <strong>incorporate</strong> my research into the body paragraphs of my essay.</td>
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**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)*

### 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.

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. 114-115.
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—Response to Flipgrid introductions via FG platform; Informative Writing PowerPoint; Lesson 8 Body Paragraph Graphic Organizer

Students— Access to Google Classroom or alternative, computer with Wi-Fi, FlipGrid, graphic organizers, pencil, highlighter, paper, or journal, post it notes; Lesson 8 Body Paragraph Graphic Organizer; Informational Writing: Lesson Eight Handout (Unplugged)

Engage

Synchronous/Asynchronous
Opening: 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.

Record your introductions from yesterday in a Flipgrid. I will listen to your Flipgrids and provide feedback to you there.
[EBP: Create an engaged community of writers [Minimal evidence] (Graham et al., 2016)].

Unplugged/Offline

1. Have students complete Part I of the Informational Writing: Lesson Eight 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).
**Explore**

*Synchronous/Asynchronous*

Today 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.

Please take your notes out and decide what you want your reader to learn about first. Take your notes and write this paragraph. Remember that when you write a paragraph, there is a topic sentence that usually tells the reader what they will be learning about on that paragraph. If you are using questions for the body of your paper, then be sure your writing answers that question.

*[EBP: Provide daily time for students to write [Minimal evidence]; [EBP: Teach students to use the writing process for a variety of purposes. [Strong evidence] (Graham et al., 2016)].]*

**Unplugged/Offline**

1. Have students begin Part II of the *Informational Writing: Lesson Eight 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/Asynchronous*

Students should create a shareable document via Google/Microsoft and go ahead and share access with the teacher. If their introductory paragraph is in another document, they should add it to this one OR they can just add the body paragraphs to that document and share directly with the teacher. This way, they will be working toward the cohesive final product.

Students should work on composing their body paragraphs. If students experience struggle with their organization, you can provide this [graphic organizer](#) for scaffolding.

*[EBP: Provide daily time for students to write [Minimal evidence]; [EBP: Teach students to use the writing process for a variety of purposes. [Strong evidence] (Graham et al., 2016)].]*

While students are involved in work time, confer with small groups or individual students who might be struggling or who might require enrichment.
Unplugged/Offline
1. Have students continue Part II of the Informational Writing: Lesson Eight 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).

Reflect

Synchronous/Asynchronous
On a scale of 1 to 5 (5 would be feeling fantastic), how do you feel about your writing today? Chat box drop, waterfall style; or add it as a comment to the learning platform assignment. Time permitting, discuss some of the challenges and successes of the day.

[EBP: Create an engaged community of writers [Minimal evidence] (Graham et al., 2016)].

Evidence of Student Success

Formative Assessment “Small Make” Description:
- Body paragraph drafts
- Student reflections of progress

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)
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.
- The teacher can provide a more structured graphic organizer for students struggling with organization and composition. Be sure to teach the students how to use the graphic organizer before they complete it independently.
- In addition to the engagement piece, students could make themselves a short Flipgrid or voice memo talking through their main points, then listen back to their video to begin writing. Be sure to teach the students how to use the technology tool before they use it independently.
**Scaffolds for English Learners:**

- Suggestions for this lesson include but are not limited to: working with students in small groups to review writing topic sentences, supplying students with sentence stems to complete body paragraphs, providing students with time to practice reading their work orally prior to recording, 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 can begin the process of revision and review, focusing on transition words between ideas to ensure a cohesive final product.
- For additional guidance, students can watch this short *YouTube video on using transitions* (Edwards, 2020). [*EBP: Teach students to identify and use the text’s organizational structure to comprehend, learn, and remember content [Moderate evidence] (Shanahan et al., 2010)].

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**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.

- Encourage students to share their rough drafts with their families and ask for feedback.
- Begin drafting invitations and advertising campaign in students’ home languages to go home to parents for the coffee house-style sharing event (local policies permitting).

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**References**

Edwards, J. (2020, Sept. 24). *How to teach transition words in writing: Instructional video – flipped classrooms or in class* [Video]. YouTube. [https://www.youtube.com/watch?v=u4VzIv4iWq0](https://www.youtube.com/watch?v=u4VzIv4iWq0)


-strategies-and-feedback

Shanahan, T., Callison, K., Carriere, C., Duke, N.K., Pearson, P.D., Schatschneider, C.,