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 Nine Topic:

Culminating “Big Make” Task:

Choose a meaningful topic to inform others.

Students will continue 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 develop my topic with facts, definitions, and details.
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; 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

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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: The “Big Make” Task assignment and rubric.
- Celebrate students’ writing from the previous lesson and how they chose meaningful topics and are beginning to write their introduction and subtopics. [*EBP: Create an engaged community of writers [Minimal evidence] (Graham et al., 2016)].

**Asynchronous**

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

**Unplugged/Offline**


**Explore**

**Synchronous**

- Review previous lessons with the class. [*EBP: Teach students how to use reading comprehension strategies [Strong evidence] (Shanahan et al., 2010)].
- For example, briefly discuss conducting research, using different text structures in subtopics, adding keywords and glossaries, and using transitions in writing to smoothly give information to the audience.
- Use and provide anchor charts from previous lessons, as well as mentor texts for students to use as resources throughout the “Big Make” Task.
- Prompt students to think about what aspect of their writing they will focus on today.
- Have students share their writing focus with a partner.
- Encourage students that it is okay to choose different focus points as their partner. Also encourage students that they can go back and revise their writing by focusing on other strategies discussed in the unit.

**Asynchronous**

- Record a brief minilesson reviewing the “Big Make” Task. Remind students of strategies discussed throughout the lesson and provide anchor charts and mentor texts as a resource.
Unplugged/Offline


Apply

Synchronous

- Students will work in their Writer’s Notebooks by writing and introduction and subtopics. [EBP: 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)].
- Students can use this time to research if needed.
- 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:
  - Researching
  - Using text structures in subtopics
  - Adding keywords and a glossary
  - Using transition words, phrases, and sentences

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.
- Researching
- Using text structures in subtopics
- Adding keywords and a glossary
- Using transition words, phrases, and sentences

Unplugged/Offline

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

- Schedule a time to call and conference with each student to focus on skills focused on in the explore section of lesson.
- Researching
- Using text structures in subtopics
- Adding keywords and a glossary
- Using transition words, phrases, and sentences

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 (Researching, Using text structures in subtopics, Adding keywords and a glossary, Using transition words, phrases, and sentences) 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 writing their subtopics. Provide assistance in researching and finding books on appropriate reading level.
**Supports/scaffolds for English learners:**

- Suggestions for this lesson include but are not limited to: providing students with graphic organizers and/or sentence stems and/or paragraph frames for writing, allowing students to work together to create a joint writing piece, 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).
- Educators are encouraged to refer to resources such as [WIDA’s Essential Actions Handbook](#) or the downloadable [GO TO Strategies from CAL](#) to find a variety of scaffolds appropriate for ELs across ELP levels.
- Sample language objectives/targets for this lesson *(Please note the following language objectives are examples and should not be used across all ELP levels. Teachers should take students’ ELP levels into account when creating language objectives for their lessons):*
  - Orally share identified area of focus with a peer using a sentence starter.
  - Add details to text using appropriate transition words with support from a graphic organizer and anchor charts.

**Acceleration/Extension**

Encourage students to use a variety of strategies discussed in their writing. Have students think of ways to connect their subtopics and tell of their importance.

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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.
- Encourage students to share their meaningful topic with someone at home and discuss why it is meaningful.
- [Engage families of English learners](#) by encouraging reading of bilingual informational texts on students’ chosen topics to identify/support the English language needed for the unit (sample online resources for free bilingual books: [Unite for Literacy](#), [Global Storybooks](#)). Families can also encourage [writing at home](#) (Spanish version) with students.
References


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

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