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 Ten Topic: How can I edit my writing before sharing with my audience?

This lesson will remind students what revising and editing means and will provide students an opportunity to fine tune their writing before publication day. Students will also be shown how to list resources that they have used and quoted in their writing. This lesson may take more than one day depending on students’ need for revising and editing.

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## Learning Targets

<table>
<thead>
<tr>
<th>Learning Targets</th>
<th>Unit “Big Make”</th>
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<tbody>
<tr>
<td>I can <strong>revise</strong> my writing, if needed.</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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| I can **cite** my sources that I used for quotations or information in my writing. | • **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.)*  
  o [Georgia Milestones 5th Grade Informative Writing Rubrics](#)  
  o [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.

Material
Teacher— Informative Writing PowerPoint; Create Flipgrid for reflection.

Students— Access to Google Classroom or alternative, computer with Wi-Fi, pencil, highlighter, paper, or journal, post it notes, essay. Informational Writing: Lesson Ten Handout (Unplugged)

Engage
Opening:
Synchronous/Asynchronous

Good morning writers! Today is editing and revision day. This means that you will reread your writing and determine if it makes sense. If you find parts that do not make sense to you, then you will use today to move parts of your writing around until it makes sense.

After you have revised your work, you will then edit your writing and check for spelling, capitalization, punctuation, and sentence structure (run-on or incomplete sentences). Editing should not sound new to you since you have done this in fourth grade. You should be even better at editing now that you are more mature in your writing. Finally, you will use your work session to make a list of resources that you used for your information.
[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]; EBP: Teach students to become fluent with handwriting, spelling, sentence construction, typing, and word processing [Moderate evidence]; 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 Ten 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**

Students can be randomly paired in breakout rooms to read their work out loud to each other. The goal for each student is to read and listen to the writing to see if it makes sense, and to see what revisions need to be made if places exist where it does not make sense.

[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]; EBP: Teach students to become fluent with handwriting, spelling, sentence construction, typing, and word processing [Moderate evidence]; EBP: Create an engaged community of writers [Minimal evidence] (Graham et al., 2016)].

**Asynchronous**

Students should record themselves reading their essay aloud using a tool (even Flipgrid or a screencast) then play it back to listen to their writing to see if it makes sense. Alternatively, they can ask a family member to read their paper aloud to them.

**Unplugged/Offline**

3. Have students complete Part II of the *Informational Writing: Lesson Ten Handout (Unplugged)*.
4. 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).

Parents will be asked to listen to their child’s writing to help with, but not make edits and revisions for their child.
**Apply**

*Students should be given enough time to revise and edit. This may take an additional day for some students and some students may complete early. Emphasize the importance of listing resources at the end of their writing. Additionally, a lesson on citing sources and plagiarizing may be something teachers may want to address if not embedded within earlier lessons in the year.*

[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]; EBP: Teach students to become fluent with handwriting, spelling, sentence construction, typing, and word processing [Moderate evidence]; EBP: Create an engaged community of writers [Minimal evidence] (Graham et al., 2016)].

**Synchronous**

Students will make necessary edits and revisions. Students will then list their resources on a separate page. Teacher should show them how to do this in real time on a slide. At a minimum, students should include a list of web links. If students used print resources, they should list the title and author.

The teacher may conduct small group or individual conferences with students who are struggling with sentence structure, transitions, or any other gaps in the composition/revision process.

**Asynchronous**

Students will make necessary edits and revisions. Students will then list their resources on a separate page. The teacher will provide a slide for students to show an example.

**Unplugged/Offline**

1. Have students complete Part III of the [Informational Writing: Lesson Ten 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 (Ticket-out-the-Cyber-Door) Flipgrid

Synchronous/Asynchronous

Students will create a Flipgrid to respond to the following questions in real time:

- What was something challenging about writing informational essays?
- What is something you learned about writing informational essays that you will use in your future writing?

[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 Ten 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

Summative Assessment

- Final informative essay
- Student reflection questions
- Students' writing will be assessed based on introduction, body of the text, information, organization, and conclusion. You may decide to use the provided rubrics or one of your choosing.
- 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)
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)
  - Formative assessments should be conducted as students complete their writing.
    Feedback on writing, conversations with students, or other formative assessments may also be used based on teacher preference.

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**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:**

Teacher will provide support in breakout rooms or scheduled meetings for those students who need extra support.

- The teacher can conduct targeted small group or individual mini lessons on revision.
- Students may require additional time to complete and revise their essays, and the additional time might be factored into the overall timeline for these students (which will translate into the timeline for the entire class as related to the coffee house event.
- The teacher may conduct small group or individual conferences with students who are struggling with sentence structure, transitions, or any other gaps in the composition/revision process.
- Utilize graphic organizers from previous lessons as appropriate.

**Scaffolds for English Learners:**

- Suggestions for this lesson include but are not limited to: reviewing rubric along with students to clarify expectations, explicit and contextualized teaching of grammar rules along with examples, strategically pairing students for partner work, 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**

Acceleration/Extension Activity: Students who completed work early may create another product to represent their writing and may include illustrating work in slides or in a poster to show what they learned in their research. They can also utilize a tool such as [Canva](#) to create an infographic to accompany their final product that they can share at the coffee house event.

Students can organize the coffee house event by creating programs for the events listing the students and their essay titles, as well as including other information they think the families would like to know about the process. Even if the event is conducted virtually, the program could be linked for everyone to see. They could also use a design tool like [Canva](#) to create this.
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.

- Make final arrangements for either a virtual or in-person coffee house publishing day celebration where students and families can share and listen to their peers’ writing. Take English learners’ families into account with the invitations but also with how you will address that in presentations. 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 or required additional time) 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


