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.

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 Seven Topic:

How to conclude my writing:

Provide a concluding statement or section.

Students will add conclusion statements to their writing. Conclusion statements are important for students to write because it gives them the opportunity to wrap up their writing and compel their audience to do more research or extend their knowledge further.

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 include a concluding statement or section in their informational writing.
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; [Conclusion Anchor Chart](#)

**Mentor Text (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](https://www.getepic.com/app/read/8135)  
*Volcanoes* by Anne Schreiber: Epic! Link: [https://www.getepic.com/app/read/43485](https://www.getepic.com/app/read/43485)  
*Human Footprint* by Ellen Kirk: Epic! Link: [https://www.getepic.com/app/read/55331](https://www.getepic.com/app/read/55331)  
*Adaptations* by Monica Davies: Epic! Link: [https://www.getepic.com/app/read/42736](https://www.getepic.com/app/read/42736)  
*Jane Goodall* by William Price: Epic! Link: [https://www.getepic.com/app/read/13429](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: Encourage writers for the writing they have done so far. Praise them for the hard work they have put in on their writing pieces through an introduction, subtopics, and adding details, text structures, and transitions to their subtopics. Share students’ work from the previous lesson and point out how they added transitions in their writing.
- Explain that today students will look back at our writing pieces and add a conclusion to their writing.

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

**Unplugged/Offline**
- Have students work through part 1 of the *Lesson Seven [Unplugged] Handout*.

**Explore**

**Synchronous**
- Discuss: Every writing piece ends with a conclusion. If there was no conclusion, our audience would be left hanging by a thread! Prompt students to think about what a conclusion should do. What is the purpose of a conclusion? (summarize information, wrap up our writing)
- Show students a conclusion from a mentor text such as *Cats vs. Dogs* by Elizabeth Carney. Ask students to share with a partner what they noticed about the conclusion. How is information wrapped up, or summarized? Does the author do anything else?
- Show students Page 32 of *Adaptations* by Monica Davies. You can ask students: What does the author do in this section? Why is it important to leave readers with something to do or think about? How can we give our audience a takeaway from the information we are giving them? An exemplar conclusion is linked under materials.
- Have students think about how they will write their conclusion and have them share it with a partner.

**Asynchronous**
- Record a brief minilesson showing conclusions and how they can be added to writing. Go over the anchor chart and provide it as a resource for students to use.
Unplugged/Offline

- Provide printed outline of how to write a conclusion for an informational writing piece. You can call students to ask questions of understanding.

Apply

Synchronous

- Students will work in their Writer’s Notebooks and continue writing their subtopics.
- 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:
  - add conclusion to writing

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.
- add conclusion to writing

Unplugged/Offline

- Schedule a time to call and conference with each student to focus on skills focused on in the explore section of lesson.
- add conclusion to writing

Reflect

Synchronous

- Have students share where they used today’s strategy with a partner. If desired, students can share with the class.

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 (adding a conclusion) 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 mentor sentences or sentence frames if students need prompting on conclusion.

Supports/scaffolds for English learners:

- Suggestions for this lesson include, but are not limited to: modeling how to write sentences using each strategy in the anchor chart, providing students with sentence stems or paragraph frames, 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 go beyond wrapping up the topic and give the readers ideas on what to do with their information, apply their information, or find more information.
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 point out a conclusion in a piece of writing and discuss how it wraps up the topic.
- 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 and focus on conclusions.

References


