Big Idea/Topic

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(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.
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
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
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.
<table>
<thead>
<tr>
<th>Evidence of Student Success</th>
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**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**
  - *“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 are designed to support students who are either struggling to meet this lesson’s learning target 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.

### Scaffolds for Specific Lesson:

Use mentor sentences or sentence frames if students need prompting on conclusion.

### Supports/scaffolds for English learners:

- 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 explain to peers how authors conclude texts using examples from mentor texts.
  - Write a draft conclusion by including an appropriate transition (e.g. in summary, in conclusion, to sum up, etc.) with support from exemplar texts and anchor chart.
**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.

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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 point out a conclusion in a piece of writing and discuss how it wraps up the topic.

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**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)


