

Curricular Plan for Writing Workshop

Grade 5

Unit 3: Informational Writing

Building on Expository Structures to Write Lively, Voice-Filled, Nonfiction Picture Books

Students should understand and be able to:

- | | |
|--|---|
| <ul style="list-style-type: none">• Collect research and information to support information books• Examine a topic and convey information and ideas clearly• Validate and defend claims with information and elaborate on and analyze that information | <ul style="list-style-type: none">• Edit themselves effectively• Help readers become informed on a topic |
|--|---|

Mentor Texts

- Any nonfiction texts examples include; DK Readers, Gail Gibbons and Seymour books, Time for Kids articles, science and social studies texts

Possible Teaching Points

Part One: Launching the Unit

Informational Writers Try on Topics and Then Revise Those Topics with an Eye Toward Greater Focus

(W.5.5, W.5.7, W.5.8, W.5.9, W.5.10)

- Writers imagine books they will create by paying close attention to ways the author entices the reader to learn about a topic. We do this by:
 - Sharing books that we love and why we love them
 - Browsing, marking, and talking about favorite pages and parts.
 - Paying close attention to text features and why the author chose to use them.
- Information writers grow potential topic ideas in their notebooks by:
 - Exploring several topics and recording these in their writer's notebooks
 - Thinking, "If I had to teach our class, what might I teach what do?"
 - Think, "What am I an expert in?"
- Information writers "try on" ideas by:
 - Writing a "blurb" about how their books might go and why it might be interesting to the reader.

- Recording not only possible topics but also possible subtopics within each topic
- Researching a topic
- Thinking about what you are interested in or have a wealth of knowledge about.
- Information writers ask questions such as:
 - “What do I want to say to my readers?”
 - “What do I feel is important for someone to know and feel after reading my piece?”
 - “What will keep my readers engaged?”
- Information writers have different ways they plan for how their information text will go. These include...
 - Thinking of a table of contents for their work
 - List the chapters that they could put in their books
 - Using boxes and bullets.
 - Their boxes containing topics and subtopics rather than claims.
 - Dividing their information piece by parts, kinds, or times.
 - Looking at categories, time periods
 - Components or parts are equally important (an ex. if you were writing about the United States, you would need to include the parts such as; Eastern, Western...)

Part Two: Writers Gather a Variety of Information to Support Their Nonfiction Books
(W.5.7, W.5.8, W.5.9)

- Information writers gather information that will fill up the pages of their books while making decisions about how much and what kind of research they will need to conduct. First, we need to...
 - Find information from a variety of sources.
 - Bring forward all you know from the nonfiction reading units about growing ideas through writing about a topic.
 - Conduct an internet research looking for specific information that will be useful
 - Make a list of books you gather information from as well as other sources
 - Collect the information in our notebooks in an organized way such as:
 - Making bullet points
 - Keeping a running list of vocabulary words
 - Making a summary of different parts
 - Note-taking strategies

- Categorizing information
- Information writers record not only facts but ideas, too. We can do this by,
 - Finding fascinating facts about our topic
 - Using thought prompts such as, “Why is this fact important? What about it makes it interesting for the reader? s there something I can back up the fact with, an idea?”
 - Entice the reader by making those facts stand out by starting with “Did you know...? Can you believe...? It’s amazing that...”

Part Three: Informational Writers Draft the Pages of Books, Starting with Sections They Are Most Eager to Write
(W.5.3, W.5.3a, W.5.3d, W.5.4, W.5.5, W.5.9b)

- Information writers practice for drafting by:
 - Teaching all they know about their topic to a partner.
 - Deliver the information in subsections.
 - Jot down places where they need to collect more information.
 - Discuss your plan for finding more information.
 - Noting areas where your information still seems weak and make a plan to find out more or eliminate it.
 - Noting when you have too much information for one subtopic and considering breaking it into two.
- Information writers draft long and strong by:
 - Starting with the pages they are most “fired up” about
 - Remembering they are writing in such a way to set readers up to be experts.
 - Drafting one section at a time, keeping in mind everything they want to teach the reader about at that particular time.
 - Choosing the structure that best supports the information
 - Compare/contrast structure
 - Boxes and bullets
 - Starting with more visuals like labeled diagrams or captions
 - Draw on all you know about different ways that nonfiction texts
 - Starting with more visual texts such as labeled diagrams, captions
- Information writers organize the information within each subsection that best teaches the reader. You can do this by...
 - Moving from the general to the specific
 - Starting with the big ideas the reader needs to know about the topic
 - Moving to the smaller details—like interesting facts

- Drawing on partnerships and asking questions such as...
 - “Did I answer all of your questions as a reader?”
 - “Did I set you up to be the expert in this topic?”
 - “Did you have any questions about specific ideas, parts, or even words after reading the whole section?”
- Information writers make a plan for the text features that will support each page
 - Notice the anchor charts we used from previous essay units
 - Make notes about the sources you tracked during research
 - Use phrases to connect the features to the text

Part Four: Informational Writers Study Mentor Authors and Revise in Predictable Ways
(W.5.3, W.5.3a, W.5.3b, W.5.3c, W.5.3d, W.5.3e, W.5.4, W.5.5, W.5.8, W.5.9, W.5.9b, W.5.10)

- Information writers study mentor texts by...
 - Noticing the variety of information that writers use to tell readers about subtopics.
 - Noticing how authors include explanations of important ideas, use explanatory language, quote from experts, and give examples.
 - Integrating or synthesizing information from a variety of resources that connect to your topic.
- Information writers not only include information but also some of their own thoughts about the information by...
 - Analyzing the information and including their own observations and ideas about what they are teaching.
 - Growing ideas once again by thinking,
 - “This is important because...”
 - “This is connected to...”
 - Offering some opinions or commentary.
- Information writers teach vocabulary to their readers by:
 - Writing the word in bold and then stating its definition outside of the text.
 - Including the word and its definition as part of the text.
 - Including words in the text without definitions, leading readers to use context clues.
- Information writers don’t just teach information through text but also through formatting, illustrations, and multimedia. You can do this by:
 - Analyzing how text features (such as glossaries, diagrams, charts) help us teach additional information
 - Thinking across headings and subheadings to refine the journey our readers will take.

- Using interactive elements in our own writing such as “lift the flap” features or fold out maps.
- Information writers revise the introductory sections to their books by asking,
 - “What do I want to teach readers at the beginning of my book?”
 - “How can I draw in the reader right from the start?”
 - “How can I give the reader an overview, an introduction, to my topic?”
 - “Does my beginning set up the reader to become an expert in this topic?”
- Information writers ‘zoom’ in to examine the structure of their writing. They...
 - Make sure their information is in the right section.
 - Check to see if each detail fits with the subtopic.
 - Make sure all the information in a paragraph goes together.
 - Start each subsection with a sentence that tells the reader what they will be learning about.
- Information writers should not only sum up the information in the conclusion but should leave readers with some big ideas! We can do this by:
 - Using your persuading muscles to convince the world of something you strongly believe about the topic.
 - Use a thesis as your conclusion.
 - Making a strong statement and supporting it with two reasons. Liking “summing it up”
 - Use a call to action statement (ex. Many kinds of sharks are endangered, and none more so than the great white. It is our responsibility to protect this amazing animal.)
- Information writers use transition words to move fluently through the text, we can do this by:
 - Adding transitions between details
 - Adding transitions that connect the subtopic to the topic
- Information writers form strong writing partnerships to support each other.
 - Take turns playing teacher/student.
 - Teach each other about your topic section by section.
 - Ask questions when the information isn’t clear or fully developed.
 - Help each other identify places that need more support and clarification. These might include discussions of important concepts or places where difficult vocabulary is used.

Part Five: Editing, Publishing, and Celebration
(L.5.3a, L.5.6, W.5.5, W.5.6, W.5.10)

- Information writers must have clear and accurate spelling/punctuation when teaching important information to their readers.
 - Use the resources you used to find information about your topic as a source for the spelling of content specific words.
 - Use commas to offset introductory information in a sentence.
 - Use quotation marks accurately.
 - Italicize or underline titles.
 - Remember when and where to use paragraphs.
- Information writers celebrate their hard work! We do this by sharing the books we have created with others.

Helpful Tips

- Launch the unit with an on-demand informational writing assessment. This will help you know where your students fall in a trajectory of writing development and help determine your next steps.
- Informational writing will stand on the shoulders of narrative, opinion, and procedural writing units, as well as on nonfiction units in reading.
- It is likely that during the first nonfiction writing experience of the year, many students will write on topics of individual expertise.
- It is important to select captivating, well-written texts to support your students' work.
- Choose texts based on structures that you want your children to incorporate in their own writing rather than solely topic.
- Provide an overview of the unit for your students so they know what the goal is.
- By the end of the fourth day of unit 1, you'll want each child to have chosen his or her topic. Your stronger writers may even have a more focused topic.
- You will need to decide whether you want part of Unit 2 to include students doing short, focused, on-the-run research in which they locate and use print and online resources to supplement the information they already have.
- During Unit 3, resist the temptation of teaching your students to draft the entire book from start to finish, starting with the introduction.
- You can collect other questions or prompts partners can use to support each other on an anchor chart.
- Information writers need to develop "muscles" by writing explanatory, descriptive, idea-based, and anecdotal pieces.

Common Core State Standards

W.5.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences

W.5.3a Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.

W.5.3b Use narrative techniques, such as dialogue, description and pacing to develop experiences and event or show the responses of characters to situations.

W.5.3c Use a variety of transitional words, phrases, and clauses to manage the sequence of events.

W.5.3d Use concrete words and phrases and sensory details to convey experiences and events precisely.

W.5.3e Provide a conclusion that follows from the narrated experiences or events.

W.5.4 Produce a clear and coherent writing in which the development and organization are appropriate to task, purpose and audience.

W.5.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

W.5.6 With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.

W.5.7 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.

W.5.8 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.

W.5.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

W.5.9a Apply grade 5 Reading standards to literature

W.5.9b Apply grade 5 Reading standards to informational texts

W.5.10 Write routinely over extended time frames for a range of discipline-specific tasks, purposes and audiences.

L.5.3a Expand, combine, and reduce sentences for meaning, reader/listener interest, and style

L.5.6 Acquire and use accurately grade-appropriate general academic and domain specific words and phrases, including those that signal contrast, addition, and other logical relationships