Writing Unit of Study
5th Grade – Informational Writing, Unit 3

ELA
Michigan
State Standards
Lesson Plan Packet

Literary Non-fiction:
Extending Information Writing
Unit 3
6-1-16

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Abstract

The ability to read and write information texts is a critical skill that adults use regularly in both their personal lives and in the job market. Therefore, it is important for elementary students to have a strong foundation with both reading and writing within this text type. The text type of information writing, however, is very broad. Such writing includes genres such as nonfiction books, pamphlets, websites, feature articles, textbooks, research reports, encyclopedias, atlases, guidebooks, and blogs. It is a challenge to pinpoint one type of information text as its own entity, because the text type tends to match the information to which it belongs. For example, information writing written by a travel commentator would most likely be in the text type of a brochure, whereas more specific information about a topic may appear in a feature article or encyclopedia. There is, however, one thing every information text type has in common - each of them expects the writer to teach readers about a topic. Given this correlation, the following unit teaches fifth graders to create an engaging information book about a topic of their own expertise.

It is true, in the subject of writing especially, that the writer can only engage readers in a topic if the writer herself is engaged in that same topic. It is important then, for young writers to write about self-selected topics of great personal interest, in order to focus on learning the appropriate structures of information writing.

This unit will invite fifth graders to publish a voice-filled non-fiction picture book. And, because it is assumes that fifth graders have been in an aligned system of Writing Workshop from grades K-4, this unit expects students to do so within a more literary non-fiction context. Katie Wood Ray defines literary non-fiction as: *"Any non-fiction writing in any container that does the work of informing and engaging."* [Study Driven, 2006, p. 215] In other words, literary non-fiction is more than 'report writing' - it engages. But, just like any type of information text, literary non-fiction is also broad and takes on its own structures. The mentor texts that align with this unit will provide insight into the structures they emphasize.

As stated, the unit focuses on students selecting topics of great personal interest that they know a lot about and could teach others. Yet, the unit also has the potential to focus on content area topics of expertise, if teachers would like to attempt such work. For example, if the class has recently finished studying 'Westward Expansion' in social studies, students could choose to write information books about self-selected expertise topics within that particular subject (i.e. The Gold Rush, The Oregon Trail, The Pony Express, etc.).

Common Core Writing Standard 2 states that fifth graders can do the following:
'Write informative/explanatory texts to examine a topic and convey ideas and information clearly.'

This standard goes further to expect appropriate structure (W.5.2.a.), elaboration (W.5.2.b.), linking words (W.5.2.c.), precise language, domain specific vocabulary (W.5.2.d.), and conclusions (W.5.2.e.). In its in entirety, Common Core Writing Standard 2 expects fifth graders to organize their information writing within a voice-filled structure, and this unit was created to assist in meeting each goal within Common Core Writing Standard 2.

This unit will provide a brief introduction to standards W.5.7, W.5.8, and W.5.9 which expects fifth graders to participate in research during their writing projects. Later in the school year, MAISA units will explore this standard in more depth, devoting an entire unit of study to the complex task of researching within an information text type. It is expected that the following unit of *'Literary Nonfiction: Extending Information Writing,'* will set-up a solid foundation for expository writing structure, so fifth graders can later conduct research-based writing projects with greater ease.

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At the start of the unit, it will be important for teachers to comb their classroom libraries for a variety of voice-filled information books. The more students are immersed in reading this text type, the more successfully they will write it. Teachers should pull texts that are written not only to inform, but also to engage in a creative way. Literary non-fiction books may take the form of a narrative text, traditional expository, or a hybrid of the two types. Several mentor texts and teacher text possibilities are listed in the Resource Materials Packet and throughout the unit of study.

Although it may be a challenge to find one 'perfect mentor text' with everything a teacher expects his/her students to accomplish, a number of mentor texts may be gathered, each comprised of a few goals within each book. For example, one mentor text may have a wonderful 'Introduction,' but no 'Glossary.' While another, has a fantastic 'Glossary,' but no 'Table of Contents.' This is just fine. Teachers should choose their favorite mentor texts for the unit, using several different books for the lessons which fit most appropriately. Also, when using information mentor texts, the focus is on studying characteristics and text structures rather than content per se. For example, a teacher may use a book about 'wolves' to assist students in understanding how this information book and others tend to go – how it is organized by topics, how the text teaches through facts, various text features as bold face, captions, photographs, etc. It is not the intent to use the book so students 'learn a lot about wolves.' The book merely serves as a vehicle for studying informative text.

It will also be important for teachers to plan another time during the day for shared writing. The unit will make references to a 'class shared book,' so it will be most helpful if the class indeed has one started by the end of the Immersion Phase. The class book offers a perfect tool for students to practice lessons, make revisions, and edit.

In terms of volume, teachers should expect students to end this unit with two, completed information books, one of which will be published. After the first twelve lessons, and possibly sooner, it is likely that fourth graders will be ready to begin another piece of writing and cycle through the process another time. Process journey checklists and other scaffolds will be provided for students to do just that.

To assist students in reaching the goals of this unit, teachers will take them through six main concepts:

1.) Immersing students to study the purpose, structure, and characteristics of information writing while generating possible writing ideas
2.) Selecting topics and planning structure
3.) Planning and writing chapters
4.) Making intentional craft decisions to elaborate
5.) Elaborating to add a variety of information with greater independence
6.) Revising and editing to prepare for publishing

The unit culminates with a celebration activity, goal setting, and student reflection.

Additional considerations:
Some teachers keep table bins which hold each student's notebook and folder seated at that table. Other teachers have students keep their writer's notebooks and writing folders in student's desks. Alternatively, some classrooms house materials in magazine boxes lined up along a shelf or ledge. Teachers also consider whether to utilize pencils or pens with students. Pens allow students to write without the pull to erase but instead edit through crossing out. Pens also help teachers see all the ideas placed on the paper even though teachers were not present to view the writing in action. Teachers should think about the habits and routines that will need to be demonstrated based on organization and material choices. Teachers should add sessions to the unit demonstrating habits, rituals and routines based on their own classroom's practice of workshop structures. Please see Routines and Rituals section for more information.

Partnerships are an integral part of a learning community. Teachers should discuss with colleagues their philosophy and procedures for forming student partnerships.

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Background Information, Continued -

There are many ways to publish or go public with writing pieces. The units give some suggestions however the CCSS W.3.6., 4.6 & 5.6 suggests students use keyboarding as one way to publish their pieces. If students have limited experience with keyboarding, teachers may want to consider opportunities outside of writing workshop for students to learn these skills.

Please note: This unit assumes that writers have had five previous years of Writing Workshop organized by aligned units of study. Teachers may want to invest time in reading Kindergarten-Fourth Grade MAISA Writing Units of study or talk to previous grade level teachers before beginning this unit. If students have not had previous experience in a writing workshop or with aligned units of study, teachers may want to include lessons from previous grade levels as support and build towards the outcomes of this unit. A teacher can always carry over any session from any grade into minilessons, conferences or small group work if a need is observed for the instruction.

Celebration – Finished vs. Published Writing

Note to Teacher about finished vs. published writing: Each school should discuss and establish Celebration expectations. What is the building's stance (and it may vary by grade level) on the degree to which a piece should be 100% conventional? Some schools are comfortable with "finished" pieces, meaning students did their personal best and everything may not be totally edited (e.g. conventional capitalization, usage, punctuation and spelling). Often these pieces would not be publically displayed outside the classroom. The focus would be more on how the student grew as a writer in various areas. Whereas, other schools believe pieces at certain grade levels should be in published/polished form for the celebration – often meaning completely conventional. These pieces are often displayed and shared with a wider audience. If so, it should be determined who will be the final editor for students. Just like in the real world, authors have final editors who assist with standard spelling, punctuation, etc.

If choosing to publish, the MAISA writing team does not suggest that there is an expectation that students work on a piece until everything is 100% conventional. Students should have goals as they work toward a published piece, but at some point an editor would assist. It is not realistic at the elementary level to expect a child to correct everything on their own. Also, the MAISA writing team does not advocate that students rewrite pieces over so they look neat and everything is correct. This is precious time taken away from them working on more important writing concepts. If a piece is to be in a published form, then every effort should be made that someone else types and corrects everything for them - just like in the real world of publishing.

Please note: If a student's word processing skills are sufficient, then they may draft/revise and finalize on the computer. However, they would still need assistance from an editor to make final corrections.
For assessment purposes, teachers may want to study the piece prior to the final, published product to denote student growth and areas needing additional assistance. A published piece that is conventional does not truly show what the young writer can and can't do if an adult assisted with it.

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Resources and Materials Needed

Anchor Charts

- *Characteristics of an Effective Information Book* (from Immersion)
- *Text features and Their Purposes* (from Immersion)
- *Parts and Elements of Information Text* (from Immersion)
- *Topics I Already Know Well* (from Immersion)
- *Writing With Our Goals in Mind*
- *Questions to Ask When Planning Information Writing*
- *How to Write an Information Book*
- *Writing Process Steps*
- *Working with a Partner*

Mentor or Teaching Text

- Mentor text – See Resource Materials Packet
- Teacher and/or Class Shared Writing Piece - The following items will be targeted in the unit, so it is suggested to write a variety of 'bare bones' text that lend themselves to adding/revising these items.
- Example: In '*Session 14 – Add numbers, names, and examples,'* the teacher will model how to add numbers, names, and examples into her own draft and/or the class story. Therefore, the teacher's draft and/or the class story should not already have these details. In this way, students will be able to see how such aspects can be added.

  Session 1 - Teacher personal expertise list
  Session 2 –Teacher personal expertise list and ideas to make each topic 'smaller'
  Session 4 – Teacher boxes & bullets and table of contents
  Session 6 – Teacher boxes & bullets and flow chart for one chapter
  Session 7 – Teacher chapter draft to modeling paragraphing
  Session 9 – Teacher structure examples (pros/cons, cause/effect, compare/contrast)
  Session 10 – Teacher writing to model how to 'assess' with checklist and set goals
  Session 12 – Paragraph from teacher writing, with a partner sentence in mind to add
  Session 13 – Teacher draft that elaborates the setting
  Session 14 –Teacher draft with numbers, names, and examples
  Session 15 – Teacher draft that elaborates through physical description
  Session 16 – Teacher draft with areas ready to insert quotations
  Session 17 - Teacher draft to use for process journey checklist
  Session 18 – Teacher draft with places in mind to add define topic specific words
  Session 19 – Teacher draft with sentences in mind to write in a particular pattern
  Session 20 – Teacher draft with areas ready to insert transition words and phrases
  Session 21 – Teacher written introduction
  Session 22 – Teacher written conclusion
  Session 23 – Teacher draft, student sample, or class shared book to add text features
  Session 24 – Teacher or student sample to box and mark
  Session 25 – Teacher or student draft to modeling editing work
- Writer's Notebooks
- Writing Folders or file folders for students to put in multiple draft pages
- Boxes & Bullets Template
- Web Chart Template
- Flow Chart Template
- Paper Drafting Templates
- Rehearsing and Planning Bookmark
- Ways to Elaborate and Say More…Details in Information Writing Bookmark
- How Do You Want to Teach - Handout
- Studying Sentence Patterns Through Mentor Text – Handout

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- Table of Contents Template
- Class Shared Book - Started in Immersion Phase
- Chart paper, poster board, or blank big books for anchor charts
- Green, blue, and red markers/pens/pencils for Box It Activity

Celebration Activity – Select celebration idea before starting the unit. Explain to student early on how their work will be shared at the end of the unit. This should motivate them to do their personal best. Collect, plan, and develop resources and materials needed for the event.

Professional Resources

- Anderson, J. (2005). *Mechanically Inclined: Building grammar, usage, and style into writer's workshop.* Portland, ME: Stenhouse Publishers.
- Calkins, Lucy with Hohne, Kelly and Robb, Audra. (2015). *Writing Pathways: Performance Assessments and Learning Progressions.* Portsmouth, NH: Heinemann.
- Calkins, Lucy. (2013). *Units of Study in Opinion, Information, and Narrative Writing Elementary Series: A Common Core Workshop Curriculum.* Portsmouth, NH: Heinemann.
- Calkins, Lucy & Colleagues from The Reading & Writing Project. (2011) *A Curricular Plan for the Writing Workshop, Grade 5.* Portsmouth, NH: Heinemann.
- Ray, Katie Wood. (2006) *Study Driven: A Framework for Planning Units of Study in the Writing Workshop.* Portsmouth, NH: Heinemann.
- Ruzzo, Karen & Sacco, Mary Anne. (2004) *Significant Studies for Second Grade: Reading and Writing Investigations for Children.* Portsmouth, NH: Heinemann.
- Wiesen, Marika Paez. (2012) *Workshop Help Desk: A Quick Guide to Information Writing.* Portsmouth, NH Heinemann.

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Why a Script?

Teachers, whether new to the profession, Writing Workshop, or to the Common Core Standards can benefit from scripted lesson plans. A script serves as a "writing coach" by guiding instruction to include routines, procedures, strategies, and academic vocabulary. The goal over time is that teachers will no longer need scripted lessons because they will have studied and gained procedural knowledge around writing workshop, the Common Core, and the units of instruction. The script is a framework from which teachers can work -- rewrite, revise, and reshape to align with their teaching style and the individualized needs of their students. Furthermore, the scripted lessons can also be easily utilized by student teachers or substitute teachers.

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Essential Writing Concepts and Components

Assessment –
Assessment is an essential component before, during and after a unit to determine future teaching points, note trends and plan for individual and small group work. See Part One: On-Demand Assessment and General Assessment Background Information section for more information.

Balanced Literacy Program (BLP) –
A Balanced Literacy Program which is necessary to support literacy acquisition includes: reading and writing workshop, word study, read-aloud with accountable talk, small group work, shared reading and writing, and interactive writing. Teachers should make every effort to include all components of a balanced literacy program into their language arts block. Reading and Writing workshop are only one part of a balanced literacy program. The MAISA unit framework is based on a workshop approach. Therefore, teachers will need to also include these other components in their programs to support student learning.

Collaborative Learning – "learning by working together in small groups, as to understand new information or create a common product" (Harris, Theodore L. & Hodges, Richard E. (1995). *The Literacy Dictionary: The Vocabulary of Reading and Writing,* Newark, Delaware: International Reading Association.)

Collaborative Writing –
Collaborative writing is when small groups of students work together to write sections of a piece (e.g. research report), which are then compiled. Students benefit from collaboratively writing group pieces for two basic reasons: First, they learn the steps in writing that text type with the group as a scaffold or support system before having to write individual pieces. The second benefit of working in groups is it lets students share the challenging parts of the task. Together they learn how to navigate through the process and steps. (Tompkins, Gail E. (1998). *Language Arts: Content and Teaching Strategies,* NJ: Prentice-Hall.

Collaborative Learning – "learning by working together in small groups, as to understand new information or create a common product" (Harris, Theodore L. & Hodges, Richard E. (1995). *The Literacy Dictionary: The Vocabulary of Reading and Writing,* Newark, Delaware: International Reading Association.

Immersion - Each unit has three essential phases: Assessment Phase, Immersion Phase and Lesson Plan Phase. The purpose of the Immersion Phase is to help students develop a thorough understanding of the text type they will be writing. Immersion will help students to create a vision of how their own texts may be written and possible items to include. The goal is to move students from explorers of the text type to writers of it. For more detailed information on Immersion, please see the supplemental resource packet on Atlas – Immersion Phase: Creating a Vision for Writing (under resource section).

Independent Writing and Conferring –
Following the mini-lesson, students will write independently. During independent writing time, teachers will confer with individual or small groups of students. The typical architecture of an effective conference is: Research, Decide, and Teach. The goal is to teach a strategy that a student can use in this piece and future writing. The aim is to assist the writer in building a toolbox of strategies for both process and product.

Learning Log or Student Resource Collection -
Throughout the units, students should be given handouts to be used as reference pages. These resources will be used throughout the year. The objective is to provide students with further information they can access until they internal specific strategies and skills. Teachers should determine how students will house these reference sheets. Some teachers denote a section of a Writer's Notebook as the Learning Log. Handouts are glued or taped into this section. Other teachers provide project folders that have grommets in the center. Teachers put sheet protectors in this middle part, making it easy for students to slide in hand outs for future reference. Wherever handouts are stored, there should be an accompanying table of contents so students can find resources quickly.

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Essential Writing Concepts and Components, Continued

Mentor Text vs. Teaching Text –
A Mentor text (or Touchstone text) may be a student authored, teacher authored or a piece of literature that is used by a writing community to study craft or some aspect of craft (such as genre or structure) across an extended period of time. Teachers would study this text in-depth to teach different aspects of a text type and specific writing strategies. These texts would be studied over and over again throughout a unit of study or during the immersion phase. (Ray, Katie Wood. (1999). Wondrous words: Writers and writing in the elementary classroom. Portsmouth, NH: Heinemann.)

A teaching text is a piece (literature, student authored or teacher authored) that has a good example of a particular item that is being taught (e.g. setting lead or internal thinking). A teacher may only use this text to show an example of the particular teaching point and not necessarily as an overall sample of how that text type tends to go.

Mid-Workshop Teaching Point –
The purpose of a mid-workshop teaching point is to speak to the whole class, often halfway into the work time. Teachers may relay an observation from a conference, extend or reinforce the teaching point, highlight a particular example of good work, or steer children around a peer problem. Add or modify mid-workshop teaching points that are included in the units based on students' needs.

Mini-lesson –
A mini-lesson is a short (10-15 minute) focused lesson where the teacher directly instructs on a skill, strategy, routine or ritual students will need to use in independent work. A mini-lesson has a set architecture: Connection, Teach, Active Engagement, Link and Share (this component happens after independent writing time). A Mid-workshop teaching point may be included during independent writing time.

Share Component –
The Share component occurs after the independent writing phase. Each lesson includes a possible share option. Teachers may modify based on students' needs. Share options may include: follow-up on a mini lesson to reinforce and/or clarify the teaching point; problem solve to build community; review to recall prior learning and build repertoire of strategies; preview tomorrow's mini lesson; or celebrate learning via the work of a few students or partner/whole class share (Source: Teachers College Reading and Writing Project). See Resource Materials Packet for handout – Some Possibilities for Purposeful Use of the Share Time.

Shared Writing –
Frank Smith (1990) has said, "The most direct and relevant way to demonstrate to a child the power of writing is to write with the child." Shared writing, where the teacher and students compose collaboratively, with the teacher acting as a scribe and expert to her group of apprentices, is appropriate for older as well as younger students. Shared writing goes beyond language experiences in which the teacher takes dictation from the child's language. In shared writing, the writing is a negotiated process with meanings, choices of words, and topics discussed and decided jointly by students and teacher. (Regie Routman, (1991), *Invitations*, p. 60)

Teacher Choice Lessons –
Teachers should modify, delete or add lessons based on the needs of their young writers.

Teaching the Writer, Not the Writing –
According to Calkins, "One of the cardinal rules of any responsible approach to teaching writing is that instruction must teach students in ways that affect not just today, but every day." Teaching the writer focuses on building students' skills by teaching transferable skills and strategies – teaching a principle or a strategy that students can use often in their writing, on another day and another piece. On the other hand, when teaching the writing, the focus becomes more about "fixing" a piece or improving a part of a piece versus teaching transferable strategies. The piece may get better, but the student may not have learned anything that will help him or her on another day with another piece. (Calkins, Lucy. (2015.) *Writing pathways: Performance assessments and learning progressions, grade K-8.* Portsmouth, NH: Heinemann.)

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Essential Writing Concepts and Components, continued

Volume, Stamina and Fluency
Teachers should set goals for students for volume, stamina and fluency. Volume refers to the amount of writing students do during independent writing time. Stamina is how long a child is engaged in writing tasks. Fluency is the ease with which students' writing ideas flow and how they are communicated on the page. It is important that students write on a regular basis and gain experience with all aspects of writing. See the following resource for grade level expectations for these three areas: (Calkins, Lucy. (2015.) *Writing pathways: Performance assessments and learning progressions, grade K-8.* Portsmouth, NH: Heinemann.)

Writer's Notebooks –
An integral component of an upper elementary writing program is a Writer's Notebook. "The purpose of a notebook is to provide a place for students to practice writing. It's a place for them to generate text, find ideas, and practice what they know about…" (Buckner, 2005). In a nutshell, students will use their notebooks to collect writing ideas and try strategies demonstrated in mini-lessons. The MAISA units do not have a separate unit on introducing or using a Writer's Notebook. Based on students' background and experience with notebooks, teachers may need to add additional lessons to each unit or develop a mini-unit on notebooks. Many teachers make a point of having students decorate their writer's notebooks with pictures and artifacts to ignite writing ideas.

Additional Resources on Writer's Notebooks:
** Favorite - Fletcher, Ralph. (1996). *A writer's notebook: Unlocking the writer within you.* New York: Avon Books.
Buckner, Aimee. (2013). *Nonfiction notebooks: Strategies for informational writing.*
Portland, MA: Stenhouse.
Buckner, Aimee. (2005). *Notebook know how: Strategies for the writer's notebook.* Portland, MA: Stenhouse.
Fletcher, Ralph. (2001). The Writer's Notebook. *School Talk,* 6(4), NCTE.

Writer's Notebooks and Drafting Options –
When it is time for students to choose a seed idea to draft, revise, edit and publish, teachers will need to decide if they are going to have students use loose leaf paper or drafting booklets. Either way, students move their ideas from their writer's notebooks and onto loose leaf paper or draft booklets which are housed in writing folders. Moving out of a notebook often signifies two things: 1) This piece is now being written for an audience, not just the writer, and 2) revision work will be emphasized. Students are much more inclined to engage in more sophisticated revision and editing work that gets "messy" if it is on paper and not in their writer's notebooks. They will do more subsequent changes that may need cutting and pasting to add additional paragraphs or to reorder pages. Teachers will want to think through what is needed for these transitions and how notebooks, paper, folders, and writing materials in general will be stored.

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Overview of Sessions – Teaching and Learning Points

Alter this unit based on students' needs, resources available, and your teaching style. Add and subtract according to what works for you and your students.

Part One:	**On-Demand Assessment (optional)**

Part Two:	**Immersion Phase – See Immersion Packet for more information**
Concept I:	**Writers use mentor text to study characteristics of information writing and generate writing ideas.**

Part Three:	**Lesson Sequence Phase**
Concept II:	**Writers choose topics and plan the structure of their information writing.**
Session 1	Writers consider potential topic ideas by writing flash drafts to discover what they know.
Session 2	Writers narrow their topic selections to create an angle.
Session 3	Writers explore mentor texts to develop a plan for their writing.
Session 4	Writers use planning tools to develop subtopics.
Session 5	Writers rehearse their writing with an engaging voice.
Session 6	Writers outline what information to write in each chapter.
Concept III:	**Writers plan and draft in a logical structure.**
Session 7	Writers form paragraphs within their chapters.
Session 8	Teacher choice lesson based on students' needs.
Session 9	Writers plan how to write, not just what to write.
Session 10	Writers use an information writing checklist to set goals for their work.
Session 11	Writers conduct research to gather information for their writing.
Concept IV:	**Writers elaborate through purposeful craft.**
Session 12	Writers develop their writing with partner sentences.
Session 13	Writers captivate their readers through setting elaboration.
Session 14	Writers add numbers, names, and examples to make their writing more detailed.
Session 15	Writers use physical descriptions to write more.
Session 16	Writers add quotations and cite their sources.
Session 17	Writers start a new draft and monitor their writing using a process journey checklist
Concept V:	**Writers push themselves to write more, with greater independence.**
Session 18	Writers recognize topic specific vocabulary words and define them.
Session 19	Writers explore creative sentence patterns in their writing.
Session 20	Writers use transition words to link pieces of information together.
Session 21	Writers construct leads that engage readers and build interest.
Session 22	Writers conclude with a summary and big idea that makes readers think.
Session 23	Writers use text features as a vehicle to teach more.
Concept VI:	**Writers revise and edit their writing to prepare for publishing.**
Session 24	Writers revise by cross-checking for structure and basic elements of a text type.
Session 25	Writers edit their writing with care.
Session 26	Teacher choice lesson based on students' needs.
Session 27	Writers celebrate their work!
Session 28	Unit Wrap Up Session – Student reflection, goal setting, and cleaning-out folders

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Routines and Rituals: Building a Community of Independent Writers

Writing workshops are structured in predictable, consistent ways so that the infrastructure of any one workshop is almost the same throughout the year and throughout a child's elementary school experience (Calkins, 2005). One means of developing a community of independent writers is to implement routines and rituals that are consistent within and across grade levels. Typically in the early grades, many lessons are devoted to the management of the writing classroom. So, it is assumed that students entering upper elementary have background knowledge on these routines and rituals. It is suggested that teachers across grade levels in a building share how they teach the items listed on the next couple of pages. Therefore, upper elementary teachers may need to merely review and remind students of how procedures go in their classrooms. Depending on the class, teachers may add a focus lesson on a particular routine if needed or review routines and rituals during mid-workshop teaching points or during the after-the-workshop share, especially in the first unit of study. Also, it is assumed that many of these routines and rituals go across curricular areas so they will be addressed and taught throughout the school day and not just in writing workshop. This shift in focus allows more mini lessons to be devoted to supporting students in cycling through the writing process and acquiring a toolbox of writing strategies.

The following are a collection of routines and rituals teachers may want to review. Select based on students' needs.

Routines
- Opening Routine
- Mini or Focus Lessons
- Sending children off to work
- Independent work time
- Closing Routine or Share
- Partnership

Opening Routine – Beginning Each Day's Writing Instruction
- Meeting area/ Room arrangement
- Signal for students to meet for writing workshop
- What to bring to meeting area
- Partnerships at meeting area

Mini-lessons – The Fuel for Continued Growth
- Student expectations as they participate in a mini lesson
- Partnership guidelines
- How students sit during a mini lesson and share

Sending Children Off to Work – Transition from Mini-lesson to Work Time
- Expectation to "go off" and get started working
- Dismissal options

- *Continued on next page*

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Routines and Rituals: Building a Community of Independent Writers, Continued

Independent work time – Students working on their own

- Assigned writing spots
- Getting started – reread writing from previous day
- Students work initially without teacher guidance and/or conference
- Nature of Children's Work – Topic choice
- Role of Mini-lesson
- Role of Writer's Notebooks
- Conversations in Writing Workshop: productive talk, silent writing time & whole-class intervals for partnership talks
- Signal for noise volume
- Mid-Workshop Teaching Point
- Invitational/flexible writing groups
- Teacher conferences
- Productivity – early in the year, later in the year (expectations)
- What to do if you need assistance – Example: "Three before me" (Students must ask three students before asking the teacher.)

Closing Routine – Managing the Share Session

- Signal to meet
- Share session at meeting area
- Celebration of growth

Partnership Routine – Being an Effective Partner

It is recommended that several mid-workshop teaching points focus on teaching students how to build effective partnerships. Possible discussion areas/guidelines:

- Turning and Talking – discussing something with a partner per teacher's guidance
- Determine who goes first
- Compliments can be helpful when they are specific
- Give constructive suggestions – people can be sensitive about their work, so it's best to ask questions or give suggestions in a gentle way
- One helpful way to listen (or read) a partner's work is to see if everything is clear and makes sense
- How partners can help us when we are stuck
- Effective questions to ask partners
- If your partner has a suggestion, it may be worth trying (value the input/role of partnerships)
- Appropriate times to meet with your partner, where to meet with your partner, why to meet with your partner

- *Continued on next page*

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Writing Unit of Study
5th Grade – Informational Writing, Unit 3
Routines and Rituals: Building a Community of Independent Writers, Continued

Other Rituals for Consideration

- What students do upon entering the room/leaving the room
- What to do at the beginning and end of Writing Workshop
- How the room is arranged
- Where certain activities take place in the room (e.g., where to meet with another writer to listen to his/her work)
- Where things are kept
- How and when movement is constrained or not constrained
- What to do when one activity is completed
- What to do when we think we are done
- How to use the classroom library
- How to use the word wall and other resources
- How to behave in small group meeting
- How students work
- How to get supplies when needed
- How to turn in work
- How to get the teacher's attention for a conference
- How to behave when a student is reading/talking
- How to conference
- How to begin the editing process
- How to begin the publishing process
- How to store drafts/past work/finished pieces
- How to communicate writing status

Adapted from presentation by Sally Hampton, *Reading and writing grade by grade: Primary literacy standards for kindergarten through third grade (*1999) by New Standards.

Additional resources:

Calkins, Lucy. (2013). *A guide to the common core writing workshop: Intermediate grades.* Portsmouth, NH: Heinemann.
Fletcher, Ralph & JoAnn Portalupi. (2001). *Writing workshop: The essential guide.* Portsmouth, NH: Heinemann.

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Writing Unit of Study
5th Grade – Informational Writing, Unit 3
Volume of Student Work

At the end of this unit, students will publish and celebrate one information book. This published book will follow suit with the mentor texts studied and will therefore mimic a high-quality, engaging trade book with informational text structures, development, and features.

Although students may only be publishing one information book, it is expected they would draft more than one book over the course of the lesson sequence. Teachers may find their students becoming so engrossed with one topic, they are choosing to only work on one book for the entire unit. If this is the case, teachers should make sure that students are not "nit picking" little things and consequently writing very little. It would be more effective for students to be writing more and writing longer – than for them to be working on the same draft and not writing very much.

According to the Writing Process Learning Progression in Writing Pathways by Lucy Calkins with Kelly Hohne and Audra Robb, page 451, the following is expected in terms of fifth grade writing volume:

By end of Grade 4, Beginning of Grade 5:

"The child at this level writes fast and furiously each time he writes, producing two pages a day in school, ten pages a week or more in total, and the same amount at home. He can remain engaged for sixty minutes."

By end of Grade 5, Beginning of Grade 6:

"At this level, the child can sit and type three pages in a single sitting. The child can remain engaged in a writing project, which can include talking, planning, and drafting for sixty minutes."

Although the homework components mentioned above will vary among individual school districts, class time volume expectations should be consistent and strong. To this end, the MAISA writing team would expect that students have at least two drafts during the course of the following unit, choosing their favorite revise and publish. Teachers may choose to have their students work on these drafts simultaneously once drafting begins. Or, teachers may choose to have students work on one draft at a time, finding a place in the lesson sequence where they feel the class is ready to all begin a second draft with a new topic. If the latter is chosen, a lesson is provided as Session 17 titled: 'Writers start a new draft and monitor their writing using a process journey checklist.' This lesson teaches students how to begin a new draft and work within their writing process with greater independence.

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Writing Unit of Study
5th Grade – Informational Writing, Unit 3
Part One: On-Demand Assessment and General Assessment Background Information

On-Demand Writing Performance Assessment Explanation

Each district should develop a comprehensive writing assessment plan that includes on-demand writing performance assessment tasks. Please follow district guidelines for the specifics of administering, scoring, and analyzing this task. It is highly recommended that teachers conduct on-demand writing assessments throughout the year. Data collected from analyzing this writing will allow teachers to begin to develop insight into what their young writers know and can do on their own, where they need additional help, and possible next teaching points. For more comprehensive information, please read: Calkins, Lucy. (2015.) *Writing pathways: Performance assessments and learning progressions, grade K-8.* Portsmouth, NH: Heinemann.

When to Conduct the On-Demand

An On-Demand Writing Performance Assessment, if given, should be administered before the Immersion Phase begins.

General Assessment Background Information

Please note: Assessments were not created for the MAISA 3-5 writing units of study. Instead, Oakland Schools highly recommends using *Writing pathways: Performance assessments and learning progressions, grade K-8* by Lucy Calkins as an assessment resource. *Writing Pathways* was designed to work with any curriculum aligned to Writing Common Core State Standards. This toolkit has comprehensive resources available, as well as possible mentor text. Each 3rd through 5th grade MAISA unit is generally aligned with *Writing Pathways'* learning progressions and teaching rubrics. Using Calkins' assessment tools (versus developing your own), allows more time to be devoted to studying the assessment measures, analyzing data collected, and planning for future needs (e.g. student, class, grade level and district).

The following are some of the components available in the *Writing Pathways* assessment resource. If districts choose not to utilize *Writing Pathways*, they should consider creating similar components to support their assessment of student writing and subsequent teaching.

A. Learning Progressions for each text type
B. On-Demand Performance Assessment Prompts and Guidelines for each text type
C. Teaching Rubrics
D. Student Checklists
E. Leveled Student Writing Samples
F. Annotated Demonstration Texts
G. Writing Process Learning Progressions

Writing Pathways also includes an extensive background section on areas such as: Components of the Toolkit, Conducting On-Demand Performance Assessments, Norming Meetings and Subsequent Scoring, Using Results and Adapting Writing Curriculum, Self-Assessment Checklists, Tracking Data, Teaching Using Learning Progressions, Transference to Content Areas, Designing Reading-Writing Performance Assessments, etc. Source: Calkins, Lucy. (2015.) *Writing pathways: Performance assessments and learning progressions, grade K-8.* Portsmouth, NH: Heinemann.

Additionally, teachers should regularly engage in formative assessment. They should collect student work throughout the unit to determine student progress, form strategy groups, and plan next instructional steps.

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Writing Unit of Study
5th Grade – Informational Writing, Unit 3
Part Two: Immersion Phase

The purpose of the Immersion Phase is to help students develop a thorough understanding of the text type they will be writing. Immersion will help students to create a **vision** of how their own texts may be written and possible items to include. The goal is to move students from *explorers* of the text type to *writers* of it. Through studying mentor texts, students will develop a greater understanding of:

A. **Definition and Purpose** (What is xxx? Why do people read xxx? Why do people write xxx?)
B. **Characteristics** (What makes an effective xxx?)
C. **How these texts tend to go?**
   1. How does the beginning or introduction tend to go? What is included?
   3. How does the middle part or body tend to go? What is included?
   4. How does the ending or conclusion tend to go? What is included?
   5. Author craftsmanship specific to that text type (e.g. Narrative: character, plot, heart of the story, details as internal thinking, setting, character action, physical description, dialogue, etc.; Information: text structures, text features as caption, headings, bold face, etc.; details as facts, number, sizes, etc.; Opinion – claim, reasons, supporting evidence, etc.)

It is critical that teachers spend 3-5 days in Immersion. Inquiry lesson suggestions can be found in the resource packet, Immersion Phase: Creating a Vision for Writing. This packet can be found under the resource section on Atlas Rubicon. Please review this packet to gain more background knowledge on Immersion and to assist in planning lessons for this phase. Once lessons are decided, teachers may want to record them for reference purposes. The following template may be helpful. Duplicate as needed.

Lesson Plan Template for Immersion Phase

Session #	
Concept	
Teaching Point	

Materials	
•	•

Outline immersion lesson:

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Writing Unit of Study
5th Grade – Informational Writing, Unit 3
Part Two: Immersion Phase

SAMPLE ANCHOR CHART: From Immersion in a 5th grade classroom

Characteristics of an Effective Information Book

Definition: An information book is one that teaches others about a topic.

Purpose: People write information books to inform and teach others about an area of interest. People read information books because they are interested in learning new information.

Noticings:

- Topics are things the author knows a lot about
- Structure: Beginning or introduction, Middle or Body, Ending or conclusion
- Text includes facts, ideas, observations, questions, etc.
- Introduction or Lead – grabbed reader's attention and sometimes told what they would learn
- Endings – told reader what the book was about again
  Types: questions, drew conclusions about the topic, told ways the reader might think or respond, told reader the subtopics again,…
- Organization - Writing had different parts – chapters
- Text features we noticed: table of contents, glossary, drawings, captions, diagrams, ….
- Types of information included: facts, details – what looked like, observations about topic, definitions, steps, tips, details – names, numbers, examples
- Special words or vocabulary
  How author shared important words: bold face and then in glossary, text box, right there in text (context)
- Pictures and diagrams helped explain the words
- Author used an 'expert voice'
- Parts weren't boring – author made it sound like a story
- Titles
  Types: Name It, Alliteration, Question, …
- Chapters – Author told you the subtopic on the topic of the page
- Topics: Broad All-About Types and Narrow topics
- Crafty things writers did – simile to compare, changed font size or color, …
- Ways shared information: Pro/Cons, Compare/Contrast, Cause/Effect
- Heart of the Message – author shared information about a subject
- Precise word choice – especially verbs, nouns, adjectives (helps paint picture in reader's mind)
- And other aspects as noticed

This chart should be co-constructed with students based on how they would describe things, mentor text read, and immersion activities completed. Please note: Students may not give the category (e.g. structure, lead, ending, etc.) but the teacher can teach them the writing term for what they are describing. This helps students to notice the same characteristics across different text and text types, as well as builds writing discourse (academic vocabulary per CCSS). It is not the intent to have students list all these things during immersion. Students would keep adding to this list as the unit progresses.

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Writing Unit of Study
5th Grade – Informational Writing, Unit 3

Sample Anchor Chart from Immersion Phase – 5th Grade Classroom

Topics I Already Know Well

Text	Possible Writing Idea	**MY Writing Ideas**
Harry Houdini By: Janice Weaver The Nelson Mandela Story By: Andrew Einspurch	People	• Justin Verlander (athlete) • Grandma Maggie (family) • Coach Vince (mentor) • Firefighter
Guide to Photography By: Nancy Honovich and Annie Griffins	Hobbies	• Legos • Football • Roller Blading • Bike Riding • Wrestling
Arlington: The Story of our Nation's Cemetery by: Chris Demarest	Places	• George George Park • Partridge Creek Mall
Marvels in the Muck By: Doug Wechsler Chameleons are Cool By: Martin Jenkins A Handful of Dirt By: Raymond Bial	Things	• Hamsters • Golden Retrievers • Chocolate • Bagels

Please note: It is not the intent to have students list all these things during immersion. Students would keep adding to this list as the unit progresses. This sample includes text to show teachers how to go from a sample text to a generalized area. Students do not need to include column 1 while generating ideas.

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Writing Unit of Study
5th Grade – Informational Writing, Unit 3
Part Three: Lesson Plan

Session	1
Concept II	Writers choose topics and plan the structure of their information writing.
Teaching Point	Writers consider potential topic ideas by writing flash drafts to discover what they know.

Materials	
• Topics I Already Know Well [Anchor Chart from Immersion] • Working with a Partner -Anchor Chart [See Resource Materials Packet] • How to Write an Information Book [Anchor Chart]	• Teacher writer's notebook • Student writer's notebooks • Topics I Already Know Well – Student list in writer's notebooks; may have one started from immersion. • Chart paper

Tips	• Students should choose a topic of information that especially matters to them. • Portions of teacher writing examples will be provided for this lesson, and throughout the unit, to help guide instruction. Teachers may use the provided examples or develop their own. • The 'writing long' example in the 'teach' section could be much longer than what is shown. Teachers may model writing 'fast and long' using a full notebook page or half notebook page, depending on what they think is an appropriate amount for their class. • When writers 'write long' it helps them discover how much they really know about a topic. This may also be called a 'flash draft' and is a bump up from simply listing topic possibilities. • If students already have a list of possible topic ideas from immersion, they can use such lists for this lesson.

Connection	• *Writers, today is a special day! We have been studying information mentor texts, paying close attention to the ways that published authors engage readers to learn about their topics, and now we're going to begin writing our own information books!* • *It's important for you to remember that information writers are actually teachers – and teachers are experts about their topics. So in order to write a voice-filled information book, we need to discover what topics we really know well, so we can focus on writing well.* • *Today, we're going to learn how writing a 'flash draft' is a way to discover what we really know and what topics really matter to us.*
Teach	• *Let's begin by making lists – which I know is one of your favorite things to do. But, today's list will be different. Information writers don't just list possible topics and stop; rather, after quickly listing a few topics of expertise they write long in their notebooks, jotting all that they know about each topic. Writers might even begin structuring their writing like an information book, perhaps like the ones we've been studying. Writers call these 'flash drafts' because they quickly draft a piece to help them try out a topic and the structure.* • *Begin by thinking to yourself: 'If I had to teach a course to the other kids in the class, what could I teach? What do I know a lot about?' Watch me as I show you how.* • Teacher models and thinks aloud as he/she generates a list of possible topics and writes long about each one. Below is an example of a list and writing 'long' about the first topic on the list. Topics I Already Know Well • Trees • Flowers • Cats • Baseball players <u>Trees</u> **(writing long about the topic - sample)** Trees are an important part of our world. They have lived on earth longer than any other organism. Trees keep our air clean and provide materials to us, such as wood and paper. Many people think trees are beautiful, especially when they change over different seasons. Trees also provide shade for both people and animals.

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	• *I could actually keep writing for much longer, but you get the idea!* • Teacher discusses how the focus of the 'writing long' activity was getting ideas and information down on paper. The purpose is to generate all you know about a topic and could teach someone else. This isn't a time to be concerned about writing a catchy lead or using everything you know about craft. You are checking if you truly know enough about this topic to spend more time studying and writing about it.
Active Engagement	• *Now it's your turn. Let's practice with our partners.* • *Before we begin, I would like to review our anchor chart **'Working with a Partner,'** so you remember how effective partners work together.* • Teacher reviews 'Working with a Partner' anchor chart and displays in a central location for the remainder of the unit, so it can be referred to whenever necessary. • *Turn and tell your partner about a few possible topics you could teach other people. Think to yourself, 'If I had to teach a course to the other kids in the class, what could I teach? What do I know a lot about?' Look over your topic list from immersion to help you think of some possibilities if need be. Then, choose one of those topics to **talk long** about, practicing what you will **write long** about today.* • *Partner 1, you will begin and Partner 2, you will listen. After Partner 1 has a turn, Partner 2 will have a chance to practice. Ready? Go! Teacher may wish to signal when students should switch roles.* • *(Note: This strategy is called 'write-in-the-air' – meaning that students will say what they will eventually write on paper. When students 'write-in-the-air' it saves time, helping the active engagement not be too lengthy.)* • *Then, choose one of those topics to **talk long** about, practicing what you will **write long** about today. I wrote my flash draft, but due to time, right now you will just 'talk long' to practice.*
Link	• *Let's start a list in our notebooks right now. Go ahead and write: **Topics I Already Know Well** on the top of a fresh page. Today, I'd like you to start by listing a few topics of expertise and then you can 'try out' your topics, by writing long about all that you know.* • If students already have a list started from immersion, invite them to add more to that list and use it as a guide for what they could 'write long' about during independent writing time.
Independent Writing and Conferring	•
Mid-Workshop Teaching Point	• *Writers, remember to not only list, but to also write long about each topic. One way to do this is by using a finger listing approach. The palm of my hand could be my first topic: 'Trees.' Then, I could point to each finger for each subtopic or category that I could teach about my topic.* • Teacher models one subtopic per finger: *I could teach about what trees are, how long they've lived, and why they benefit us. After I list on my fingers, I could write long about each of these items. The more you write, the more you'll think about these topics - so make sure to do more than make a list.* • *If you don't have five subtopics, one for each finger, you may need to choose a new topic that is easier for you to write about. Give it a try.*
After-the-Workshop Share	• *Let's spend a moment learning a new way to think about our expert topics.* • *Another way to think of even more expert topics is to consider topics we've learned about at school. For example, so far this year we've already studied xxx* (teacher provides examples of science and social studies units such as Earth, States of Matter, Government, Economics, etc.) • Teacher models listing units of previous study in science and social studies and models 'writing long' about one of these topics. • *Try this. Think of a subject you've learned about at school. It could be this year or even last year and spend a moment jotting down a few possibilities in your notebook. Then, choose one to write long about. Let's take five minutes right now – go!* • Teacher starts a chart titled: **How to Write an Information Book**, listing the concept taught today, and leaving room for subsequent lessons. This chart will be a 'journey chart' because the teacher and students continue to add strategies each day. • *We'll keep adding to this chart each day as we learn something new about information writing. I'll make sure to keep it in a central location, so we remember the important steps.* • Optional: Teachers may decide to assign writing homework tonight, for students to continue generating expert topic ideas.

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SAMPLE
ANCHOR CHART

How to Write an Information Book

- **Generate ideas – think about topics you know a lot about and could teach others.**

These charts should be co-constructed with students based on how they would describe things, mentor text read, and immersion activities completed.

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Writing Unit of Study
5th Grade – Informational Writing, Unit 3

Session	2
Concept II	Writers choose topics and plan the structure of their information writing.
Teaching Point	Writers narrow their topic selections to create an angle.

Materials	
• How to Write an Information Book [Anchor Chart] • The Emperor's Egg Martin Jenkins • One Tiny Turtle Nicola Davies • Walk with a Wolf Janni Howker or any book mentor text with an interesting title	• Teacher writer's notebook • Student writer's notebooks • Class shared book xxx [example: Fifth Grade Subjects]

Tips	• In this lesson, you will invite your students to do something more sophisticated than writing: '*All About Tigers.*' The goal, instead, would be to focus on a smaller topic – such as Bengal Tigers, or the Hunting Patterns of Bengal Tigers, for example. • Narrowing topic selection will present a more focused piece of information writing. However, the more narrow your topic, the more sophisticated the writing tends to go. • The suggested trade books for this lesson may be substituted for similar books that are available. • Teachers should consider that more advanced writers will be able to narrow their topics with greater ease.

Connection	• *Our classroom is really buzzing with some expert topic ideas! Yesterday we created a possible topic list and wrote long about each of our topics, exploring how much we already knew.* • *Today I want to teach you that writers don't have to write 'all about a topic.' We've done that before when we were younger writers. Now that we're in fifth grade, we can write about smaller or narrower topics.* • Show gesture - Arms wide out for an 'All About Topic," bring hands in and close together to show a smaller or narrower topic
Teach	• *In order to write about a smaller topic, a writer first has to think about what is really important for their readers to know. They choose smaller topics or angles they have about a big topic. Then, they write all about the* ***smaller topic****. Let me show you how to do it.* • *I was looking through our classroom library yesterday and noticed that we have two information books about animals, but they're each a little different. This one is called: One Tiny Turtle and follows a loggerhead turtle through its life cycle. Then, I found the book: The Emperor's Egg and this book only focuses on one breed of penguins, the Emperor penguin.* • *These books are good examples of how writers took the big topic of 'animals' and developed their writing around a* ***very specific type*** *of animal.* • *Let me show you how I can do this with my list of topics I'm going to check each one and see if I'm able to zoom in and focus on just one part or angle of the topic. Let's take a look.* • Teacher models with his/her list from yesterday, choosing a smaller topic or angle for the necessary items on his/her list. (A future published information book would be ONE of these 'zoomed in' ideas.) **List from yesterday - Topics I Already Know Well** • **Trees** • **Flowers** • **Cats** • **Baseball players** **Topics I Already Know Well – Possible Ways to Zoom In** • **Trees** → **benefits of trees, apple trees, life cycle of trees** • **Flowers** → **annuals, perennials, geraniums** • **Cats** → **domestic cats, wild cats, American White Hair cats** • **Baseball players** → **Miguel Cabrera, Tigers, Little League**

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Writing Unit of Study
5th Grade – Informational Writing, Unit 3

Active Engagement	• *Writers, let's practice trying this out. I want you to think about our class topic: xxx (Fifth Grade Subjects). Now, think about some smaller topics that relate to the bigger topic and share these with your partners. (Examples: Narrow our broad topic to one book about Math, Science, Writing, Reading, etc. More advanced writers can make their topics even more narrow i.e. 'Understanding Fractions' or 'The Economy of Michigan').* • Note: When the 'class topic' is mentioned, this is a book the class will co-construct as the unit progresses. This class shared book is a great way for teachers to model minilessons and writing processes. This shared writing may be done in the teacher's writer's notebook (perhaps with a document camera), on chart paper, on a Smart Board, or with any means suitable given classroom materials.
Link	• *When you're writing today, look at the topic list you've created and see if you can choose some smaller topics, or particular angles of your bigger topics.*
Independent Writing and Conferring	•
Mid-Workshop Teaching Point	• *Writers, I notice so many of you are taking one big topic in your notebook and you're thinking of more specific, smaller topics. xxx (Jack) had the topic of Turtles in his writer's notebook yesterday and now he has a few more specific topics. (e.g. Sea Turtles, Snapping Turtles, Box Turtles)* • *It's helpful to remember that one big topic may have many smaller topics – so write them all down!*
After-the-Workshop Share	• *Now that we know how writers focus on smaller topics, let's use xxx (Math) as our more focused class topic. Let's see if we can make this title sound a little more interesting, like the mentor texts we've been studying.* • *One way writers do this is by being specific. Being specific means the writer describes the topic with more words, such as adjectives (describe nouns: person, place, thing) or verbs (show action).* • *Look at the book: <u>Walk with a Wolf</u> by Janni Howker. Do you see how Janni Howker made her title specific and narrow with additional words? This title sounds a lot better than: 'Wolf!'* • *Let's try it with our class book. Can you add some adjectives or verbs to make our title more interesting?* Students participate in discussion with their partners about possible titles for the revised class book. Class decides on something such as: <u>The World of Math</u> or <u>Magical Math.</u> • *Now, give this a try with your own topics. Go through your list of topic possibilities and revise them with some specific adjectives or verbs to make them more interesting.*

SAMPLE
ANCHOR CHART

How to Write an Information Book

- Generate ideas – think about topics you know a lot about and could teach others. **(Narrow your focus).**

This chart should be co-constructed with students based on how they would describe things, mentor text read, and immersion activities completed.

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Writing Unit of Study
5th Grade – Informational Writing, Unit 3

Session	3
Concept II	Writers choose topics and plan the structure of their information writing.
Teaching Point	Writers explore mentor texts to develop a plan for their writing.

Materials	
• How to Write an Information Book [Anchor Chart] • Grade 5 Information Annotated Demonstration Text: 'English Bulldogs' handout (Writing Pathways by Lucy Calkins, p.328-330) • A textbook (or any book) with a more traditional, report-like, expository structure.	• Marvels in the Muck: Life in the Salt Marshes by David Wechsler (multiple copies of this literary nonfiction book or another that students can study in small groups) • Chameleons are Cool by Martin Jenkins or other similar books with unique craft features • Teacher's writer's notebook • Student writer's notebooks

Tips	• This lesson encourages students to notice how information texts vary in their structure and voice. • For the first example, teachers will need a traditional, expository information book. Any book, perhaps even a textbook, will work for comparison purposes. • For the Independent Writing Time today, students will need to study a mentor text. The book: Marvels in the Muck: Life in the Salt Marshes is an excellent choice if there are multiple copies available. Another powerful option is 'English Bulldogs' from Pathways, citation details provided above. • By the end of the workshop today, it may be helpful for students to commit to their final topic selections. An opportunity to do this is provided in the After Workshop Share. • Note: Studying mentor texts would be something students have already experienced during immersion, so today's lesson would not be their first experience with mentor texts.

Connection	• *Whenever I'm about to create something, I need to imagine it first. Do you do this? Like before you bake a cake, you imagine how it would turn out? Or before you throw a football, you might imagine it whizzing down the field? Writers do this too. We imagine the text we're going to write before we even get started. We imagine the parts and the whole and how to go about making it happen.* • *Today, we'll learn how some of our favorite mentor texts can help us imagine what we want to create.*
Teach	• *Let's take a look at a few books and see what we like about them.* • *We'll start with this book.* Teacher shows a traditional, report-like book – such as a textbook. *It has straight paragraphs with sections grouped together. It lists one fact after another. This book kind of sounds like a report written by an expert.* • *Now let's look at: Chameleons are Cool. Hmmm, look at this. There are still paragraphs, but there is also some information right here on the endpapers.* (Note: Endpapers are the very first pages of a book, the pages before the book officially begins.) *Wow, that sure makes me want to keep reading the book!* Teacher flips through the book thinking aloud about various structures (i.e. repetition, placement of facts around illustrations, acknowledging the reader, comparisons, etc.*) We often say books like this have voice – meaning the writer intentionally crafted words and parts in a certain way to make it more interesting and engaging.* • *Now let's take a look at Marvels in the Muck: Life in the Salt Marshes. Let me start reading the introduction.* Teacher reads first paragraph aloud. *Whoa, that really pulled me in! It sounds a little a like a narrative book— story-like. Not like a report. But, the author still sounds like an expert! The author crafted words in a way that introduced the topic, but also hooked me as a reader. Doug Wechsler grabbed my attention and made me want to read more.* • *After reading through all three of these books, I think I like the last two the best: Chameleons are Cool and Marvels in the Muck: Life in the Salt Marshes. Both of them have helpful information, but they're also filled with voice and craft. The writers didn't just list facts, but gave information in really interesting ways. Writers call these types of books,* ***Literary Non-Fiction****. Let's try to make our own writing similar to these two books.* • *I'm going to take some notes as I study these books and I think I'll make a star next to my favorite techniques, the ones I want to try in my own writing. Watch how I do it.*

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	• Teacher models how to read parts of a mentor text, taking notes on the techniques she/he would like to try.
Active Engagement	• *Let's turn to a fresh page in our writer's notebook and write:* ***'What I Notice About Information Writing.'*** *Great job. Now, I'm going to have you try it.* • *Writers, I'm going to read aloud a paragraph from Marvels in the Muck: Life in the Salt Marshes to you right now. Listen to me read it and decide what the author did here. What do you notice? Remember in Immersion we often discuss: Notice, Name, and Why. Let's do the same here.* • Teacher reads a portion of p. 5 aloud: **'If it weren't for geese and other birds, the New Jersey salt marsh would seem almost dead in winter. Much of the other marsh life has either gone elsewhere or is hiding. Fiddler crabs winter in burrows beneath the mud. Mummichogs, small marsh-dwelling fish, move into salt marsh pools and hid in the mud during the coldest weather.'** • Teacher offers time for students to jot down noticings and share them. Ideas may include: sounds like an expert, uses specific words, writes examples, defines a topic specific word, etc. • Student entries in their notebooks are different from the Immersion chart, 'Characteristics of an Effective Information Book,' in that they are listing specific noticings from a *specific* book that they would like to try.
Link	• *Great job, writers! I actually have a handful of copies of the book: Marvels in the Muck: Life in the Salt Marshes and I'm thinking you could work in groups of four to study the rest of the chapters. You'll use the list you just started to add more noticings. This mentor text will help you get a big picture for what you'll be writing and how you may want to write it.*
Independent Writing and Conferring	•
Mid-Workshop Teaching Point	• *Writers, I know there are many decorative touches to an information book and it's great to notice those features (text boxes, close-ups, photographs, etc.) but make sure you notice the writing, too. Pay close attention to the types of words the author uses and how the sentences are constructed. These are the techniques we also want to emulate.* • Invite some students to share the noticings they listed specifically about words and how sentences were constructed.
After-the-Workshop Share	• *Let's take a moment now to go back to the lists we created a couple of days ago:* ***Topics I Already Know.*** *After working today, I have a feeling you may have a favorite topic in mind from that list. A topic you could imagine unfolding in your own information book. Can you choose one now? Place a 'star' next to your most favorite topic on that list – and that will be the one you roll with tomorrow as we begin planning our writing.*

SAMPLE
ANCHOR CHART

How to Write an Information Book

- Generate ideas – think about topics you know a lot about and could teach others. (Narrow your focus).
- **Mentor texts – study published writing that resembles what I want to write.**

This chart should be co-constructed with students based on how they would describe things, mentor text read, and immersion activities completed.

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Writing Unit of Study
5th Grade – Informational Writing, Unit 3

Session	4
Concept II	Writers choose topics and plan the structure of their information writing.
Teaching Point	Writers use planning tools to develop subtopics.

Materials	
• How to Write an Information Book [Anchor Chart] • Questions to Ask When Planning Information Writing [Anchor Chart – created prior to lesson] • Writing Process Steps – Anchor Chart [Resource Materials Packet] • Parts and Elements of Information Text [Anchor Chart from Immersion]	• Boxes & Bullets [Resource Materials Packet] • Web organizer [Resource Materials Packet] • Table of contents paper [Resource Material Packet] • Teacher writer's notebook • Student writer's notebooks • Class shared book xxx [The World of Math]

Tips	• Common Core State Standards at fifth grade suggest students write information texts in which they develop a topic and group related information together. In other words, students need to expand on a topic by developing subtopics. Using a planning tool will help fifth grade writers with this goal. • Subtopics may also be called 'chapters' as these subtopics will eventually become chapters of a book. • Various planning tools may be used to develop subtopics and teachers may certainly develop their own. This lesson will use boxes and bullets and a table of contents to help writers with their overall structure. A web organizer will also be mentioned during the mid-workshop teaching point. Please prepare ahead of time. • Teachers may wish to talk with the previous year's teachers to discuss the planning tools in which the children are most familiar. • Students can sketch the planning tools or organizers in their writers' notebooks or they may work on templates from the Resource Materials Packet. However, teachers should consider student independence and transference of these strategies, as not to have students become over reliant on only using a template to plan and write. They should eventually know how to make their own planning tools for when one isn't given to them (e.g. on demand writing, M-Step). • Have both anchor charts prepared and ready-to-go for use during the lesson. • When students are generating possible subtopics, their lists may be very long. The goal is to write several possibilities and then narrow those possibilities into just a few final subtopics. It is important for students to only select a few final subtopics so their writing will become detailed and focused, rather than having several underdeveloped chapters.

Connection	• *A few days ago, we revised our class topic from 'Fifth Grade Subjects' to 'The World of Math.' Today, we're going to take our most important topics and organize our information into subtopics or categories.* • *Writers can do this with a planning tool like boxes & bullets and a table of contents.*
Teach	• *I'm going to begin organizing my information by using boxes and bullets. First, I will write my zoomed-in topic on a new page in my writer's notebook. I've been giving my topic a lot of thought, and I decided I'm going to write about Apple Trees.* Teacher writes 'Apple Trees' in a box at the top of the page. • *Now, I will picture my chapter titles in my mind. Watch how I do this. I close my eyes and think,* ***'What do I know about this topic? What do I see? What does this topic do?'*** *Right now, I am picturing an apple tree upon a hill in the fall, it's full of fresh apples and children are picking them to eat. Now I see families sitting under the tree, enjoying its shade. Oh, my mental image just switched to winter! Now, the apple tree looks lonely, with bare branches – like it's waiting for spring.* • *OK, I'm going to write each of these ideas under the box with a bullet next to each one.* Teacher writes in front of the class. **Possible Teacher's Notebook entry** Apple Trees • What an apple tree looks like • Types of apple trees

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	• Why people like apple trees • Why animals like apple trees • How apple trees Change • How to plant an apple tree • Places apple trees grow • Taking care of an apple tree • Apple blossoms • *Awesome, it looks like there are at least 5 things I could teach others about this topic.* • *After I box and bullet my ideas, I can create a DRAFT table of contents. I will look at my boxes and bullets and choose a **few** of my favorites – the most important ones and ones I feel I know a lot about and could teach others. These will become my 'subtopics' or my 'chapters.' I'm only going to choose a few from this list because I don't want too many chapters. I want to be able to write long about a few with lots of information and even text features. So, I'll choose 3-5.* • *As I'm writing my 'Table of Contents' I will remember to follow the structure of information Writing. I should have an: Introduction, Body, and Conclusion.* Teacher refers to 'Parts and Elements of Information Text' [Anchor Chart from Immersion]. • *Now, I can follow that same structure when I plan my Table of Contents. I can even change the wording of my subtopics to make them more interesting.* • Teacher chooses five favorite subtopics and writes them on Table of Contents paper. (To make a point to students, teachers may want to put a space between the three sections to be sure to highlight them.) **Possible Teacher's Table of Contents** **Chapter 1: Introduction** **Chapter 2: The Seasons of an Apple Tree** **Chapter 3: All Kinds of Apples** **Chapter 4: The Beautiful Apple Blossom** **Chapter 5: Where to Find Them!** **Chapter 6: How to Care for an Apple Tree** **Chapter 7: Conclusion**
Active Engagement	• *Writers, now it's your turn. Our shared class topic is xxx (The World of Math). Close your eyes and think 'What do I see? What do I know about this topic? What does this topic do?'* • Give students a moment to think. Then have them share their possible subtopics with a partner. Subtopics may include things like: What it looks like, What it does, What it eats, etc. The number of subtopics chosen will make up the 'body' of the writing. • Teachers may want to take note of a few subtopics shared during this active engagement because students will need them for future lessons. • *Great job, the items you're listing with your partners could be the future subtopics/chapter titles for our shared book. These could go in our table of contents.*
Link	• *Today you will use boxes and bullets to help you think of categories for your topic. When you have several categories, you can choose 3-5 and begin your table of contents.*
Independent Writing and Conferring	•
Mid-Workshop Teaching Point	• *Writers, another way to organize your writing is to use a web. Remember how you used a web last year in fourth grade? You can write your topic in the middle circle, and write your subtopics around the circle with arrows. How about you give this organizer a try, too? Take a different topic on your list and use the web organizer to plan your subtopics. Let me see you give it a go!* • Display a filled out sample and explain. See Resource Materials Packet for sample web.
After-the-Workshop Share	• *Writers, I know you've been writing information books since kindergarten, so you may have already started working on a few of the items we haven't reviewed yet on our 'Writing Process Steps' chart. This is great!* • *Let's find out how everyone is doing. I will read each item on the 'Writing Process Steps' and give me 'two thumbs up' if you have already started to work on the item. If the step is something you have not done yet,*

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	but could do it soon, give me 'one thumb up.' • Teacher points to each step as he/she reads the chart.

SAMPLE ANCHOR CHART

How to Write an Information Book

- Generate ideas – think about topics you know a lot about and could teach others. (Narrow your focus).
- Mentor texts – study published writing that resembles what I want to write.
- **Develop subtopics – boxes & bullets, web, table of contents**

PARTS AND ELEMENTS OF INFORMATION WRITING (FROM IMMERSION)

INFORMATION

Introduction/Lead
Hook Reader
Introduce Topic

Body
Subtopics or Categories

Ending/Conclusion
Restate Topic

Sample Anchor Chart	
Questions to Ask When Planning Information Writing • What do I know about my topic? • What do I see? • What do I do with my topic? Or what does my topic do?	**KNOW** **SEE** **DO**

These charts should be co-constructed with students based on how they would describe things, mentor text read, and immersion activities completed.

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Writing Unit of Study
5th Grade – Informational Writing, Unit 3

Session	5
Concept II	Writers choose topics and plan the structure of their writing.
Teaching Point	Writers rehearse their writing with an engaging voice.

Materials	
• How to Write an Information Book [Anchor Chart] • Characteristics of an Effective Information Book [Anchor chart from Immersion Phase] • Writing Process Steps – Anchor Chart [Resource and Materials Packet]	• Teacher writer's notebook & Table of Contents • Student writer's notebooks & Table of Contents • Rehearsal bookmark [Resource and Materials Packet] • Table of Contents Drafts

Tips	• This lesson aims to the 'Speaking and Listening' CCSS for 5th Grade and revisits the importance of rehearsal. Students will teach what they want to write, practicing how to say their writing aloud before actually writing it. Rehearsal work is so important. The better our oral rehearsal, the less revision work we will have to do. • Today is not a typical day of writing. You will need to split up your class into four groups. Each group will take turns having one child stand up to teach, so everyone has a chance to teach their topic to an audience. • Teachers can make a plan for how students will decide 'who goes first' and how to 'rotate around' in their oral rehearsal groups. • If you run out of time and not everyone has a chance to teach, there will be an opportunity in the After Workshop Share for everyone to practice teaching to themselves. Teachers could also add a homework component, having children practice their writing at home tonight to a parent, sibling, pet, and/or stuffed animal.

Connection	• *Let's take a moment now to review the 'Writing Process Steps' we've been using it in Writing Workshop all year long. You see, it doesn't matter what text type you are writing, you will always follow the same process.* • Teacher shares 'Writing Process Steps' with class and points to where they are in the process (Rehearsal). • *Today, instead of writing about your topic, you'll teach others about your topic. Since we've decided that our books will not be 'boring reports,' we'll practice using a storytelling voice (our voices sound like a story) and a teaching voice (our voices have authority like experts) as we rehearse.* • *You'll spread out to all corners of the room to teach and attend classes on Red Eyed Tree Frogs, Pippistrelle Bats, Limestone Caves, and Greek Mythology.*
Teach	• *I'm going to show you a bit about how I go about teaching, so you can get some tips about how to do it yourself. Watch me as I get ready to teach you about my expert topic. As you watch, notice how teaching about a topic and writing about a topic are very much the same.* • *I will first take out my writer's notebook with all of my writing ideas, entries, and organizers and I'll read them over. Then, I'll hold up my hand. The palm of my hand will be my main topic, and all of my fingers will be by subtopics. I'm not going to write today, I'll just' say my writing' like I'm telling a story. I will make sure to use some of the characteristics from our chart:* ***'Characteristics of an Effective Information Book,'*** *during our reading of information books.* (Expert voice, linking words, strong verbs, etc. – revisit chart) • Teacher models how to rehearse his/her writing. *('It's a crisp autumn morning in September and the apple tree is full of sweet apples…')* Teacher continues modeling the sequence of her book, across all fingers, talking and teaching about each one.)
Active Engagement	• *Writers, before you go off to teach, let's try a little of this work here. Would you take a moment to practice to yourself?* Teacher points to this step on Writing Process Steps Chart. • *Hold up your hand right now and practice the sequence of your book. This will help you when it's your turn to 'write-in-the-air' to your group.* • Teacher gives students a chance to practice quietly to themselves.
Link	• *'Teachers,' in a moment you will go off to the four corners of the classroom. When you meet in your corner, one of you will teach while the others listen and give some feedback. Remember to bring your writers notebooks along with you.*
Independent	•

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Writing Unit of Study
5th Grade – Informational Writing, Unit 3

Writing and Conferring	
Mid-Workshop Teaching Point	• *'Teachers,' I see a lot of you using your Table of Contents' to teach about your topics. Remember to also use the anchor chart with **'Characteristics of an Effective Information Book,'** to help you sound even more like an expert.*
After-the-Workshop Share	• *Writers, rehearsal is important for everyone (examples: football players try different plays before a game, pianists play different melodies before composing a song) and it's especially important for writers to rehearse their writing, too. But, remember this - if there isn't an actual person to rehearse to, writers will imagine themselves teaching and they will teach in their minds.* • *Let's spend a moment trying that now. Pretend there isn't an audience (partner) around and rehearse your writing to yourself.* Give students another chance to practice rehearsing. • Teacher distributes rehearsal bookmarks, so students will have a visual to use and remember the steps.

SAMPLE
ANCHOR CHART

How to Write an Information Book

- Generate ideas – think about topics you know a lot about and could teach others. (Narrow your focus).
- Mentor texts – study published writing that resembles what I want to write.
- Develop subtopics – boxes & bullets, web, table of contents
- **Rehearse – select a chapter title and rehearse it to yourself or to a partner before writing.**

This chart should be co-constructed with students based on how they would describe things, mentor text read, and immersion activities completed.

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Writing Unit of Study
5th Grade – Informational Writing, Unit 3

Session	6
Concept II	Writers choose topics and plan the structure of their information writing.
Teaching Point	Writers outline what information to write in each chapter.

Materials	
• How to Write an Information Book [Anchor Chart] • Questions to Ask When Planning Information Writing [Anchor chart] • Writing Process Steps - Anchor chart [Resource and Materials Packet] • Boxes & Bullets [Resource Materials Packet]	• Flow Chart [Resource Materials Packet] • Teacher writer's notebook • Student writer's notebooks • Class shared book xxx [The World of Math] • Teacher's Table of Contents Page • Students' Table of Contents Pages

Tips	• You will need some of the subtopic ideas from your class shared book xxx (The World of Math) discussed during the active engagement for Session 4. • As mentioned in Session 4, any planning tools may be used for this work. The important goal is that students are planning their chapters, so they have an outline and are written in a logical order. • See 'Tips' in Session 4 for information about using templates vs. sketches for planning. • It's OK if students do not finish planning out each of their chapters today. A chapter can be planned out, just before the chapter is written. • Information writing may be structured in several different ways, but description is generally the most common at fifth grade. Therefore, this lesson will focus primarily on descriptive planning, which means the writer is describing and/or explaining information. During the mid-workshop teaching point, chronological planning will also be explored. • It is certainly possible for chapters to be structured differently, and future lessons will focus on other types of structures. • Formative assessment: Teacher may want to collect or do a quick review of each student's planning tools to determine who needs additional assistance.

Connection	• *Today, we're going to learn how to plan our chapters, using our subtopics/chapter titles to help us. Let's take out that anchor chart with the steps I showed you yesterday.* • Teacher points to the next point on the 'Writing Process Steps' chart (Plan) to indicate what he/she will be teaching today.
Teach	• *Planning to write your chapter is just like planning the organization of your book. You may think "I have a table of contents, so I don't need to organize my chapter!" But that is not true. If you're not organizing your chapters, chances are, the information will be all jumbled up!* • *So, one way writers plan their chapters is by using description. We can plan our chapter with boxes and bullets, just like we used to plan our table of contents'. It's kind of like we're making a mini table of contents for each chapter - just to make sure our writing is clear and organized.* • *First, write your subtopic/chapter title in a box. Then ask yourself:* ***What do I know about the topic? What do I see? What does my topic do?*** *Watch me as I show you with my chapter called: The Seasons of an Apple Tree.* **The Seasons of an Apple Tree** ○ **Autumn** ○ **Winter** ○ **Spring** ○ **Summer** • Teacher models how to complete boxes and bullets for one chapter.
Active Engagement	• Have the class try this with the class book. xxx (The World of Math).

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	• *A couple of days ago, when we were planning chapters for our class book, I heard xxx (Clara) and xxx (Natalie) discussing that we should create a subtopic titled: 'Negative Numbers' and this chapter could be all about the numbers that come before zero.* (Teacher may use any example relevant to her class discussions from Session 4) • *So, let's write that chapter heading at the top of a new page in our writer's notebook and draw a box around it right now. After, ask yourself:* ***What do I know about the topic? What do I see? What does my topic do?*** *Then, sketch out boxes and bullets in your writer's notebooks to give it a try.*
Link	• *Great practice! Now it is time to start planning your own chapters. Choose one of your chapter titles and put it at the top of a page in your writer's notebook with a box around it. After, think: 'What do I know about my topic? What do I see? What does my topic do?' Then, begin planning the organization of your chapter. Off you go!*
Independent Writing and Conferring	•
Mid-Workshop Teaching Point	• *Another way to plan your chapter is to think about it in chronological order. Chronological order is when we explain things in 'sequence order' for what happens first, next, after that, and last.* • *My chapter called: 'How to Care for an Apple Tree' lends itself to chronological planning. I can think about what a pitcher needs first, next, last.* • Teacher models using a flow chart to plan a chapter in chronological order. • *So when you look at your subtopics, it's important to think about what plan would work best. Use boxes and bullets as your planning tool to describe or explain the subtopic, but if information is best explained by telling information in order, use a flow chart to plan.* **How to Care for an Apple Tree** First, you need to… → Next, you need to… → Last, you need to…
After-the-Workshop Share	• *Let's go back to our class book. Now that we know two different ways to plan a chapter, can you think of another chapter in our book? Which way would you plan* ***that*** *chapter? Describing (boxes & bullets) or chronological (flow chart)?* Teacher provides students with time to work. • Teachers may want to formatively assess at this time and collect student planning tools to analyze who understands the concept and who needs additional assistance prior to drafting tomorrow.

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SAMPLE
ANCHOR CHART

How to Write an Information Book

- Generate ideas – think about topics you know a lot about and could teach others. (Narrow your focus).
- Mentor texts – study published writing that resembles what I want to write.
- Develop subtopics – boxes & bullets, web, table of contents
- Rehearse – select a chapter title and rehearse it to yourself or to a partner before writing.
- **Plan – make a plan for what to write in each chapter (describing – boxes and bullets, chronological – flow chart)**

This chart should be co-constructed with students based on how they would describe things, mentor text read, and immersion activities completed.

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Writing Unit of Study
5th Grade – Informational Writing, Unit 3

Session	7
Concept III	Writers plan and draft in a logical structure.
Teaching Point	Writers form paragraphs within their chapters.

Materials	
• How to Write an Information Book [Anchor Chart] • Parts and Elements of Information Writing [Anchor Chart] • Characteristics of an Effective Information Text [Anchor chart from Immersion Phase]]	• Writing Process Steps – Anchor Chart [Resource and Materials Packet] • Draft paper [Resource Materials Packet • Teacher's prepared beginning draft example • Teacher completed boxes & bullets and/or flow charts • Students' completed boxes & bullets and/or flow charts

Tips	• Today, students will move out of their notebooks and onto drafting paper. Drafting paper options can be found in the Resource Materials Packet. Also, teachers may use loose-leaf paper or something similar. • Although paragraphs are a typical structure for information writing, it's not the only one. Authors vary how they share text based on what they are teaching. This lesson will focus on paragraph writing as just one way to share information. Subsequent lessons will focus on additional structures. • Students will be most successful with paragraph writing, if paragraph structure has also been taught during shared writing experiences and explored in teaching texts. • Students should understand that, in general, an information paragraph may be structured with a topic sentence and supporting sentences. Some paragraphs also have a concluding statement, but that will not be emphasized in this unit. • The goal is for fifth graders to write a solid paragraph for each subtopic. Students may certainly write multiple paragraphs and, although this is more challenging, the option will be explored in the mid-workshop teaching point. **If this skill is too rigorous, teachers should insert a different mid-workshop teaching point, based on the needs of their class.** • Anchor chart from immersion phase: 'Characteristics of an Effective Information Text' should be posted somewhere in the classroom for students to refer to during the remainder of the unit, as they draft. • During the active engagement, students will be practicing the lesson in their writer's notebooks. • Formative assessment: Teacher may want to collect or do a quick review of student's chapters to determine who needs additional assistance with paragraph structure.

Connection	• *Today, we're going to move out of our notebooks and onto draft paper, as we learn how to start writing our drafts. We are working on the body or middle section of our piece using the 'mini table of contents' we created for each of our chapters.* • Teacher points to the fourth step on the 'Writing Process Steps' chart (Draft) to indicate what he/she will be teaching today.
Teach	• *Writers usually get started on their drafts by choosing one of the chapters they want to teach and they write a chapter title on the top of their draft paper* (See Resource Materials Packet for draft paper). *Watch, I'll show you how to do this with my chapter about 'The Seasons of an Apple Tree.'* • *First, I'll write: 'The Seasons of an Apple Tree' at the top of my draft page. Now, I'm going to look my boxes and bullets (or flow chart) for this chapter and I'm going to indent and write my first sentence.* • *The first sentence is usually a big idea that covers the whole subtopic. This first sentence is called a topic sentence because it introduces the topic or states what the writing on that page or paragraph will discuss.* **Possible Teacher Text for Modeling lesson** **The Seasons of an Apple Tree** **An apple tree experiences seasonal changes during autumn, winter, spring, and summer.**

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	The Seasons of an Apple Tree ○ **Autumn** ○ **Winter** ○ **Spring** ○ **Summer** • *Now that my first sentence is done, I will look at my first bullet point. It says "Autumn," so I will continue writing **only** about an apple tree during autumn. Like this:* An apple tree experiences seasonal changes during autumn, winter, spring, and summer. **In autumn, an apple tree has ripe apples that are ready to be harvested.** • *Now, I will write about my next bullet point. It says, "Winter." Watch me add this information to my paragraph.* An apple tree experiences seasonal changes during autumn, winter, spring, and summer. In autumn, an apple tree has ripe apples that are ready to be harvested. **In winter, an apple tree rests. Its branches are practically bare and only contain very tiny buds.** • *Ok, it's time to add my next part, "Spring."* Teacher models. An apple tree experiences seasonal changes during autumn, winter, spring, and summer. In autumn, an apple tree has ripe apples that are ready to be harvested. In winter, an apple tree rests. Its branches are practically bare and only contain very tiny buds. **As time goes on, it becomes spring and the leaf buds unfold showing tiny apple blossoms.** • *Lastly, I can add my last bullet, "Summer."* An apple tree experiences seasonal changes during autumn, winter, spring, and summer. In autumn, an apple tree has ripe apples that are ready to be harvested. In winter, an apple tree rests. Its branches are practically bare and only contain very tiny buds. As time goes on, it becomes spring and the leaf buds unfold showing tiny apple blossoms. **In the summer, the apple tree begins to grow apples that become bigger and sweeter with each passing day.** • *Notice how under my topic sentence I included supporting sentences. These sentences explain more about the topic sentence. In other words, the information supports the topic sentence. Writers call these 'supporting sentences.'*
Active Engagement	• *Writing is just 'talk written down,' so let's talk to our partners right now and 'write in the air.' Point to one of the planning tools that you created for your chapters (boxes & bullets or flow chart). What would your first sentence, your topic sentence be? Say it like you would write it, then practice saying what you would write next. Partner 2 can go first and Partner 1 can listen first, then you'll switch. Give it a try.*
Link	• *Now it is your turn to start writing a draft. Choose one of your chapters and write it on top of the draft paper. Then, write your big idea (topic sentence). After, start your first bullet point to continue the first paragraph and keep writing! Off you go!*
Independent Writing and Conferring	•
Mid-Workshop Teaching Point	• *Writers, the length of your paragraphs will depend on how much you know. If you know a lot, you may even decide to write multiple paragraphs, with every bullet point having its very own. Like this.*

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Writing Unit of Study
5th Grade – Informational Writing, Unit 3

	Possible Teacher Text **Topic sentence (big idea) is in bold. Each bullet (paragraph) is shown separately.** **The Seasons of an Apple Tree** **An apple tree experiences seasonal changes during autumn, winter, spring, and summer.** In **autumn,** an apple tree has ripe apples that are ready to be harvested. Most often, apples are harvested by hand. In **winter**, an apple tree rests. Its branches are practically bare and only contain very tiny buds. It's hard to even see the tiny buds, but they are there. As time goes on, it becomes **spring** and the leaf buds unfold showing tiny apple blossoms. Honeybees buzz around the blossoms, collecting nectar and picking up pollen. The apple tree is beginning to produce very tiny apples. In the **summer**, the apple tree begins to grow apples that become bigger and sweeter with each passing day. Each apples change color and ripen for prepare for the harvest in autumn. • Teacher continues to model, indenting and writing a **new** paragraph for every bullet point.
After-the-Workshop Share	• *Writers, please take a look right now and make sure that your writing is organized into paragraphs. Remember, each chapter is a new paragraph. Have you skipped lines in between each of your ideas? Or, is your writing in one, big blob on the page? I see some 'blobs' out there! If so, make a paragraph sign where your paragraph breaks should be.* • Teacher models how to do so.

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SAMPLE
ANCHOR CHART

How to Write an Information Book

- Generate ideas – think about topics you know a lot about and could teach others. (Narrow your focus).
- Mentor texts – study published writing that resembles what I want to write.
- Develop subtopics – boxes & bullets, web, table of contents
- Rehearse – select a chapter title and rehearse it to yourself or to a partner before writing.
- Plan – make a plan for what to write in each chapter
- **Draft paragraphs – topic sentence and supporting sentences**

Parts and Elements of Information Writing

Information
Introduction/lead hook reader introduce topic
Body subtopics or categories
Ending/Conclusion restate topic

These charts should be co-constructed with students based on how they would describe things, mentor text read, and immersion activities completed.

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Writing Unit of Study
5th Grade – Informational Writing, Unit 3

Session	8
Concept III	Writers plan and draft in a logical structure.
Teaching Point	Teacher choice lesson based on students' needs.

Materials	
•	•

Tips	• A suggestion for this lesson would be to review paragraph structure from yesterday and provide more time for students to continue writing their drafts.

Connection	•
Teach	•
Active Engagement	•
Link	•
Independent Writing and Conferring	•
Mid-Workshop Teaching Point	•
After-the-Workshop Share	•

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Writing Unit of Study
5th Grade – Informational Writing, Unit 3

Session	9
Concept III	Writers plan and draft in a logical structure.
Teaching Point	Writers plan how to write, not just what to write.

Materials	
• How to Write an Information Book [Anchor Chart] • How Do You Want to Teach? – Handout [Resource Materials Packet] • Draft paper [Resource Materials Packet] • Different paper choices [Resource Materials Packet] • Loose leaf paper [See After Workshop Share]	• Teacher's draft • Students' drafts • Teacher's writer's notebook or chart paper • Students' writers notebooks

Possible Mentor Texts for Informational Writing Structures

- A teacher sample text is included in this lesson for each of the structures taught. If teachers wish to also use mentor texts, some suggestions are provided below:
- Star Wars: Into Battle Adam Bray Compare/Contrast (Pages: 4-7; 56-65)
- What's Up? Rae Clayton Pros/Cons (Page 10)
- The Big Campaign Andrew Einspurch Compare/Contrast (Page 10)
- The Nelson Mandela Story Andrew Einspurch Cause/Effect (Pages 16-17)
- Guide to Photography Nancy Honovich & Annie Griffins Cause/Effect (pages 22; 72-73; 78)
- Writing Pathways by Lucy Calkins, Grade 4 Information Annotated Demonstration Text: 'English Bulldogs' Compare/Contrast (Page: 327)
- Teachers can also collect student samples to use as mentor texts for future years.
- List of additional information picture books that demonstrate various text structures (problem/solution, cause/effect, compare/contrast), from Oakland University's Educational Resource Lab at link below:
- http://wwwp.oakland.edu/Assets/upload/docs/ SEHS/ERL/NewBibliographies/Bibliography.-Books-for-Teaching-Expository-Text-Structures-update.6.-2014.pdf

Tips	• This lesson introduces several organizational structure possibilities. **You may choose to introduce them all, as indicated below, or you can break this lesson into several different lessons.** • More organizational structures are included in the *'How Do You Want to Teach?'* resource found in the Resource Materials Packet. These, too, may be added into this lesson or used as additional lessons. • You may give students the option to try these structures out with their general topic or they can try them within one chapter/subtopic. Each of these possibilities are shown in the teach section, using the teacher's example of apple trees. • Now is a good time to introduce different paper choices for page layouts, which is included in the After Workshop Share of this lesson. To transfer more independence, teachers may ask students to create their own paper templates based on 'how' they want to teach. • Note: The 'teach and active engagement' are integrated in this lesson, so students may give each structure a try as the teacher introduces each one. Therefore, the lesson may take longer than usual. • Reading Connection – have students notice and name examples of these text structures in content area reading and information text used in reading.

Connection	• *Today, I know, you might work quickly to revise or finish what you wrote yesterday, but I know some of us will be starting to tackle the next section of our information books.* • *Remember when we started our unit? We read through a few mentor texts to get an idea about how our writing would go? One thing we noticed is that Information writing is not always written in paragraphs, there are other structures we can use!*
Teach	• *Today I want to teach you that writers don't just think about what they will write, but how they will write it.*

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&
Active
Engagement

They ask, "What kind of chapter will this be?" and they structure their writing to match it. There are several structures information writers can use, and we've already used description and chronological order, so today we'll just focus on a few more: ***cause & effect, pros & cons, compare & contrast.***

- Teacher defines each structure. Examples provided below.
  Cause & Effect – When one event causes another to happen. The cause is 'why' it happens and the effect is 'what' happens.
  Pros & Cons – The advantages and disadvantages of a particular topic.
  Compare & Contrast – Explores the similarities and differences between two or more topics.
- *I'm going to teach you how to write these few different structures and we'll give them a quick go here at the meeting area. You're going to use our Class Shared Book (xxx The World of Math) for this practice. But first, I'm going to show you with my own writing.*
- Teacher models each one of the following structures (one at a time) using his/her own writing to demonstrate each structure. The topic of 'Apple Trees' is provided below as an example.
- After each structure, students are provided some time to try them out in their notebooks for each chapter of the Class Shared Book. This format will allow for students to see the teacher do FOR them and then do WITH them.
- Note: Writing can be kept in 'chart' form, rather than paragraphs, to show different structures. Or, students can revise their initial 'charts' into paragraphs if they would like to.

Cause and Effect

Cause	Effects
If an apple tree is planted in an area without adequate drainage…	**Then,** the apple tree will likely drown and not survive.
If an apple tree is not pruned…	**Then,** the dead branches and limbs will not provide enough room for apples to grow.

Pros and Cons

Pros of Having an Apple Tree in Your Backyard

- It is a pleasant part of the landscape
- It provides shade to people and animals
- It is enjoyable to observe the different stages of growth

Cons of Having An Apple Tree in Your Backyard

- They can often become invested with disease or pests
- You need to prune and maintain them
- They can be expensive to buy

Compare-and-Contrast
Apple Tree vs. Maple Tree

Similarities: An apple tree is similar to a maple tree because they both provide a resource for humans. Apple trees provide fresh apples in the late summer to early fall and people can pick them by hand to enjoy. Maple trees provide a sap that can be processed into sweet syrup that can be used as a topping for pancakes and desserts.

Differences: An apple tree is different than a maple tree because its resources are easier to harvest. Once the apples are ripe, in the late summer to early fall, people can pick them by hand. However, in order to harvest sap from a maple tree, you need to drill a hole, attach a sap container, and boil the sap, which takes much more time.

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Writing Unit of Study
5th Grade – Informational Writing, Unit 3

Link	• *Great job, writers! Thumbs up if you're surprised at some of the new thinking you did. Now, take a moment to 'star' the structures you might want to use in your writing today.* • *Keep in mind, a new structure could alter your original table of contents, but that's OK! Writers revise their table of contents' as they write, so don't be afraid to change your original outline to match a new structure.* • *Teacher models quickly how to add, delete, or move a chapter on her table of contents.*
Independent Writing and Conferring	•
Mid-Workshop Teaching Point	• Find some students who tried each of the structures and show to the rest of the class.
After-the-Workshop Share	• Explain how various organizational structures can be written on different types of paper to match their structure. Teachers may want to provide a few templates with various amounts of lines, boxes, etc. (See Resource Materials Packet) or, to transfer more independence, teachers can ask students to create their own paper to match how they want to teach. (i.e. provide loose leaf paper for students to draw two columns, draw in double-boxes, etc.). • Optional: Have students participate in a 'Scavenger Hunt' through mentor texts, looking for the structures taught today.

SAMPLE
ANCHOR CHART

How to Write an Information Book

- Generate ideas – think about topics you know a lot about and could teach others. (Narrow your focus).
- Mentor texts – study published writing that resembles what I want to write.
- Develop subtopics – boxes & bullets, web, table of contents
- Rehearse – select a chapter title and rehearse it to yourself or to a partner before writing.
- Plan – make a plan for what to write in each chapter
- Draft paragraphs – topic sentence and supporting sentences
- **Draft in a different way – cause & effect, pros & cons, compare/contrast, etc.**

This chart should be co-constructed with students based on how they would describe things, mentor text read, and immersion activities completed.

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Writing Unit of Study
5th Grade – Informational Writing, Unit 3

Session	10
Concept III	Writers plan and draft in a logical structure.
Teaching Point	Writers use an information writing checklist to set goals for their work.

Materials	
• Characteristics of an Effective Information Book – Anchor Chart • Writing with Our Goals in Mind – Anchor Chart (adapted from p. 58 Writing Pathways by Lucy Calkins) • Any/all Mentor text to support revision work • Information Student Checklist- 'Writing Pathways 5th Grade Information Checklist' found on pages 277-279. Use only the Structure and Development sections. (Writing Pathways is highly recommended, but you may create your own student checklist.)	• Teacher Draft • Students' Drafts • Student Writer's Notebook • Way to record student's goals - Post-Its, section off place in Writer's Notebook, Goal Recording Sheet

Tips	• Teacher should have already introduced the Information Student Checklist. • Students will revisit goal setting again later in the unit, but teachers will reinforce the idea of writing with goals in mind. • Student should bring their own copies of the student checklist with them. • Students need a place to record their goal/s (e.g. Post-Its, section in their Writer's Notebook, or a goal setting sheet designed by the teacher). • Teacher should think of an analogy that shows the importance of goal setting (Example: a runner training for a race or a musician preparing for a performance). • Teachers may need mentor text for students to use as they work on their goals (e.g. Tony Stead's "What's Your Point?"). • Students should check over their drafts for what they have so far. For example, if students do not yet have introductions or conclusions in their draft/s, they need not assess these items. • Please note: Student Checklists may be used for multiple purposes. Teachers should make sure students are clear of the purpose for a particular task. The two primary purposes are: 1) Cross-checking: Students uses checklist to see if that component is in their drafts and if it is missing they add it, or 2) goal setting: Students use checklist to help guide them in selecting a goal - which item they want to give more time and attention. Students need to "prove" they do this item often and consistently – not just once in one piece, but on a regular basis. So, they may select an item that they need to do or do more often.

Connection	• *Whew! Our draft is on its draft paper and we are ready to continue to make our writing as effective as we can!* • *Today I will teach you how you can use our information writing checklist to evaluate, or check over your own writing so you can improve as a writer. You need to ask yourself, "How am I doing? What goals do I need to improve as a writer?"* • *Today I will show you how writers use a checklist to look over their writing and set goals.*
Teach	• Use an analogy to show students the importance of setting goals to improve as a writer (you can use the analogy below or come up with your own). • *My son Sean is on a swim team. His coach doesn't say just go and swim for the next hour. Instead, his coach wants to be sure that my son improves every time that he works with him. He wants his technique as a swimmer to get stronger. At every practice he gives him a goal to work on. One day he may work on his kicks to get his legs stronger. Another day he may work on his breath to build his endurance under water. Sometimes he may work on the same goal for more than one day. The point is that as writers we want to do the same thing. We can use our checklist like a coach to help us become stronger writers. We want to have a clear goal every day before we write. One day we may focus on our lead. Another day we may focus on transitions. Again, we may focus on a goal for several writing sessions until we do this item often and*

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	consistently in our writing. Using a student checklist will help us evaluate our writing and decide where we need to improve as writers. • Display the 5th grade Information Student Checklist from The Writing Pathways pgs. 277-279 using only the Structure and Development sections. This can be done either by showing a copy on a document camera or enlarging the checklist. • *Writers remember after Immersion we looked over this checklist carefully? We discussed the connection between some things on the chart we created, Characteristics of an Effective Information Book, and the checklist. Now you are going to use this checklist to help you become a better, more effective writer. Having goals will help give you a clear picture of what you need to work on each day… like my son Sean had each day he had swim practice.* • **Step 1: Use checklist to set goals.** Revisit how to do this: *Read over checklist and think about items that are listed as "starting to" or "not yet." In order to mark "yes" we need to show that we have done this consistently and often, whether in drafts or in our Writer's Notebooks. I first need to look at items marked as "starting to" or "not yet."* • **Model -** Teacher will read teacher draft or part of it. *We will only be focusing on our Structure and Development sections for now. I will read each one and think about if that is something I can work on as writer. For example, I know that sometimes I struggle with writing leads. It is marked as "starting to." I noticed on the checklist to write a good lead I need to not just write my about my topic, but also a few sentences that hook my readers. I don't do that. This is a goal I could work on.* Model going down your checklist thinking about areas you need to work on as a writer. Pick two goals and discuss why and how those are good goals. • **Step 2: List/Record my goals***. I will find a clean sheet in my writer's notebook to record my writing goals* (modify to fit how students keep track of their goals). Teacher models writing a goal in his/her writer's notebook (or recording sheet). *You may want to look back at your previous goals and question whether you are still working on them or they indeed need to be revised. Remember, we mark "yes" after a teacher conference and after you can show many places where you effectively tried this item.* • **Step 3: Make a plan.** *I now need to think <u>how</u> I will achieve my goal. What types of things can I do to get better at this writing item? This is a toughie. I often know what I need to improve, but I don't always know how to go about practicing it. Let me show you…For example, if I am working on introductions I might list the following as ways I can practice my goal:* **I can do this by…** - studying introductions from our mentor text stack. - reviewing a resource page on what makes an effective introduction and different types. If I don't have a resource page, I could work with my partner or writing club and create one. - trying out different types of introductions in my writer's notebook that 1) hook the reader and 2) introduce the topic. - going back to leads I already wrote and add more to the beginning. - Etc. • Teacher models how to write a goal plan in his/her writer's notebook. • **Step 4: Keep goals in mind when working.** *I can do this by keeping my writer's notebook (or goal sheet) opened to my goal/s as I continue working on my draft. This will help me to keep my goals front and center as I work on my draft or in my writer's notebook. Remember your writer's notebook can serve as a writer's workbench -- A place where you can practice and try out different things.*
Active Engagement	• *Writers now it's your turn.* • Ask students to look over their drafts. • Have students use the student checklist to look over their pieces to find areas on the checklist they may want to target - places identified as "starting to" or "not yet". Have students pick one or two areas. • Students will record their goals. They can use the words from the checklist. For example, if using <u>Writing Pathways</u>, they may write "I will work on using precise words." It's important for students to record their goals to hold themselves accountable. This can be done on a Post-It, in a section of their Writer's Notebook designated for goals, or another format developed by the teacher. • Have partners share their goals. Then, have them discuss the hardest and most important part: HOW can I practice this goal? I can do this by….

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	• Listen in and remind students to be honest on how they can be better and more effective writers. *Writers remember we don't want to just say everything is perfect and that we don't have any goals. We want to push ourselves as writers and be truly self-reflective. We must "show" evidence of an item if you feel that this is an area you are effective in including often in your writing. If we mark "yes" we need to be able to show where in our writing or drafts we have done this over and over again.* • Provide time for them to record some ideas on their goal setting sheet/page after they talk with their partners about their goals and possible ways to practice it. • Debrief with the whole group and share a strong partnership conversation. You could even use your Smart phone to video tape a strong partnership and play it back to the class, or do a fish bowl around a strong partnership that demonstrates the work taught.
Link	• *Today and every day when you write, you'll want to have clear goals in mind to help you improve as a writer. Use your student checklists to guide your thinking. Remember that your checklist is like your coach helping you to improve your techniques and giving you guidance on what makes an effective persuasive essay. Every day we want to keep our goals in mind as we work.* • *Writers, today you will work on your drafts. You may need some extra draft paper to write a stronger beginning or perhaps you'll add a new paragraph under one reason. I might even see someone taping in an entirely new section, or adding a page because it's a conclusion. People will be doing all kinds of work and that work may look different based on the goals you have just established for yourself. You will all look the same in one way for sure…you will all be writing, writing, writing!*
Independent Writing and Conferring	• Teachers should confer with individuals to help them to accurately self-assess their work and develop plans for goals they set. Students will need a lot of guidance on HOW to practice a goal. Recording and sharing ideas for the class to review after a conference may help other writers when they set the same goal. • Option: Divide class into small groups based on the goals they have set. Meet with these strategy groups on a regular basis to assist them with recording/developing plans and to help them in monitoring progress toward accomplishing those goals. • Encourage students to look at mentor text to help as they work on their goals and begin revising their drafts.
Mid-Workshop Teaching Point	• *Writers let me stop you for a moment. Think about what goals you made for yourself today. Ask yourself, "Am I achieving my goals?" If you forgot what your goals are, look at where you recorded and reread them.* • *If you aren't achieving your goals, what can you do differently or what are ways for you to practice and study your goals? You may need to look at mentor text from Immersion or you may need to talk to a table partner to brainstorm.* • *It's important to take ownership of your goals. That's what will make you get better and stronger.* • *In partnerships you will point out the part of your writing you worked on today and how that work connects to your goals for yourself. Think about this.* • Option: Have students share with a partner.
After-the-Workshop Share	• Option A: Partners will share goals they were working on, how they practiced their goals, and if they achieved that goal. • Option B: Have students/partners share their PLANS for working on a goal. Teachers may want to record for future reference to share with other students working on the same goal.

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This chart should be co-constructed with students based on how they would describe things, mentor text read, and immersion activities completed. The anchor chart below has been adapted from the chart in Writing Pathways by Lucy Calkins. p. 58

SAMPLE
ANCHOR CHART

Writing with Our Goals in Mind

- **Step 1 – Use checklist to set goals.** Look for areas marked "starting to" or "not yet."
- **Step 2 – List/Record my goals.** I want to work on…
- **Step 3 – Make a plan.** Think, talk, and write an entry about HOW I can practice the goals I chose.
  I can do this by…
- **Step 4 – Keep goals in mind when working.**

Suggestion: Add a sample to the chart for each step from a teacher or student goal setting sheet.

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Writing Unit of Study
5th Grade – Informational Writing, Unit 3

Session	11
Concept III	Writers plan and draft in a logical structure.
Teaching Point	Writers conduct research to gather more information for their writing.

Tips	• This lesson has been inserted to provide a day for research, so students can find at least one outside resource about their topic. (i.e. one book, one website, etc.). • Mel.org is an excellent resource for students to use when conducting research. • The purpose of this research is so students can add more information and quote sources in later lessons. • Suggested resources may be websites, books from the classroom library, and/or books from the media center. • If there is a Media Specialist in the building, teachers may wish to collaborate with him/her for students to conduct a bit of research during Media Class. • It will be helpful for the teacher to find a resource for his/her own draft (i.e. a book or website about apples) as well as a resource for the class shared topic (i.e. a book or website about math). • Conducting research may also be done as a homework assignment, so students can visit the public library or work with an adult to learn more about their topics. • Students may not finish researching in one setting. They may continue to research on subsequent days during independent writing time or during reading as time permits. Research can be an ongoing activity that writers do during independent writing time. • Research strategies should align with what was taught during reading workshop, social studies, and science. See companion reading units for tips about how students can read for research, take notes, etc.

SAMPLE
ANCHOR CHART

How to Write an Information Book

- Generate ideas – think about topics you know a lot about and could teach others. (Narrow your focus).
- Mentor texts – study published writing that resembles what I want to write.
- Develop subtopics – boxes & bullets, web, table of contents.
- Rehearse – select a chapter title and rehearse it to yourself or to a partner before writing.
- Plan – make a plan for what to write in each chapter.
- Draft paragraphs – topic sentence and supporting sentences
- Draft in a different way – cause & effect, pros & cons, compare/contrast, etc.
- **Research – gather more information from outside sources**

This chart should be co-constructed with students based on how they would describe things, mentor text read, and immersion activities completed.

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Writing Unit of Study
5th Grade – Informational Writing, Unit 3

Session	12
Concept IV	Writers elaborate through purposeful craft.
Teaching Point	Writers develop their writing with partner sentences.

Materials	
• How to Write an Information Book – Anchor Chart • Ways to Elaborate [Anchor Chart] • Different paper choices [Resource Materials Packet] • Process Journey Checklist for Information Writing [Resource Materials packet]	• Teacher's draft • Students' drafts

Tips	• For the active engagement, students can use the class shared book, their own writing, or the teacher's draft to practice writing partner sentences. This lesson uses the teacher's draft, but any would work fine. • Today's lesson will be the first of several lessons that focus on elaboration. Hence, during the After Workshop Share, the teacher will begin a new anchor chart titled: **Ways to Elaborate or Say More… Details in Information Writing.** And, this chart will be ongoing as new elaboration strategies are taught. • Reading Connection – Have students notice and name examples of partner sentences in content area reading and information text used in reading. • Teachers may want writers to code "O" for observation, "N" for new information, "I" for image and "C" for comparison. • Today's lesson will provide four options for students to write partner sentences. **Teachers may wish to only teach one or two of these options.** Likewise, teachers may wish to spend an additional day on these strategies, teaching two options today and the final two tomorrow. However, neither teachers nor students should feel 'locked into' only using these options. Writers elaborate with partner sentences in more ways than the four included in this lesson. The goal is for students to write more sentences, regardless of the options in which they choose to do so.

Connection	• *Writers, I took home your writing last night and noticed that many of you are trying different structures for HOW you want to teach your information. Your drafts are looking great. What I noticed, however, is that some of us have chapters that look like 'stick figures!' Do you know what I mean? Some of your chapters are just the 'bare bones' and no elaboration! So, over the next few days, I'm going to teach you how to add more to your chapters.* • *Today, we'll learn how writers elaborate by including not only information, but some of their own observations about the information. Writers use partner sentences to do so.*
Teach	• *Information writers might try writing a partner sentence to elaborate on a sentence that was just written. We can push to say a little more about what we just wrote. What you'll need to do is choose one sentence and ask yourself:* ***Can I say anything more about this information?*** *Watch me show you how to do this with my writing.* • Teacher reads aloud a part of her own draft, choosing one sentence to model and ask: Can I say anything more about this information? Then, he/she adds another sentence to say more. *Hmmm, I think I can say more here. I'm going to add some of my own* ***observations****. When I think of an observation, I think of 'what I may see.'* (If helpful, teacher may choose to code this observation with an "O") In winter, an apple tree rests. Its branches are practically bare. The branches may have very tiny buds. It's hard to even see the tiny buds, but they are there. **If you see an apple tree in winter and think it has died, don't worry! The apple tree is just dormant in the winter, which means it's in a temporary deep sleep.**
Active Engagement	• *Now it's your turn. Take a look at the next paragraph in my chapter and choose one sentence. Then, ask yourself: Can I say anything more about this information? and tell your partner what your partner sentence would be.*
Link	• *Today when you're writing, see if you can write more by adding a partner sentence. Ask yourself, 'Can I say anything more about this information?' Then, add some of your own thinking (an observation) or you could*

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	*even add some **new information**, like this (Code: N):* In winter, an apple tree rests. Its branches are practically bare. The branches may have very tiny buds**.** It's hard to even see the tiny buds, but they are there. **The apple tree is preparing for the hard work ahead.** If you see an apple tree in winter and think it has died, don't worry! The apple tree is just dormant in the winter, which means it's in a temporary deep sleep.
Independent Writing and Conferring	•
Mid-Workshop Teaching Point	• *Writers, another way to add a partner sentence is to add a specific image, as a way to explain something to our readers.* • *Let's look at xxx (Becky's) writing. She has: 'Flowers need sunlight.' xxx (Becky) can explain this even better by writing a partner sentence with a specific image, like this (Code: I):* **Flowers need sunlight. Sunlight can be found in open areas or near windows.** • *She can also try using a comparison that connects the information to something the reader knows like this (Code: C):* **Flowers need sunlight. Sunlight is like a vitamin for your flowers.**
After-the-Workshop Share	• *Today we learned lots of ways writers can add partner sentences by asking**: Can I say anything more about this information?** Writers use their own observations, new information, specific images, and comparisons. But, these are not the only ways! There are many ways writers can add partner sentences. Just look what xxx (Jenny) did.* • Teacher highlights a student who added a partner sentence that may have been a different way from what was taught today. • *Since we're going to devote the next several days on elaborating our writing, I thought it would be helpful for us to start to chart the strategies we learn each one.* • *Teacher starts a chart titled: '***Ways to Elaborate or Say More…Details in Information Writing'** listing today's concept. • *Let's keep adding to this chart each day as we learn something new about elaborating our writing. I'll make sure to keep it in a central location, so we remember the important steps.*

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SAMPLE
ANCHOR CHART

How to Write an Information Book

- Generate ideas – think about topics you know a lot about and could teach others. (Narrow your focus).
- Mentor texts – study published writing that resembles what I want to write.
- Develop subtopics – boxes & bullets, web, table of contents.
- Rehearse – select a chapter title and rehearse it to yourself or to a partner before writing.
- Plan – make a plan for what to write in each chapter.
- Draft paragraphs – topic sentence and supporting sentences
- Draft in a different way – cause & effect, pros & cons, compare/contrast, etc.
- Research – gather more information from outside sources
- **Elaborate**
  - Write partner sentences

SAMPLE
ANCHOR CHART

Ways to Elaborate or Say More…Details in Information Writing

- **Write partner sentences**

These charts should be co-constructed with students based on how they would describe things, mentor text read, and immersion activities completed.

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Writing Unit of Study
5th Grade – Informational Writing, Unit 3

Session	13
Concept IV	Writers elaborate through purposeful craft.
Teaching Point	Writers captivate their readers through setting elaboration.

Materials	
• How to Write an Information Book [Anchor Chart] • Questions to Ask When Planning Information Writing [Anchor Chart] • Ways to Elaborate [Anchor Chart] • One Tiny Turtle Nicola Davies • Marvels of the Muck: Life in the Salt Marshes Doug Wechsler	• Walk with a Wolf Janni Howker • Butternut Hollow Pond* Brian J. Heinz or other texts that have good examples of setting • Teacher's draft • Students' drafts • Class shared book xxx [The World of Math]

Tips	• The following lesson will create a good deal of elaboration. Teachers should decide the best way for students to insert such elaboration into their writing. Options include: They should be writing every other line, writing a numbered insert, dot and arrow and write on the back, cut and paste or paper surgery, etc. • Meet with small groups that may need assistance on how to physically add sentences or paragraphs. • Reading Connection – have students notice and name examples of setting in content area reading and information text used in reading. • *Butternut Hollow Pond is written in a more narrative structure. Although it has elements of literary non-fiction, certain features such as subtopics would have to be imposed. Therefore, this book should be used as a teaching text for setting, but not necessarily as a mentor text for students to emulate in its entirety. • Students may find it challenging to develop a setting if their topic doesn't 'live' in a particular setting. However, it is possible. These students may benefit from working in a small group with the teacher. An example is provided below for the topic: The World of Math. This may provide teachers with some ideas. See the active engagement for the example.

Connection	• *I love a good fiction book, don't you?! In just moments, it's like you're being teleported into another world. It's fun to escape reality, even just for a little while, and good writers can do just that. Good writers are able to take their readers into another world.* • *You may think this is only possible in fiction, but that isn't so! Even if you're writing an information book, you can captivate your audience. Information writers can 'teleport' their readers to an anthill, outer space, Egypt, or the Atlantic Ocean, just by describing the setting.* • *Remember the mentor texts we studied earlier and how they taught us information but in almost a story-like fashion? These books hooked us into wanting to learn more. They weren't report-like but what we called literary nonfiction.* • *Today, I want to teach you that one way writers describe setting is to use specific words.*
Teach	• *You may think 'setting' is just the 'place' something happens, but that isn't the case. When good writers elaborate setting they consider the 'place,' but also the 'time' and 'season' of the place. I'll show you what I mean.* • Teacher reads excerpts from mentor texts that captivate the setting – place, time, and season to elaborate and captivate readers. *Butternut Hollow Pond - Time p. 1* *Sunbeams fall in slender shafts through a canopy of swamp maples. The water is dappled in a confetti of pale light. Dewdrops sparkle on the reeds.* *Walk with a Wolf- Season p. 29* *There's a deep snow on the mountains. Snow clouds bank in the east. Winter is coming, and the geese fly south.* *One Tiny Turtle - Place p. 7* *Far, far out to sea, land is only a memory and empty sky touches the water. Just beneath the surface is a tangle*

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	of weed and driftwood where tiny creatures cling. This is the nursery of a sea turtle. • *When it's time for me to write the setting in my piece, I'll ask myself, Where is this? What time is it? What season is it? And I'll use my senses to describe. I'll close my eyes and picture the setting – place, time, and season.* Teacher chooses xxx ('An apple tree, upon a hill, on an autumn morning') and thinks aloud as she writes in front of the class. <u>Teacher Example – Elaborating 'The Seasons of an Apple Tree'</u> It is a crisp autumn morning and an apple tree stands high upon a hill. A breeze hums through the air, rippling through its leaves and dancing among the fresh apples.
Active Engagement	• *Let's try it with our book: <u>The World of Math</u>. Let's make the setting 'Kids at school for a math test, on the first day of fifth grade.' Scary, huh?! I bet you can think of some feelings to add, too!* • *Can you 'write in the air' with your partner? Ask yourself: What do I know? What do I see? What does it do? xxx (Kids at school for a math test, on the first day of school)?* Example: There is a chill in the autumn air, but it still feels like summer. School has started at Smithfield Elementary and a class of fifth graders are about to take their first test. They can see the clouds moving slowly through the blue sky and some of them just wish they were playing outside. Many of them feel nervous. But, they shouldn't. Math is not something to feel nervous about! It is an important part of our everyday lives.
Link	• *It's time to use setting in your own writing. Right now, open up your drafts and choose a chapter that needs more writing. Will you star it right now?* • *When you go off to work today, you'll need to ask yourself the three questions: What do I know? What do I see? What does it do? You may want to play around with different places, times, and seasons to see what you like best.* • *OK, let's get started captivating our readers!*
Independent Writing and Conferring	•
Mid-Workshop Teaching Point	• *Another way to think about setting is to have your setting change throughout your writing. You could show time passing like in the book: <u>Butternut Hollow Pond</u> or you can show seasons passing like in the book: <u>Marvels in the Marsh: Life in the Salt Marshes</u>.* • *Each chapter of your book could be a different time of day or a different season.* • Teacher reads excerpts from these texts to explain and model further.
After-the-Workshop Share	• *Wow, I see some great language being used to describe the 'season' and 'time' of your writing. I actually started to jot down a few I noticed in your writing today, so we can get ideas from each other.* • Teacher shares some words and phrases with the class and channels students to try a couple out in their own work: **<u>Time</u>** Morning – Dawn, pale twilight, birds chirping, sunrise, daybreak Afternoon – Midday, Sun is overhead, air is full of birds, morning chill is gone Evening – Dusk, sun is dropping, full moon, sun Is gone, nocturnal animals come out **<u>Season</u>** Winter – Snow falls, leftover leaves on the ground, bare trees, quiet Spring – New flowers budding, air is warmer, birds gather twigs Summer – Air is hot, days are longer, children are home from school

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SAMPLE
ANCHOR CHART

How to Write an Information Book

- Generate ideas – think about topics you know a lot about and could teach others. (Narrow your focus).
- Mentor texts – study published writing that resembles what I want to write.
- Develop subtopics – boxes & bullets, web, table of contents.
- Rehearse – select a chapter title and rehearse it to yourself or to a partner before writing.
- Plan – make a plan for what to write in each chapter.
- Draft paragraphs – topic sentence and supporting sentences
- Draft in a different way – cause & effect, pros & cons, compare/contrast, etc.
- Research – gather more information from outside sources
- **Elaborate**
  - Write partner sentences
  - **Consider setting: place, time, and season**

SAMPLE
ANCHOR CHART

Ways to Elaborate or Say More…Details in Information Writing

- Write partner sentences
- **Consider setting: place, time, and season**

Sample Anchor Chart	
Questions to Ask When Planning Information Writing • What do I know about my topic? • What do I see? • What do I do with my topic? Or what does my topic do?	**KNOW** **SEE** **DO**

These charts should be co-constructed with students based on how they would describe things, mentor text read, and immersion activities completed.

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Writing Unit of Study
5th Grade – Informational Writing, Unit 3

Session	14
Concept IV	Writers elaborate through purposeful craft.
Teaching Point	Writers add numbers, names, and examples to make their writing more detailed.

Materials	
• How to Write an Information Book [Anchor Chart] • Ways to Elaborate [Anchor Chart] • Chameleons are Cool Martin Jenkins or other texts that have good examples of numbers, names or examples	• Teacher's draft • Students' drafts • Students' research (any books, websites, notes, etc. gathered from research session)

Tips	• Teachers may need to make it a point that adding numbers, names, and examples to every single chapter is not necessary. These elements should only be added if it makes sense in the chapter. And, even then, numbers, names, and examples should be 'sprinkled' throughout the book. The emphasis is that students should teach a lot about their topic and subtopics but pick a variety of ways to do such work. • Students may wish to review their research notes for specific numbers, names, and examples during the work today. • Reading Connection – Have students notice and name examples of numbers, names, and examples in content area reading and information text used in reading.

Connection	• *Elaboration is one of the most important things a writer can do for his/her readers. Elaboration means we will "say more' or explain more about a topic or subtopic. So, let's learn another way to elaborate our writing!* • *If there are still some places in your work that are not very detailed, you can be just like our mentor authors and add numbers, names, and examples to teach more.*
Teach	• *Today, we'll take a look at Chameleons are Cool to learn for some examples of these elaboration strategies.* • Teacher flips through Chameleons are Cool and reads-aloud how the mentor text uses numbers, names, and examples to elaborate. Specific examples and page numbers listed below: (Teacher should replace examples from mentor text available). ***Numbers*** *P. 3 There are about 4,000 different kinds of lizards altogether, including around 120 different chameleons.* ***Names*** *p. 6* ***Geckos*** *toes are as sticky as Velcro. The* ***flying lizard*** *glides on wing-like flaps of skin.* ***Iguanas*** *don't just eat bananas. They love all sorts of fruit.* ***Examples*** *p. 18 They change color when* ***they're angry****, or when* ***they're too cold****, or* ***too hot,*** *or when* ***they're sick.*** • Teacher models adding numbers, names, and examples into her own draft.
Active Engagement	• *Let's look at this sentence in our shared class book xxx (The World of Math) can you add a name, number, or example to it?* • Teacher enlarges a sentence from the class book for partnerships to work on together.
Link	• *Writers, can you take out your drafts for me right here on the rug?* Teacher waits for the students to have their drafts out. • *Great, I want you to spend a moment re-reading your piece. While you're re-reading see if you can circle three places where you will elaborate your writing using numbers, names, and/or examples.* • *You may decide to use one of each strategy, or repeat a strategy, depending on your writing. After you circle three places, you can move to your writing spots to begin working today.*
Independent	•

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Writing Unit of Study
5th Grade – Informational Writing, Unit 3

Writing and Conferring	
Mid-Workshop Teaching Point	• Choose three writers to briefly stand up and share how they elaborated today. Perhaps one student who elaborated using numbers, another with names, and a final student that applied examples. • Remind the class of their goal to elaborate three places today, and ask for a show of hands to see who has already done so. • Point out a child that did some **research** to find specific information of examples, numbers, or names.
After-the-Workshop Share	• *Let's leave our drafts out for just a minute. Would you go back and look at all of the places you have elaborated your work? Now, if you had to give yourself a grade what would it be? Maybe a C, B, or an F even?* • *Have you elaborated in many different places, in many different ways? If so, give yourself an A! Or is your writing still like a 'stick figure' – just the 'bare bones?' Spend a moment thinking about what grade you would give yourself.* Give students some time to work. • *Will you show your partner one place that needs improvement and talk about why it seems not that great? Then, show your partner one of places you elaborated the best.* • *Writers do this all the time. They stop and ask themselves 'How am I doing?' and they set goals to do better. Can you set a goal for yourself right now? How can your elaboration get even better?*

How to Write an Information Book

SAMPLE
ANCHOR CHART

How to Write an Information Book

- Generate ideas – think about topics you know a lot about and could teach others. (Narrow your focus).
- Mentor texts – study published writing that resembles what I want to write.
- Develop subtopics – boxes & bullets, web, table of contents.
- Rehearse – select a chapter title and rehearse it to yourself or to a partner before writing.
- Plan – make a plan for what to write in each chapter.
- Draft paragraphs – topic sentence and supporting sentences
- Draft in a different way – cause & effect, pros & cons, compare/contrast, etc.
- Research – gather more information from outside sources
- **Elaborate**
  - Write partner sentences
  - Setting
  - **Numbers, names, examples**

SAMPLE
ANCHOR CHART

Ways to Elaborate or Say More…Details in Information Writing

- Write partner sentences
- Consider setting: place, time, and season
- **Add numbers, names, examples**

These charts should be co-constructed with students based on how they would describe things, mentor text read, and immersion activities completed.

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Writing Unit of Study
5th Grade – Informational Writing, Unit 3

Session	15
Concept IV	Writers elaborate through purposeful craft.
Teaching Point	Writers use physical descriptions to write more.

Materials	
• Writing Process Steps – Anchor Chart [Resource and Materials Packet] • How to Write an Information Book [Anchor chart] • Marvels of the Muck: Life in the Salt Marshes Doug Wechsler	• A Handful of Dirt Raymond Bial or other texts that have good examples of physical description • Teacher's draft • Students' drafts

Tips	• Reading Connection – Have students notice and name examples of physical description in content area reading and information text used in reading.

Connection	• *My sister is a hair dresser and she was giving me a haircut yesterday. She asked me: 'So, how do you want your bevel?' 'What?!' I exclaimed! 'What in the world is a bevel?' She started laughing at me. 'You don't know what a bevel is? It's simple. I thought everyone knew that! It's the way the end of your hair flips. It can flip under or out.'* • *You see, my sister is an expert when it comes to hair, so she probably thought the detail of explaining a 'bevel' was trivial. She thought everyone knew it, just because she did! You too, may think that some details are trivial or odd because they come naturally to you. But your readers will not think so.* • *Today, let's learn another strategy writers use to elaborate information - they write physical descriptions to describe what may actually seem 'simple' and this makes their writing come to life. Physical description is when we describe what something looks like – we add sensory details.*
Teach	• *The way writers elaborate with physical descriptions is by using precise adjectives and topic specific words.* Teacher provides definitions, if necessary: • *Precise adjectives – Adjectives describe a noun (a person, place or thing). Precise adjectives are ones the writer chose carefully and specifically for a particular noun.* • *Topic specific words – Words that are based specifically on the topic for which you are writing.* • *Just listen to this part of A Handful of Dirt. In this part, Raymond Bial is explaining all of the places where soil can be found.* Teacher turns to p. 4. The sprawling prairies grow in the soil, as do deeply rooted forests with their high canopies of branches overhead. Even the drifting sands of the deserts hold enough soil to sustain cacti and succulents. • *What a great physical description! Raymond Bial could have said: 'Everyone knows soil is on a prairie, or in a forest, or in a dessert, so I won't bother to describe the prairies, and the forest and the desert. If he didn't use physical description, he would have simply written the bottom line facts and it would have sounded like this:* ***'Prairies, forests, and deserts all have soil.'*** • *Instead, he used precise adjectives and words specific to soil to write this powerful physical description.* • *Physical description helps to paint pictures in the reader's mind. Through the author's words, we get a clear image of what a person, place or thing looks like, sounds like, feels like, etc.* **A Handful of Dirt** **Precise adjectives – sprawling, deeply rooted, high canopies, overhead, drifting** **Words specific to the topic – prairies, soil, forests, deserts, cacti, succulents** • *Watch me as I do this with my own writing*. Teacher models adding precise adjectives and words specific to apple trees to elaborate a portion of his/her own writing. Example provided below. It is a **crisp** autumn morning **in September** and an apple tree stands high upon a hill. A **warm** breeze hums through the air, rippling through its **leaves** and dancing among the **fresh apples**.
Active	• *Let's try this. I'm going to give you a sentence from our book: xxx (The World of Math). Let's see if you can*

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Writing Unit of Study
5th Grade – Informational Writing, Unit 3

Engagement	*write a physical description. Remember, one way to write a physical description is with precise adjectives and words specific to the topic, which is xxx (math). Give it a try.* • Students write for a few minutes in their writer's notebooks or 'write in the air' with their partners.
Link	• *Today, I would like you to re-read your writing and find a few places where you can add more details. Look for a spot where you just wrote a simple sentence and see if you can elaborate it with a physical description, using precise adjectives and words specific to your topic. Paint a picture in your reader's mind. Help them to clearly see an image of what you are writing about.*
Independent Writing and Conferring	•
Mid-Workshop Teaching Point	• *Another way to add more to your writing is to write directly to your audience. Using the word 'you' can help you do just that.* • *David Wechsler addresses his audience throughout all of Marvels of the Muck: Life in the Salt Marshes, so it feels like he is talking directly to the reader. Listen as I read part of p. 5:* • *'Have you ever been to a salt marsh? If you have visited a beach on the East Coast or Gulf Coast of the United States, you probably passed right through or over a salt marsh.* • *A writer speaks directly to his audience to pull the reader into the story or to help the reader make a connection. In the above example, David Wechsler wants the reader to think about if they have ever been to a salt marsh. If not, he is going to explain.* • *So, I just tried this in my writing too. I wanted to get my reader to connect personally with the topic. Listen:* Have you ever seen an apple tree in early autumn? If you have seen a tree with large, ripe apples hanging from its branches then you certainly have seen an apple tree! • *See if you can try to speak directly to your audience. It will not only elaborate your writing, but it will help captivate your audience.*
After-the-Workshop Share	• *Writers, how are you doing with your writing goals? Are you reaching your fullest potential? Let's take out the student checklist (Session 10) to see how it's going.* • Provide time for students to talk in their partnerships and evaluate their progress from earlier in the unit.

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SAMPLE
ANCHOR CHART

How to Write an Information Book

- Generate ideas – think about topics you know a lot about and could teach others. (Narrow your focus).
- Mentor texts – study published writing that resembles what I want to write.
- Develop subtopics – boxes & bullets, web, table of contents.
- Rehearse – select a chapter title and rehearse it to yourself or to a partner before writing.
- Plan – make a plan for what to write in each chapter.
- Draft paragraphs – topic sentence and supporting sentences
- Draft in a different way – cause & effect, pros & cons, compare/contrast, etc.
- Research – gather more information from outside sources
- **Elaborate**
    - Write partner sentences
    - Setting
    - Numbers, names, examples
    - **Physical descriptions**

SAMPLE
ANCHOR CHART

Ways to Elaborate or Say More…Details in Information Writing

- Write partner sentences
- Consider setting: place, time, and season
- Add numbers, names, examples
- **Use physical descriptions**

These charts should be co-constructed with students based on how they would describe things, mentor text read, and immersion activities completed.

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Writing Unit of Study
5th Grade – Informational Writing, Unit 3

Session	16
Concept IV	Writers elaborate through purposeful craft.
Teaching Point	Writers add quotations and cite their sources.

Materials	
• Ways to Elaborate [Anchor Chart] • How to Write an Information Book [Anchor chart] • The Backyard Orchardist: A Complete Guide to Growing Fruit Trees in the Home Garden (1993) by Stella Otto • Grade 5 Information Annotated Demonstration Text: 'English Bulldogs' handout (Writing Pathways by Lucy Calkins, p.328-330 - or other text that has quotations • www.centuryfarmorchards.com • www.savatree.com • www.goodreads.com (These links are used as examples to match teacher's draft topic of apple trees. Teachers should select a book based on his/her own topic.)	• Teacher's draft • Student writer's notebooks • Student drafts • Students' research (any books, websites, notes, etc. gathered from research session) • Class shared book xxx (The World of Math)

Tips	• Adding quotations will transfer nicely into student writing if such skills are taught previously via shared writing and through grammar lessons. Teachers may want to provide time for students to practice punctuating quotations properly by providing examples for students to underline book title, add commas, quotation marks, author, etc. • The links noted in the 'Materials Section' are used to demonstrate adding research quotations to the teacher demonstration text of 'apple trees.' Teachers should find research pertaining to their own topics. • Students may also reference their gathered research for this lesson. • Teacher may want to read portions from gathered research about math (or chosen class shared book topic) for use during the active engagement, so these should be ready to do so. • Reading Connection: Reinforce how to use of the table of contents and index to find specific information; how quotations add important information to text; how quotations are physically included – format and punctuation, etc.

Connection	• *I remember a time when I was in fifth grade. I really wanted to play soccer during recess so I said to my friends: 'Who wants to play soccer?' And guess what? No one responded. I got no support. I was left, hanging out there in my lonesome.* • *Has this ever happened to you? Have you ever wished there were more voices chiming in, more people adding their two cents? This is true for information writers, too, so they usually add quotations to their writing for specific purposes. And one purpose – not the only one, but one important one – is to drive home a big or important point.* • *So, once a writer has decided on an important point he or she wants to make, the writer sometimes searches for quotes to get other voices chiming in. Including others that know a lot about your topic gives importance to your topic and provides further support. Today, I'll teach you how.*
Teach	• *Now, there are a couple of different kinds of quotations writers use. First, there are quotations that are the **actual words that someone said**, like a famous person. Authors quote a famous person to emphasize the big or important point they're trying to make.* • *Another kind of quotation is one where the writer **quotes part of a book or website**.* • *In order to add quotations like these into your own writing, you first have to find a place where you'd like to insert a quote. Then, you'll need to figure out what that part is really about. Ask yourself: 'What are the important ideas I could bring home with quotes?'* • Teacher models by reading a chapter from his/her own draft and thinking aloud.

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- *Let's see, this part of my draft is mostly about caring for trees. Ok, so now I need some quotes that will accentuate the idea that caring for trees is important.*
- *So, I'm going to start by taking a look at the book(s) and websites I've been using for my research.*
- Teacher scans the pages and chapters and shows how to add one or both types of quotations into her chapter.
- *Let me show you how I can add both types to my own draft. I'm working on the chapter xxx (How to Care for Your Apple Tree)*

Option 1: Quoting a Famous Person

How to Care for Your Apple Tree

Many people are nervous to plant apple trees, because then they have to care for them. Most people worry their apple trees will become diseased or will just be too much work. But they're not. An apple tree is not that hard to care for. **Thomas Fuller once said, "He that plants trees loves others besides himself."** So do you love others? If so, let's get started! All you need is a sunny spot, with not too much water, and some pruning shears.

- *OK, now this paragraph is not only more informative, but it sounds more convincing too. A famous person, Thomas Fuller just 'chimed' in on my piece. Plus, I think it makes my chapter more interesting. (Quote found at: www.goodreads.com)*

Option 2: Quoting a book or website

How to Care for Your Apple Tree

Many people are nervous to plant apple trees, because then they have to care for them. Most people worry their apple trees will become diseased or will just be too much work. But they're not. An apple tree is not that hard to care for. **According to the book: The Backyard Orchardist: A Complete Guide to Growing Fruit Trees in the Home Garden, growing fruit trees successfully is not really that difficult. Even a neophyte gardener can do it.** So let's get started! All you need is a sunny spot, with not too much water, and some pruning shears.

- *In this example, I first mention the title of the book and then a direct quote to make my writing more compelling.*

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<tr><td>Active Engagement</td><td>

- *Now, how about you try it with our class shared book xxx (The World of Math)?*
- *How could you add quotations to this chapter? Teacher displays a chapter from the class shared book for everyone to see.*
- *Remember to first figure out what the chapter is mostly about. Then, work together with your partner to discuss possible ways to insert quotations.*
- Teacher provides time for students to work in their writer's notebooks.

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<tr><td>Link</td><td>

- *Since I'm using research in my writing and I've quoted two sources, I'm going to need to cite these sources. A writer cites not only the sources she uses exactly, but even the ones she reads because they, too, contribute to her writing. Watch me as I show you how to do this.*
- Teacher shows examples of how sources are cited in: Writing Pathways Annotated Demonstration Text Grade 5 p. 330 and Marvels in the Muck: Life in the Salt Marshes p. 47, and then develops a 'Sources' section in her own writing.

Sources

- www.centuryfarmorchards.com
- www.savatree.com
- www.goodreads.com
- The Backyard Orchardist: A Complete Guide to Growing Fruit Trees in the Home Garden (1993) by Stella Otto

- *Let's add some quotes to our writing today and makes sure to leave some space in your book for sources, just like our mentor authors did.*

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<tr><td>Independent Writing and</td><td>

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Writing Unit of Study
5th Grade – Informational Writing, Unit 3

Conferring	
Mid-Workshop Teaching Point	• Teacher explains how, when students are reading and come across a great quote, they can jot it down in their writer's notebooks for future use. Show example. Teacher should be sure to list quotes exactly (book title, author, and page number) so it's easy to go back later and insert into writing.
After-the-Workshop Share	• *Writers, at this point you may have one entire information book completed. I noticed xxx (Michael) finished his book on xxx so he used our chart from the beginning of the unit, Writing Process Steps, to help him start another piece.* • *If you are also on your second book, remember to follow the list of steps to help you on that second draft.* • Teacher reviews Writing Process Steps Chart.

SAMPLE
ANCHOR CHART

How to Write an Information Book

- Generate ideas – think about topics you know a lot about and could teach others. (Narrow your focus).
- Mentor texts – study published writing that resembles what I want to write.
- Develop subtopics – boxes & bullets, web, table of contents.
- Rehearse – select a chapter title and rehearse it to yourself or to a partner before writing.
- Plan – make a plan for what to write in each chapter.
- Draft paragraphs – topic sentence and supporting sentences
- Draft in a different way – cause & effect, pros & cons, compare/contrast, etc.
- Research – gather more information from outside sources
- **Elaborate**
  - Write partner sentences
  - Setting
  - Numbers, names, examples
  - Physical descriptions
  - **Add quotes based on research and cite sources**

SAMPLE
ANCHOR CHART

Ways to Elaborate or Say More…Details in Information Writing

- Write partner sentences
- Consider setting: place, time, and season
- Add numbers, names, examples
- Use physical descriptions
- **Add quotes based on research**

These charts should be co-constructed with students based on how they would describe things, mentor text read, and immersion activities completed.

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Writing Unit of Study
5th Grade – Informational Writing, Unit 3

Session	17
Concept IV	Writers plan and draft in a logical structure.
Teaching Point	Writers start a new draft and monitor their writing using a Process Journey Checklist.

Materials	
• Characteristics of an Effective Information Book – Anchor chart from Immersion, [See Resource Materials Packet] • Enlarged Process Journey Checklist – Anchor Chart, [See Resource Materials Packet]	• Student Process Journey Checklist – handout, one per student [See Resource Materials Packet] • Teacher's draft • Students' drafts

Tips	• This lesson will encourage students to begin a new information book about a different topic, or a slant of their original topic, but this time with greater independence. • If students have yet to finish their first books, they may apply the subsequent lessons to their first piece of writing. However, teachers should work to encourage such students to not belabor the first piece of writing, but to finish up and start another piece. • This lesson will teach students how to utilize a process journey checklist as a scaffold to write with greater independence. Rather than referring to a product-driven checklist, students can refer to this to help guide them in the *process* of writing. For more information, see Resource Packet, Background Information on Journey Checklists: Process and Product. • Rather than "checking" the boxes, teachers may find it helpful for children to write the date. This will give more specifics on when the item was revised and/or added to the student's writing. • Make plans to review items on the checklist in which students would benefit from a "refresher." This may be done during future Mid-Workshop Teaching Points or the Share Component. Teachers may also add additional lessons on a checklist item, if a more in-depth review is needed. • Please note: Students have been using a process checklist since the beginning of 3rd grade and with each unit of study. This should be a continual review of the basic steps a writer takes when writing a particular text type. Grades 3, 4, and 5 should be aligned with this process. • Begin thinking about what type of Celebration Event to host. See Session 27 for possibilities. Share with students what the celebration event will be and how important it is they continue to do their personal best. Generate a 'To Do" list in preparation for the event.

Connection	• *I took home your writing last night and I noticed that many of you are finished writing your first information book. So, I got to thinking that now may be a good time, for those of us who are done, to start a new information book. I even typed up a little checklist that has everything we've learned on it, up until this point, so you can keep an eye on your own process.* • *We call this chart a 'Process Journey Checklist.' We used one in our narrative and opinion units.*
Teach	• *The good news is that you know a lot about this 'Journey Checklist' from our lessons, your practice, our anchor charts and our mentors, so it is really nothing new. The 'Journey Checklist' just has the steps you took to plan and write your first information book.* • *Let me show you how I can use the journey checklist.* • Enlarge Information Process Journey Checklist for writers. • Explain and point out the steps writers already know. Connect the experiences from sessions 1-16 to this pacing guide so that writers can see that they have already lived within these guidelines. • Demonstrate at times by thinking aloud about what you will need to do first, next and finally. • *Writers, this is called a Journey Checklist because a journey is a trip – and when you set off to write an information book, you are on your own little journey from generating ideas to a completed book. You already know how to do this. This 'Journey Checklist' will just help to remind you where you are going and what you have already accomplished.*
Active Engagement	• *I want you to focus in on the 'generating ideas' portion of our 'Journey Checklist.' Some of you might already have a topic idea from earlier work. Some of you may feel that you need to collect some new entries and 'write long' to see how much you know before making a choice. Please look at the steps and talk with your*

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	partner about where you see your work beginning today. Where are you in your journey of crafting a new information book? • Listen in and coach as needed.
Link	• *Writers, we will all be in different places even though we are on the same journey. This is really fine. We want to work within our workshop the way real writers do. I have placed a 'Process Journey Checklist' at each of your desks, so you may begin using them today.*
Independent Writing and Conferring	•
Mid-Workshop Teaching Point	• Highlight the various places writers are at within the pacing guide in an effort have everyone feeling confident making their own plans for themselves.
After-the-Workshop Share	• Students share their process journey checklists with a partner, discussing where they are in their writing processes. • Review an area on the checklist that many students still could benefit from further modeling.

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Writing Unit of Study
5th Grade – Informational Writing, Unit 3

Session	18
Concept V	Writers push themselves to write more, with greater independence.
Teaching Point	Writers recognize topic specific vocabulary words and define them.

Materials	
• Ways to Elaborate [Anchor Chart] • How to Write an Information Book [Anchor chart] • Marvels in the Muck: Life in the Salt Marshes Doug Wechsler • Forces in Action by Janine Scott or other texts that define words in various way	• Glossary page [See Resource Materials Packet] • Index [Resource Materials Packet] • Teacher's draft • Students' drafts

Tips	• In the mid-workshop teaching point, this lesson assumes that students know what a glossary is from the Immersion Phase of the unit or reading work. If not, teachers may wish to use a mentor text (or several mentor texts) to explain the purposes and uses of a glossary in information writing. One suggested mentor text is mentioned above, but any would work. • The Common Core State Standards expect students to apply 'domain specific vocabulary' to their information writing. To make this verbiage more 'kid-friendly' we'll refer to it as 'topic specific vocabulary.' • Reading Connection: Have students study content specific vocabulary and how the author included it in content area reading and information texts used in reading

Connection	• *Last night, I was excited about how I've been elaborating my writing, so I decided to read my writing to my friend xxx (Cooper). He really liked it, but he admitted that he actually didn't know very much about apple trees. So, there were parts of my book that were confusing to xxx (Cooper). This gave me an idea to teach you today.* • *Today, I want us to stay on the lookout for places where we may need to define a vocabulary word that is connected to our topic, because if we don't our writing may be hard for our readers to understand. Let me show you what I mean.*
Teach	• *When I was reading my paragraph about apple blossoms to xxx (Cooper), he was confused right from the start. He didn't even know that an apple blossom was a flower! I thought this would be something easy for him to understand, but it was hard, so I had to define it.* • *Information writers can define vocabulary words in a couple of ways.* Teacher shows mentor texts with options for defining topic specific words: Option 1: Define Word in the Paragraph or Context **(Example: Marvels in the Muck p. 5)** Mummichogs, small marsh-dwelling fish, move into the salt marsh pools and hide in the mud during the coldest weather. Option 2: Add a definition box on the page **Example: Forces in Action p. 18)** **Compasses** help people find their way. The needle in a compass is a magnet. It always points to the north. • Teacher models both options in her own draft and explains that writers can choose any way to define a word, depending on what way works best for the chapter.
Active Engagement	• *Writers, I know you have been deliberate with your word choices, to sound more like information writing experts. So, I'm sure you have some words to define, as well.* • *Let's take some time now to have someone not familiar with our topics read our drafts and give us feedback. Switch drafts with your partner.*

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	• Teacher gives a moment for students to do so. • *Partners, can you read over the piece in front of you and put a dot above any word(s) that you're unsure about the meaning?* • Teacher provides time for this work.
Link	• *Great job! Today as you're working, look over where your partner placed 'dots' and see if you can take some time to define those words in a way that makes sense in your book. You can define other words too, of course!* • *Remember that it may seem like all of your words are 'easy-to-understand words' but that is only to you – because you're the expert! You'll need to ask yourself: Will my audience understand this word?*
Independent Writing and Conferring	•
Mid-Workshop Teaching Point	• *Writers, let me teach you another way to define topic specific words. Writers can bold the word and add it to the glossary.* • Teacher demonstrates this work, as well. Option 3: **Bold** the Word and Define in the Glossary **(Example: Marvels in the Muck p. 28 & p.46)** The brown grass that the laughing gulls see is called cordgrass. Scientists call the grass **Spartina**. (Note: Marvels in the Muck uses italics to set apart this word, but teachers may prefer students use bold print instead.) **Glossary** Spartina- **A scientific name of a group of marsh grasses.**
After-the-Workshop Share	• *Writers, xxx (Aaron) is studying Forces in Action and he just shared with me another place where vocabulary words can be found – **the index**.* • *An index is a feature that information writers use to list specific words in alphabetical order with a page number for their readers to find them easily.* • *You may decide to make an index for your information book, too. Take a look at Forces in Action or another mentor text, to see how the index tends to go.*

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SAMPLE
ANCHOR CHART

How to Write an Information Book

- Generate ideas – think about topics you know a lot about and could teach others. (Narrow your focus).
- Mentor texts – study published writing that resembles what I want to write.
- Develop subtopics – boxes & bullets, web, table of contents.
- Rehearse – select a chapter title and rehearse it to yourself or to a partner before writing.
- Plan – make a plan for what to write in each chapter.
- Draft paragraphs – topic sentence and supporting sentences
- Draft in a different way – cause & effect, pros & cons, compare/contrast, etc.
- Research – gather more information from outside sources
- **Elaborate**
    - Write partner sentences
    - Setting
    - Numbers, names, examples
    - Physical descriptions
    - Add quotes based on research and cite sources
    - **Define topic specific words**

SAMPLE
ANCHOR CHART

Ways to Elaborate or Say More…Details in Information Writing

- Write partner sentences
- Consider setting: place, time, and season
- Add numbers, names, examples
- Use physical descriptions
- Add quotes based on research and cite sources
- **Define topic specific words**

These charts should be co-constructed with students based on how they would describe things, mentor text read, and immersion activities completed.

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Writing Unit of Study
5th Grade – Informational Writing, Unit 3

Session	19
Concept V	Writers push themselves to write more, with greater independence.
Teaching Point	Writers explore creative sentence patterns in their writing.

Materials	
• Chameleons are Cool by Martin Jenkins or other text with varying sentence patterns • Studying Sentence Patterns Through Mentor Text - handout per student and enlarge for activity [See Resource Materials Packet]	• Teacher drafts • Student drafts

Tips	• This lesson will combine Teach and Active Engagement – the teacher will explain something, then the students will try it. This will occur over and over as the students learn various sentence patterns. This lesson will take longer than usual so teachers may divide into two lessons if need be. • Another term for sentence structures is grammatical patterns. • Students should already be familiar with the concept of Notice, Name, Purpose and Try It from previous Immersion and Craft activities. • Read and discuss Chameleons are Cool prior to this lesson. Students should already be familiar with the text. • Five sentence structures are included in this lesson. Teachers may choose however many structures are appropriate for her group of students. • Source: Anderson, J. (2005). *Mechanically Inclined: Building grammar, usage, and style into writer's workshop.* Portland, ME: Stenhouse Publishers.

Connection	• *There is so much to learn from how an author intentionally chooses to craft a text. Today, we are going to study one of our mentor texts again through a different lens. Let's look at how the author crafted different sentences.*
Teach and Active Engagement	• *Having different sentence patterns creates a certain rhythm in our writing and attracts and holds a reader's interest.* • *We will go through the following steps:* *A. Read a sentence from our mentor text.* *B. Discuss – What do you notice or like about this sentence?* *C. Try It Together -- with our class shared book xxxx (The World of Math)* *D. Try It On Your Own – in your writer's notebooks* • *So open those writer's notebooks and let's get started!* • Teacher reads portions of the book: Chameleons are Cool and takes time to discuss different sentence patterns and tries them in her own draft. After, have students try the structures in their writer's notebooks using the class shared topic. **Notice: Hyphen** (The – sign used to join words or phrases) "Some lizards eat bananas---chameleons don't. Some lizards walk upside down on the ceiling—chameleons can't. There's even a lizard that glides from tree to tree—a chameleon certainly wouldn't do that!" **Teacher writes an example for her own draft, such as:** Some fruit tastes too sour --- not apples. Some fruit doesn't go well in a pie – apples can. There's even art projects that need fruit -- an apple would be perfect for that! **Notice: Interrupter Pattern** (Shifts the adjective after the noun causing them to be set off with commas) "Chameleons, wrinkly and bumpy, aren't exactly beautiful." **Teacher writes an example for her own draft, such as:** Apples, crisp and crunchy, make a great snack.

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Writing Unit of Study
5th Grade – Informational Writing, Unit 3

	Notice: Serial Pattern (Describes three actions that take place in a series) "They change color when they're angry, or when they're too cold or too hot, or when they're sick." **Teacher writes an example for her own draft, such as:** Apple trees should be pruned when they're unhealthy, or when they're too brown or too diseased, or when they're ready for bigger apples. **Notice: Closer Pattern** (Starts with an independent clause, which is followed by descriptions) "Just over half of all the types of chameleons come from Madagascar, a big island off the east coast of Africa." **Teacher writes an example for her own draft, such as:** Apples grow in Michigan, a large state in North America. **Notice: Opener Sentence** (Use a comma after a long introduction) "But of all the different kinds of lizards, I still think chameleons are the best." **Teacher writes an example for her own draft, such as:** But of all the different kinds of fruits, I still think apples are the best.
Link	• *Great job, writers! Thumbs up if you're surprised at some of the new thinking you did. Now, take a moment to 'star' the sentence patterns you might want to use in your writing today.*
Independent Writing and Conferring	•
Mid-Workshop Teaching Point	• Find some students who tried each of the sentences patterns and use their writing as examples for the rest of the class. Praise them for their efforts.
After-the-Workshop Share	• Have students go on a 'scavenger hunt' with mentor texts, searching for the sentence patterns taught in today's lesson.

SAMPLE
ANCHOR CHART

How to Write an Information Book

- Generate ideas – think about topics you know a lot about and could teach others. (Narrow your focus).
- Mentor texts – study published writing that resembles what I want to write.
- Develop subtopics – boxes & bullets, web, table of contents.
- Rehearse – select a chapter title and rehearse it to yourself or to a partner before writing.
- Plan – make a plan for what to write in each chapter.
- Draft paragraphs – topic sentence and supporting sentences
- Draft in a different way – cause & effect, pros & cons, compare/contrast, etc.
- Research – gather more information from outside sources
- Elaborate
    - Write partner sentences
    - Setting
    - Numbers, names, examples
    - Physical descriptions
    - Add quotes based on research and cite sources
    - Define topic specific words
- **Intentionally craft sentences**

This chart should be co-constructed with students based on how they would describe things, mentor text read, and immersion activities completed.

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Writing Unit of Study
5th Grade – Informational Writing, Unit 3

Session	20
Concept V	Writers push themselves to write more, with greater independence.
Teaching Point	Writers use transition words to link pieces of information together.

Materials	
• 'How to Write an Information Book' [Anchor chart] • 'Transition word list – See Resource Materials Packet	• Teacher's draft • Students' drafts

Tips	• According to the Common Core State Standards, fifth graders should be able to transition their writing using words to connect ideas and categories of information. • A transition list, with possible words and phrases, is provided in the Resource Materials Packet. • Analyze student use of linking words and phrases and determine the extent to which you need to teach them how to use transitions. • Reading Connection: Have students study use of transition words in content area reading and information text used in reading.

Connection	• *I was making a Lego train with my nephew, over the summer, and if you've ever made one of these you know that each Lego becomes a link that connects directly to another Lego. But, he wasn't very good at using Legos yet, and when the connections were weak, the train would break apart in those places.* • *Today I want to teach you that each of the chapters in your book is like a link in a Lego train. In order for your chapters to connect – and even for the paragraphs **within** your chapters to connect – writers use transition words and phrases.*
Teach	• *There are two secrets that writers use to link their chapters and paragraphs together.* • *First, writers make sure **the order of their information makes sense**. This means you need to re-read your chapter, to check that your information is in a logical order. Perhaps a bit of information you thought should go 'first' should be moved to the end of the chapter, etc.* • *And second, **writers use words to 'glue' parts of the text together**.* (See 'Transition Word List' in the Resources and Materials Packet for transition words and phrases.) • Teacher models how to plan out a new chapter or re-read and revise a completed chapter for logical structure and transition words.
Active Engagement	• Class practices with the class shared book. First, re-reading a chapter to make sure it's in a logical order. Then, inserting transition words to link information together.
Link	• *Writers, can you take out your drafts right now? I'd like you to read through your chapters and choose one that you'll work on today. Which of your chapters may need to be re-organized? Which of your chapters could use some transition words? Place a star at the top of the pages you'll be working on today.* • Teacher distributes a Transition Word List [Resource and Materials Packet] for students to keep in their writing folders as a reference.
Independent Writing and Conferring	•
Mid-Workshop Teaching Point	• *Writers, remember that after each transition word or phrase you should punctuate. Make sure to insert a comma after these words and/or phrases.* • *Teacher highlights all of the commas from the active engagement today, using the class shared book.*
After-the-Workshop Share	• *Writers, I want to remind you that our lessons aren't just a 'one and done!' We've learned so many things about information writing that can help make our work come to life.* • *Can you remember some of the things we've talked about so far **this year?** How about pushing yourself to remember things you learned last year, too?* • Teacher provides time for students to recall previously taught lessons and share them with their classmates. • *Today's lesson is just the same. Transition words and phrases is something you will need for the rest of your life as a writer, not just today!*

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Writing Unit of Study
5th Grade – Informational Writing, Unit 3

SAMPLE
ANCHOR CHART

How to Write an Information Book

- Generate ideas – think about topics you know a lot about and could teach others. (Narrow your focus).
- Mentor texts – study published writing that resembles what I want to write.
- Develop subtopics – boxes & bullets, web, table of contents.
- Rehearse – select a chapter title and rehearse it to yourself or to a partner before writing.
- Plan – make a plan for what to write in each chapter.
- Draft paragraphs – topic sentence and supporting sentences
- Draft in a different way – cause & effect, pros & cons, compare/contrast, etc.
- Research – gather more information from outside sources
- Elaborate
    - Write partner sentences
    - Setting
    - Numbers, names, examples
    - Physical descriptions
    - Add quotes based on research and cite sources
    - Define topic specific words
- Intentionally craft sentences
- **Use transitions**

This chart should be co-constructed with students based on how they would describe things, mentor text read, and immersion activities completed.

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Writing Unit of Study
5th Grade – Informational Writing, Unit 3

Session	21
Concept V	Writers push themselves to write more, with greater independence.
Teaching Point	Writers construct leads that engage readers and build interest.

Materials	
• How to Write an Information Book [Anchor chart] • Parts and Elements of Information Text [Anchor Chart] • Copies of the introduction to Marvels in the Muck: Life in the Salt Marshes David Wechsler • Copies of the introduction to Grade 5 Information Annotated Demonstration Text: 'English Bulldogs' handout (Writing Pathways by Lucy Calkins, p.328)	• One Tiny Turtle Nicola Davies • Walk with a Wolf Janni Howker • or other text with effective introductions • Teacher's draft • Students' drafts • Student writer's notebooks

Tips	• It is likely that your students have learned about writing introductions before this unit – if not this year – certainly last year – so they may most likely have an introduction started to revise during this lesson. • It is also reasonable for a writer to hold off on finalizing an introduction until the entire book is written. This is helpful because, near the end of the writing process, the drafting is complete and the writer has a good idea of how the book will go, to draft an accurate introduction. • Reading Connection: Have students study introductions in content area reading and information texts used during Reading Workshop.

Connection	• *I watched some of you book shopping this morning and I noticed that when you're choosing a new book to read, you usually skim through the pages and maybe read the first page to see if the book seems interesting.* • *You see, the first page of a book could make a potential reader want to read more – or it could make him/her put the book away and select a new one, just like all of you did!* • *Today, I'm going to teach you that the first chapter of your book, your introduction, is very important. The introduction to your book is the first thing your readers will see and you'll want to entice your readers to keep reading. Let me show you how.*
Teach	• *When we talked about the 3 parts of information texts, we discussed two main things are included in the introduction: hook the reader and introduce the topic.* Show chart from Immersion. • *The introduction to an information book acts as a roadmap for readers, for their journey ahead. The introduction tells them what they'll learn as they read. It also gets the reader excited to read the book.* • *I've given you each a copy of a portion of the introduction written in:* Marvels in the Muck: Life in the Salt Marshes. Follow along with me *as I read it to discover what the writer did to set us up for the book and get us interested.* • Teacher begins to read aloud the introduction: **Marvels in the Muck: Life in the Salt Marshes (Introduction p. 5)** **It sounded like a crowd cheering at a baseball game. Far out in the wintry brown and black salt marsh, what looked like a cloud of snowflakes rose into the air. Actually, they were snow geese – a flock of thousands….Have you ever been to a salt marsh?** • Wow, Doug Wechsler did so many things in the first few sentences of this introduction. I'm going to stop here to circle my favorite parts. Teacher circles specific words and phrases the author used to craft a successful introduction. Examples may be: **…like a cloud of snowflakes rose into the air…** - uses setting to explain **Have you ever been to a salt marsh?** – asking a question to build interest **…would seem almost dead in winter**… - surprising fact to engage reader
Active Engagement	• *I would like you to flip over the page I gave you. As you can see, the Introduction from English Bulldogs is on the other side. I would like to you practice just what I showed you today. What do you notice? Circle your*

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	favorite parts of this introduction. • *You can work together with your partner. Ready, set, go!*
Link	• *Being an information writer is not all that different from leading a tour. You are taking your readers on a tour of all the information in your book. But, your audience will be excited to learn more if you start in a way that is interesting and explains what they will learn.* • *Now that we've done some inquiry, go ahead it give it a try!*
Independent Writing and Conferring	•
Mid-Workshop Teaching Point	• *Another way to entice your readers is to add a surprising fact to your introduction. Janni Howker and Nicola Davies actually did this on the endpapers of their books. Teacher reads the introductory endpapers aloud in Walk with a Wolf and One Tiny Turtle as additional options for students to try.*
After-the-Workshop Share	• You've done a nice job writing the words of your introductions today, but have you planned the text features too? If not, think about which text features you may add to your introduction and the purpose of that text feature. Remember to ask yourself: '*What text feature may help my readers understand this information?' before choosing just the right one.* • *So, let's spend some time now looking at our introductions, especially. Which text features would best support your introduction?* • Provide time for students to work in the meeting area with their partners, selecting the text features that will best be suited for their introductions. • Partners should and share with each other and provide feedback.

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Writing Unit of Study
5th Grade – Informational Writing, Unit 3

SAMPLE
ANCHOR CHART

How to Write an Information Book

- Generate ideas – think about topics you know a lot about and could teach others. (Narrow your focus).
- Mentor texts – study published writing that resembles what I want to write.
- Develop subtopics – boxes & bullets, web, table of contents.
- Rehearse – select a chapter title and rehearse it to yourself or to a partner before writing.
- Plan – make a plan for what to write in each chapter.
- Draft paragraphs – topic sentence and supporting sentences
- Draft in a different way – cause & effect, pros & cons, compare/contrast, etc.
- Research – gather more information from outside sources
- Elaborate
    - Write partner sentences
    - Setting
    - Numbers, names, examples
    - Physical descriptions
    - Add quotes based on research and cite sources
    - Define topic specific words
- Intentionally craft sentences
- Use transitions
- **Write an engaging lead**

Parts and Elements of Information Text

Information
Introduction/lead hook reader introduce topic
Body subtopics or categories
Ending/Conclusion restate topic

These charts should be co-constructed with students based on how they would describe things, mentor text read, and immersion activities completed.

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Writing Unit of Study
5th Grade – Informational Writing, Unit 3

Session	22
Concept V	Writers push themselves to write more, with greater independence.
Teaching Point	Writers conclude with a summary and big idea that makes readers think.

Materials	
• How to Write an Information Book [Anchor chart] • Parts and Elements of Information Text [Anchor Chart] • Grade 5 Information Annotated Demonstration Text: 'English Bulldogs' handout (Writing Pathways by Lucy Calkins, p.330)	• A Handful of Dirt Raymond Bial • or other texts with effective conclusions • Teacher's draft • Students' drafts • Student writer's notebooks

Tips	• It is likely that your students have learned about writing conclusions before this unit – if not this year – certainly last year – so they most likely have a conclusion started to revise during this lesson. • It is also reasonable for a writer to hold off on finalizing a conclusion until the entire book is written, which could be now for some of your students. This is helpful because, near the end of the writing process, the drafting is complete and the writer knows what chapters are in the book, to draft an accurate conclusion. • Reading Connection: Have students study conclusions in content area reading and information text used in reading.

Connection	• *Writers, I was working with xxx (Matthew) yesterday and he came up with a great idea! He was thinking that the work we did yesterday, studying mentor texts with great introductions, would really work for conclusions as well. Let's try it.*
Teach	• *The conclusion to an information text is the last impression a reader will have about your book. You'll want to leave your readers with a sense of closure after they finish r*eading. • A conclusion should summarize what was learned and why the reader should care about the topic. To summarize, the writers thinks: 'What were the big ideas in my book?' and writes them. • *I've given you each a copy of the conclusion written in:* A Handful of Dirt. Follow along with me *as I read it to discover what the writer did to summarize and leave a lasting impression on us.* Teacher reads aloud the conclusion to: A Handful of Dirt. • Now, I'm going to stop here to circle my favorite parts. Teacher circles specific words and phrases the author used to craft a successful conclusion. Examples may be: **The cycle of life, death, and decay in the soil continues…** – Uses examples **…you'll be helping to create a better world for all of us –** Persuades the reader **However, every second of every day soil is also being lost… –** Makes the readers think • Now, I'm going to draft a conclusion to my own book. Watch me show you how. Teacher demonstrates with her own draft.
Active Engagement	• *I would like you to flip over the page I gave you. As you can see, the Conclusion from English Bulldogs is on the other side. I would like to you practice just what I showed you today. What do you notice? Circle your favorite parts of this conclusion.* • *You can work together with your partner. Ready, set, go!*
Link	• *Writers, today think about how you will leave your reader with closure. Use the mentor texts to help you.*
Independent Writing and Conferring	•
Mid-Workshop Teaching Point	• *Writers, one way to conclude your book is by 'Looking forward.'* • *Listen to how I can try this with my conclusion:* ***'All around the world, people are cutting down trees. Is it time for you to make a difference? Is it time for you to plant a tree? Why not start with an apple tree?'*** • *You may want to try something similar. Think about your topic, how can your readers 'look forward?' What happens?*

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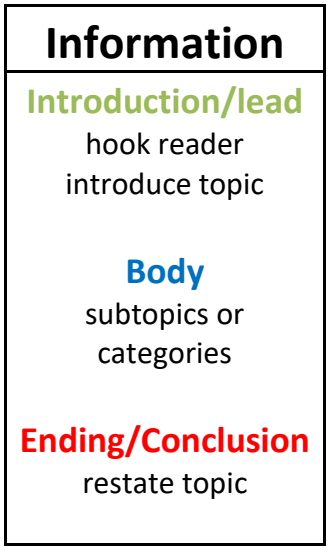
After-the-Workshop Share	• Discuss the importance of a back cover blurb and how it may also give a brief summary of the book. Hold up a few mentor texts with interesting back cover blurbs and have students jot down a couple of back cover blurb possibilities in their writer's notebooks.

SAMPLE
ANCHOR CHART

How to Write an Information Book

- Generate ideas – think about topics you know a lot about and could teach others. (Narrow your focus).
- Mentor texts – study published writing that resembles what I want to write.
- Develop subtopics – boxes & bullets, web, table of contents.
- Rehearse – select a chapter title and rehearse it to yourself or to a partner before writing.
- Plan – make a plan for what to write in each chapter.
- Draft paragraphs – topic sentence and supporting sentences
- Draft in a different way – cause & effect, pros & cons, compare/contrast, etc.
- Research – gather more information from outside sources
- Elaborate
  - Write partner sentences
  - Setting
  - Numbers, names, examples
  - Physical descriptions
  - Add quotes based on research and cite sources
  - Define topic specific words
- Intentionally craft sentences
- Use transitions
- Write an engaging lead
- **Write a powerful conclusion**

Parts and Elements of Information Text



These charts should be co-constructed with students based on how they would describe things, mentor text read, and immersion activities completed.

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Writing Unit of Study
5th Grade – Informational Writing, Unit 3

Session	23
Concept V	Writers push themselves to write more, with greater independence.
Teaching Point	Writers use text features as a vehicle to teach more.

Materials	
• How to Write an Information Book [Anchor Chart] • Ways to Elaborate [Anchor Chart] • Text Features and their Purposes [Anchor Chart from Immersion Phase] • Chameleons are Cool Martin Jenkins	• One Tiny Turtle Nicola Davies or other books that have distinct text features • Teacher's draft • Students' drafts • Class shared book xxx (The World of Math)

Tips	• This lesson assumes that students have studied text features during the Immersion Phase of the unit, while reading nonfiction texts, and presumably when writing information texts in K-4. • The placement of this lesson is intentional, as it's important for students not to be enamored with sketching text boxes, charts, and diagrams too early in a unit. The focus up to this point has been increasing volume. • Reading Connection: Have students study text features in content area reading and information text used in reading. Have them consider what the author wanted to teach (purpose) and how that text feature fit that purpose. Students have been studying text features since Kindergarten so they should be very familiar with them. • This session is a good time to bring in technology, if you have access to it. You might invite students to do image searches on the Internet.

Connection	• *Writers, xxx (Luke) was reading an information book yesterday and it had a really cool xxx 't-chart'. Do you remember when we added xxx 't-chart' to our 'Text Features and their Purposes' anchor chart? We learned how t-charts give readers side-by-side information? Then, Luke and I got to talking and decided we should learn how to add information text features into our writing!* • *So today, let's explore how text features can help our information writing become stronger.*
Teach	• *Today, I want to teach you that information writers don't choose text features 'willy nilly,' they choose them according to the purpose they want to achieve. You see, information writers can explain things through words, but sometimes a text feature can help explain it even better.* • *Since you know SO many text features from reading information books, now you can simply ask yourself:* ***What text feature may help my readers understand this information?*** *and then only include the ones that will really help your readers.* • List possible text features and their uses, giving children a few minutes to help add to the list. If a text feature list was created during immersion, it could be revisited here. Example below: **Text Features and Their Purposes** ***What are you trying to teach? What text feature would help you?*** *If I want my reader to know this is an important word – Then, use 'bold print.'* *If I want my reader to see the details of a baseball - Then, use a 'close-up'* *If I want to show what something looks like – Then, use a 'diagram'* • Teacher models how to insert a text feature into her own writing, a student draft, or the class shared book.
Active Engagement	• *Let's think about it with our own writing. Skim over your chapters and see if you can choose a few text features that would really help your readers. Share with your partner.*
Link	• *For the past several weeks, we've been talking about the words we should use in our books and today we started talking about text features. Some of them (like headings and captions) use words, but lots of other features do not. Words or not, everything that you include in your book is part of your writing and should fit*

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	within your structure. Each feature should be treated with the same consideration that you are treating everything else. Choose wisely and have fun writing!
Independent Writing and Conferring	•
Mid-Workshop Teaching Point	• *Writers, have you noticed that some of our mentor authors use text features in unique ways? Like in <u>One Tiny Turtle</u>, Nicola Davies wraps the captions around the illustrations like water in the sea? It's like the captions are a part of the setting. Martin Jenkins does something similar with his captions in <u>Chameleons are Cool</u>.* Teacher holds up books and shows examples. • *You may want to try something similar. Once you determine the text features you want to use, you can apply them in a unique way that is purposeful to your topic. This also helps make our text more literary-like versus sounding boring like a report.*
After-the-Workshop Share	• *Writers, do you remember all of the ways information writers structure their work?* Teacher reviews: description, chronological, pros/cons, cause & effect, compare/contrast, etc. • *You see, sometimes information writers will decide on a structure, such as pros/cons but it will be written in the form of a chart. Or, maybe the writer chooses a cause & effect structure and wants to display it as a flow chart. Let's see if we can spend some time with our mentor texts, looking for these structures in the form of text features.* • Students spend some time revisiting mentor texts, looking for different structures that are displayed through text features, rather than words.

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SAMPLE
ANCHOR CHART

How to Write an Information Book

- Generate ideas – think about topics you know a lot about and could teach others. (Narrow your focus).
- Mentor texts – study published writing that resembles what I want to write.
- Develop subtopics – boxes & bullets, web, table of contents.
- Rehearse – select a chapter title and rehearse it to yourself or to a partner before writing.
- Plan – make a plan for what to write in each chapter.
- Draft paragraphs – topic sentence and supporting sentences
- Draft in a different way – cause & effect, pros & cons, compare/contrast, etc.
- Research – gather more information from outside sources
- **Elaborate**
    - Write partner sentences
    - Setting
    - Numbers, names, examples
    - Physical descriptions
    - Add quotes based on research and cite sources
    - Define topic specific words
    - **Use text features**
- Use transitions
- Write an engaging introduction
- Write a powerful conclusion

SAMPLE
ANCHOR CHART

Ways to Elaborate or Say More…Details in Information Writing

- Write partner sentences
- Consider setting: place, time, and season
- Add numbers, names, examples
- Use physical descriptions
- Add quotes based on research and cite sources
- Define topic specific words
- **Use text features**

These charts should be co-constructed with students based on how they would describe things, mentor text read, and immersion activities completed.

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Writing Unit of Study
5th Grade – Informational Writing, Unit 3

Session	24
Concept VI	Writers revise and edit their writing to prepare for publishing.
Teaching Point	Writers revise by cross-checking for structure and basic elements of a text type.

Materials	
• Parts and Elements of Information Text - Anchor chart from Immersion Phase, [See Resource Materials Packet] • Characteristics of an Effective Information Book - Anchor Chart from Immersion Phase, [See Resource Materials Packet] • Teacher or student sample to use for demonstration purposes – have some part or element/s missing so revision work is necessary. 1 copy for each partnership.	• 3 different color writing utensils to "Box" text – crayons, colored pencils, thin felt tip markers • Post-its or black pen/marker to "mark up" text

Tips	• For further information on "Box It" and "Mark It", see packet: Immersion Phase: Creating a Vision for Writing [Resources section on Atlas]

Connection	• *Writers, it's getting close to the end of our unit! At this point you probably have about two completed information books. Will you take out the one that is your very, favorite? This will be the one you will use today.* • *Today we are going to revisit a strategy we used when we first immersed and studied information mentor texts – Box It and Mark It.*
Teach	• *Writing is a lot like building a house. What is most important is the foundation and structure. A builder must first lay the foundation and put up the walls before painting and displaying decorations on the walls or arranging furniture in rooms.* • *Likewise in writing, we must be sure we have the foundation and structure in place. We discussed that there are three basic parts to our "house" in writing: 1. Introduction/lead, 2. Body, 3. Ending/conclusion. These basic parts are the same whether we are writing a narrative, opinion, or information piece.* • *Once those three things are in place, we can add basic elements. Basic elements do vary based on the text type. Our basic elements for 'Information Writing' include* (show Text Parts and Elements Anchor Chart): **Information** **Introduction/lead** **hook reader** **introduce topic** **Body** **subtopics or categories** **Ending/Conclusion** **restate topic** • *One effective revision strategy is use the "Box It" and "Mark It" activity. This will help us cross-check that we*

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	have all three parts and the basic elements within each part. If we find a part isn't easy for our readers to find, then we will revise to add this part or make changes so it is clearly denoted. We may need to check our paragraphing or spacing between parts. Likewise, if we find that any of our basic elements are missing or not clear, we will add or modify those too. • Demonstrate with a teacher or student example. A. Read it first for meaning and discuss. B. "Box" the three parts using the three different color writing utensils and discuss how formatting and paragraphing helped. C. "Mark" the basic elements in the introduction and body paragraph #1. Use either post-its or write/label right on the text. D. Demonstrate how you add or modify any part or element that is missing or needs work.
Active Engagement	• *Now, you and your partner will continue to read the other body paragraphs and ending/conclusion "marking up" the elements. If you find any elements missing, please discuss what you might add and how. If an element is not clear, discuss how you could revise to make it clearer for readers (e.g. add a transition word and topic sentence such as….).* • Discuss as a class discoveries for each paragraph and ending/conclusion.
Link	• *Writers, we have built some effective pieces for our readers. Now it is time for us to review our own work to be sure we have the 3 parts and basic elements. Please use your 3 colored markers to "Box It," then using your post-its or black pen/marker find each element and "Mark It" right on your sheet.* • *If you find any missing parts or elements, add them. If any part or element could be improved go for it!*
Independent Writing and Conferring	•
Mid-Workshop Teaching Point	• Using the anchor chart from earlier in the unit, 'Characteristics of an Effective Information Book,' that lists things writers may include in Information pieces, discuss and highlight some of those elements (e.g. elaborating information writing, transition words, etc.). change examples to coincide with your text type • Ask writers to go on a "Scavenger Hunt" through their pieces and see if they have evidence of any of those writing techniques and possibly multiple places they have it included. Encourage them to add any item that may be missing in their piece or to even add another example of it. • *Remember writers, the best writers take the time to revise – to re-see or see again their pieces and make changes to improve them.*
After-the-Workshop Share	• Thumbs Up Activity: *Do a thumbs Up if…. You had all three parts and could easily identify them, you had a part missing, you had a lead, you had to add a transition word, etc.* Include both areas – items they already had and items they needed to revise. It is important to show that is normal to have things they found needed further work.

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Writing Unit of Study
5th Grade – Informational Writing, Unit 3

Session	25
Concept VI	Writers revise and edit their writing to prepare for publishing.
Teaching Point	Writers edit their writing with care.

Materials	
• Editing Checklist – Teacher developed, class developed, or Grade 5 Language Conventions (*Writing Pathways* by Lucy Calkins p. 280) – handout	• Teacher's draft • Students' drafts

Tips	• It is likely that a class of fifth graders will vary in their ability to correct a wide range of writing errors. Some students may not completely understand sentence structure, while others may already have mastered complex sentences. • To solve this, teachers may wish to create several different editing checklists, some with more basic editing expectations, and others with more sophisticated ones. Editing checklists can also be co-created with the class. • An editing checklist example can be found in 'Writing Pathways Language Conventions Grade 5 p. 280. This exact checklist may also be used, if teachers find it appropriate for their students. • Decisions about what conventions to focus on should be based on studying students' work and the Common Core State Standards. Determine which conventions are worth focusing on via mini-lessons for the whole class and which conventions should be addressed in small groups for students needing additional instruction. • Teacher should review routines for editing: i.e. how to use a checklist, utilizing a special pen, etc. • Common Core State Standards for fourth grade include independence with all K-3 conventions, as well as those specific to fourth grade.

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Writing Unit of Study
5th Grade – Informational Writing, Unit 3

Session	26
Concept VI	Writers revise and edit their writing to prepare for publishing.
Teaching Point	Teacher choice lesson based on students' needs

Materials	
•	•

Tips	• Teachers should plan to begin preparing students for celebration of their finished pieces. The length of preparation will vary, depending on the means in which students are publishing.

Connection	•
Teach	•
Active Engagement	•
Link	•
Independent Writing and Conferring	•
Mid-Workshop Teaching Point	•
After-the-Workshop Share	•

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Writing Unit of Study
5th Grade – Informational Writing, Unit 3

Session	27
Concept VI	Students revise and edit their writing to prepare for publishing
Teaching Point	Writers celebrate their work!

Suggestions for publication celebration	• Share through an Expert Share Fair. Each student would set up a 'booth' and visitors could stop by and learn about their area of expertise. You may want to add a day of instruction in public speaking because there are important skills to learn. • Share with cross-age buddies. Fifth graders could share and 'teach' K-4 students. • Share with older students, in middle school, high school, or college. • Invite parents into the classroom to 'learn' from the class experts. • Students can share (with one of the audiences above) not about their topic, but about what they've learned about information writing.

Tips	• Note to Teacher: Each school should discuss and establish Celebration expectations. What is the building's stance (and it may vary by grade level) on the degree to which a piece should be 100% conventional? Some schools are comfortable with "finished" pieces, meaning students did their personal best and everything may not be totally edited (e.g. conventional capitalization, usage, punctuation and spelling). Often these pieces would not be publically displayed outside the classroom. The focus would be more on how the student grew as a writer in various areas. Whereas, other schools believe pieces at certain grade levels should be in published/polished form for the celebration – often meaning completely conventional. These pieces are often displayed and shared with a wider audience. If so, it should be determined who will be the final editor for students. Just like in the real world, authors have final editors who assist with standard spelling, punctuation, etc. • The MAISA writing team does not suggest that there is an expectation that students work on a piece until everything is 100% conventional. Students should have goals as they work toward a published piece, but at some point an editor would assist. It is not realistic at the elementary level to expect a child to correct everything on their own. Also, the MAISA writing team does not advocate that students rewrite pieces over so they look neat and everything is correct. This is precious time taken away from them working on more important writing concepts. If a piece is to be in a published form, then every effort should be made that someone else types and corrects everything for them - just like in the real world of publishing. • Please note: If a student's word processing skills are sufficient, then they may draft/revise and finalize on the computer. However, they would still need assistance from an editor to make final corrections. • For assessment purposes, teachers may want to study the piece prior to the final, published product to denote student growth and areas needing additional assistance. A published piece that is conventional does not truly show what the young writer can and can't do if an adult worked on it too.

Session	28
Teaching Point	Unit Wrap Up Session – Student reflection, goal setting, and cleaning-out folders.

	• Student reflection/goal setting day – See Resource Materials Packet for 'Student Self-Reflection.' • After celebrating, students should be given some time to clean-out project folders and drafts. This writing could be sent home or place it in a writing portfolio, so students may begin with a freshly cleaned-out folder for the next writing unit.

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