Informative/Explanatory: Informative Article
Unit Introduction

NOTE

Common Core State Standards are listed in Table of Contents after each lesson title as well as on actual lesson pages.

The lessons in this unit are designed to immerse students in "informative" writing. These lessons fulfill expectations for CCSS although certain words need to be added or changed to strengthen the alignment. For example, CCSS refers to "informative text" as "informative/explanatory."

To incorporate the Common Core State Standards W.5.6 which describes the use of technology you may choose to:

Take digital photographs of shared experiences.

- Create a PowerPoint of writing with voice recordings.
- Use story-making applications from iPads or other tablets.
- Type final projects.
- Share writing over school announcement system.
- Have students project the written pieces using a document camera.

Student Goals:

1. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

   Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
   Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
   Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).
   Use precise language and domain-specific vocabulary to inform about or explain the topic.
   Provide a concluding statement or section related to the information or explanation presented

2. Students will expand, combine and reduce sentences for meaning, reader/listener interest and style. improve word choice and sentence fluency by crafting a variety of sentences by using:

   - simple and compound sentences
   - conjunctions appositives
   - appositives

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

Unit Overview:

Students will write an Informative Article about an "expert topic" using the simple informative organizational structure. The "expert topic" refers to a topic they already know well and do not need to research. The organizational structure consists of an introduction, a body and a conclusion that distinguishes itself from the beginning, middle and end of the narrative structure.

Teachers may wish to modify this assignment to address individual class/student needs. Suggestions for modifying include:

- Rather than leaving the topic open to student choice, select a shared experience (field trip, unit of study, a familiar setting)
- Permit a student to research

The lessons often call on the teacher to model writing for the students. Use the model topic and writing samples included in the lesson or use a personal choice or writing sample.

The mentor texts chosen for this informative article are selected from the 5th Grade, Scott Foresman anthology. Note that most articles in Scott Foresman do not follow the same organization expected for the concluding paragraph of this writing assignment.

No specific lesson has been designed for the publishing of this article. This has been left open as a "teacher choice."

Informative Writing: Informative Article
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Informative Writing: Informative Article

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Informative Writing: Informative Article (IA1)
Characteristics of an Informative Article

Writing Teaching Point(s):
- Students will identify the organizational structure of an Informative Article.
- Students will draft a Short Write entry as a brainstorming strategy.

Standard(s):
W.5.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
W.5.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

Materials:
- Writing notebooks
- Mentor Text: Scott Foresman Reading Street, 'Chimps', page 209.
- Organization Chart: model and student copies.
- Short Write sample: teacher model

Connection:
"Today we begin study of a type of informative writing called an Informative Article. You will choose a topic you know a lot about and then write an article to inform your audience.

It's exciting to begin writing in a different genre and there are so many interesting topics to consider. Before you write an Informative Article, we will study the structure of this type of informative or nonfiction writing. This will help you understand what to include when you write your informative piece."

Teach (modeling)
"Remember writers, an Informative Article is a brief piece of writing with the purpose of explaining some interesting or unusual information. The writer relates facts with specific details and/or examples using information s/he knows well.

Class reading of Mentor Text:
"Today let's read together an example of an informative article in your reading anthology. Please open your text to page 209 and the article titled, 'Chimps'. As we read ask yourself, 'How is this article different than a narrative?'

Active Engagement (guided practice)
After reading, students partner share and discuss what they notice about this writing genre. *"Now partners, share what features or characteristics you have noticed about an informative article."* Student responses:
- **Purpose** is to inform or explain
- **Introduction** includes a clear focus statement or thesis
- **Body** links to the thesis with supporting ideas and details/facts
- **Conclusion** brings the article to a close

Students return to the large group. Teacher elicits input from students and then guides a whole class discussion on the structure of the Informative Article. *"As writers, let's examine how the author uses a Simple Informative Structure to build or organize this article."*

Introduce the template-display on data projector.

- **Topic:** *"What is the topic of this article?"* (Chimpanzees)
- **The Introduction:** *"The Introduction paragraph tells the thesis or main idea. In this article the thesis is. . ."* (Chimps are amazing animals and in some ways are similar to humans.)
- **The Body:** *"The next paragraphs provide facts with supporting details that elaborate on the thesis. In the 1st paragraph the supporting idea is the chimp's appearance. The details are hair, size and facial features."* Continue shared discussion -- 2nd paragraph habitat, 3rd paragraph social animal)
- **Conclusion:** "Writers, think back to the strategies we learned in our personal narratives. What strategy has the author used to bring this writing to a close or conclusion?" (Strong images and emotion: chimpanzees are dying, destroying the rainforests)

Link to Independent Practice:
"Understanding the organizational structure is key to a well-written Informative Article. The structure tells what parts to include in writing the draft."

Short Write:
Teacher models choosing a 'seed idea' from the 'Idea Bank' and composing a Short Write by remembering some interesting information.

"Take a look through the 'Ideas' section of your writing notebook.
- *Review the 'All About Me' brainstorming list, especially the section, 'things I know'.*
- *Scan your story map for the special place you know well.*

Today you will choose one topic from these brainstorming lists. You will explore this idea further by composing a Short Write about its interesting facts."

Teach (modeling):
"I want to show you an entry from my writing notebook. On the 'All About Me' brainstorming chart, I listed 'fishing' as something I know well. I felt excited about this topic because I enjoyed fishing this summer.

So next, I tried to remember some of the interesting information I've learned. I wrote the ideas as they came into my mind---the places I fish, the supplies I need, fish I catch, etc. I tried to write steadily without stopping. Ideas came to mind and I wrote them down. The writing isn't as carefully formed as a formal piece. Here are the facts I know about fishing. " (See Teacher Model short write sample)

"Now it's your turn. Explore an idea by writing some interesting facts you've learned or know."

Closure:
"A Short Write can be a brainstorming strategy. Share today's Short Write assignment with a partner."

Notes:

Resources and References
Lesson adapted from Tressa Bauer "Writing as an Expert"

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ORGANIZATION
Simple Informative Structure

TOPIC:

Introduction (includes the thesis statement)

Topic:

Supporting Details:

Topic:

Supporting Details:

Topic:

Supporting Details:

Conclusion:

Teach Model: short write sample

  This summer I decided to try a new hobby---sport fishing! As a beginner I had a lot to learn. There are many different places to fish around Portland. Sometimes I chose to fish along the shore of a river. Other times I fished on a lake from my boat. The best time to fish is in the early morning, because the fish are hungry. During the heat of the day the fish hide in shady places beneath rocks and logs. Along the rivers and lakes, summer is trout season. A trout is in the salmon family but is smaller and lives in fresh water. The bait for catching a trout can be worms, insects, fish eggs. Some fishermen believe the best bait is corn! A trout must be at least 8 inches long. I have had to return several fish to the water. This new hobby required some basic equipment. I bought a fishing rod that comes with a spinning reel and line. Then I chose a hook kit and a set of sinkers and floaters. I store all my tools in a plastic fishing tackle box.

Informative Writing: Informative Article (IA2)
Creating an Expert List and Generating Ideas

Writing Teaching Point(s):
- Students will brainstorm ideas and create an 'expert' topic focus.
- Students will generate facts and supporting details.

Standard(s):

W.5.2.d.   Use precise language and domain-specific vocabulary to inform about or explain the topic.

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

Materials:
- Writing notebook
- Chart: 'Expert Topic Ideas'
- Teacher model of 'expert topic' and generating facts and supporting details.

Connection:

"In our last session we learned that an informative article introduces a main idea or topic, then provides facts and elaborates with supporting details. In order to write an informative article, the author needs to be an 'expert' or know a lot about the topic.

We all have knowledge we can share with an audience. Today you will further explore topics or ideas for an informative article."

Teach (model)

Students review 'Idea Bank' in writing notebooks.

"Let's begin by reviewing the writing territories already created in the 'Idea Bank' of our writing notebooks. Yesterday we carefully reviewed the 'All About Me' and 'Story Map'. Today, let's also review the 'Sweet Learnings' list to remember those things taught to us by someone special. Is there a topic that excites or interests you? Do you have interesting information to share with an audience?

As you plan for an informative article you need to think hard about an 'expert' topic. I want to teach you today how to add interesting new ideas to your 'Idea Bank'. Updating a list of writing ideas can give new energy for writing."

Model for students on data projector or chart, creating a list of categories and ideas.
"Remember, the purpose of an informative article is to explain or teach the reader something that is important to me. So, what am I very, very interested in?

Places I Know Well:
Is there a familiar or cozy place I want to write about? Maybe my grandma's kitchen, *a* neighborhood park, *or a* favorite restaurant?

Things I've Learned: *Is there something I've learned that required persistence and determination? Or maybe an activity that has been especially rewarding? Maybe* earning extra money, caring for a pet, planting a vegetable garden *or* babysitting.

Treasured Objects: *I ask myself, is there something I've collected or saved that has special meaning? Maybe I could explain or teach an audience about a* bike *or* skateboard*? Or perhaps a* diary *or* journal*?*

Special or Famous People: *Is there someone in my family who has a special story? A* Grandparent, brother or sister? *Or have I read or studied someone famous that has left a lasting impression?* George Washington, Marion Anderson, etc.

Animals: *I don't own a pet, but maybe there is an animal I've observed in my own backyard or neighborhood?* Hummingbirds or raccoons? *It might be an animal that has long been a fascination? Maybe an animal I've read a lot about like* sharks or lizards?

Activities I Like: *Is there an activity or interest I am passionate about? Maybe* dance *or* hiking? Cooking *or* skateboarding?

Active Engagement
Add ideas to the list until there are several suggestions in each category. Once a list is built ask students to create their own 'Expert' topic list.

"Now its your turn. Create your own 'expert' listing. You should have several ideas, so remember to include ideas from several categories. You can copy ideas from our class chart but be sure to add some of your own" (Teacher monitors and assists students. Add some of the student ideas on class chart).

Teach (model)
Teacher models choosing an 'expert' topic.
"Look at all these good ideas! Writers, once you have several ideas, pick one or two topics that you are especially excited about. Consider your audience. What topic might your reader find interesting too?

*Let me show you what I mean. I'm thinking. . . What do I know **very well**? What could I **teach someone** else? Hmm. . . I know some interesting information about the Great Blue Heron. It is Portland's 'city bird' and I have seen it on my hikes through Oaks Bottom. I've read a book about the heron and even talked with a park ranger. I'm going to write my topic 'Green Blue Heron' in the middle of the page."*

Teacher models elaborating or stretching ideas with details.
"Now to make sure I have enough information to share with a reader, I'll quickly write ideas---words and phrases---that relate to my topic. (example: wading bird, lives near shallow water, appearance, adapted body, predator, builds nests in tall trees)

Link to Independent Practice:
"Carefully reread your 'expert' list and pick a topic. Make a list of phrases and words that you would use when writing about this topic." (Note: you may want to require students to brainstorm several expert topics to help them choose the best.)

Closure:
Ask students to share their topic, words and phrases with the class. Try to get a variety of examples. *"Tomorrow we will be working in small groups / partners to determine if each writer has enough information for an article and we will begin organizing our ideas."*

Notes:

Resources and References

Lesson adapted from Tressa Bauer "Writing as an Expert"

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Expert Topic: **Great Blue Heron**

Brainstorm Facts and Details (*What I Know)*

gray-blue feathers Black

plume

Calls or cries in a loud shriek "kraaak"

Long, sharp bill

Eyes on side of head

Eats fish, small reptiles

Wetlands

Nests in tall trees

Blue-green eggs

Portland's bird

Large size

Camouflage coloring

Hunter or Predator

Huge nest of sticks

Good parents

Protecting this bird

Live in groups

Wading bird

Frozen or stillness during hunt

Keen eyesight

Expert Topic: _____

Brainstorm Facts and Details (*What I Know)*

Informative Writing: Informative Article (IA3)
Sorting Words/Phrases and Creating Main Ideas

Writing Teaching Point(s):
- Students will 'sort' related words and phrases to create main ideas.
- Students will confirm sufficient information to write an informative article.
- Students will compose a Short Write entry.

Standard(s):

W.5.2.a.   Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.

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

Materials:
- Writing notebook and completed assignment from Lesson 2
- Teacher model: sample brainstorm
- Colored pencils or highlighters

Connection:

"Each of you has created an 'expert' list and brainstormed some key phrases for at least one of your topics. Today you will group or sort your thoughts and decide if you have enough information to write an article that informs an audience."

Teach (model)

"Authors write about what they know. If the writer doesn't have enough information s/he has to do research. In this article I want you to write about something you already know very well, so that we can focus on the writing rather than the research process.   One way writers decide if they have enough information is to 'sort' ideas into groups."

Teacher models sorting like ideas and supporting details.
"Yesterday I shared with you words and phrases about an animal I know well. (Great Blue Heron). *I must be certain I have enough information to write a good article about this bird.*

*First, I'll begin to sort these words and phrases. I'll start by looking for an idea the words have in common. I see that there are many phrases that have to do with the bird's appearance (*feathers, long legs, sharp beak, etc.) *I'm going to underline all these words in red.*

Can anyone identify another idea group in this listing? I'll underline this new grouping in a different color." Continue categorizing: habitat, hunting for food, etc. Be sure to include a category where there is NOT enough information.

*Oops, I don't have enough information (*about the laws or efforts to protect the heron) *in this category to make a good paragraph. So I'll either brainstorm more information, combine the idea with another grouping, or decide to eliminate this fact from my article."*

Active Engagement
"Now it is time for you to review your supporting ideas. Reread the words/phrases you have listed and look for something they have in common. Underline ideas that go together with one color. Make sure each category supports the main topic." Teacher monitors to be sure students understand the process.

Partner Share
"I see that most of you have a great start on your 'sorting'. Share the categories you have found with your partner. Tell how the ideas in the categories are similar or 'fit together'. "

Link to Independent Practice:
"Continue sorting your words and phrases. (Remind students to use a new color for each group.) *Be sure you have enough information in a category. Are there any categories you can combine? Do you have some new ideas to add? You will want to have at least 3 categories with a variety of information. Remember if you don't have enough information you need to either add more details or try a new topic."*

Closure:
Ask a few students to share one of their categories and supporting details. Then tell why the category is important and supports the main idea or thesis.

"In our next session you will use these gathered facts to further plan the writing."

Short Write:
Students compose a Short Write by reflecting on why their 'expert' topic is personally important or meaningful.

"You have chosen an exciting topic for an article. Why is this topic important to you? What do you want your audience to learn? Thinking about these questions often gives an author purpose. It excites and compels him to inform or explain to an audience."

After a few minutes of reflection, the teacher shares his/her thinking and models the writing of a Short Write entry.
"What do I want my reader to learn from my topic? Hmmm. . . I want my reader to become curious about the heron and become a 'heron watcher' like me!

So in this entry I'll write about why this bird is so interesting. I'll share some of my feelings and experiences."

Teacher begins writing and thinking aloud: *"I remember how excited I was the first time I spotted a Great Blue Heron at Oaks Bottom. It was the tallest bird I had ever seen. Yet, I had almost missed seeing him! How easy it is for the heron to camouflage---she stands absolutely still. And when the bird finally flew away I was again shocked by the enormous size. Was it really an ancient dinosaur?"*

"You've watched as I began composing a Short Write. I wrote steadily; putting all the ideas that came to mind on paper. I thought about my excitement for the topic, then gave examples and shared experiences. Now it's your turn. Write steadily. Tell what excites you."

Notes:

Resources and References

Lesson adapted from Tressa Bauer "Writing as an Expert"

Expert Topic: **Great Blue Heron**

Brainstorm Facts and Details (*What I Know*)

gray-blue feathers   Appearance

Black plume

Calls or cries in a loud shriek "kraaak"

Long, sharp bill

                                                       Habitat-Where

herons live
Eyes on side of head

Eats fish, small reptiles

Wetlands

Nests in tall trees-'rookeries'

?Blue-green eggs
                                                       Hunt for food

?Portland's bird

Large size-up to 3 feet tall

Camouflage coloring

Hunter or Predator

Huge nest of sticks

Good parents

?Protecting this bird

Live in groups

Wading bird

Frozen or stillness during hunt

Keen eyesight

Informative Writing: Informative Article (IA4)
Creating an Organized Plan

Writing Teaching Point(s): ● Students will create a plan for a non-fiction draft
Standard(s): W.5.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
Materials: ● Template: Simple Informative Structure, see Lesson 1 ● Sample organizer or 'flow chart' ● Expert topic and idea list- teacher and student work from Lesson 3 ● Writing notebooks
Connection: *"You've worked very hard selecting a topic and brainstorming information for your article. Today you will learn how to use the organizational structure of an informative article to organize or plan your writing."*
Teach (modeling): Display and review Simple Informative Structure. *"Writers, let's take a moment to review the organizational structure of an informative article. Remember, an informative article begins with an introduction and ends with a conclusion. The middle section, or body of the article, contains at least three sections or parts that explain or give information to the reader.* *In some nonfiction text, the parts are organized for a particular reason. The author decides which order will make the information most clear or understandable for the reader."*   Teacher models organizing ideas in a plan or 'flow chart' (see sample following lesson). *"Let me show you what I mean. Take a look at this organizer I've made for an article about backyard vegetable gardens. You can see that I have drawn a series of boxes. In the first box, I wrote 'intro' and a word/phrase stating my purpose for the article.* *Then, in the next series of boxes, I wrote the names of the sections. Each section, or box, tells the order in planting a vegetable garden. I put them in order because it tells the necessary sequence of steps for growing a vegetable garden.* *In the final box I wrote 'conclusion' since I will write an ending to close my article."*

Active Engagement (guided practice):
Students create an organizer for an informative article. Teacher guides students using the 'flow chart' template.
"Let's talk about how to plan and organize your article.

- *Draw a series of five boxes down your paper, like my model or sample.*

- *We know the first box is the introduction, so write a word or short phrase to note the topic and purpose.*
  "Watch me as I refer to my Expert list and Ideas page. Hmm.. . I want to explain some interesting information about the Great Blue Heron. So I write 'learn about GB Heron' in the introduction.

- *What about the body? What do you want the reader to know?*
  When I review my Expert list I see that there are three groupings: appearance, habitat, and hunting. These are the three topic ideas, and I like the order or sequencing. I will write these words next to the boxes in my flow chart.

- *Look back at your brainstorming sheet and the underlined groupings. What are they?*

Is there a way (and is it necessary?) to order these sections so it makes the
  information more logical and clear?

- *With a word/phrase note the main idea of the first section."*

Link to Independent Practice:
"You've got a good start with your organizer. I'd like you to finish the rest of it for yourself.

From now on, you can make a simple organizational plan when you write an informative piece. Remember to think about how to order the sections so that the information will make sense to the reader."

Closure:
Partner Share – Explain the organizational plan for the informative article with a partner.

Notes:

Resources and References
Lesson adapted from Strategic Writing Conferences by Carl Anderson

Creating An Organized Plan

1. Draw a series of five boxes down the paper.

2. The first box is the Introduction. Write a word or phrase to note the topic and purpose.

3. In each of the three Body sections with a word or phrase write the main idea.

4. The final box will be the Conclusion.

Topic: **Growing A Backyard Vegetable Garden**

Intro

Gardening is interesting and easy

Section 1

Planning the garden

Section 2

Preparing the soil and planting

Section 3

Nurturing-water and weed/feed

Conclusion

**Result--- delicious and healthy
Vegetables**

Topic: _____

Intro

Section 1

Section 2

Section 3

Conclusion

Topic: **Great Blue Heron**

Intro

Learn about the BG heron—city bird

Section 1

Appearance

Section 2

Habitat

Section 3

Hunting for food

Conclusion

Summer? Or?

Informative Writing: Informative Article (IA5)
Writing Topic and Detail Sentences

Writing Teaching Point(s):
- Students will learn topic sentence/detail sentence structure.
- Students will begin drafting an informative paragraph with a topic sentence and supporting details.

Standard(s):
W.5.2.a.   Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
W.5.2.b.   Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

Materials:
- Writing notebooks
- Brainstorm Ideas and Details list and Organizer or 'Flow Chart' (Lessons 3 and 4) teacher models and student work
- *Aretha, An American Queen,* page 347, Scott Foresman, Grade 5

Connection:
"Our Writing Workshop has been very busy! You have worked hard to carefully prepare for writing an informative article. You are ready with an organized plan for the body of the article. And for each section or paragraph you have briefly noted a main idea and supporting details.

Today you will begin to turn these notes into a well-written paragraph."

Teach (modeling):
Teacher reviews topic and detail sentences using mentor text.
"A writer has two jobs to consider when writing a paragraph. First, we let the reader know what the paragraph is about with a **topic sentence***. Then we write* **detail sentences***. These detail sentences help the reader better understand the topic or main idea.*

Help me begin an anchor chart:
Let's study one of the sections of an article in our reading anthology, page 347, Aretha, An American Queen, paragraph 3. Do you see how, in the first sentence, the author lets us know what s/he is going to explain in this section? That first sentence, 'Even when she was little, people saw that she was a talented singer.' *is the topic sentence. The author tells us* 'she was little *and* talented'."

Crafting A Topic Sentence	
Main Idea	*Topic Sentence*
young and talented	*"Even when she was little, people saw she was a talented singer."* Aretha, An American Queen

"As a reader, I am thinking and questioning. I want to know more. Then, in the next sentences we get the details. We learn Aretha began singing in her teens, she was noticed as she sang with her father, and Aretha released a first album when she was 14 years old.

*Writers of nonfiction often use **topic sentence/detail sentences structure**. They use it because it gives the reader a clear idea of what the paragraph is about, and then gives the interesting and informative details."*

Using the 'Ideas and Details' list and 'Organizer or Flow Chart' the teacher models writing a topic sentence and then detail sentences.
*"I will show you how you can use the **topic sentence/detail sentences structure** to write a paragraph in the body of your article.*

First, what is the big idea for section #1?

*I reread the notes and organizer I have prepared. The first section or paragraph is about what the heron looks like, its appearance. Hmm. . . I could write '*This is what the Great Blue Heron looks like.*' But that is a boring way to begin. . . I want the reader to know that the heron looks different from many birds. People are curious. They often ask, "What is THAT?"*

So here, on my organizer, I'll write, "The Great Blue Heron is a curious and unique looking bird.'

Crafting A Topic Sentence	
Main Idea	*Topic Sentence*
young and talented	*"Even when she was little, people saw she was a talented singer."* Aretha, An American Queen
Appearance – different	*"The Great Blue Heron is a curious and unique looking bird."*

This topic sentence tells the readers what the paragraph is about, and the words °curious and unique looking' grabs their interest."

Active Engagement (guided practice):
"Now, I want to help you think about how to write your topic sentences. Review your notes and organizer. What word/phrase did you use to identify the main idea? So, what is the first section about? Think about how you might express that idea in an interesting sentence. Now write that sentence on your organizer in section 1."

Partner Share: Turn and share your sentence with a partner.
Elicit topic sentences from students, discuss and record samples on the anchor chart.

Link to Independent Practice:
"Now, I'd like you to write this first section or paragraph of the article.
- *Which detail do you feel is most important for the reader to know?*
- *How can you write about that detail?*
- *Continue adding detail sentences to complete the section or paragraph."*

Closure:
"Remember, when writers write sections of an informative article, they often use the strategy of beginning with the topic sentence and then write a series of supporting detail sentences.

Tomorrow you will continue writing the body paragraphs of the informative article."

Notes:

Resources and References
Lesson adapted from <u>Strategic Writing Conferences</u>, by Carl Anderson

Teacher model of topic sentences

Topic: *Great Blue Heron*

Intro	**Learn about the GB heron---city bird**

Section 1	**Appearance** ***The heron is a curious and unique looking bird.***

Section 2	**Habitat** ***Great Blue Herons live in wetland habitats.***

Section 3	**Hunting for food** ***Like most creatures in the wild, Great Blue Herons must search and hunt for food.***

Conclusion	**Summary? Or?**

Informative Writing: Informative Article (IA6) Drafting the Body

Writing Teaching Point(s):
- Students will review the characteristics of good writing.
- Students will review the topic/ detail sentence structure.
- Students will complete a first draft of the body paragraphs.

Standard(s):

W.5.2   Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

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

W.5.5   With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5 on page 29.)

Materials:
- Mentor text: 'Getting It Down', pages 448-49, Scott Foresman
- Chart: 'Good Writers' (characteristics of good writing)
- Anchor Chart: 'Crafting Topic Sentences'
- Writing notebooks- Draft-Body of the Informative Article
- Brainstorm Ideas and Details list and Organizer or 'Flow Chart' (Lessons 3 and 4)

Connection:

"You are off to a great start on your article, and I'm impressed with your good thinking. Today you will finish writing the draft of the 'body' paragraphs, moving from one section or topic to the next."

Teach (modeling):

"*The purpose of an informative article is to inform the reader. How do writers make sure that what interests them becomes interesting reading for their audience? One important way to learn to write well is by reading the writing of other authors.*

Open your reading anthology to page 448. We'll read together the informative article entitled, 'Getting It Down'. We're reading like writers. So as we read, we are studying the writing carefully. Ask yourself,
- *What you are enjoying about the writing*
- *What the author is doing in the writing*
- *Why this a good writing strategy*

Read aloud mentor text. This text shows what is happening by creating clear images with descriptive words. Elicit from students that careful use of language---precise nouns and vivid verbs-- help us better visualize and understand the writing.

"Remember the 'Good Writers' chart? We noted that 'stretching ideas to create images' and vivid verbs are two characteristics of good writing. Today, as you compose the body of article-- the three explaining paragraphs--try to include these craft strategies."

Active Engagement (guided practice):

Review the two tasks in writing an informative paragraph. See Chart.

*"Remember, when writing each new paragraph, first, we let the reader know what the paragraph is about with a **topic sentence**. Then we write **detail sentences**. These detail sentences help the reader understand the topic or main idea.*

Now that you know today's task, I want everyone to spend one minute quietly thinking about the next parts of your article."

Think-Pair Share: *"Partners, talk through the rest of your article with a partner."*

Link to Independent Practice:

"Writers, stay focused on your piece and get as far as you can. Our goal is to complete the draft of the body of our articles.

We are going to take the remaining time for writing. So if you think you are done you can:
- *Reread to make sure the writing makes sense*
- *Stretch a sentence to add vivid details*
- *Add precise verbs"*

Closure:

Students read drafts to a partner.

Notes:

Resources and References

Sample- Good Writers Chart

Good Writers. . .

PREWRITING:
Writers
- **Keep lists of possible writing topics.**

- **Use drawing as a pre-writing strategy.**

- **Compose a Short Write to brainstorm ideas.**

DRAFTING:
Writers
- **Use strong leads.**

- **Write strong endings.**

- **Write with stamina.**

WRITING CRAFT:
Writers
- **Develop or stretch ideas to create vivid images.**

- **Use precise verbs.**

- **Include dialogue.**

*WRITING CONVENTIONS***:**
Writers
- **Punctuate sentences correctly.**

- **Punctuate dialogue correctly.**

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Informative Writing: Informative Article (IA7)
Vary Sentence Length and Structure

Writing Teaching Point(s):
- Students will learn to craft sentences that begin with an adverb clause.
- Students will learn strategies to vary the length and structure of their sentences.

Standard(s):
L.5.3.a Expand, combine, and reduce sentences for reader/listener interest, and style.

Materials:
- Mentor text: *'Big, Big Gulps,'* Scott Foresman, page 450, or chart listing the mentor sentences (see list following lesson)
- Anchor Chart: 'Openers that tell how, when or where'
- Writing notebooks
- Informative article draft

Connection:
"I am learning so much information by reading your articles. That's because you are including many supporting facts and details.

I am thinking that you are ready for a 'writers secret'. Today, I will teach you a craft strategy that writers often use to make their writing dazzle the reader."

Teach (modeling):
Purposeful and varied sentence beginnings add flow and fluency to the writing: An 'Opener' that tells how, when or where.

"When sentences have the same pattern and structure they sound repetitive and boring to the reader. So writers use many strategies to vary the length and structure of their sentences.

Here's a 'secret' strategy many authors use to expand a sentence. I call the strategy, 'An opener that tells us how, when or where."

Display page from text or the sentence sample and read aloud.
"Let me show you what I mean with a sentence from an informative article, 'Big, Big Gulps', on page 450 in our reading anthology:

> **'*When* the snake swallows its dinner, its mouth can stretch wide open.'**
- I notice that the author begins the sentence with the word '**when'.**
- *I like this writing because it expands the sentence by telling two actions.*
- *This sentence helps me create a clear picture of the snake's amazing jaw. I visualize the snake swallowing and its mouth stretched wide.*
- *The author used a comma. I hear or feel the pause when I read the sentence. The 'Opener' phrase is separated from the sentence with a comma.*

Active Engagement (guided practice):
"*Now we'll study the next sentence(s) together.*
- *What do you notice?*
- *What do you like?*
- *Do you see how the author used a comma?* (When using an adverb as a sentence opener, we are almost guaranteed to have a comma in the sentence. Mostly, these 'openers' are phrases, not complete sentences.)

'Try-It' with a Short Write:
"*Rain is something we Portlanders have experienced often and know well. So, I'd like you to compose three sentences about Portland's rain. Each sentence should begin with one of the 'Openers' (*when, as, or because) *that we've studied and discussed today.*"

Teacher models **Opener sentence** on anchor chart.
- **_When_** _the rain pours in steady sheets_, our sewers overflow into the river.
- **_As_** _the rain splattered on the windowpanes_, I felt a damp chill run up my spine.
- **_Because_** _the rain was a steady downpour_, our soccer game was cancelled.

After completing this 'Try It' exercise have students share their sentences. Again note the use and necessity of the comma. Add students samples to anchor chart.

Link to Independent Practice:
"*Writers vary the length and structure of their sentences. Now in this final segment of today's Writing Workshop, I would like you to reread the 'body' paragraphs of the your informative article.*
- *Have you included a variety of sentence structures and lengths?*
- *Might including a 'sentence opener' make your writing more fluent and clear for the reader?*"

Closure:
Student volunteers share an effective 'sentence opener'.

Notes:
"Remember that this practice is only a small part of teaching students about grammar and mechanics. It supplements and recycles deep instruction. . ." Jeff Anderson

Scott Foresman Grammar resources for teaching adverbs and adverb clauses:
Independent and Dependent clauses: Unit 1, Week 3, Pages 89e – 89f
Adverbs: Unit 5, Week 5, Pages 625e – 625f

Resources and References
Ideas for lesson adapted from Mechanically Inclined, by Jeff Anderson.

Sentence Openers

When the snake swallows its dinner, its mouth can stretch wide open.

As the snake works its food down its throat, it pushes its windpipe out of its mouth.

Because snakes eat such big meals, they don't need to eat every day.

After feasting on a pig or chicken, these huge snakes can go for more than a year without any other food.

Adverb Openers

after	although	as	when
while	until	if	because
since	before		

Sample Anchor Chart

Opener ,	Sentence
When the rain pours in steady sheets**,**	our sewers overflow.
Examples of sentences beginning with *When the rain*	
As the rain splattered on the windowpanes,	a chill ran up my spine.
Examples of sentences beginning with *As the rain*	
Because the rain was a steady downpour,	our soccer game was cancelled.
Examples of sentences beginning with *Because the rain*	

Informative Writing: Informative Article (IA8-Part 1)
The Introduction- A Strong Lead

Writing Teaching Point(s):   - Students will study possible leads for an Information Article.   - Students will write an introduction that includes a lead, thesis statement and an overview of the article.
Standard(s): W.5.2.a. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. W.5.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
Materials: - Writing notebook   - Anchor chart, 'An Introduction Has Three Parts'   - Student Resource: List *'Strong Leads for Informative Writing',* student copies
Connection: *"Yesterday you completed drafting the body of your article. Today we are going to learn the parts of an introduction in an informative article. This structure will help you draft the* *introductory paragraph."*
Teach (modeling) **he introduction must capture your reader's attention and let the reader know what the writing will be about. I'm going to show you one formula for writing a strong introduction to an informative article."** Anchor Chart: *"An Introduction has three parts:* 1. ***Lead:* The first sentence(s) is called the hook or lead. It should intrigue, invite and raise a reader's curiosity.** 2. ***Thesis Statement:* The next sentence is a clear thesis or topic sentence. This sentence tells the subject or reason for writing and what will be explained to the reader.** 3. ***Overview:* This sentence tells the reader the supporting ideas that will clarify the topic."** Teacher reviews lead strategies learned in the Narrative/Launching unit of study.

"Now that the structure of an introduction is clear, let's review the lead or 'hook'.
Do you remember studying the narrative leads of mentor authors? Remember our study of foreshadowing, character description and a 'snapshot' as lead strategies? Today I will share three additional lead techniques. These lead strategies are often used in informative writing."

Distribute copies of 'Strong Leads for Informative Writing'. Read and discuss the power of each strategy and example.

1. <u>***Startling Fact:***</u> ***By using a** startling fact **to start a piece, the writer hopes to make the reader want to learn more about the fact.***
2. <u>Action!</u>: This strategy describes an event in progress. Describing an action with precise verbs can pique the interest of our reader.
3. <u>Definition</u>: A **definition** describes or identifies a topic. A definition may be just the thing to hook your reader.

Active Engagement: (guided practice)

"In your notebook write the following words at the top of the next three pages.
Lead:
Thesis Statement:
Overview:

Referring to the resource list, Strong Leads for Informative Writing', students identify the type of lead they would like to try first. *"Now, draw a star next to the type of lead you would like to try today."*

<u>Teacher models writing a 'startling fact' as a lead.</u>
"I've decided to write a lead that is a startling fact. The amazing trait of the heron is its large size and body parts. The heron is four feet tall! So I'll write:
'Almost all the parts of the Great Blue Heron can be described as long. Close to four feet tall, it has a long neck, long bill, and long legs'.

Most amazing and unforgettable is watching it fly. It's like watching a dinosaur! So I'll write:
'Flying overhead, its six-foot long wings make an unforgettable sight. It's like watching a dinosaur soar past!"*

<u>Teacher models writing an 'action lead'.</u>
"A startling fact is one way to 'hook' for the reader. But it would be good idea to try the second

strategy as well. Then I can choose the best lead for my introduction.

The second strategy is to describe an action in progress. I remember watching a heron hunting along the shore. I can see the bird standing as still as a statue. I'll write: 'A Great Blue Heron stands as still as a statue at the water's edge'.

I remember the bird in 'stiff attention' and its beak was pointed at the water. So I'll write: 'With an intense stare and its sharp beak posed like an arrow, the heron waits.'
Now I picture what happens when a fish or frog happen by. . . I'll continue writing. . . 'Then in a lightning-fast motion, she strikes. Snapping her meal, she swallows the creature
whole. With a loud, croaky call---FRAWNK--- away she flies'!"

*"Finally, I could create a lead that would **define** or describe the topic. Help me with some of your ideas for a definition of a Great Blue Heron.* Teacher elicits ideas from students and together compose a definition: 'The City of Portland is proud to name the Great Blue Heron as the 'City Bird'. Like all herons it is a wading bird and lives along the water or wetlands. It is the tallest of the herons and its feathers are a blue gray. A black 'eyebrow' runs above each eye, and a long black plume stands behind the head'."

Link to Independent Practice:

Closure:
"Once you are happy with the leads, star your favorite."
- Pair share reading the favorite lead.
- Teacher invites volunteers to read aloud.
"Tomorrow we will continue drafting the introduction paragraph."

Notes:

Resources and References:

Sample Anchor Chart

An Introduction Has Three Parts

Definition	Class Examples
Lead: The first sentence(s) is called the hook or lead. It should intrigue, invite and raise a reader's curiosity.	
Thesis Statement: The next sentence is a clear thesis or topic sentence. This sentence tells the subject or reason for writing and what will be explained to the reader.	
Overview: This sentence tells the reader the supporting ideas that will clarify the topic."	

Mentor Text ---Strong Leads Strategies For Informative Text

Startling Fact: An amazing or surprising fact that the reader may not know. By using a **startling fact** to start a piece, the writer hopes to make the reader want to learn more.

Mentor Text:
" Saturn is a giant planet, the second largest after Jupiter. If Saturn were hollow, about 750 planet Earths could fit inside. Like Jupiter, Saturn is made up mostly of gases. This makes it very light for its size. If you could find an ocean large enough, Saturn would float on water."

<div align="right">Saturn by Simon Seymour</div>

Action! – An event in progress: Describing an action can pique the interest of our reader.

Mentor Text:
"Sand, mud, and water sometimes bubble up during earthquakes, gushing water and soil like miniature mud volcanoes. These 'sand boils' are particularly dangerous to buildings. In places where water is close to the surface sandy layers turn into quick sand, and buildings tilt and tumble."

<div align="right">Earthquakes by Simon Seymour</div>

Definition: Tell it like it is!

Mentor Text:
"Frogs and toads are amphibians, which means they can live on land or in water. Frogs and toads have short, round bodies and large heads with bulging eyes. They have no tail, no fur, feathers or scales."

<div align="right">Amazing Frogs and Toads, Eyewitness Juniors</div>

Teacher lead samples

Startling Fact

Almost all the parts of the Great Blue Heron can be described as long. Close to four feet tall, this bird has a long neck, long bill, and long legs. Flying overhead, its six-foot long wings make an unforgettable sight. It's like watching a dinosaur soar past!

Action!

A Great Blue Heron stands as still as a statue at the water's edge. With an intense stare and its sharp beak posed like an arrow, the heron waits. Then in a lightning-fast motion, she strikes. Snapping her meal she swallows the creature whole. With a loud, croaky call---'FRAWNK'--away she flies!

Definition

The City of Portland is proud to name the Great Blue Heron as the 'City Bird'. Like all herons, it is a wading bird and lives along the water or wetlands. It is the tallest of the herons and its feathers are a blue gray. A black 'eyebrow' runs above each eye, and a long black plume stands behind the head'.

Informative Writing: Informative Article (IA8-Part 2)
The Introduction: Thesis Statement and Overview

Writing Teaching Point(s):
- Students will write an introduction that includes a lead, thesis statement and an overview of the article.

Standard(s):

W.5.2.a. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.

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

Materials:
- Writing notebook
- Anchor chart, 'An Introduction Has Three Parts' (Lesson 8-Part 1)
- Chart, 'A Thesis Statement Formula'
- Completed graphic organizer- teacher and student copy (Lesson 4)

Connection:

"Before we begin writing, let's return to the Introduction anchor chart we studied yesterday. You learned the three parts of a strong introduction: a lead, thesis statement and overview. You have written very interesting leads that 'hook' the reader'.

Today, our work will focus on completing the introduction paragraph by writing the thesis statement and overview sentences."

Teach (modeling):

Refer to chart, 'A Thesis Statement Formula' to teach a craft strategy for writing a thesis statement.

*"A clear thesis statement tells **the reason** for writing and **what** will be explained. Today I will show you one way to write the thesis statement by following this simple formula:*

Subordinating conjunction + subject or reason for writing + what will be explained.

Subordinating conjunctions are often used to introduce an idea. See the specific list of words/ conjunctions listed. They are words like since, in order, so that, and although."

Teacher models writing

First, I return to my graphic organizer. This tool helps me remember my thinking and planning for the article. In the introduction section I jotted down words/phrases that remind me of my purpose writing (learn about heron--city bird). *I wanted to explain some interesting <u>information about the Great Blue Heron</u>, Portland's<u>'city bird'</u>.*

So first I'll choose one of the words from the anchor chart . . . and then I'll open the sentence by using this word to tell the reason for writing. Let me show you my thinking. . . I'll choose the word 'since'. Hmmm. . . Since what?

Conjunction + subject   **+ what will be explained**
Since the Great Blue Heron has been called Portland's 'city bird', it is important to learn some interesting facts."

"I think I'll try another sentence beginning with 'after'. After what?
Conjunction +   **subject**   **+ what will be explained**
__After__ learning important facts about the __Great Blue Heron__, you will understand __why it has been named Portland's 'city bird."__

Or if I choose the word, 'although'. Hmmm. . . .Although what? . . . I'll write:
Conjunction +   **subject**
Although there are many wild creatures in our city, the most interesting is Portland's 'city
         + what will be explained
bird', the Great Blue Heron."

Link to Independent Practice:
"*Locate your graphic organizer and article draft. Open your writing notebook to the page headed, 'Thesis Statement'.*

Now, you'll recall the purpose of your informative article by reviewing your graphic organizer. What words or phrases did you use to describe the purpose? What will you explain? Reread the body of your draft. These paragraphs will remind you of the supporting information.

Now, which of the conjunctions listed on the anchor chart might you choose to begin your thesis statement? Star the word you are thinking of using today. Remember, a strong clear thesis statement tells the reason for writing and what will be explained."

Try It:
- *"Spend one minute quietly thinking about your next sentence.*
- *Pair-Share your idea with a partner.*
- *Now write your thesis statement."*

(If time permits, students may write two or three sentences and choose their favorite.)

Teach (model)
The final sentence of the introduction paragraph is straightforward. The overview sentence lets the reader know the supporting ideas that will explain the topic.

I know that the body of my article is about the heron's appearance, habitat and hunting. So my next sentence will tell the reader to expect to learn about those topics.

Teacher models writing the overview sentence on the anchor chart:
"*In this article you will learn more about the unique physical appearance of the Great Blue Heron, its home in the wetlands, and its skills in hunting for food.*
OR
"*Read on to find out* . . .

Try It:
Open your writing notebook to the page headed, 'Overview'.
- *Spend one minute quietly thinking about your next sentence.*
- *Pair-Share your idea with a partner.*
- *Now write the overview sentence."*

Closure:
"*You now have all the components of an introduction. Reread the three pages of the draft of your introduction. Does it flow smoothly?"*

Student volunteers share their thesis and overview sentences. Add examples to the class anchor chart.

Notes

Resources and References

Formula for Thesis Statement:

Conjunction + subject or reason for writing + what will be explained.

<u>Sample sentences</u>:

A subordinating conjunction is often used to introduce the dependent clause in a complex sentence.

after	unless
although	until
as long as	when
before	where
if	while
since	though

Informative Writing: Informative Article (IA9) A
Conclusion for Nonfiction Writing

Writing Teaching Point(s): ● Students will write an ending that leaves an effect on the reader.

Standard(s):
W.5.2.e Provide a concluding statement or section related to the information or explanation
   presented.
W.5.5 With guidance and support from peers and adults, develop and strengthen writing as
   needed by planning, revising, editing, rewriting, or trying a new approach.

Materials: ● Writing notebook ● Informative article draft ● Sample concluding paragraph(s): teacher model or sample
Connection: *"You are almost finished writing the draft of your article. You are ready to write the concluding paragraph."*

Teach (modeling):
Teacher models/shares the conclusion of an informative article.
"In a concluding paragraph, writers of nonfiction work to refocus the reader's attention on the main idea. The goal is to keep the reader thinking.
 	
"Let's look at how I ended my article about backyard vegetable gardens. Read along with me:
  There's a lot to learn about nature and science in your own backyard garden.
  Harvesting a crop of a variety of vegetables--- squash, tomatoes, carrots and beans---
  is a great reward for just a little work and commitment.
 	
In the first sentence, I revisited the main idea (gardening is interesting). *The final sentence tells the great reward for little work* (easy). *I hope that this is what the reader will remember (and maybe even try planting) after reading the article."*
 	
Active Engagement (guided practice)
Students explain their strategy to a partner.
 	
Think Pair-Share: **"***With your partner name the two parts of a strong conclusion."*
   Recall the main idea.
   Leave the reader with an idea or thought to remember.
 	
If your students would benefit from additional practice, you may consider writing together a closing paragraph -- perhaps writing a conclusion for one of the informative articles in Scott Foresman or for the Great Blue Heron article. For example:
 	
 'The Great Blue Heron is certainly a unique and peculiar character. If you hike or bike
 along our Willamette River or wetlands, keep watch for Portland's bird!'

Link to Independent Practice:
"You are ready to write your ending now. Try it out in your writing notebook. Remember to that one way to end a nonfiction piece is to recall the main idea and leave your reader thinking!"

Closure:
Students share their concluding paragraph with a partner.
Volunteers read aloud for the class.

Notes:

Resources and References
Lesson adapted from *Strategic Writing Conferences*, by Carl Anderson.

Informative Writing: Informative Article (IA10)
Revision- Adding Voice

Writing Teaching Point(s): ● Students will give voice to nonfiction writing by commenting on details.
Standard(s): W.5.2.e Provide a concluding statement or section related to the information or explanation presented. W.5.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
Materials: ● Writing notebook ● Informative article draft ● Mentor text: examples of adding voice strategy, 'Nice Comment!' (see sample) ● Teacher model of revision
Connection: *"You have worked hard to compose a strong draft. It contains many interesting facts about your topic. Yet, how do writers create an interesting article that does not sound like an encyclopedia?* *Today you will learn one effective strategy that engages the audience and sparks an interest in the writer's topic."*
Teach (modeling): *"Writers sometimes invite the reader to think with them about the information presented. They do this by commenting on a fact. This not only helps the reader better understand the idea, but it creates a conversational tone or 'voice'. I call this strategy, 'Nice comment!'* Teacher uses mentor text to model strategy: *"The best way to understand this strategy is to see it used in a mentor text. So, let's examine three example paragraphs from our reading anthology.* *The first selection is, **Getting It Down**, page 448:* '. . . A barn owl gulps down around six small mammals a day. **Six small mammals at two to six ounces each seems like a lot of meat for a bird that weighs less than one pound.** The twelve-ounce owl, however, doesn't get fat on this feast. Most of its food is just the fur and bones that get chucked up as round pellets.'   *The fact is that an owl eats six small mammals. The next sentence sounds as though the author is speaking to me. He is shares his thinking. . . by saying, **'it seems like'**. . . and clarifies that yes, this is a lot of food, but it's mostly hair and bones. . ."* *Next, **In the Ocean Deeps**, page 539:* 'Some of these deep-sea machines carry divers. The interior of one of these machines is small, so scientists are cramped. **But that is a small price to pay to be able to see for themselves the wonders of deep-sea life.** Strange and wonderful plants and animals have been discovered far below the surface.'

*"Again, this feels like a conversation. True, the machine is small. But then the author shares his feeling or opinion . . .'**but that is a small price to pay'**.*

*And finally, in the article **The Birth of the Automobile,** page 703:*

> In 1771, a Frenchman invented a three-wheeled sort of tractor. It ran on steam power and it cruised along at 2 1/ 2 miles an hour. It crashed into a stone wall. **Don't worry---all the riders survived!** In 1807 a Swiss fellow invented an engine that used a mix of hydrogen and oxygen. **Can you imagine the explosion?**

*In this piece I enjoy hearing the author's **exclamations and questions**. It really feels as though the two of us are friends sharing interesting information.*

In these mentor texts I see how the authors used the strategy I call, 'Nice Comment.'
The authors clarify or add their comments to the article, by using the words
- *'it seems like'*
- *'but that is'*
- *or adding an exclamation or question."*

Teacher models revising using the craft strategy.
"I want to give voice to my article, so first I reread my piece and underline details that seem important or interesting to comment about. . . or perhaps add a question or exclamation in a conversational way.

*Here in the third paragraph, I describe the Great Blue Heron as hunter. Watching the heron is particularly fascinating, so I underline the words '*the heron will stand perfectly motionless' *because I could make a comment here. I'll use the words from the mentor text,* **'It seems like'** *. . .and then I'll explain what's happening. I'll write.* **'he is standing still doing nothing, but he is watching very carefully for prey to swim or wander by.'**

I feel like I am talking to the reader and I think that my comment will help him/her understand how standing motionless is a sly trick to catch prey!"
(See additional examples of revision in teacher writing sample provided)

Active Engagement:
 "Now reread the body of your article and look for places you might add a comment, question or exclamation. Underline one place where you could make a comment.
- *Why do you want to emphasize this point?*
- *Do you have a personal response?*
- *What do you want your reader to understand?"*

<u>Think Pair-Share:</u>
"Share your revision idea and your thinking with a partner."

Link to Independent Practice:

"When writing an informative article, keep in mind that you don't want just a list of facts that sound like an encyclopedia. Commenting on details is a way of helping the reader understand and it creates an enjoyable tone or friendly mood."

Closure:

Students read revised portions to partner. Volunteers share with large group.

Notes:

Resources and References

Lesson adapted from *Strategic Writing Conferences,* by Carl Anderson.

Mentor Text: Adding Voice by Making Comments

Getting It Down, page 448:

'That means that a barn owl gulps down around six small mammals a day. **Six small mammals at two to six ounces each *seems like* a lot of meat for a bird that weighs less than one pound.** The twelve-ounce owl, however, doesn't get fat on this feast. Most of its food is just the fur and bones that get chucked up as round pellets.'

In the Ocean Deeps, page 539:

'Some of these deep-sea machines carry divers. The interior of one of these machines is small, so scientists are cramped. ***But that is* a small price to pay to be able to see for themselves the wonders of deep-sea life.** Strange and wonderful plants and animals have been discovered far below the surface.'

The Birth of the Automobile, page 703:

'In 1771, a Frenchman invented a three-wheeled sort of tractor. It ran on steam power and it cruised along at 2 1/2 miles an hour. It crashed into a stone wall. **Don't worry--- all the riders survived!** In 1807 a Swiss fellow invented an engine that used a mix of hydrogen and oxygen. **Can you imagine the explosion?'**

Teacher Model of Revision

The Great Blue Heron is a curious and unique looking bird. Almost all the parts of the Great Blue Heron can be described as long--it has a long neck, long bill and long legs. A Great Blue Heron stands around four feet tall. Grey blue feathers are an effective camouflage among the branches and trees of the wetlands. The head is white with a black stripe above the eye that ends in a black, curling plume. In order to wade through the wetland, their black legs are long and narrow. The heron's backwards-facing knee is really the ankle and the clawed foot is about eight inches long with three webbed 'toes' facing forward and one back.

    All these body parts are perfectly adapted to life in the wetland habitat where fish are plentiful. While herons spend much of their day hunting for food along the banks of rivers and marshes, they also build nests in tall trees. The male gathers the sticks and the female builds the nest. Colonies of nests are called rookeries. Some rookeries hold more than one

Making a comparison is a good way to visualize. So I'll ask a question: *How tall are you? How does that compare to a heron?*

Here I want the reader to imagine how crowded this is. So I'll add an exclamation, *Just imagine how noisy the rookeries can be with hungry, squalling*

hundred nests.

Perhaps this is the heron's way to make sure that there is always a bird keeping watch against predators like raccoons.

Because herons are carnivores, they eat fish, frogs, and small mammals. Unlike some predators that hover, swoop and splash, <u>the heron will stand perfectly motionless in a shallow pool of water.</u> With its neck stretched outward and forward, this creature is ready to pounce. Great blue herons will immediately swallow the small prey whole. But if it is too large, the heron will kill it first and then pick the fish apart on the shore. Both parents regurgitate food for the baby chicks.

chicks!

Watching the heron is particularly fascinating. I think I'll add a comment here. *It seems like he is standing still doing nothing, but it is watching very carefully for prey to swim or wander by.*

Informative Writing: Informative Article (IA11)
Revision: Use precise nouns

Writing Teaching Point(s): ● Students will improve Word Choice by using precise nouns and vivid verbs in writing. ● Students will use a revision checklist to make final changes to drafts.
Standard(s): W.5.2.d Use precise language and domain-specific vocabulary to inform about or explain the topic. W.5.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
Materials: ● Writing notebook and informative article draft ● Revision checklist-student and teacher copies ● Colored pencils and/or highlighters ● Model of teacher writing for demonstration (from Lesson 10) ● Chart: 'Good Writers'
Connection: *"Good writers choose their words carefully. We have studied the importance of precise verbs and I see that you are carefully choosing verbs to make your meaning clear to the reader.* *Today one focus for revision will be using exact nouns."*
Teach (modeling): *"Using exact nouns means using the specific name in place of a general term. For example, instead of using the noun 'mountain', use the exact name, Mount Hood. Another example, instead of using the noun 'truck', give the exact model, Dodge Ram.* *Using exact nouns helps your reader create an accurate picture. Readers will gain a deeper understanding of what you are writing, if you are exact in word choice."* (Use "Why Animals Do Gross Things," pages 442-443 in Scott Foresman as a mentor text for precise words if your students need more concrete examples.) **Active Engagement (guided practice):** The following activity will have more relevance if students are asked to find a general noun in their draft to use on the chart *or* if the teacher locates a few examples from student work prior to the lesson. *"See if you can find a general noun in your writing you can share with the class.* Write a few "general" nouns on the board/chart. (Example: animal   rain   toy   car   flower   game)

"How could you make these words more exact?" Have students suggest and record specific noun choices.

Example:

animal	rain	toy	car	flower	game
bear	drizzle	Barbie	taxi	rose	soccer
robin	downpour	Legos	Prius	sunflower	Playstation

Link to Independent Practice:
"Writers, we are coming to an end of the Informative Article. I am really impressed with your stamina and focus.

Now, let's use the Revision Checklist to make sure that our drafts are the best they can be."

Teach (modeling)
Review of procedures for the Revision Checklist.
"Remember, writers always start revision by rereading their work. Rereading carefully may bring some needed changes to the surface very quickly. For example, you might think, 'Oh, this sentence doesn't make sense. Or, I skipped a word here, and more details are needed in this sentence'."

Distribute Revision Checklist and display a copy on the document camera.
"After a careful rereading we can now start with the Revision Checklist. Writers, you will remember this checklist from our experience with the Narrative assignment. The checklist is nearly the same, although you can see it reflects the structure of an Informative Article.

Remember to consider one point at a time. The process is to highlight and check each point on the list. Not every point will require revision, but each point is reviewed.

To remind you of the process, watch me as I reread and check the Introduction of my article. Hmmm. . . the checklist states I should review my Introduction. I will highlight the three elements.
- *First the hook or action raises the reader's curiosity.*
- *This is the thesis sentence:* 'Since the Great Blue Heron has been officially named Portland's 'city bird', it is important to learn some interesting facts'.
  I began with a conjunction and told the reason and the topic for the writing.
- *Finally, I gave the reader an overview of the article,* 'In this article you will learn. . .'

I am satisfied with this introduction."

Active Engagement (guided practice):
Writers, begin with the Introduction of your article. Highlight each element or part of a strong Introduction. Have you included each element or part? Will the 'hook' engage the reader? Decide if the Introduction is the place you choose to revise today.

Let's look at the next element on the checklist, 'Body Paragraphs'. Look for the pattern of a thesis and detail sentences. Highlight with a new color. Decide if you need to revise any portion of the three body paragraphs of your article."

Link to Independent Practice:
"*The procedures for the Revision Checklist are exactly those we practiced while revising the Narrative in our last unit of study:*
- *Review one point at a time on your checklist.*
- *Highlight each element with one color.*
- *Choose to revise if needed.*

You will have the remaining time of Writing Workshop today to use this checklist as a guide. The checklist will help you choose where to revise the draft."

Closure:

Student volunteers share the revision(s) made to their draft.

Notes:

Resources and References

Informative Article **Revision Checklist**

Reread your informative article draft for revision. Find and label each item with a highlighter or colored pencil and check the box with that same color.

☐ **Introduction:**
- A strong lead that 'hooks' the reader
- A thesis statement tells the reason and what will be explained.
- An overview tells the supporting ideas.

☐ **Body Paragraphs** contain:
- A topic sentence that tells what the paragraph is about and
- Detail sentences that give support or examples.

☐ **Conclusion:**
- Recalls the main idea
- Keeps the reader thinking with something to remember.

☐ **Vivid Verbs**

☐ **Precise Nouns**

☐ **Varied Sentence Length and Structure**

Teacher Model of Revision

The Great Blue Heron is a curious and unique looking bird. Almost all the parts of the Great Blue Heron can be described as long--it has a long neck, long bill and long legs. A Great Blue Heron stands around four feet tall. Grey blue feathers are an effective camouflage among the branches and trees of the wetlands. The head is white with a black stripe above the eye that ends in a black, curling plume. In order to wade through the wetland, their black legs are long and narrow. The heron's backwards-facing knee is really the ankle and the clawed foot is about eight inches long with three webbed 'toes' facing forward and one back.

Making a comparison is a good way to visualize. So I'll ask a question: *How tall are you? How does that compare to a heron?*

All these body parts are perfectly adapted to life in the wetland habitat where fish are plentiful. While herons spend much of their day hunting for food along the banks of rivers and marshes, they also build nests in tall trees. The male gathers the sticks and the female builds the nest. Colonies of nests are called rookeries. Some rookeries hold more than one

Here I want the reader to imagine how crowded this is. So I'll add an exclamation, *Just imagine how noisy the rookeries can be with hungry, squalling*

hundred nests.

Perhaps this is the heron's way to make sure that there is always a bird keeping watch against predators like raccoons.

Because herons are carnivores, they eat fish, frogs, and small mammals. Unlike some predators that hover, swoop and splash, the heron will stand perfectly motionless in a shallow pool of water. With its neck stretched outward and forward, this creature is ready to pounce. Great blue herons will immediately swallow the small prey whole. But if it is too large, the heron will kill it first and then pick the fish apart on the shore. Both parents regurgitate food for the baby chicks.

chicks!

Watching the heron is particularly fascinating. I think I'll add a comment here. *It seems like he is standing still doing nothing, but it is watching very carefully for prey to swim or wander by.*

Informative Writing: Informative Article (IA12)
Editing: The Possessive Apostrophe

Writing Teaching Point(s): ● Students will correctly use an apostrophe to show possession or ownership. ● Students will review the use of the comma to separate an opener from the sentence that follows.
Standard(s): L.5.2   Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
Materials: ● Writing notebook and writing draft ● Mentor text: Scott Foresman anthology, pages 448 and 450 ● Informative Writing --Editing Checklist
Connection: *"Editing is like the frosting on a cake. It is the final step in making sure that the writing is clear and meaningful to the reader.* *Today you will use an Editing Checklist to guide the proofreading of your draft. One punctuation skill you will carefully review is the 'possessive apostrophe'."*
Teach (modeling): Teacher invites students to notice examples in mentor text. *"Ownership means that something belongs to somebody. To show ownership in writing, we use an apostrophe and add an 's' to the noun.* *Let's examine this punctuation mark by reading together examples in mentor text."* ***Getting It Down****, page 448*   'Over time the pellets pile up and form large heaps under the owl's roosting or resting site. By examining these pellets, scientists can learn all about an owl's diet." Teacher asks and thinks aloud: ● ***"Where's the punctuation****? Let's first highlight all the punctuation in these sentences.* ● ***What do I notice?*** *In the first sentence I see the word owl's. The owl owns or is living within (has possession) the nest.* ● ***What is the punctuation doing?*** *In order to show this possession/ownership, the author adds an 's to the noun.* ● ***What else?*** *In the second sentence I notice a comma after pellets.*

- ***What do I notice?*** *I remember after an 'opener' phrase to place a comma before the sentence that follows.*

- ***What else?*** *Again, I notice the noun owl and 's. The writer shows that the diet belongs to the owl."*

Active Engagement (guided practice)

After the teacher has introduced and modeled the concepts, students practice a partner share or large group.

Big, Big Gulps, page 450

'Snakes generally try to gulp down their food headfirst. This causes the prey's legs to fold back as the snake swallows. In addition, the snake's sharp teeth are curved backward to prevent the squirming prey from wiggling back out.'

Teacher asks:
- ***"Where's the punctuation?***
- ***What do you notice?***
- ***What is the punctuation doing?***
- ***What else?"***

Turn and Talk: Share the rule for forming a possessive with a singular noun.
                    Share the rule for a comma following an 'opener'.

Link to Independent Practice:
Review of procedures for the Editing Checklist.

Distribute Editing Checklist and display a copy on the document camera.
"Writers, you will remember this checklist from our experience with the Narrative assignment. The checklist is nearly the same, although you can see it reflects the skills we have studied in this unit.

Your job in today's workshop is the first topic or focus on the list, 'Punctuation'. The first thing to do is to slowly and carefully examine each sentence to verify the use of 's - for a possessive. Highlight with a colored pen the use of a possessive noun in your article.

When you have completed editing for possessive nouns, continue with the next point. Begin to edit for a comma following an opener. Slowly and carefully examine each sentence to verify. Highlight the use of a comma with the colored pen.

Finally, the last point is to edit for ending punctuation. Remember to highlight or circle all the ending punctuation. Count the words between the punctuation. If you notice some sentences are especially long, ask yourself if they are run-on sentences. How could you break this sentence into a smaller one?"

Closure:

"Great work today. During our next Writing Workshop you will finish the editing process."

 Notes:

Resources and References

Mentor Text:
- ***Where's the punctuation?***
- ***What do you notice?***
- ***What is the punctuation doing?***
- ***What else?***

Getting It Down, page 448

'Over time the pellets pile up and form large heaps under the owl's roosting or resting site. By examining these pellets, scientists can learn all about an owl's diet."

Big, Big Gulps, page 450

'Snakes generally try to gulp down their food headfirst. This causes the prey's legs to fold back as the snake swallows. In addition, the snake's sharp teeth are curved backward to prevent the squirming prey from wiggling back out.'

Informative Writing: Informative Article (IA13)
Editing: Subject-Verb Agreement

Writing Teaching Point(s):
● Students will check for subject-verb agreement.

Standard(s):
L.5.1.d Recognize and correct inappropriate shifts in verb tense. W.5.5 With guidance and support from peers and adults, develop and strengthen writing   as needed by planning, revising, editing, rewriting, or trying a new approach.

Materials:
● Writing notebook ● Informative Article draft ● Editing Checklist (from Lesson 12) ● Chart paper or document camera

Connection:
"You worked hard yesterday editing your draft. Today you will continue using the checklist as a guide."

Teach (modeling):
"Return to the Editing Checklist and begin with the Grammar section, 'Subject-Verb' agreement. You've learned that every sentence must have a subject and a verb. When you edit your writing you can check subject-verb agreement by making sure the singular subjects have singular verbs and the plural subjects have plural verbs." Teacher checks subject-verb agreement with several simple examples and sentences. *"Here's a tip to remember---singular verbs end with an s, but plural verbs usually do not."* For example:

Singular:	a teacher help**s**	an author write**s**	a dog bark**s**
Plural:	teachers help	authors write	dogs bark

Tell which verb agrees with the subject of the sentence:

My mother (bake, bakes) the best chocolate chip cookies.
Skateboarders (practices, practice) in the park.
Chloe (plays, play) chess with the Chess Club every Thursday.

Active Engagement (guided practice):

Students will turn to a mentor text to identify subject-verb agreement.
"Now, it's your turn to practice. Make a T-chart and label 'subject - verb'."
Refer students to a page in the reading anthology or ask a student to volunteer his/her writing draft as the 'mentor text'.

"Partners, work together to find subject verb agreement in this paragraph."
In conclusion, ask students to share examples and explain their thinking.

Link to Independent Practice:
"When you edit your writing you can check subject-verb agreement by making sure the singular subjects have singular verbs and the plural subjects have plural verbs.

Work backwards on your draft. Start with the final sentence, checking subject and verb. Then continue with the editing checklist, making sure to complete each point."

Closure:
With a partner, share one or two editing changes made on this draft. Explain the reasons for the changes.

Notes:
Scott Foresman resources for teaching Subject Verb Agreement
Scott Foresman Unit 2, Week 5, Pages 253e – 253f

Resources and References

Informative Writing ---Editing Checklist

☐ **Punctuation**

- Capital letters at the beginning of sentences and ending punctuation.
- An apostrophe to show possession or ownership.
- A comma after an introductory phrase.

☐ **Grammar:**

- Subject-Verb Agreement

☐ **Spelling:**

- Read your story backwards and circle any words that look wrong.
- Check the spelling using classroom tools (word wall, dictionary, lists, etc.)

Informative Writing: Informative Article (IA14)
End of Unit Reflection

Writing Teaching Point(s):
● Writers reflect on what they have learned about the Informative Article as a writing genre and themselves as writers.

Standard(s):

Materials:
● Writing notebook ● Anchor charts

Connection:
"*Congratulations, you have completed some great work during this unit of study! One of the things writers do is reflect on what they have learned. Today you will reflect on the great work you have done and the new ideas you have developed.*"

Teach (modeling): See the variety of Reflection activities on pages 38-39 in the Introduction section of this binder.

End of Unit Checklist: Informative Article

	STUDENTS	Introduces topic clearly.	Creates effective body paragraphs.	Use linking words or phrases.	Uses precise language.	Details support topic.	Provides appropriate conclusion.	Uses complex sentences.	Uses subject/verb agreement.	Uses possessive apostrophe correctly.	Spells grade-level words correctly.	Ending punctuation is used correctly.	
	Marking Key: X = Consistently Demonstrates / = Occasionally Demonstrates — = Does Not Yet Demonstrate												
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