

Grade 5 Informative/Explanatory Writing – Inquiry Report

Instructional Unit Resource for the
*South Carolina College- and Career-Ready Standards for
English Language Arts*

South Carolina Department of Education
Office of Standards and Learning
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Grade 5: Informative/ Explanatory Writing: Inquiry Report

Unit Rationale/Overview:

This unit centers on informational writing. The unit’s initial emphasis on reading informational texts will lead the students to investigate and write about a topic of their choosing. The unit provides opportunities for students to examine and respond to complex ideas while reading informational texts. To guide students through the process, the teacher will employ multiple strategies, such as read alouds, artifacts, and Internet research.

Throughout this unit, fifth grade students will be immersed in nonfiction texts that demonstrate the qualities of informational/explanatory writing, using inquiry to drive questioning and research to learn new concepts. Students will engage in writing activities that allow them to demonstrate their skills, collaborate with peers, and write independently. While writing, they will attend to their specific task, purpose, and targeted audience while creating and publishing an inquiry report.

The teacher’s modeling of writing strategies, as well as thinking aloud about the writing, is crucial to the implementation of this unit, in terms of drafting, as well as demonstrating craft and revision. The teacher will serve as the expert writer, who both models and writes with students as she/he instructs them in the writing process.

Through collaboration, analysis of literary texts, and writing , students will learn skills that will help them develop the world class skills listed in the Profile of the South Carolina Graduate.

<http://ed.sc.gov/scdoe/assets/File/newsroom/Profile-of-the-South-Carolina-Graduate.pdf>

Estimated time frame: two to three weeks.

Standards and Indicators

Targeted implies that these standards are the focus of the unit.

Embedded implies that these standards will be naturally integrated throughout the units.

Targeted Standards/Indicators

Writing

5.W.2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

- 5-W.2.1 Write informative/explanatory texts that:
- a. introduce a topic clearly;
 - b. use relevant information from multiple print and multimedia sources;
 - c. provide a general observation and focus;
 - d. group related information logically;
 - e. use credible sources;
 - f. include formatting, illustrations, and multimedia to aid comprehension;
 - g. develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic;
 - h. develop and strengthen writing as needed by planning, revising, and editing, building on personal ideas and the ideas of others;
 - i. use paraphrasing, quotations, summarizing, and original language to avoid plagiarism;
 - j. link ideas within and across categories of information using words, phrases, and clauses;
 - k. use precise language and domain-specific vocabulary to inform or explain the topic;
 - l. develop a style and tone authentic to the purpose; and
 - m. provide a concluding statement or section related to the information or explanation presented.

Reading - Informational Text

- 5.RI.7 Research events, topics, ideas, or concepts through multiple media, formats, and in visual, auditory, and kinesthetic modalities.**
- 5.RI.7.1 Compare and contrast how events, topics, concepts, and ideas are depicted in primary and secondary sources.
- 5.RI.8 Interpret and analyze the author’s use of words, phrases, text features, conventions, and structures, and how their relationships shape meaning and tone in print and multimedia texts.**
- 5.RI.8.1 Analyze how the author uses words and phrases to shape and clarify meaning.
- 5.RI.8.2 Apply knowledge of text features in multiple sources to gain meaning or solve a problem.

Embedded Standards/Indicators

Inquiry-Based Literacy

- 5.I.2 Transact with texts to formulate questions, propose explanations, and consider alternative views and multiple perspectives.**
- 5.I.2.1 Explore topics of interest to formulate logical questions; build knowledge; generate possible explanations; consider alternative views.
- 5.I.3 Construct knowledge, applying disciplinary concepts and tools, to build deeper understanding of the world through exploration, collaboration, and analysis.**

- 5.I.3.1 Develop a plan of action for collecting relevant information from primary and secondary sources.
- 5.I.3.2 Organize and categorize important information; collaborate to validate or revise thinking; report relevant findings.
- 5.I.4 Synthesize information to share learning and/or take action.**
- 5.I.4.1 Draw logical conclusions from relationships and patterns discovered during the inquiry process.

Communication

- 5.C.1 Interact with others to explore ideas and concepts, communicate meaning, and develop logical interpretations through collaborative conversations; build upon the ideas of others to clearly express one’s own views while respecting diverse perspectives.**
- 5.C.1.5 Explain personal ideas and build on the ideas of others by responding and relating to comments made in multiple exchanges.
- 5.C.2 Articulate ideas, claims, and perspectives in a logical sequence, using information, findings, and credible evidence from sources.**
- 5.C.2.1 Recall information from experiences and gather information from print and multimedia sources; take brief notes from sources, categorize, and organize.
- 5.C.3 Communicate information through strategic use of multiple modalities and multimedia to enrich understanding when presenting ideas and information.**
- 5.C.3.1 Compare how ideas and topics are depicted in a variety of media and formats.
- 5.C.3.2 Create presentations, using video, photos, and other multimedia elements to support communication and clarify ideas, thoughts, and feelings.

Clarifying Notes and “I Can” Statements

The lesson format is that of gradual release. The Gradual Release Model is one in which a teacher models for students as a whole group, has them practice in a small group, and work independently (Levy, 2007). The modeling portion (I do) is a mini-lesson shown by the teacher and should emphasize how to *think through* the process while demonstrating it. The guided practice (we do) might include the teacher and students’ working together, students’ working in small groups, or both. It is recommended, but not required, that students complete the independent practice (you do) on their own to determine their individual mastery of the “I can” statement (and standard). Naturally, this format is not required, and teachers who choose to use the included lessons or structure should determine which suggestions fit best within the gradual release components (or other instructional method) based on their knowledge of students.

Refer to Gradual Release Model at <http://www.sjboces.org/doc/Gifted/GradualReleaseResponsibilityJan08.pdf>

The strategies listed within this unit can be taught within Writer’s Workshop. When Writer’s Workshop is integrated with reading, students interpret

meaning in a more authentic way. The components of Writer’s Workshop are read aloud/mentor texts, mini-lessons, independent writing, conferring, guided writing, and sharing/publishing.

Teaching Elementary Students to be Effective Writer provides evidence –based recommendations for addressing writing for instructional practices. Those recommendations include the following:

1. Provide daily time for students to write.
- 2.a. Teach students the writing process.
- 2.b. Teach students to write for a variety of purposes.
3. Teach students to become proficient in handwriting, spelling, sentence construction, typing, and word processing.
4. Create an engaged community of writers. (Institute of Education Sciences, 2012)

For more information: http://ies.ed.gov/ncee/wwc/pdf/practice_guides/writing_pg_062612.pdf

The Fundamentals of Writing (K-12)

The Fundamentals of Writing provides the classroom structure for a writing community, using a workshop approach. Students learn the recursive process of writing, act as collaborators of writing with their teacher and peers in the writing workshop, produce clear and coherent writing, and incorporate author’s craft techniques into their work. *The Fundamentals of Writing* is designed for students in K-12; therefore, these are on-going expectations for English Language Arts classrooms. You may find *The Fundamentals of Writing* in the SCCR Standards document.

<http://ed.sc.gov/scdoe/assets/File/instruction/standards/ELA/ELA%20Standards/Fundamentals%202015%20Process.pdf>

Targeted Standards/Indicators “I Can” Statements

- I can create informative/explanatory writing that is clear, coherent, developed, organized and appropriate to a given task and audience. (5.W.2.1)
- I can use information from multiple print and multimedia sources to develop the topic with facts, definitions, and details. (5.W.2.1k, 5.W.2.1m)
- I can use paraphrasing, quotations, summarizing, and original language to avoid plagiarism. (5.W.2.1i)
- I can use transitional words, phrases, and clauses to connect ideas within categories of information. (5.W.2.1j)
- I can develop style and tone authentic to my writing purpose. (5.W.2.1l)
- I can include formatting, illustrations, and multimedia to aid comprehension. (5.W.2.1f)
- I can provide a concluding statement or section. (5.W.2.1m)
- I can plan, revise, and edit my writing independently and with a partner. (5.W.2.1h)
- I can compare and contrast events, topics, concepts, and ideas in primary and secondary sources. (5.RI.7.1)
- I can make meaning from the words and phrases that an author uses. (5.RI.8.1)

- I can apply knowledge of text features to understand a text or solve a problem. (5.RI.8.2)
- I can use text features in multiple texts to gain meaning or solve a problem. (5.RI.8.2)

Essential Questions

These are **suggested** essential questions that will help guide student inquiry.

- How can we use reading and writing to learn?
- How do we write to inform or explain information to others?
- How do readers think about similarities and differences in and across texts?
- How do authors use reasons and evidence to support particular points in the text?

Academic Vocabulary

Some students may need extra support with the following academic vocabulary in order to understand what they are being asked to do. Teaching these terms in an instructional context is recommended rather than teaching the words in isolation. An appropriate time to deliver instruction would be during the modeling process.

These terms are new to fifth grade standards. It is important to note that other important terms were taught in second grade, but may need to be revisited. Effective instruction includes the use of formative assessment data to determine students' vocabulary needs.

relevant information
 credible sources
 summarizing
 citation
 bibliography

Prior Knowledge

Students will know how to:

- use information from multiple print and multimedia sources to develop the topic with facts, definitions, and details. (4.W.2.1b, 4.W.2.1e)
- use paraphrasing, quotations, and original language to avoid plagiarism. (4.W.2.1g)
- use transitional words and phrases to link ideas within categories of information. (4.W.2.1h)
- develop style and tone authentic to my writing purpose. (4.W.2.1j)
- explain a topic, using precise domain specific vocabulary. (4.W.2.1i)
- include formatting, illustrations, and multimedia to aid comprehension. (4.W.2.1d)

- provide a concluding statement or section. (4.W.2.1k)
- plan, revise, and edit my writing, building on personal ideas and ideas of others (4.W.2.1f)
- compare and contrast events, topics, concepts, and ideas in primary and secondary sources. (4.RI.7.1)
- determine how an author shapes and clarifies meaning from words and phrases. (4-RI.8.1)
- use text features in multiple texts to describe the relationships between features and gain meaning. (4.RI.8.2)

Subsequent Knowledge

In sixth grade, students will be asked to:

- introduce a focused topic (6.W.2.1a)
- use relevant information from multiple print and multimedia sources (6.W.2.1b)
- use definition, classification, comparison/contrast, and cause/effect structures to organize ideas, concepts, and information (6.W.2.1c)
- use credible sources (6.W.2.1d)
- include formatting, graphics, and multimedia to aid comprehension (6.W.2.1e)
- develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples (6.W.2.1f)
- develop and strengthen writing as needed by planning, revising, editing, and rewriting (6.W.2.1g)
- paraphrase, quote, and summarize to avoid plagiarism (6.W.2.1h)
- follow a standard format for citation (6.W.2.1i)
- use appropriate transitions to clarify the relationships among ideas and concepts (6.W.2.1j)
- use precise language and domain-specific vocabulary to inform or explain the topic (6.W.2.1k)
- establish and maintain a style and tone authentic to the purpose (6.W.2.1l)
- provide a concluding statement or section that follows the information or explanation presented (6.W.2.1m)
- integrate information presented in different media or formats to develop a coherent understanding of a topic or issue. (6.RI.7)
- determine figurative, connotative, and technical meanings of words and phrases used in a text; analyze the impact of specific word choice on meaning and tone. (6.RI.8a)
- identify text features and structures that support an author’s ideas or claim. (6.RI.8b)

Potential Instructional Strategies

Note:

All lessons will build toward students' writing an inquiry report. An inquiry report will be based on the students' interest and/or needs and may be a topic from content areas, such as science or social studies.

Students should be immersed in reading informational texts, including both primary and secondary sources, to build background knowledge on chosen topics.

Collect an assortment of informational books to have in the classroom to serve as mentor texts. Ensure that an abundant supply of resources and materials are available for research on the chosen topics.

Instructional Strategy: Nonfiction Signposts: Contrasts and Contradictions (Beers and Probst, 2016)

Learning Target: I can compare and contrast how events, topics, concepts, and ideas are depicted in primary and secondary sources. (5.RI.7.1)

Model (I do):

- Find several excerpts from texts that demonstrate contrasts or contradictions.
- Display the excerpts for students.
- Model for students how to identify the word(s) that signal a contrast or contradiction.
- Repeat with other texts.
- Create an anchor chart with words from the excerpts that signal contrast or contradiction
- Model for students how to respond to signal words that contrast or contradict. Tell them to ask, "What is the contrast or contradiction and why does it matter?"

Guided Practice (We do):

- Using a different text, have students to practice identifying the word(s) that signal a contrast or contradiction. Have students practice with a partner, asking each other, "What is the contrast or contradiction and why does it matter?"

Independent Practice (You do):

- Using a piece of writing from their Writer's Notebook, have students add words that signal a contrast or contradiction.
- Conduct independent writing conferences; document the results of the conference, and provide scaffolding, as needed.
- Bring the students together in a large group to share how they added signal words, using contrasts or contradictions in their writing.

Instructional Strategy: Primary Sources (Serravallo, 2015)

Learning Targets:

- **I can compare and contrast how events, topics, concepts, and ideas are depicted in primary and secondary sources. (5.RI.7.1)**
- **I can analyze how the author uses words and phrases to shape and clarify meaning. (5-RI.8.1)**

Note:

Preparation:

Gather several primary source documents.

Model (I do):

- Read the title of the primary source, and model how you think about the title's connection to the main text.
- Read to determine the main idea and key details from the primary source. Then, think aloud how the author used words and phrases to shape and clarify meaning.
- Possible Prompts:
 - *How are events, topics, concepts and ideas depicted in the primary source?*
 - *How does the primary source help you understand the rest of the text?*
 - *How did the author use words and phrases to shape and clarify meaning?*
 - *What new information did you find?*
 - *In the text I compared ...*
 - *In the primary source I learned...*

Guided Practice (We do):

- Provide small groups or pairs of students with one or several primary source documents.
- Ask students to read the title of the primary source and think about how the events, topics, concepts, and ideas are depicted by comparison and contrast.
- Ask students to analyze the words and phrases which help clarify meaning.
- Share findings with the entire class.

Independent Practice (You do):

- Using their Writer's Notebooks, have students revise previously written compositions, using words and phrases that shape and clarify meaning.
- Conduct independent writing conferences; document the results of the conferences, and provide scaffolding, as needed.
- Bring students together in a large group to share their writing.

Instructional Strategy: Generate and select a topic to research

Learning Target: I can develop and strengthen writing as needed by planning and building on personal ideas and the ideas of others. (5. W.2.1.h)

Note:

Use a graphic organizer such as a KWL or a Reading and Analyzing Nonfiction (RAN) chart.

The RAN strategy is a modification of the KWL chart. It includes five categories: What I Think I Know, Confirmed, Misconceptions, New Information, and Wonderings. The following explains the RAN strategy in the classroom:

https://savemedia.com/en/watch?v=U6Kg4sGAIYs&utm_source=safeshare.tv&utm_medium=download&utm_campaign=safeshare-download
and www.youtube.com/watch?v=U6Kg4sGAIYs

Model (I do)

- Explain to students that that they will write a report on a topic that piques their interest in order to learn enough about it to share what they have learned with others.
- Brainstorm topics from science and social studies as a class.
- Use a RAN or KWL Chart to model generating and selecting a topic.
- Think aloud while creating lists of possible topics to research. Emphasize that the statements written on the chart are facts, and not opinions.

Guided Practice (We do)

- Place students with partners, and have them share topics and facts based upon their interests in science or social studies.

Independent Practice (You do):

- Have students complete their RAN or KWL chart based on the topics of their choice. This activity will assist in the planning portion of their inquiry reports.
- Conduct independent writing conferences; document the results of the conferences, and provide scaffolding, as needed.
- Bring the students together in a large group to share and name their topics.

Instructional Strategy- Group related information

Learning Target: I can group related information logically. (5. W.2.1.d)

Note:

Preparation:

- Select an informational book with text features, such as headings and subheadings, to read aloud.
- Use the RAN or KWL Chart from the previous lesson.
- Obtain highlighters and/or colored pencils to color-code information

Model (I do):

- Conduct an interactive read aloud, using an informational text. Provide examples of how authors use headings to organize their information by including similar facts within the same sections or paragraphs.
- Using the RAN or KWL Chart, read aloud some of the facts, and explain how the information can be grouped by similarities in sections or paragraphs. Read statements and decide how they should be grouped. Demonstrate how to group information by highlighting everything pertaining to a given topic.
- Continue reading statements aloud and color-coding information that can be grouped together.
- Brainstorm the names of headings or sections with students.

Guided Practice (We do):

- Have students use their chart from the previous day's lesson and color code statements that can be grouped together.
- Put students in pairs to determine what the sections or headings will be called within the inquiry report.
- Have students share heading titles, as well as the process they used for deciding how to group information.

Independent Practice (You do):

- Have students complete their charts based on their chosen topics in their Writer's Notebook. This activity will assist in the planning portion of their inquiry reports.
- Conduct independent writing conferences; document the results of the conferences, and provide scaffolding, as needed.
- Bring the students together in a large group to share and name the topics of their inquiry reports.
- Use this time to review students' topics to ensure that their choices are neither too broad or too narrow, based on facts rather than opinions, and grouped appropriately.

Instructional Strategy: What? And So What? (Serravallo, 2015)

Learning Targets:

- I can summarize a text with two or more central ideas and cite key supporting details. (5.RI.6.1)
- I can write an informative/explanatory text that uses summarizing. (5.W.2.1.i)

The “what” of the informational text will be the central idea. The “so what” will be the details based on the words, ideas, and perspectives that the author brings to the central idea.

Model (I do):

- Choose a piece of informational text.
- Read aloud a piece of text, and model for students how to ask themselves, “What is the central idea?”
- Model for students how to follow the first question with, “So what?” The answer to that question will help students summarize and cite key supporting details.
- The following questions can be used to guide the “What? and So What?” strategy.
 - *What is the central idea of the text?*
 - *What is the section mostly about? That is the central idea.*
 - *What are the supporting details?*
 - *What do you think the author is trying to say about the central idea?*
 - *What are the key supporting details which help to identify the central idea?*

Guided Practice (We do):

- Provide pairs of students with a piece of informational text.
- Ask students to read the text and ask themselves “what” the central idea is. Have them determine the “what” as the central idea.
- Then ask students to ask “so what” to help summarize and cite key supporting details.

Independent Practice (You do):

- Have students use their Writer’s Notebook to revise a previously written composition and add a central idea(s) and supporting details.
- Conduct independent writing conferences; document the results of the conferences, and provide scaffolding, as needed.
- Bring the students together in a large group to share how they revised their composition to contain a central idea(s) and supporting details.

Instructional Strategy: Begin research and recording information, using dash notes.

Learning Target: I can summarize a text with two or more central ideas and cite key supporting details. (5.RI.6.1)

Mini Lesson: Dash Notes
SCDE Literacy Initiatives, 2013

- *In your research notebook, write the topic you are researching. Example- Pandas*
- *Each time you read in a new book, write the title and author. Example- Giant Pandas by Gail Gibbons*
- *When you find an interesting fact in your reading that will add to your research, look away from the book.*
- *Write a few words about the facts you found. Put a dash in front of your “dash notes.” Example - live in mountains of China*
- *Add the page number (if available) Examples- lives in mountains of China p. 3, - members of the bear family p. 7, - thick, coarse, oily fur p. 9*
- *When you have finished reading the section or when you are ready to begin drafting that part, turn each dash note into a complete sentence. You may want to combine dash notes into a longer sentence.*

Example: Pandas, a member of the bear family, are found in the mountains of China. Their fur is very thick and oily.

Model (I do):

- Locate a short video or video clip from a current unit of study.
- Explain to the students that good writers plan their writing by taking notes from videos or texts. Play the video, and model how to take Dash Notes on a large sheet of chart paper as the video is playing.

Guided Practice (We do):

- Give the students paper or sticky notes to use for the Dash Notes strategy.
- Read several pages in an informational text, pausing often to ask students to write down something important from the text. Guide students as needed.
- Allow several students to share their notes.
- Repeat the process with additional pages from the text.

Independent Practice (You do):

- Distribute paper or sticky notes to the students. Have the students locate informational texts in their individual book baskets and write Dash Notes as they are reading.

- Conduct independent writing conferences; document the results of the conferences, and provide scaffolding, as needed.
- Bring the students together in a large group to share items from their planning.

Instructional Strategy: Writing a draft

Learning Target: I can develop and strengthen writing as needed by planning, revising, and editing. 4.W.2.1.h

Note:
Preparation:
Provide each student with 8-12 half sheets of paper. (This booklet becomes the draft of the inquiry report.)

Model (I do):

- Refer back to a previous lesson in which students organized their information and grouped it into sections.
- Explain that the plan for the day is to write a draft using booklets.
- Model how to use a draft booklet to begin the inquiry paper by writing Table of Contents on the first page. Next write one heading at the top of each page. Explain how each booklet page will be used for one section. Continue through the process of labeling the draft booklet with headings. Remind students that they will add a conclusion section and a glossary, as well as selecting one of the following: appendix, timeline, map, or chart.

Guided Practice (We do):

- Have students write headings in their booklets. Allow students to work with a partner to discuss names of headings and review which information goes on each page.

Independent Practice (You do):

- Have students write a draft of their inquiry reports, using the booklets.
- Conduct independent writing conferences; document the results of the conferences, and provide scaffolding, as needed.
- Bring the students together in a large group to share one section of their drafts.

Instructional Strategy: Paraphrasing

Learning Target: I can paraphrase to avoid plagiarism (5.W.2.1.i)

Note:

Preparation:

- Create an Anchor Chart displaying the Rules of Paraphrasing
- Provide copies of an informational text paragraph for students to paraphrase.

Model (I do)

- Explain that paraphrasing is taking the information from what has been read and rewriting it to retain the original meaning but using different wording.
- Begin the discussion of paraphrasing by having students TALK through the concept prior to finding facts and details in printed materials.
- Place students with a partner. Call one of them Student A and the other Student B.
- Ask a question such as, “What did you do yesterday after school?” Have Student A answer the question. Then have Student B paraphrase Student A’s answer.
- Explain the rules of paraphrasing by displaying the rules on a chart.
 - *Reword-replace words and phrases with other words such as synonyms*
 - *Rearrange- rearrange words to make a new sentence*
 - *Realize- realize that some words and phrases cannot be changed, such as names, dates, and titles*
 - *Recheck-recheck to make sure that your paraphrased work contains the same information as the original*

Guided Practice (We do)

- Put students in pairs, have them highlight or underline key ideas in a passage. Then have them use a different color to highlight or underline phrases and data that are unique to the passage.
- Discuss synonyms.
- Have students paraphrase the information.
- Have students discuss how they paraphrased. Discuss the original.

Independent Practice (You do)

- Have students begin collecting and reading resources for their informational book. Direct them to use sticky notes or the Writer’s Notebook to paraphrase information to use in a future lesson.
- Conduct independent writing conferences; document the results of the conferences, and provide scaffolding, as needed.
- Bring students together in a large group to share their writing.

Instructional Strategy: Take your Time(line) (Serravallo, 2015)

Learning Targets:

- **I can apply knowledge of text features to understand a text or solve a problem. (5-RI.8.2)**
- **I can use text features in multiple texts to gain meaning or solve a problem. (5-RI.8.2)**

Note:

This strategy will guide teachers in analyzing timelines within text.

Collect texts with timelines.

Model (I do):

- Read the title of the timeline.
- Look at the dates and match up the dates in the timeline to the dates in the rest of the text. Think aloud the process of reading the dates and reading the key information.
- Read the labels that describe the event connected to each date, and think about any information in the rest of the book that clarifies the event even more.
- Summarize what you learned by going over the key events in order. Possible prompts:
 - *Show me how you are going to study this timeline.*
 - *After starting with the title, what do you read next?*
 - *What do you remember reading about that is connected to this timeline?*
 - *Using this timeline, summarize what you have learned.*

Guided Practice (We do)

- Put each student with a partner to read texts with timelines; use prompts to aid in comprehension.
- Have students keep notes containing dates and information from the timelines. Have them add important dates and information from the rest of the text.

Independent Practice (You do):

- Have students add a timeline to their inquiry report or add a timeline to a previously written composition.
- Conduct independent writing conferences; document the results of the conferences, and provide scaffolding, as needed.
- Bring students together in a large group to share their compositions.

Instructional Strategy: Cover Up Then Zoom In (Serravallo, 2015)

Learning Targets:

- **I can apply knowledge of text features to understand a text or solve a problem. (5-RI.8.2)**
- **I can use text features in multiple texts to gain meaning or solve a problem. (5-RI.8.2)**

Note:

This lesson provides students with opportunities to be immersed in nonfiction prior to writing their informational book.

Preparation: Choose a mentor text with an abundance of text features including a table of contents, illustrations, timeline, map, chart, and appendices

Model (I do):

- The teacher will use sticky notes to cover up various text features (charts, maps, timelines, photographs, captions, etc.) on the page.
- The teacher will read and think aloud, *“What is this piece of text teaching me so far?”* Then, uncover the image and zoom in on it asking, *“What new information am I getting from this text feature?”* or *“What parts of what I just read also show up in the text feature?”* *“Can I add more facts to my retelling by looking at the text features?”*

Guided Practice (We do):

- Place students in groups and have them work together to read an informational text with a variety of text features. Have students take turns asking and responding to the question: *“What is this piece of text teaching me so far?”* Then, uncover the image and zoom in on it asking, *“What new information am I getting from this text feature?”* or *“What parts of what I just read also show up in the text feature?”* (Serravallo, 2015)

Independent Practice (You do):

- Observe students as they select and read informational texts. Note whether they ask themselves the following question: *“What is this piece of text teaching me thus far?”* Then, uncover the image and zoom in on it asking, *“What new information am I getting from this text feature?”* or *“What parts of what I just read also show up in the text feature?”*
- Have students revise a previously written composition or add a text feature to their inquiry report. Ensure that the students are “zooming” in on the question *“What new information am I getting from this text feature?”*
- Conduct independent writing conferences; document the results of the conferences, and provide scaffolding, as needed.
- Bring the students together in a large group to share how they zoomed in on text features within their writing.

Instructional Strategy: Writing a Strong Conclusion

Learning Target- Provide a conclusion statement or section. (5.W.2.1.m)

Note:

Preparation:

- Create an anchor chart of “Techniques for Closure” (Owocki, 2013)
- Provide two different student samples of an informational/explanatory piece.

Model (I do):

- Explain to students that a conclusion is the writer’s opportunity to remind the reader of what is important about the topic. Share with students a set of closure techniques they could use in their own writing to create a strong conclusion. Write these techniques on an anchor chart so that students can use them while writing.
 - Closure Techniques:
 - *Summary: Summarize the content, presenting the information from a different angle rather than repeating what has already been written.*
 - *Reaction of feeling: Tell how you feel about the content.*
 - *Image: Include a visual image related to the overall message.*
 - *Quotation: Present an interesting quotation related to what you have written.*
 - *Encouragement to reflect: End with a statement that encourages readers to keep thinking about the topic.*
 - *Encouragement to act: End with a statement that encourages taking action.*
 - *Question: End with a question that encourages readers to keep thinking about the topic.*
- Model one of the above mentioned techniques by using it within a sample student’s paper. Discuss how the technique is based on the writer’s personal preference.

Guided Practice (We do):

- Have students use an argument other than their own to show how to use closure techniques.
- Discuss with students how using the closure techniques produces a strong conclusion.

Independent Practice (You do):

- The students will write independently, revising their writing to add a strong conclusion to their argument.
- The teacher will conduct independent writing conferences, document the results of the conferences, and provide scaffolding, as needed.
- The teacher will bring students together in a large group to share their writing.

Instructional Strategy: Student Writing Checklist (Calkins, 2013)

Learning Target: I can create informative/explanatory writing that is clear, coherent, developed, organized and appropriate to a given task and audience. (5.W.2.1)

Model (I do):

- Write the student writing checklist on an anchor chart.
 - I made a plan for my writing piece.
 - I introduced my topic.
 - I grouped related information together.
 - I gathered information from multiple sources.
 - I developed my topic with facts, definitions, and details.
 - I used paraphrasing to avoid plagiarism.
 - I included text features (illustrations, maps, charts, timelines, etc.) to aid comprehension.
 - I used transitional words and phrases to connect ideas.
 - I improved my writing by revising and editing.
 - I asked others to peer edit and revise my work.
 - I have a style and tone that are appropriate for my purpose.
 - I wrote a concluding statement or section.
- Introduce students to each item and show them an example of the criteria in actual student writing. This process should take several days - do not introduce all of the criteria at one time.

Guided Practice (We do):

- Put students in small groups or with a partner to identify where criteria on the checklist were used in a sample writing piece.

Independent Practice (You do):

- As students write independently, they should refer to the student writing checklist and look for evidence in their own writing.
- The teacher will conduct independent writing conferences, document the results of the conferences, and provide scaffolding, as needed.
- The teacher will bring the students together in a large group to share what they learned.

Potential Assessment Tasks**Culminating Assessment: Students create an Inquiry Report**

Student work will be assessed, using the [Grade 5 Informational/Explanatory Rubric](#) found in the Appendix.

The Research Report includes the following:

- Table of Contents
- Headings on a minimum of four sections
- A minimum of three illustrations or pictures with captions
- Glossary
- A choice of two: appendix, timeline, map, or chart

Formative or summative tasks that will check students' understanding and/or mastery of the standard and/or indicator.

Formative/Summative Question Stems

Ideally, assessing students' abilities to compare and contrast texts and use text features to locate and gain information will occur frequently and across settings. Teachers should create an assessment management system to maintain a written record of students' proficiency in their mastery of these skills and indicators. A qualitative rubric with descriptors such as "meets expectations," "making progress toward expectations," and "needs additional support" should be constructed with colleagues so that expectations are consistent from classroom to classroom.

5.RI.7.1 Compare and contrast how events, topics, concepts, and ideas are depicted in primary and secondary sources.

Have students compare and contrast events, topics, concepts, and ideas, using primary and secondary sources.

5.RI.8.1 Analyze how the author uses words and phrases to shape and clarify meaning.**5.RI.8.2 Apply knowledge of text features in multiple sources to gain meaning or solve a problem.**

What did the _____ in the texts tell you? (appendices, timeline, map, and chart)

5.RI.8.1 Determine how the author uses words and phrases to shape and clarify meaning.

5.RI.8.2 Apply knowledge of text features in multiple sources to gain meaning or solve a problem.

Use this as a checklist to ensure that students are using text features to support their reading of the text.

This checklist should be utilized in context to provide a better understanding of the content and authors' choices.

- Words
- Phrases
- Captions
- Appendix
- Timeline
- Maps
- Charts
- Title Page
- Photographs
- Fonts
- Glossary
- Table of Contents

5.W.2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

On-Demand Informational Writing

- Score with a common rubric or the [Grade 5 Informational/Explanatory Rubric](#) found in the Appendix.
- Utilize the suggested text and topic OR create your own, utilizing the example as a model.

South Carolina READY Scoring Guidelines for Text-Dependent Analysis (Grades 3-8)

Teachers may use the rubric used to score student writing on SC READY to show students the strengths and weaknesses of their writing. Teachers may also use this as an instructional tool throughout the writing workshop. As students become familiar and comfortable with the writing characteristics found in the rubric, they can use the rubric to strengthen their own writing. Teachers may also modify the rubric to correlate with what students have learned from this unit as well as from previous writing instruction.

http://ed.sc.gov/scdoe/assets/File/tests/middle/scready/SC_READY_TDA_Scoring_Guidelines_With_Nonscore_Codes.pdf

Resources

Booksource (2012). Units of Study for Reading and Writing: Teaching Writing Collections for Grades K-8.

http://www.booksource.com/files/Lucy_UnitsofStudy.pdf

Brainpop: Paraphrasing

www.brainpop.com/english/writing/paraphrasing/preview.weml

Brainpop: Plagiarism

www.brainpop.com/english/writing/plagiarism/preview.weml

Purdue Online Writing Lab

<http://owl.english.purdue.edu/owl/resource/619/01/>

National Geographic on YouTube

www.youtube.com/user/NationalGeographic

Resource Mentor Text Lists:

<http://writingfix.com/index.htm>

Notetaker from ReadWriteThink: An outlining tool to help students take and organize notes while reading or writing

www.readwritethink.org/classroom-resources/student-interactives/readwritethink-notetaker-30055.html

Mentor Texts for Informational Writing

- *Just a Second: A Different Way to Look at Time* by Steve Jenkins
- *Bones* by Steve Jenkins
- *Maritcha: A Nineteenth-Century American Girl* by Tonya Bolden
- *Poop: A Natural History of the Unmentionable* by Nicola Davies
- *When Fish Got Feet, Sharks Got Teeth, and Bugs Began to Swim: A Cartoon Prehistory of Life Long Before Dinosaurs* by Hannah Bonner
- *After the Last Dog Died: The True-Life, Hair-raising Adventure of Douglas Mawson and his 1911-1914 Antarctic Expedition* by Carmen Bredesen

GRADE 5
INFORMATIONAL/EXPLANATORY TEXT-BASED WRITING RUBRIC

SCORE	4 Exceeds	3 Meets	2 Develops	1 Begins
Focus/Information	<ul style="list-style-type: none"> • Responds skillfully to all parts of the prompt • Demonstrates a strong understanding of topic/text(s) 	<ul style="list-style-type: none"> • Responds to all parts of the prompt • Demonstrates an understanding of topic/text(s) 	<ul style="list-style-type: none"> • Responds to most parts of the prompt • Demonstrates limited understanding of topic/text(s) 	<ul style="list-style-type: none"> • Responds to some or no parts of the prompt • Demonstrates little to no understanding of topic/text(s)
Organization	<ul style="list-style-type: none"> • Organizes ideas and information into purposeful, coherent paragraphs that include an elaborated introduction with clear thesis, structured body, and insightful conclusion • Logically groups related information into paragraphs or sections, including formatting • Uses varied transitions and syntax to link the major sections of text, create cohesion, and clarify relationship among complex ideas and concepts 	<ul style="list-style-type: none"> • Organizes ideas and information into logical introductory, body, and concluding paragraphs • Groups related information into paragraphs or sections, including formatting (e.g., headings) • Uses linking words and phrases appropriately to connect ideas within and across categories of information 	<ul style="list-style-type: none"> • Organizes ideas and information in an attempted paragraph structure that includes a sense of introduction, body and conclusion • Grouping of ideas lacks cohesion (e.g., list-like, rambling, or repetitive) • Attempts to use some simplistic linking words to connect ideas 	<ul style="list-style-type: none"> • Does not organize ideas and information coherently due to lack of paragraph structure and/or a missing introduction, body, or conclusion • Does not group related information together • Uses no linking words
Support/Evidence	<ul style="list-style-type: none"> • Skillfully uses relevant and substantial text support from the resources with accuracy • Uses credible and varied sources • Develops the topic with well-integrated facts, definitions, concrete details, quotations, or other information and examples 	<ul style="list-style-type: none"> • Uses relevant and sufficient text support from the resources with accuracy • Uses credible sources • Develops the topic with facts, definitions, concrete details, quotations, or other information and examples 	<ul style="list-style-type: none"> • Uses mostly relevant text support but may lack sufficient evidence and/or accurate use • Uses mostly credible sources • Develops the topic with limited facts, definitions, concrete details, quotations, or other information and examples 	<ul style="list-style-type: none"> • Does not use relevant or sufficient text support from the resources with accuracy • Uses few to no credible sources • Does not support opinion with facts, details, and/or reasons
Language	<ul style="list-style-type: none"> • Uses purposeful and varied sentence structures • Demonstrates creativity and flexibility when using conventions (grammar, punctuation, capitalization, and spelling) enhance meaning/readability • Utilizes precise and domain-specific vocabulary accurately throughout student writing 	<ul style="list-style-type: none"> • Uses correct and varied sentence structures • Demonstrates grade level appropriate conventions; errors are minor and do not interfere with the readability • Utilizes precise language and domain-specific vocabulary 	<ul style="list-style-type: none"> • Uses some repetitive yet correct sentence structure • Demonstrates some grade level appropriate conventions, but errors may interfere with the readability • Utilizes some precise language and/or domain-specific vocabulary but minimally and/or inaccurately 	<ul style="list-style-type: none"> • Does not demonstrate sentence mastery • Demonstrates limited understanding of grade level conventions, and errors interfere with the readability • Does not utilize precise language or domain-specific vocabulary

Grade 5 Writing Informative/Explanatory: Inquiry Report
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