

Grade 5

Unit 1

Writing Studio

Teacher Guide

© 2016 Amplify Education, Inc. and its licensors
www.amplify.com

All Rights Reserved.

No part of this publication may be reproduced, transmitted, transcribed, stored in a retrieval system, or translated into any other language in any form or by any means without the written permission of Amplify Education, Inc.

Core Knowledge Language Arts is a trademark of the Core Knowledge Foundation.

Trademarks and trade names are shown in this book strictly for illustrative and educational purposes and are the property of their respective owners. References herein should not be regarded as affecting the validity of said trademarks and trade names.

Introducing Informative Writing

PRIMARY FOCUS OF LESSON

Students write an essay comparing and contrasting what it is like to be in Kindergarten with what it is like to be in Grade 5. [W.5.2]

FORMATIVE ASSESSMENT

Activity Page 1.1

Kindergarten Versus Grade 5 Students write an essay comparing and contrasting what it is like to be in Kindergarten with what it is like to be in Grade 5. [W.5.2]

LESSON AT A GLANCE

	Grouping	Time	Materials
Introducing Informative Writing (30 min.)			
Connections: Comparing and Contrasting	Whole Group	5 min.	
Introduce the Prompt	Whole Group	5 min.	<input type="checkbox"/> Writing Prompt for Activity Page 1.1 <input type="checkbox"/> assorted images
Informative Pre-Assessment	Independent	15 min.	<input type="checkbox"/> Activity Page 1.1
Wrap-Up	Whole Group	5 min.	

ADVANCE PREPARATION

- Prepare the writing prompt for display, either copying it onto chart paper or preparing to project it. See Writing Prompt for Activity Page 1.1 in Teacher Resources.
- Prepare copies of Activity Page 1.1 to distribute to each student for the Informative Pre-Assessment activity.
- Prepare the rubric for grading the pre-assessments. See the Fifth Grade Writing Rubric: Informative/Explanatory Writing in Teacher Resources. You will retain the pre-assessment to compare with the final informative writing activity in Unit 5, *Informative Writing Part 2*.

Universal Access

- Prepare relevant images or materials to use for support in introducing the writing prompt. Possible examples include images of Kindergarten students and Grade 5 students or a daily schedule for a Kindergarten classroom and a Grade 5 classroom.

Lesson 1

Introducing Informative Writing



Primary Focus: Students write an essay comparing and contrasting what it is like to be in Kindergarten with what it is like to be in Grade 5. [W.5.2]

CONNECTIONS: COMPARING AND CONTRASTING (5 MIN.)

- Ask a few student volunteers to review the difference between comparing and contrasting.
 - » Comparing is identifying what makes two or more things similar. Contrasting is identifying what makes two or more things different.
- Have students practice comparing and contrasting with the following topics:
 - blueberries and broccoli
 - » Answers may vary, but blueberries and broccoli are similar because they are both foods, plants, and healthy things to eat. They are different because one is a green vegetable and another is a blue fruit; they also have different tastes and textures. They also differ in size.
 - basketballs and ice skates
 - » Basketballs and ice skates are both kinds of sporting equipment used in sporting events such as the Olympics. They are different because ice skates are things you wear and come in many sizes, while basketballs are not worn.

INTRODUCE THE PROMPT (5 MIN.)

- Tell students that in this Writing Studio lesson they will write essays about students at different grade levels.
- Display the Writing Prompt for Activity Page 1.1 and read it aloud to students, repeating as necessary.

➤ Writing Prompt for Activity Page 1.1

Students all have things in common, but a lot of things differ from grade to grade. Write an informative essay in which you compare and contrast what it is like to be in Kindergarten with what it is like to be in Grade 5.

Support

Provide images to help students visualize the items they are comparing and contrasting.

Challenge

Have students use specific words and phrases (*similarly, but, etc.*) to show comparison and contrast.



Access

Entering/Emerging

Review the prompt and discuss relevant images or supplementary materials, such as of different age students or classroom schedules, with students before they begin writing.

Transitioning/Expanding

Review the prompt with students and allow pairs of students to discuss relevant images or supplementary materials, such as of different age students or classroom schedules, before they begin writing.

Bridging

Review the prompt and provide relevant images or supplementary materials, such as of different age students or classroom schedules, for students to consult before they begin writing.

Activity Page 1.1



Check for Understanding

Ask a volunteer to explain the prompt in his or her own words.

INFORMATIVE PRE-ASSESSMENT (15 MIN.)

- Distribute Activity Page 1.1.
- Tell students to write an essay in response to the prompt.
- Remind students that they should write as complete an essay as possible in the time they have.

Note: If students finish before time elapses, you may allow them to work silently on something else. Since this is a pre-assessment, students may stop writing when they decide they are finished with the task or when fifteen minutes have elapsed. Subsequent lessons in this unit and in the entire Writing Studio program will help build students' ability to write for longer periods of time.

- As students complete their work, collect their essays. You will use the Fifth Grade Writing Rubric: Informative/Explanatory Writing to assess their work. You should save their pre-assessment to compare it to their final informative writing activity, which they will complete in Writing Studio Unit 5, Lesson 8.

WRAP-UP (5 MIN.)

- Ask students to raise their hands silently if their informative essay
 - included elements of contrast.
 - included elements of comparison.
 - used an example from their own lives.
 - included a title.
- If time permits, ask students to tell a partner one difference and one similarity they found between kindergarteners and Grade 5 students.
- Tell students that in the next Writing Studio session, they will spend more time thinking about and learning how to write informative essays that compare and contrast two things.

~~~~~End Lesson~~~~~

# 2

# Introducing Informative Writing

---

## PRIMARY FOCUS OF LESSON

Students identify and describe the purpose and features of an informative text. [W.5.2]

## FORMATIVE ASSESSMENT

Activity Page 2.1

**Blank Compare and Contrast Essay Map**

Students use the essay map to identify the elements of an essay that compares and contrasts two things. [W.5.2]



## LESSON AT A GLANCE

|                                                  | Grouping    | Time   | Materials                                                                                                                     |
|--------------------------------------------------|-------------|--------|-------------------------------------------------------------------------------------------------------------------------------|
| <b>Introducing Informative Writing (30 min.)</b> |             |        |                                                                                                                               |
| Connections: Paragraph about a Paragraph         | Whole Group | 5 min. | <input type="checkbox"/> Paragraph about a Paragraph                                                                          |
| Read-Aloud: "Books versus Movies"                | Whole Group | 7 min. |                                                                                                                               |
| Modeling: Completing an Essay Map                | Whole Group | 7 min. | <input type="checkbox"/> Activity Page 2.1                                                                                    |
| Completing an Essay Map                          | Independent | 8 min. | <input type="checkbox"/> Activity Page 2.1<br><input type="checkbox"/> Poster 1 (Words and Phrases that Compare and Contrast) |
| Wrap-Up                                          | Partner     | 3 min. | <input type="checkbox"/> Activity Page 2.1                                                                                    |

## ADVANCE PREPARATION

- Prepare to project or display Activity Page 2.1, Blank Compare and Contrast Essay Map. A Blackline Master is available in Teacher Resources. Ensure that each student has a copy of the template that he or she may fill out during the class discussion.

### Universal Access

- Prepare to display the Paragraph about a Paragraph, available in Teacher Resources.
- Preteach Poster 1 (Words and Phrases that Compare and Contrast), which was used in Grade 5, Unit 2, Lesson 6. Alternatively, you may use chart paper to prepare your own poster; a Blackline Master appears in Teacher Resources.

## Lesson 2

# Introducing Informative Writing



**Primary Focus:** Students identify and describe the purpose and features of an informative text. [W.5.2]

## CONNECTIONS: PARAGRAPH ABOUT A PARAGRAPH (5 MIN.)

- Remind students that in the previous Writing Studio lesson, they wrote essays that compared and contrasted students in Kindergarten with Grade 5 students.
  - Ask students to tell a partner one observation they made about students in Kindergarten and Grade 5 students.
1. What does it mean to compare two things?
    - » Comparing things means describing what they have in common or how they are alike.
    - Ask a few students to name one way that kindergarteners compare to students in Grade 5.
      - » Answers may vary but might include that both are students.
  2. What does it mean to contrast two things?
    - » Contrasting things means describing what makes them different from one another.
    - Ask a few students to name one way that kindergarteners contrast with students in Grade 5.
      - » Answers may vary but might include that kindergarteners are younger than Grade 5 students and that kindergarteners have not been in school as long as Grade 5 students.
    - Tell students that a paragraph that compares and contrasts two things is a kind of informative paragraph.
    - Ask students to name some parts of an informative paragraph.
      - » An informative paragraph includes a topic sentence that tells what the paragraph will be about, supporting sentences to give the reader supporting details and facts about the topic or main idea, and a concluding sentence, or a final thought about the topic or main idea.

### Support

Display and review the Paragraph about a Paragraph from Teacher Resources, which students should have previously studied in primary instruction.

- Tell students that remembering these elements of informative paragraphs can help them plan an essay that compares and contrasts two things.

---

**READ ALOUD: “BOOKS VERSUS MOVIES” (7 MIN.)**

- Ask students to raise a silent hand if they
  - prefer reading books to watching movies.
  - prefer watching movies to reading books.
  - like both activities about the same amount.
- Tell students that you have an essay that compares and contrasts books and movies, and that they should listen carefully to hear what its author thinks these things have in common and what makes them different.
- Read aloud the essay “Books versus Movies.” You may wish to note that this essay concerns traditional print books rather than audiobooks or e-books.

---

### **Books versus Movies**

At some point in their childhood, most American kids will watch a movie and read a book. Sometimes this is part of a school assignment or lesson. Other times, it’s a way to spend some free time. If you’re trying to decide whether to read a book or watch a movie, you might want to think about the following information.

Books and movies are both kinds of media, and they resemble each other in some important ways. Some books, such as a math textbook, are made in order to inform or educate people about a topic or an idea. Similarly, some movies, such as a film about the importance of healthy eating, are created for the same purpose. These kinds of movies are called documentaries. Of course, other kinds of books and movies are created to entertain people. These books and movies usually tell a story; people find them fun to read or watch. Sometimes books and movies even tell the same stories! Many famous movies—including some fairy tales and some films about a few of the world’s favorite wizards—are based on stories that were first told in books.

### Challenge

Ask students to identify why the author wrote this essay, or what its purpose is.

- » Its purpose is to help someone decide whether they should watch a movie or read a book.

Of course, even though they have some similarities, books and movies are not exactly alike. Most adults read books alone silently, but a lot of people go see movies in groups. You can read a book anywhere without any extra tools or equipment. To watch a movie, though, you need technology. Movie theaters use projectors, while at home you need a television or device. Movies also have sound, whereas print books must be read aloud by someone. Books have also been around longer than movies, because they were invented first.

Clearly books and movies have some things in common, but they also have some important differences. They can both be good ways to learn something or relax for a while. So the next time you're trying to decide what to do in your free time, think about which one is best for you.

- 
- Ask students to turn to a partner and, according to the essay, name one thing that books have in common with movies and one thing that makes books different from movies.

### MODELING: COMPLETING AN ESSAY MAP (7 MIN.)

- Distribute Activity Page 2.1, Blank Compare and Contrast Essay Map and display or project it.
- Tell students that you will read the essay aloud again and complete the first three sections on the map (*Title*, *Introduction*, and the first *Body Paragraph* section). Students should complete their own copies of map along with you.
- Reread the essay and model completing the essay map. Make sure to talk through your reasoning as you work. For example, you might read, "Books versus Movies," then say, "I know that's the title of the essay, because it appears at the top before any of the essay's sentences. I'll put that on the essay map by *Title*."
- When you reach the first body paragraph, highlight the words and phrases that show comparison and contrast to help students identify the main point of the paragraph.

### Activity Page 2.1







### Access

#### **Entering/Emerging**

In a preteaching session, offer heavy support as students orally compare and contrast watching a film clip with reading a paragraph. Provide lists of words that show comparison and contrast for additional support.

#### **Transitioning/Expanding**

In a preteaching session, offer moderate support as students orally compare and contrast watching a film clip with reading a paragraph. Provide lists of words that show comparison and contrast for additional support.

#### **Bridging**

In a preteaching session, offer light support as students orally compare and contrast watching a film clip with reading a paragraph. Provide lists of words that show comparison and contrast for additional support.



### Check for Understanding

Ask students to explain the difference between comparing and contrasting things.

- » Comparing is finding what two things have in common; contrasting involves finding how two things differ from one another.

### **WRAP-UP (3 MIN.)**

- Ask students to use the completed essay map to discuss the essay's information with a partner. One student should summarize how the essay finds books similar to movies; the other should summarize how the essay finds books different from movies.
- If time remains, ask students to share any similarities or differences that they observe that were not mentioned in the essay.
- Tell students that in the next Writing Studio lesson, they will plan an essay that compares and contrasts winter activities and summer activities.

End Lesson

# Introducing Informative Writing

## PRIMARY FOCUS OF LESSON

Students use an essay map and collaborate to plan an essay that compares and contrasts celebrating a person's birthday with celebrating America's birthday, the Fourth of July. [W.5.5]

## FORMATIVE ASSESSMENT

### Activity Page 3.1

### Blank Compare and Contrast Essay Map

Students use an essay map and collaborate to plan an essay that compares and contrasts celebrating a person's birthday with celebrating America's birthday, the Fourth of July. [W.5.5]

## LESSON AT A GLANCE

|                                                  | Grouping    | Time    | Materials                                                                                                                       |
|--------------------------------------------------|-------------|---------|---------------------------------------------------------------------------------------------------------------------------------|
| <b>Introducing Informative Writing (30 min.)</b> |             |         |                                                                                                                                 |
| Connections: Fun in Summer and Winter            | Partner     | 5 min.  |                                                                                                                                 |
| Modeling: Planning with Essay Maps               | Whole Group | 10 min. | <input type="checkbox"/> blank compare and contrast essay map for projection or display                                         |
| Planning with Essay Maps                         | Whole Group | 10 min. | <input type="checkbox"/> Activity Page 3.1<br><input type="checkbox"/> images of birthdays and/or Independence Day celebrations |
| Wrap-Up                                          |             | 5 min.  |                                                                                                                                 |

## ADVANCE PREPARATION

- Prepare to project or display two copies of the blank compare and contrast essay map for the Modeling and Planning with Essay Maps activities. You will fill out these maps during this lesson and display them again in Lesson 4.
- Prepare to distribute Activity Page 3.1, Blank Compare and Contrast Essay Map, for each student to complete in the Planning with Essay Maps activity.

### Universal Access

- Prepare to preteach vocabulary (such as *Independence Day*, *fireworks*, etc.) and concepts or routines (such as the Fourth of July, community holiday celebrations, etc.) related to America's birthday.
- Prepare to display images of birthday and/or Independence Day celebrations.



## Lesson 3

# Introducing Informative Writing



**Primary Focus:** Students use an essay map and collaborate to plan an essay that compares and contrasts celebrating a person's birthday with celebrating America's birthday, the Fourth of July [W.5.5]

## CONNECTIONS: FUN IN SUMMER AND WINTER (5 MIN.)

- Tell students that in this lesson they will think about things that happen in certain seasons. Tell students that they will speak with a partner about some things they might do in summer or winter to help them think about ideas for different essays they might plan.
- Read the following items aloud, pausing between items to let students discuss briefly in pairs:
  - Describe your favorite sport, game, or activity to do in winter.
  - Describe your favorite thing to do in the snow.
  - Describe your favorite sport, game, or activity to do in summer.
  - Describe your favorite thing to do when it is hot and sunny outside.
  - Describe something you only do in summer.
  - Describe something you only do in winter.
  - Describe what you do on your favorite winter holiday.
  - Describe what you do on your favorite summer holiday.

## MODELING: PLANNING WITH ESSAY MAPS (10 MIN.)

- Ask students to raise their hands if they have a favorite season.
- Tell students that some people really dislike either summer or winter, mostly because of the extreme weather each season has. Explain that you want to write an essay that teaches these people about how summer and winter both have good things to offer. This is your essay's purpose.

- Explain that to do that, you'll compose an essay that compares and contrasts summer with winter. This way, you are acknowledging the differences between these seasons, but you are also showing that they have some things in common. Acknowledging the differences readers already recognize is an important way to make a stronger essay.



### Check for Understanding

Ask students to paraphrase to a partner why it can be important to readers for a writer to acknowledge that things have both similarities and differences.

- » Answers may vary but might include that writers who want to explain different sides of a topic will often want to gain readers' trust.

- 
- Tell students that when you write, you like to plan your ideas. Explain that it is important to plan carefully to make sure your essay contains all the parts of a good compare/contrast essay.
  - Ask students to name and describe the parts of an essay that compares and contrasts two things.
    - » Answers may include a title, introduction, body paragraphs with main ideas or topic sentences and supporting sentences, and a conclusion that offers final thoughts about the topic.
  - Ask students what they have used essay maps for so far.
    - » Students have used essay maps to record and understand what information appears in an essay they have read or heard.
  - Explain that essay maps can also help you plan an essay you want to write. Students will learn more about that in this lesson.
  - Project a blank compare and contrast essay map.
  - Use the think-aloud strategy to model using an essay map to help you plan an essay comparing and contrasting winter with summer. A sample text follows; however, you may feel free to customize it to your classroom and your geographic location. (The sample essay assumes that summer and winter have distinct weather patterns, so if you live in an area with a stable year-round climate, you may want to adjust accordingly.)

---

I know I want to write an essay comparing and contrasting winter with summer, so I'll use an essay map to help me organize my ideas.

The first element on the essay map is the title. I think I might call my story "Winter Fun versus Summer Fun," because I want to inform readers about how both seasons have good things to do. [Write *Winter Fun versus Summer Fun* by Title.] I know I can change my mind later, but for now I'll write that on the map.

For the introduction, I know I am comparing winter and summer. [Write *winter and summer* by *Things being compared and contrasted*.]

For my first body paragraph, the main idea will be that winter and summer have very different weather. [Write *winters are cold; summers are hot* by *Main Idea/Topic Sentence*.] I know I need some supporting information for this paragraph. I think the biggest consequences of the weather are how we have to prepare to be outdoors and the different animals we see in each season. [Write *summer—sunscreen and winter—warm clothes, hats, gloves, scarves, coats* by *Supporting Information*.] In the summer, I see more kinds of animals than winter. [Write *summer—fireflies, more birds and winter—fewer animals, some hibernate or migrate* by *Supporting Information*.] As you build the supporting information, you may wish to ask students to offer input on additional consequences of the weather and add this to your essay map.

For my next body paragraph, the main idea will be that winter and summer are alike in having neat things to do or celebrate. [Write *Winter and summer both have fun things to do* by *Main Idea/Topic Sentence*.] I can think of at least two kinds of things as supporting examples—special American holidays and outdoor activities. [Write *American holidays: winter has Presidents' Day and Martin Luther King Jr. Day; summer has Labor Day and the Fourth of July* by *Supporting Information*.] And there are special outdoor activities for each season. [Write *Outdoor activities: summer—softball, swimming and winter—snowball fights, sledding* by



- Explain that you can use this plan to help you write your essay. You will do that in the next Writing Studio lesson. Save your completed model essay map; you will use it again in the next lesson.

### PLANNING WITH ESSAY MAPS (10 MIN.)

- Tell students that now they will use an essay map to work together to plan an essay that compares and contrasts celebrating a person's birthday with celebrating America's birthday, or the Fourth of July. They should use Activity Page 3.1, Blank Compare and Contrast Essay Map, to help their planning.
- Ask students to turn and talk to a partner about the following things. (This may be the same partner as in the Connections activity, or you may assign new partners.) Read each in order, allowing students ten to fifteen seconds to discuss each one before moving to the next item.
  - what they eat on a birthday
  - what they eat on the Fourth of July
  - where they go on a birthday
  - where they spend the Fourth of July
  - what sort of games, activities, or events happen on a birthday
  - what sort of games, activities, or events happen on the Fourth of July
- Display Activity Page 3.1 and distribute a copy of it to each student.
- Tell students that sometimes before completing an essay map, it helps to talk about your ideas for the essay.
- Direct students' attention to the blank compare and contrast essay map on Activity Page 3.1. Explain that you all will work together to plan an essay that compares and contrasts celebrating a person's birthday and celebrating the Fourth of July. You will fill out the essay map projection, and students should fill out their individual essay maps with the same information.
- Use the think-aloud strategy to guide students' suggestions about how to complete the essay map. One sample follows, but you should customize your essay map to reflect your school and students' suggestions.

### Activity Page 3.1



### Challenge

Ask students to use words that show comparison or contrast when offering suggestions about July Fourth and birthday celebrations.

## Support

Provide images of July Fourth festivities and birthday celebrations.



## Access

### Entering/Emerging

Preteach vocabulary and concepts related to birthdays and Independence Day; provide heavy support as students discuss these celebrations. If possible, encourage students to speak about how similar traditions (such as a quinceañera) are celebrated in their families.

### Transitioning/Expanding

Preteach vocabulary and concepts related to birthdays and Independence Day; provide moderate support as students discuss these celebrations. If possible, encourage students to speak about how their families celebrate similar traditions.

### Bridging

Preteach vocabulary and concepts related to birthdays and Independence Day; provide light support as students discuss these celebrations. If possible, encourage students to speak about how their families celebrate similar traditions.

## Title

*Birthdays For All*

### Introduction

Things being compared and contrasted.

- 1) *a kid's birthday*                      2) *The Fourth of July*

### Body Paragraph

#### Main Idea/Topic Sentence

*These birthdays are very different.*

#### Supporting Information

- *Kid birthday: might get presents; can occur in every month and season; only celebrated by friends and family*
- *America's birthday: has a special name (the Fourth of July or Independence Day); is celebrated by people across the country; might have fireworks*

### Body Paragraph

#### Main Idea/Topic Sentence

*Both events are celebrations.*

#### Supporting Information

*special food (Fourth of July: cook out or picnic; birthday: cake); might have special music (Fourth of July: "Stars and Stripes Forever," "The Star-Spangled Banner," etc.; birthday: "Happy Birthday"); a time for celebration (Fourth of July: parades and concerts; birthday: parties)*

### Conclusion

#### Final thoughts about the topic:

*Although they seem pretty different on the surface, some kids' birthdays have a lot in common with the Fourth of July.*

## WRAP-UP (3 MIN.)

- Tell students that in the next Writing Studio lesson they will use the essay map to help them write a class essay comparing and contrasting the Fourth of July with a kid's birthday.

- Explain that the essay map offers an outline of the important parts of an essay, but it does not include all the details. Use the following list as a guide to help students anticipate different details to write about; feel free to tailor the poll items to your school if desired.

---

Let's think about details to include in the essay. Raise a silent hand if you have a good detail about the following:

- where you go for the Fourth of July or a friend's birthday
- who you see on the Fourth of July or a friend's birthday
- special foods you eat on the Fourth of July or a friend's birthday
- something that makes these days fun
- cool things to do on these days

- 
- You may wish to keep a note of these details to incorporate into the essay you will draft in the next lesson.
  - Tell students that they may speak with a family member about these topics if they want to get other ideas. Students may ask their family members to share their own birthday or Fourth of July memories.

---

End Lesson

## 4

# Introducing Informative Writing

---

**PRIMARY FOCUS OF LESSON**

Students use an essay map to collaboratively write an essay that compares and contrasts celebrating a person's birthday with celebrating the Fourth of July. [W.5.2]

**FORMATIVE ASSESSMENT**

**Activity Page 4.1**

**Drafting Paper** Students use an essay map to collaboratively write an essay that compares and contrasts celebrating a person's birthday with celebrating the Fourth of July. [W.5.2]



## LESSON AT A GLANCE

|                                                  | Grouping    | Time    | Materials                                                                                                                                                                                                                                                        |
|--------------------------------------------------|-------------|---------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Introducing Informative Writing (30 min.)</b> |             |         |                                                                                                                                                                                                                                                                  |
| Connections: Essay Maps                          | Whole Group | 2 min.  |                                                                                                                                                                                                                                                                  |
| Modeling: Writing an Essay                       | Whole Group | 10 min. | <input type="checkbox"/> essay map for “Winter Fun versus Summer Fun” (completed in Lesson 3)                                                                                                                                                                    |
| Writing an Essay                                 | Whole Group | 15 min. | <input type="checkbox"/> Activity Page 3.1<br><input type="checkbox"/> Activity Page 4.1<br><input type="checkbox"/> Poster 1 (Words and Phrases that Compare and Contrast)<br><input type="checkbox"/> images of birthdays and/or Independence Day celebrations |
| Wrap-Up                                          | Partner     | 3 min.  |                                                                                                                                                                                                                                                                  |

## ADVANCE PREPARATION

- Prepare to project the two essay maps you completed in the previous class: one from the Modeling activity and another, Activity Page 3.1, from the Planning with Essay Maps activity.
- Prepare to compose the Modeling activity draft on a projection for the class or on chart paper.
- Prepare Activity Page 4.1 (blank drafting paper, available as a Blackline Master in Teacher Resources) or word processors (optional) for students to use in the Writing an Essay activity.

### Universal Access

- Assemble materials used in the previous lesson to preteach vocabulary and concepts or routines related to celebrating birthdays and Independence Day.
- Prepare to display Poster 1 (Words and Phrases that Compare and Contrast) from previous lessons.

## Lesson 4

# Introducing Informative Writing



**Primary Focus:** Students use an essay map to collaboratively write an essay that compares and contrasts celebrating a person's birthday with celebrating the Fourth of July. [W.5.2]

## CONNECTIONS: ESSAY MAPS (2 MIN.)

- Remind students that in the previous class you used an essay map to plan your essay that compares and contrasts winter activities with summer activities. Explain that in this lesson, you will use the map as a guide while you write your essay.

## MODELING: WRITING AN ESSAY (10 MIN.)

- Display the essay map you prepared in the previous class.
- Use the think-aloud strategy to demonstrate writing an essay based on the map. (An example essay follows, but you may customize this as needed for your class.)
- As you talk, compose your essay draft on the displayed chart paper or on a projection as students observe.

Now that I've planned my essay, it's time to start writing. First, an essay needs a title. I know from my map that I want to call my essay "Winter Fun versus Summer Fun." [Add *Winter Fun versus Summer Fun* to the top of your document.]

Next, an essay needs an introduction that explains what it is about. In this case, I need to name the things I am comparing and contrasting, and I should explain a little about why I am comparing and contrasting these two things. [Write *Although winter and summer have very different weather in our town, both seasons have great things to do.*] That's the main idea of

my essay, but I should explain a bit about why I want to write about this. Some people have strong opinions about winter and summer already, so maybe this essay's information can help teach them something new about those seasons. *[Write Are you a winter person? A summer person? Some people have a favorite season—or even a least-favorite season. A lot of times their feelings depend on what they can or cannot do in those seasons, such as the winter or summer. before the topic sentence.]* That information should come at the start, I think, so that it helps readers understand the importance of my topic sentence and why it matters.

- 
- Use the think-aloud strategy to complete the remaining parts of the essay draft: the two body paragraphs and the conclusion.
  - Tell students that now that you have written your essay, you want to read it all the way through to hear how it sounds.
  - Read your essay aloud. (A sample essay follows.)
- 

### **Winter Fun versus Summer Fun**

Are you a winter person or a summer person? Some people have a favorite season—or even a least-favorite season. A lot of times their feelings depend on what they can or cannot do in those seasons, such as the winter or summer. Although winter and summer have very different weather in our town, both seasons have great things to do.

Winter temperatures are usually cold, but summers are very hot. We have to wear very warm coats, gloves, and hats to stay warm in winter. In contrast, in summer, we have to wear sunscreen and make sure we don't get overheated or dehydrated. The seasons also bring out different animals, because some things hibernate or migrate in winter. We only see fireflies and some kinds of birds in the summer. Summer is also the only time we can hear the frogs croaking from the neighborhood pond.

Despite their weather differences, both summer and winter have fun things to do, such as playing, celebrating holidays, and enjoying the weather. In summer, we have holidays like Memorial Day and the Fourth of July, when we celebrate important events in our country's history. Likewise, winter holidays such as Presidents' Day and Martin Luther King Jr. Day honor people who have shaped America. Both summer and winter also have extreme weather that can affect what we do outside. In winter, we go sledding and have snowball fights, which is similar to the way that we play softball, go swimming, and enjoy other outdoor sports in summer.

Winter and summer are both seasons with lots of things to do. Although they have very different weather, they are alike in that they both bring important American holidays and fun outdoor activities. So you can find something fun to do in either season!

- 
- Remind students that you wanted to write this essay to show people that both seasons have something fun to offer.
  - Ask students to give a silent thumbs up if this essay would help them be more excited about summer and/or winter.

---

### **WRITING AN ESSAY (15 MIN.)**

- Tell students that now they will use Activity Page 3.1, the essay map completed in the previous class, to work together to write an essay comparing and contrasting the Fourth of July with celebrating a person's birthday.
- Display the essay map completed in the previous class and ask each student to get out his or her copy of the map.
- Review the map aloud with students.



#### **Check for Understanding**

Ask students to explain each element of an essay as you review the essay map.

---

- Go through the essay map element by element, asking students to speak with a partner about each element. Then have volunteers suggest possible sentences to represent each part. Use these suggestions to draft a class essay. An example follows.

---

We said in the last class that we thought these celebrations were different in some important ways. Turn and tell one of your classmates about one such difference. [Allow a short time for students to speak in pairs.] Now raise your hand silently if you'd like to suggest a sentence about one of those differences. [Call on a few students to gather suggestions, then incorporate some of them into the writing as you draft.]

---

- As you write, you may choose to have students also draft the essay on their own Activity Page 4.1 or a word processor.
- Make sure to read the essay aloud at the end of the drafting process.
- Ask students to review the essay's information to make sure it covered each part of the map.

## Challenge

---

Ask students to personalize their essays by identifying additional ways to compare and contrast celebrating the Fourth of July with celebrating a person's birthday.

## Support

---

Remind students that their sentence suggestions should use words and phrases that show comparison and contrast, reviewing the relevant word lists as necessary.

## Activity Page 4.1

---





### Access

#### **Entering/Emerging**

Use vocabulary and images from the previous lesson to facilitate a preteaching discussion of the essay map, providing heavy support to students as they discuss their ideas for birthday and Fourth of July celebrations.

#### **Transitioning/Expanding**

Use vocabulary and images from the previous lesson to facilitate a preteaching discussion of the essay map, providing moderate support to students.

#### **Bridging**

Use vocabulary and images from the previous lesson to facilitate a preteaching discussion of the essay map, providing light support to students.

### **WRAP-UP (3 MIN.)**

- Have students take turns paraphrasing the class essay to a partner.
- Tell students that in the next Writing Studio lesson, they will learn how to collect information from a source to plan an essay.

~~~~~End Lesson~~~~~

Introducing Informative Writing

PRIMARY FOCUS OF LESSON

Students gather information about pok-a-tok and sporting events in which they participate at recess or after school. [W.5.8]

FORMATIVE ASSESSMENT

Activity Page 5.1

Venn Diagram: Sports Students gather information about pok-a-tok and sporting events in which they participate at recess or after school. [W.5.8]

LESSON AT A GLANCE

| | Grouping | Time | Materials |
|--|--------------|---------|--|
| Introducing Informative Writing (30 min.) | | | |
| Modeling: Planning with Venn Diagrams | Whole Group | 6 min. | <input type="checkbox"/> “Quetzal and Bald Eagle” |
| Connections: Games We Play | Whole Group | 6 min. | |
| Planning with Venn Diagrams | Small Groups | 15 min. | <input type="checkbox"/> Activity Page 5.1
<input type="checkbox"/> “An Important Ball Game,” (optional)
<input type="checkbox"/> images of people playing different sports
<input type="checkbox"/> word lists of relevant sports terms
<input type="checkbox"/> video of pok-a-tok |
| Wrap-Up | Whole Group | 3 min. | |

ADVANCE PREPARATION

- Prepare to display “Quetzal and Bald Eagle” from Teacher Resources.
- This lesson draws on content from Unit 2, *Early American Civilizations*. If students need review on the topic pok-a-tok, you may direct them to review the relevant passage from their readers. That passage, “An Important Ball Game,” is also excerpted in Teacher Resources. For additional support, a link to a short video of the game pok-a-tok is listed in the Recommended Resources list located in the digital components for the *Early American Civilizations* unit.
- Prepare to distribute Activity Page 5.1.
- Prepare to divide students into small groups.

Universal Access

- Prepare sentence starters for students to use in describing the game pok-a-tok.
 - To play pok-a-tok, you need . . .
 - The Maya played pok-a-tok because . . .
 - After a game of pok-a-tok, sometimes . . .
 - A pok-a-tok court was . . .

- Prepare images of people playing different sports and word lists of relevant sports terms, such as *racket*, *team*, *shin guard*, and *helmet*.

Start Lesson

Lesson 5

Introducing Informative Writing



Primary Focus: Students gather information about pok-a-tok and sporting events in which they participate at recess or after school. [W.5.8]

MODELING: PLANNING WITH VENN DIAGRAMS (6 MIN.)

- Ask students to name the kind of essay you have been discussing in Writing Studio.
 - » Students have been learning about essays that compare and contrast.
- Tell students that because they have been learning about early American civilizations, you want to write about ways that Maya civilization compares with and contrasts to present-day American civilization.
- Tell students that you wanted to learn more, so you did some research about quetzal, which were important to the Maya, and bald eagles, which are important in the United States.
- Display “Quetzal and Bald Eagle” from Teacher Resources.

➤ Quetzal and Bald Eagle

- Ask students to identify the kind of diagram shown in the image.
 - » It is a Venn diagram.
- Ask students to explain what a Venn diagram is used for.
 - » Venn diagrams are helpful for comparing and contrasting things, because the overlapping circles show how two things are alike. The places where circles do not overlap show how two things are different.
- Review an example from the diagram that shows how these animals are similar. For example, you might point out that the overlapping circles contain the note “kinds of birds,” because both the bald eagle and the quetzal are kinds of birds. Since that is a thing they have in common, you wrote it where the circles overlap.

- Review an example from the diagram that shows how these animals differ from one another. For example, you might point out that the notes “lives in the Central American rainforest” and “lives near bodies of water in North America” are written where the circles do not overlap. Because these are ways the birds differ, or contrast, they are written in different circles.



Check for Understanding

Ask a few volunteers to read the diagram and name a way that the queztlal and the bald eagle are similar; ask other volunteers to name a way that they differ.

- » Answers may vary, but they should be based on the diagram and may include that they are similar because they are both kinds of birds and are important to certain groups of people; they are different because they live in different places and have different appearances.

CONNECTIONS: GAMES WE PLAY (6 MIN.)

- Tell students that they will use their own Venn diagrams later in the lesson to compare the Maya’s game with games or sports played today.
- Ask students what game the Maya played.
 - » The Maya played pok-a-tok.
- Ask students to name some of the sports or games they play after school or in recess. List these sports on the board or chart paper.

Note: Students will divide into groups based on each of the games listed, so make sure to have enough options for the number of student groups you desire. Alternatively, you may have more than one group writing about the same sport.

- » Answers may vary but could include soccer, basketball, baseball or softball, dodgeball, swimming, or track.
- Once the list is compiled, read it aloud, asking students to raise a silent hand when you name the sport that is their favorite among those on the list.
- Assemble students into groups based on their favorite sports.



Challenge

Ask students to propose their own questions to help groups identify how their game or sport compares to or contrasts with pok-a-tok.

Support

Provide images of people playing different sports and word lists of relevant sports terms, such as *racket*, *team*, *shin guard*, and *helmet*.



Access

Entering/Emerging

Preteach the passage on pok-a-tok and provide heavy support and sentence starters for students to use in describing the game.

Transitioning/Expanding

Preteach the passage on pok-a-tok and provide moderate support and sentence starters for students to use in describing the game.

Bridging

Preteach the passage on pok-a-tok and provide light support and sentence starters for students to use in describing the game.

- Tell students that now it is their turn to compare a part of Maya civilization to life in the United States today. They will spend the next few lessons working in their small groups to research, plan, and draft essays that compare and contrast pok-a-tok with their favorite game from the list.

PLANNING WITH VENN DIAGRAMS (15 MIN.)

- Distribute Activity Page 5.1 to each student and explain that they will work together in their groups to gather information about pok-a-tok and their sport.
- Guide students through the process of thinking about the characteristics of their sport and pok-a-tok, using the following questions. You may ask each question, allow students to discuss briefly in their own groups and add the relevant information in the appropriate category on their Venn diagrams, then move to the next question.
 - Where do you play?
 - What equipment do you need?
 - Who plays?
 - When do they play?
 - Why do they play?
 - What is the goal of the game?
 - How does someone win?
 - What are other interesting or important facts about this game?
- Circulate as students work, offering feedback on their work. A sample completed Venn diagram that compares pok-a-tok with basketball is available in Teacher Resources.

WRAP-UP (3 MIN.)

- Ask students to raise their hand if their game or sport has more differences from pok-a-tok than it does similarities.
- Ask students to raise their hand if their game or sport has more similarities to pok-a-tok than it does differences.
- Tell students that in the next lesson they will use this information to plan their essays.

End Lesson

6

Introducing Informative Writing

PRIMARY FOCUS OF LESSON

Students plan an informative essay comparing and contrasting pok-a-tok to a game or sport they play. [W.5.5]

FORMATIVE ASSESSMENT

Activity Page 6.1

Blank Compare And Contrast Essay Map

Students plan an informative essay comparing and contrasting pok-a-tok to a game or sport they play. [W.5.5]

LESSON AT A GLANCE

| | Grouping | Time | Materials |
|--|--------------|---------|---|
| Introducing Informative Writing (30 min.) | | | |
| Connections: Venn Diagrams | Small Groups | 5 min. | <input type="checkbox"/> Activity Page 5.1 |
| Modeling: Planning an Essay | Whole Group | 4 min. | <input type="checkbox"/> “Quetzal and Bald Eagle”
<input type="checkbox"/> “Important Birds” |
| Planning An Essay | Small Groups | 16 min. | <input type="checkbox"/> Activity Page 5.1
<input type="checkbox"/> Activity Page 6.1
<input type="checkbox"/> word list of relevant sports terms |
| Wrap-Up | Partner | 5 min. | <input type="checkbox"/> Activity Page 6.1 |

ADVANCE PREPARATION

- Make sure students have Activity Page 5.1, which they completed in the previous lesson.
- Prepare to display the “Quetzal and Bald Eagle” Venn diagram from the previous lesson, available in Teacher Resources.
- Prepare to display the “Important Birds” essay map, available in Teacher Resources.
- Prepare to distribute copies of Activity Page 6.1 to each student.
- Prepare to assemble students into the same groups as in the previous lesson.

Universal Access

- Prepare vocabulary specific to the sports about which students are writing. For example, for soccer, you might preteach words such as *cleats* or *referee*.

Lesson 6

Introducing Informative Writing



Primary Focus: Students plan an informative essay comparing and contrasting pok-a-tok to a game or sport they play. [W.5.5]

CONNECTIONS: VENN DIAGRAMS (5 MIN.)

- Remind students that in the previous lesson, they gathered information on how their game or sport compares and contrasts with pok-a-tok.



Check for Understanding

Ask students how a Venn diagram is helpful.

- » Answers may vary but could include that it allows you to compare and contrast information easily or that its structure helps you see how things relate to each other.

- Ask students to work in the same groups as in the previous lesson to review their diagrams and add any additional information that compares and contrasts their game and pok-a-tok. In the next part of the lesson, they will use that information to plan their essays.

MODELING: PLANNING AN ESSAY (4 MIN.)

- Remind students that you also completed a Venn diagram that shows how the quetzal and the bald eagle compare and contrast with one another. Display that diagram.
- Tell students that in order to incorporate this information into your essay, you used it to complete an essay map.

- Display the “Important Birds” essay map you completed in advance and pick relevant sections of it to discuss for students. For example, you might point out that the first body paragraph of your essay will be about the ways that the quetzal and bald eagle compare to each other, then show students that you have written *the quetzal and bald eagle have some similarities* next to *Main Idea/Topic Sentence*.
- Ask students to identify the supporting information for your comparisons.
 - » Supporting information: both birds; both play important roles in communities where they live
- Continue illustrating as needed with different parts of the essay map.

PLANNING AN ESSAY (16 MIN.)

- Assemble students into the same small groups from the start of the lesson.
- Have student groups work to plan their essays following the model illustrated. Suggested times for students to spend on each section follow; however, you may allocate the time as best suits your students’ needs.
 - Title: 2 min.
 - Introduction: 1 min.
 - Body Paragraph One: 5 min.
 - Body Paragraph Two: 5 min.
 - Conclusion: 3 min.
- As students work, circulate and check in with each group’s progress. For reference, a sample completed essay map based on comparing pok-a-tok and basketball, “A Whole Different Ball Game,” appears in Teacher Resources.

Activity Page 6.1



Challenge

Ask students to think about whether they should discuss the comparisons or the contrasts first in their essay and to give reasons for their choice.

Support

Remind students of the Venn diagram’s organizational system, showing them which parts of the diagram include information about how their topics contrast and which show information about similarities between their topics.



Access

Entering/Emerging

Preteach language related to the sports or games about which students are writing. For example, for soccer, you might preteach words such as *cleats* or *referee*. Offer heavy support as students use these words in context.

Transitioning/Expanding

Preteach language related to the sports or games about which students are writing. Offer moderate support as students use these words in context.

Bridging

Preteach language related to the sports or games about which students are writing. Offer light support as students use these words in context.

WRAP-UP (5 MIN.)

- Have students partner with a student from a different group and summarize his or her group's essay map.
- Tell students that in the next lesson, they will start drafting their essays.

~~~~~End Lesson~~~~~



# Introducing Informative Writing

## PRIMARY FOCUS OF LESSON

Students draft body paragraphs of their informative essays, including specific detail and precise vocabulary. [W.5.2, W.5.2B, W.5.2D]

## FORMATIVE ASSESSMENT

Activity Page 7.1

**Drafting Paper** Students draft body paragraphs of their informative essays, including specific detail and precise vocabulary. [W.5.2, W.5.2B, W.5.2D]

## LESSON AT A GLANCE

|                                                  | Grouping     | Time    | Materials                                                                                                                              |
|--------------------------------------------------|--------------|---------|----------------------------------------------------------------------------------------------------------------------------------------|
| <b>Introducing Informative Writing (30 min.)</b> |              |         |                                                                                                                                        |
| Connections: It's In the Details                 | Whole Group  | 2 min.  |                                                                                                                                        |
| Modeling: Drafting Informative Essays            | Whole Group  | 8 min.  | <input type="checkbox"/> "Contrasting the Quetzal and Bald Eagle"                                                                      |
| Drafting Informative Essays                      | Small Groups | 12 min. | <input type="checkbox"/> Activity Page 7.1<br><input type="checkbox"/> Activity Page 6.1<br><input type="checkbox"/> Activity Page 5.1 |
| Wrap-Up                                          | Partner      | 3 min.  | <input type="checkbox"/> Activity Page 7.1                                                                                             |

## ADVANCE PREPARATION

- Prepare to display "Contrasting the Quetzal and Bald Eagle," available in Teacher Resources.
- Prepare to distribute Activity Page 7.1 (blank drafting paper, available as a Blackline Master, available in Teacher Resources) or word processors (optional).
- Make sure students have their completed Activity Pages 6.1 and 5.1 from previous lessons.
- Prepare to assemble students into the same groups they were in during the previous class.

### Universal Access

- Prepare sentences starters as follows:
  - Pok-a-tok and my sport are similar because . . .
  - My sport is not like pok-a-tok because . . .
  - My sport reminds me of pok-a-tok because . . .
  - The biggest difference between my sport and pok-a-tok is . . .
  - Both pok-a-tok and my sport . . .
  - Neither my sport nor pok-a-tok . . .

## Lesson 7

# Introducing Informative Writing



**Primary Focus:** Students draft body paragraphs of their informative essays, including specific detail and precise vocabulary. [W.5.2, W.5.2B, W.5.2D]

## CONNECTIONS: IT'S IN THE DETAILS (2 MIN.)

- Tell students that in this lesson they will start drafting their essays comparing and contrasting pok-a-tok to a game or sport they play. To do that well, it is important to think about how to write paragraphs with good details and strong supporting information.
- Ask students to name the two birds you are comparing and contrasting in your sample essay.
  - » The essay compares the bald eagle and the quetzal.

## MODELING: DRAFTING INFORMATIVE ESSAYS (8 MIN.)

- Tell students that you have also been thinking about the way to use details and supporting information. Explain that referring to your essay map helped you think about that as you drafted your body paragraphs.
- Tell students that you will read two paragraphs that are different drafts of your essay comparing the bald eagle and the quetzal. They should listen to each paragraph and decide which has the best details.



### Check for Understanding

Ask students to explain what you are doing when you compare and contrast two things.

- » Comparing two things means describing things they have in common.
- » Contrasting two things means pointing out ways they are different.

---

Paragraph One: The bald eagle and the quetzal have some things in common. They are both birds. They are both important to certain groups of people. This is how they are alike.

Paragraph Two: The bald eagle and the quetzal share several important characteristics. Of course, both are kinds of birds, so they have common behaviors such as flying and laying eggs in nests. Both of these birds have been significant in culture as well. Maya communities valued the quetzal for its beauty. Similarly, people in the United States view the bald eagle as a symbol of their country. To them, it represents freedom and other important traits. In this way, these birds are more than just animals; they both became important symbols to people living nearby.

---

- Ask students to vote silently on which paragraph had the best details. They should raise one finger if they think paragraph one has the best details. They should raise two fingers if they think paragraph two has the best details.
- Point out that paragraph one has very few specific details. It tells readers that the birds are similar, but it does not offer many specific details or supporting information to explain this statement.
- Ask students to identify specific details that help make paragraph two strong.
  - » Answers may vary but could include such details as the type of animal (birds), specific behaviors (flying and laying eggs in nests), and their cultural significance (the quetzal is a Mayan symbol; the bald eagle is an American symbol).
- Tell students that another important way to strengthen your writing is to use precise, specific vocabulary words. You will practice that on the next body paragraph, which contrasts the quetzal and the bald eagle.
- Display “Contrasting the Quetzal and Bald Eagle” and ask for a volunteer to read it aloud.

### ➤ **Contrasting the Quetzal and Bald Eagle**

- Ask students to identify the topic sentence of the paragraph.
  - » Although the quetzal and the bald eagle are both birds, they have some important differences.

- Remind students that a strong topic sentence identifies the paragraph's subject and gives its main idea. This sentence is a strong topic sentence, because it states the paragraph's specific topics (the quetzal and the bald eagle) and main idea (that they are different from one another).
- Use the think-aloud strategy to demonstrate using more precise vocabulary. An example follows, but you may customize it to suit your class.

---

I'd like to add more precise vocabulary to my draft to help make it stronger. In listening to it, I realized that one phrase that could be more specific is *These birds live in different places*. Another word for where animals live is *habitat*, so I might use that word instead, because it is more precise. [Strike through *places* and use a caret to show where you would insert the word *habitats*.]

---

- Ask students to suggest other vocabulary substitutions as time permits.
  - » Answers may vary but may include replacing the phrase *look different from one another* with the phrase *have different plumage*.
- Tell students that they will begin drafting their informative essays in this lesson, and as they do so, they should think about the kind of good details, supporting information, and precise vocabulary they might add to make their work stronger.

### DRAFTING INFORMATIVE ESSAYS (12 MIN.)

- Assemble students into the same groups they worked in during the previous class.
- Distribute Activity Page 7.1, which each student will use to record his or her group's essay draft.
- Direct the groups through drafting the following components of their essays. Suggested times follow, but you may customize these according to your class's needs.
  - Topic sentence for body paragraph one: 2 min.
  - Supporting sentences and details for body paragraph one: 4 min.
  - Topic sentence for body paragraph two: 2 min.
  - Supporting sentences and details for body paragraph two: 4 min.

#### Activity Page 7.1



## Challenge

Ask students to add one more piece of supporting information to their body paragraphs.

## Support

Review the Venn diagrams students prepared in planning their essays and guide them in identifying the information that shows contrast and the information that shows comparison.



## Access

### Entering/Emerging

Provide sentence starters and heavy support to guide students in drafting body paragraphs that compare and contrast their sport with pok-a-tok.

### Transitioning/Expanding

Provide sentence starters and moderate support to guide students in drafting body paragraphs that compare and contrast their sport with pok-a-tok.

### Bridging

Provide sentence starters and light support to guide students in drafting body paragraphs that compare and contrast their sport with pok-a-tok.

- A pair of sample body paragraphs follows for reference, but you should feel free to customize as needed according to the needs of your classroom.

### Sample:

The next time you watch a basketball game, you might be surprised to realize how many things it has in common with the Maya game pok-a-tok. These games are important in their communities, and people play them in many different cities. Both games are played on a special court. The goal of these games is for players to use their bodies to put a ball through a hoop. So your favorite basketball player today is trying to do something that athletes have done for centuries!

Despite their similarities, pok-a-tok and basketball do have some very important differences. Pok-a-tok players wore special padding, because the ball they used was very heavy—about eight pounds. They also played not just for fun or sport but because pok-a-tok had a religious meaning in Maya culture. In fact, sometimes players were even sacrificed to the gods after a game! Knowing about these differences might make today's athletes decide to stick with basketball instead of trying pok-a-tok.

### WRAP-UP (3 MIN.)

- Ask students to reread their body paragraph drafts and circle one word that could be more precise. Tell them to turn and talk to a peer to brainstorm a more specific word to use.
- Tell students that in the next lesson they will continue drafting their essays.

End Lesson

## 8

# Introducing Informative Writing

## PRIMARY FOCUS OF LESSON

Students continue drafting informative essays, focusing on introduction, conclusion, and linking words. [W.5.2, W.5.2A, W.5.2C, W.5.2E]

## FORMATIVE ASSESSMENT

Activity Page 7.1

**Drafting Paper** Students continue drafting informative essays, focusing on introduction, conclusion, and linking words.

[W.5.2, W.5.2A, W.5.2C, W.5.2E]

## LESSON AT A GLANCE

|                                                  | Grouping     | Time    | Materials                                                                                                                     |
|--------------------------------------------------|--------------|---------|-------------------------------------------------------------------------------------------------------------------------------|
| <b>Introducing Informative Writing (30 min.)</b> |              |         |                                                                                                                               |
| Connections: Red, Green, and In Between          | Whole Group  | 5 min.  | <input type="checkbox"/> list of terms that suggest beginnings, endings, and comparison and contrast                          |
| Modeling: From Introductions to Conclusions      | Whole Group  | 11 min. | <input type="checkbox"/> “Contrasting the Quetzal and Bald Eagle”                                                             |
| From Introductions to Conclusions                | Small Groups | 11 min. | <input type="checkbox"/> Activity Page 7.1<br><input type="checkbox"/> Poster 1 (Words and Phrases that Compare and Contrast) |
| Wrap-Up                                          | Partner      | 3 min.  |                                                                                                                               |

## ADVANCE PREPARATION

- Prepare a list of terms that suggest beginnings (*once upon a time, at first, etc.*), endings (*the end, at last, in conclusion, finally*), and comparison and contrast (such as words from Poster 1).
- Prepare to display the body paragraphs drafted in the previous lesson.
- Prepare to assemble students into the same drafting groups as the previous lesson.

### Universal Access

- Prepare to distribute the list of terms that suggest beginnings, endings, and comparison and contrast.



## Lesson 8

# Introducing Informative Writing



**Primary Focus:** Students continue drafting informative essays, focusing on introduction, conclusion, and linking words. [W.5.2, W.5.2A, W.5.2C, W.5.2E]

## CONNECTIONS: RED, GREEN, AND IN BETWEEN (5 MIN.)

- Tell students that you will read a list of words or phrases. Each word will be appropriate for an introduction, a conclusion, or connecting ideas of comparison or contrast. For each one you read aloud, students should describe what kind of word it is by responding with the words *red* (for endings), *green* (for beginnings), or *in between* (for words showing comparison and contrast).

**Example:** If you read the phrase *at first*, students would respond with the word *green*, because *at first* is likely to be used to introduce something.

- Explain that introductions are described with the word *green*, because a good introduction helps encourage readers to keep going, or makes them interested in the essay. Conclusions are described with the word *red*, because an effective conclusion gives a piece of writing a strong ending. And transitions, or words showing comparison and contrast, are described with the words *in between* because they help show all the connections between ideas.
- Call out relevant terms, offering feedback if needed to assist student understanding.



### Check for Understanding

Ask students to name some additional words that show comparison and contrast.

- » Answers may vary but could include words such as *similarly*, *in contrast*, *also*, *likewise*, or *instead*.

## MODELING: FROM INTRODUCTIONS TO CONCLUSIONS (11 MIN.)

- Tell students that in this lesson, they will use the information they just reviewed to make sure their essays have clear transitions, a good introduction, and a solid conclusion.
- Use the think-aloud strategy to model how to add transition words to body paragraphs and how to draft an introduction and conclusion. A completed text follows, but you may customize it for your class.

I know that I drafted my body paragraphs already, but I want to see if I can add better transition words to show the connections between the ideas of those paragraphs. Hmm. So in the draft I wrote, *The bald eagle and the quetzal share several important characteristics*. That's true, but I could add a better word to show contrast. [Write *resemble each other in some ways in place of share several important characteristics.*] That lets me use one of the words that show comparison from Poster 1. There are also ways I could use better words to show contrast. For example, my draft has the sentence *These birds live in different habitats; the quetzal lives in the rainforest, and the bald eagle lives near bodies of water such as oceans or rivers*. I think instead of using the word *and* here, I should use the word *but*. [Replace *and* with *but*.]

- Continue this process to explain the drafting of an introduction and conclusion for the essay. A sample text follows, but you may feel free to customize the essay for your class.

### Birds of a Feather?

Have you ever heard the phrase *Birds of a feather flock together*? This phrase expresses the idea that people with similar beliefs and ideas often spend time with one another. It also implies that birds that are not alike will not be found in the same place. This phrase might describe people correctly, but it is not always true for birds themselves, as the quetzal and the bald eagle show.

The bald eagle and the quetzal resemble each other in some ways. Of course, both are kinds of birds, so they have common behaviors such as flying and laying eggs in nests. Both of these birds have been significant in culture as well. Maya communities valued the quetzal for its beauty. Similarly, people in the United States view the bald eagle as a symbol of their country. To them, it represents freedom and other important traits. In this way, these birds are more than just animals; they both became important symbols to people living nearby.

Although the quetzal and the bald eagle are both birds, they have some important differences. These birds live in different places; the quetzal lives in the rainforest, but the bald eagle lives near bodies of water such as oceans or rivers. They also look different from one another. The quetzal's feathers are bright colors such as red, green, and blue, while the bald eagle is brown, black, and white. Finally, the quetzal's colorful feathers have been used in headdresses and other costumes, but the bald eagle has special laws that keep people from hunting it or using its feathers. Therefore, although these animals are both birds, they are not exactly alike.

This information about the quetzal and the bald eagle will be useful the next time you think about different species of birds. It may also be useful to consider the next time you think about how people have interacted with birds throughout history.

---

### **FROM INTRODUCTIONS TO CONCLUSIONS (11 MIN.)**

- Divide students into the same drafting groups they have used for the previous few lessons.
- Guide students through the process of drafting their essays' introductions, conclusions, and transitions. Suggested times follow, but you may customize these according to your class's needs.
  - Transitions (use of words that show comparison and contrast): 3 min.
  - Introduction: 4 min.
  - Conclusion: 4 min.

## Challenge

Have students experiment with switching the order of their body paragraphs and revising the linking words accordingly.

## Support

Review Poster 1 (Words and Phrases that Compare and Contrast), which was introduced earlier in this unit.



## Access

### Entering/Emerging

Direct students to the list of words and phrases from the Connections activity and provide heavy support as they discuss how best to draft the relevant sections.

### Transitioning/Expanding

Direct students to the list of words and phrases from the Connections activity and provide moderate support as they discuss how best to draft the relevant sections.

### Bridging

Direct students to the list of words and phrases from the Connections activity and provide light support as they discuss how best to draft the relevant sections.

- A sample essay follows for reference, but you should feel free to customize as needed according to the needs of your classroom.

## Games People Play

Do you remember the moment that made you love basketball? Maybe it was when you made your first free throw to help your team win an important game. Maybe it was when you watched a player you like make a shot that seemed impossible. Whatever it was, it may have made you feel like basketball is a special game like no other.

The next time you watch a basketball game, you might be surprised to realize how many things it has in common with the Maya game pok-a-tok. Both basketball and pok-a-tok are important in their communities, and people play them in many different cities. Both games are played on a special court. The goal of these games is for players to use their bodies to put a ball through a hoop. So your favorite basketball player today is trying to do something that athletes have done for centuries!

However, despite their similarities, pok-a-tok and basketball do have some very important differences. Pok-a-tok players wore special padding, because the ball they used was very heavy—about eight pounds. They also played not just for fun or sport but because pok-a-tok had a religious meaning in Maya culture. In fact, sometimes players were even sacrificed to the gods after a game!

Basketball and pok-a-tok have several things in common. On the other hand, they also differ from each other in some really big ways. Knowing about these differences might make today's athletes decide to stick with basketball instead of trying pok-a-tok.

---

**WRAP-UP (3 MIN.)**

- Ask students to turn and talk with a peer about whether they would rather play pok-a-tok or the game they compared with it. As they decide on their answer, students should consider the information they have written about pok-a-tok and their sport of choice.
- Tell students they will learn more about informative essays and other kinds of writing in future Writing Studio lessons.

~~~~~End Lesson~~~~~


Teacher Resources

| | |
|---------|------------------|
| Grade 5 | Writing Studio 1 |
|---------|------------------|

Teacher Resources

- Writing Prompt for Activity Page 1.1
- Fifth Grade Writing Rubric: Informative/Explanatory Writing
- Paragraph about a Paragraph
- Words and Phrases that Compare and Contrast Poster
- Quetzal and Bald Eagle – Venn Diagram
- “An Important Ball Game”
- Sample Answers to Activity 5.1 – Pok-a-tok and Basketball
- “Important Birds”
- “A Whole Different Ball Game”
- “Contrasting the Quetzal and Bald Eagle”

Activity Pages

- Activity Page 1.1
- Blank Compare and Contrast Essay Map
- Drafting Paper
- Activity Page 5.1

Writing Prompt

Students all have things in common, but a lot of things differ from grade to grade. Write an informative essay in which you compare and contrast what it is like to be in Kindergarten with what it is like to be in Grade 5.

Fifth Grade Writing Rubric: Informative/Explanatory Writing

STD W.5.2

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

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

| Category | 4 | 3 | 2 | 1 |
|-----------------------------|---|--|--|--|
| Content and Accuracy | <p>The composition includes all key components:</p> <ul style="list-style-type: none"> • introduce the topic clearly • provide a general observation and focus • group related information in paragraphs • include formatting, illustrations, and multimedia when useful • use facts, definitions, quotations, and concrete details to develop the point • use linking words and phrases • use precise language and domain specific vocabulary • provide a related conclusion | <p>The composition includes all but one of the key components:</p> <ul style="list-style-type: none"> • introduce the topic clearly • provide a general observation and focus • group related information in paragraphs • include formatting, illustrations, and multimedia when useful • use facts, definitions, quotations, and concrete details to develop the point • use linking words and phrases • use precise language and domain specific vocabulary • provide a related conclusion | <p>The composition does not include two of the key components:</p> <ul style="list-style-type: none"> • introduce the topic clearly • provide a general observation and focus • group related information in paragraphs • include formatting, illustrations, and multimedia when useful • use facts, definitions, quotations, and concrete details to develop the point • use linking words and phrases • use precise language and domain specific vocabulary • provide a related conclusion | <p>The composition does not include three or more of the key components:</p> <ul style="list-style-type: none"> • introduce the topic clearly • provide a general observation and focus • group related information in paragraphs • include formatting, illustrations, and multimedia when useful • use facts, definitions, quotations, and concrete details to develop the point • use linking words and phrases • use precise language and domain specific vocabulary • provide a related conclusion |

| Fifth Grade Writing Rubric: Informative/Explanatory Writing | | | | |
|--|---|---|---|--|
| Category | 4 | 3 | 2 | 1 |
| Organization | The composition stays on topic throughout several well-developed paragraphs that show evidence of prewriting. | The composition stays on topic throughout several well-developed paragraphs. | The composition periodically veers off topic. | The composition consistently veers off topic. |
| Writing Conventions | The composition reflects the application of advanced phonetic principles and grammatical conventions beyond grade-level expectations. | The composition reflects consistent application of grade-level appropriate phonetic principles and grammatical conventions. | The composition reflects inconsistent application of grade-level appropriate phonetic principles and grammatical conventions. | The composition does not reflect the application of grade-level appropriate phonetic principles and grammatical conventions. |
| Exceptional Qualities | The composition reflects a deep understanding of the topic and/or makes original connections. | N/A | N/A | N/A |

Paragraph about a Paragraph

Writers often organize good paragraphs using a common set of guidelines. First, writers include a topic sentence to introduce the topic or main idea of the paragraph. The topic sentence tells what the paragraph will be about. Next, writers include supporting sentences to explain the topic or main idea. Writers usually include at least three to five sentences to give the reader supporting details and facts about the topic or main idea. Including interesting facts and details helps make the paragraph informative and interesting to read. It is important that the sentences stick to the topic. Finally, writers end the paragraph with a concluding sentence, or their final thought about the topic or main idea. Using these guidelines can be helpful to writing a clear and informative paragraph.

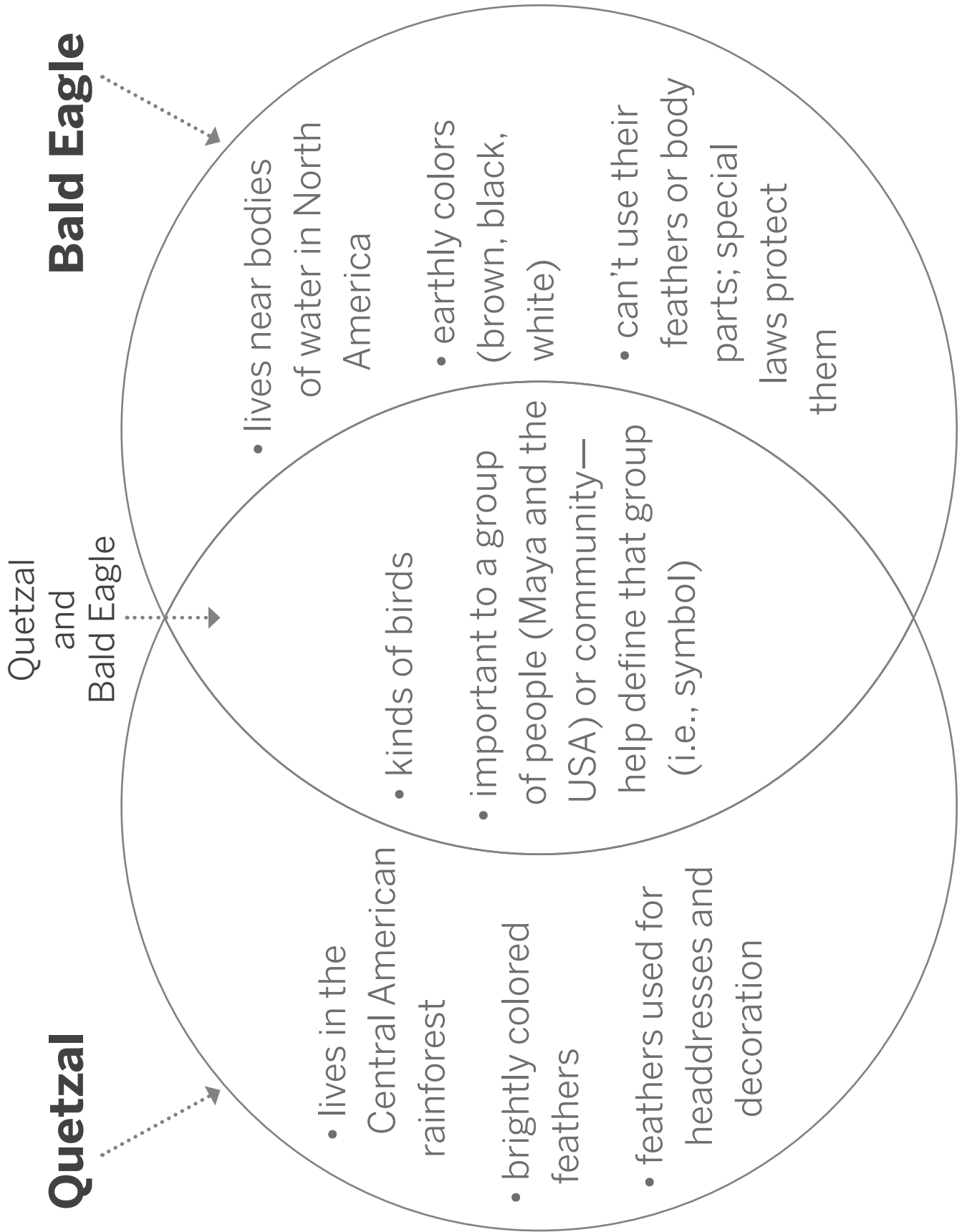
Words and Phrases that Compare and Contrast

Compare

similar to
similarly
likewise
in the same way
just as
at the same time
resemble
also

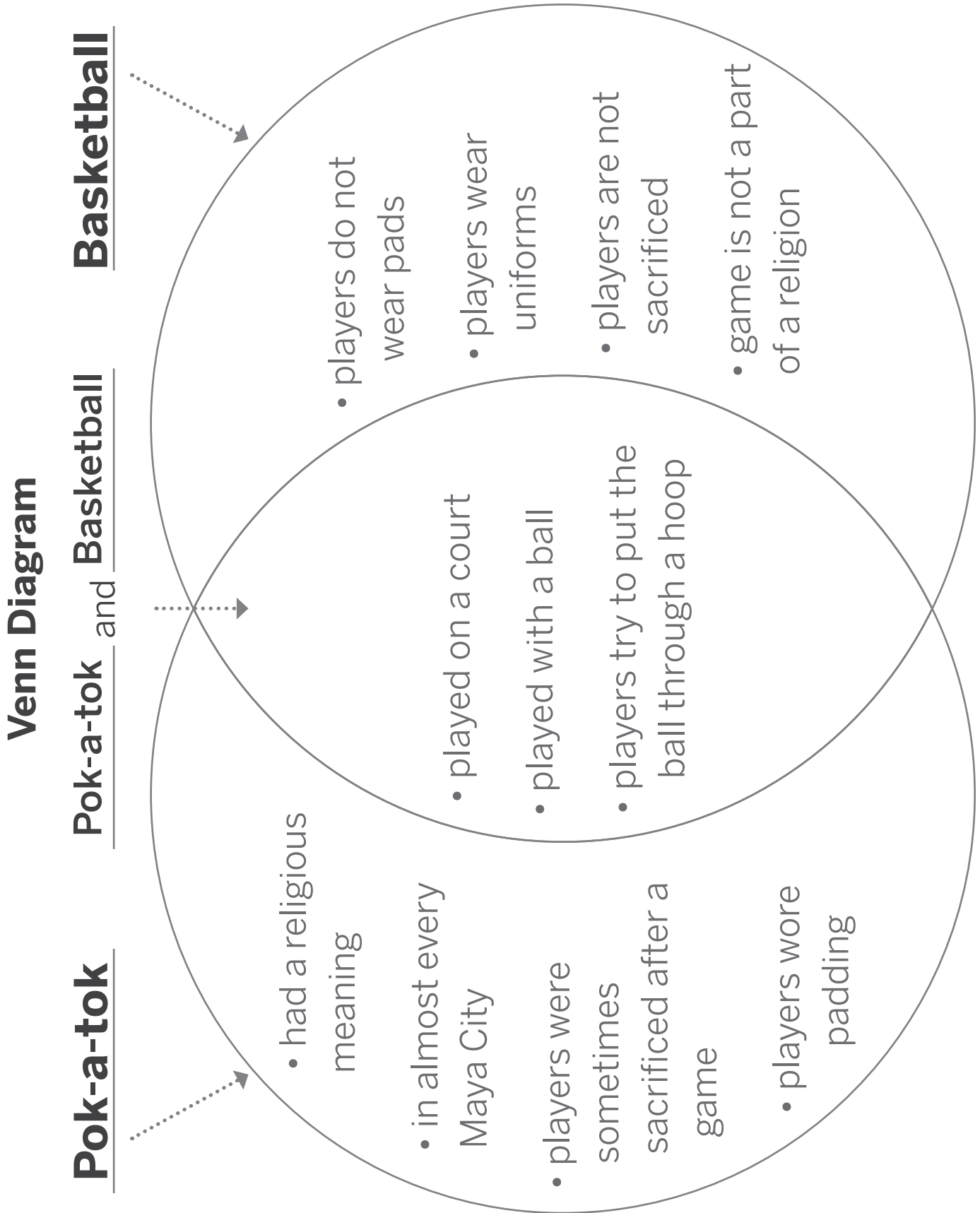
Contrast

however
in contrast
on the contrary
alternatively
whereas
instead
on the other hand
but



An Important Ball Game

The Maya played a ball game called pok-a-tok that had religious significance. Nearly every Maya city had at least one ball court. Enclosed by parallel walls, the rectangular courts varied in size. Some were nearly as large as a modern-day football field. The game of pok-a-tok was played with a solid rubber ball that weighed as much as eight pounds. Players kept the ball in the air with their knees, hips, shoulders, and forearms. Thick, heavy padding protected them in this fast-paced game. Rules varied among the city-states. At Chichén Itzá’s court, the object was to pass the ball through stone hoops. In some city-states, players were sacrificed to the gods at the end of the game. It’s possible that the game symbolized the passage of the sun across the sky. This was believed to be an important daily task performed by the gods.



Contrasting the Quetzal and Bald Eagle

Although the quetzal and the bald eagle are both birds, they have some important differences. These birds live in different places: the quetzal lives in the rainforest, and the bald eagle lives near bodies of water such as oceans or rivers. They also look different from one another. The quetzal’s feathers are bright colors such as red, green, and blue, while the bald eagle is brown, black, and white. Finally, the quetzal’s colorful feathers have been used in headdresses and other costumes, but the bald eagle has special laws that keep people from hunting it or using its feathers. Therefore, although these animals are both birds, they are not exactly alike.

Activity Pages

| | |
|---------|------------------|
| Grade 5 | Writing Studio 1 |
|---------|------------------|

NAME: _____

DATE: _____

Kindergarten versus Grade 5

Follow your teacher's instructions and use the space below to write an essay responding to the following prompt.

Writing Prompt

Students all have things in common, but a lot of things differ from grade to grade. Write an informative essay in which you compare and contrast what it is like to be in Kindergarten with what it is like to be in Grade 5.

Title

Introduction

Things being compared and contrasted.

1) _____ 2) _____

Body Paragraph

Main Idea/Topic Sentence

Supporting Information

Body Paragraph

Main Idea/Topic Sentence

Supporting Information

Conclusion

Final thoughts about the topic:

Paragraphs

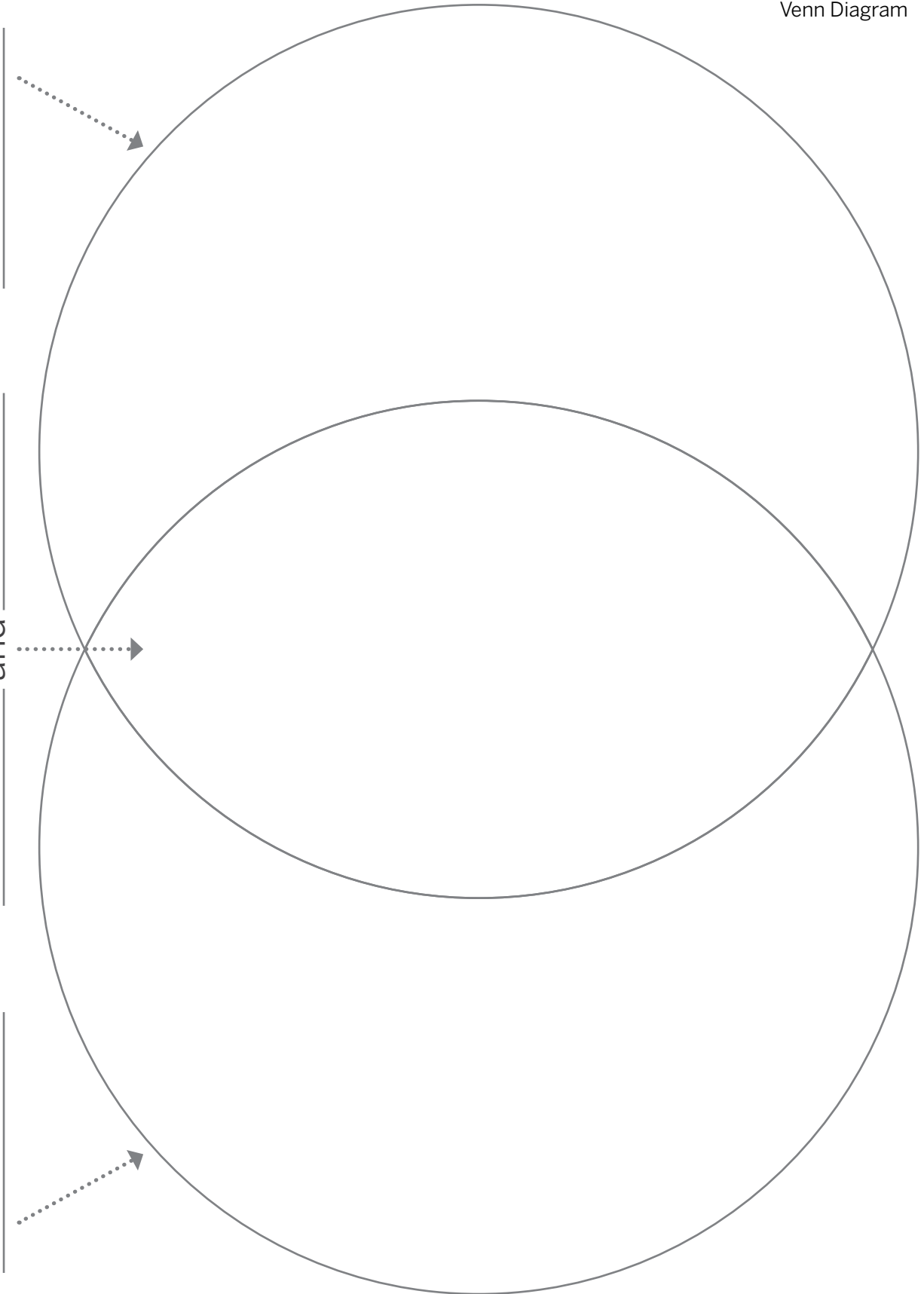
NAME: _____

DATE: _____

Venn Diagram

Venn Diagram

and



Core Knowledge Language Arts

Editorial

Susan Lambert, Vice President, CKLA

Julie Weintraub, Senior Account Manager

Elizabeth Wade, PhD, Managing Curriculum Developer

Patricia Erno, Senior Curriculum Developer

Jamie Raade, Senior Curriculum Developer

Amber McWilliams, ELL Specialist

Julia Cantuaria, Marketing Coordinator

Christina Cox, Copy Editor

Project Management

Matthew Ely, Director of Operations

Jennifer Skelley, Senior Producer

Design and Graphics

Erin O'Donnell, Senior Production Designer



Amplify.