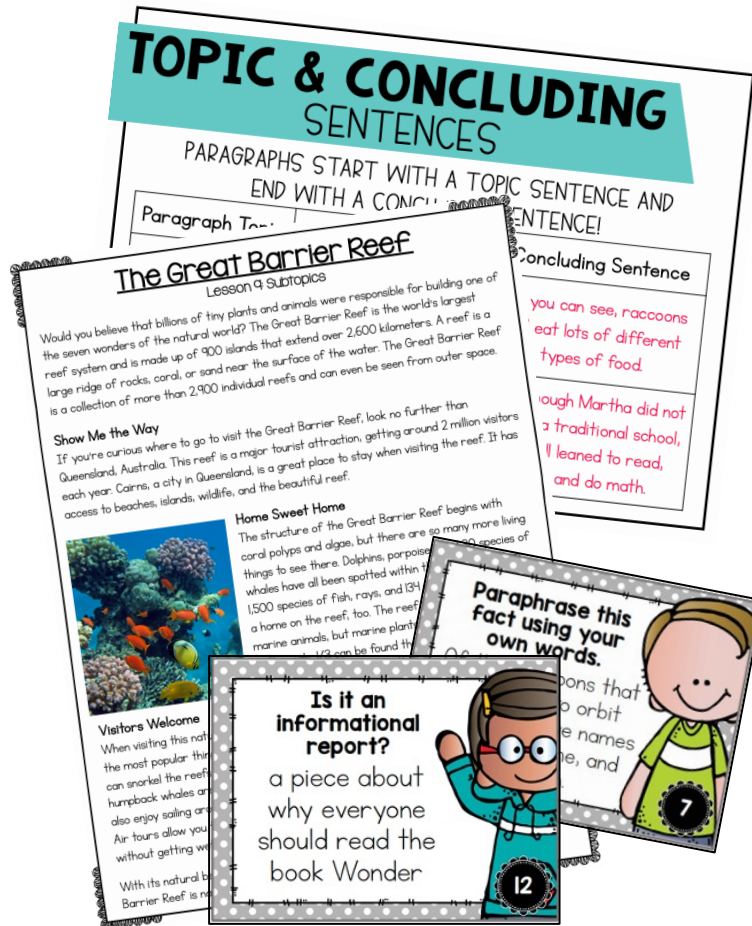
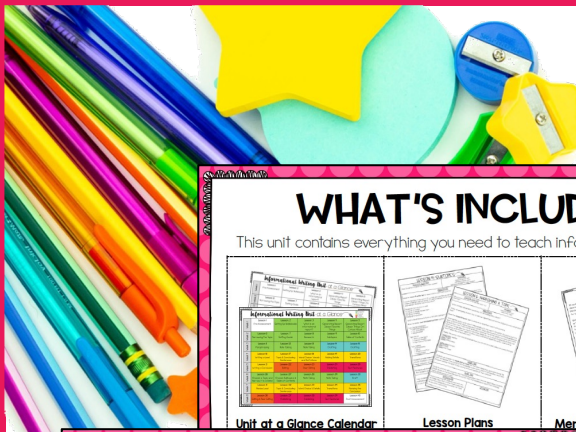


MEET THE NEEDS OF ALL STUDENTS

THIS WRITING UNIT IS:

- ✓ Concept-based
- ✓ Designed to grow all writers
- ✓ Differentiated
- ✓ Flexible
- ✓ Fun and engaging for students
- ✓ Easy to use for teachers!





A TYPICAL DAY OF WRITING

Every day will have the same basic format. Students are much more active when they have clear procedures and routines!

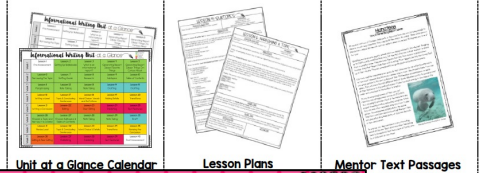
MINI LESSON: With the exception of assessment days, writing will begin with a mini lesson. During the mini lesson, students will read prior text passages or have the passages read to them. The skill for the day will be introduced during the first half of the unit. Students will often be creating anchor charts to help remember the skills being taught.

WORK TIME: After the mini lesson, students will be doing masterpiece writing (working draft - see page 12)

DAILY WRITING WORKSHOP	
Mini Lesson:	10-15 minutes
Work Time:	
Share:	

WHAT'S INCLUDED

This unit contains everything you need to teach informational writing!



Unit at a Glance Calendar Lesson Plans Mentor Text Passages

QUICK START

How for a successful first week of writing instruction!

Get the Week One PDF. This contains everything you need for long-term use. I recommend printing the task cards on cardstock and laminating for use.

Materials: For each student, you will need one task card and one rubric from the unit. You will also need one set of markers.



TABLE OF CONTENTS

Click the name of the section to jump to that part of the directions!

Getting Started	3
Student Success Path	5
What's Included	6
Quick Start Guide	7
A Typical Day of Writing	8
The Daily Lesson Plan	9
The Writing Notebook	10
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Mentor Text Passages	12
Additional Mentor Text	13
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MENTOR TEXT PASSAGES

Writers grow by reading and hearing examples of great writing.

All of the necessary mentor texts for this writing unit are included! You do NOT need to buy additional books! (I did include a list of suggested books just in case you want to add more mentor texts to the lessons.)

There are several different ways that you can use the mentor texts. Feel free to mix it up and vary the routine if you wish.

- Print a copy of the mentor texts for yourself and read them to the class in the same manner that you would read a book read aloud.
- Project the mentor texts on your whiteboard. You can read it to the students while they follow along, or the class can choral read.
- For proficient readers, print a copy for each student and have them read it independently. This can be done during the writing lesson, as bell work, or even during reading centers.
- Print a copy for each student or pair of students and have them buddy read the passage with their partner.
- Print the mentor texts at 80% (change in your printer settings) and have students glue the texts in the resource section of the notebook so that they can look back as a reference.

TAKE NOTE!

The mentor texts are meant to be read aloud to illustrate the concept of that particular lesson. They are not reading passages and are not meant to be used as a close read activity. Avoid asking comprehension questions, and do not worry if your students cannot read these independently! If you would like to spend more time with the mentor text, you can also use it during a separate reading mini lesson.

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THE WRITING NOTEBOOK

Every student will need a composition notebook for this writing unit. The use of a composition notebook is highly encouraged due to their ability to write on both sides. If a composition notebook cannot be used, a spiral notebook is the next best thing.



The notebook will only be used for this eight-week unit. I highly suggest using a different notebook for each unit. This will help students to organize and to differentiate between units of writing that they will do throughout the year. If necessary, you could also use two notebooks with two writing genres in each.

When finding a place to keep their notebooks after the unit is complete. Once completed a couple units, you may want to use the notebooks to review the genre (personal narrative, informative, fiction, or opinion), or you may want to use them for prompts for these genres. The notebooks can be used to review and practice at the end of the year. It can also be a Fast Finisher activity all year!

The notebook will be divided into three equal sections using the provided dividers (you can print these on cardstock). I strongly encourage you to print the dividers on cardstock! This will ensure they last for the entire unit.

Anchor Charts: Anchor charts will be used for anchor charts and other resources that students complete during the writing lessons. This is also a good place to keep student goals and a word list.

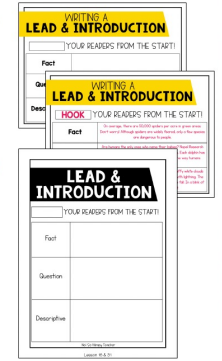
Masterpieces: In this section, students will be writing their two major masterpiece stories. The first masterpiece story will be highly guided during mini lessons. During the last three weeks, students will complete a second masterpiece story that is done more independently.

Fast Finishers: In this section, students will keep stories written when they finish the specific work task. They can also write stories in this section when they finish work early during other parts of the school day. It helps to keep students organized if they are not writing stories right in the middle of their masterpiece that is still being revised.

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ANCHOR CHARTS

Anchor charts are part of many of the lessons in this unit. There are a variety of ways to use these resources.



NOTE!

When using the mentor text, the mentor text or chart is used to model the skill. In the introduction, you will read a mentor text out loud. The lead and introduction section could use in your writing (for you or your students). This is meant to be a resource for our writing, not a reading activity.



Detailed teacher directions explaining each component of the program will help you understand how to use the unit and quickly get started in your classroom!

Informational Writing Unit at a Glance

Week 1	Lesson 1 Pre-Assessment	Lesson 2 Setting Up Notebooks
Week 2	Lesson 6 Narrowing the Topic	Lesson 7 Setting Goals
Week 3	Lesson 11 Paraphrasing	Lesson 12 Note Taking
Week 4	Lesson 16 Writing a Lead	Lesson 17 Topic & Concluding Sentences
Week 5	Lesson 21 Writing a Conclusion	Lesson 22 Editing
Week 6	Lesson 26 Choose a Topic and Narrow it to a Seed	Lesson 27 Choose Subtopics & Table of Contents
Week 7	Lesson 31 Revise Lead	Lesson 32 Topic & Concluding Sentences
Week 8	Lesson 36 Editing & Peer Editing	Lesson 37 Publishing

Informational Writing Unit at a Glance

Week 1	Lesson 1 Pre-Assessment	PW Lesson 2 Setting Up Notebooks
Week 2	PW Lesson 6 Narrowing the Topic	PW Lesson 7 Setting Goals
Week 3	PW Lesson 11 Paraphrasing	PW Lesson 12 Note Taking
Week 4	R Lesson 16 Writing a Lead	R Lesson 17 Topic & Concluding Sentences
Week 5	R Lesson 21 Writing a Conclusion	E Lesson 22 Editing
Week 6	PW Lesson 26 Choose a Topic and Narrow it to a Seed	PW Lesson 27 Choose Subtopics & Table of Contents
Week 7	R Lesson 31 Revise Lead	R Lesson 32 Topic & Concluding Sentences
Week 8	E Lesson 36 Editing & Peer Editing	E Lesson 37 Publishing

Informational Writing Unit at a Glance

Week 1	Lesson 1 Pre-Assessment	Lesson 2 Setting Up Notebooks	Lesson 3 What is an informational report?	Lesson 4 Generating Report Ideas: Favorite Things	Lesson 5 Generating Report Ideas: Things I'm Curious About
Week 2	Lesson 6 Narrowing the Topic	Lesson 7 Setting Goals	Lesson 8 Research	Lesson 9 Subtopics	Lesson 10 Table of Contents
Week 3	Lesson 11 Paraphrasing	Lesson 12 Note Taking	Lesson 13 Note Taking	Lesson 14 Drafting	Lesson 15 Drafting
Week 4	Lesson 16 Writing a Lead	Lesson 17 Topic & Concluding Sentences	Lesson 18 Word Choice- Vocab and Definitions	Lesson 19 Adding Details	Lesson 20 Transitions
Week 5	Lesson 21 Writing a Conclusion	Lesson 22 Editing	Lesson 23 Peer Editing	Lesson 24 Publishing	Lesson 25 Text Features
Week 6	Lesson 26 Choose a Topic and Narrow it to a Seed	Lesson 27 Choose Subtopics & Table of Contents	Lesson 28 Note Taking	Lesson 29 Note Taking	Lesson 30 Draft
Week 7	Lesson 31 Revise Lead	Lesson 32 Topic & Concluding Sentences	Lesson 33 Word Choice & Details	Lesson 34 Transitions	Lesson 35 Revising the Conclusion
Week 8	Lesson 36 Editing & Peer Editing	Lesson 37 Publishing	Lesson 38 Publishing	Lesson 39 Text Features	Lesson 40 Post-Assessment



See the entire 40-day unit at a glance using the one-page calendar, or choose one of the alternative schedules.

WRITERS CAN SOLVE PROBLEMS

What if my pencil breaks or my pen stops working?

What if I have to use the restroom?

What if I can't think of anything to write about?

What if I finish my writing task and I still have more time?

What if I need help spelling a word in my story?

What if I have problems with technology not working?

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STARTING WRITING WORKSHOP

TWO WEEKS OF LESSON PLANS TO SET YOU
UP FOR A SUCCESSFUL YEAR OF WRITING

LESSON 1: WHAT WILL IT LOOK AND SOUND LIKE?

ESSENTIAL QUESTION

What will writing workshop look and sound like?

MATERIALS

what will writing look & sound like anchor chart
what will writing look & sound like student printable

LESSON 9: BUILDING STAMINA

ESSENTIAL QUESTION

How do I practice writing for long periods of time?

MATERIALS

writing prompt anchor chart
tracking stamina anchor chart

MINI LESSON

"We are
you are
thought
lesson
spend
learned
share

Write
spent

"In our
sound

Complete
your class
notebook
will create

"The last few days we have been building up our stamina in writing workshop and tracking our progress. Each day, we've set our goal and tracked how many minutes we were able to write uninterrupted. Take a look at our tracker. How do you think we've done so far? Do you think we could write even longer today? How many minutes do you think we can write? Let's do it!"

Have the class help you decide on an appropriate goal for their writing time.

"Today, I'm going to give you another writing prompt to write about."

Display or project the writing prompt on the board.



Includes the Starting Writing Workshop bonus as well as exclusive video instructions for teachers!

Jamaica

Lesson 3: What Is an Informational Report?

Most of the time when people think about Jamaica, they think about a small island that is a part of the Caribbean Sea. The island of Jamaica features numerous beaches like Doctor's Cave, Seven Mile, and Calabash Bay. This Caribbean island is known for its crystal blue water and its soft sandy beaches. However, there are a few things you may not have known about Jamaica.



Weather

With an average yearly temperature between 80 and 90 degrees, Jamaica doesn't have four defined seasons like many countries. In Jamaica, the wind from the sea cools the island during the day and night, giving it a tropical climate. Jamaica's summer months are only slightly warmer than its winter months. The natives of Jamaica will tell you that the winter months of November, December, January, February, March, and April are the best time to visit the island. You may want to avoid Jamaica in the late summer because that is their hurricane season.

Sports

Another thing you may not have known about Jamaica is that they enjoy sports, mainly the sports of cricket and track and field. Cricket is similar to baseball. In this sport, you use a bat and a ball. However, the rules are very different. Cricket was once the biggest pastime in Jamaica. Later, sports like golf, football (what Americans call "soccer"), and basketball came around. Over the years, many Jamaican athletes have been successful in track and field. You may be surprised to hear that one of the fastest men in the world, Usain Bolt, calls Jamaica his home. Usain Bolt is a Jamaican sprinter known for his gold medals and for breaking world records in 100- and 200-meter distance races.

Music

Last, Jamaica is the birthplace of a type of music called reggae. It was created by combining a few Jamaican music styles such as ska, mento, and calypso music. In the 1960s, this music became known as

Manatees

Lesson 5: Generating Report Ideas

...ever visit one of Florida's state parks in the wintertime, you may see a manatee. They migrate to this area in the winter. These animals are found in shallow waters around 70 degrees Fahrenheit.

Mount Everest

Lesson 17: Topic and Concluding Sentences

...y snow covers countless peaks. They seem to extend on forever in the sky. Many of these majestic peaks seem to reach up almost five miles in the air. Mount Everest, is the highest in the world at 29,032 feet tall. This mountain has been climbed by about 1,000 people attempting to climb it each year.

Location

Mount Everest is part of a 1,500-mile-long mountain range called the Himalayas. It is made up of thousands of snowcapped peaks, with a majority of them stretching high into the sky. Mount Everest is located on the border between the regions of Tibet and Nepal. It is one of the highest mountains in the world and can be found near Mount Everest.

Weather

The weather at the base of Mount Everest is cold and very extreme. In January, the average temperature is right around -33 °F. However, the average high in July is a little over 50 °F. Monsoon season on the mountain usually falls between June and September. During this time, there are many intense snowstorms that can blow snow and ice off the mountain. This can cause serious problems for tourists and hikers. With such extreme temperatures, it is amazing that people come to Mount Everest at all.

Hiking

...this chilly and colossal? In 2003, a group of hikers attempted to climb Mount Everest. Unfortunately, they were not successful.

Praying Mantis

Lesson 19: Adding Details

...ular insect. It received the name "praying" mantis for its long, thin legs bent and pressed together, as if to suggest that it is praying. There is more to this extraordinary bug.

Hurricanes

Lesson 25: Text Features

...Irene are just a few of the names of different hurricanes that have formed in the Atlantic and Pacific Oceans. Weather experts have been naming hurricanes since the late 19th century. The Meteorological Organization found it to be easier to write and communicate with names than with numbers.

What Is a Hurricane?

A hurricane is a natural disaster, or a natural event that causes great damage. It is a violent tropical storm that has winds higher than 72 mph. In the Western Pacific Ocean, they are known as typhoons. No matter what they are called, they are very destructive and can cause heavy flooding, damaging winds, and loss of life.

How Are They Formed?

A hurricane is formed when warm ocean water evaporates and rises into the air. As the air rises, it cools and condenses into clouds. If the conditions are right, the clouds will grow into a storm. First, the ocean water needs to be at least 80°F. Next, winds need to come together and flow toward each other. Then, winds flow up higher and outward, while hurricanes rotate. The side of the hurricane steer it, allowing it to grow bigger and bigger.

Are the Parts of a Hurricane?

A hurricane has several parts that make up a storm. One of the most important parts is the eye. The eye of the storm is the calmest part of the storm. It is the center of the storm and is surrounded by the eye wall. The eye wall is the most dangerous part of the storm. It is where the winds are the strongest and the rain is the heaviest.

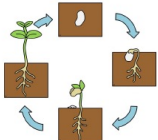


No need to buy books or spend time searching for mentor texts! This bundle contains 14 original mentor texts to help you teach specific personal narrative writing skills.

ADDING TEXT FEATURES

TEXT FEATURES HELP READERS FIND

A **satellite** is a machine that moves through space taking pictures and collecting data.



Ocean Name	% of World's Ocean Water
Pacific	47%
Atlantic	23%
Indian	20%
Southern	6%
Arctic	4%



Hurricanes

Katrina, Mitch, and Irene are just a few of the names of different hurricanes that have crested ships over the Atlantic and Pacific Oceans. Weather experts have been warning hurricanes since the early 1900s. The World Meteorological Organization tracks hurricanes when they reach land.

A **hurricane** is considered to be a natural disaster or weather event that causes great damage or loss of life. More specifically, a hurricane is a violent tropical storm that has winds higher than 72 mph. These storms can be called other names as well. For example, in the North Indian Ocean, they are known as **cyclones**, and in the Western Pacific Ocean, they are known as **typhoons**. No matter what they're called, they are extremely destructive and can cause heavy flooding, damaging winds, tsunamis, and many deaths.

Not So Wimpy Teacher: Lesson 25 & 39

ADDING TEXT FEATURES

TEXT FEATURES HELP READERS FIND **INFORMATION**

A **satellite** is a machine that moves through space taking pictures and collecting data.

Bold Text

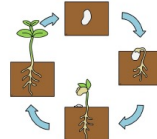
Hurricanes

Katrina, Mitch, and Irene are just a few of the names of different hurricanes that have crested ships over the Atlantic and Pacific Oceans. Weather experts have been warning hurricanes since the early 1900s. The World Meteorological Organization tracks it to be easier to write and communicate about hurricanes when they reach land.

What is a Hurricane?

A **hurricane** is considered to be a natural disaster or weather event that causes great damage or loss of life. More specifically, a hurricane is a violent tropical storm that has winds higher than 72 mph. These storms can be called other names as well. For example, in the North Indian Ocean, they are known as **cyclones**, and in the Western Pacific Ocean, they are known as **typhoons**. No matter what they're called, they are extremely destructive and can cause heavy flooding, damaging winds, tsunamis, and many deaths.

Heading AND **Subheading**



Diagram

Ocean Name	% of World's Ocean Water
Pacific	47%
Atlantic	23%
Indian	20%
Southern	6%
Arctic	4%

Chart



Photo








Bighorn sheep are the largest wild sheep in North America and can weigh over 300 pounds.

AND **Caption**



The included teacher anchor charts or posters come in both blank and filled-in versions for print and display.

EDITING MARKS

Symbol	Use	Example
	when a word needs to be capitalized	mrs. owens ≡ ≡
	when you need to delete something	I got a new n w hat.
	when you need to insert a word	is She ^s o tired.
	when you need to insert a comma	Phoenix, Arizona ^
	when you need to add a period	This is my desk.
	when you need to fix a spelling error	Look over ^{there} (their)
	when you need to begin a new paragraph	"I am Sarah," she said. ¶ "Hello," I replied.

Not So Wimpy Teacher

WHAT IS AN INFORMATIONAL REPORT?

YOU ARE AN **EXPERT** SHARING **FACTS** ABOUT IT.

NARROWING A TOPIC TO A SEED REPORT

A **SEED REPORT** FOCUSES ON A **SMALL** PART OF A TOPIC.

a report about reptiles



a report about snakes



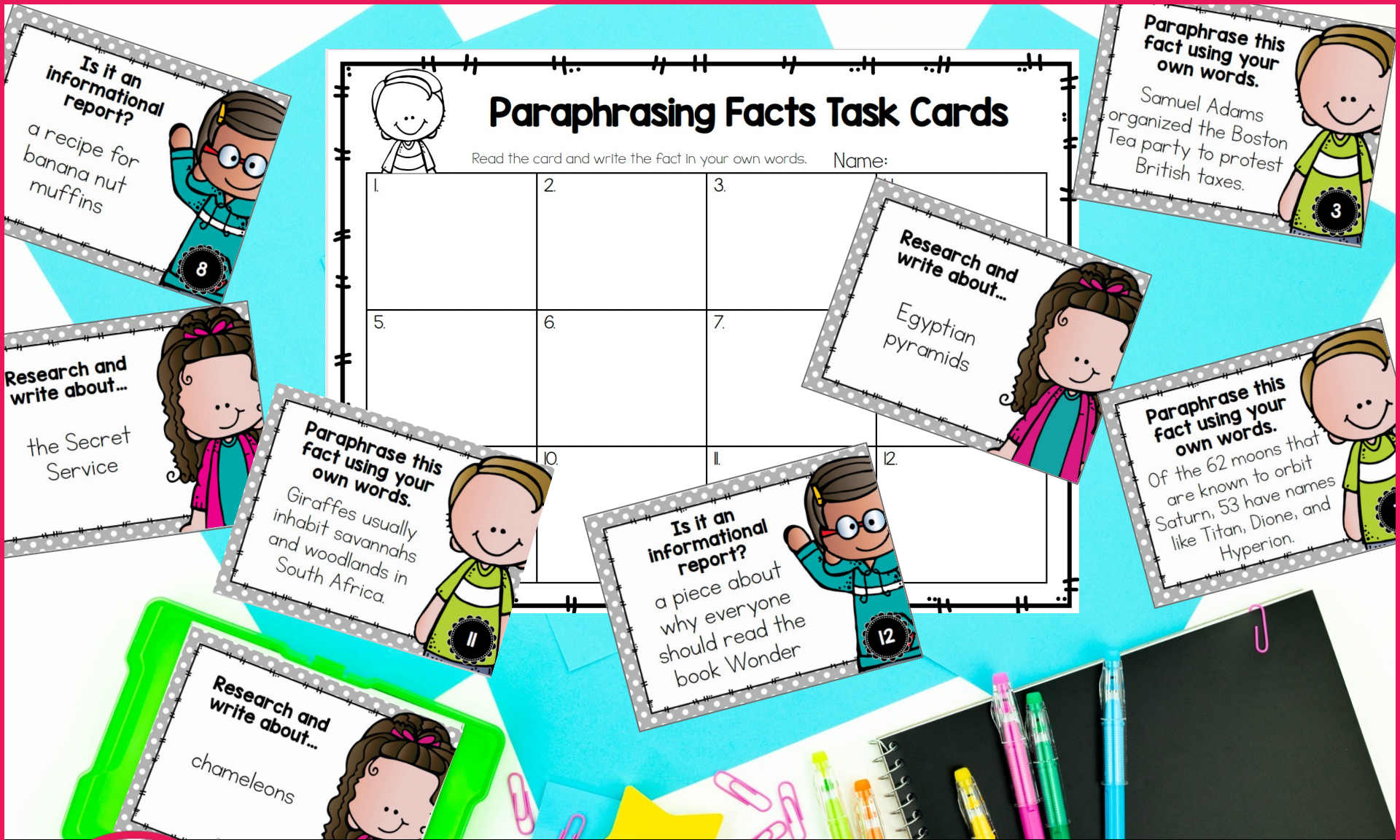
a report about rattlesnakes



Not So Wimpy Teacher - Lesson 6 & 26



Students build their own writing notebooks with handy anchor charts and graphic organizers to reference throughout the writing process. A digital option is included.



Paraphrasing Facts Task Cards

Read the card and write the fact in your own words. Name: _____

1.	2.	3.
5.	6.	7.
10.	11.	12.

Is it an informational report?
a recipe for banana nut muffins

8

Paraphrase this fact using your own words.
Samuel Adams organized the Boston Tea party to protest British taxes.

3

Research and write about...
Egyptian pyramids

Research and write about...
the Secret Service

Paraphrase this fact using your own words.
Giraffes usually inhabit savannahs and woodlands in South Africa.

11

Is it an informational report?
a piece about why everyone should read the book Wonder

12

Paraphrase this fact using your own words.
Of the 62 moons that are known to orbit Saturn, 53 have names like Titan, Dione, and Hyperion.

Research and write about...
chameleons



Three unique sets of task cards provide a fun, interactive way to practice writing skills throughout the unit.

CONFERENCE OUTLINE

Writing conferences are as easy as 1-2-3!

Follow these easy steps to hold successful writing conferences.

1. Choose a Skill to Focus On

- Choose the revision skill you'd like to work on with the group and make this the focus of the conference.

2. Have Students Read a Small Portion from Their Masterpiece:

- Each student will read the part of their masterpiece that they feel demonstrates the focus of the conference that day.
- Give a compliment and possibly a suggestion to each student.

3. Review and Revise!

- Review the anchor chart and/or student printable for the skill you are focusing on, or highlight the skill in a mentor text.
- Encourage students to look at their own writing and think about how they will incorporate the skill into their masterpiece. Students will then work on making this revision.

Helpful Tips:

- If a student reads their masterpiece and has truly mastered that day's revision skill, you can make a suggestion or send them back to their desk to work on that day's writing task. They do not need to stay to review the skill if they have already mastered it!
- Use the included conferencing notes page to make a note of the revisions each student plans to make so that you can follow up with them later.

The conferencing cards I have included to help guide your



WRITING CONFERENCE NOTES

STUDENT NAME: _____

Student Goals: _____

Date	Strengths	Goals and Plans for Improvement



Host successful writing conferences using the included topic cards, sample outlines, and tracking sheets.

INFORMATIONAL WRITING RUBRIC

Student Name: _____

Date: _____

Score: /20

	2	1	0
FACTS	Wrote a report with plenty of facts about a topic	Wrote a report with limited facts and/or it included opinions	Piece is not an informational report with facts about a topic
LEAD	Wrote a lead that is interesting and grabs readers	Wrote a lead	Report does not include a lead
PARAGRAPHS	Divided the text into paragraphs to show changes in subtopic	Divided the text into paragraphs but made some errors about when to change to a new paragraph	Did not use paragraphs to divide the report into subtopics
SUBTOPICS	The report was divided into multiple related subtopics.	The report was divided into some subtopics but needed more or they were not related.	Did not divide the report into subtopics
TRANSITIONS	Included sufficient transitions	Included some transitions	Did not use transitions
WORD CHOICE	Used vocabulary words and definitions that show the author is an expert on the topic	Used limited vocabulary words or did not include definitions	Did not use vocabulary words and definitions
TEXT FEATURES	Used text features such as headings, maps, drawings, graphs, captions, etc. The text features help readers learn more about the topic.	Used limited text features or the text features do not closely relate to the topic	Did not use text features
	Wrote an interesting ending	Wrote an ending	Report does not include an ending
	Wrote an interesting ending	Writing includes some spelling errors that should have been edited	Writing has many spelling errors that should have been edited

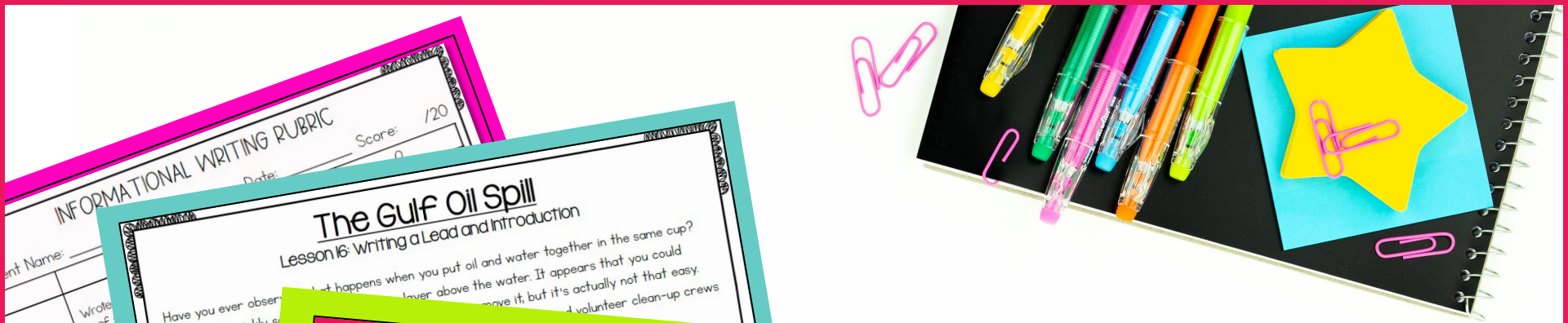
INFORMATIONAL WRITING RUBRIC

Date: _____

MASTERED	PROGRESSING	NOT YET
a report with plenty of facts about a topic	Wrote a report with limited facts and/or it included opinions	Piece is not an informational report with facts about a topic
a lead that is interesting and grabs readers	Wrote a lead	Report does not include a lead
text into paragraphs to show changes in subtopic	Divided the text into paragraphs but made some errors about when to change to a new paragraph	Did not use paragraphs to divide the report into subtopics
into subtopics.	The report was divided into some subtopics but needed more or they were not related.	Did not divide the report into subtopics
	Included some transitions	Did not use transitions
	Used limited vocabulary words or did not include definitions	Did not use vocabulary words and definitions
	Used limited text features or the text features do not closely relate to the topic	Did not use text features
	Wrote an ending	Report does not include an ending
	Writing includes some spelling errors that should have been edited	Writing has many spelling errors that should have been edited



Two simple and student-friendly rubrics are included for targeted, meaningful feedback on assessments.



INFORMATIONAL WRITING RUBRIC

Score: 120

Date: _____

Student Name: _____

FACTS	Wrote of
LEAD	
PARAGRAPHS	
SUBTOPICS	
TRANSITIONS	
WORD CHOICE	
TEXT FEATURES	
ENDING	
PUBLISHING	

The Gulf Oil Spill

Lesson 16: Writing a Lead and Introduction

Have you ever observed what happens when you put oil and water together in the same cup? The oil will quickly spread on top of the water. It appears that you could easily scrape the oil off the surface with a spoon. However, when you try to do this, you will find that the oil does not move it, but it's actually not that easy. Scientists, researchers, and environmentalists have spent a lot of time studying the spill and volunteer clean-up crews experienced this.

On April 20, 2010, an oil rig in the Gulf of Mexico exploded and caught fire. The explosion caused the ocean. We were unsure of the spread of the oil spill. This oil spill caused the death of many birds and other animals. Scientists are still studying the oil spill.

STUDENT SUCCESS PATH for writing

STAGE 1: RELUCTANT WRITER

LOOKS LIKE:

- Disengaged
- Refuses to write or doodles on paper
- Complains about or avoids writing

HOW TO HELP:

- Offer choice
- Teach daily mini lessons broken into small pieces
- Give one short writing task each day that is easy to implement

STAGE 2: WILLING WRITER

LOOKS LIKE:

- Does the bare minimum
- Asks for help frequently

HOW TO HELP:

- Support
- Teach
- Generate

STAGE 3: GROWING WRITER

LOOKS LIKE:

- Enjoys writing
- Shows signs of curiosity about writing

HOW TO HELP:

- Celebrate
- Give a
- Publish

STAGE 4: EXCITED WRITER

EDITING MARKS

Symbol	Use	Example
≡	when a word needs to be capitalized	mrs. Owens ≡ ≡
⊖	when you need to delete something	I got a new new hat.

LESSON 25: TEXT FEATURES

ESSENTIAL QUESTION
How do writers use text features to teach their readers?

MATERIALS
Lesson 25 mentor text
Text features anchor chart
Text features student printable

MINI LESSON

Note: This writing lesson assumes that students have already been introduced to text features. Due to the very limited time you have for a writing mini lesson, I strongly advise that you teach what the different text features are during your reading lesson.

Give students a copy of **Lesson 25 mentor text** or display it on the board so that they can see it. Read the text together.

“What text features do you notice in this report?” (subheadings, bold words, diagram)

“How do the text features help you as a reader? What can you learn from the text features to teach their readers even more (such as a map, timeline, an) and to make it easy to find their facts (such as headings and bold text features anchor chart and student printable together.”

WORK TIME
Add text features to their published piece.

SHARE TIME



Everything you need to teach informational report writing in a way that is fun for your students and easy for you!