

MEET THE NEEDS OF ALL STUDENTS

ADDING DETAILS

USE DETAILS TO **SUPPORT** YOUR FACTS.

Type of Detail	Fact

Detail
ily ate plants and
a film producer, a
rcial illustrator.

The Trapdoor Spider

Lesson 17: Word Choice

Creepy-crawly. Small. Furry. Leggy. These may be words you use when describing spiders. But would you ever use the word "smart"? After you learn about the trapdoor spider, you just might.

There are many types of trapdoor spiders, and they come in several different colors. They can be reddish-brown, yellowish-brown, and even black. They have eight eyes. They also have eight thick black legs. Trapdoor spiders each have two fangs that they use to bite into their prey. They are stocky spiders, which means that they look large and chunky.

Trapdoor spiders got their name from the way they create doors to their burrows, or holes. First, they dig the burrows. Next, the spiders cover the holes with web doors. After that, they peek through the web doors. They wait for their prey, or food, to walk by. Then, they quickly jump out of the doors and bite their prey. Finally, they enjoy the meal they caught.

These spiders might bite may hurt, but it hardly ever bite. They actually help eating the pests th gardens.

Now that you hav the trapdoor spi call it a smart sp

Research and write about...

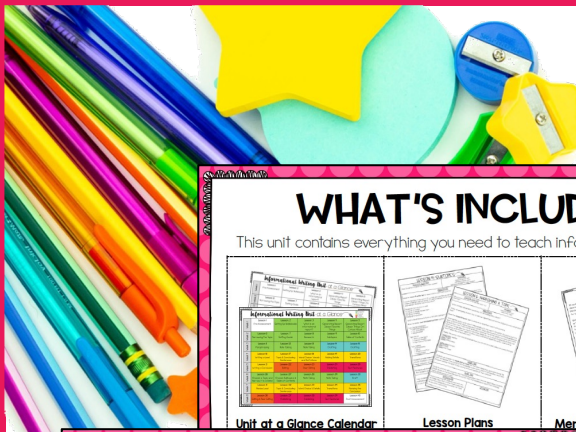
Is it an informational report?

a piece about the poet Maya Angelou



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!

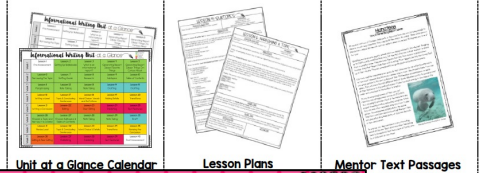
MINI LESSON: With the exception of assessment days, writing will begin with a mini lesson. During the mini lesson, students will read prior text passages or have the passages read to them. The skill for the day will be introduced during the first half of the unit. Students will often be creating anchor 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 printed the task cards on cardstock and laminating for materials. For each student, you will need one task card and one rubric from the PDF. You will also need one set of materials.



COMING UP WITH GOOD REPORT IDEAS

TABLE OF CONTENTS

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

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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 writing. 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.

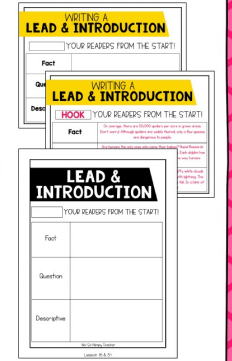
Masterpieces: In action, students will be writing their two major masterpiece stories. The first masterpiece story will be highly guided during mini lessons. During the last three weeks, students will complete a second masterpiece story that is done more independently.

Fast Finishers: In action, 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?

Not So Wimpy Teacher

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 ord
sound

Comple
your c
notebo
will cre

"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!

Mount Rushmore

Lesson 25: Text Features

What is the best way to honor four presidents who did a great job in helping America become what it is today? Carve their faces in a giant mountain, of course! This is how the Mount Rushmore memorial began.

History

Mount Rushmore was created in 1927 by Gutzon Borglum. It was made to bring **tourists**, or visitors, to the state of South Dakota. Many tools were used to carve the presidents' faces into the mountain. Dynamite and jackhammers were just some of the tools used. Almost 450,000 tons of rock had been taken from the mountain when it was finished. It took 14 years to complete the memorial. Mount Rushmore was finally done in 1941.

The Presidents

The four faces that make up Mount Rushmore are George Washington, Thomas Jefferson, Abraham Lincoln, and Theodore Roosevelt. They are all **former**, or past, presidents of the United States. Borglum said the chosen presidents represent the first 150 years of America. They stand for freedom and liberty.

Visiting Mount Rushmore

There are so many things to do when you visit Mount Rushmore. There is a Sculptor's Studio where you can see some of the tools used to carve the faces. Also, Mount Rushmore looks over the Black Hills. There are many trails to hike in the area. They even have horseback riding and fishing.

So, if you want to see a historical place that honors some of our past presidents, Mount Rushmore is the place for you!

The four faces on

Lebron James

Lesson 4: Generating Report Topics

Professional basketball on TV, you have probably seen some of the highlights of Lebron James, and many people consider him to be the best player of his time.

Washington, D.C.

Lesson 9: Subtopics

Take a trip to see many historical buildings and items all in the nation's capital, Washington, D.C. This popular destination attracts millions of tourists every year.

The Lincoln Memorial

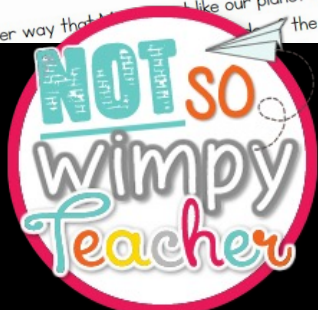
For just a few pennies, you will see a building with a man sitting in the center. It was built in honor of Abraham Lincoln in 1922. The 16th President of the United States. People felt that Lincoln was doing what was right. The statue of Lincoln is made of marble. The columns that make up the outside of the memorial. At night, the memorial is glowing.

The Cherry Blossom Festival

Every year in the spring, you can go to their yearly Cherry Blossom Festival. In 1912, when the mayor of Tokyo gave 3,000 cherry blossom trees to the United States as a gift to honor the friendship between Japan and the United States. The four-week-long festival to see rows and rows of these beautiful trees.

The Smithsonian

Once you visit the Smithsonian, you will love the Smithsonian. This place is right in the heart of Washington, D.C. It is made up of 21 museums. There is the Air and Space Museum, the National Museum of American History, and even a zoo that is also part of the Smithsonian.

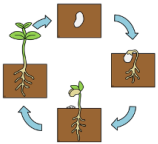


No need to buy books or spend time searching for mentor texts! This bundle contains 13 original mentor texts to help you teach specific informational report writing skills.

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 along the Atlantic and Pacific Oceans. Weather experts have been naming hurricanes since the early 1950s. The World Meteorological Organization found it to be easier to write and communicate about hurricanes when they had actual names.

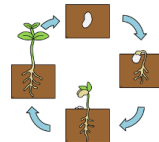
What Is a Hurricane?
A hurricane is considered to be a natural disaster or a natural event that causes great damage or loss of life. More specifically, a hurricane is a violent tropical storm that has winds higher than 72 mph. These storms can be called other names, as well. For example, in the North Atlantic Ocean, they are known as typhoons, and in the Western Pacific Ocean, they are known as typhoons. In other words, they are called, they are extremely destructive and can cause heavy flooding, damaging winds, landslides, and many deaths.

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



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.

Caption

Hurricanes

Katrina, Mitch, and Irene are just a few of the names of different hurricanes that have crested along the Atlantic and Pacific Oceans. Weather experts have been naming hurricanes since the early 1950s. The World Meteorological Organization found it to be easier to write and communicate about hurricanes when they had actual names.

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Heading

AND








Subheading

Not So Wimpy Teacher: Lesson 25 & 39

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 outer space



a report about planets



a report about Mars



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.

WHAT TEACHERS ARE SAYING



“ This unit was a hit! I loved the flow of the lessons. It made sense to me and to my students. The resources included were fantastic and kid-friendly. All of us loved this unit. Especially me, it made my planning so easy. Thank you.

- Amy S.





Informational Report Task Cards

Read the card and write yes or no in the boxes below. Name: _____

1.	2.	3.	4.	5.	6.
7.	8.	9.	10.	11.	
13.	14.	15.	16.		
		21.		24.	

Is it an informational report?

a report about the Earth's moon

13

Research and write about...

polar bears

Research and write about...

Jeff Kinney

Is it an informational report?

a list of your favorite board games

Is it an informational report?

a story about your new puppy

24

Research and write about...

Air Force One

Is it an informational report?

a report about rattlesnakes

NOT SO WIMPY Teacher

Two 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

conferencing cards I have included to help guide your



INFORMATIONAL REPORT CONFERENCING TOPICS

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

Student Name: _____ Date: _____ Score: 120

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

Ladybugs

Lesson 3: What is an Informational Report?

Most kids have seen ladybugs before. Lots of kids can tell you that they are red with black spots. Some kids don't know that ladybugs go through four stages in their life cycle: egg, larva, pupa, and adult.

First, the ladybug is an egg. Then it hatches and grows into a larva. The larva is a small, worm-like creature. Next, it becomes a pupa. Finally, it emerges as an adult ladybug. The adult ladybug is a small, round insect with a flat, oval shape and six legs. It may also fly.

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 growth
- Teach general skills

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

LESSON 7: SETTING GOALS

PREWRITING

ESSENTIAL QUESTION: What goals can you set for yourself to improve your informational report writing?

MATERIALS: completed rubric for each student from pre-assessment goal sheet for each student

MINI LESSON

"Authors are always working to improve their work. Even professional authors are looking for ways to become better writers. The best way to become a better writer is to ask for feedback. You can look at the feedback, or suggestions, from someone else and use their advice to improve your work. Writers don't get upset about the feedback. It does not mean they are a bad writer! Feedback is good, because it helps them to become an even better writer."

"At the beginning of this unit, you wrote a report about a topic that we had learned in class. I carefully read all of your writing pieces. I was so excited to learn more about your writing abilities! After I read your work, I filled out a rubric. A rubric is a list of skills that would make your work exceptional. I looked for those skills in your writing. There are some skills that you are already doing really well! There are some skills that you are starting to develop, but just need some practice. There are other skills that you may not have YET. I marked them down on this rubric."

going to go over the rubric together. I will read each skill and tell you a little about it. You can look at your rubric and see if that is a skill you need to practice. Then, you can set goals for yourself as a writer during the next two months."

student rubrics. Display a blank rubric. Read each skill one at a time and give a very brief definition of what it means. Let students know they will learn each skill in detail very soon.

choose to do this lesson earlier or later. I include it on Day 7 to make sure I have time to review and complete rubrics for all of the pre-assessment drafts from Day 1.

WORK TIME

Ask students to go over their rubric and determine the three biggest ways they can become better writers. They will write their three goals on the goal sheet and glue the goal sheet into the notebook on their notebook.

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.



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