

# 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!

## ADDING DETAILS

USE DETAILS TO **SUPPORT** YOUR FACTS.

Type of Detail

Detail

### The Eiffel Tower

#### Lesson 5: Generating a Topic

The beautiful Eiffel Tower looms above the Paris skyline. Its popular image is everywhere from clothing, to jewelry, to artwork. According to Science Kids, the Eiffel Tower is one of the most well-known structures in the world. Its iconic silhouette symbolizes Paris in the minds of people. Can you believe that such a world-famous structure was only designed to be temporary?

#### Building the Tower

Construction of the tower began in 1887 and was completed for the 1889 World's Fair. The Eiffel Tower was constructed on the Champ de Mars in the center of Paris. It was designed as the entryway for the fair. Interestingly, not many people at the time thought that it was especially great, and most thought that it would come down after 10 to 20 years. It stayed up permanently because an antenna was added to the top that conducts wireless signals. Today, the Eiffel Tower still beams radio and TV broadcasts all over the world.

Engineer Gustave Eiffel designed the tower to be impressively large. It stretches 1,083 feet high and is 40 feet wide. As of 2023, the tower's color is a shade of bronze known as Eiffel Tower brown. However, according to Tour Eiffel Paris, the Eiffel Tower has been painted 19 times since it was built. The different colors used on the tower include red-brown, yellow-ochre, chestnut brown, and bronze.

#### What is in the Tower?

There is a lot more to the Eiffel Tower than you may think from a picture. In fact, the tower has several floors with rooms and decks. On the first two floors, there are restaurants and cafes for tourists. Visitors can use the stairs or the elevator to reach these two stories. The observation deck can be found on the third floor. Visitors can buy tickets to go to the observation deck to get a bird's-eye view of Paris.

#### Popularity

The tower draws world-wide attention. The Eiffel Tower since it was built is a replica of the tower, and the tower is a popular background. The Eiffel Tower is a popular sight in Paris.

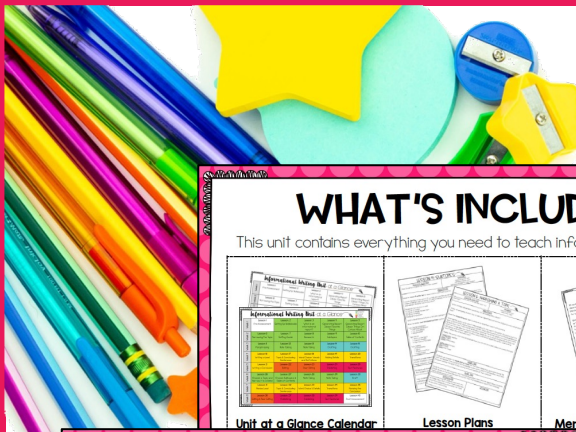
Whether you use the term 'Eiffel Tower' or 'the tower's not recognized around the world, it is etched in everyone's mind as a simple temporary structure of the world's most popular city.

Research and write about...

Is it an informational report?

a letter to your city asking them to update your local park

15



## 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 Time:	

## QUICK START

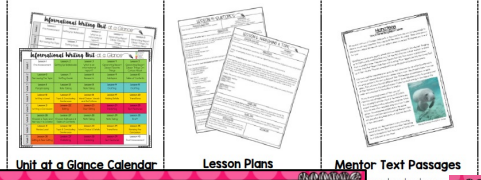
Look for a successful first week of writing instruction!

This is the Week One PDF. This contains everything you need for long-term use. I printed the task cards on cardstock and laminated for durability. For each lesson, you will need one task card and one rubric from the PDF. You will also need one set of materials.



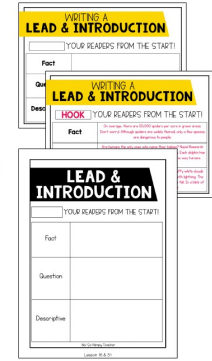
## WHAT'S INCLUDED

This unit contains everything you need to teach informational writing!



## ANCHOR CHARTS

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



## 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.

Students will only be using this eight-page notebook for one 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 recommending a place to keep their notebooks after the unit is complete, once they have 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 their lessons. This is also a good place to keep student goals and a word list.

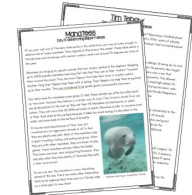
**Masterpieces:** In this section, students will be writing their two major masterpiece stories. The first masterpiece story will be highly guided through mini lessons. During the last three weeks, students will complete a second masterpiece story that is done more independently.

**Stories:** 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 days 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.

## 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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Not So Wimpy Teacher

Not So Wimpy Teacher



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 Note Taking	Lesson 12 Note Taking
Week 4	Lesson 16 Citations	Lesson 17 Citations
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 Revising the Lead & Conclusion	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
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Week 4	R Lesson 16 Citations	R Lesson 17 Citations
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Week 7	R Lesson 31 Revising the Lead & Conclusion	R Lesson 32 Topic & Concluding Sentences
Week 8	E Lesson 36 Editing & Peer Editing	P 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 & Table of Contents	Lesson 10 Paraphrasing
Week 3	Lesson 11 Note Taking	Lesson 12 Note Taking	Lesson 13 Drafting	Lesson 14 Revising a Lead	Lesson 15 Topic & Concluding Sentences
Week 4	Lesson 16 Citations	Lesson 17 Citations	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 Drafting
Week 7	Lesson 31 Revising the Lead & Conclusion	Lesson 32 Topic & Concluding Sentences	Lesson 33 Citations	Lesson 34 Word Choice & Details	Lesson 35 Transitions
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!

# London Bridge

## Day 15: Topic and Concluding Sentences

"London Bridge is falling down, falling down, falling down. London Bridge is falling down, My fair lady!" This is a popular children's nursery rhyme, but did you know that there is some truth to the lyrics? The London Bridge was indeed falling down!

### Falling Down

In the early 1960s, it was discovered that the London Bridge was falling down. The 600-year-old bridge was not built to handle the traffic, and it was slowly sinking into the River Thames. The website History.com reported that the bridge was sinking one inch every eight years. The city of London felt that the best possible solution was to build a replacement bridge and try to sell the old bridge.

### The Purchase

Ivan Luckin, a London city councillor, came to the United States to try to sell the old bridge. Although it might have seemed like a long-shot, Luckin found a buyer! A rich man named Robert McCulloch had just purchased some land near Arizona's Lake Havasu. McCulloch thought that the London Bridge would look perfect on his new land. "I needed the bridge," he told the *Chicago Tribune* newspaper. He purchased the bridge from London for \$2,460,000.

### Moving the Bridge

Moving the bridge was a tough task. Workers had to use markers to label each brick. Then, the bridge was taken apart, and the bricks were put in crates and shipped to California. Trucks brought the crates to Lake Havasu, Arizona. Workers spent three years assembling the pieces of the bridge. According to History.com, the shipping and assembly cost a total of \$7 million.

### Opening

On October 10, 1971, the London Bridge was ready for visitors. There were skydivers, marching bands, and fireworks. London's Lord Mayor and several celebrities came to the event. The bridge went



# Lascaux Cave

## Day 14: Revising Your Lead

...out for a walk and stumbling upon a preserved prehistoric... was discovered.

# The Return of the Bald Eagle

## Day 13: Vocabulary

...ll-known symbol of the United States. It is as powerful as it is graceful, or even in the sky. The mighty eagle was once on the brink of disappearance. The very symbol of America going extinct, never to return?

...hawk found near water in North America. Eagles are a type of seabird that also prey upon rodents and other birds. Adults have heads of white feathers and a dark appearance. They are also diurnal, which means they are active during the day.

...so they were not always appreciated. Many farmers thought that eagles preyed on small animals. Because of this, some eagles were killed by farmers.

...ned Eagles just started to disappear. Every year in the 1900s, fewer and fewer eagles were seen. There were very few living eagles at all. Other than in Alaska, it was thought the eagle extinct? Why?

...were victims of pesticides. A chemical called DDT was used to kill insects. It affected the eagle's eggs. They could not hatch any baby eagles, and only about 500 eagles left alive, and it looked hopeless.

...ese facts were discovered. The animal was declared extinct. The risk of extinction, so protection was needed.

# Pinniped Marine Mammals

## Lesson 4: Subtopics and Table of Contents

...ve probably either read about whales, seen a turtle, or maybe even a shark. There are many animals in the water that are not fish, including the unique group of animals called pinnipeds! They are large, fun, playful, and also vicious predators.

# The Discovery of Tut's Tomb

## Day 12: Adding Details

...r 26th, 1922 Howard Carter stood at a doorway. He was about to open a chamber that had not been opened for over 3,000 years. No one thought that there could be such a place left. Egypt's pyramids are ancient structures that have stood for thousands of years. They were built and robbed many years ago. Egypt's pyramids and tombs had all been discovered and looted long before Carter was about to unveil one that would prove to be a monumental discovery.

...of Egypt was and is full of monuments and ruins. The ancient Egyptian civilization is one of the most famous in the world. Most people are familiar with the Great Pyramid or the mysterious cat-peddlers. Many were filled with gold and precious metals, while also containing the remains of pharaohs. The treasures and artifacts have long since been put into museums around the world.

...rter was an archaeologist who was out of luck. He specialized in Egypt, but he could not find any tombs. He decided to give it one last try in a place called the Valley of the Kings. This was a place where pharaohs hid their mummies deep in caverns. Carter and his team found a rubble-covered staircase. The stairs led to a very well-known pharaoh, King Tutankhamun (King Tut). When Carter opened the tomb, he found unbelievable treasures.

...the Tomb immediately, large objects were visible: a giant throne, a chariot of gold and precious stones, and a very well-known pharaoh, King Tutankhamun (King Tut). When Carter opened the tomb, he found unbelievable treasures.

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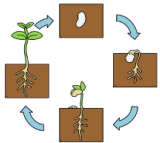


No need to buy books or spend time searching for mentor texts! This bundle contains 13 original mentor texts to help you teach specific informational report writing skills.

# 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.

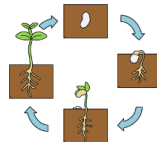
What is a hurricane? A hurricane is considered to be a natural disaster, an actual event that makes great damage or loss of life. More specifically, a hurricane is a violent tropical storm that has winds higher than 72 mph. These storms can be called other names, as well. The storms in the North Atlantic Ocean, they are known as typhoons, and in the Western Pacific Ocean, they are known as typhoons. 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**

## Hurricanes

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**Heading**

AND

**Subheading**



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

**Photo**

AND

**Caption**

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 <del>n</del> w hat.
	when you need to insert a word	is She <sup>is</sup> 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 <sup>there</sup> <del>their</del>
	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.

# TRANSITIONS

## SEQUENCE

first, next, then, later, after  
that, immediately, finally,  
eventually

## EVIDENCE

for example, for instance,  
such as, as an example

## CONTINUING AN IDEA

and, also, again, another,  
in addition

## CHANGING IDEAS

although, but, rather,  
however, on the other hand

Not So Wimpy Teacher: Lesson 20 & 35



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 was easy to follow and my class loved it!  
Very useful in a writing workshop environment. I  
loved that the mentor texts were included and  
they were true models of what the kids felt like  
they could do.

– Lacey L.

”





## 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.	

**Paraphrase this fact using your own words.**  
 Green sea turtles are omnivores, and their diet consists mainly of algae, seaweed, and seagrasses.

**Research and write about...**  
 Mars rover

**Research and write about...**  
 chimpanzees

**Research and write about...**  
 the Great Barrier Reef

**Is it an informational report?**  
 a story about your new puppy

**Research and write about...**  
 the Lewis and Clark Expedition

**Paraphrase this fact using your own words.**  
 Over a million visitors tour the Seattle Space Needle annually.

**Is it an informational report?**  
 a piece about the most famous volcanoes



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

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
CITATIONS	Used 2-3 citations	Used 1 citation or citations were used incorrectly	Did not use citations
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 ending	Report has many	Report does not include an ending

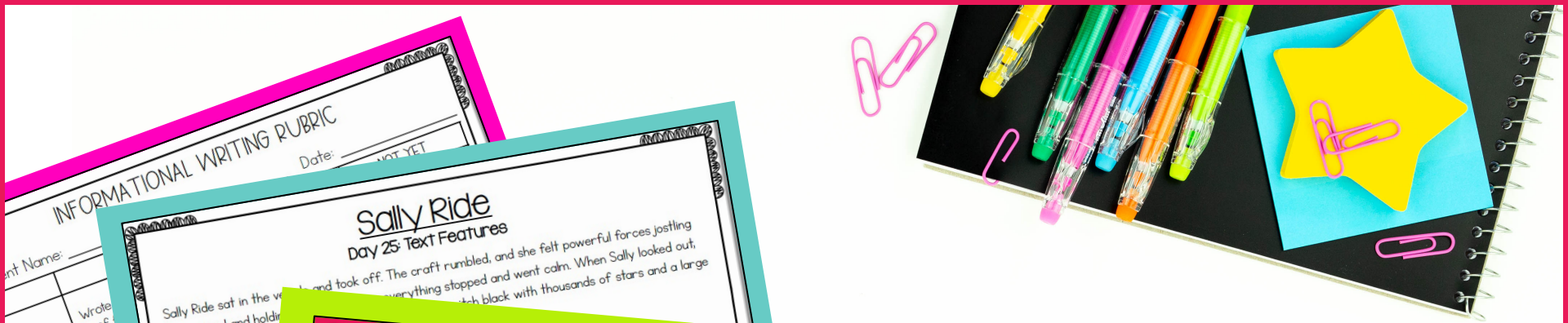
# INFORMATIONAL WRITING RUBRIC

MASTERED \_\_\_\_\_ 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
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
Used 2-3 citations	Used 1 citation or citations were used incorrectly	Did not use citations
Included sufficient transitions	Included some transitions	Did not use transitions



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



**INFORMATIONAL WRITING RUBRIC**  
Date: \_\_\_\_\_ NOT YET

Student Name: \_\_\_\_\_

**Sally Ride**  
Day 25: Text Features

Sally Ride sat in the vehicle and took off. The craft rumbled, and she felt powerful forces jostling her around and holding her steady. Everything stopped and went calm. When Sally looked out, she couldn't see anything but a bright blue sphere. It was a small, round planet that glowed black with thousands of stars and a large blue sphere. It was a small, round planet that glowed black with thousands of stars and a large blue sphere.

**Childhood**  
Sally Ride was born in 1931 in Utah. She became interested in science and became an astronaut. Her goal was to fly into space.

**Becoming an astronaut**  
Sally Ride was selected to fly into space. She joined a mission and operated the shuttle. She followed the mission plan.

**Later in life**  
After she retired from NASA, she continued to work in science. She was a role model for many young girls. She was a pioneer in the field of space exploration.

**END**

**FACTS** Write of

**LEAD** Write of

**PARAGRAPHS** Write of

**CITATIONS** Write of

**TRANSITIONS** Write of

**WORD CHOICE** Write of

**TEXT FEATURES** Write of

**ENDING** Write of

**PUN** Write of

## 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

**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**

<b>ESSENTIAL QUESTION</b> What goals can you set for yourself to improve your informational report writing?	<b>MATERIALS</b> 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 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 <del>new</del> hat.



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