

Revised Informative/Explanatory Writing: Research

Unit Introduction

NOTE

CCSS Standards are listed in Table of Contents after each lesson title as well as on actual lesson pages for new or revised lessons.

The lessons in this unit are designed to immerse students in “expository” writing. The lessons fulfill expectations for CCSS although certain words need to be added or changed to strengthen the alignment. For example, CCSS refers to “expository text” as “informative/explanatory text.” Student goals have been updated.

To incorporate the Common Core State Standards W.5.6 which describes the use of technology you may choose to:

- Take digital photographs of shared experiences.
- Create a PowerPoint of writing with voice recordings.
- Use story-making applications from iPads or other tablets.
- Type final projects.
- Share writing over school announcement system.
- Have students project the written pieces using a document camera.

Student Goals:

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

Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.

Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).

Use precise language and domain-specific vocabulary to inform about or explain the topic.

Provide a concluding statement or section related to the information or explanation presented.

2. Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
 - Recall relevant information from experiences or gather relevant information from print and digital sources.
 - Summarize or paraphrase information in notes and finished work.

- Provide a list of sources citing references appropriately.
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- 3. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

Unit Overview:

After completing the Informational Article on an expert topic, students are now excited about beginning a research project. However, research and report writing are complex tasks. Though students may be curious and motivated by a topic, they do not know where or how to begin uncovering additional information about that topic. Often, students have simply copied pages of information exactly as it was printed in the text. This plagiarized document becomes the research ‘report’.

The goal of this unit is to teach the skills and strategies the students need in order to be successful researchers---strategies for scanning nonfiction text, note taking, and paraphrasing. The outcome is the application of these skills in a short, original essay or article. Upon completion of this study, students are prepared for more in-depth, individual research projects. So whether the topic is part of a unit of study or a question that arises from a natural curiosity, students will find exploring and writing nonfiction to be an enjoyable and productive process.

Since this unit immediately follows the Informational Article, the organizational structure of this expository writing is briefly reviewed. Students will be asked to revise and edit their writing using the same checklists from the Informational Article unit of study. The sources are different for the two assignments, but the structure and craft of both essays is the same.

The content or theme of this particular unit reflects the 5th Grade Science curriculum, ‘Earth and Stars’. Guided by this topic, we were able to locate available resources in the 5th Grade Scott Foresman anthology and the Science Kit Library. However, the content is certainly open to ‘teacher choice.’ These same lessons can easily be adapted for other units such as ‘Tribes,’ ‘The States,’ ‘Revolutionary War Heroes,’ etc.

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Expository Writing: Research (R1)

What's the Question? Using a KWL Chart to Plot the Course

Writing Teaching Point(s):

- Students will use a KWL chart to analyze questions, categorize, and narrow topic for research.
- Students will choose a topic- i.e., planet in the solar system to explore for this research unit.
- Students will locate resources for research.

Standard(s):

- W.5.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- W.5.7 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.

Materials:

- Chart paper
- Sticky notes
- Colored markers
- 'Earth & Stars' Science Kit Library

Connection:

"Writers, you have successfully completed an informational article. You have learned to organize information into an expository format. Today we begin a new study which focuses on research skills."

Teach (modeling):

"For the informational article you already knew a lot of facts and shared your 'expertise'. Sometimes you are curious about an idea and have unanswered questions. This is what research is all about—exploring and learning about a subject or topic. In this unit, you will need to further explore or research a topic, and then share the information by writing a short article for your classmates."

Soon we will begin a science unit on Earth, Moon, and Stars. It is important that we all have some basic information about the planets. So today, we'll begin with a KWL chart on the planets. First, we need to be thinking about everything we already know. Take a minute and think silently. What do you know about the planets? Share with a neighbor two facts you know about the planets in our solar system."

Teacher elicits information from students about their knowledge of planets for the 'know' column on the chart. *"Now we need to think about what we wonder, or wish to learn about the planets. What are you curious about? Take a minute to think about your questions."*

Active Engagement:

Share one question you have with your neighbor."

Teacher elicits information from students about their questions. Some basic questions might include i.e., How far is the planet from the sun? What is the physical description of the planet? Where is the planet in relation to other planets?

(See sample KWL chart)

Model:

The teacher now begins categorizing questions into groups or categories, using colored markers to circle like categories i.e., Red for physical description, green for comparisons other planets in the solar system, and blue for moons of a planet.

“One way that authors generate ideas for their research and writing is by thinking about the different parts of their topic. You might think of these parts as pieces of a pie. They are important parts of a whole.

Let me show you what I mean. As I review the chart, I see several important questions that ask about the appearance of the planet—what does it look like? What is it made of? This definitely could be one category for the research and the writing on this topic, ‘planets’.

I see here there are several questions making comparisons. Questions like, “How much bigger is the Jupiter than Earth? How far is Mars from Earth? Do the planets have weather? I’m going to make ‘comparisons with other planets’ another part of the research.

Finally, these questions show you are interested in the Earth’s moon. And you are wondering about moons for other planets. I definitely want you to learn more about those questions. I’m going to make ‘Moons of the Planet’ the final category for your research.

We have made 3 very important categories of information we need to learn about planets. These are the 3 questions that will guide your research.”

- *What is the physical description of the planet?*
- *How does the planet compare to other planets in the Solar System?*
- *What is important about the moon(s) of this planet?*

Thinking about the parts of the topic helps writers gather enough information about a topic and it helps organize the information.”

Note: Three categories are provided here. Feel free to identify your own categories or have students identify categories that make sense based on the information you collect.

Link to Independent Practice:

“I want you to try this now. In your writing notebook make a short list of three planets you are curious about.

Now choose one of the three planets for your research. Draw a star by that planet’s name. What interests you about that planet?

Take a minute to share your thinking with a partner.

Let's close today's session with a short write, explaining what planet you would be interested in researching. Tell why this planet interests you and include information or facts you already know."

Closure: *Exploring Resources*

Zip Around: Students name the planet chosen for research.

Students are given time to review available resources on their topic or planet.

Notes:

Due to limited resources for research and the complexity of information being used, we recommend you put students into research teams. Teams can be made based on the planets students express interest in or on successful team-work groupings. We recommend heterogeneous groups for this project.

Resources & References: (adapted from, acknowledgments)

Bender, Jenny Mechem. 2007. *The Resourceful Writing Teacher*. Heinemann Press.

Planets

Know	What do I want to learn	What I learned
<ul style="list-style-type: none"> • Earth is a planet • Pluto is the smallest planet • Mars is a planet • Earth only planet with life • Earth has a moon • Earth has one moon • The sun is the center 	<ul style="list-style-type: none"> • How many planets are there? • Do other planets have moons? • What are planets made of? • Is the sun a planet? • What planet is closest to the sun? • How far away is the sun from the Earth? • Can we see other planets? • What are the planets named? • Which planets have we traveled to? • Where is the space station? • How do the astronauts travel on the moon? 	

Expository Writing: Research (R2)

Scanning Text and Noting Important Words

Writing Teaching Point(s): <ul style="list-style-type: none">• Students will locate information using overview or scanning strategies.
Standard(s): <p>W.5.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>W.5.7 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.</p> <p>W.5.8 Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.</p>
Materials: <ul style="list-style-type: none">• KWL Chart from Lesson 1• Highlighters• Sticky notes• Scott Foresman, pg. 583, article, 'Earth'• Chart- note-taking (Overview: Scanning Text for Information)• Resource books from Earth, Moon, and Stars Science Library and resources from the school or public library
Connection: <p><i>“Last session you accomplished two important tasks---selection of a topic and location of a few resources for research. An important part of research is knowing what information to take from articles or books and what to ignore. There are so many interesting facts, but you will need to choose only the most important ones as you collect facts to build your essay.</i></p> <p><i>As researchers we are looking to answer certain questions. Remember, in our project we want to learn the answers to three key questions.”</i> Teacher refers to KWL chart.</p> <ul style="list-style-type: none">• What is the physical description of the planet?• Where is the planet located in the solar system?• What do you know about the moons of this planet?• Note: Use these categories or the ones you identified. <p><i>“So today, we will practice locating the research answers by using overview or scanning strategies.”</i></p>
Teach (modeling): <p>Teacher teaches the overview or scanning process. Refer to chart.</p> <p><i>“When we are overviewing, or scanning a text, it is important to follow these steps.”</i></p> <p>See Chart</p> <ul style="list-style-type: none">• Look at Titles and Subtitles• •Read the first and last line of each paragraph• •Identify/highlight (only) the important words• Ignore information that is off-topic

Teacher models using article titled 'Earth' on pg. 583 Scott Foresman anthology.

"Let me show you what I mean. Since I am scanning for specific information, I want to review the three questions I am trying to answer about my topic." (See KWL chart) "Today I will be using the article, 'The Earth' in our Scott Foresman anthology. Please turn to page 583."

"I can see this would be a good article to answer our research questions. I know this because I've read the title.

Next, I've read the first and last sentences of each paragraph. I understand that this article is a description of the inside of the earth.

At the bottom of the page I see a diagram of the earth's surface and core. Yes, this article will help me in my search for information on what the earth looks like, or it's physical description."

Teacher models identifying important words or phrases in the first paragraph.

If using a photocopy of the text, model highlighting key words.

If using the Scott Foresman anthology, model copying key words onto sticky notes.

*"I'll begin scanning the first paragraph. First, I'll read the first and last sentence of this paragraph." Teacher reads aloud. "These important sentences tell me this paragraph is about recent discoveries about the earth. Now, I'll go back and highlight (or copy onto sticky notes) the important words: **60 years ago—didn't know, high tech.** These words are important because they tell me that the information is new and current.*

*Next, I'll highlight **seismographs.** 'Seismographs' is important because it will remind me that this instrument showed what's below the ground. Technology has made it possible to learn more about what's inside the Earth."*

Active Engagement (guided practice):

Shared Practice

"Now let's read the next three paragraphs together and determine what information we need to highlight." Teacher guides students to these ideas using the scanning strategies. Teacher and students, highlight the important ideas. i.e., three layers; crust, mantel, core. Crust- thin, hard, cool. Mantel- middle, hotter, thicker. Rocks move. Causes volcanoes and earthquakes.

Partners Practice:

"Now it's your turn. Read the final paragraph with a partner. Look for words that help answer the question. What are the important details about the core? What words did you highlight? Why?"

Large Group Share: Important words: i.e., core is center; liquid; hard rock; hottest

Link to Independent Practice:

Students begin scanning their own resources for important facts.

“Now, your assignment is to work independently. Scan your resource article or text. Go back and highlight or note important words and phrases that help answer our first research question: ‘What is the physical description of the planet?’

Closure:

Students zip around share in response to this question:

What technique for scanning text helped you most as a researcher to identify important information in the text?

Notes:

Resources & References: (adapted from, acknowledgments)

Overview: Scanning Text for Information

- Read Titles and Subtitles
- Read the first and last line of each paragraph
- Identify/highlight (only) the important words
- Ignore information that is off-topic

Expository Writing: Research (R3) Note-Taking Strategies: Session 1

Writing Teaching Point(s):

- Students will write effective notes from text.
- Students will use a grid system for taking notes and organizing information.

Standard(s):

- W.5.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- W.5.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- W.5.7 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
- W.5.8 Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.

Materials:

- note-taking grid, on chart paper for teacher model
- note-taking grid, student copies

Connection:

“Yesterday, you learned and practiced locating and highlighting information in our resources that would help answer our three research questions. Today you will organize those ideas on a note-taking chart.”

Teach (modeling):

Modeling: Note taking with a Research Grid

Begin by displaying a copy of the grid on a chart or document camera. Prepare the grid with a model of the teacher’s research project, i.e. ‘Earth’. Show students how to label the chart with the research questions across the top, sources down the side, and the topic/title in the corner. (See chart at the end of this lesson.)

“I use a note-taking grid or research chart to help me write my research reports. It helps me organize my notes and write them without copying from a book. It also helps me see at a glance the information I have collected and the areas that need more information.”

Teacher models set up of the organizer. See sample attached. *“This is how I begin to organize my chart. First, the title of my research project is ‘Earth’, so I’ve written this across the top. The first column on the left is for resources, so I’ve written ‘Resource’ on top of that column. In the box below I’ve written in my first source. It is the article titled, ‘Earth’, Scott Foresman Anthology, page 583.*

Now, it’s your turn.

- *Write the name of the planet you are researching on your chart.*

- *Next, at the first column on the left write 'Resources'. Then in the box below write the title of your first resource.*
- *On the top of the other columns of boxes you will write our research questions. The questions for our planet research were: What is the physical description of the planet? How does the planet compare to other planets in the Solar System? What is important about the moon(s) of this planet?"*

Great! Now you are ready and organized with a note-taking grid."

Teach (model) Teacher models taking notes and organizing them on a grid.
"When I write a research article like this, my job is to teach the readers about the topic. One really important way to teach readers is to gather important facts and statistics. There are some rules to remember when writing notes about a topic.

- *Keep it short, use a single word or short phrases*
- *Focus on the topic, answer the questions*
- *Make sure the notes are organized thoughtfully*

"Now, what information about Earth's physical description did I find in this paragraph? Before I begin I want to review my highlighted words. These highlights help me remember what the paragraph is about without rereading the whole paragraph."

Sample think aloud: *"Looking at the highlighted words I remember it is about recent findings about what is **inside** the Earth. So I'll write 'inside' in the box labeled physical descriptions. I know that only 60 years ago we didn't know what the Earth was made of, so I'll write '60 years ago-didn't know' in the box. Using modern, **hi-tech** equipment we now know that the Earth has an inner core, so I write 'hi-tech' and 'seismographs' in the box to help me remember that information later.*

Guided Practice: *"Now let's create notes for the next paragraph. You remember that this paragraph tells all about the Earth's crust and mantle. Together let's decide what our notes will be and write them in the box under the question, What is the physical description of the planet?" See sample attached.*

Partner Practice: *"O.K., it's time for you and your 'planet' partner, to create notes for the final paragraph." As students work with a partner, teacher coaches and gives help as needed.*

Large Group: Students share information to put on chart.

Active Engagement (guided practice):

"I want you to try this now for your topic and informational resource. What information about the planet's physical description did you locate yesterday? Review some of the highlighted or noted words. These highlights help remember what the paragraph is about without rereading the whole paragraph."

Partner Share: *“Tell your writing partner 2 highlights from your informational resource you’ve chosen to add to the chart.”*

Link to Independent Practice:

Now, on your own finish your note-taking for this one category and resource.”

Resources & References: (adapted from, acknowledgements)

Bender, Jenny Mechem. 2007. *The Resourceful Writing Teacher*. Heinemann Press.

Notes

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Note - Taking Grid

Topic	<u>Question 1</u> What is the physical description of the planet?	<u>Question 2</u> How does the planet compare with the other	<u>Question 3</u> What is important about the moon(s) of this planet?
Source 1			
Source 2			
Source 3			

Teacher Sample

Note - Taking Grid

Topic	<u>Question 1</u> What is the physical description of the planet?	<u>Question 2</u> How does the planet compare with the other planets?	<u>Question 3</u> What is important about the moon(s) of this planet?
<p>Source 1</p> <p>Article: 'Earth' Scott Foresman Anthology Pg. 583</p>	<ul style="list-style-type: none">• 60 years ago-didn't know• hi-tech- seismographs• study below ground• learn what's inside three layers <p>layer 1 crust, hard thin, cool middle, mantle, hotter, thicker, rocks move, earthquakes, volcanoes Core: two sections, outer is liquid, liquid spins Causing magnetic field Hottest Hard rock</p>		
<p>Source 2</p>			
<p>Source 3</p>			

Expository Writing: Research (R4) Note-taking Strategies: Session 2

Writing Teaching Point(s):

- Students will learn how to use a resource to answer more than one question.

Standard(s):

- W.5.2.b Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
- W.5.2.d Use precise language and domain-specific vocabulary to inform about or explain the topic.
- W.5.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- W.5.7 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
- W.5.8 Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.

Materials:

- Sample article, “Earth—Our Home In Space,” for overhead display and optional student copies
- Note-taking chart from Lesson 3
- Highlighters, sticky notes

Connection:

“Researchers, you have been working diligently! I see that you are gathering information using important note-taking skills. You have organized this research on a helpful grid.”

Think-Pair-Share: *“Take a few minutes to tell your neighbor about one or two of the sources you have used to research so far. Tell your partner why you think this may be a good source of information.”*

Large Group: Share informational texts and other resources.

*“Some resources are real treasures! Today I want to show you how **one** article or text may help answer **several** of the research questions.”*

Teach (modeling):

Teacher models scanning a resource and thinks aloud while identifying several important details for note-taking.

“Let me share a second article I have found for my research. It is titled, ‘Earth--- Our Home in Space.’ Right now, I’ll continue looking for details about the physical description of the Earth.

*Here, the third paragraph contains some new and interesting facts about its physical characteristics. The author states that Earth is **almost round** and **25,000 miles around** in the middle. As I continue to read, I find these facts:*

water covers $\frac{3}{4}$ of the surface, so scientists call Earth the Blue Planet. Landforms cover the rest of the surface. The land forms seven continents: Europe, Asia, Africa, Australia, Antarctica, North and South America.

*In this paragraph I also learn. . . Earth is the **only planet** where we know there is **life**. Life can be seen **everywhere**. This information doesn't fit into the category of physical description. But, I could add this interesting detail to the second column because it shows how the Earth's livability compares with other planets in the solar system."*

Partner Practice:

Teacher points to the 6th paragraph. *"When I come to the end of the article I see a topic sentence mentioning the Earth's moon. This is the third category of information I am seeking for my article. What information about the Earth's moon do we find in this paragraph? With your partner highlight or note the important details you would include on the note-taking grid.*

Large Group Share: *What information about the Earth's moon do we find in this paragraph? i.e. Earth has **one** moon. A cloud of **dust and rock** formed this moon. **Gravity** keeps it **orbiting the earth**. "Yes, I will write these facts in the third category box."*

Link to Independent Practice:

"Writers, as you continue to research information for your topic, remember that it is possible to find information that answers multiple questions from the same resource or article."

Students continue to research their topic.

"I want you to try this now with your resources. Scan your material. Can you locate important facts that answer the research questions? You will have the remaining portion of our workshop time for note-taking and completion of your grid."

Teacher coaches students in small groups or individuals, i.e:

- *"You want your readers to learn information in every part of your article. So make sure that each of your categories contains supporting facts or details.*
- *"Scan this page. Can you find an answer to one or more of the research questions?"*

Closure: Large Group:

- Students share their completed grids. Is there information in each category?

Notes:

Resources & References: (adapted from, acknowledgements

Sample Article

Earth---Our Home In Space Joanne Rover

You are an earthling---you live on planet Earth. People have lived on Earth for thousands of years. Plants and animals have been here even longer. But what exactly is a planet? Scientists are always studying the earth. But even with powerful telescopes, satellites, and rockets there are still many questions to be answered.

The sun is the center of our solar system. Earth is one of nine planets that travel around the sun. It is the third planet away from the Sun and is the perfect distance (about 93 million miles, so it's not too cold or hot.) The Earth revolves around the Sun every 365 $\frac{1}{4}$ days. This unique timing gave people the time measurement for one year.

Long ago, people thought the earth was flat---like a plate. They worried about falling off the edge. Today we know that the Earth is almost round---like a ball. Earth measures about 25,000 miles around its middle. You would have to fly a jet plane more than 30 hours to travel that far. Earth is often called the Blue Planet because water covers three-quarters of its surface. Land forms cover the remaining surface and seven continents---Europe, Asia, Australia, Antarctica, North America, South America and Africa. Earth is the only planet where we know there is life. You can see life almost everywhere on our planet: at the bottom of the oceans, on tops of mountains, in blazing deserts and freezing icebergs.

Scientists have learned a lot about the inside of our planet. By studying earthquakes, they have found the Earth is filled with rock and metal which becomes hotter and hotter toward the Earth's center. Scientists have discovered three main layers: the crust, the mantle and the core.

The Earth's atmosphere is a covering of gases that surround the planet. Some of the gases protect us from the Sun's harmful rays. Others act as an invisible blanket and hold the Sun's warmth close to the Earth. The atmosphere contains the oxygen we need to breathe. It also carries water vapor that falls to Earth as rain and snow. Without the atmosphere, people, plants and animals could not live.

The Earth has one moon traveling around it. The Earth's moon was probably formed from a cloud of dust. It may even be a chunk of Earth that was knocked off by a meteor. Gravity keeps the Moon orbiting. The moon shines because it reflects the Sun. As the Moon circles Earth each month, different parts of the Moon are lit. This is what causes the appearances of its different shapes: Full, Gibbous (nearly full) Quarter (half moon) or Crescent (a sliver).

Earth is our home. It is home to more and more people every year. Pollution is a big problem facing us today. Pollution may change the Earth's climate, and make it hard for some living things to survive. We Earthlings need to understand our planet, so we can become responsible guardians.

Teacher Sample		Note -Taking Grid		
Topic	<u>Question 1</u> What is the physical description of the planet?	<u>Question 2</u> How does the planet compare with the other planets?	<u>Question 3</u> What is important about the moon(s) of this planet?	
<p>Source 1</p> <p>Article: 'Earth' Scott Foresman Anthology Pg. 583</p>	<ul style="list-style-type: none"> • 60 years ago-didn't know • hi-tech- seismographs • study below ground • learn what's inside three layers layer 1 crust, hard thin, cool middle, mantle, hotter, thicker, rocks move, earthquakes, volcanoes Core: two sections, outer is liquid, liquid spins Causing magnetic field Hottest Hard rock 			
<p>Source 2</p> <p>Resource text: Earth-- _____ <u>OurHome in Space</u></p> <p>Joanne Rover</p>	<ul style="list-style-type: none"> • blue planet- $\frac{3}{4}$ water • 25,000 miles around • land forms • seven continents: Europe, Asia, Australia, Africa, Antarctica, North and South America 	<ul style="list-style-type: none"> • one of nine (eight) planets • perfect distance- not too hot/cold • only planet with life everywhere- oceans, mountains, deserts, icebergs 	<ul style="list-style-type: none"> • one moon • formed from clouds of dust and rock • may be a chunk of Earth – meteor • gravity keeps moon orbiting • 250,000 M away from sun 	
<p>Source 3</p> <p>Resource text: <u>The Earth</u> Cynthia Pratt Nicolson</p>	<ul style="list-style-type: none"> • round like a ball, thicker in middle • only 5th largest planet • water is $\frac{3}{4}$ of surface • landforms $\frac{1}{4}$ of surface • 25,000 miles around center • inner core-filled with rock and metal • crust-like a jigsaw puzzle of rock called plates • atmosphere/covering • gases protect from sunrays • blanket- holds warmth • oxygen- to breathe, carries water vapor 	<ul style="list-style-type: none"> • 3rd from sun • 93 million miles from sun • Mars and Venus are neighbors • Mercury, Venus, Mars- solid rock • Mars very cold • Venus scorching hot • See illustration, 	<ul style="list-style-type: none"> • moon reflects sunlight • revolves around Earth • doesn't change shape-only see part lit -full moon-whole sunlit side -gibbous-nearly full -half moon -crescent • eclipse- when Earth between sun/moon blocks sunlight • moons gravity pulls ocean water- tides-high and low • first human- Neil Armstrong 	

Expository Writing: Research (R5) Perfecting Paraphrasing Ideas & Content

Writing Teaching Point(s):

- Students will paraphrase notes taken from research into complete thoughts.

Standard(s):

W.5.2.b Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

W.5.2.d Use precise language and domain-specific vocabulary to inform about or explain the topic.

W.5.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

W.5.7 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.

W.5.8 Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.

Materials:

- Class note-taking chart on Earth
- Copies of sample article *Earth-Our Home in Space* from previous lessons
- Chart paper
- Markers

Connection:

“Writers you have successfully researched for information that answer your questions about your topic. Now it is time to start writing your research essay. Today, you will put that information into sentences and paragraphs.”

Teach (modeling):

*“We are going to begin by reviewing some paragraphs written about Earth. Let’s take another look at paragraph three from the article, *Earth-Our Home in Space*. Joanne Rover is describing some facts about the size and shape of the Earth. She could have simply written that the Earth is round and 25,000 miles around. Some of it is land and some is water. Those are the facts she has about Earth. I want you notice what she does with those facts to make the writing interesting.”*

Active Engagement:

Have students read just paragraph three in pairs and discuss what is good about her writing.

Long ago, people thought the earth was flat---like a plate. They worried about falling off the edge. Today we know that the Earth is almost round---like a ball. Earth measures about 25,000 miles around its middle. You would have to fly a jet plane more than 30 hours to travel that far. Earth is often called the Blue Planet because water covers three-quarters of its surface. Land forms cover the remaining

surface and seven continents---Europe, Asia, Australia, Antarctica, North America, South America and Africa. Earth is the only planet where we know there is life. You can see life almost everywhere on our planet: at the bottom of the oceans, on tops of mountains, in blazing deserts and freezing icebergs.

Model: Discuss what they heard in regards to words and sentences.

Ask students; “What makes this a good paragraph?”

As they share, write their ideas on chart paper.

Hopefully, things like this will come up:

- has one topic: *Shape of the Earth*
- has a topic sentence: *Long ago people thought ...*
- has supporting sentences that give details or facts about the topic.
- has vivid words
 - uses comparisons
- does not have run-on sentences
- has sentences that make sense and stick to the topic
- has sentences that are in an order that makes sense.
- has sentences that begin in different ways.
- is made up of sentences that flow.
- is mechanically correct-spelling, punctuation, capitalization, indentation

*This will be an anchor chart that will be up in the room.

Model: (Think Aloud)

*“I want to make my facts into interesting paragraphs like Joanne Rover did. I need to paraphrase my notes into thoughtful sentences that are in my own words. That means I need to use my own words and ideas based on my notes to write complete sentences about my topic. The topic of this paragraph is about the physical description of Earth. I want my topic sentence to be the first sentence in the paragraph. **Earth’s unique physical qualities are one of the many ways Earth is a unique planet.** That sounds like a good topic sentence so I will write that as my first sentence. Now I need to read my notes, (the class note-taking grid), to see what supporting facts I can include that explains the topic sentence”.*

As I look at my notes I see 25,000 miles around. To change those words into a complete sentence I might say; Round like a ball, the Earth is 25,000 miles at its center.

Note: You can complete a copy of the full paragraph written out on chart paper. Model the two sentences on the blank page in front, then flip page to see completed paragraph.

Active Engagement (guided practice):

“Now writers, look at your research notes. Choose which section you want to write about first.”

Students read their notes.

“What would be a good topic sentence for your planet? Turn and talk to a neighbor and share one idea for a topic sentence.”

Have a few students share ideas. Write these sample topic sentences on a chart paper or the board.

“Take another look at the things we noticed made Joanne Rover’s paragraph so good. Choose one, two or three of those strategies to use in your own writing.

Link to Independent Practice:

“Use your notes, your partner and what we noticed about good paragraph writing to build your body paragraph.”

Closure:

Have partners share their paragraphs with the class.

Notes:

Students will continue drafting additional body paragraphs over the next few days following short craft lessons on writing interesting paragraphs.

Resources & References: (adapted from, acknowledgements

The Best Research Reports Ever, Scholastic Professional Books, 1998

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Expository Writing: Research (R6)

Using Subordinating Conjunctions to Improve Flow and Rhythm in Writing- Sentence Fluency

Writing Teaching Point(s):

- Students will show comparison in their writing by using ‘while’ or ‘but’ within their sentences.

Standard(s):

W.5.2.c Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).

W.5.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

Materials:

- Sample text-*Earth*
- Students copies of *Earth-Our Home in Space* from lesson 6
- Markers
- Sentence strips or cut paper for writing sentences
- Handout: Subordinating Conjunctions

Connection:

“Writers you have started writing your information about your planet into paragraphs. I am going to show you a great way to construct a sentence for your next body paragraphs. Let’s practice this sentence structure together so you can use it on your own later as you continue writing more body paragraphs.”

Teach (modeling):

*“When writers work on essays, they are looking for ways to make their writing more interesting. One way authors do this is by opening sentences with a phrase. Let me show you what I mean, here is an example from a mentor text, *Earth, I want you to notice how this article uses special sentences with an opening phrase. The phrases include a special word called subordinating conjunction.”**

Pass out handout: Subordinating Conjunctions

Read examples out loud

Active Engagement:

Students record observations about sentences that include subordinating conjunctions.

“What did you notice about the sentences with subordinating conjunctions?”

Make sure students notice the use of a comma between the opening phrase and the rest of the sentence.

Model:

“I want to try writing a sentence like these. I will use facts about my planet to try one out.”

Let's see ... I think it is interesting that Earth only has one moon. I bet I can write a sentence with a subordinating conjunction about Earth's moons.

Even though the moon seems to shine, it really only reflects the sun's light.

I used one of the subordinating conjunctions and I used a fact from my notes. I like that one, but I want to try another.

While the other planets have several moons, the earth has only one

"As I read both of these out loud, I want to listen to the rhythm and flow of the language to choose my favorite."

Model starring the sentence you like the best.

Active Engagement:

Students work with a partner to write one sentence using a subordinating conjunction. They can write it about Earth or the planet they are researching themselves.

Once students have sentences, they can write it on a sentence strip or piece of paper and display around the room or create a new anchor chart with them.

Make sure students have included the comma.

Link to Independent Practice:

"Now I want you to try using at least one subordinating conjunction today as you write. Some of you are still drafting body paragraphs. If you are still drafting, try using one of these words as you write. If you feel like you have at least three body paragraphs already written, revise some of your sentences to include this subordinating conjunctions."

Drop-in conference with students to monitor and re-teach the concept as needed. Look for several samples from students that have worked.

Closure:

Students can add examples of their subordinating conjunction sentences to the chart using sticky notes, sentence strips or pieces of paper with tape.

Notes:

It is more important for students to be able to use subordinate clauses accurately than it is for them to remember that they are called subordinate clauses. Focus your instructional time on use rather than memorizing the rule.

Resources & References: (adapted from, acknowledgements

The Resourceful Writing, Jenny Mechem Bender

Mechanically Inclined, Jeff Anderson

Sentences from *Earth* with subordinating conjunctions.

Until about sixty years ago, we didn't know much about the inside of Earth.

Even though the mantle does not get hot enough to melt, it does get hot enough for rocks to move.

What do you notice about sentences with subordinating conjunctions?

Subordinating Conjunctions

After	However	Unless
As	If	Until
Because	Since	When
Before	So	Whenever
Even though	So that	While

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Expository Writing: Research (R7) Improving Voice Using Dashes in Your Sentences.

Writing Teaching Point(s): <ul style="list-style-type: none">• Students will write a sentence using a dash to create voice in their writing.
Standard(s): <p>W.5.2.a. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.</p> <p>W.5.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p>
Materials: <ul style="list-style-type: none">• Chart Paper• Sample article-Earth, Our Planet• Colored markers
Connection: <p><i>“Writers as you are working on your revisions today you will be checking for meaning within your text. Today we are going to learn a technique that writers use to clarify meaning within their text, and add interest to their topic.”</i></p>
Teach (modeling): <p><i>“We are going to learn how to use a ‘dash’ within our writing to make meaning more clear and interesting.”</i></p> <p>Teacher shows sample sentences from Joanne Rover’s article.</p> <ol style="list-style-type: none">1. Long ago, people thought the Earth was flat—like a plate.2. Today we know that the Earth is almost round—like a ball.3. Land forms cover the remaining surface and seven continents—Europe, Asia, Australia, Antarctica, North America, South America, and Africa.
Active Engagement: <p><i>“Writers, what does the dash do in this piece of writing? Why does Joanne Rover use dashes?”</i></p> <p>Listen to responses.</p> <p>Use students responses to list some ideas about how and why to use dashes in a piece of writing.</p>
Teacher Reference: <p>“A dash is a way of interrupting a sentence. It creates a more sudden stop than a comma, and authors use it to put in extra information. When you add a second dash after the extra information, it takes you back to the interrupted sentence.” <u>Practical Punctuation</u>, Dan Fiegleson</p> <p>“The dash is like a detour; it interrupts the sentence and inserts another thought. A single dash can be used in place of a colon to emphatically present some piece of information, or used in pairs instead of parenthesis to enclose an aside or explanation.” <u>Practical Punctuation</u>, Dan Fiegleson</p>

Model: Think aloud

“Taking a look at my article, I am looking for a place where a dash would make my writing better. I do NOT want to simply throw a dash in. I want the dash to improve my writing.

I see this sentence here might be a place where a dash would work well. Let’s see, the earth has three layers ‘dash’ like the layers in a jawbreaker.

I think that gives me a good picture in my mind about the earth. So I am going to revise my writing, by adding that phrase into the sentence.”

“As I read further I see another place where a dash would work well. It is the perfect distance from the sun ‘dash’ so it’s not too hot and not too cold. This adds voice to my writing so the reader knows that I really wrote it.”

Link to Independent Practice:

“As you continue writing today, use at least one sentence with a dash in it.

Remember don’t just throw a dash in. Add a dash to a sentence that will make your writing more interesting.

If you are still drafting body paragraphs, add a dash as you write. If you feel done with your first drafts of body paragraphs, go back and revise at least one sentence to include a dash.”

Closure:

Students read dash sentences to table group.

And/or zip around share sentences with dashes.

And/or add sentences with dashes to an anchor chart.

Notes:**Resources & References: (adapted from, acknowledgements**

Practical Punctuation, Dan Fiegelson

Expository Writing: Research (R8) Including an Effective Introduction

Writing Teaching Point(s):

Students will write an introduction for their research essays.

Note: If you are teaching the Research Unit before the Informational Article or Persuasive, you will need to refer to the introduction lesson(s) in those units. IA Lesson 8 and P Lesson 8

Standard(s):

W.5.2. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.

W.5.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

Materials:

- Anchor charts or handouts related to introductions from informational article and/or persuasive units if you still have them.
- Chart paper or board space to record student ideas about introductions
- Student writing notebooks
- Copies of Earth-Our Home in Space from Lesson 4

Connection:

“You have all done a great job writing interesting body paragraphs. You have written a lot of important information about your planet in interesting ways. You have even used subordinating conjunctions and dashes to make your writing more interesting.

Today we will work on writing the introduction.”

Teach (modeling):

“You have already written several introductions. You wrote an introduction for your informational article and also when you wrote expository in third and fourth grade.”

Active Engagement:

“Think of what you know about introductions.” Give about one minute of think time.
“Tell your neighbor what you know about introductions. Each person should talk for 30 seconds. I’ll time you and tell you when to switch.”

Have volunteers share what they and their partners know about introductions. Record their ideas on chart paper or the board. Use these guiding questions if students struggle to recall the characteristics of introductions.

What part of the essay is the introduction?

What are some types of introductions we have used?

How short is too short for an introduction?

Model:

“You remember a lot about introductions. I want to add a few ideas to the ones you shared already.

I know that an introduction has a very important job to do. The introduction has to make the topic clear and also draw the reader in. I also know that an introduction can offer a hint of what the rest of the essay will be about.”

Add those characteristics to the list of student ideas you just collected:

Makes the topic clear

Draws the reader in

Offers a hint about the rest of the essay.

“Let’s take a look at Joanne Rover’s introduction to see if it matches our list if characteristics of introductions.”

Reread the introduction from Joanne Rover’s article.

“Can you tell she will write about Earth?

Are you drawn in?

Do you get a little hint about what the rest of the essay will be about?”

Active Engagement:

“Tell your neighbor what was good about her introduction.”

Students turn and talk.

“Tell your neighbor any ideas you have for making this introduction better.”

Students turn and talk.

Model:

“Notice that Joanne’s introduction did not include any sentences that began with: Hi! My name is Nor did she write any sentences that sounded like: I am going to tell you about ...

Those types of sentences are fine for conversations, but not for essays. Think about the type of introduction you would like to use for this essay. You can use a question introduction, a scene, an interesting fact or a type you create yourself. Just make sure your introduction matches the characteristics on our poster. It needs to:

Make the topic clear

Draw the reader in

Offer a hint about the rest of the essay.”

Active Engagement:

“Tell your neighbor what type of introduction you plan to write.”

Link to Independent Practice:

Students write one or two introductions.

Closure:

Zip around read introductions

Notes:

Resources & References: (adapted from, acknowledgements

Expository Writing: Research (R9) Conclusions

Writing Teaching Point(s):

Students will write a satisfying conclusion for their research essays.

Note: If you are teaching the Research Unit before the Informational Article or Persuasive, you will need to refer to the introduction lesson(s) in those units. IA Lesson 9 and P Lesson 9

Standard(s):

W.5.2.e. Provide a concluding statement or section related to the information or explanation presented.

W.5.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

Materials:

Any anchor charts from previous units related to conclusions

Student copies of Earth-Our Home in Space

Students writing notebooks

Connection:

“Writers, you have written most of your research essays. You have introduced the reader to your topic, you have included important information and written interesting sentence patterns.

Today we will wrap up the rough draft with conclusions.”

Teach (modeling):

“You already know about conclusions. You know that essays don’t just stop in the middle, they have an ending that lets the reader know you are done.

Just like we didn’t want to introduce our essays by writing Hi! My name is ... We don’t want to conclude these essays with a sentence like, So now you know about Mars.

So how could these end?”

Active Engagement: Students pair share ideas about how they might conclude these essays.

Have a few volunteers share ideas.

Model: Review conclusion in mentor text

“Your ideas for conclusions are great. Any one of those possible conclusions could work if it sounds good to you.

I know that my writing is always better when I look at another writer’s work. Let’s take one more look at Joanne Rover’s article about Earth just to see how she concludes.”

Reread the conclusion of Rover’s essay.

“It sounds to me like she tried to conclude by letting the reader know why it is important to know about Earth.

Some of you might want to conclude by writing why your planet is important.

” Active Engagement:

“Reread your essay. Once you have reread it, decide how you want it to end. You can use one of the ideas your classmates shared, you can try one of the types of conclusions we learned about earlier this year or you can mimic Joanne Rover’s conclusion.”

Give students time to reread.

“Tell your neighbor how you want your essay to end.”

Link to Independent Practice:

“When you are ready, write your conclusion. If you have time, try writing more than one. You can choose the one you like the most.”

Closure:

Zip around share conclusions

Notes:

Resources & References: (adapted from, acknowledgements

Expository Writing: Research (R10) Editing your Essay

Writing Teaching Point(s):

Students will use an editing checklist and edit their writing.

Standard(s):

W.5.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

NOTE:

A new editing checklist and lesson are not included in this unit. Any of the editing lessons and checklists from previous units can be retaught and used here.

See IA Lessons 12 and 13

Or P Lesson 11 and 13

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Expository Writing: Research (R11) Revision and Reflection

Writing Teaching Point(s):

Students will confirm that they have all the essential elements of an essay.
Students will reflect on what they know about research and essay writing.

Standard(s):

Materials:

- Student drafts of research essays
- Chart Paper
- Handout: Research Reflection

Connection:

“Writers, you have done it again. You have finished another important piece of writing. Before we move on to new writing, I want you to spend some time today thinking about what you know about research and writing.”

Teach (modeling): Begin review of essay elements

“This is the third essay you have written as fifth graders. You know a lot about essays and what makes them good.

One of the things I know writers always do when they write essays is include a strong introduction.”

Write **strong introduction** on the board, document camera or chart paper.

Active Engagement: Students brainstorm in small groups what else they know makes for good essays.

“Think for a minute about what else makes a good essay.”

Give some think time.

“Talk in your table groups about what makes a good essay. Make sure everyone has a chance to speak. Each person shares one idea before anyone shares a second idea.”

Teach: List elements of essays

“Let’s hear some of your ideas about what makes a good essay.”

Students volunteer ideas and teacher records.

“What a great list. Let’s use this list to make sure your essays are as good as they can be.

Let’s see Strong Introduction in the first idea on our list of what makes essays good.

Take out your research essay.

Reread your introduction.

Are you satisfied with it? Is it clear and interesting?”

Active Engagement:

Students reread their essays several times. Each time they are using the list generated earlier in this lesson to make sure their essays are as good as they can be.

Students can also pair share sections or the entire essay to get more advice on any possible improvements.

Teach:

“Before you recopy your final draft of this essay, I want you to reflect on what you learned.”

Pass out Research Reflection Handout

“These will help you think about what you know. They will also help me to know what you know.

I want you to really think about each question. Answer it with complete sentences and complete thoughts.

Once you have answered the questions on this reflection sheet, you are ready to recopy your final draft.”

Link to Independent Practice:

Students answer reflection questions and then move onto final draft in whatever format you select.

Closure:

Zip around share what each student considers the best part of his or her essay.

Notes:**Resources & References: (adapted from, acknowledgements)**

Research Essay Reflection

Name:

1. What did you learn about doing research?
2. What do you know about essay writing that you used in writing this essay?
3. What is the best part of your essay? Why?
4. What part of this essay was hardest for you? Why?

What type of introduction did you use?

How many body paragraphs did you include?

Copy your best topic sentence here?

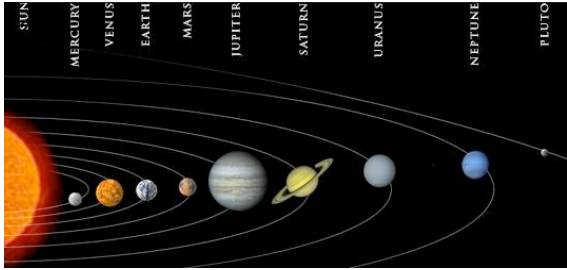
Copy one or two examples of interesting sentences you wrote.

Include this reflection sheet when you turn in your essay.

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Expository Writing: Research (R12)

Picturing our planets

Writing Teaching Point(s): <ul style="list-style-type: none">• Students will use the World Wide Web to retrieve a picture and write a caption that will support their article.
Standard(s): <p>W.5.2.a. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.</p>
Materials: <ul style="list-style-type: none">• Computer(s); document camera;• See listing of a few helpful 'planet' websites• Illustration or diagram: teacher and student samples
Connection: <p><i>“Good Job! Your research article will explain or teach the reader some basic information about the planets. Another way readers gather information is by studying illustrations and diagrams. Often, a caption explains the illustration. These additions to an informational text are visual learning tools that are very helpful to the reader.</i></p> <p><i>Today, you will find an illustration or diagram of your planet from a website resource. In addition, you will compose a simple caption that explains this illustration.</i></p>
Teach (modeling): <p><i>“For example, I referred to the list of links to many websites about planets and the Earth. I clicked the search button on the website, ‘Planets for Kids’. Here, I’ve found a wonderful illustration of the planets in space.</i></p> <p><i>Perfect! This illustration shows all the planets in our solar system. It is a visual that shows the order and the relative size of these planets. I will use this illustration as a visual in my article.”</i></p> <p>i.e.,</p>  <p><i>“Captions are short descriptions next to pictures. I want to make sure that the reader uses this illustration to see the order of the planets, so I’ll write. . .”</i></p> <p>i.e., Earth is one of eight planets that travel around the sun.</p>

*“I want the reader to see where the earth is located. . . .
i.e., It is the third planet away from the Sun.*

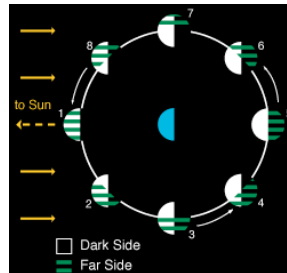
And I’ll show how it compares with the other planets. So, I’ll write:

i.e., Jupiter, Saturn, Uranus and Neptune are huge balls of gases while Earth, Mercury, Venus, and Mars are all solid on the outside.

Active Engagement (guided practice):

“Now, I’d like you to practice writing a caption with your partner. Here is a second illustration I may choose to use in my article about the earth.

Think-Pair-Share: *“Why is this illustration important? What will this illustration show or teach the reader?”*



After an appropriate time for partner discussion, the teacher elicits discussion with the large group. For example: moon doesn’t change shape---only appears to. As the Moon circles Earth each month different parts are lit. Over four weeks the Moon seems to grow from a thin sliver to a full circle. Then it shrinks to a sliver again. These changes are called the phases of the Moon.

Partner Practice: *“You are now ready to write a short caption for this illustration.”*
Share caption ideas in large group.

Link to Independent Practice:

“Remember, an illustration and caption is a visual tool for the reader. Your job today is to

- Choose one illustration for your planet article that will help your reader understand the written article.*
- Write a short caption to help the reader “see” or understand the information more clearly.*

Closure:

Small Group Share:

Notes:

Resources & References: (adapted from, acknowledgements

End of Unit Checklist: Research

Marking Key: X = Consistently Demonstrates / = Occasionally Demonstrates - = Does Not Yet Demonstrate		Introduces topic clearly.	Effectively creates body paragraphs.	Use linking words or phrases.	Uses precise language.	Includes quotations.	Facts, definitions, details support topic.	Provides appropriate conclusion.	Diagrams/illustrations support comprehension.	Uses complex sentences.	Cites multiple sources.	Uses grade-level spelling.	Uses grade-level capitalization.	Uses grade-level punctuation.
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