

# *KCAS Informative/ Explanatory Writing*

Weeks 25-30

Grades 4 & 5



# *KCAS Explanatory Writing*

## *Grades 4-5*

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## Unit Overview: Informative/Explanatory Writing in Grades 4-5

**KCAS Anchor Standard 2:** Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

**W.4.2** Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

- a. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
- b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
- c. Link ideas within categories of information using words and phrases (e.g., *another*, *for example*, *also*, *because*).
- d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- e. Provide a concluding statement or section related to the information or explanation presented.

**W.5.2** Write informative/explanatory tests to examine a topic and convey ideas/information clearly.

- 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.
- b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
- c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., *in contrast*, *especially*).
- d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- e. Provide a concluding statement or section related to the information or explanation presented.

### Related Writing Anchor Standards

**Writing Standard 4:** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose and audience.

**Writing Standard 5:** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

**Writing Standard 6:** Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

**Writing Standard 7:** Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

**Writing Standard 8:** Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

**Writing Standard 9:** Draw evidence from literary or informational texts to support analysis, reflection, and research.

**Writing Standard 10:** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

**Unit Framework:** This unit is built upon an inquiry framework that is applicable to multiple grade levels. The inquiry framework calls for the teacher to set the conditions for and facilitate learning that leads students to mastery of KCAS. The teacher also works with students as members of a community of learners seeking to notice, explore, wonder and discover key ideas related to the topic. Janet Angelillo says, "Learning happens best when teachers create the conditions for children to construct their own knowledge. Under those circumstances, children do not depend on adults to disseminate information to them; with an adult's coaching, they can learn to figure things out for themselves." For additional information on inquiry-based learning, see <http://www.thirteen.org/edonline/concept2class/inquiry/>.

### About Informative/Explanatory Writing:

- Conveys information accurately
- Increases readers' knowledge on a subject

- Helps readers better understand a procedure or process
- Provides readers with an enhanced comprehension of a concept
- Addresses matters such as types and components; size, function, or behavior; how things work and why they happen
- Draws on the writer's prior knowledge and primary and secondary sources
- Incorporates relevant examples, facts and details
- Conveys information by naming, defining, describing, comparing, contrasting, citing anecdotes or scenarios to illustrate a point
- Starts with the assumption of truthfulness and answers questions about why or how; aims to make the reader understand causes, contexts, consequences of processes, phenomena, objects, etc.
- Includes genres such as literary analysis, scientific and historical reports, summaries, instructions, manuals, memos, reports, applications, and résumés



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## KCAS Connections:

Writing Standard 2  
Writing Standard 7  
Writing Standard 10

## Phase One Duration:

This learning experience will require multiple writing blocks for students to be successful. Allow responsive teaching to inform teacher decisions about pacing.

## Opportunities to Differentiate:

Decisions about which genre or genres to cover during this unit should be based on each teacher's comfort managing groups, as well as his/her knowledge of the various genres. Teach accordingly.

## Learning Targets

- I can analyze informative/explanatory texts to discover common characteristics and text structures.
- I can select an appropriate topic and text structure for my project.

## Teacher Targets

- I will set my students up to be successful.

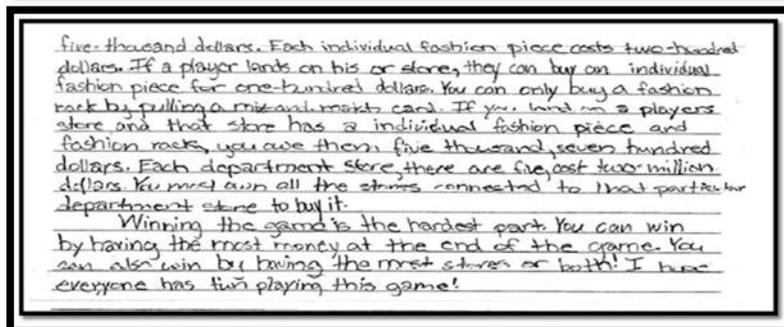
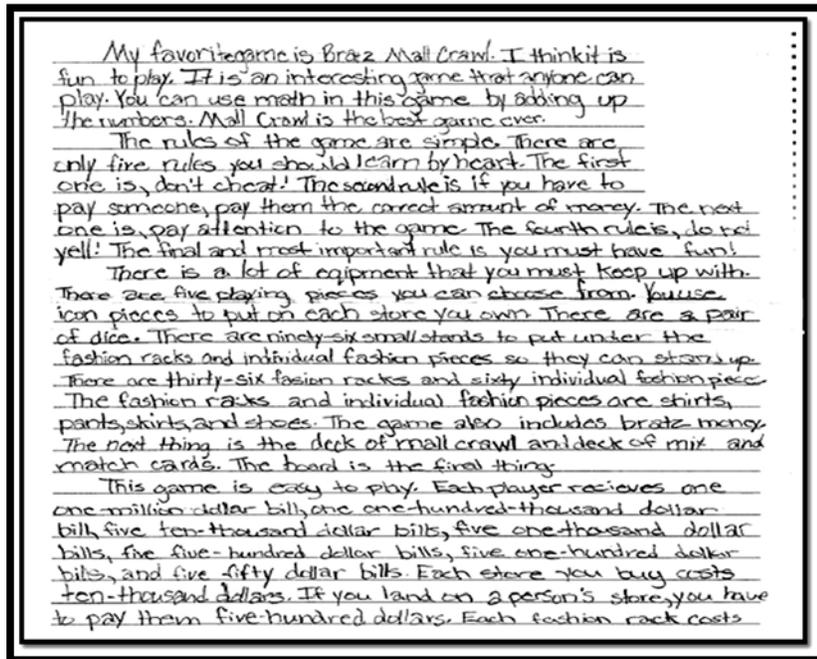
- I will guide students' exploration of text structures using model texts.

I will ensure students select viable topics.

# Phase One Learning Experiences: UNDERSTANDING INFORMATIVE/EXPLANATORY TEXT STRUCTURES & EXPLORING VIABLE TOPICS

## Activate Prior Knowledge

Gather students in a learning area. Display or distribute an unfamiliar **informative/explanatory** text like the first sample provided below, crafted by a grade five student. Allow students to experience the text by reading it to them or inviting them to read it independently. Next, pose the thinking stem, *what do you notice about this kind of writing?* Encourage pair-sharing, then whole-group sharing. Capture initial ideas on the anchor chart – *Things We Notice about Informative/Explanatory Writing*. Repeat the process with the second unfamiliar **informative/explanatory** text like the second sample below where a grade four student explains his lunch and recess hour. Next, facilitate a discussion about the similarities and differences between the samples as well as other texts they have encountered that are similar. Explain to students that they are about to enter a publishing cycle where each person will choose a **social studies or science-related** topic, conduct research and use their finding and background knowledge to craft an informative/explanatory piece.



(Full-size version located at the end of this phase)

At lunchtime I usually eat cold lunch. My mother packs me a sandwich, a drink, fruit, and a treat. When I get in the lunchroom I find an empty table and sit there, and eat my lunch. My friends come and sit down with me. I open my lunch and start to eat. First I eat my sandwich then I open my drink, then eat my fruit and last but not least my treat. After that I sit quietly until I'm dismissed. When I am I go into the bathroom and clean my teeth because I have braces.

When I am done with that I go outside and put my lunchbox away and go find my friends. We usually play four square or play on the play ground. If we are not on the playground or on the four square ground we are on the field playing tag, kickball, or soccer. I really like to play soccer and my friends do too.

#### Teach/Model (I DO)

Provide students with additional information on this form of writing (see front matter). Remind them of the pieces they crafted in the fall. Explain to students that in this publishing cycle they will learn more about text structures before crafting informative/explanatory pieces that focus on topics related to one of the themes of social studies or science content studied this year. While the themes of social studies and some science content (life, Earth and physical science) cover global ideas, their writing will zoom in on key components, events or scenarios within them.

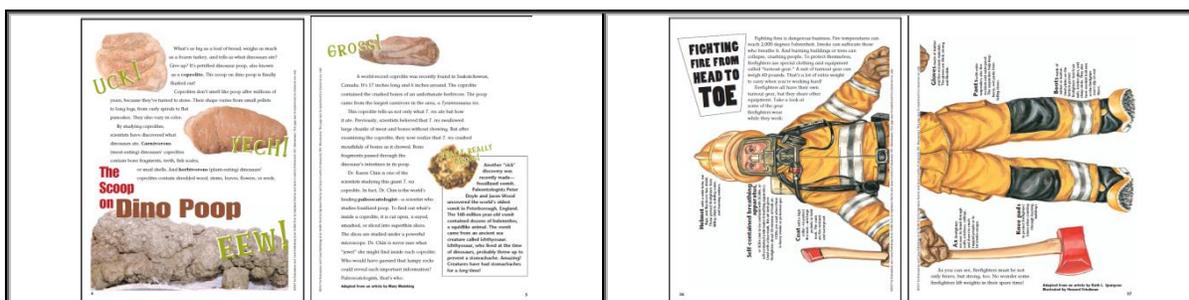
Themes of Social Studies	
Culture	Time, Continuity, and Change
People, Places, and Environments	Individual Development and Identity
Individuals, Groups and Institutions	Power, Authority, and Governance
Production, Distribution, and Consumption	Science, Technology, and Society
Global Connections	Civic Ideals and Practices

Help students grasp this concept of focusing in on a key component by sharing *The Important Book* by Margaret Wise Brown. In this text, the author describes many features of the topic but zeroes in on what the author perceives to be the most important feature of the topic. In addition to sharing excerpts of the text, craft and share your own version of an important poem about you, like the sample provided below. You may also work as a class to craft an important poem about a location, like the sample provided here.

<p>The important thing about Grace is that she is a mom who cherishes her babies.</p> <p>It is true that she is also a teacher, she loves to travel, she is always listening to music, she is tall, she loves books (especially Patricia Polacco), and she has great friends.</p> <p>But the important thing about Grace is that she is a mom who cherishes her babies.</p>	<p>The important thing about a library is that you find books there.</p> <p>There are also movies, and computers, and music, and librarians who help you to find just what you need, or check out books.</p> <p>But the important thing about a library is that you find <i>books</i> there.</p>
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**Exploring Text Structures:**

Dive deeper into text structures by revisiting texts read previously this year. Present two familiar texts and encourage students to think with you about how those texts are organized. While you will select appropriate familiar texts for conducting this experience, the sample think aloud provided below based on texts from the [Comprehension Toolkits](#) is provided to guide your thinking. (See [Comprehension Toolkit](#) for full size copies.)



So, let's revisit texts we've read before to begin thinking deeper thoughts about text structure. We know that text structure refers to the ways writers organize information in their texts. Writers give careful consideration to how they will organize the information in an effort to ensure they are meeting the needs of readers. Let's revisit our anchor chart that highlights the five text structures we've studied in our reading thus far this year.

Sample Text Structure Anchor Chart				
<b>Description:</b> The author describes the characteristics or features of the topic/idea	<b>Sequence:</b> The author describes the order or steps in which something occurred or those which readers should follow to reach the end goal.	<b>Cause and Effect:</b> The author provides readers with one or more causes and the resulting effect(s) of what happened.	<b>Compare and Contrast:</b> The author describes how two or more things are alike and how they differ.	<b>Problem and Solution:</b> The author presents a problem (including why it is a problem) and offers one or more viable solutions.
<b>Signal/Cue Words:</b> For example... Characteristics are... For instance... Such as... To begin with... An example... To illustrate...	<b>Signal/Cue Words:</b> First, Next, Then, Last, Before, After, Finally, Now, Soon,	<b>Signal/Cue Words:</b> Reasons why... If...then... As a result... Therefore... Because... This led to... May be due to... Consequently... For this reason... The reason why... The effect(s) of...	<b>Signal/Cue Words:</b> Different/Difference In contrast... Alike... Same as... On the other hand... Similarly... As well as... Not only...but also... Instead of... Either...or... As opposed to...	<b>Signal/Cue Words:</b> The problem is... The dilemma is... The breakdown is... The question is... To solve this... One answer is... One solution is... One reason for the problem is...

*I'm now going to determine the text structures of the two familiar texts, The Scoop on Dino Poop and Fighting Fire from Head to Toe. I'll begin with The Scoop.... Rereading this for the purpose of analyzing the text structure, I notice that the author is working to inform us. She is a more informed writer who is seeking to increase readers' knowledge about a topic. In order to increase our knowledge about dinosaur poop, I think she has organized the information using **description** as a text structure. She is describing the formation and contents of dinosaur poop. I also notice that she does not use any of the signal words from the above list. There is room to argue that she is using **sequencing** when looking at similar signal words present in the second paragraph on the second page of the article. Overall, I'll stick with my original analysis—she uses **description** as the primary text structure.*

*Now, I'll revisit Fighting Fire from Head to Toe to analyze the text structure this author uses to provide information and to explain the protective wear of fire fighters. I think the author presents this information in a text structure of **problem/solution** because the opening two paragraphs describe the dangers firefighters face from not only the fire itself but also from falling debris – the **problem**. The large diagram that makes up most of the remainder of the piece presents **solutions** that help protect firefighters from the dangers they face as they work. As we've discussed, the signal words we have captured on our anchor chart are not always present in the texts we read, which is why we must rely on deeper analysis to determine the text structure.*

Debrief the think aloud by asking students to discuss things they noticed – especially your justification for the text structure you thought to be the primary structure.

**Shared Engagement (WE DO)**

Explain to students that they will now live the same process with a partner using two different familiar informative and explanatory texts. Provide students with samples to explore. Instruct small groups to capture their analysis on one quarter sheet of chart paper to allow for sharing with others. As students work, check-in by acting as an additional thinking partner. Allow each group to share their findings with the class and continue adding to whole-group anchor charts. This is a prime opportunity to connect this analysis with other writing about reading experiences.

**Exploring Viable Topics**

Remind students that they will be generating informative/explanatory pieces based on an important topic within one of the ten themes of social studies or within life, Earth or physical science. Revisit some of your favorite topics within science and social studies as you conduct a think aloud to narrow potential topics for your piece. While you will certainly conduct your own think aloud, the sample provided here will help guide your thinking.

*We have learned a great deal this year as historians and scientists in social studies and science. Some of the topics were more interesting and exciting for me than others. I love learning about the Civil War era in our country's history in social studies and about animal adaptations in science. Each feels like it is worth further exploration as I think about crafting an informative/explanatory piece in this publishing cycle. So, I'm going to go into my writer's notebook to do some writing that will help me settle on one specific topic within these two, still broad social studies and science units. Just as Margaret Wise Brown does in her poems, I want to zoom in*

*on something that was important to my learning within each unit before deciding on what I'll write about in this cycle.* Move into the writer's notebook to model generating a T-chart that captures the learning you recall within each unit. Continue thinking aloud as you narrow the focus further. You may not have made a final decision at this point but your thinking aloud should provide a model for the narrowing of broad ideas to much tighter potential focuses. For example, in social studies you may go from the Civil War to the Battle of the Ironclads. In science, you may go from animal adaptations to the physical adaptations of a certain animal. Debrief this think aloud by discussing the thinking behind moving from a broad topic or theme to a manageable chunk of information as the focus of the informative/explanatory piece.

### **Independent Engagement (YOU DO)**

Allow students to revisit another familiar passage for independent analysis of the text structure. Encourage each to capture their analysis on one quarter piece of chart paper. Invite volunteers to share with the class, providing the reasoning to support their ideas about the primary text structure of the piece.

Next, allow students to revisit science and social studies resources used and developed over the course of the year thus far. Invite them to begin considering the most important component of each of the topics. Student should then go into the writer's notebook to capture all of the learning they recall about the topic. Encourage them to begin narrowing their ideas to the one or two that seem to have the greatest energy behind them. As students work, actively engage students in conversation to ensure they are considering viable options for the project. Support deeper thinking by questioning ideas. Collect all work to gain insight on the range of ideas.

### **Sharing**

Gather students for whole group sharing and reflection. Allow a few students who seem to be thinking deeply about their projects to share their ideas with the class, so that those struggling might benefit from the additional think alouds. Note those who are struggling and establish a focus group to provide additional scaffolding during future writing sessions.

### **Formative Assessment**

- What do students know about informative/explanatory text structures? Are they able to notice characteristics of texts of this genre? What evidence is there of their success and challenges with this kind of thinking? What can you learn from their small group and personal analyses?
- Are students exploring viable social studies or science options for their projects? What is your evidence? How are you supporting those struggling to find a focus?

### **Ask and answer the following questions to reflect on your instructional practice.**

- Have workshop expectations and routines been clearly established? If not, how will I address this?
- What learning targets are students meeting? What is the application-level evidence of their learning?
- What targets are students ready to learn and meet? How will I facilitate the learning?
- Is there a need for focus groups? How will I facilitate their learning while moving the masses along?

My favorite game is Bratz Mall Crawl. I think it is fun to play. It is an interesting game that anyone can play. You can use math in this game by adding up the numbers. Mall Crawl is the best game ever.

The rules of the game are simple. There are only five rules you should learn by heart. The first one is, don't cheat! The second rule is if you have to pay someone, pay them the correct amount of money. The next one is, pay attention to the game. The fourth rule is, do not yell! The final and most important rule is you must have fun!

There is a lot of equipment that you must keep up with. There are five playing pieces you can choose from. You use icon pieces to put on each store you own. There are a pair of dice. There are ninety-six small stands to put under the fashion racks and individual fashion pieces so they can stand up. There are thirty-six fashion racks and sixty individual fashion pieces. The fashion racks and individual fashion pieces are shirts, pants, skirts, and shoes. The game also includes bratz money. The next thing is the deck of mall crawl and deck of mix and match cards. The board is the final thing.

This game is easy to play. Each player receives one one-million dollar bill, one one-hundred-thousand dollar bill, five ten-thousand dollar bills, five one-thousand dollar bills, five five-hundred dollar bills, five one-hundred dollar bills, and five fifty dollar bills. Each store you buy costs ten-thousand dollars. If you land on a person's store, you have to pay them five-hundred dollars. Each fashion rack costs

five-thousand dollars. Each individual fashion piece costs two-hundred dollars. If a player lands on his or store, they can buy an individual fashion piece for one-hundred dollars. You can only buy a fashion rack by pulling a mix and match card. If you land on a player's store and that store has a individual fashion piece and fashion racks, you owe them five thousand, seven hundred dollars. Each department store, there are five, cost two-million dollars. You must own all the stores connected to that particular department store to buy it.

Winning the game is the hardest part. You can win by having the most money at the end of the game. You can also win by having the most stores or both! I hope everyone has fun playing this game!

At lunchtime I usually eat cold lunch. My mother packs me a sandwich, a drink, fruit, and a treat. When I get in the lunchroom I find an empty table and sit there and eat my lunch. My friends come and sit down with me. I open my lunch and start to eat. First I eat my sandwich then I open my drink, then eat my fruit and last but not least my treat. After that I sit quietly until I'm dismissed. When I am I go into the bathroom and clean my teeth because I have braces.

When I am done with that I go outside and put my lunchbox away and go find my friends. We usually play four square or play on the play ground. If we are not on the playground or on the four square ground we are on the field playing tag, kickball, or soccer. I really like to play soccer and my friends do too.

## Phase 2 Learning Experiences: DETERMINING A TOPIC AND DIGGING DEEPER THROUGH RESEARCH

### KCAS Connections:

Writing Standard 2  
Writing Standard 5  
Writing Standard 7  
Writing Standard 9  
Writing Standard 10

### Phase Two Duration:

This learning experience will require multiple writing blocks for students to be successful. Allow responsive teaching to inform teacher decisions about pacing.

### Opportunities to Differentiate:

Decisions about which genre or genres to cover during this unit should be based on each teacher's comfort managing groups, as well as his/her knowledge of the various genres. Teach accordingly.

### Learning Targets

I can choose a viable topic and appropriate text structure for my informative/explanatory writing piece.

I can develop research questions about a topic of interest.

I can learn more about a topic by exploring several resources.

I can take notes by determining important ideas in resources.

### Teacher Targets

*I will guide and support students' research.*

*I will support students' selection of an appropriate topic and text structure for their informative/explanatory writing pieces*

### Activate Prior Knowledge

Gather students and begin the session by inviting them to pair-share things they have learned thus far about informative/explanatory pieces and their text structures. Invite a few students to share with the class. Next, invite them to revisit their writer's notebooks to review their topic choices. Remind students that they will be generating informative/explanatory pieces related to content learning in this publishing cycle.

### Teach/Model (I DO)

Revisit the notebook entry in which you began considering possible topics for your informative/explanatory piece. Continue thinking aloud as you settle on the one topic that will be the focus of your informative/explanatory piece.

Next, explain to students that they will build on what they already know about the topic through additional research. Return to your notes to develop questions still lingering in your mind about the topic. While you will surely conduct your own think aloud, the sample provided here is provided to guide your thinking. *Okay, I know that I have settled on crafting my informative/explanatory piece about the Battle of the Ironclads. I know quite a bit about this battle because of our learning in social studies, but I need to become even more informed if I hope to meet the needs of my readers. Here are my notes based on what I remember. I'm now going to consider and capture questions that I'd like to research to deepen my understanding of this Civil War event.*

<b>Battle of Ironclads</b>	<b>Questions</b>
Civil War naval battle Fought March 8-9, 1862 Virginia Monitor (Union) and Merrimack (Confederate) 3-hour battle No winner Ironclad – protected by iron or steel Previously ships were wooden	Why Merrimack if the ship was the CSS Virginia? How many soldiers were aboard? How large were the vessels? Were there African Americans aboard? What impact has this battle had on navies today?

Debrief the think aloud. Invite students to discuss the thinking you modeled that led to additional research questions. Next, revisit the RAIN strategy explored in the previous informative/explanatory unit where students organize their note-taking in a chart. See below.

**NOTE: Prior to this writing session, gather or develop a plan for gathering resources that will allow students to research their topics of choice.** Next, explain to students that they will now spend time exploring various research sources on their topics of choice. The research will allow them to generate an even higher quality piece on the subject. Prepare students for research by providing a structure for gathering ideas. One option includes the RAIN (Reading and Analyzing Information) strategy, a modification of the KWL strategy that was developed by Tony Stead and Linda Hoyt. It includes the following categories.

Headings of Research Notebook pages →	<b>What I think I know</b> 	<b>Yes, I was right or Confirmed information</b> 	<b>I don't think this anymore or misconceptions</b> 	<b>New learning</b> 	<b>Wonderings</b> 
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Guide students by using the organizer to conduct a think aloud. While you will surely conduct your own think aloud, here is a sample using the Battle of Ironclads as the focus. *After revisiting my notebook, I settled on creating an informative/explanatory piece about the Battle of Ironclad. I'm going to work on my RAIN chart by first capturing everything I think I know about this Civil War event. Capture the ideas from your writer's notebook entry in the graphic organizer. That's all that comes to mind right now. My research will teach me more about it and hopefully I'll find answers to my lingering questions. Here are some resources that I'm hoping will teach me even more about the battle so that I may continue gathering information in my RAIN chart.* Debrief the think aloud by thoroughly explaining the RAIN chart and how information is to be collected. Revisiting your RAIN chart or that of others throughout the research process will ensure students are effectively capturing relevant information.

Next, model note-taking strategies as you begin to pull key information from the research you have gathered on your topic. Be intentional as you discuss how resources were located and ideas about determining which sources are reputable and reliable.

**Shared Engagement (WE DO)**

Encourage a couple of volunteers to conduct think alouds that include the thinking that leads to a final decision about the focus of their pieces and creating a T-chart that captures what they think they know and lingering questions about the topics. Invite them to continue the think aloud by filling in the information in their RAIN charts.

Debrief the think alouds by leading a discussion about the thinking they noticed. Remind students that this is the kind of work they should do to begin their projects.

**Independent Engagement (YOU DO)**

Students should revisit the ideas they are considering for their informative/explanatory project to make a final decision. Instruct them to begin their RAIN chart by capturing everything they think they know about their topics. Invite students to share this information with a partner. Remind students of expectations for capturing learning on their RAIN chart. Consider whether they will capture these ideas in the form of a chart, pages in a special research notebook, etc. Revisit the format expected. Invite students to begin exploring resources on their topics. Allow students to explore multiple resources over time. Remind them to focus on important information. As students work, be sure to be available to support their work. Individual conferences and focus groups will allow teachers to determine next-steps mini-lessons.

**Timely Mini-Lessons:** Teachers should infuse mini-lessons to support students' thinking about note taking as they begin researching their topics, such as determining importance within texts, noting key information in visuals, and sketching to remember facts presented. Teach responsibly by selecting the most appropriate mini-lessons for your students. Other mini-lessons may be presented as the need arises throughout their research studies. Be sure to allow students opportunities to try each of these strategies in small groups before expecting full application to their projects. They may experience shared engagement with classroom magazine subscriptions such as *Time for Kids*, *Scholastic News*, *Weekly Reader* or *National Geographic*, or with other informational texts from the classroom library. While you will surely conduct your own think aloud, here are a few sample ideas slightly adapted from the work of Tony Stead and Linda Hoyt in *Explorations in Nonfiction Writing*.

Target Understanding	Lesson Suggestion	Sample Think-Aloud Language
<b>Determine Importance</b> <b>RI.4.2</b> <b>RI.5.2</b>	Use an informational selection and think aloud about facts that are and are not so important. When writers learn to determine importance, they remember more and write with clarity.	<i>So I'm exploring this document that focuses on the Battle of Ironclads. It includes information about the other wooden vessels that were there. It also provides a timeline of how the battle progressed. This information is important to me and will likely be for my readers. It also mentions that the moon was "nine days old" and that people came from their homes and work to see this highly anticipated battle. It also describes how the Merrimack not only fired on the wooden ships on day one, but they also played bumper boats with the Cumberland which caused it to sink. Much of this is important information. In my notes I'll say, "Day One: Wooden Union vessels vs. ironclad Merrimack Confederate; People came to watch; Merrimack fired many guns and rammed the Cumberland; sank it. This is enough information to help me remember what I read without copying because we know that copying is illegal. I'm going to remember to write the name of this</i>

		<i>resource and address of the website in my notes so that I remember where it's from.</i>
<b>Note Taking: Gathering Ideas from a Visual or the Text</b> <b>W.4.8</b> <b>W.5.8</b>	Show writers how you look at a photograph and identify a detail, then jot a key word on a sticky note or in a research journal.	<i>In an effort to answer my research question about whether there were African Americans aboard the Monitor during the Battle of the Ironclads, I'm going to seek out historical photographs. I've discovered three images of soldiers on the deck of the Monitor. These two images are clearest of the three. When I enlarge them, I see only white men in one and both white and African American in the other. So, this means I can speculate but don't have definitive evidence about whether they were present on the day of the great battle. I'll keep researching but for my notes, I'll capture these statements, "blacks present." I'm going to remember to write the names of these resources next to this information so that I remember where it's from.</i>
<b>Sketch to Remember</b> <b>W.4.8</b> <b>W.5.8</b>	Show writers how you look at a passage or a photograph and identify several details. Then, model how to create a sketch that reflects the information, adding labels so academic vocabulary is showcased for readers.	<i>These images show both the Monitor and Merrimack, the key ships involved in the battle. Much of my research speaks to the construction of each vessel – the iron/steel exterior, the more massive but more difficult to maneuver Merrimack and the odd shape but all important rotating torrent of the Monitor. I'm no artist, but I'll use sketching to capture some of these details. I'll label key details to help me remember what's important. As always, I'll document the sources that provided me with this information.</i>
<b>Use Text Features to Locate Key Information within an Informative Text</b> <b>RI.7</b> <b>W.7</b>	Show writers an informative text that includes a table of contents, index, charts, maps, diagrams, etc. Then, model how each of those features may be used to locate key information about a topic.	<i>I have another resource here on the battle that includes photos with captions. This one interests me. I've looked at several images but this caption shows me something I'd not noticed yet. It reads, "Notice the dents from cannon shells." I'd not noticed these dents on other images but it reminds me of just how significant this new war strategy was. It provided navies with the ability to take a hit from the enemy without devastating results. I'm going to remember to write the name of this resource and the page number next to this information so that I remember where it's from.</i>
<b>Documenting Sources</b> <b>W.8</b>	Show writers an informative text used in the research studies. Then, model the format expected for documenting the source.	<i>So, I know that when I conduct research I MUST give credit to the sources I use. I have a special page in my research book to capture the sources I use. Right now, it is clean, but I'm going to add this resource so that I may list it in my piece. Here's the way we will capture information on the resources we use in our research. You may choose to use MLA or APA for grades four and five. You may choose to introduce students to his website (<a href="http://www.bibme.org/">http://www.bibme.org/</a>). It allows users to enter information and it places that information in MLA, APA, etc. styles.</i>

### Sharing

Allow students to meet in response groups to share confirmed information, misconceptions, new learning and wonderings based on their research studies. Encourage students to also share ideas about the text structures that seem to be the best fit.

### Formative Assessment

- What do students know about researching their topics? What evidence is there of their successes and challenges with this kind of work? What can you learn from their work?
- Are students gathering and organizing information? What is your evidence? How are you supporting struggling students?

### Ask and answer the following questions to reflect on your instructional practice.

- Have workshop expectations and routines been clearly established? If not, how will I address this?
- What learning targets are students meeting? What is the application-level evidence of their learning?
- What targets are students ready to learn and meet? How will I facilitate the learning?
- Is there a need for focus groups? How will I facilitate their learning while moving the masses along?

# Phase Three Learning Experiences: USING NOTES TO DRAFT AND REVISE AN INFORMATIVE/EXPLANATORY PIECE IN MY OWN WORDS

## KCAS Connections:

Writing Standard 2  
Writing Standard 4  
Writing Standard 5  
Writing Standard 10

## Phase Three Duration:

This learning experience will require multiple writing blocks for students to be successful. Allow responsive teaching to inform teacher decisions about pacing.

## Opportunities to Differentiate:

Decisions about which genre or genres to cover during this unit should be based on each teacher's comfort managing groups, as well as his/her knowledge of the various genres. Teach accordingly.

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## Learning Targets

I can use my own knowledge and research gathered to draft an informative/explanatory piece.

I can organize my writing using a text structure that meets the needs of readers.

I can make revisions to my work based on the feedback of my teacher and peers.

## Teacher Targets

*I will serve as a model of good writers' behavior by crafting my own informative/explanatory piece.*

*I will support student writing through conferring and through focus groups according to needs.*

*I will plan and carry out appropriate mini-lessons to meet the needs of the whole group.*

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## Activate Prior Knowledge

Gather students to review the work done to date on the informative/explanatory projects they are crafting—including anchor charts, resources, etc. Invite students to reflect on what they have learned about themselves as writers so far. Explain that it is now time to take the information from their research notebook, organize it in a logical text structure and construct their own pieces of writing based on findings.

## Teach/Model (I DO)

Display your research notebook contents for this think aloud. Explain to students that it is now time to decide on the best text structure for all of the information they hope to share with readers. While you will conduct your own think aloud, the sample presented here is designed to support your thinking. Begin by revisiting some of the models analyzed by the group. *I've learned a great deal about a topic of great interest for me from our social studies learning this year. The Battle of Ironclads was a groundbreaking battle that completely changed the face of naval battles for the entire world. I want my readers to understand the impact of this event on navies of the world today. That's my purpose – to share key components of the historic battle and to help readers understand the impact of the battle on navies everywhere. As I think about this purpose and review our anchor charts about text structures, I'm thinking the best fit text structure is problem and solution. This feels right because I hope to show the challenges of naval battle prior to the introduction of ironclad vessels and the new fighting strategy ironclad vessels made possible as a solution. It will also have elements of chronology because I'll show naval battles from before the Battle of Ironclads, the battle itself, and then current naval practices. I'm so excited about sharing with my audience what I've learned. If I write well, maybe they'll be as fascinated by this event as I am.* (Be intentional about discussing which structures work for whatever reason so students see the importance of being selective.)

Next, think aloud as you revisit your research notebook to outline your piece, grouping information that is alike and considering headings or subheadings.

- *Challenges of wooden vessel naval battles*
- *an ironclad solution*
- *Battle of Ironclads*
- *Navy vessels today*

Continue the think aloud by beginning to draft your piece based on the text structure you have selected and the outline created. Debrief the think aloud by inviting students to discuss the thinking they noticed you undergoing as you chose a structure, developed an outline and began crafting the piece. Remind them that while their subjects are different, similar thinking is necessary for them to generate solid drafts on their projects.

## Shared Engagement (WE DO)

Provide small groups with time to revisit text structures and reflect on which may be most fitting for their topics. Each student should think aloud as they consider options while the group listens, then provides feedback of the writer's plans.

## Independent Engagement (YOU DO)

Explain the resources and organization expected for the drafting process to ensure valuable work is not somehow displaced. Students work for several writing sessions to draft their informative/explanatory pieces. As students craft their work, teach responsively, presenting mini-lessons, forming focus groups, facilitating response groups and conferring with individual writers as needed. This process continues until students have created their best drafts, applying new concepts learned during mini-lessons.

**Timely Mini-Lessons:** Teachers should infuse mini-lessons that support student thinking about organization and text structures as they begin drafting their projects. Teach responsibly by providing the most appropriate mini-lessons for students. Others mini-lessons may be presented as the need arises throughout the drafting process. Be sure to allow students opportunities to try each of these strategies in small groups before expecting full application to their projects. While you will surely conduct your own think alouds and mini-lessons, here are a few sample ideas slightly adapted from the work of Tony Stead and Linda Hoyt in *Explorations in Nonfiction Writing* and Linda Hoyt and Teresa Theriault in *Mastering the Mechanics*.

Target Understanding	Lesson Suggestion	Sample Think-Aloud Language
<b>Turning Notes into Sentences in My Own Words</b>	Show writers how to turn notes into sentences	<i>Writers, when I was researching I wrote brief notes to capture my learning. I kept the notes brief so that I could continue learning without great interruption and to ensure I have enough information to remember the important information without illegally copying directly from the source. So, my notes here read, pre-battle wooden vessels. I will now flesh this important information out in my own words by writing, "Prior to the Battle of Ironclads, navy war vessels around the world were made of wood. This made it difficult for ships to withstand enemy cannon fire."</i>
<b>Using Action Verbs</b> L.4.1 L.5.1	Model choosing among alternative verbs.	<i>I want to try capturing the intensity both sides must have felt on the day of the battle. I could use the words hitting and flying, or I could use pounding, smashing, or pelting. As a writer, I need to decide which one has more action. Listen and decide which sentence gives you the clearest mental picture: The Merrimack led the attack by pounding Union vessels with cannons, The Merrimack led the attack by smashing..., or The Merrimack led the attack by pelting.... I agree! Watch as I write: The Merrimack led the attack by pounding Union vessels with cannon fire.</i>
<b>Response Groups</b> W.5	Model expectations for giving and receiving feedback on the project.	<i>As writers draft, it is helpful to check in with readers to be sure you are on the right track. Response groups can help. A group of three writers come together with their drafts to talk about progress. Each writer develops a question for readers that allows them to focus on some part of the draft with which the writer wants help – e.g. Does this make sense? I have two other volunteer writers who are going to help me model the way we will use response groups.</i>
<b>Organizing Information</b> W.4.2a W.5.2a	Model organizing information within a text structure.	<i>I want to be sure I'm organizing my information in a way that is helpful for readers. After revisiting some mentor texts and anchor charts about text structures, I know that it is important that I develop a lead that gets readers' attention and lets them know the focus of my piece. I also know that writers group information in logical order when writing about events in history. I'm going to revisit my project to be sure my ideas are organized according to a text structure that makes sense. This will also help me to think about paragraphs and subheadings.</i>
<b>Adding Details</b> W.4.2b W.5.2b	Show writers how to expand short sentences that have too little detail.	<i>I have a sentence that says The Merrimack sank the Cumberland. I wonder what details I can add that will make it easier for my readers to imagine this. Watch as I revise and add details.</i>  <i>The Merrimack not only pounded the Cumberland with cannon fire, but used his iron shielded body to demolish the wooden vessel with a direct hit to her side, causing it to sink.</i>

<b>Creating a Strong Lead</b> <b>W.4.2a</b> <b>W.5.2a</b>	Remind writers to revise their first sentence, if needed, to make it more interesting.	<i>Your first sentence is the one that will get your readers' attention, so make sure it's the best it can be. Watch as I change my first sentence to make it more interesting. Right now it says, "The Battle of Ironclads changed navy battles forever." I am going to create some leads that might be more interesting to a reader:</i>
		<p>Suit up for battle! That is exactly what happened on March 9, 1862 when the iron and steel covered Merrimack and Monitor squared off in a Civil War battle that would forever change the face of navy warships.</p>
		<p>"Sink before you surrender!" was the command from the Captain on March 9, 1862 when the Confederate's first ironclad vessel, the Merrimack launched its attack on Union ships in Virginia.</p>
		<p><i>Which is best?</i></p>
<b>Combine Sentences</b> <b>L.2c</b> <b>L.1f</b>	Teach students to link two short sentences with a conjunction and a comma ( <i>and, but, so, or</i> ) to vary sentence length.	<i>Writers, watch as I take these three short sentences and revise them to create one longer and more interesting sentence.</i>
		<p>The Monitor was smaller than the Merrimack.  The Monitor had a rotating turret.  The Monitor was covered with iron.</p>
		<p><i>I will revise the sentence to say:</i> Smaller than the Merrimack, the Monitor was also covered with iron, but its advantage was the rotating turret that allowed for fighting without repositioning the ship.</p>
<b>Varying Sentences and Applying Appropriate Punctuation</b> <b>L.4.1e/f</b> <b>L.5.3a</b>	Students gain awareness of various sentence structures and revisit pieces to ensure varied use.	<i>While great writing often breaks the rules of traditional sentences for emphasis, most sentences fall in one of these categories – declarative, interrogative, exclamatory, and imperative. Have a look at a paragraph from an early draft of my piece on the Battle of the Ironclads.</i>
		<p>The Battle was highly anticipated. There was no room for fear! Just imagine the sweat on the brows of men aboard each vessel. Who would be the victor?</p>
		<p><i>My first sentence is declarative as I'm simply making a statement that ends with a period. The second expresses strong emotion, so it is exclamatory and ends with an exclamation point. The third is imperative because it offers a command for readers. These sentences end with either a period or exclamation point, depending on the strength of the command. The final sentence is interrogative. These kinds of sentences ask a question and end with a question mark. Notice how this paragraph demonstrates a variety of sentence types. Good writing does not include only one of two of these types as readers may become bored. While it is important to vary structure, it is not good writing craft to simply follow a pattern of type one, type two, type three, type four, type one, etc. It is important to look back on our work to ensure there is overall variety.</i></p>

**Sharing**

Encourage students to share their efforts at applying strategies presented in mini-lessons at the end of each writing session. You may also encourage sharing based on focus groups or conferring sessions.

**Formative Assessment**

- What do students know about crafting informative/explanatory pieces using an appropriate text structure? What evidence do you have of their success and challenges with this kind of writing? What can you learn from their work?
- Are students applying new learning to their writing? What is your evidence? How are you supporting struggling students?

**Ask and answer the following questions to reflect on your instructional practice.**

- Have workshop expectations and routines been clearly established? If not, how will I address this?
- What learning targets are students meeting? What is the application-level evidence of their learning?
- What targets are students ready to learn and meet? How will I facilitate the learning?
- Is there a need for focus groups? How will I facilitate their learning while moving the masses along?

**KCAS Connections:**

Writing Standard 2  
 Writing Standard 4  
 Writing Standard 5  
 Writing Standard 6  
 Writing Standard 10

**Phase Four Duration:**

This learning experience will require multiple writing blocks for students to be successful. Allow responsive teaching to inform teacher decisions about pacing.

**Opportunities to Differentiate:**

Decisions about which genre or genres to cover during this unit should be based on each teacher's comfort managing groups, as well as his/her knowledge of the various genres. Teach accordingly.

**Learning Targets**

I can use my own knowledge and new learning to edit an informative/explanatory piece.

I can choose and use available resources to publish an informative/explanatory piece.

I can share my informative/explanatory piece with an audience beyond my teacher and classmates.

**Teacher Targets**

*I will support student writing through conferring and focus groups according to needs.*

*I will determine and carry out appropriate mini-lessons to meet the needs of the whole group.*

*I will ensure students share their works with an audience beyond the classroom.*

## Phase Four Learning Experiences: EDITING AND PUBLISHING INFORMATIVE/EXPLANATORY PIECES

**Activate Prior Knowledge**

Gather students to review the work done to date on the informative/explanatory projects they are crafting—including anchor charts, resources, drafts, etc. Invite students to reflect on what they have learned about themselves as writers so far. Explain that it is now time to edit their work to ensure projects are ready for the audience – without errors, neat, polished.

**Teach/Model (I DO)**

Display all available publishing options. (Be sure to provide only the number of options you, as the teacher, can manage.) Provide a brief description of the process students would engage in to publish their projects. It may be helpful to generate a simple, one page instruction sheet for each publishing option to guide students as they work. Explain to students that each of their projects could be celebrated in one of these ways, but they must first ensure the projects are reader-ready by editing their work to get rid of errors. (Each editing mini-lesson should be selected according to the needs of writers in your classroom.) Here is a sample think aloud for a mini-lesson on editing for complete sentences. *We are nearing the end of our informative/explanatory writing projects. In order to ensure they are ready for our audiences, we have to rid them of any spelling, punctuation and capitalization errors. I'm going to begin by checking my piece to be sure I have included complete sentences throughout – no run-on sentences or fragments. I know every sentence must make sense as it stands alone. Each must be a complete thought.* Present an I-can statement based on L.4.1f on an anchor chart. *So, let me go into my piece to be sure I have no fragments or run-on sentences. Here goes.* Be sure to think aloud as you review most, if not all of your piece. Work through your piece to fix all errors related to run-ons and fragments.

**Shared Engagement (WE DO)**

Provide students with a student model from another class or from previous years that has been stripped of the student's name. Explain that they will work in pairs to find and fix the run-ons and fragments in the piece. As groups work, monitor progress and push students' thinking to ensure they are thinking critically about sentences. Encourage volunteers to share the results of their work on the sample piece.

**Independent Engagement (YOU DO)**

Explain to students that they will now revisit their projects to edit the work for run-ons and sentence fragments. The editing process should include several mini-lessons over the course of several days. Teach responsively, presenting mini-lessons, forming focus groups, facilitating response groups, and conferring with individual writers as needed.

**Timely Mini-Lessons:** Teachers should infuse mini-lessons that support student thinking about editing and publishing as they enter this stage of their projects. Teach responsively by providing the most appropriate mini-lessons for your students. Other mini-lessons may be presented as the need arises throughout the editing and publishing process. Be sure to allow students opportunities to try strategies in small groups before expecting full application to their projects. They may experience shared engagement with former students' samples, those from Appendix C or other informative/explanatory text. While you will surely conduct your own think alouds and mini-lessons, here are a few sample ideas slightly adapted from the work of Tony Stead and Linda Hoyt in *Explorations in Nonfiction Writing* and Linda Hoyt and Teresa Therriault in *Mastering the Mechanics*.

Target Understanding	Lesson Suggestion	Sample Think-Aloud Language
<b>Reread and Touch Each Word</b> <b>W.4.5</b> <b>W.5.5</b>	Teach writers to touch each word in their writing as they read aloud to ensure that they have written as many words as they are saying when they read their work.	<i>Editors need to reread and check to make sure all the words they need are on the paper. Touching each word helps me notice the missing word. Listen as I model this process, ensuring I've captured on paper exactly what I intended to say.</i>
<b>Using Resources to Confirm Spelling</b> <b>L.4.2d</b> <b>L.5.2e</b>	Model how to return to a resource and check spelling of an important word.	<i>Writers, I used the word turret several times in my writing, so I want to be sure that I spelled it correctly. I really have to think about the spelling each time as it is a word I don't use frequently; so I want to be sure I'm spelling it correctly in my piece. That is what good editors do. Watch as I touch and count each letter in the word turret in this informational book. There are six letters in turret. Now, I am going to check my writing and make sure that each time I wrote turret, I included the same six letters: t-u-r-r-e-t.</i>
<b>Using Resources and Personal Knowledge to Fix Common Spelling Errors</b> <b>L.4.2d</b> <b>L.5.2e</b>	Model expectations for checking and fixing common spelling errors.	<i>Writers, when we are fully focused on getting good ideas down on paper, we sometimes misspell words we really know how to spell correctly. Now is the time to fix those simple errors. I'm going back through my piece to fix all of the words I know how to spell and to circle all of the ones I know are misspelled but I'm not sure how to spell them correctly. I'll use a dictionary to find the correct spelling of those unknown words. Watch as I revisit my piece.</i>
<b>Writing Complete Sentences</b> <b>L.4.1f</b> <b>L.5.3a</b>	Teach writers two key questions to use in testing their sentences: Who or what did something? What did they do?	<i>I am ready to check my sentences to be sure that they are really sentences – not fragments or run-on sentences. Read the first sentence from your piece. Does it tell who or what did something? Yes! The _____. Does it tell what they/it did? Yes! They _____. This is a sentence, so it is okay to give it a period at the end. Using the key questions is helpful.</i>
<b>Using Various Punctuation Marks Correctly</b> <b>L.4.2</b> <b>L.5.2</b>	Show writers how to check use of various punctuation marks.	<i>Now, let's revisit our projects to ensure we have used end punctuation marks appropriately. (Teacher may choose to address a variety of punctuation marks such as commas, dashes, quotation marks, apostrophes, colons, etc.) I know that exclamation marks capture excitement, question marks end asking sentences and periods end telling sentences. First, I'm going to search my piece for questions to be sure I've used question marks to end those sentences. Now, I'll check for any sentences where I want excitement, to be sure I've used exclamation marks. Etc.</i>
<b>Selecting Appropriate Text Features – Graphs, Maps, Images, etc.</b> <b>W.2a</b> <b>W.6</b>	Model selecting graphic text features that enhance the piece.	<i>I'm happy with the work I have done on this project and can't wait to share it with my audience. I want my work to look as much as possible like the mentor texts I've explored in this study. One of the things I've noticed is that those mentor texts include graphics – maps, charts, images, and other things that give the reader something to look at besides the text. I'm going take some time to think about the graphics I want to include in my work. I know I shouldn't include too many of them or readers won't read my words at all. They'll just look at the graphics. I've worked hard on the</i>

words so I want them to be read. So, I will use **NO MORE THAN THREE** graphics in my work. I have to choose things that will make my work stronger—things I think readers want to see. What should they be? Well, let me read through my piece again as I think about this.

I also need to think about whether I will generate my own graphics or get them from the Internet. If I get them from the Internet, I have to remember to credit my sources.

**Page Layout Is Important**  
**W.4.6**  
**W.5.6**

Model how to use space on the page.

*Writers, I have noticed that our mentor books use space on the page in interesting ways. Sometimes they place illustrations at the side of the writing. Sometimes photographs are at the bottom of the page. When I look at my writing, I realize that I want to present my writing in a way that looks like our mentor texts. I am getting ready to publish. Watch how I plan the space for a side illustration, a bottom picture, and then text boxes for my words. This will really look great!*

### **Independent Engagement**

After editing, students work to publish their projects using the option they have selected. Support their work by ensuring electronic publishing is properly saved and paper-based publishing is stored in a safe location.

### **Sharing**

Encourage students to share their efforts at applying strategies presented in mini-lessons at the end of each writing session. You may also encourage sharing based on focus groups or conferring sessions.

Facilitate some sort of publishing celebration to honor the hard work students did to complete these projects. Options include a showcase that combines both technology and paper-based displays. You may also choose to post projects on the school or class website. Be creative. It is absolutely essential to share students' work with an audience beyond that of peers in the classroom.

### **Formative Assessment**

- What do students know about editing and publishing informative/explanatory pieces? What evidence do you have of their successes and challenges with this kind of writing? What can you learn from their work?
- Are students applying new learning to their writing? What is your evidence? How are you supporting struggling students?

### **Ask and answer the following questions to reflect on your instructional practice.**

- Have workshop expectations and routines been clearly established? If not, how will I address this?
- What learning targets are students meeting? What is the application-level evidence of their learning?
- What targets are students ready to learn and meet? How will I facilitate the learning?
- How will you build on students' strengths as you move forward to the next publishing cycle? How will you address challenges?

## SUMMATIVE ASSESSMENT

Anchor charts generated during the publishing cycle as part of the inquiry process and teaching of mini-lessons should be used to generate a scoring rubric for your students. This rubric will allow students to evaluate their performance according to the instruction that has been provided during the publishing cycle.

Teachers should utilize the **Kentucky Writing Rubric** to gain insight on how well their instruction is leading students to success with KCAS expectations. Keep in mind that the rubric captures global expectations and should guide your instruction for areas of growth in the next publishing cycle. Use the gap analysis of the group and individual students to determine instructional next steps.

See the following two pages of Kentucky's current writing rubric.

# Kentucky Writing Rubric (DRAFT from KDE)

	Narrative	Informational/Explanatory	Opinion/Argumentation K-5/6-12
<b>Criteria for Evaluating Writing</b>			
<p>Communicating with an Audience through <b>Purpose/Focus</b></p> <ul style="list-style-type: none"> <li>Establishes and maintains an authentic purpose</li> <li>Addresses an appropriate audience</li> <li>Establishes and maintains an awareness of audience needs</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrates audience awareness by establishing a context and maintaining a clear purpose</li> <li>Engages the audience by employing a variety of techniques (e. g. dialogue, description, anecdote, rhetorical question, surprising fact, quotation)</li> <li>Conveys the significance and complexities of the experience, either explicitly or implicitly, whether real or imagined</li> </ul>	<ul style="list-style-type: none"> <li>Establishes thesis/focused purpose</li> <li>Indicates awareness of audience needs by providing relevant background &amp; contextual information</li> <li>Communicates purpose, responding to the anticipated needs of the audience</li> </ul>	<ul style="list-style-type: none"> <li>Establishes purpose by introducing a(n) opinion/claim; maintains focus throughout</li> <li>Indicates awareness of audience's needs by providing relevant background; anticipating audience's knowledge level and concerns</li> <li>Communicates purpose, responding to the anticipated needs of the audience by addressing reasons/alternate claims</li> </ul>
<p>Communicating with an Audience through <b>Idea Development</b></p> <ul style="list-style-type: none"> <li>Develops ideas with sufficient depth and complexity to support audience and maintain a focused purpose</li> <li>Elaborates ideas with details, support &amp; examples specifically relevant to the audience and purpose</li> <li>Applies characteristics of the mode</li> </ul>	<ul style="list-style-type: none"> <li>Develops ideas that convey insight about the experience or event</li> <li>Uses effective examples and sensory details, if appropriate, illustrates and recreates the experience for the audience</li> <li>Uses narrative techniques to develop ideas, experiences, events or characters (e.g. dialogue, pacing, description, etc.)</li> </ul>	<ul style="list-style-type: none"> <li>Provides a thoughtful and insightful explanation of the subject by examining the topic/issue as a whole, and by identifying and discussing significant parts of the subject,</li> <li>Uses general and specific details and examples to support understanding</li> <li>Uses a variety of approaches to idea development (e.g., analysis, evaluation, narration, specific facts, quotes, examples, descriptions) to provide explanation of ideas and concepts</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrates depth of idea development by using facts, details and examples to support opinions/argument</li> <li>Supports opinions/claims with relevant, reliable evidence</li> <li>Uses a variety of approaches to develop ideas (e.g., analysis, evaluation, specific facts, quotes) to support the opinion/argument</li> </ul>

<p>Communicating with an Audience through <b>Structure</b></p> <ul style="list-style-type: none"> <li>• Demonstrates coherent and effective text structure in relation to the purpose</li> <li>• Includes a logical progression of ideas</li> <li>• Maintains coherence within and between paragraphs</li> <li>• Uses effective transitional elements within and between paragraphs guiding the reader through the text and clarifying the relationship of events, ideas, concepts or arguments</li> <li>• Maintains control of sentence structure</li> <li>• Varies sentence structure effectively</li> </ul>	<ul style="list-style-type: none"> <li>• Organizes an event sequence that unfolds naturally for the reader</li> <li>• Includes a logical progression of ideas</li> <li>• Maintains coherence within and between paragraphs</li> <li>• Uses a variety of transitional words, phrases, and clauses to manage the sequence of events; uses effective transitional elements within and between paragraphs guiding the reader through the text and clarifying the relationship of events</li> <li>• Maintains control of sentence structure</li> <li>• Varies sentence structure effectively</li> </ul>	<ul style="list-style-type: none"> <li>• Groups related information logically; include formatting when useful to aiding comprehension</li> <li>• Includes a logical progression of ideas</li> <li>• Maintains coherence within and between paragraphs</li> <li>• Links ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially) to guide the reader through the text and clarify the relationship of events, ideas, concepts or arguments</li> <li>• Maintains control of sentence structure</li> <li>• Varies sentence structure effectively</li> </ul>	<ul style="list-style-type: none"> <li>• Provides logically ordered reasons that are supported by facts and details.</li> <li>• Includes a logical progression of ideas</li> <li>• Maintains coherence within and between paragraphs</li> <li>• Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially) to guide the reader through the text and clarify the relationship of ideas, or opinions/ arguments</li> <li>• Maintains control of sentence structure</li> <li>• Varies sentence structure effectively</li> </ul>
<p>Communicating with an Audience through <b>Language &amp; Conventions</b></p> <ul style="list-style-type: none"> <li>• Selects and maintains word choices to communicate effectively with the audience</li> <li>• Employs voice and tone appropriate for audience and purpose</li> <li>• Communicates with audience effectively, applying correct grammar, usage and mechanics</li> </ul>	<ul style="list-style-type: none"> <li>• Use concrete words and phrases and sensory details to convey experiences and events precisely</li> <li>• Employs voice appropriate for the audience and purpose</li> <li>• Communicates effectively with audience applying correct grammar, usage and mechanics</li> </ul>	<ul style="list-style-type: none"> <li>• Use precise language and domain-specific vocabulary to inform about or explain the topic</li> <li>• Employs tone appropriate for the audience and purpose</li> <li>• Communicates effectively with audience applying correct grammar, usage and mechanics</li> </ul>	<ul style="list-style-type: none"> <li>• Use words, phrases, and clauses to clarify the relationships among opinions (s)/claim(s), reasons, and evidence</li> <li>• Employs tone appropriate for the audience and purpose</li> <li>• Communicates effectively with audience applying correct grammar, usage and mechanics</li> </ul>