

**Non-Fiction Genre Study**  
**(Informational Text Writing)**  
**5<sup>th</sup> Grade**

**Background Information:** This study was developed for the use with fifth/sixth grade classrooms that are already implementing the writers' workshop initiative. The intent of the study is to teach students to understand, analyze and write non-fiction text. The study is most effective when the following assumptions are true:

**Student Assumptions:**

- Students have had the experience of reading non-fiction or informational texts.
- Students in previous grade levels have written non-fiction from a personal perspective.
- Students have been exposed to some research strategies.
- Students know how to write good beginnings and endings taught in previous units throughout the year.
- Students have been exposed to the various features of informational texts.
- Students know how to use a variety of writer's craft techniques.

**Teaching Objectives:**

Students will understand the non-fiction elements necessary to writing informational texts. Students will produce an informative piece that:

- Uses their research skills and strategies on a topic of choice
- Develops a controlling idea that conveys a perspective on the subject
- Demonstrates an understanding of the characteristics of the genre.
- Demonstrates an understanding of the text features specific to informational text.
- Makes connections to related topics or information.
- Extends ideas

**Sequence:**

Week 1: Students will be introduced to non-fiction text as a genre of writing. Students will compare and contrast fiction and non-fiction books so that they understand the organizational structure and attributes of informational text. Students will use their Writer's Notebook as a tool to gather information and ideas.

Week 2: Students will understand how to look at non-fiction as a writer noticing presentation of material, language structures, including specialized vocabulary and organizational patterns as ways to convey information. They will choose a topic to research, develop inquiry questions, establish a perspective and learn to take notes.



Week 3: Students will collaborate to create a rubric using attribute charts. They will continue to research and draft a non-fiction piece of text. Students will learn how to include appropriate information and exclude extraneous information

Week 4: Students will complete their non-fiction draft, revise, edit and publish the piece for presentation and celebration.

### **Materials Needed for this Unit**

- Chart paper and markers
- Writing supplies
- Writer's Notebooks
- Non-fiction texts/books, magazines, newspaper articles and book reviews.

### **Touchstone Texts**

Darline Kindersley Reading Series

EyeWitness Books

Biographies

*Sea of Ice* by Monica Kullig or other appropriate chapter book

*Snowboarding* by Jackson Jay or other appropriate chapter book

*China the Land* by Bobbie Kalman or other non-fiction book with headings

*National Geographic* magazines

*Ranger Rick* magazines

*People* magazine

*Time* or *Newsweek* magazine

Non-fiction periodical articles that are grade level and topic appropriate

*Bird by Bird* by Anne Lamott

*The Bone Detective* by Donna Jackson

*Brain Surgery for Beginners and Other Major Operations for Minors* by Steve Parker

*Deadly Animals* by Martha Holmes

*Everglades* by Jean Craighead George

"Forms of Effective Leads" from *Writing to Deadline* by Donald Murray

*The Honey Makers* by Gail Gibbons

*The Math Curse* by Jon Scieszka

"A Monster Hurricane" from *Time for Kids*

*1000 Facts About the Earth* by Moria Butterfield

*Pond Year* by Kathryn Lasky

*Predator!* By Bruce Books

*She's Wearing a Dead Bird on Her Head!* By Kathryn Lasky

*Yukon River or Rio Grande* by Peter Lourie

*Look to the North: A Pup Diary* by Jean Craighead George

*I'm In Charge of Celebrations* by Byrd Baylor

*Sanctuary* by Mary Ann Fraser

*A Desert Scrapbook* by Virginia Wright-Frierson

*Sketching Outdoors in Winter* by Arnosky

*Sharks* by Seymour Simon



*Watch Out for Sharks* by Caroline ARnold  
Any other informational texts of the teacher's choice

Spanish Titles

*Caminos* by Jose Marti

*Voces* by Luis Valdez, Judith Baca and Carlos Jinlay

*Pasos* by Rita Moreno

*Cuadros de me Familia in mi Familia* by Carmen Garza

*Un paseo por el bosque lluvioso* by K. Pratt



**Informational Genre Study**  
**5<sup>th</sup> Grade**  
**Week 1- Introduction to the Genre**  
**Lesson 1**

**Mini Lesson Goal:**

*Students will be immersed in fiction and non-fiction materials to compare and contrast the attributes of informational texts.*

<b>TEKS: 5.15 A, C; 5.24 B</b>
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**Materials Needed:**

- Chart tablet, markers
- Variety of informational texts and other non-fiction materials
- Touchstone informational texts
- Writers' Notebook

**Before the Lesson:**

Teacher will gather an assortment of informational texts and immerse students in the genre. The teacher should read a non-fiction touchstone text daily.

<b>Mini Lesson:</b>
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**Connections:**

Remind students that there are two kinds of texts- fiction and non-fiction – and that we will begin to focus on non-fiction during this unit of study.

**Teach and Chart:**

Teacher will present fiction books that the class has already read and review the attributes of fiction genre. Revisit this previous attribute chart or create a new one. Refer to the non-fiction texts read prior to the lesson and generate a list of attributes of informational text. Record these on chart paper.

**Note:** The teacher must be familiar with the books in the collection of fiction and non-fiction. During the sorting activity, there may be books that fall into both categories. This will generate a meaningful class discussion. Be sure the attributes on the chart meet the standard, as this chart will be used to create the Rubric in Week 3.

**Active Involvement:**

In small groups, students will be give a collection of books that are both fiction and non-fiction to analyze and categorize by the attributes of each genre. Continue to add to the attribute chart based on the students findings.

**Link:**



Students choose a non-fiction book of their choice to respond to in their writer's notebook. Remind the students to refer to the attribute chart.

**Closure/Homework:**

Students will choose a non-fiction book to read at home and list the attributes in their writer's notebooks.

**Informational Genre Study**



**5<sup>th</sup> Grade**  
**Week 1- Writer's Notebook**  
**Lesson 2**

**Mini Lesson Goal:**

*Students will use their writer's notebook for observations, wonderings, questions, topics of interest, areas of expertise and reflections.*

<b>TEKS: 5.15 A, C; 5.19 A; 5.21 A, B, C</b>
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**Materials Needed:**

- Chart tablet, markers
- Touchstone texts
- Attribute chart
- Touchstone texts: *I'm In Charge of Celebrations* by Byrd Baylor, *Sanctuary* by Mary Ann Fraser and *A Desert Scrapbook* by Virginia Wright-Frierson

**Before the Lesson:**

Read aloud one of the touchstone texts.

<b>Mini Lesson:</b>
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**Connections:**

Reread the attribute chart and point out that this lesson will focus on recordings in the students' writer's notebooks.

**Teach**

The teacher will model on chart paper how to create a list of observations, wonderings, questions, topics of interest, areas of expertise and reflections on a particular topic. You may want to focus on social studies, science or other grade level appropriate curriculum. Note: The teacher may refer to *Nonfiction Matters, Writing, and Research in Grades 3-8* by Stephanie Harvey for additional ideas and clarification.

**Active Involvement:**

Students will generate their own lists, observations, etc. in their writer's notebooks following the teacher's demonstration.

**Link:**

Students will share their lists with a partner or small group to help generate more ideas for their list.

**Closure/Homework:**

Students may review non-fiction sources from home to generate more ideas for their writer's notebook.



**5<sup>th</sup> Grade**  
**Week 1- Topic Selection**  
**Lesson 3**

**Mini Lesson Goal:**

*Students will select a topic to research and write about.*

<b>TEKS: 5.15 A, C; 5.19 A; 5.21 A, B; 5.22 A</b>
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**Materials Needed:**

- Chart Tablet, markers
- Handout for each student of topic selection questions
- Writer's Notebook
- Teacher's list of topics from previous day

**Before Lesson:**

Teacher reads aloud a non-fiction book that illustrates a varied organizational structure.

Prepare student handouts with the following questions:

1. What do I know most about?
2. What do I know least about?
3. What am I most interested in?
4. Am I going to be able to find information about my topic in books, magazines, newspapers, the Internet, interviews, etc.?

<b>Mini Lesson</b>
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**Connection:**

Reread the previous day's list of interests created by the teacher.

**Teach:**

Using the four questions on the student handout, the teacher models how to categorize his/her list of interests, topics, etc.

**Active Involvement and Link:**

Students will review their lists and categorize their topics based on the four questions on the student handout. Students will narrow their topics to three and choose one they would like to spend time on researching.

**Closure/Homework:**

Students will begin finding resources on their topic of choice.



**Informational Genre Study**  
**5<sup>th</sup> Grade**  
**Week 1- Analyzing the Structure of Non-Fiction**  
**Lesson 4**

**Mini Lesson Goal:**

*Students will analyze the features and organizational structure of non-fiction or informational text.*

<b>TEKS: 5. 24 A, C</b>
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**Materials Needed:**

Chart paper and markers

Post-it Notes

Selected non-fiction/informational texts that illustrate a variety of organizational structures and text features

<b>Mini Lesson</b>
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**Connection:**

Remind students that they have been noticing the various organizational structures of non-fiction texts. Today they will chart the various organizational structures they find in the books they will examine.

**Teach:**

Read aloud a non-fiction text that demonstrates yet another organizational structure. The teacher will show students how a writer uses organizational structures to present the information in a text by examining several appropriately formatted books. Lead a class discussion to generate a list of the organizational structures: problem/solution, cause/effect, compare/contrast, question/answer, etc. Record the observations on chart paper.

**Active Involvement:**

In groups, students will discover the various organizational structures used in non-fiction texts by examining a set of books at each table. Students will record their findings on chart paper or transparencies and report out to the whole class.

**Link:**

Students will make note in their writer's notebooks which books had the organizational structure they preferred. Encourage the students to write down the titles of the books and the organizational structures they contained.



**Informational Genre Study**  
**5<sup>th</sup> Grade**  
**Week 1- KWL Charts**  
**Lesson 5**

**Mini Lesson Goal:**

*Students will learn a strategy for collecting information about their chosen topic.*

<b>TEKS: 5. 19 A; 5.21 A, B, C</b>
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**Materials Needed:**

- Chart tablet, markers
- Writers' Notebook
- Copies of a blank KWL chart for all students
- Selected informational texts

**Before Lesson:**

Teacher reads aloud a non-fiction book illustrating the various text features and additional organizational structures. Prepare the KWL handout for all students.

<b>Mini Lesson</b>
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**Connection:**

The teacher refers to his/her charted list of topics and notes the selected topic for research. Today students will refer to their chosen topic in their writer's notebook and complete a KWL chart on it.

**Teach:**

The teacher will model how to complete a KWL (only the what I KNOW and what I WANT to learn) chart on his/her chosen topic.

Remind students to continue to collect resources for research on their topic.

Note: If you do not have multiple resources for research in your classroom, students will need to go to the library to access the resources they need.

**Active Involvement:**

Students will complete an individual KWL chart using their selected topic.



**Informational Genre Study**  
**5<sup>th</sup> Grade**  
**Week 2- Developing Research Questions**  
**Lesson 1**

**Mini-Lesson Goal:**

*Students will develop a minimum of five research questions using their KWL chart from Week 1, Day 5.*

<b>TEKS: 5.21 A</b>
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**Materials Needed:**

- Teacher's and students' completed KWL charts
- Chart paper
- Markers
- Selected informational texts

**Before the Lesson:**

Teacher reads aloud a non-fiction book and discusses organizational structure.

<b>Mini-Lesson:</b>
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**Connections:**

Students will come to realize that inquiry and research begin with thoughtful questions.

**Teach:**

The teacher uses his/her KWL chart to model how to generate questions for research. You may want to use the heading: What I want to know that will make good research questions. Involve the students in helping you narrow your list of questions to the best five or most important.

**Note:** The number of research questions is determined by each individual teacher.

**Active Involvement:**

Students will develop their own questions for research from the KWL charts in their writer's notebooks. They should select five to work with.



**Informational Genre Study**  
**5<sup>th</sup> Grade**  
**Week 2- Establish a Perspective or Create a Stance**  
**Lesson 2**

**Mini-Lesson Goal:**

*Students will learn the meaning of the word perspective and how to establish perspective in their writing.*

**TEKS: 5.15 A, C; 5.19 A, I; 5.20 D**

**Materials Needed:**

- Chart paper and markers
- Selection of non-fiction books
  - Suggested resources are *Sketching Outdoors in Winter* by Arnosky and *Sharks* by Seymour Simon

**Before the Lesson:**

The teacher explains to students what the word perspective means and reads aloud suggested texts or others that illustrate perspective in writing.

**Mini-Lesson:**

**Connections:**

Remind students that it is through the use of language that authors reveal their perspective.

**Teach:**

Highlight or reread excerpts from non-fiction texts that establish perspective. Chart with students the sentences that revealed the author's stance or perspective.

Give students copies of several informational texts to explore and identify those that establish an author's perspective. Have them share out with the whole class.

**Active Involvement:**

Students will reflect in their writer's notebooks about how authors establish perspective in their writing. They should make note of examples from the texts the teacher read aloud in their writer's notebooks for future reference.

**Closure/Homework:**

Have students find articles in newspapers or magazines to identify the author's perspective.



**Informational Genre Study**  
**5<sup>th</sup> Grade**  
**Week 2- Plagiarism**  
**Lesson 3**

**Mini Lesson Goal:**

*Students will learn how to avoid plagiarizing in their writing by understanding how to paraphrase and to use quotes.*

**TEKS: 5. 19 I; 5.20 D; 5.21 F**

**Materials Needed:**

- Transparency of an excerpt from an informational text
- Copies of various excerpts from informational texts for all students
- Overhead projector
- Overhead markers

**Before the Lesson:**

Prepare the student copies of informational text excerpts.

**Mini Lesson**

**Connections:**

Remind students that authors often use quotes when they are directly using someone else's words.

**Teach:**

Lead a discussion on the word plagiarism and point out the consequences of publishing work that is copied or plagiarized. Talk about ways to cite an author's work or actual words.

Using the overhead projector, read aloud the non-fiction excerpt. With the students, paraphrase the piece of text, using quotes when appropriate.

Monitor and conference with students as they rewrite the various informational text excerpts.

**Active Involvement:**

Using the various excerpts from informational texts, have students in small groups rewrite the text in their own words, paraphrasing and using quotes as necessary.

**Link:**

Students will practice paraphrasing and using quotes with the non-fiction texts related to their chosen topic.



**Informational Genre Study**  
**5<sup>th</sup> Grade**  
**Week 2- Note Taking**  
**Lesson 4**

**Mini Lesson Goal:**

*Students will learn strategies for taking notes on a topic.*

<b>TEKS: 5. 21 C</b>
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**Materials Needed:**

- Chart paper and markers
- *Watch Out For Sharks* by Caroline Arnold or any other appropriate book
- Photo copies of passages from the selected book

**Before the Lesson:**

Prepare the photo copies of the selected text for each student.

<b>Mini Lesson</b>
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**Connections:**

Remind students of the difference between copying verbatim from a book and paraphrasing.

**Teach:**

The teacher reads aloud from *Watch Out for Sharks* or other selected non-fiction book as students follow along with their photocopy of the text. Using a think-aloud strategy, model for the students how to select important information for taking notes. Write the notes, or important points on a chart tablet.

Another strategy for focusing on important information is to formulate a question related to your research that you want to find answers for. Using your (the teacher's) chosen topic and a related text, generate a question with input from the students. Then, model for the students how to skim or scan the informational text to find specific answers to the stated question.

**Active Involvement:**

Have students practice individually or with a partner taking notes on their chosen topic from the various non-fiction resources in the classroom related to their topics. Monitor and conference with students as appropriate to facilitate the note taking process.

**Closure:**

Students will continue practicing note taking at home on their selected topic.



**Informational Genre Study**  
**5<sup>th</sup> Grade**  
**Week 2- Taking Notes**  
**Lesson 5**

**Mini Lesson Goal:**

*Students will learn another strategy for taking notes on their chosen topic.*

**TEKS: 5.21 C**

**Materials Needed:**

- Index cards
- *Look to the North: A Pup Diary* by Jean Craighead George or other selected book

**Before the Lesson:**

Prepare a set of index cards with notes and source citations on the topic you are using to model the research and non-fiction writing process.

**Mini Lesson**

**Connections:**

Review with students the previous lesson on taking notes. Tell the students that it is important to record all of the information about the source used when researching a topic.

**Teach:**

Read aloud the book, *Look to the North: A Pup Diary* or other selected text. Model for students how to take notes on an index card and cite the source used. Citations should include the title of the book/article, the author, the page number where the note/quote was located.

Explain to students the benefits of using index cards for notes during research on a topic. Share that the index cards make it easy to rearrange information in logical order or to conform to a particular informational text structure when you are ready to write or revise a written draft.

**Active Involvement:**

Students use an appropriate book to practice note taking on index cards and citing the source on their chosen topic.

**Link:** students may want to transfer notes taken the previous day onto index cards.



**Informational Genre Study**  
**5<sup>th</sup> Grade**  
**Week 3- Building a Rubric**  
**Lessons 1 & 2**

**Mini Lesson Goal:**

*Students will develop a non-fiction writing rubric using the attribute charts from Week One.*

<b>TEKS: 5.20 A, B, C, D</b>
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**Materials Needed:**

- Chart paper and markers
- Attribute charts from Week 1

**Before the Lesson:**

Prepare the rubric matrix on chart paper.

<b>Mini Lesson</b>
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**Connections:**

Review the attribute chart of non-fiction genre characteristics and text features from Week 1. Remind students that they've developed writing rubrics before for other genre. For the next couple of days they will create a rubric for informational text that acknowledges their prior learning and incorporates some special things that writers do when they write non-fiction.

**Teach / Active Involvement:**

From the attribute chart the teacher and students should place a star/asterix next to all the elements necessary for non-fiction writing to meet the standard for the genre. Then begin to categorize the elements based on a four point scale. Fill in the one and the four on the matrix first.

Be sure the rubric is written using the students' language.



## Sample Rubric for Non-Fiction Writing

	<b>4</b> <b>Meets the standard</b>	<b>3</b> <b>Mostly meets the standard</b>	<b>2</b> <b>Partially meets the standard</b>	<b>1</b> <b>Does not meet the standard</b>
<b>Topic</b>	Shows excellent understanding of subject; uses information from various sources	Shows a fundamental understanding of subject; uses information from several sources	Sometimes shows an understanding of subject; uses information from a few sources	Does not show an understanding of subject; uses information from one or two sources only
<b>Idea Development</b>	Relevant ideas developed fully and clearly; focus on topic; use of multiple details/examples	Ideas developed clearly and succinctly; some details and examples used	Limited development of concepts; loss of focus at times; few details and examples	Ideas and concepts are not developed or extended; very limited use of details and examples
<b>Organizational Structure</b>	Organizational patterns enable the reader to seek out and clearly understand information presented; piece has an engaging beginning, detailed body and logical conclusion; text features are accurately and appropriately used	Information is mostly organized in a logical structure so that the reader can understand the presented material; a lead, body and ending are easily recognizable; text features are used accurately but infrequently	Piece may lack a clearly recognizable organizational pattern; beginning, body and ending are weak; very limited use of text features	Piece lacks organizational structure and typical beginning, middle and ending sections; no informational text features are evident
<b>Language Use</b>	Varied sentence structure is evident; vivid, interesting word choice clarifies and explains the information; specialized or technical vocabulary is used; no errors in mechanics noted	Some variation in sentence structure; word choice is appropriate; specialized or technical vocabulary is used; few errors in mechanics noted	Sentence structure is mostly the same format; word choice is rarely vivid or interesting; very few examples of specialized vocabulary; many errors in mechanics noted	Does not vary sentence structure; word choice is a fundamental level; no evidence of specialized vocabulary; many errors in mechanics noted
<b>Graphic Sources</b>	Piece shows effective use of illustrations or other graphics to add to or enhance the written text; all are labeled or have captions;	Piece contains limited use of pictures or other graphics which are labeled or have captions;	Piece show rare use of illustrations or other graphics; none have labels or captions	No evidence of graphic sources



**Informational Genre Study**  
**5<sup>th</sup> Grade**  
**Week 3- Writing a Great Lead**  
**Lesson 3**

**Mini Lesson Goal:**

Students will learn how to develop reader interest by creating a hook at the very beginning.

TEKS: 5.15 A, C; 5.19 B, I; 5.21 F
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**Materials Needed:**

- Samples of strong, interesting leads from various non-fiction books, periodicals or other sources

**Before the Lesson:**

Review the attributes of good introductions or leads in a variety of non-fiction texts. Review the attributes of narrative introductions. You may want to make transparencies of several powerful leads to use during teaching and analyzing the attributes of good leads.

<b>Mini Lesson</b>
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**Connections:**

Activate students' prior knowledge of introductions based on their writing in other genre. Discuss the need to grab the reader's attention from the very start.

**Teach:** Ask students how introductions for non-fiction might be alike or different from fiction writing. Chart their responses. Discuss with students different ideas from their own research that intrigued them the most, which may likely also capture their reader's interest and attention.

Read aloud several examples of strong leads from selected informational texts and other non-fiction material. Discuss the characteristics of these leads and record the attributes on chart paper. Use the following questions to begin to analyze the characteristics of good leads more carefully.

1. Does it grab your attention? How/Why?
2. Is it creative or interesting? In what ways?

**Active Involvement:**

Distribute a variety of informational texts with different types of introductions or leads for students to examine. Allow time for partner discussion of the various kinds of leads.

**Link:**

Students will create or revise the introductions to their non-fiction piece based on their discoveries in this lesson.

**Closure:**

Have students popcorn share some of the leads they have written.



**Informational Genre Study**  
**5<sup>th</sup> Grade**  
**Week 3- Ending as Good as the Beginning**  
**Lesson 4**

**Mini Lesson Goal:**

*Students will write engaging and interesting endings for their non-fiction piece.*

5.15 A, C; 5.19 B, I; 5.21 F
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**Materials Needed:**

Samples of strong, interesting conclusions or endings in informational texts

**Before the Lesson:**

Teacher will gather various non-fiction books with strong, powerful endings.

<b>Mini Lesson</b>
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**Connections:**

As writers, it is sometimes difficult to end a non-fiction piece. It seems as if you run out of things to say or write, or you just end the writing. Today we'll learn from mentor authors some ways to end an informational text piece with creativity and ingenuity.

**Teach:**

Read aloud several examples of powerful endings in non-fiction texts. Discuss the reasons why the endings are strong. Chart the students' responses. Sample responses may relate to creating an image in our minds, a quote, a reflection, an interesting fact not mentioned before or simply an effective summary of the overall information.

**Active Involvement:**

Distribute several informational texts and other non-fiction materials for students to explore. Have them look for different types of endings or conclusions. They may work with a partner to discuss their findings and share out with the class.

**Link:**

Students will create or revise the endings/conclusions to their non-fiction writing based on their discoveries from this lesson.

**Closure:**

Have students share examples of endings or conclusions they have written.

**Informational Genre Study**  
**5<sup>th</sup> Grade**



## Week 3- Summarizing and Synthesizing Lesson 5

### **Mini-Lesson Goal:**

*Students will learn how to take the fragments of information from their notes and summarize or synthesize the information into their draft non-fiction writing piece.*

<b>TEKS: 5. 21 D</b>
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### **Materials Needed:**

- Transparency copies of notes used during the lessons in Week 2 on note taking
- Chart paper and markers and/or blank transparency with vis-à-vis markers

<b>Mini-Lesson:</b>
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### **Connections:**

Remind students that they need to integrate the new information they have found with information they were already aware of in order to personalize their informational text piece.

### **Teach:**

The teacher will go through the notes on the transparency and discuss with the students the various themes or significant ideas that can be extracted from the notes. Demonstrate how to color-code or highlight these by category to make organizing their writing easier. Point out that the categories may become headings, one of the features of informational text, in their final piece.

Demonstrate how to take one of the categories and write out the main points as a summary while adding details based on their prior knowledge in order to give their piece a personalized dimension.

### **Active Involvement:**

Students will review their notes and begin extracting main topics and sub-topics/headings for writing summaries and synthesizing their information into a coherent informational text piece.

### **Note:**

Synthesizing is the act of combining new information with prior knowledge in order to create a new piece – putting together different parts to form a whole. Summarizing is the retelling of information, including only the main points. The teacher may want to emphasize that only main points are included in a good summary.



**Informational Genre Study**  
**5<sup>th</sup> Grade**  
**Week 4- Revising and Editing**  
**Lessons 1, 2 and 3**

**Mini-Lesson Goal:**

*Students will revise and edit their written piece.*

**TEKS: 5.16 B; 5.17 C, D; 5.18 B, C D-H; 5.19 C, D, E, I; 5.20 B; 5. 25 A, B**

**Mini-Lesson:**

**Connections:**

Revising and editing are known components in Writer’s Workshop that students should be familiar with.

**Teach:**

**Lesson 1 – Transitions between paragraphs**

In this lesson the teacher will focus on the use of subtitles and transition words and sentences to bridge paragraphs together to help the students create a coherent piece.

**Lesson 2 – Features of Informational Text Writing**

The purpose of this lesson is to have the students analyze their draft up to this point to make sure that their piece contains all the components of informational text writing. The teacher may share his/her example writing to check for inclusion of the various text features.

**Lesson 3 – Editing**

In this lesson, students will meet with a partner and/or with the teacher to reread their informational writing piece for final editing. They may use an editing checklist that the class has been previously using for final draft editing.

**Active Involvement:**

Students will be involved in the normal steps of the writing process and Writer’s Workshop for peer response groups and teacher conferences to complete their written informational text piece.



**Informational Genre Study**  
**5<sup>th</sup> Grade**  
**Week 4- Publishing and Celebration**  
**Lessons 4 & 5**

**Goal:**

Students will complete and publish a *Nonfiction Informational* piece by the end of the week

<b>TEKS: 5.19 G; 5.21 E</b>
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**Materials Needed for this Unit:**

- Non-fiction Text Rubric
- Computers if available
- Any other materials needed to publish

**Connection:**

Remind students that they have previously published in other writing genres. Emphasize that as writers, our goal is to produce a polished piece.

**Teach And Active Involvement:**

Students will complete their informational text piece as a polished product.

Once students have published, the whole class celebrates by having students share their work in Author's Chair or by posting their work on the Writer's Wall. You may also want to invite another class, parents, administrators or others to come hear students read and/or share their work.

