



Simplify  
Writing®

**Explanatory Writing**

**Sample Lesson Plans**

**8<sup>th</sup> Grade**

# Simplify Writing

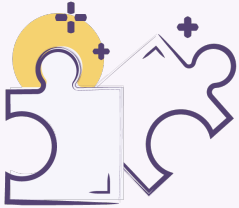
Thank you for downloading this sample. This is meant to give you an example of how our lesson plans are formatted, in order to make sure that this program is a good fit for your classroom.

Please keep in mind that:

- The complete lesson plans members get are fully editable, available in a PowerPoint format.
- Each unit includes:
  - pacing guide
  - mentor text
  - reference texts (if applicable)
  - teacher lesson plans
  - student pages (available in print + digital formats)
  - conference goals
  - rubrics (teacher + student-friendly)
  - exemplars
- Our members also have access to our full Grammar Library, Intervention Library, and ELL Modification Library.
- We provide training to our teachers on how to use these lessons, so anything you don't understand about the process will be easy to understand after our full, self-paced 8-hour writing training, *Success with Simplify Writing*®.

Have questions? We'd love to answer them! Just send an email to [April@simplifywriting.com](mailto:April@simplifywriting.com).

# The Simplify Writing<sup>®</sup> Method



**Bite-Sized Instruction.** Students learn best when the writing standards are broken down into short, clear lessons that they can then apply in their own writing. Each of our lessons takes about 10-15 minutes and keeps students engaged and active in the learning experience.



**Fluid Grammar.** Grammar instruction should naturally flow into student writing. We show teachers how to use our library of grammar tools to better develop the written language skills of their students.



**Differentiation.** We know firsthand that each classroom is made up of a diverse group of students. Our resources provide the flexibility teachers need to reach students with varying experiences, background knowledge, and ability levels.



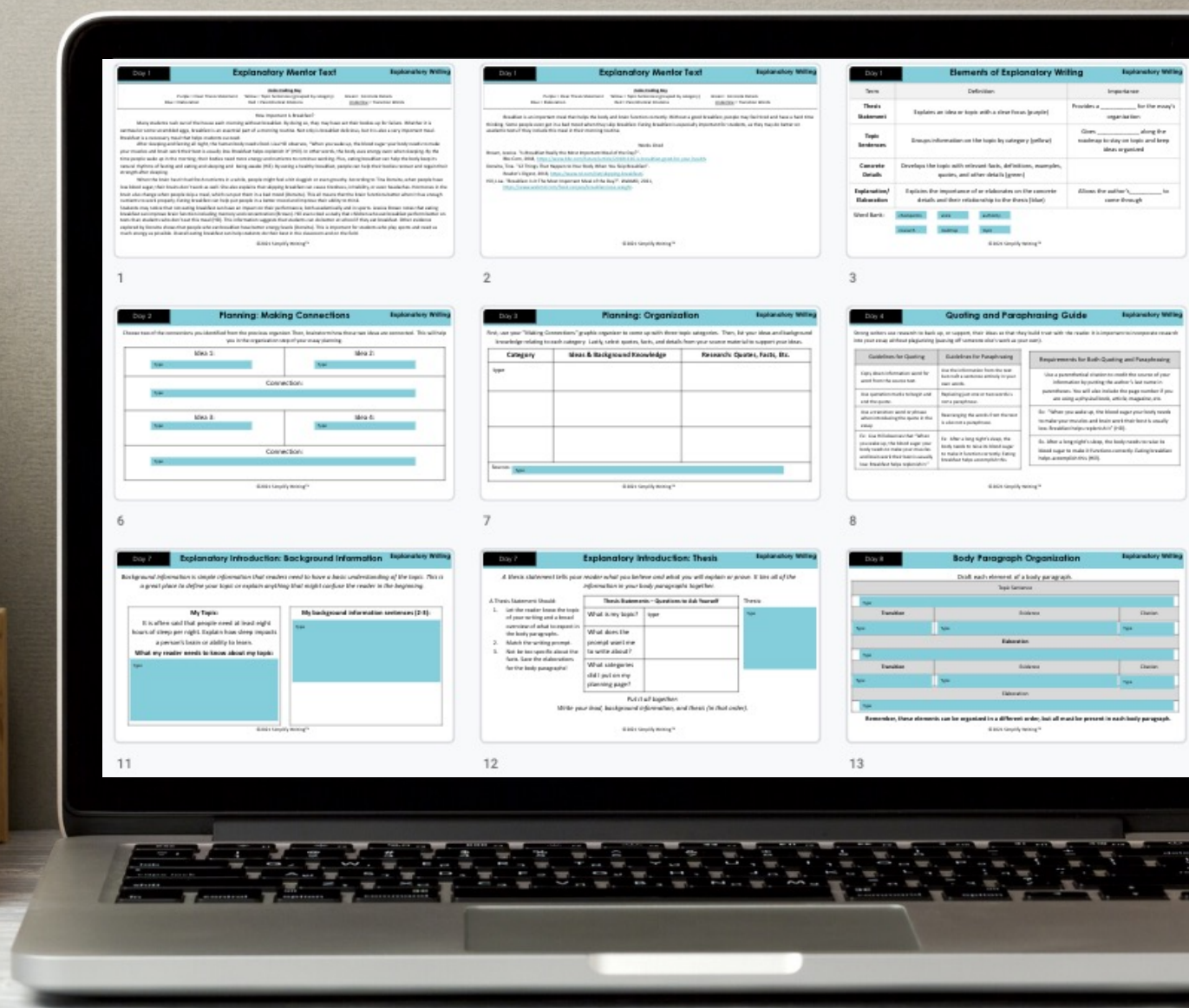
**Support.** Teachers are more successful when they receive adequate training on a new curriculum. We walk teachers through using the Simplify Writing<sup>®</sup> materials in every step of their writing instruction, and we provide ongoing email support to address any questions or issues they have in their writing block.

# Digital Student Organizers

# Google Slides™ Files

Share in units or easily split into daily files!

Files can be exported for Microsoft OneDrive, SeeSaw, Nearpod, and more!



# Pacing Guide

Day 1	Elements of Explanatory Writing
Day 2	Planning: Making Connections
Day 3	Planning: Organization
Day 4	Planning: Research Source One
Day 5	Planning: Research Source Two
Day 6	Draft: Introduction <i>Focus on Lead and Formal Tone</i>
Day 7	Draft: Introduction <i>Focus on Ground and Thesis</i>
Day 8	Draft: Body Paragraphs <i>Focus on Structure and Transitions</i>
Day 9	Draft: Body Paragraphs <i>Focus on Parenthetical Citations</i>
Day 10	Draft: Conclusion
Day 11	Formal Revision: <i>Focus on Formal Tone</i>
Day 12	Formal Editing
Day 13	MLA Formatting and Works Cited Page
Day 14	Publishing
Day 15	Proofreading and Publishing Party

# Explanatory Mentor Text

## How Important Is Breakfast?

Many students rush out of the house each morning without breakfast. By doing so, they may have set their bodies up for failure. Whether it is oatmeal or some scrambled eggs, breakfast is an essential part of a morning routine. Not only is breakfast delicious, but it is also a very important meal. Breakfast is a necessary meal that helps students succeed.

After sleeping and fasting all night, the human body needs food. Lisa Hill writes, “When you wake up, the blood sugar your body needs to power your muscles and brain work their best is usually low. Breakfast helps replenish it” (Hill). In other words, the body uses energy even when sleeping. By the time people wake up in the morning, their bodies need more energy and nutrients to continue working. Plus, eating breakfast can help the body keep its natural rhythms of fasting and sleeping and being awake (Hill). By eating a healthy breakfast, people help their bodies recover and regain their strength after sleeping.

When the brain hasn’t had fresh nutrients in a while, people might feel a bit sluggish or even grouchy. According to Tina Donvita, when people have low blood sugar, their brains don’t work as well. She also explains that skipping breakfast can cause tiredness, irritability, or even headaches. Hormones in the brain also change when people skip a meal, which can put them in a bad mood (Donvita). This all means that the brain functions better when it has enough nutrients to work properly. Eating breakfast can help people be in a better mood and improve their ability to think.

Students notice that not eating breakfast can have an impact on their performance, both academically and in sports. Jessica Brown notes that eating breakfast can improve brain function, including memory and concentration (Brown). Hill even cited a study that children who eat breakfast perform better on tests than students who don’t eat this meal (Hill). This information suggests that students can do better at school if they eat breakfast. Other evidence explored by Donvita shows that people who eat breakfast have better energy levels (Donvita). This is important for students who play sports and need as much energy as possible. Overall, eating breakfast can help students do their best in the classroom and on the field.

# Explanatory Mentor Text

Breakfast is an important meal that helps the body and brain function correctly. Without a good breakfast, people may feel tired and have a hard time thinking. Some people even get in a bad mood when they skip breakfast. Eating breakfast is especially important for students, as they may do better on academic tests if they include this meal in their morning routine.

## Works Cited

- Brown, Jessica. "Is Breakfast Really the Most Important Meal of the Day?" Bbc.Com, 2018, <https://www.bbc.com/future/article/20181206-breakfast-good-for-your-health>.
- Donvita, Tina. "12 Things That Happen to Your Body When You Skip Breakfast." Reader's Digest, 2018, <https://www.rd.com/health/breakfast/>.
- Hill, Lisa. "Breakfast: Is It The Most Important Meal of the Day?" WebMD, 2021, <https://www.webmd.com/food-recipes/breakfast-lose-weight>.

Sample

# Explanatory Writing

**Purpose:** I can identify the elements of an explanatory essay and explain why specific elements are important to the process of writing in this genre.

**Standard(s):**

- **CCSS.ELA-LITERACY.W.8.2:** Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

Materials

*Print*

- Teacher models (pgs. 11-12, 15)
- Student pages (pgs. 13-14, 16)

*Digital*

- Student Page

Learning Goal

Students will identify and explain the importance of a variety of elements contained in an explanatory essay.

Success Criteria

**Criteria 1**– The student successfully identifies 4-5 elements of explanatory writing.

**Criteria 2** – The student successfully explains why 2-3 of those elements are important for credibility.

**Mini-Lesson Steps (15 min.):**

1. Have students think about a topic they could present on for 20 minutes without needing to prepare and share with a partner. What they just explained is an example of explanatory writing.
2. Next, have students brainstorm what they know about explanatory text. Remind students that the purpose of an explanatory text is to examine a topic, share ideas clearly, and support those ideas with credible sources.
3. Distribute a copy of the mentor text “How Important is Breakfast?” (pgs. 13-14). Read the text aloud with students, stopping to discuss as needed.
4. Display and discuss the “Elements of Explanatory Writing” chart (pg. 16) and read through each element of an explanatory text, clarifying misconceptions and paraphrasing for clarity as needed.
5. In pairs, students use the color-coding method to identify the first explanatory element by annotating the mentor text. Next, guide students through explaining how the author illustrates this element using the provided chart. Model the first example, then release students to work independently or with a partner.

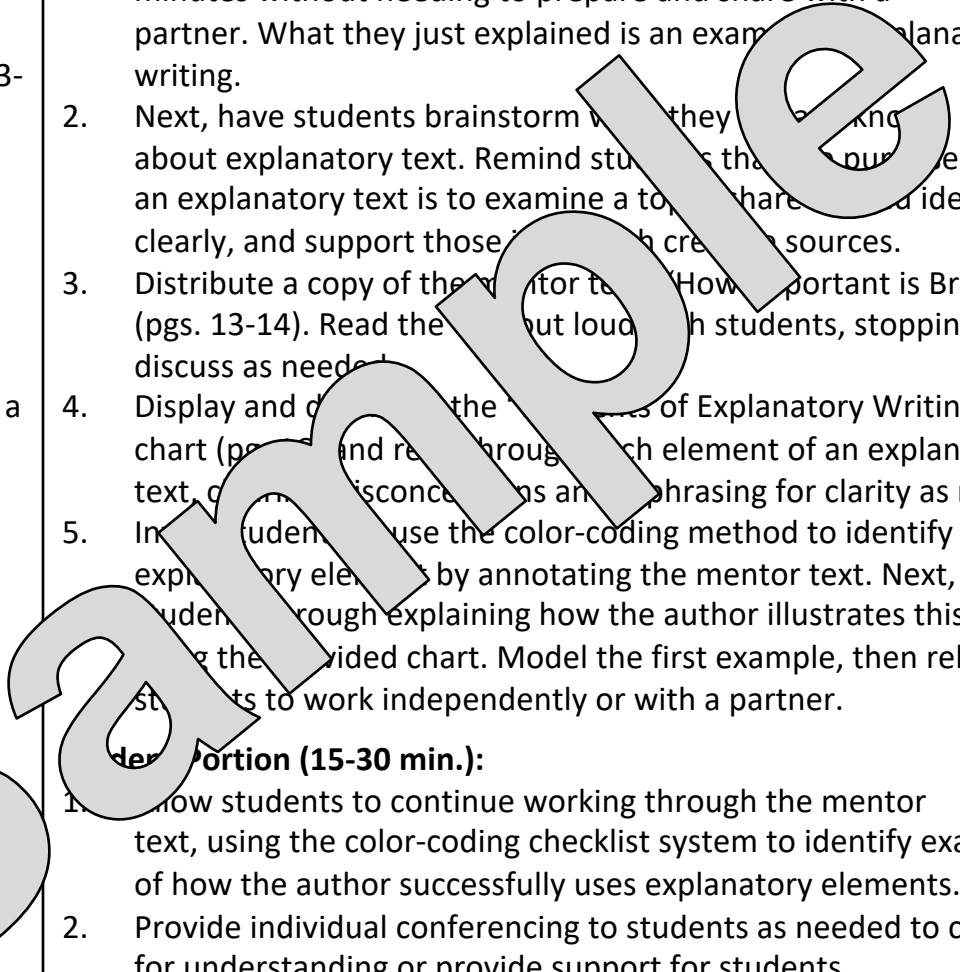
**Independent Portion (15-30 min.):**

1. Allow students to continue working through the mentor text, using the color-coding checklist system to identify examples of how the author successfully uses explanatory elements.
2. Provide individual conferencing to students as needed to check for understanding or provide support for students.

**Closure (5-7 min.):**

1. As a class, review the “Elements of Explanatory Writing” chart (pg. 16), using the annotated text and pg. 15 as your guide. Review how the author uses explanatory elements successfully.

*Note: Remind students throughout the unit that they should refer back to this checklist when writing their own drafts.*



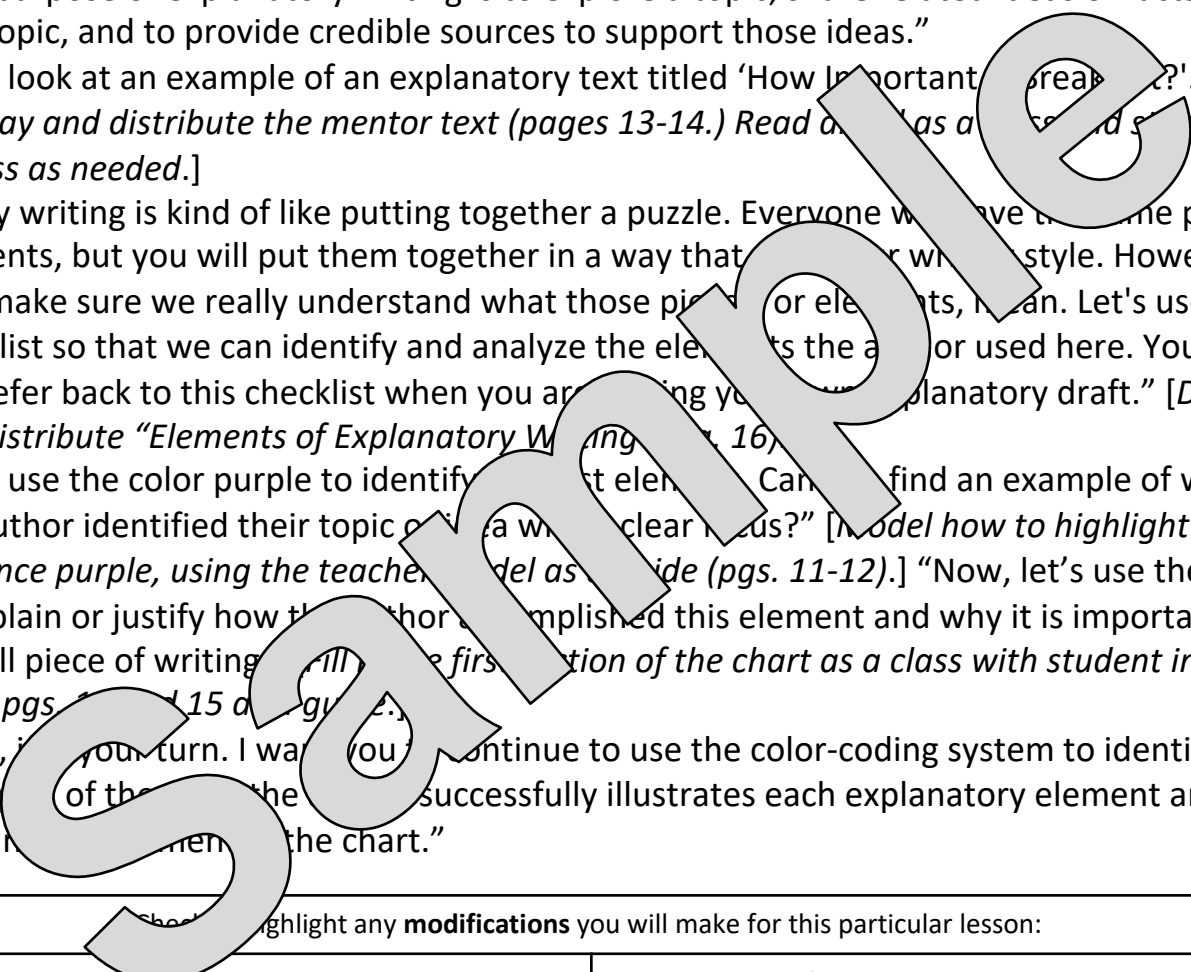


# Explanatory Writing

## Mini-Lesson Overview

### How it sounds:

- “If someone asked you to give a 20-minute presentation on anything you wanted, what topic could you choose without needing to prepare at all?” [*Give students time to think and then explain it to a partner*]. “While discussing your topic, were you able to explain your expertise clearly? What you just explained is an example of explanatory text.”
- “Today, our goal is to learn about the elements of explanatory writing. Who can tell me what they think the purpose of explanatory writing is?” [*Allow students to offer suggestions.*]
- “The purpose of explanatory writing is to explore a topic, share related ideas or facts about that topic, and to provide credible sources to support those ideas.”
- “Let’s look at an example of an explanatory text titled ‘How Important are Great?’.” [*Display and distribute the mentor text (pages 13-14.) Read aloud as a class and then to discuss as needed.*]
- “Essay writing is kind of like putting together a puzzle. Everyone will have to use the pieces, or elements, but you will put them together in a way that is your own style. However, let’s make sure we really understand what those pieces or elements mean. Let’s use a checklist so that we can identify and analyze the elements that the author used here. You will use and refer back to this checklist when you are writing your own explanatory draft.” [*Display and distribute “Elements of Explanatory Writing” (pg. 16)*]
- “Let’s use the color purple to identify the first element. Can you find an example of where the author identified their topic or a clear focus?” [*Model how to highlight this sentence purple, using the teacher model as a guide (pgs. 11-12).*] “Now, let’s use the chart to explain or justify how the author accomplished this element and why it is important to the overall piece of writing.” [*Fill in the first section of the chart as a class with student input, using pgs. 11 and 15 as a guide.*]
- “Now, it’s your turn. I want you to continue to use the color-coding system to identify examples of the elements that the author successfully illustrates each explanatory element and explain how the author accomplished this element using the chart.”



Checklist highlight any **modifications** you will make for this particular lesson:

Strategies for Gifted & Talented Learners	Strategies for Students with Disabilities or ELL
<input type="checkbox"/> Provide opportunity for further research on a related topic <input type="checkbox"/> Allow for the production of a multimedia or visual presentation to accompany the writing piece <input type="checkbox"/> Use of advanced supplementary/reading materials <input type="checkbox"/> Allow for flexible grouping or collaborative writing opportunities based on ability or interest	<input type="checkbox"/> Pre-Teach/Re-Teach concepts <input type="checkbox"/> Provide additional examples <input type="checkbox"/> Provide additional work time <input type="checkbox"/> Allow for differentiated product <input type="checkbox"/> Chunk Tasks <input type="checkbox"/> Allow for Student Dictation <input type="checkbox"/> Language Scaffolds (i.e.: sentence frames) <input type="checkbox"/> Peer Mentor

# Explanatory Mentor Text

## How Important Is Breakfast?

Teacher Model

Many students rush out of the house each morning without breakfast. By doing so, they may have set their bodies up for failure. Whether it is oatmeal or some scrambled eggs, breakfast is an essential part of a morning routine. Not only is breakfast delicious, but it is also a very important meal. **Breakfast is a necessary meal that helps students succeed.**

After sleeping and fasting all night, the human body needs food. Lisa Hill observes, “When you wake up, the blood sugar your body needs to make your muscles and brain work their best is usually low. Breakfast helps replenish it” (Hill). In other words, the body uses energy even when sleeping. By the time people wake up in the morning, their bodies need more energy and nutrients to continue working. Eating breakfast can help the body keep its natural rhythms of fasting and eating and keep people awake (Hill). By eating a healthy breakfast, people can help their bodies rest and regain their strength after sleeping.

When the brain hasn’t had fresh nutrients in a while, people may feel a bit sluggish or even grouchy. According to Tina Donvita, when people have low blood sugar, their brains don’t work as well. She also explains that skipping breakfast can cause tiredness, irritability, or even headaches. Hormones in the brain also change when people skip a meal, which can put them in a bad mood (Donvita). This all means that the brain functions better when it has enough nutrients to work properly. Eating breakfast can help put people in a better mood and improve their ability to think.

Students may notice that not eating breakfast can have an impact on their performance, both academically and in sports. Jessica Brown notes that eating breakfast can improve brain function, memory and concentration (Brown). Hill even cited a study that children who eat breakfast perform better on tests than students who don’t eat this meal (Hill). This information suggests that students can do better at school if they eat breakfast. Evidence explored by Donvita shows that people who eat breakfast have better energy levels (Donvita). This is important for students who play sports and need as much energy as possible. Overall, eating breakfast can help students do their best in the classroom and on the field.

### Color-Coding Key

Purple = Clear Thesis Statement

Yellow = Topic Sentences (grouped by category)

Green = Concrete Details

Blue = Elaboration

Red = Parenthetical Citations

Underline = Transition Words

# Explanatory Mentor Text

Teacher Model

Breakfast is an important meal that helps the body and brain function correctly. Without a good breakfast, people may feel tired and have a hard time thinking. Some people even get in a bad mood when they skip breakfast. Eating breakfast is especially important for students, as they may do better on academic tests if they include this meal in their morning routine.

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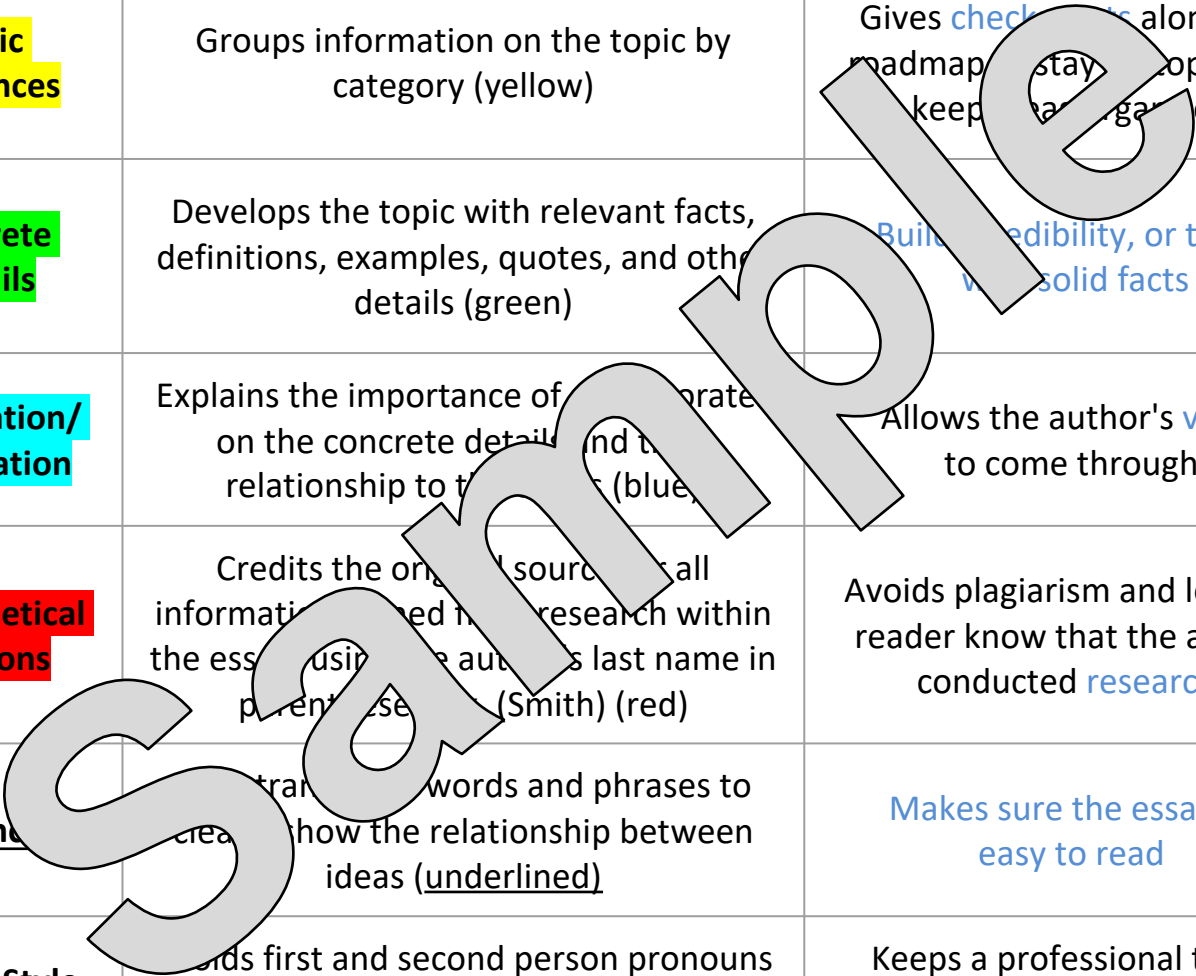
# Elements of Explanatory Writing

## Teacher Model

**Word Bank**

checkpoints   research   voice   road map   authority   topic

Term	Definition	Importance
<b>Thesis Statement</b>	Explains an idea or topic with a clear focus (purple)	Provides a <b>road map</b> for the essay's organization
<b>Topic Sentences</b>	Groups information on the topic by category (yellow)	Gives <b>checkpoints</b> along the roadmap to stay on topic and keep paragraphs organized
<b>Concrete Details</b>	Develops the topic with relevant facts, definitions, examples, quotes, and other details (green)	Builds <b>credibility, or trust, with solid facts</b>
<b>Explanation/Elaboration</b>	Explains the importance of the concrete details and the relationship to the topic (blue)	Allows the author's <b>voice</b> to come through
<b>Parenthetical Citations</b>	Credits the original source of all information used in the research within the essay using the author's last name in parentheses (Smith) (red)	Avoids plagiarism and lets the reader know that the author conducted <b>research</b>
<b>Fluency</b>	Translates words and phrases to clearly show the relationship between ideas ( <u>underlined</u> )	<b>Makes sure the essay is easy to read</b>
<b>Formal Style</b>	Avoids first and second person pronouns (I, me, my, mine, you, your, we, our, us)	Keeps a professional tone, giving the writer <b>authority</b>
<b>Word Choice</b>	Uses clear language and vocabulary to explain the topic to a specific audience	Makes the author sound knowledgeable about the <b>topic</b>
<b>Works Cited</b>	Gives full information about each source at the end of the essay	<b>Gives credit to original sources and allows reader to find the information</b>



# Elements of Explanatory Writing

## Word Bank

checkpoints research voice road map authority topic

Term	Definition	Importance
<b>Thesis Statement</b>	Explains an idea or topic with a clear focus (purple)	Provides a _____ for the essay's organization
<b>Topic Sentences</b>	Groups information on the topic by category (yellow)	Gives _____ along the roadmap _____ topic and keep _____ organized
<b>Concrete Details</b>	Develops the topic with relevant facts, definitions, examples, quotes, and other details (green)	
<b>Explanation/Elaboration</b>	Explains the importance of or elaborates on the concrete details and their relationship to the thesis (blue)	Allows the author's _____ to come through
<b>Parenthetical Citations</b>	Credits the original source for all information gathered from research within the text, using the author's last name in parentheses, (Smith) (red)	Avoids plagiarism and lets the reader know that the author conducted _____
<b>Fluency</b>	Uses transitional words and phrases to clearly show the relationship between ideas ( <u>underlined</u> )	
<b>Formal Style</b>	Avoids first and second person pronouns (I, me, my, mine, you, your, we, our, us)	Keeps a professional tone, giving the writer _____
<b>Word Choice</b>	Uses clear language and vocabulary to explain the topic to a specific audience	Makes the author sound knowledgeable about the _____
<b>Works Cited</b>	Gives full information about each source at the end of the essay	

**Purpose:** I can brainstorm ideas for an explanatory essay and make connections between my ideas.

**Standard(s):**

- **CCSS.ELA-LITERACY.W.8.2:** Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
- **CCSS.ELA-LITERACY.W.8.2.A:** Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

**Materials**

*Print*

- Teacher models (pgs. 19-20, 22)
- Student pages (pgs. 21, 23)

*Digital*

- Student Page

**Learning Goal**

Students will brainstorm ideas related to the prompt and explain the connection between those ideas.

**Success Criteria**

**Criteria 1** – Students will list at least 4 ideas.

**Criteria 2** – Students will explain a relationship between 2 sets of ideas.

**Mini-Lesson Steps (15 min.):**

1. Remind students of their discussion from the previous lesson about being an expert on a topic. Explain that they will be writing an explanatory essay.
2. Display “Planning: Making Connections” (pg. 20) and read the prompt out loud. Model how to brainstorm ideas and think about how they might relate to each other, using pg. 19 as a guide.
3. Display “Planning: Making Connections” (pg. 23) and model how to articulate the connections between ideas, using pg. 22 as a guide.
4. Display the student copy of “Planning: Making Connections” (pg. 21) and go over the student prompt, clarifying as needed.

**Student Work (15-30 min.):**

1. Distribute “Planning: Making Connections” pgs. 21 and 23. Give students time to brainstorm ideas and explain their connections.
2. Conference with students as necessary to help them articulate connections.

**Closure (5-7 min.):**

1. Have students share one of their connections with a partner.
2. Do a quick exit ticket response to gauge student understanding. This can sound like "On your hand, show me the number 1 through 5 on your understanding of explaining the connections between your ideas."



## Mini-Lesson Overview

### How it sounds:

- “During the last lesson, we thought about topics that we feel like experts on. That tone of expertise is how we want to approach this essay. Today, we are going to talk about how to brainstorm ideas for our explanatory writing piece and determine connections between those ideas.”
- “Let's start by looking at the prompt the author used to write the mentor text we analyzed together in lesson one and how she might have brainstormed ideas for that text.” [Display “Planning: Making Connections” (pg. 20).]
- “On this graphic organizer, you will see that not only are we writing about the topic ideas, but also, we are trying to think about how some of these ideas might be connected.” [Model how to brainstorm ideas, using pg. 19 and a graphic organizer.]
- “Think about how some of these ideas that we've drawn lines between show a relationship.” [Give students a moment to think or to talk with a partner.] “We are going to choose two connections and explain them a little more in depth. This is going to be helpful when we start to organize our ideas into paragraphs.” [Display pg. 23 and model how to explain the connections, using pg. 22 and a graphic organizer.]
- [Display the student copy of “Planning: Making Connections” (pg. 21)]. “Your prompt is slightly different than the mentor prompt. Let's go over it to make sure everyone understands what it is asking.” [Review the prompt and answer any questions. Distribute student copies of “Planning: Making Connections” pgs. 21 and 23.]

Sample

<p>Check off any <b>modifications</b> you will make for this particular lesson:</p>	
Strategies for Gifted & Talented Learners	Strategies for Students with Disabilities or ELL
<ul style="list-style-type: none"> <li><input type="checkbox"/> Provide opportunity for further research on a related topic</li> <li><input type="checkbox"/> Allow for the production of a multimedia or visual presentation to accompany the writing piece</li> <li><input type="checkbox"/> Use of advanced supplementary/reading materials</li> <li><input type="checkbox"/> Allow for flexible grouping or collaborative writing opportunities based on ability or interest</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Pre-Teach/Re-Teach concepts</li> <li><input type="checkbox"/> Provide additional examples</li> <li><input type="checkbox"/> Provide additional work time</li> <li><input type="checkbox"/> Allow for differentiated product</li> <li><input type="checkbox"/> Chunk Tasks</li> <li><input type="checkbox"/> Allow for Student Dictation</li> <li><input type="checkbox"/> Language Scaffolds (i.e.: sentence frames)</li> <li><input type="checkbox"/> Peer Mentor</li> </ul>

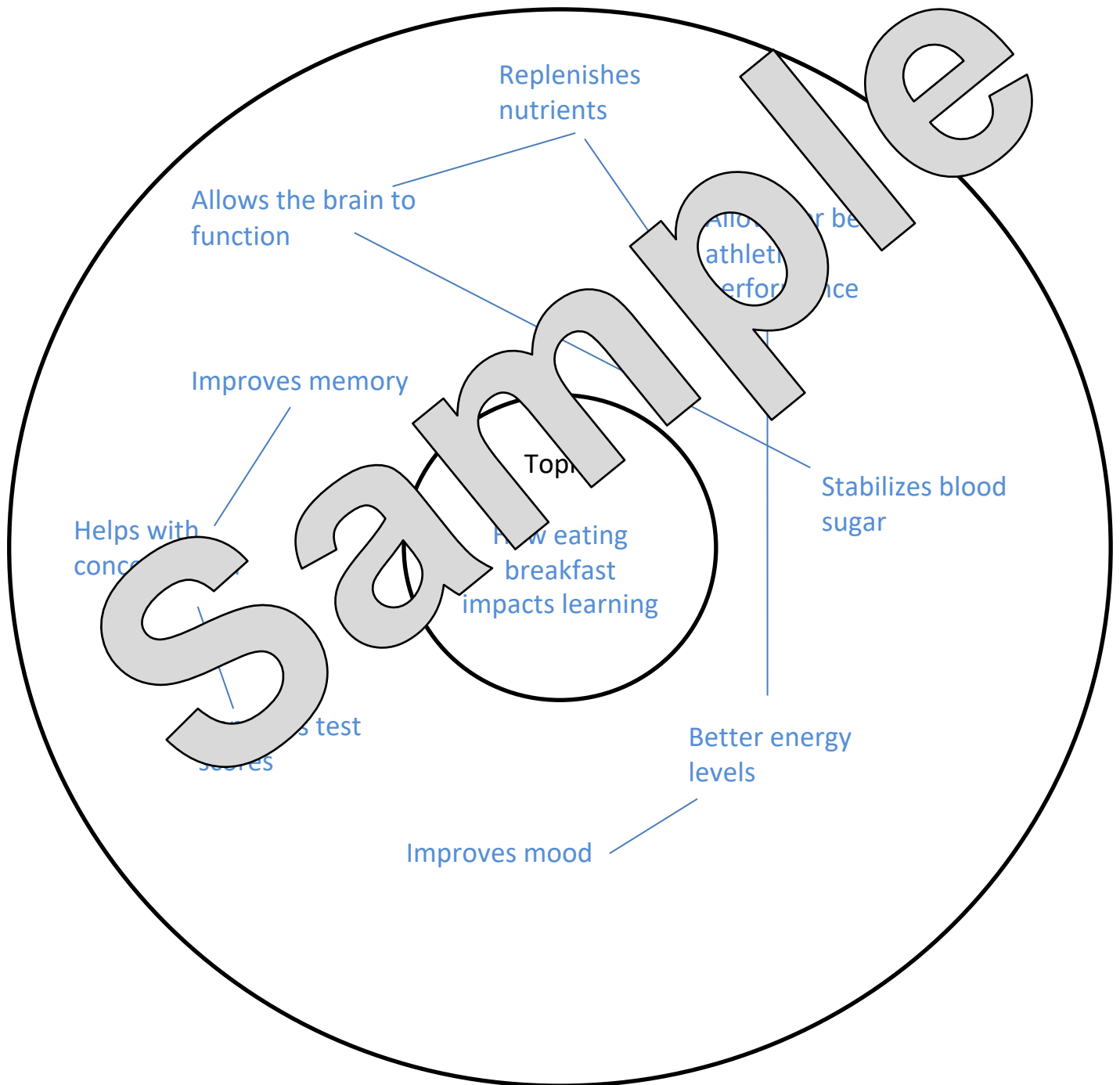
# Planning: Making Connections

## Teacher Model

**Prompt:** *People often say that breakfast is the most important meal of the day. Explain how eating breakfast impacts a person's brain/ability to learn.*



Start thinking about all of the ideas you want to write about this topic. Write them all down in the graphic organizer below. Draw a line between any ideas you think go together or have something in common.



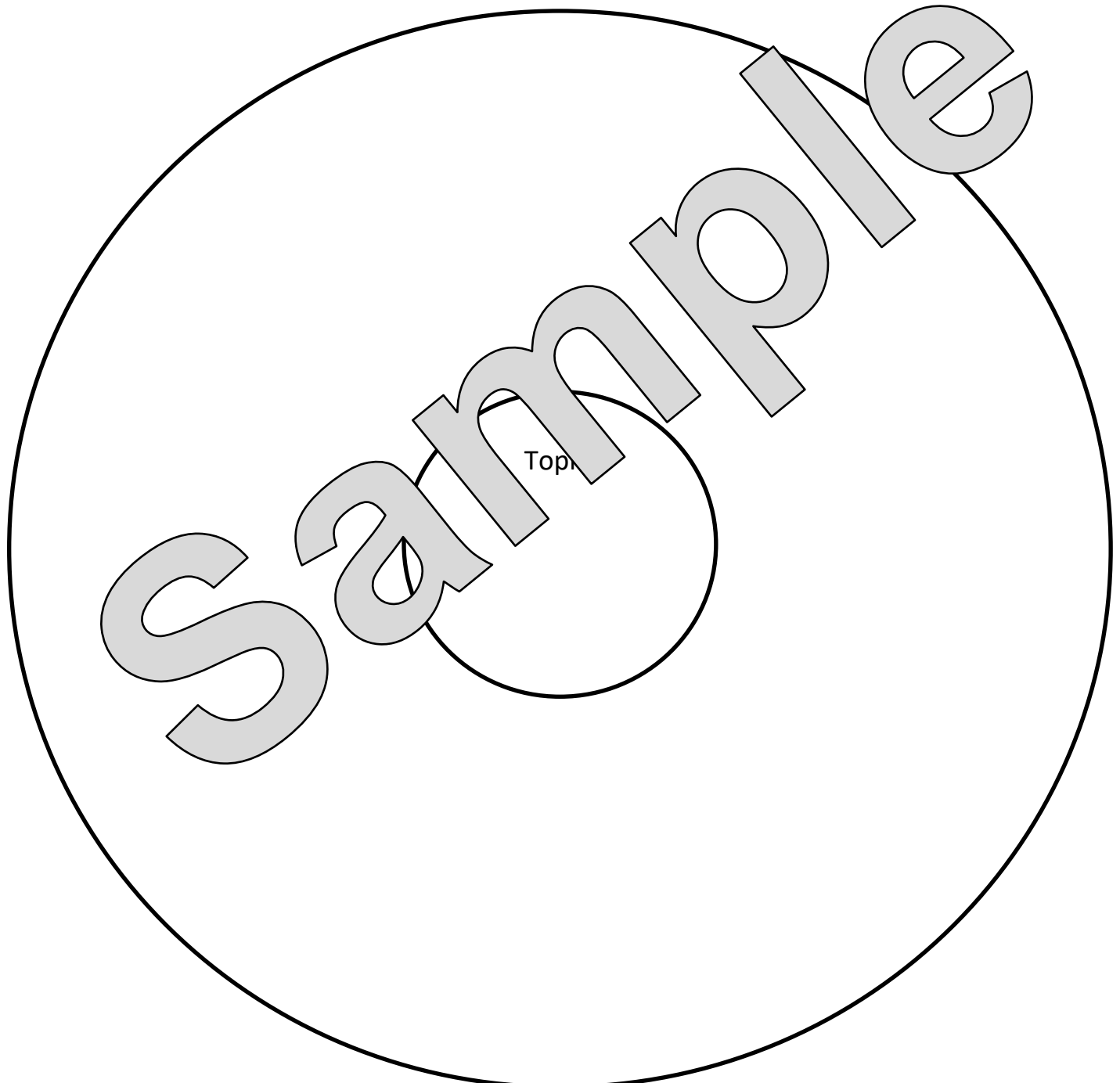
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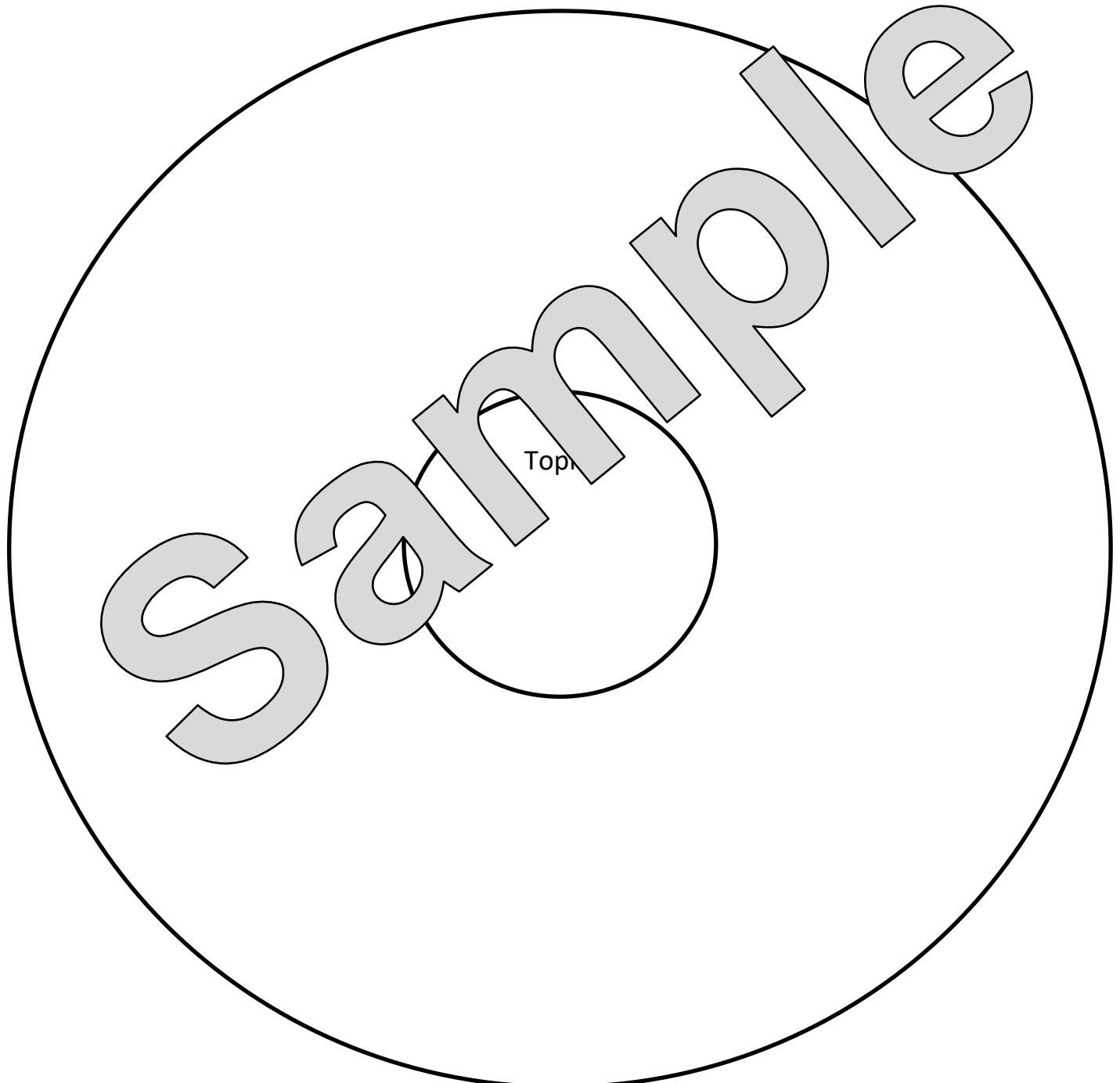


# Planning: Making Connections

**Prompt:** *It is often said that people need at least eight hours of sleep per night. Explain how sleep impacts a person's brain or ability to learn.*



Start thinking about all of the ideas you want to write about this topic. Write them all down in the graphic organizer below. Draw a line between any ideas you think go together or have something in common.



# Planning: Making Connections

## Teacher Model

Choose two of the connections you identified from the previous organizer. Then, brainstorm how those two ideas are connected. This will help you in the organization step of your essay planning.

<p>Idea 1:</p> <p>Better energy levels</p>	<p>Idea 2:</p> <p>Allows for better athletic performance</p>
<p>Connection:</p> <p>Participating in a sport or other active extracurricular activities takes a lot of energy, especially after a full day of school. If eating breakfast helps overall energy levels, it could help performance in these activities.</p>	
<p>Idea 3:</p> <p>Improves concentration</p>	<p>Idea 4:</p> <p>Improves test scores</p>
<p>Connection:</p> <p>Testing can be stressful for a lot of students. It makes sense that a better ability to concentrate would make showing what you know on tests easier.</p>	

# Planning: Making Connections

Choose two of the connections you identified from the previous organizer. Then, brainstorm how those two ideas are connected. This will help you in the organization step of your essay planning.

Idea 1:	Idea 2:
Connection:	
Idea 3:	Idea 4:
Connection:	

Sample

**Purpose:** I can organize my ideas into categories and elaborate on each one using my background knowledge of the topic.

**Standard(s):**

- **CCSS.ELA-LITERACY.W.8.2.A:** Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

**Materials**

*Print*

- Teacher model (pg. 26)
- Student page (pg. 27)

*Digital*

- Student Page

**Learning Goal**

Students will organize their ideas into 3 or more categories and add details and facts.

**Success Criteria**

**Criteria 1** - Students will list at least 3 or more categories on their topic.

**Criteria 2** - Students will brainstorm 2 or more examples, facts, and details for each category.

**Mini-Lesson Steps (15 min.):**

1. Display the teacher model “Making Connections” from Lesson 2 (pg. 20).
2. Remind students that an outline can help writers categorize and organize their ideas so that a reader can follow their train of thought.
3. Display the “Planning: Organization” chart (pg. 27) model, with student input, how to organize and outline the ideas from yesterday’s mini lesson using the “Planning: Organization” guide. Encourage students to suggest 3 or more categories from the ideas on the “Making Connections” page (pg. 23).
4. Next, have students provide facts and details about each category. Encourage students to use the mentor text (pgs. 13-14) for ideas.
5. Remember to consistently reinforce the “Elements of Explanatory” checklist completed on Day 1 to remind students of the elements that should be included in an explanatory piece.

**Student Portion (15-30 min.):**

1. Provide students with a copy of the “Planning: Organization” (pg. 27). Review the directions together. Students should create 3 or more categories using their completed “Making Connections” page (pg. 23) from Day 1, and provide as many facts, examples, and details for each category as they can using their prior knowledge.
2. Provide individual conferencing as needed to ensure students are successfully categorizing their ideas from the “Making Connections” page and adding appropriate facts, examples, etc.

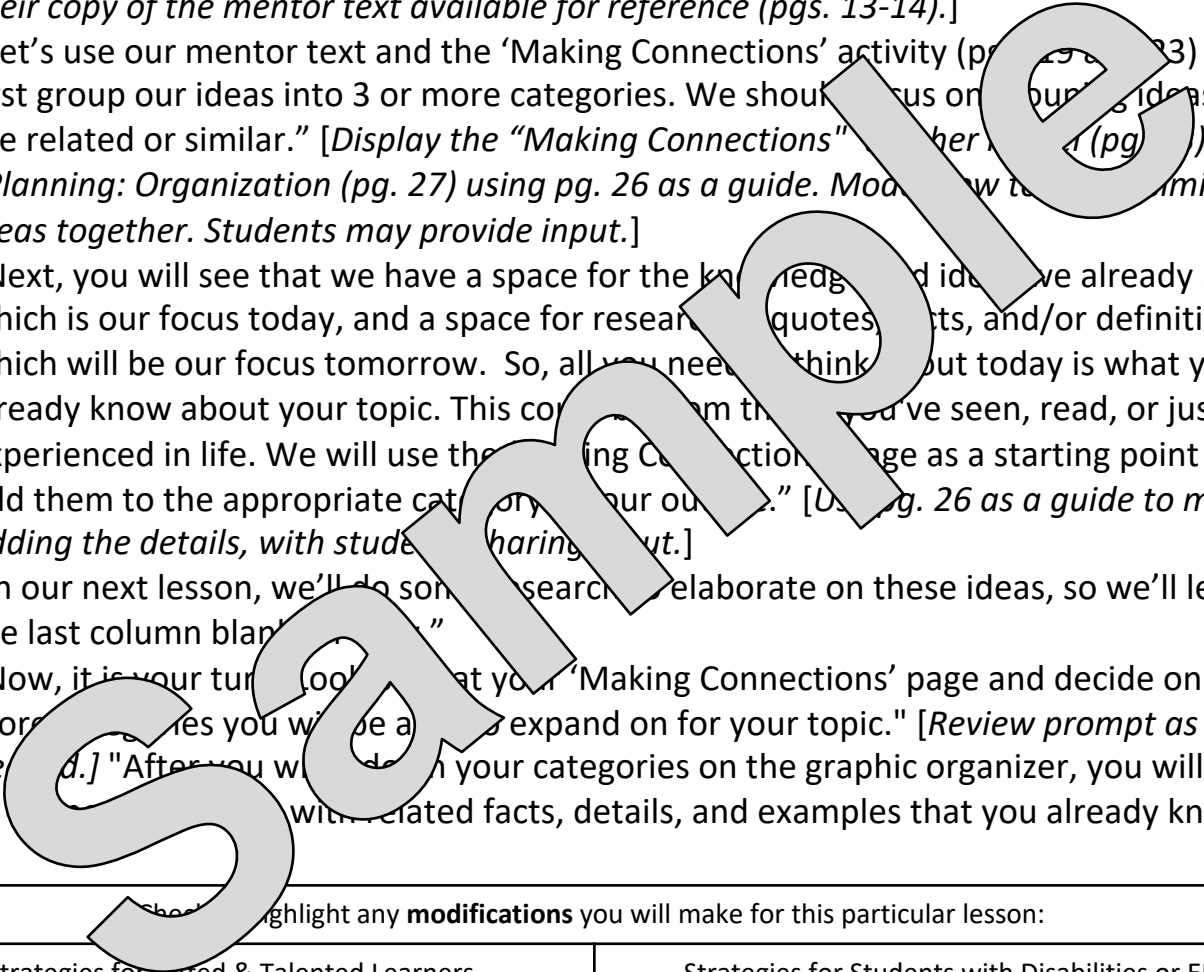
**Closure (5-7 min.):**

1. Students will pair and discuss what information they feel they still need in order to have sufficient facts, quotes, and details. This will help drive their research during the next lesson.

## Mini-Lesson Overview

### How it sounds:

- “In the last lesson, we did an activity called ‘Making Connections.’ What was the purpose of this activity?” [Display the completed “Making Connections” model (pgs. 19 and 23). Allow students to provide feedback.]
- “Now that we have brainstormed potential ideas and started to think about connections between them, it is important to organize and group related ideas together.” [Display “Planning: Organization” pg. 27. Students and teacher should have their copy of the mentor text available for reference (pgs. 13-14).]
- “Let’s use our mentor text and the ‘Making Connections’ activity (pgs. 19 and 23) to first group our ideas into 3 or more categories. We should focus on our ideas that are related or similar.” [Display the “Making Connections” model (pgs. 19 and 23), and “Planning: Organization” (pg. 27) using pg. 26 as a guide. Model how to group similar ideas together. Students may provide input.]
- “Next, you will see that we have a space for the knowledge and ideas we already have, which is our focus today, and a space for research, quotes, facts, and/or definitions, which will be our focus tomorrow. So, all you need to think about today is what you already know about your topic. This comes from the things you’ve seen, read, or just experienced in life. We will use the “Making Connections” page as a starting point and add them to the appropriate category for your outline.” [Use pg. 26 as a guide to model adding the details, with students sharing input.]
- “In our next lesson, we’ll do some research to elaborate on these ideas, so we’ll leave the last column blank.”
- “Now, it is your turn to look at your ‘Making Connections’ page and decide on 3 or more categories you will use to expand on for your topic.” [Review prompt as needed.] “After you will decide on your categories on the graphic organizer, you will need to fill it with related facts, details, and examples that you already know.”



<p>Check off and highlight any <b>modifications</b> you will make for this particular lesson:</p>	
Strategies for Gifted & Talented Learners	Strategies for Students with Disabilities or ELL
<ul style="list-style-type: none"> <li><input type="checkbox"/> Provide opportunity for further research on a related topic</li> <li><input type="checkbox"/> Allow for the production of a multimedia or visual presentation to accompany the writing piece</li> <li><input type="checkbox"/> Use of advanced supplementary/reading materials</li> <li><input type="checkbox"/> Allow for flexible grouping or collaborative writing opportunities based on ability or interest</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Pre-Teach/Re-Teach concepts</li> <li><input type="checkbox"/> Provide additional examples</li> <li><input type="checkbox"/> Provide additional work time</li> <li><input type="checkbox"/> Allow for differentiated product</li> <li><input type="checkbox"/> Chunk Tasks</li> <li><input type="checkbox"/> Allow for Student Dictation</li> <li><input type="checkbox"/> Language Scaffolds (i.e.: sentence frames)</li> <li><input type="checkbox"/> Peer Mentor</li> </ul>



# Planning: Organization

## Teacher Model

First, use your "Making Connections" graphic organizer to come up with three topic categories  
 Then, list your ideas and background knowledge relating to each category.  
 Lastly, select quotes, facts, and details from your source material to support your ideas.

Category	Ideas & Background Knowledge	Research: Quotes, Facts, Etc.
Nutritional Need	<ul style="list-style-type: none"> <li>The body needs calories from food to work properly.</li> <li>You sleep for around eight hours with no food.</li> <li>Eating when you wake up gives your body needed calories.</li> </ul>	
Mood and Function	<ul style="list-style-type: none"> <li>When people don't eat, they sometimes get "hangry" or a bad mood.</li> <li>It is hard to concentrate on anything else when you're really hungry.</li> </ul>	
Academic and Physical Affects	<p>If you can't focus on anything, you can't be hungry, you're not going to be able to remember things from class.</p> <p>If you don't have enough calories to make your body function, you're not going to perform well in a sport or activity.</p>	
Sources:		

Sample

# Planning: Organization

First, use your "Making Connections" graphic organizer to come up with three topic categories  
Then, list your ideas and background knowledge relating to each category.  
Lastly, select quotes, facts, and details from your source material to support your ideas.

Category	Ideas & Background Knowledge	Research: Quotes, Facts, Etc.
Sources:		

Sample

**Purpose:** I can identify relevant facts, quotes, and details from source material to support my ideas.

**Standard(s):**

- **CCSS.ELA-LITERACY.W.8.2.B** Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
- **CCSS.ELA-LITERACY.W.8.8** Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

Materials

*Print*

- Teacher model (pg. 31)
- Student pages (pg. 30)

*Digital*

- Student Page

**Learning Goal**

Students will find facts, quotes, or statistics using research to elaborate on their ideas.

Success Criteria

**Criteria 1** – The student successfully adds 3 facts or statistics from research related to their categories.

**Criteria 2** – The student avoids plagiarism by citing sources and paraphrasing facts in their own words.

**Mini-Lesson Steps (15 min.):**

1. Explain that one way writers can elaborate on their ideas and give their essay credibility is by using research (find) facts, quotes, and statistics helps us explain and support our ideas.
2. Explain that research can be incorporated in different ways. Facts may be quoted and copied exactly or be put into one's own words. Both require citation in order to avoid plagiarism. Review the "Quoting and Paraphrasing Guide" (pg. 30).
3. Using the "Planning Organizer" (pg. 27) from the previous lesson and the model text, model how the author used facts, quotes, and statistics from research to help elaborate on ideas that were already planned. Add these to the appropriate category on the planning page.

**Student Portfolios (15-30 min.):**

1. Students will conduct research within one source to find at least 3 facts, quotes, or statistics to support the ideas from the categories they planned previously. As they find each fact or statistic, they should copy it down in their own words on the planning page, with quotes copied exactly, keeping track of sources as they go. *Note: Students will move on to a second source in the next lesson.*
2. Provide individual conferencing as needed to ensure students are researching successfully, while avoiding plagiarism.

**Closure (5-7 min.):**

1. Conduct a quick exit ticket or poll on student confidence with the facts they collected. This could be a 1-5 scale with 1 being that students need significant help and 5 being that students feel certain that their facts fit well within their categories. For those students who are at a 4 or a 5, allow them to provide a quick peer conference with students who could use some support.

## Mini-Lesson Overview

### How it sounds:

- “Now that we have a basic outline of what we will write about, we want to elaborate on our ideas by finding facts, quotes, or statistics through research.”
- “Before we take a look at how the author of our mentor text did this, let’s review how to incorporate research into a writing piece. We can take information from our sources and either quote or paraphrase it in order to work it into our writing. It is best to have a mixture of quotes and paraphrases throughout your essay.” *[Display and distribute “Quoting and Paraphrasing Guide” (pg. 30) and read through the guidelines, stopping to clarify as needed.]*
- “Now let’s see how the author of ‘How Important is Breakfast?’ did this.” *[Display a copy of the mentor text (pgs. 7-8), while students should refer to their own.]*
- “In paragraph 2, the author quotes a fact about how breakfast provides 100 calories of sugar.” *[Display the completed “Planning: Organization” (pg. 27) from the previous lesson.]* “The author used this fact to support the idea that breakfast gives the body energy to function after a long period without food. Let’s add that to the planning page.” *[Model how to add researched facts from the mentor text onto the planning page, pointing out how it supports the categories that were already planned and adding the source information to the bottom. Use pg. 31 as a guide.]*
- “Remember to use the ‘Quoting and Paraphrasing Guide’ to help you as you research. We will later use the source information to create a Works Cited page. It is important that you keep track of where you found each fact.”
- “Now, it is your turn. Use your planning page from yesterday to think of some areas where you could research further about ideas you already have. When you find a fact, quote, or statistic that helps to elaborate on your ideas, add notes on your planning page. Try to find at least 3 details you can add.”

*[Note: It may be necessary to provide specific directions about how students will complete their research, which will be discussed later. Consider having students only focus on one source for this lesson.]*

Checklist: Highlight any <b>modifications</b> you will make for this particular lesson:	
Strategies for Gifted & Talented Learners	Strategies for Students with Disabilities or ELL
<ul style="list-style-type: none"> <li><input type="checkbox"/> Provide opportunity for further research on a related topic</li> <li><input type="checkbox"/> Allow for the production of a multimedia or visual presentation to accompany the writing piece</li> <li><input type="checkbox"/> Use of advanced supplementary/reading materials</li> <li><input type="checkbox"/> Allow for flexible grouping or collaborative writing opportunities based on ability or interest</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Pre-Teach/Re-Teach concepts</li> <li><input type="checkbox"/> Provide additional examples</li> <li><input type="checkbox"/> Provide additional work time</li> <li><input type="checkbox"/> Allow for differentiated product</li> <li><input type="checkbox"/> Chunk Tasks</li> <li><input type="checkbox"/> Allow for Student Dictation</li> <li><input type="checkbox"/> Language Scaffolds (i.e.: sentence frames)</li> <li><input type="checkbox"/> Peer Mentor</li> </ul>

# Quoting and Paraphrasing Guide

Strong writers use research to back up, or support, their ideas so that they build trust with the reader. It is important to incorporate research into your essay without plagiarizing (passing off someone else's work as your own).

Guidelines for Quoting	Guidelines for Paraphrasing
Copy down information word for word from the source text.	Use the information from the text but craft a sentence entirely in your own words.
Use quotation marks to begin and end the quote.	Replacing just one or two words is <i>not</i> a paraphrase.
Use a transition word or phrase when introducing the quote in the essay.	Rearranging the words from the text is also <i>not</i> a paraphrase.
Ex: Lisa Hill observes that “When you wake up, the blood sugar your body needs to make your muscles and brain work their best is usually low. Breakfast helps replenish it.”	Ex: After a long night's sleep, the body needs to raise its blood sugar to make it function correctly. Eating breakfast helps accomplish this.

Sample

Remember for Both Quoting and Paraphrasing
Use a parenthetical citation to credit the source of your information by putting the author's name in parentheses. You will also include the page number if you are using a physical book, article, magazine, etc.
Ex: “When you wake up, the blood sugar your body needs to make your muscles and brain work their best is usually low. Breakfast helps replenish it” (Hill).
Ex. After a long night's sleep, the body needs to raise its blood sugar to make it functions correctly. Eating breakfast helps accomplish this (Hill).

# Planning: Organization

## Teacher Model

First, use your "Making Connections" graphic organizer to come up with three topic categories  
 Then, list your ideas and background knowledge relating to each category.  
 Lastly, select quotes, facts, and details from your source material to support your ideas.

Category	Ideas & Background Knowledge	Research: Quotes, Facts, Etc.
Nutritional Need	<ul style="list-style-type: none"> <li>The body needs calories from food to work properly.</li> <li>You sleep for around eight hours with no food.</li> <li>Eating when you wake up gives your body needed calories.</li> </ul>	<ul style="list-style-type: none"> <li>“When you wake up, the blood sugar your body needs to make your muscles work is at its lowest. The best time to eat is right after you wake up. Breakfast helps people do it” (Hill).</li> </ul>
Mood and Function	<ul style="list-style-type: none"> <li>When people don't eat, they sometimes get "hangry" or in a bad mood.</li> <li>It is hard to concentrate on anything else when you're really hungry.</li> </ul>	
Academic and Physical Affects	<ul style="list-style-type: none"> <li>If you don't focus on anything when you're hungry, you're not going to be able to remember things from class.</li> <li>If you don't have enough calories to make your body function, you're not going to perform well in a sport or activity.</li> </ul>	<ul style="list-style-type: none"> <li>Children who eat breakfast perform better on tests than students who don't eat this meal (Hill).</li> </ul>

**Sources:** Hill- <https://www.webmd.com/food-recipes/breakfast-lose-weight>.

Brown- <https://www.bbc.com/future/article/20181126-is-breakfast-good-for-your-health>

**Purpose:** I can identify relevant facts, quotes, and details from multiple sources to support my ideas.

**Standard(s):**

- **CCSS.ELA-LITERACY.W.8.2.B** Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
- **CCSS.ELA-LITERACY.W.8.8** Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

Materials

*Print*

- Teacher model (pg. 34)
- Student page

*Digital*

- Student Page

Learning Goal

Students will find facts, quotes, or statistics using research to elaborate on their ideas.

Success Criteria

**Criteria 1** – The student successfully finds at least 3 facts or quotes from research related to their categories.

**Criteria 2** – The student avoids plagiarism by citing sources and paraphrasing facts in their own words.

**Mini-Lesson Steps (15 min.):**

1. Remind students of their research from the previous lesson. Answer any questions that students have after their initial search for facts and quotes. Refer to the "Citing and Paraphrasing Guide" as needed.
2. Explain that strong essays use facts, quotes, and statistics from multiple sources. This provides another layer of credibility, or trustworthiness, because it shows the reader that there are multiple experts who provide support for the ideas in the essay.
3. Using the planning: graphic organizer (pg. 31) from the previous lesson and the mentor text, model how the author used facts, quotes, and statistics from multiple sources. Add these to the appropriate category on the planning page, using pg. 34 as a model.

**Independent Portion (15-30 min.):**

1. Students will conduct further research within a new source to find at least 3 more facts, quotes, or statistics to support the ideas from the categories they planned. They should have at least two pieces of research for each category when finished. Students should continue keeping track of sources as they go.
2. Provide individual conferencing as needed to ensure students are researching successfully, while avoiding plagiarism.

**Closure (5-7 min.):**

1. Students will pair and share their graphic organizer. Students should explain how each fact, quote, or statistic helps to elaborate on the ideas they already planned on their organizer. Students can provide peer feedback if time allows.

## Mini-Lesson Overview

### How it sounds:

- “During our previous lesson, you researched some facts, quotes, or statistics that fit into your planned categories for your essay. We also reviewed how to incorporate this information through the use of quoting or paraphrasing. Does anyone have any questions they need answered before we continue with our research?” *[Answer student questions.]*
  - “Strong essays show evidence from multiple sources. This is because it demonstrates to the reader that the information is trustworthy when there are multiple experts cited in the paper. Today, you will be using a new source to fill in the rest of your planning page.”
  - “Let's see how the author of ‘How Important is Breakfast?’ incorporated multiple sources.” *[Display a copy of the mentor text (pgs.7-8), and students should refer to the copy.]*
  - “In paragraphs 3 and 4, the author cites information from other sources about the negative effects of skipping breakfast and the positive effects of consistently eating breakfast.” *[Display the “Planning: Organization” organizers from Lesson 4 (pg. 31).] “The author uses these facts to support the idea that breakfast helps the brain to work properly which also helps support academic and athletic performance. Let’s add those quotes onto your planning page.” [Model how to add researched facts from the mentor text onto your planning page, pointing out how it supports the categories that were already planned and adding the source information to the bottom. Use pg. 34 as a guide.]*
  - “Remember to use the ‘Quoting and Paraphrasing Guide’ to help you as you research. We will later use the source information to create your Works Cited page, so it is important that you keep track of where you found each fact.”
  - “Now, it is your turn. Use your planning page from lessons 3 and 4 to think of some areas where you could research further about ideas you already have. When you find a fact, quote, or statistic that helps to add to your ideas, take notes on your planning page. By the time you are finished, you should have at least 2 pieces of evidence for each category.”
- [Note: It may be necessary to reinforce specific directions about how students will complete their research. Which websites to use, etc. Consider having students only focus on one source for this lesson.]*

<p>Check off any <b>modifications</b> you will make for this particular lesson:</p>	
<p>Strategies for Gifted &amp; Talented Learners</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Provide opportunity for further research on a related topic</li> <li><input type="checkbox"/> Allow for the production of a multimedia or visual presentation to accompany the writing piece</li> <li><input type="checkbox"/> Use of advanced supplementary/reading materials</li> <li><input type="checkbox"/> Allow for flexible grouping or collaborative writing opportunities based on ability or interest</li> </ul>	<p>Strategies for Students with Disabilities or ELL</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Pre-Teach/Re-Teach concepts</li> <li><input type="checkbox"/> Provide additional examples</li> <li><input type="checkbox"/> Provide additional work time</li> <li><input type="checkbox"/> Allow for differentiated product</li> <li><input type="checkbox"/> Chunk Tasks</li> <li><input type="checkbox"/> Allow for Student Dictation</li> <li><input type="checkbox"/> Language Scaffolds (i.e.: sentence frames)</li> <li><input type="checkbox"/> Peer Mentor</li> </ul>



# Planning: Organization

## Teacher Model

First, use your "Making Connections" graphic organizer to come up with three topic categories  
 Then, list your ideas and background knowledge relating to each category.  
 Lastly, select quotes, facts, and details from your source material to support your ideas.

Category	Ideas & Background Knowledge	Research: Quotes, Facts, Etc.
Nutritional Need	<ul style="list-style-type: none"> <li>The body needs calories from food to work properly.</li> <li>You sleep for around eight hours with no food.</li> <li>Eating when you wake up gives your body needed calories.</li> </ul>	<ul style="list-style-type: none"> <li>"When you wake up, the blood sugar your body needs to make your muscles and brain work to the best is low. Breakfast helps people with it" (Hill).</li> </ul>
Mood and Function	<ul style="list-style-type: none"> <li>When people don't eat sometimes get "hangry" or in a bad mood.</li> <li>It is hard to concentrate on anything else when you're really hungry.</li> </ul>	<p>When people have low blood sugar, their brains don't work as well. Skipping breakfast can cause tiredness, irritability, or even headaches. Hormones in the brain also change when people skip a meal (Donvita).</p>
Academic and Physical Affects	<ul style="list-style-type: none"> <li>If you can't focus on anything because you're hungry, you're not going to be able to remember things from class.</li> <li>If you don't have enough calories to make your body function, you're not going to perform well in a sport or activity.</li> </ul>	<ul style="list-style-type: none"> <li>Children who eat breakfast perform better on tests than students who don't eat this meal (Hill).</li> <li>Eating breakfast can improve brain function including memory and concentration (Brown).</li> <li>People who eat breakfast have better energy levels (Donvita).</li> </ul>

**Sources:** Hill- <https://www.webmd.com/food-recipes/breakfast-lose-weight>.

Brown- <https://www.bbc.com/future/article/20181126-is-breakfast-good-for-your-health>

Donvita- <https://www.rd.com/list/skipping-breakfast/>