

5th Grade Lesson Plan Sample

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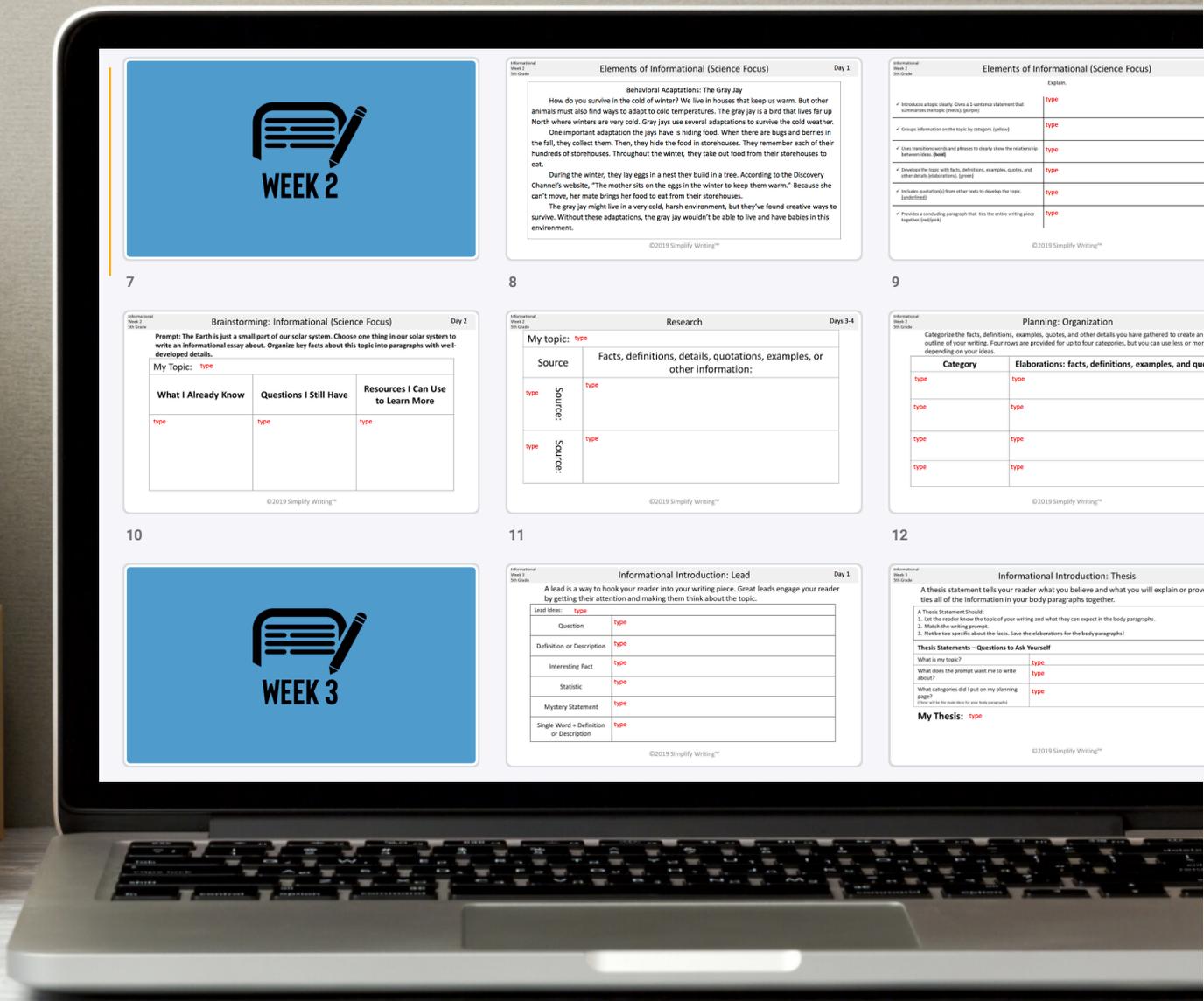


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WEEK 2

Elements of Informational (Science Focus) Day 1

Behavioral Adaptations: The Gray Jay

How do you survive in the cold of winter? We live in houses that keep us warm. But other animals must also find ways to adapt to cold temperatures. The gray jay is a bird that lives far up North where winters are very cold. Gray jays use several adaptations to survive the cold weather. One important adaptation the jays have is hiding food. When there are bugs and berries in the fall, they collect them. Then, they hide the food in storehouses. They remember each of their hundreds of storehouses. Throughout the winter, they take out food from their storehouses to eat.

During the winter, they lay eggs in a nest they build in a tree. According to the Discovery Channel's website, "The mother sits on the eggs in the winter to keep them warm." Because she can't move, her mate brings her food to eat from their storehouses.

The gray jay might live in a very cold, harsh environment, but they've found creative ways to survive. Without these adaptations, the gray jay wouldn't be able to live and have babies in this environment.

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Elements of Informational (Science Focus)

Explain.

Introduce a topic clearly. Cite a 3 sentence statement that summarizes the topic (topic, genre).	type
Group information on the topic by category (topic).	type
Use transitions, words and phrases to clearly show the relationships between ideas (and).	type
Develop the topic with facts, definitions, examples, quotes, and other details (substantives). (given)	type
Include quotation(s) from other texts to develop the topic. (and/with)	type
Provide a concluding paragraph that ties the entire writing piece together. (and/with)	type

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Brainstorming: Informational (Science Focus) Day 2

Prompt: The Earth is just a small part of our solar system. Choose one thing in our solar system to write an informational essay about. Organize key facts about this topic into paragraphs with well-developed details.

My Topic: type

What I Already Know	Questions I Still Have	Resources I Can Use to Learn More
type	type	type

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Research Days 3-4

My topic: type

Source	Facts, definitions, details, quotations, examples, or other information:
type Source	
type Source	

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Planning: Organization

Categorize the facts, definitions, examples, quotes, and other details you have gathered to create an outline of your writing. Four rows are provided for up to four categories, but you can use less or more depending on your ideas.

Category	Elaborations: facts, definitions, examples, and quotes
type	type

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WEEK 3

Informational Introduction: Lead Day 1

A lead is a way to hook your reader into your writing piece. Great leads engage your reader by getting their attention and making them think about the topic.

Lead Idea:	type
Question	type
Definition or Description	type
Interesting Fact	type
Statistic	type
Mystery Statement	type
Single Word + Definition or Description	type

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Informational Introduction: Thesis

A thesis statement tells your reader what you believe and what you will explain or prove. Use all of the information in your body paragraphs together.

A Thesis Statement Should:

- Let the reader know the topic of your writing and what they can expect in the body paragraphs.
- Match the writing prompt.
- Not be too specific about the facts. Save the elaborations for the body paragraphs!

Thesis Statements – Questions to Ask Yourself

What is my topic? type

What does the prompt want me to write about? type

What categories did I put on my planning page? type

What will be the main idea for my body paragraphs? type

My Thesis: type

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Informational (Science Focus)

Week 2

Lesson 1	Elements of Informational Writing
Lesson 2	Brainstorming
Lesson 3	Researching
Lesson 4	Researching <i>Day 2</i>
Lesson 5	Organization: Planning

The Solar System

Have you ever looked up at the stars and wondered what space is like? People have been curious about space and our solar system since the beginning of time. Luckily, over time, humans have been able to learn a lot about the solar system that is our home. Made up of planets, moons, asteroids, stars, and more, our solar system is full of lots of interesting components.

There are eight planets in our solar system: Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus, and Neptune. The planets all orbit the sun. The planets are divided into two groups: rocky planets and gas giants. Earth and the other inner planets make up the rocky planets while the gas giants include the outer four planets. Some of the gas giants have rings that surround them, giving them a distinct look. In addition to the eight planets, there are also five dwarf planets which are smaller and do not have a clear path in their orbit.

All of the planets, except for Mercury and Venus, have moons. Also known as satellites, instead of orbiting the sun, moons orbit planets or asteroids. Some moons are smooth and round, while others are bumpy. Jupiter has the most moons of any planet with an impressive 39 moons!

Have you ever seen a shooting star? You may have seen a comet. Comets move in orbits around the sun. They are made mostly of ice, dust, and gas. Some come by Earth in regular intervals like Swift-Tuttle that goes by every 120 years. But comets die pretty quickly and usually only make about 500 trips around the sun before breaking up or disappearing.

We often see pictures of asteroids in books on dinosaurs. But what are asteroids? They are rocks of irregular shape that orbit the sun. In our solar system, there's a large asteroid belt made up of thousands of asteroids between Mars and Jupiter. Asteroids can be large or small. Some are hundreds of miles across while others are only about 30 feet across.

About 48 tons of meteoritic material falls through the Earth's atmosphere every day! Made up of space rocks and dust, meteoroids don't get much bigger than a small asteroid. Sometimes, these rocks fall to Earth. When they fall through the atmosphere, they catch on fire and appear as shooting stars. Sometimes not all of the meteor burns up and the rock reaches the ground. Then, they're called meteorites.

Reference Text

There's only one star in our solar system. Do you know its name? It's the sun! The sun is a yellow dwarf star. Like all stars, it's made up entirely of gas. It is massive in size, which is what gives it the gravity to hold everything in our solar system together. The sun burns hydrogen into helium in a process called nuclear fusion which heats the sun to 27 million degrees Fahrenheit. The light and heat that the sun gives off are what provide energy to everything on Earth.

What's in between all of the planets, asteroids, meteoroids, and comets? Interplanetary medium is the technical word for what most people call outer space. It's thinner than what's in our atmosphere, which is a thick protective layer of air around planet Earth. Interplanetary medium contains hydrogen and plasma gas as well as dust particles. The sun's wind plays an important role in space weather and how the interplanetary medium behaves.

As you can see, the solar system is full of many interesting objects and features. Without all of the pieces of the solar system, which include the planets, moons, asteroids, meteoroids, comets, stars, and interplanetary medium, life on Earth might be very different. Maybe someday, we'll be able to travel around the solar system and learn more about it. If you could travel anywhere in the solar system, where would you go?

Sample

Informational Mentor Text

The Earth is Our Home

The Earth is the only planet in the solar system where there is life. Our home planet is a very special place to us. Learning about the planet Earth can help us understand what makes our home planet unique.

One way the Earth is unique is that it is made up of the right combination to have life. About 70 percent of the surface of Earth is covered with water. The other part is land, which includes mountains, forests, deserts, and more. Another important part of Earth is its atmosphere, which is made of oxygen and nitrogen. Earth's atmosphere protects us from the sun's rays which would harm us if they hit us directly.

There are also many other things that make the planet Earth unique. According to NASA's website, "No other planet in the solar system has liquid water on its surface. Also, Earth is different because it has tectonic plates that flow over the mantle. Another unique thing about Earth is its name. It's the only planet that wasn't named after a Greek or Roman god."

On the contrary, Earth shares some things in common with other planets. For example, along with three other planets, the Earth is a rocky planet. It also orbits the sun, just like the other planets in our solar system. Earth is almost the same size as Venus. Another planet Earth shares similarities with is Mars. Lilian Foster, a NASA scientist, writes that, "Like Earth, Venus and Mars also have volcanoes, mountains, and canyons."

Scientists continue to study the Earth and the solar system to help us learn more about where we live. As the only place where life exists, Earth is an important place in the solar system. Because Earth is such a unique place, we must make sure that we take good care of it.

Week 2: Lesson 1

Informational (Science Focus) | 5th Grade

Purpose: I can identify and explain the elements of informational writing.

Standard(s):

CCSS.ELA.LITERACY.W.5.2--Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

Materials

Print

- Teacher models (pg. 8-9)
- Student pages (pg. 10-11)

Digital

- Student Pages

Learning Goal

The student will be able to identify the six elements of informational writing and explain how an author uses them.

Success Criteria

- **Criteria 1:** The student is able to locate one or more examples of each element of informational text in an example.
- **Criteria 2:** The student is able to explain how the author uses each element of informational text in an example.

Mini-Lesson Steps (15 min.):

1. Activate prior knowledge by asking students what they already know about the elements of informational writing. Remind them of the previous explanatory unit and help them make the connection between explanatory and informational by pointing out similarities.
2. Provide students with their own copy of the checklist and text (pg. 10-11). Show students page 9. Read aloud the model text “Behavioral Adaptations: The Gray Jay.”
3. Review the checklist. Define and explain the elements for volunteers to identify the thesis. Using page 8 as a guide, model the color-coding system to highlight the thesis.
4. Repeat step 3 with the remaining elements of the checklist.
5. Explain that their next task is to explain how the author of “Behavioral Adaptations: The Gray Jay” used each element. If you would like to scaffold this project, you may begin with the thesis. Explain why the sentence you highlighted in purple earlier is the thesis. Then, write your explanation in the right column of the checklist.
6. Release students to work in partners.

Student Portion (5-30 min.):

1. Students will work in partners to explain how the author of “Behavioral Adaptations” used each element. Working one element at a time, they will discuss the definition of each element and justify how what they highlighted is an example. Students will write their explanations in the right column of the checklist.
2. While students are working, circulate to check for understanding of the elements and ensure that students are properly completing the chart.

Closure (5-7 min.):

1. As a whole group, ask for volunteers to share their answers. Provide feedback so students can check the accuracy of their work.

Week 2: Lesson 1

Informational (Science Focus) | 5th Grade

Mini-Lesson Overview

Mini-Lesson Script:

- “Today we are going to learn about the elements of informational writing. What do you already know about the elements of informational writing? Here’s a hint: they are very similar to the elements of explanatory writing.” *(Give students 1 minute to share with a partner or ask for volunteers.)*
- “I would like you to help me identify each element of informational writing. First, let’s read this example together.” *(Chorally read “Behavioral Adaptations: The Gray Jay” from page 9.)*
- “As we were reading, did you notice a thesis? A thesis is one sentence that summarizes the topic. Who can find the thesis?” *(Using page 8 as a guide, highlight it in purple on page 9 so the students can see.)*
- “This example groups information about Gray Jays into categories. Who can identify the two categories in this example? Let’s continue to use our color-coding system.”
- “Did you notice the transition words while we were reading? Transition words clearly show the relationship between ideas. What are the transition words in this example?”
- “The next element is elaborations. Elaborations can include facts, definitions, examples, quotes, and other details. How did the author elaborate on his or her category?” *(Highlight in green.)*
- “All strong informational writing also includes quotations from other texts. Which of our elaborations are a quotation from another text? Underline them. *(Note: At the 5th grade level, quotations inside a text are very basic so students become comfortable with using them.)*
- “The final element is a concluding paragraph that ties all of the ideas together. Who can identify the conclusion?” *(Highlight the conclusion in pink.)*
- “Now, it is your turn. With a partner, explain what we just learned about the elements of informational writing to a partner. Show the author uses each one. Do this in the right column of page 11.”

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

Check or 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"/> Take Student’s Dictation/Provide Recording Equipment for Student Dictation <input type="checkbox"/> Language Scaffolds (i.e.: sentence frames) <input type="checkbox"/> Peer Mentor

Elements of Informational (Science Focus)

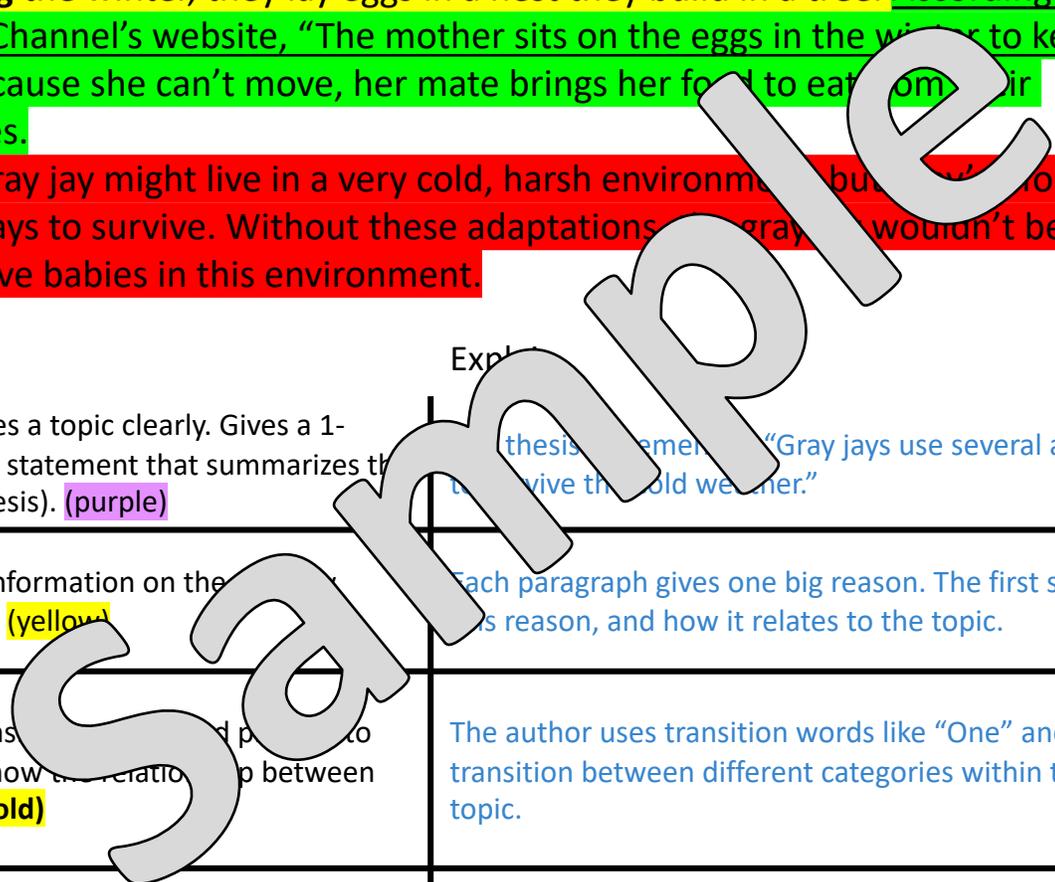
Behavioral Adaptations: The Gray Jay

How do you survive in the cold of winter? We live in houses that keep us warm. But other animals must also find ways to adapt to cold temperatures. The gray jay is a bird that lives far up North where winters are very cold. **Gray jays use several adaptations to survive the cold weather.**

One important adaptation the jays have is hiding food. When there are bugs and berries in the fall, they collect them. Then, they hide the food in storehouses. They remember each of their hundreds of storehouses. Throughout the winter, they take out food from their storehouses to eat.

During the winter, they lay eggs in a nest they build in a tree. According to the Discovery Channel’s website, “The mother sits on the eggs in the winter to keep them warm.” Because she can’t move, her mate brings her food to eat from their storehouses.

The gray jay might live in a very cold, harsh environment, but they’ve found creative ways to survive. Without these adaptations, gray jays wouldn’t be able to live and have babies in this environment.



	Explanation
<ul style="list-style-type: none"> ✓ Introduces a topic clearly. Gives a 1-sentence statement that summarizes the topic (thesis). (purple) 	<p>The thesis statement, “Gray jays use several adaptations to survive the cold weather.”</p>
<ul style="list-style-type: none"> ✓ Groups information on the category. (yellow) 	<p>Each paragraph gives one big reason. The first sentence tells this reason, and how it relates to the topic.</p>
<ul style="list-style-type: none"> ✓ Uses transition words to clearly show the relationship between ideas. (bold) 	<p>The author uses transition words like “One” and “During” to transition between different categories within the same topic.</p>
<ul style="list-style-type: none"> ✓ Develops the topic with facts, definitions, examples, quotes, and other details (elaborations). (green) 	<p>The author gives elaborations that further develop the topic. For example, they give a detailed explanation of how the jays hide and later use the food.</p>
<ul style="list-style-type: none"> ✓ Includes quotation(s) from other texts to develop the topic. (underlined) 	<p>The writer gives a quote from the Discovery Channel website.</p>
<ul style="list-style-type: none"> ✓ Provides a concluding paragraph that ties the entire writing piece together. (red/pink) 	<p>The writer ends with a conclusion paragraph that summarizes the piece and re-states the thesis statement: “The gray jay might live in a very cold, harsh environment, but they’ve found creative ways to survive.”</p>

Elements of Informational (Science Focus)

Behavioral Adaptations: The Gray Jay

How do you survive in the cold of winter? We live in houses that keep us warm. But other animals must also find ways to adapt to cold temperatures. The gray jay is a bird that lives far up North where winters are very cold. Gray jays use several adaptations to survive the cold weather.

One important adaptation the jays have is hiding food. When there are bugs and berries in the fall, they collect them. Then, they hide the food in storehouses. They remember each of their hundreds of storehouses. Throughout the winter, they take out food from their storehouses to eat.

During the winter, they lay eggs in a nest they build in a tree. According to the Discovery Channel's website, "The mother sits on the eggs in the winter to keep them warm." Because she can't move, her mate brings her food to eat from their storehouses.

The gray jay might live in a very cold, harsh environment, but they've found creative ways to survive. Without these adaptations, the gray jay wouldn't be able to live and have babies in this environment.

Explain.

✓ Introduces a topic clearly. Gives a 1-sentence statement that summarizes the topic (thesis). (purple)

✓ Groups information on the topic by category. (yellow)

✓ Uses transitions words and phrases clearly showing the relationship between ideas. (**bold**)

✓ Develops the topic with facts, definitions, examples, quotes, and other details (elaborations). (green)

✓ Includes quotation(s) from other texts to develop the topic. (underlined)

✓ Provides a concluding paragraph that ties the entire writing piece together. (red/pink)

Behavioral Adaptations: The Gray Jay

How do you survive in the cold of winter? We live in houses that keep us warm. But other animals must also find ways to adapt to cold temperatures. The gray jay is a bird that lives far up North where winters are very cold. Gray jays use several adaptations to survive the cold weather.

One important adaptation the jays have is hiding food. When there are bugs and berries in the fall, they collect them. They hide the food in storehouses. They remember each of their hundreds of storehouses. Throughout the winter, they pick out food from their storehouses to eat.

During the winter, they lay eggs in a nest they build in a tree. According to the Discovery Channel website, "The mother sits on the eggs in the winter to keep them warm." Because she can't move, her mate brings her food from their storehouses.

The gray jay lives in a very cold, harsh environment, but they've found creative ways to survive. Without these adaptations, the gray jay wouldn't be able to live and have babies in this environment.

Elements of Informational (Science Focus)

Use the mentor text *Behavioral Adaptations: The Gray Jay* to fill in the following table.

Explain.

✓ Introduces a topic clearly. Gives a 1-sentence statement that summarizes the topic (thesis).	
✓ Groups information on the topic by category.	
✓ Uses transitions words and phrases to clearly show the relationship between ideas.	
✓ Develops the topic with facts, definitions, examples, quotes, and other details (elaborations).	
✓ Includes quotations from other texts to develop the topic.	
✓ Provides a concluding paragraph that leaves ties the entire writing piece together.	

Week 2: Lesson 2

Informational (Science Focus) | 5th Grade

Purpose: I can brainstorm ideas for my own informational writing piece.

Standard(s):

CCSS.ELA.LITERACY.W.5.2--Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

Materials

Print

- Teacher model (pg. 14)
- Student page (pg. 15)

Digital

- Student Pages

Learning Goal

The student will be able to brainstorm ideas for their own informational writing piece about one thing in our solar system.

Success Criteria

- **Criteria 1:** The student is able to brainstorm ideas for their informational writing about the solar system by independently completing the organizer with ideas they already know, questions, and resources they will use.

Mini-Lesson Steps (15 min.):

1. Activate prior knowledge by asking the class if they can define the term “brainstorm.” Explain that brainstorm means to quickly write down any ideas that you have about a topic.
2. Introduce the writing prompt: The Earth is just a small part of our solar system. Choose one thing in our solar system to write an informational essay about. Organize key facts about this topic into paragraphs with well-developed details.
3. Read the reference text “The Solar System” (pg. 14) as a whole group or individually.
4. Refer back to the prompt. Model the brainstorming process by displaying page 15 and thinking aloud as you add the ideas from page 14. Students should not add the teacher’s ideas into their organizer.
5. Help students select their topic. They should choose one thing from the solar system to write about, not the solar system in general.
6. Release students to work independently to select their topic and brainstorm about it.

Student Page (15-30 min.):

1. Students work independently to select a topic and brainstorm about it, completing the organizer on page 15.
2. As students work, circulate and conference as needed. Ensure that students have chosen one thing about the solar system to write about, and not the solar system in general.

Closure (5-7 min.):

1. With a partner, students share their topic and all of the ideas that they brainstormed.

Week 2: Lesson 2

Informational (Science Focus) | 5th Grade

Mini-Lesson Overview

Mini-Lesson Script:

- “Today we will be brainstorming ideas for our informational essay about one thing in the solar system. Does anyone already know what it means to brainstorm? Brainstorming means to write down our ideas that we already know about a topic, questions about it, and resources we will use to learn more. We will use the ideas we have brainstormed to help us plan our essay.”
- “Let’s take a look at our prompt: The Earth is just a small part of our solar system. Choose one thing in our solar system to write an informational essay about. Organize key facts about this topic into paragraphs with well-developed details.”
- “Now, let’s take a look at our reference text, “The Solar System.” When we brainstorm, we can use some ideas from this, but we will also add facts we already know and information from other sources.” *(Read the reference text aloud, or have students read it independently or in partners.)*
- *(Display page 15.)* “I have decided to write about the planet Earth in my informational essay.” *(Write the topic.)*
- “First, I am going to think about what I already know about the planet Earth. I’m thinking of what I learned from our reference text and what I already knew before reading. Now Earth is the third planet from the sun, it’s made up of land and water- a lot of water, and it’s the only planet we know of. I know Earth is the only planet that is not named after a Greek or Roman God and Earth has tectonic plates.” *(Complete the first column.)*
- “Next, I am going to think of questions I have about Earth. These are the questions that I will research and answer before I start writing. One thing I am still wondering is: Why does Earth support life better than the other planets? I’m also wondering: How does Earth compare to the other planets?” *(Complete second column.)*
- “Last, I am going to write a list of resources that I can use to learn more about Earth. I can use books from the school and public library, I can use online resources like NASA and National Geographic, and I can ask an expert.” *(Complete third column.)*
- “Now, it’s your turn. First, you need to select your topic. Your topic should be one thing in our solar system that you want to write about. Then, you will brainstorm about your topic by completing page 15.”

Check or highlight any **modifications** 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"> <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 	<ul style="list-style-type: none"> <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"/> Take Student’s Dictation/Provide Recording Equipment for Student Dictation <input type="checkbox"/> Language Scaffolds (i.e.: sentence frames) <input type="checkbox"/> Peer Mentor

Brainstorming: Informational (Science Focus)

Prompt: The Earth is just a small part of our solar system. Choose one thing in our solar system to write an informational essay about. Organize key facts about this topic into paragraphs with well-developed details.

My Topic: The Planet Earth		
What I Already Know	Questions I Still Have	Resources I Can Use to Learn More
<p>It's the 3rd planet from the sun.</p> <p>It's made up of land and water – a lot of water.</p> <p>It's the only planet with life (that we know of).</p> <p>The Earth is the only planet named after a Greek or Roman god.</p> <p>Has tectonic plates</p>	<p>Why does Earth support life better than the other planets?</p> <p>How does Earth compare to other planets?</p>	<p>Books in the school or public library</p> <p>Credible online resources like NASA and National Geographic</p> <p>Ask an expert</p>

Brainstorming: Informational (Science Focus)

Prompt: The Earth is just a small part of our solar system. Choose one thing in our solar system to write an informational essay about. Organize key facts about this topic into paragraphs with well-developed details.

My Topic:		
What I Already Know	Questions I Still Have	Resources I Can Use to Learn More
Sample		

Week 2: Lesson 3-4

Informational (Science Focus) | 5th Grade

Purpose: I can elaborate on the topic of my informational essay by paraphrasing and writing direct quotations from my research.

Standard(s):

CCSS.ELA.LITERACY.W.5.2--Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

CCSS.ELA.LITERACY.W.5.2.B--Develop the topic with facts, definitions, concrete examples, quotations, or other information and examples related to the topic.

Materials

Print

- Teacher model (pg. 18)
- Student page (pg. 19)

Digital

- Student Pages

Learning Goal

The student will use a variety of sources to research their topic.

Success Criteria

- **Criteria 1:** The student will accurately paraphrase what a text says as it relates to their topic.
- **Criteria 2:** student will accurately write direct quotations that apply to their topic.

Mini-Lesson Steps (15 min.):

Note: Prior to this lesson, you may want to collaborate with a librarian to gather a variety of books that students can use for their research. If using computers or other devices, provide a list of 4-5 student-friendly websites.

1. Display the research organizer (page 18). Explain that the title of the source goes on the left, and any facts, details, quotations, and other information from the sources goes on the right.
2. Discuss the difference between paraphrasing (summarizing what you've learned) and direct quotations (using the exact words within quotes).
3. Use page 18 as a guide to complete a research organizer about the planet Earth. Model how to paraphrase by referring to the reference text, "The Solar System" Reference "Quoting Text" page from the opinion unit to model writing direct quotations.
4. Release students to work independently on their research. Provide more than one copy of the research outline to students who need to be challenged to use more than two sources.

Student Action (60-90 min.):

1. For the remainder of day 3 and all of day 4, students will work independently to complete their research organizer about the topic they chose in the last lesson. They should use a combination of paraphrasing and direct quotations.
2. Scaffold as needed to assist students as they use their sources. Circulate and/or conference as needed. Confirm that students are correctly quoting their sources and accurately paraphrasing.

Closure (5-7 min.):

1. Students will share their research with a partner, small group, or whole class by using the sentence starter, "The most interesting thing I learned about my topic today is..."

Week 2: Lesson 3-4

Informational (Science Focus) | 5th Grade

Mini-Lesson Overview

Mini-Lesson Script:

- “Today we will begin researching the topic you chose for your informational essay about the solar system.
- “Here is our research outline.” (*Display pg. 19.*) “The topic goes at the top. My topic is the planet Earth, so I will write that here.”
- “On the left, I will write the title of my first source, which is our reference text, ‘The Solar System.’”
- “The right side of the outline is where I will paraphrase some information about Earth that I learned from the reference text. Paraphrase means to summarize what you learn.”
- “Paragraph 2 of the reference text says, ‘There are eight planets in our solar system: Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus, and Neptune. The planets all orbit the sun.’ Instead of writing the whole quotation, I am going to paraphrase it by writing the Earth orbits the sun.”
- “Paragraph 2 also says, ‘The planets are divided into two groups: rocky planets and gas giants. Earth and the other inner planets make up the rocky planets while the gas giants include the outer four planets.’ Can a volunteer help me paraphrase that quotation?” (*Write Earth in the rocky planet group.*)
- “Our reference text is very broad, so you are not required to use it as one of your sources.”
- “My next source is NASA’s website.” (*Write NASA’s website in the second source box.*)
- “As I was doing some of my own research on NASA’s website, I found two direct quotations that I thought were really interesting. I am going to copy the quotations as I found them on the website, with quotation marks around them.” (*Write the 2 direct quotations.*) Notice the second quotation is something Lilian Foster said, so I am only going to put quotation marks around exactly what she said.”
- (*Display the “Quoting Text” page from the opinion unit.*) “When I start to write my rough draft, I can use these sentence frames to write my quotations into my essay. This will help my readers to understand my quotations.”
- “I also learned that Earth is almost the same size as Venus and that Earth’s atmosphere protects us from the sun’s harmful rays.” (*Record in opinionizer.*)
- “Now it is your turn to work on the rest of today and all of tomorrow’s lesson to complete your research.”

Check or 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"/> Take Student’s Dictation/Provide Recording Equipment for Student Dictation <input type="checkbox"/> Language Scaffolds (i.e.: sentence frames) <input type="checkbox"/> Peer Mentor

Research

My topic: The Planet Earth	
Source	Facts, definitions, details, quotations, examples, or other information:
The Solar System (Reference Text) Source:	<p>The Earth orbits the sun. paraphrase</p> <p>The Earth is in the rocky planet group. paraphrase</p>
NASA's Website Source:	<p>"No other planet in the solar system has liquid water on its surface." direct quotation</p> <p>Lilian Osip, a NASA scientist, writes that "Like Earth, Venus and Mars also have volcanoes, craters, and canyons." direct quotation</p> <p>Earth is almost the same size as Venus. paraphrase</p> <p>The Earth's atmosphere (oxygen and nitrogen) protects us from the harmful sun's rays. paraphrase</p>

Research

My topic:

Source

Facts, definitions, details, quotations, examples, or other information:

Source:

Source:

Sample

Week 2: Lesson 5

Informational (Science Focus) | 5th Grade

Purpose: I can plan my informational essay by categorizing my research.

Standard(s):

CCSS.ELA.LITERACY.W.5.2--Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

CCSS.ELA.LITERACY.W.5.2.A--Introduce a topic clearly, provide a general observation and focus, and group related information logically, include formatting, illustrations, and multimedia when useful to aiding comprehension.

Materials

Print

- Teacher model (pg. 22)
- Student page (pg. 23)

Digital

- Student Pages

Learning Goal

The student will create a plan for writing his or her informational essay by sorting their research into categories.

Success Criteria

- **Criteria 1:** The student will choose 2-3 categories and accurately sort their research into

Mini-Lesson Steps (15 min.):

1. Activate prior knowledge by asking students to imagine a toy box full of all different types of toys. Verbally illustrate sorting the toys into different categories. Lead students to make the connection between sorting toys into categories and sorting their elaborations into categories.
2. Display and review the “What I already know” column from lesson 2 and the research outline.
3. Lead a discussion about how facts, definitions, details, and quotes (elaborations) from previous lessons are related.
4. Explain that you can categorize the elaborations by grouping similar ones together and naming the group.
5. Using page 22 as a guide, think aloud while completing the planning outline (if students are not able to write along with the teacher. They will complete their own planning outline during the student portion of the lesson).
6. Iterate with students that not everyone will have the same categories.
7. Encourage students to work with a partner to choose their categories and independently on the rest of their planning outline.

Student Portion (15-30 min.):

1. With a partner, students should review the “What I already know” column from lesson 2 and their research outline while discussing how the elaborations are related and help each other to name their categories.
2. Then, students will sort their elaborations into their categories by completing the planning outline independently.
3. Conference as needed to assist students with seeing the relationships between all of their elaborations. Ensure students are sorting their elaborations correctly into their categories.

Closure (5-7 min.):

1. Students will share their work from today with a partner by using the following conversations starters: “My topic is...” and “My categories are...”

Week 2: Lesson 5

Informational (Science Focus) | 5th Grade

Mini-Lesson Overview

Mini-Lesson Script:

- “Imagine a toy box full of all different types of toys: teddy bears, crayons, frisbees, a wagon, dolls, balls, and coloring books. Now imagine your mom wants to you organize all of your toys. How would you do it? I would put the teddy bears and dolls together because they are soft, stuffed toys. Crayons and coloring books go together because they are art supplies. Frisbees, a wagon, and balls go together because they are outside toys. This is called sorting and categorizing.”
- “Let’s look at my research outline and the ‘What I already know column’ from our brainstorming lesson.” *(Read all of the elaborations.)*
- “Are any of these elaborations related? How?”
- “Several of my notes are related because they are about how Earth is the perfect planet for us to live on. So, I am going to name that category ‘The Right Conditions For Life.’”
- “Now, I am going to rewrite my elaborations in the second row, while adding some extra information.” *(Complete first row.)*
- “I also notice that several of my elaborations are related because they are about how Earth is so different from the other planets. So, I am going to name that category ‘differences.’”
- “Next, I am going to rewrite my elaborations to explain how Earth is different in the second row.” *(Complete second row.)*
- “Now I notice that a few of my notes are about how Earth is similar to the other planets. So, I will name my third category ‘similarities.’”
- “Finally, I am going to rewrite my notes that explain how Earth is similar to the other planets.” *(complete third row)*
- “Now it is time to plan your essay. Use your research outline and the ‘What I Already Know’ column from our brainstorming lesson to complete your planning outline. You may be tempted to use similarities and differences as your categories, too, but please make sure that will make sense with your topic.”

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

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Planning: Organization

Categorize the facts, definitions, examples, quotes, and other details you have gathered to create an organized outline of your writing. Four rows are provided for up to four categories, but you can use less or more depending on your ideas.

Category	Elaborations: facts, definitions, examples, and quotes
<p>The Right Combination For Life</p>	<ul style="list-style-type: none"> - About 70 percent of the surface is covered with water - The other part is land <ul style="list-style-type: none"> - Mountains, forests, deserts, and more - Atmosphere <ul style="list-style-type: none"> - Made of oxygen and nitrogen - Protects us from the harmful sun's rays
<p>Differences</p>	<ul style="list-style-type: none"> - "No other planet in the solar system has liquid water on its surface" - Has tectonic plates that float over the mantle - Unlike the other planets, it wasn't named after a Greek or Roman god
<p>Similarities</p>	<ul style="list-style-type: none"> - Earth is a rocky planet - Three other planets share this - Like the other planets, it orbits the sun - Earth is almost the same size as Venus. - Lilian Foster, a NASA scientist, writes that "Like Earth, Venus and Mars also have volcanoes, mountains, and canyons."

Planning: Organization

Categorize the facts, definitions, examples, quotes, and other details you have gathered to create an organized outline of your writing. Four rows are provided for up to four categories, but you can use less or more depending on your ideas.

Category	Elaborations: facts, definitions, examples, and quotes

Sample