

Table of Contents

Introduction	3	What Is Informative Writing?	60
How to Use This Book	4	What Is Explanatory Writing?	63
Common Core State Standards Correlations .	5	Explore Interests and Questions	65
Integration of the Common Core State Standards	9	Examine a Topic	67
Whole Child Education	9	Organize Information	72
Understanding the Standards: Reflection Questions for Teachers	10	Writing an Outline	77
Understanding the Standards: Introductory Q & A	11	Introduce the Topic	81
Understanding the Standards: Subject Areas and Skills	12	Develop the Topic	85
Understanding the Standards: Lesson Modifications for Diverse Learners	13	Convey Ideas and Information Clearly . .	87
Critical-Thinking Skills	14	Develop Strong Writing	90
Sample Lesson: Text Types and Purposes	16	Concluding Statements	94
Argumentative Writing	20	Respond to Reading: Informational Text.	98
Argumentative Writing Skills (reproducible)	20	Informative Essay	102
What Is Argumentative Writing?	21	Explanatory Essay: Brainstorming a Solution	107
Introduce the Topic	24	Narrative Writing	110
State an Opinion	27	Narrative Writing Skills (reproducible) .	110
Support a Point of View	30	What Is Narrative Writing?	111
The Structure of Argument	33	Remembering Experiences	114
Organization for a Purpose	37	Character Response	117
Evidence to Support the Argument	40	Narrative Techniques: Description . . .	120
Linking Words	43	Narrative Techniques: Dialogue	125
Concluding Statements	45	Developing My Narrative	128
Presenting My Argument	48	A Great Conclusion	130
Respond to Reading: Informational Text.	52	Respond to Reading: Literature	134
Respond to Reading: Literature	55	Write a Personal Experience Narrative .	138
Informative/Explanatory Writing	59	Assessment	141
Informative/Explanatory Writing Skills (reproducible)	59	Understanding Assessment	141
		Types of Assessment	142
		Sample Rubric	143
		Assessment and the Common Core . . .	144



Common Core State Standards Correlations

Each lesson meets one or more of the following Common Core State Standards © Copyright 2010. National Governors Association Center for Best Practices and Council of Chief State School Officers. All rights reserved. For more information about the Common Core State Standards, go to <http://www.corestandards.org/> or <http://www.teachercreated.com/standards/>.

LITERATURE STANDARDS	First Pages of Lessons
Key Ideas and Details	
ELA.RL.5.1: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	55, 111, 125, 134
ELA.RL.5.2: Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.	55, 111, 125, 134
ELA.RL.5.3: Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).	55, 125, 134
Craft and Structure	
ELA.RL.5.4: Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.	55, 117, 134
ELA.RL.5.5: Explain how a series of characters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.	111
ELA.RL.5.6: Describe how a narrator's or speaker's point of view influences how events are described.	117, 134
INFORMATIONAL TEXT STANDARDS	First Pages of Lessons
Key Ideas and Details	
ELA.RI.5.1: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	52, 111
ELA.RI.5.2: Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.	30, 43, 77, 94, 98, 102, 128
ELA.RI.5.3: Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.	30, 43, 52, 72, 77, 85, 87, 90, 98, 111
Craft and Structure	
ELA.RI.5.4: Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.	30, 52, 72, 77, 90
ELA.RI.5.5: Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.	33, 43, 60, 72, 87, 98
ELA.RI.5.6: Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.	33, 72, 130
Integration of Knowledge and Ideas	
ELA.RI.5.7: Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.	65, 130
ELA.RI.5.8: Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).	30, 33, 43, 52, 77, 85, 87, 90, 98, 102
ELA.RI.5.9: Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.	40, 63, 65, 67, 87, 90



Common Core State Standards Correlations *(cont.)*

WRITING STANDARDS	First Pages of Lessons
Text Types and Purposes	
ELA.W.5.1: Write opinion pieces on topics or texts, supporting a point of view with reasons and information. a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose. b. Provide logically ordered reasons that are supported by facts and details. c. Link opinion and reasons using words, phrases, and clauses (e.g., <i>consequently</i> , <i>specifically</i>). d. Provide a concluding statement or section related to the opinion presented.	21, 24, 27, 30, 33, 37, 40, 43, 45, 48, 52, 55, 98
ELA.W.5.2: Write informational/explanatory texts to examine a topic and convey ideas and information clearly. a. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., <i>in contrast</i> , <i>especially</i>). d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Provide a concluding statement or section related to the information or explanation presented.	60, 63, 65, 67, 72, 77, 85, 87, 90, 94, 98, 102, 107
ELA.W.5.3: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. b. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations. c. Use a variety of transitional words, phrases, and clauses to manage the sequence of events. d. Use concrete words and phrases and sensory details to convey experiences and events precisely. e. Provide a conclusion that follows from the narrated experiences or events.	111, 114, 120, 125, 128, 130, 138
Production and Distribution of Writing	
ELA.W.5.4: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.	27, 30, 33, 37, 43, 45, 55, 60, 65, 72, 77, 81, 90, 98, 102, 107, 111, 114, 117, 120, 125, 128, 130, 138
ELA.W.5.5: With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	30, 40, 48, 52, 85, 87, 111, 114, 120, 130, 138
ELA.W.5.6: With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.	30, 48, 111, 128



Common Core State Standards Correlations *(cont.)*

WRITING STANDARDS	First Pages of Lessons
Research to Build and Present Knowledge	
ELA.W.5.7: Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.	21, 33, 40, 60, 63, 65, 67, 72, 85, 87, 90, 94, 98, 102
ELA.W.5.8: Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.	33, 40, 45, 48, 60, 63, 65, 67, 72, 87, 90, 94, 120, 128
ELA.W.5.9: Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply <i>grade 5 Reading</i> standards to literature (e.g., “Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]”). b. Apply <i>grade 5 Reading</i> standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]”).	27, 30, 40, 52, 55, 72, 87, 102
SPEAKING & LISTENING STANDARDS	First Pages of Lessons
Comprehension and Collaboration	
ELA.SL.5.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others’ ideas and expressing their own clearly. a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. b. Follow agreed-upon rules for discussions and carry out assigned roles. c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.	21, 27, 30, 33, 37, 40, 43, 48, 52, 55, 60, 63, 65, 67, 72, 77, 81, 85, 87, 98, 107, 111, 114, 117, 125, 134
ELA.SL.5.2: Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	21, 30, 55, 81, 85, 90, 94, 130
ELA.SL.5.3: Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.	21, 33, 40, 90
Presentation of Knowledge and Ideas	
ELA.SL.5.4: Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.	27, 33, 37, 40, 48, 63, 85, 107, 111, 114, 120, 138
ELA.SL.5.5: Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.	40, 48, 85, 111, 114, 138
ELA.SL.5.6: Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.	40, 48, 55, 77, 111, 117, 134



Common Core State Standards Correlations (cont.)

LANGUAGE STANDARDS	First Pages of Lessons
Conventions of Standard English	
ELA.L.5.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences. b. Form and use the perfect (e.g., <i>I had walked</i> ; <i>I have walked</i> ; <i>I will have walked</i>) verb tenses. c. Use verb tense to convey various times, sequences, states, and conditions. d. Recognize and correct inappropriate shifts in verb tense. e. Use correlative conjunctions (e.g., <i>either/or</i> , <i>neither/nor</i>).	33, 40, 43, 48, 52, 63, 87, 90, 102, 114, 138
ELA.L.5.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing as needed. a. Use punctuation to separate items in a series. b. Use a comma to separate an introductory element from the rest of the sentence. c. Use a comma to set off the words <i>yes</i> and <i>no</i> (e.g., <i>Yes, thank you</i>), to set off a tag question from the rest of the sentence (e.g., <i>It's true, isn't it?</i>) and to indicate direct address (e.g., <i>Is that you, Steve?</i>). d. Use underlining, quotation marks, or italics to indicate titles of works. e. Spell grade-appropriate words correctly, consulting references as needed.	33, 40, 48, 52, 67, 85, 87, 90, 102, 114, 138
ELA.L.5.3: Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. b. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.	30, 33, 40, 43, 48, 52, 67, 85, 87, 90, 102, 114, 138
Vocabulary Acquisition and Use	
ELA.L.5.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies. a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>photograph</i> , <i>photosynthesis</i>). c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.	21, 30, 45, 52, 55, 60, 63, 85, 90, 94, 111, 117, 134
ELA.L.5.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figurative language, including similes and metaphors, in context. b. Recognize and explain the meaning of common idioms, adages, and proverbs. c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.	55, 63, 85, 87, 90, 114, 120, 134
ELA.L.5.6: Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., <i>however</i> , <i>although</i> , <i>nevertheless</i> , <i>similarly</i> , <i>moreover</i> , <i>in addition</i>).	40, 48, 52, 63, 67, 85, 87, 90, 102, 114, 120



Understanding the Standards: Introductory Q & A

Use the following Q & A as a guide for understanding general features of the Common Core State Standards.

Why Common Core?

- The Common Core State Standards were developed to match the amount of time needed for instruction with the available instructional time.
- Curriculum development closely follows the development of the standards.
- Expectations for students are derived from the knowledge and skills required to be college- or career-ready.
- Standards, curriculum, and assessment materials can be shared among states.
- They provide information and agreement on what students should learn in core academic disciplines.
- They provide an essential set of knowledge and skills students are expected to learn.
- There is accountability to meet student learning needs.
- There is agreement in what students need to learn and know from one grade level to the next and across school districts or states in a highly mobile society.
- All teachers are now responsible for literacy, not just language arts teachers.

How are the new standards different from previous standards?

- The Common Core State Standards are based on internationally benchmarked standards.
- They emphasize creativity, collaboration, critical thinking, presentation and demonstration, problem solving, research and inquiry, and career readiness. They also encourage the use of technology.
- The majority of states have adopted the Common Core State Standards, resulting in uniform expectations for student learning across the country.

What will students learn?

- The Common Core State Standards for English Language Arts set forth expectations for students in reading, writing, speaking & listening, and language.
- Common Core instruction and activities give students opportunities to practice and apply what they are learning.
- Students apply standards from each of the four areas as they learn concepts and content across subject areas. The standards for reading and writing, for example, are meant to be applied to content areas, such as science and social studies.
- Common Core instruction shifts the focus from students learning skills or mastering standards in isolation to group collaboration.



Narrative Techniques: Description

Objective

Students participate in a warm-up activity, complete graphic organizers, write descriptive words and phrases, and then write descriptive narratives of a memorable person.

Vocabulary: briny, expression, memorable, metaphor, narrator, posture, simile, tribute, vivid

Materials

- “The Role of Description Cards” (page 122), enough copies for each student to receive one card
- “A Memorable Person” (page 124), one copy for class display and one copy per student (optional: additional copy per student for Assessment Plan)
- plain white drawing paper and colored pencils, crayons, or markers for each student (optional for Closing activity)
- images or photographs of anonymous people (optional for Interactive Whiteboard Option)
- star stickers (optional for Assessment Plan)
- “Tribute Speech” (page 123) (reading level 5.4), one copy per student, (optional for Extension activity)

Preparation

Photocopy and cut apart “The Role of Description Cards” (page 122).

Opening

1. Invite students to think about a memorable person—someone who has made a positive impact on their lives.
2. Distribute “The Role of Description Cards” (page 122), one card per student.
3. Divide students into small groups with three or four students in each group.
4. Have students take turns describing their memorable people in two or three sentences using the cues on the cards they received.
5. If desired, have students take notes and write specific words or phrases used by group members.

Directions

1. Display a copy of “A Memorable Person” (page 124). Use the graphic organizer to brainstorm descriptive words and phrases that might apply to a variety of topics (memorable people).
2. Distribute copies of “A Memorable Person” (page 124).



Narrative Techniques: Description *(cont.)*

Directions *(cont.)*

3. Have students use the prompts on the graphic organizer to write words and phrases to further describe the people they described in the Opening activity.
4. Students will then write narrative descriptions of their memorable people. Have students include details from their notes, as well as why the person is important to them.

Closing

1. If desired, have students sketch the people they described in their narratives.
2. Have students read their narratives to “introduce” their memorable people to the class.

Extension

1. Explain that a “tribute speech” is a narrative in which the writer pays tribute, honors, or acknowledges another’s positive impact on his or her life.
2. As time allows, read the sample “Tribute Speech” (page 123) aloud.
3. Have students write “tribute” speeches for their memorable people.
4. Encourage students to present their speeches for their people and other interested individuals. (For example, if a student writes a tribute speech for a family member, other family members might wish to hear the presentation of the speech; if a student writes a tribute speech for a teacher or coach, classmates or teammates might wish to be present for the speech.)

Interactive Whiteboard Option

Display images of people and have students contribute descriptive words to describe the subjects. Save the notes for student reference.

ELL Tips

- Provide specific examples for each area of “A Memorable Person” (page 124) to help students understand how to complete it.
- Provide examples to help students understand similes and metaphors.

Assessment Plan

1. Distribute an additional copy of “A Memorable Person” (page 124).
2. Randomly assign each student a classmate’s name. As students listen to their classmates’ “introductions” during the Closing activity, they will use the graphic organizer to specifically evaluate the student’s name they received.
3. Have students place star stickers or draw stars next to each descriptive technique the student uses in his or her narrative.



A Memorable Person

Name of Memorable Person

Use vivid details to help the reader imagine the scene and form a mental picture.

Include sensory and visual details: scenes, objects, people.

Keep details focused on what would be important to the narrator.

Contain details that engage the senses: sight, sound, touch, smell, and taste.

Describe specific actions: movements, gestures, postures, and expressions.

Use concrete details to describe common objects, actions, moods, or emotions.

Use similes and metaphors to compare two things and give the reader details.