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| Lesson Title: | Informational & Narrative Writing |
| Subject Area: | English/ Language Arts |
| Grade Level: | 5th |
| Unit Title: | Genres |
| GLCEs/ HSCE: | **W.PS.05.01 exhibit personal style and voice to enhance the written message in both narrative (e.g., personification, humor, element of surprise) and informational writing (e.g., emotional appeal, strong opinion, credible support).** |
| METS-S/METS-T | Interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media |
| Essential Questions: | Why is having personal style important?  Why is having personal voice important?  What is the difference between narrative and informational writing? |
| Objectives: | Students will write a minimum one page narrative and one page informational piece that exhibits their own personal style and voice to enhance the written message. Students will then make two glogster pages that incorporate key information from their narrative and their informational writing pieces. |
| Tools and Resources: | * Glogster * Internet * Computer Lab * <http://www.kn.att.com/wired/fil/pages/listgenresda.html> * Worksheet created in word processor (located below) |
| Rationale: | Personal style and voice are two main components of any type of writing. Students need to know how to get their point across in their own words when writing narrative and informational pieces in order to succeed in further grades. |
|  | Sequence of Activities: |
| Anticipatory Questions/Activity: | **Informational writing** is nonfiction text used to inform or explain something to the reading audience.  Some examples of informational writing are:   * Biographies * Autobiographies * Newspapers   **Narrative writing’s** primary purpose is to describe an experience, event, or sequence of events in the form of a story. The purpose is to tell.  With narratives, you can make up any story you’d like. |
| Body of Lesson Plan:  *Segment #1*  (Artifact: link to real world, website, book, picture, etc.) | Students are required to write a minimum one page informational AND narrative piece.  Write examples of rough drafts  Example Narratives:   1. My name is Vivian. I live in New Town, Minnesota. I’m moving to a new town tomorrow and I don’t know anyone there. It will all be okay because I have a talking dog that has magical powers. 2. When I was four years old, I almost drowned. I was trying to climb on my uncle’s boat from the dock and I lost my balance and fell into the icy cold water. Luckily, my uncle saw me fall in and he rescued me.   If students need help with understanding fiction or nonfiction, have them visit my filamentality page at <http://www.kn.att.com/wired/fil/pages/listgenresda.html>  **See attached worksheet for informational writing prompts.**  Have students brainstorm and research different topics for both writing assignments in the computer lab for 20 minutes. The teacher will be walking around the computer lab answering any questions. When students find their desired topics for both pieces, they need to be approved by the teacher. |
| *Segment #2*  (Factual information/Vocab  Includes sample feedback loop) | Students will start their rough drafts when they return from the computer lab. They will be allowed one hour to finish their narrative rough draft and one hour to finish their informational rough draft.  It’s okay if the lesson has to be over the course of a few days.  The teacher will answer any questions and will sit with individual students asking them questions about their pieces during the time given. |
| *Segment #3*  (Includes multiple intelligence strategy:  Hands-on, small groups, re-teaching strategy) | Students will get into groups of two and switch their narrative and informational rough drafts with their partner. Their partner will make changes, ask questions, and help with anything they are having trouble with and vise verse.  After the peer review is finished, students will find a new partner and do the same thing.  This way, they get two individual’s input on their writings.  Students will then return to the computer lab and fix any errors their peers found. |
| *Segment #4*  (Detailed directions on how to complete activity) | After the final draft is complete, students will create two [www.glogster.com](http://www.glogster.com) pages compiling different pictures, videos, and information about the two writing pieces they completed.  After the Glogster and final drafts are completed, the students will present their works to the class. |

**INFORMATIONAL WRITING PROMPTS**

[NEWSPAPER STORY] Write an announcement for your local newspaper about an upcoming event at your school, your local community center, a nearby religious center, or a similar location. Provide details on the event so that readers will learn everything they need to know in order to attend: why is the event going on? who is organizing it? who can attend? when will it happen? what special information can you share about the event? Be sure that your writing not only provides the details, but does so in a way that will entice readers to participate.

[PSA] Celebrate a special month by creating a public service announcement for your morning intercom announcements or public access TV or radio. Consult a calendar to choose an existing celebration (e.g., Black History Month in February, Asian-Pacific American Heritage Month in May, Hispanic Heritage Month), or choose a special group or topic to honor in your month-long celebration such as famous people from your state or important scientific discoveries. The announcement should provide all the basic details on the subject and indicate why the person or achievement was significant.

[OPTIONS] Your class (or a club you are a member of) is preparing for a field trip to a local point of interest. Everyone in the class (or club) has chosen a different location to explore. Each of you is to write a short description of the location you've chosen. All of the descriptions will be shared so that you can choose where you want to go. You need to include everything about the location: hours, cost, features, any special events, and so forth. Your job is not to persuade the club to choose your location. You are simply to provide a fair, informative description of the location so that all the places your class (or club) can visit can be evaluated.

[TRADITION] Explain a tradition to someone who is not familiar with the custom. It can be a tradition for your family, within your community, related to your religious beliefs, or practiced by members of a club that you belong to. Imagine that someone is coming to visit an event where the tradition will be prominent or that someone is joining in and will become part of the tradition. Your job is to write that person a letter or an e-mail message that explains the tradition. Include details on what happens, when it happens, why it happens, and so forth. Give the reader of your message everything he or she will need to participate or understand your tradition.

[INFLUENTIAL] Write an essay about the object in the school that has influenced you in an important way this year. You may write about something you own or use on a regular basis (a book, a picture in your locker, or a gym uniform) or an object that you only interact with occasionally (the big dictionary in the library). The object that you choose should be one that you could hold: choose a book in the library rather than the whole library, for instance. Explain specific ways that this object has influenced you. Support your ideas with examples and details.

**NARRATIVE & INFORMATIONAL RUBRIC**

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|  | 1 | 2 | 3 | 4 | Score |
| Topic | Key word(s) near beginning | Main idea or topic in first sentence | Good main idea or topic sentence | Interesting, well-stated main idea/topic sentence |  |
| Organization | Ideas not ordered | Some order of main idea + details or sequence | Main idea + details or sequential, as appropriate | Good flow of ideas from topic sentence + details or sequence |  |
| Paragraphs | One paragraph or text divided but not by content | Supporting details mostly grouped into appropriate paragraphs | Ideas appropriately divided into paragraphs with supporting details | Strong paragraphs ordered to develop story or exposition |  |
| Sentences | Mostly complete sentences; some fragments or run-on | Complete sentences; few run-on sentences | Complete sentences; no run-ons or fragments; some variety in length and type | No sentence errors; variety in length and type; sentence types relate to style of writing |  |
| Vocabulary | Related words or ideas mentioned; limited basic vocabulary | Attempts to use new key words in description; goes beyond basic vocabulary | Uses new key/related words and ideas correctly; varies language | Used new key/related words/ideas easily; colorful, interesting words suitable for topic and audience |  |
| Grammar | Many errors in agreement, number, tense | Some errors in agreement, number, tense | Few errors in agreement, number, tense | No errors in agreement, number, tense |  |
| Punctuation and Case | Several punctuation and case errors | Few punctuation and case errors | Minor errors in punctuation and case; variety used | Correct punctuation and case throughout; variety used |  |
| Spelling | Many spelling errors | Some spelling errors | Few spelling errors | No spelling errors |  |

**Score /32**

**Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**