

WR.2 INFORMATIVE

Lesson 2 Informative Writing Model

Introduction

In this lesson, students examine a second informative writing model and continue discussing what makes an informative paper effective, focusing in particular on purpose and audience. Student learning is assessed via participation in a pair or small group activity in which students brainstorm items for the class's Informative Writing Checklist. The whole class then works together to create a uniform checklist.

For homework, students respond briefly in writing to the following question: What might have been the prompt for the informative writing model “A Brief History of Photography”? Give three reasons to support your answer. Students also use online resources to conduct a brief search into the Great Depression and record three facts they learned.

- ① Based on students’ familiarity with informational texts and informative writing, this lesson may extend beyond one class period.

Standards

Assessed Standard(s)	
SL.9-10.1.c, d	<p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grades 9–10 topics, texts, and issues</i>, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</p> <p>d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.</p>

Addressed Standard(s)	
W.9-10.2	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
W.9-10.9.b	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>b. Apply <i>grades 9–10 Reading standards</i> to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning”).</p>

Assessment

Assessment(s)
<p>Student learning is assessed via participation in a pair or small group activity in which students brainstorm items for the class’s Informative Writing Checklist.</p> <p>① If individual accountability is desired, consider having each student use a different colored marker when adding an item to the pair or group’s chart paper.</p>
High Performance Response(s)
<p>A High Performance Response should:</p> <ul style="list-style-type: none"> Demonstrate participation in brainstorming for the pair’s or group’s Informative Writing Checklist (e.g., the student recorded an item on the pair’s or group’s chart paper). Record an item that is concise, specific, and actionable (e.g., Adapt content and language to my specific audience?).

Vocabulary

Vocabulary to provide directly (will not include extended instruction)
<ul style="list-style-type: none"> impermanent (adj.) – not lasting forever
Vocabulary to teach (may include direct word work and/or questions)
<ul style="list-style-type: none"> None.

Additional vocabulary to support English Language Learners (to provide directly)

- track (v.) – watch or follow the progress of (someone or something)
- projected (v.) – caused (light, a picture, a movie, etc.) to appear on a surface
- plate (n.) – a sheet of glass or plastic that is treated with a special chemical and used in photography
- fumes (n.) – smoke or gas that smells unpleasant
- fossils (n.) – things (such as leaves, skeletons, or footprints) that are from a plant or animal which lived in ancient times and that you can see in some rocks

Lesson Agenda/Overview

Student-Facing Agenda	% of Lesson
Standards & Text: <ul style="list-style-type: none"> • Standards: SL.9-10.1.c, d, W.9-10.2, W.9-10.9.b • Text: “A Brief History of Photography” (informative writing model) 	
Learning Sequence: <ol style="list-style-type: none"> 1. Introduction of Lesson Agenda 2. Homework Accountability 3. Reading and Discussion 4. Components of Effective Informative Writing 5. Group Assessment: Informative Writing Checklist 6. Class Discussion of Informative Writing Checklist 7. Closing 	<ol style="list-style-type: none"> 1. 5% 2. 15% 3. 30% 4. 20% 5. 10% 6. 15% 7. 5%

Materials

- Copies of informative writing model “A Brief History of Photography” for each student
- Student chart papers from WR.2 Lesson 1
- Markers of various colors (optional)
- Copies of the Informative Writing Checklist Template for each student

① Consider numbering the paragraphs of “A Brief History of Photography” before the lesson.

Learning Sequence

How to Use the Learning Sequence	
Symbol	Type of Text & Interpretation of the Symbol
10%	Percentage indicates the percentage of lesson time each activity should take.
no symbol	Plain text indicates teacher action.
	Bold text indicates questions for the teacher to ask students.
	<i>Italicized text indicates a vocabulary word.</i>
►	Indicates student action(s).
💬	Indicates possible student response(s) to teacher questions.
❗	Indicates instructional notes for the teacher.

Activity 1: Introduction of Lesson Agenda

5%

Begin by reviewing the agenda. In this lesson, students read an informative writing model and discuss what makes the informative paper effective. Through instruction and discussion, students explore the components of successful informative writing and the importance of considering the specific purpose and audience. Students then continue to brainstorm items for a class-wide Informative Writing Checklist before coming together as a whole class to create a uniform checklist.

- Students look at the agenda.

Activity 2: Homework Accountability

15%

Instruct students to take out their responses to the previous lesson's homework assignment. (Respond briefly in writing to the following question: What might have been the prompt for the informative writing model "Cave Painting"? Give three reasons to support your answer.)

Instruct students to form pairs or small groups to discuss their responses.

- 💬 Student responses may include:
 - The prompt may have asked the writer to describe cave art and its significance.
 - This may have been the prompt, because the writer's topic is cave painting, a specific art form. His claim introduces the significance of the art form: "Cave paintings provide an illuminating look into human history, and scientists have much more to discover about this art form" (par. 1). Also, the writer's subtopics describe different aspects of cave painting, such as the typical subjects of the paintings, the danger cave paintings face and the efforts to preserve them.

Display the actual prompt for the model “Cave Painting”:

- Choose an early art form. Explain the history and current context of that art form.

Lead a brief whole-class discussion on whether “Cave Painting” fulfilled the prompt.

Activity 3: Reading and Discussion

30%

Instruct students to remain in their pairs or small groups from the previous activity. Distribute a copy of the informative writing model “A Brief History of Photography” to each student. Explain that the goal of reading and discussing this model is to identify the effective elements of the paper.

- ① **Differentiation Consideration:** If necessary to support comprehension and fluency, consider using a masterful reading of the model for the lesson.

Provide students with the following definition: *impermanent* means “not lasting forever.”

- ① Students may be familiar with this word. Consider asking students to volunteer the definition before providing it to the class.

- ▶ Students write the definition of *impermanent* on their copies of the text or in the appropriate section of their vocabulary journals.

- ① **Differentiation Consideration:** Consider providing students with the following definitions: *track* means “watch or follow the progress of (someone or something),” *projected* means “caused (light, a picture, a movie, etc.) to appear on a surface,” *plate* means “a sheet of glass or plastic that is treated with a special chemical and used in photography,” *fumes* means “smoke or gas that smells unpleasant,” and *fossils* means “things (such as leaves, skeletons, or footprints) that are from a plant or animal which lived in ancient times and that you can see in some rocks.”

- ▶ Students write the definitions of *track*, *projected*, *plate*, *fumes*, and *fossils* on their copies of the text or in the appropriate section of their vocabulary journals.

- ① The following activity addresses the expectations of W.9-10.9.b.

Instruct students to read the model in their pairs or groups. Instruct students to annotate the model for items they find interesting and engaging, such as an unusual word choice, beautiful phrase, illuminating analysis, or surprising fact.

After students read and annotate the model, post or project the following set of questions for students to discuss before sharing out with the class. Instruct students to annotate the model for how the writer organizes the paper as they discuss each question, remembering to include short notes or labels to record their thinking.

- ① **Differentiation Consideration:** If the skill of annotation is new or challenging to students, consider posting or projecting the text and asking student volunteers to share their annotations for how the writer organizes the paper. Consider posting or projecting the volunteered annotations.

What is the topic of this informative paper?

💬 The topic of this informative paper is the history of photography.

- ① Consider informing students that the writer of the model is male, so during discussion, they may refer to the writer as “he.”

What is the writer’s claim?

💬 The writer claims that the history of photography is about “humans discovering how to use light to draw and preserve images of the world around them” (par. 1).

What does the writer’s claim suggest about his purpose?

💬 The writer’s claim seems to indicate that the rest of the paper will explain the process of “humans discovering how to use light to draw and preserve images” (par. 1). This suggests that the writer’s purpose is to help the reader understand of the history of photography by explaining how people have used light to capture pictures.

How does the writer achieve his purpose? Describe at least one example of how the writer develops the topic and supports his claim. Use the informative writing terms from Lesson 1 in your answer.

- 💬 Student responses may include:
- In the body of the informative paper, the writer includes subtopics about the history of photography. For example, in paragraph 7, the writer states, “The final step in the evolution of photography was the transition to digital photography.” This subtopic about digital photography is a part of the overall history of photography, and it supports the writer’s claim that the story of photography has been about people making use of light to capture images.
 - The writer uses evidence to develop this subtopic. He uses information from the article “Evolution of Digital Cameras” to explain that “light sensitive lenses and sensors record the image in a digital camera and reproduce it using the pixels, or tiny dots, on a digital screen” (par. 7).

Is the writer's informative paper logical, well-organized, and easy to understand? Why or why not?

💬 Student responses may include:

- The writer organizes his subtopics chronologically, which makes the model well-organized and easy to understand.
- Both paragraph 2 and paragraph 3 discuss the camera obscura, but this is logical, because paragraph 2 first explains how the camera obscura works and paragraph 3 follows with a discussion of how the use of the camera obscura changed over time.
- In each of the body paragraphs, the writer gives details and evidence that support the subtopic of that paragraph, which makes the paper well-organized and easy to understand. For example, in paragraph 2, the writer describes how the camera obscura works, which explains how “some of the first drawings were aided by some version of photography.”

① **Differentiation Consideration:** If necessary, inform students that *coherence* means the “quality of being logical, well-organized, and easy to understand.”

- ▶ Students write the definition of *coherence* in the appropriate section of their vocabulary journals.

In writing, what does *style* mean? Is the writer’s *style* in the model formal or informal? Use textual evidence to support your answer.

☞ Student responses should include:

- *Style* is the way a writer expresses the content he or she is trying to communicate. *Style* refers to the type of language (e.g., formal or informal) a writer uses.

☞ Student responses may include:

- The writer’s style is formal, because he does not use conversational words. Instead, in some places, the writer uses vocabulary and phrasing that seem more academic and less like talking to a friend. Examples include the words “encountering,” “therefore” (par. 1), “however,” “were aided” (par. 2), “serious attempts” (par. 3), and “rather than” (par. 7).
- The writer’s style is formal. He is communicating information about photography without giving his opinion. He does not make the essay personal. For example, when he explains the importance of photography, he does not write, “I think.” Instead he writes, “his invention stands as one of the most important advancements of the modern age” (par. 8).
- The writer’s style is formal, because he does not use contractions or the first person.

① **Differentiation Consideration:** If students struggle, provide students with the following definitions: *style* is how the writer expresses content, *formal* means “suitable for serious or official speech or writing,” and *informal* means “relaxed in tone; not suitable for serious or official speech or writing.”

- ▶ Students write the definitions of *style*, *formal*, and *informal* in the appropriate section of their vocabulary journals.

Lead a brief whole-class discussion of student responses.

Activity 4: Components of Effective Informative Writing

20%

① The following activity addresses the expectations of W.9-10.2.

Remind students that the purpose of writing an informative paper is to provide readers with a greater comprehension of a concept by conveying information accurately.

Instruct students to Think, Pair, Share on the following question:

When crafting an informative paper, why is knowledge of the audience important?

💬 Student responses may include:

- It helps the writer ensure that that he or she explains the topic enough to provide context for the rest of the informative paper.
- The writer can make a claim and develop subtopics that are most interesting or meaningful to that audience.
- The writer can determine what evidence and details to use in order to ensure that the audience gains a deeper understanding of a concept
- The writer can use the most appropriate vocabulary and writing style for that audience.

Explain that in order to effectively increase readers' knowledge of a subject and convey information accurately, the writer must understand who the audience is. Knowing the audience allows the writer to adapt content and language to be the most appropriate for the particular audience.

Instruct students to Turn-and-Talk about the following question:

Who might be the writer's audience in "A Brief History of Photography"?

💬 Student responses may include:

- Because the writer explains each significant point in the history of photograph in detail, the audience might be a person or people who do not know anything about who was involved in the development of contemporary photography, or the timeline for photography's evolution.
- Because the writer explains terms like *photography* and *camera obscura*, it seems unlikely that his audience would include any experts like photographers or historians.

Explain to students that different audiences have different knowledge levels about particular topics.

Instruct students to Turn-and-Talk about the following question:

Using evidence from the model, explain what the writer may have anticipated about his audience’s knowledge level of the topic.

💬 Student responses may include:

- In his introduction, the writer gives examples of instances in which people see photographs every day, which suggests that the writer anticipated that his audience is familiar with photography and understands that photography is a part of everyday life.
- In his introduction, the writer says, “photography is a relatively recent invention, even though humans have understood its basic elements for a long time” (par. 1). This statement suggests that the writer anticipated that his audience might not already know two facts about photography: photography is relatively new, even though it is now a part of everyday life; and despite how recently photography was invented, people understood the elements that make up photography before it was invented.
- In paragraph 2, the writer explains what a camera obscura is and how it works, which suggests that the writer anticipated that his audience was not familiar with the idea of a camera obscura.
- In paragraph 7, the writer briefly describes the difference between film photography and digital photography by explaining, “Instead of light sensitive chemicals, light sensitive lenses and sensors record the image in a digital camera and reproduce it using the pixels, or tiny dots, on a digital screen.” This explanation suggests that the writer anticipated that his audience does not understand how digital photography works or maybe that his audience does not understand the role light plays in digital photography.

Lead a brief whole-class discussion of student responses. Explain to students that effective writers always take their audience’s knowledge levels into account when they construct informative papers.

① Students will learn more about how to take their audience’s knowledge level into account when revising their informative papers in Lesson B.

Activity 5: Group Assessment: Informative Writing Checklist

10%

① The following activity addresses the expectations of W.9-10.2.

Instruct students to form the same pairs or small groups they established for the group assessment in Lesson 1. Explain that the assessment for this lesson requires students to continue collaborating with the pairs or groups from the previous lesson to brainstorm, discuss, and decide on items that they believe should be included on the class’s Informative Writing Checklist. Each pair or group adds their items to the existing list on a piece of chart paper. Instruct students to use this lesson’s discussions about the informative writing model and the components of effective informative writing to inform their

brainstorming. Explain that at the end of this activity, the whole class will discuss each other's checklists to come to a consensus on which items should be included on the class's Informative Writing Checklist.

- ▶ Students work in pairs or small groups to brainstorm, discuss, and decide on items appropriate for the class's Informative Writing Checklist. Each student records an item on the chart paper.

💬 Student responses may include:

- Adapt content and language to my specific audience?

① If individual accountability is desired, consider having each student use a different colored marker when adding an item to the group's chart paper.

Activity 6: Class Discussion of Informative Writing Checklist

15%

① The following activity addresses the expectations of W.9-10.2.

Distribute a copy of the Informative Writing Checklist Template to each student. Inform students that for the remainder of the unit, everyone in the class will use one uniform Informative Writing Checklist composed of the suggestions from each pair or group. Explain that the checklist has rows for students to add each item after the class has decided together what will go on the checklist. The first rows of each section of the checklist are the categories and refer to the different types of items that students add to the checklist. Students write the item below the appropriate category, "Does my response ..." In the second and third columns, there are checkboxes for students to mark whether or not the item was met.

- ▶ Students examine the Informative Writing Checklist Template.

Instruct students to examine the categories on the checklist. Ask students to Turn-and-Talk to discuss what they think each category requires students to demonstrate.

💬 Student responses may include:

- "Command of Evidence" means that students must demonstrate that they have the ability to use facts, events, and ideas to support their claims and develop their topics and subtopics.
- "Coherence, Organization, and Style" means that students must demonstrate that they have the ability to link ideas, arrange ideas logically, and express ideas in a certain way.
- "Control of Conventions" means that students must demonstrate that they know proper English grammar, usage, capitalization, punctuation, and spelling.

① **Differentiation Consideration:** If necessary, provide the following definitions. Remind students that they learned the meanings of *coherence* and *style* during the Reading and Discussion activity in this lesson and the meaning of *evidence* in the previous lesson.

- *Organization* means being arranged or planned in a particular way.
 - *Conventions* include grammar, usage, capitalization, punctuation, and spelling.
 - ▶ Students write the definitions of *organization* and *conventions* in the appropriate section of their vocabulary journals.
-

Instruct each pair or group in turn to share what they think their most important items for the checklist are and in which category each item belongs. Each pair or group should try to avoid repeating items that another pair or group has already offered for the class's list, though students may offer suggestions to improve the wording of an existing item as well.

Lead a whole-class discussion and guide students toward a consensus on which items students want to add to the class's Informative Writing Checklist.

- ① **Differentiation Consideration:** If students struggle to determine the appropriate category for each of their suggested checklist items, consider explaining which items should be added to which category.

Record the items in a way that allows all students to read and copy the checklist on to their own templates. Explain to students that they will use columns 2 and 3 (the checkbox columns) when they are drafting, revising, and finalizing their drafts in Lessons 8–12.

- ▶ In turn, student pairs or groups offer suggestions for which items should be added to the class's Informative Writing Checklist and in which category. As the class builds the checklist together, students copy the checklist items onto their own Informative Writing Checklist Templates.
- ① If necessary, remind students to focus the discussion on what they have learned in this lesson and the previous lesson. Students will have the opportunity to add items in future lessons.
- ① Consider displaying an up-to-date copy of the Informative Writing Checklist in every class.

Activity 7: Closing

5%

Display and distribute the homework assignment. For homework, instruct students to respond briefly in writing to the following question:

What might have been the prompt for the informative writing model “A Brief History of Photography”? Give three reasons to support your answer.

Also, instruct students to use online resources to conduct a brief search into the Great Depression. Instruct students to record three facts they learned about the Great Depression.

- Students follow along.

Homework

Respond briefly in writing to the following question:

What might have been the prompt for the informative writing model “A Brief History of Photography”? Give three reasons to support your answer.

Also, use online resources to conduct a brief search into the Great Depression. Record three facts you learned about the Great Depression.

Informative Writing Checklist Template

Name:		Class:		Date:	
--------------	--	---------------	--	--------------	--

Directions: Use this template to record the checklist items that convey the components of an effective informative paper established as a class.

Command of Evidence Does my response...	Drafting ✓	Finalization ✓
	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>

Coherence, Organization, and Style Does my response...	Drafting ✓	Finalization ✓
	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>

	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>

Control of Conventions Does my response...	Drafting ✓	Finalization ✓
	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>

Model Informative Writing Checklist

Name:		Class:		Date:	
--------------	--	---------------	--	--------------	--

Directions: Use this template to record the checklist items that convey the components of an effective informative paper established as a class.

Command of Evidence Does my response...	Drafting ✓	Finalization ✓
Use relevant and sufficient evidence to develop my subtopics?*	<input type="checkbox"/>	<input type="checkbox"/>

Coherence, Organization, and Style Does my response...	Drafting ✓	Finalization ✓
Clearly introduce a topic?*	<input type="checkbox"/>	<input type="checkbox"/>
Develop a precise claim about the topic?*	<input type="checkbox"/>	<input type="checkbox"/>
Include subtopics that develop the topic and support the claim?*	<input type="checkbox"/>	<input type="checkbox"/>
Adapt content and language to my specific audience?*	<input type="checkbox"/>	<input type="checkbox"/>

Control of Conventions Does my response...	Drafting ✓	Finalization ✓
	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>

*Asterisks indicate new items added in this lesson.