

# WR.2 INFORMATIVE

## Lesson 9 Drafting: Introduction

### Introduction

In this lesson, students learn to craft an introduction that introduces the topic and begins to organize information within their informative paper. Students begin by examining the introductions of the two informative writing models in Lessons 1 and 2 and discussing the components that make these introductions effective. Then, students work individually to draft introductions for their own informative papers. Student learning is self-assessed via annotations to their drafts corresponding to the applicable items on the Informative Writing Checklist.

For homework, students review and revise their introductions, focusing on how effectively they engage the reader's attention and establish their topic and claim. Students attempt 2–3 different ways of opening their papers and prepare to share their attempts with peers.

### Standards

Assessed Standard(s)	
W.9-10.2.a	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.  a. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
W.9-10.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
Addressed Standard(s)	
W.9-10.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

## Assessment

Assessment(s)
Student learning is self-assessed via annotations to their drafts corresponding to the applicable items on the Informative Writing Checklist.
High Performance Response(s)
<p>A High Performance Response should:</p> <ul style="list-style-type: none"> <li>Engage the reader’s attention (e.g., The 1920s in America were prosperous times. But starting in 1929 and lasting over a ten-year period, the Great Depression affected all Americans, rich and poor alike.).</li> <li>Introduce the topic and claim of the informative paper (e.g., Although the American economy had overcome economic depressions in the past, this time Americans’ lives changed forever. With widespread and long-lasting effects, the Great Depression ruined Americans’ livelihoods, yet it also drove them to be resourceful and use government assistance to survive.).</li> </ul> <p>① The above responses are taken from the introduction of the model informative paper in Lesson 10. This model is a complete response to the WR.2 informative writing prompt. Consult the model informative paper for context for this introduction.</p>

## Lesson Agenda/Overview

Student-Facing Agenda	% of Lesson
<b>Standards &amp; Texts:</b> <ul style="list-style-type: none"> <li>Standards: W.9-10.2.a, W.9-10.5, W.9-10.6</li> <li>Texts: “Cave Painting” and “A Brief History of Photography” (informative writing models)</li> </ul>	
<b>Learning Sequence:</b> <ol style="list-style-type: none"> <li>Introduction of Lesson Agenda</li> <li>Homework Accountability</li> <li>Writing Instruction: Effective Introductions</li> <li>Drafting an Introduction</li> <li>Closing</li> </ol>	<ol style="list-style-type: none"> <li>5%</li> <li>15%</li> <li>25%</li> <li>50%</li> <li>5%</li> </ol>

## Materials

- Student copies of the informative writing models “Cave Painting” and “A Brief History of Photography” (refer to WR.2 Lessons 1 and 2)
- Student copies of the up-to-date Informative Writing Checklist (refer to WR.2 Lesson 8 Model Informative Writing Checklist)

## 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.
	<b>Bold text indicates questions for the teacher to ask students.</b>
	<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 learn how to draft an effective introduction for their informative papers, focusing on engaging the reader’s attention, introducing their topic, and establishing their claim. Students first examine the introductory paragraphs of the two informative writing models from Lessons 1 and 2 in order to broaden their understanding of how to provide an effective introduction. Then students draft their own introductions for their informative papers.

- Students look at the agenda.

### Activity 2: Homework Accountability

15%

Instruct students to take out their responses to the previous lesson’s homework assignment. (Continue drafting your body paragraphs, focusing on including relevant subtopics as well as providing evidence that develops your subtopics and supports your claim.)

Instruct students to form pairs or small groups to briefly look over the paragraphs they drafted for homework. Instruct students to share an example of how their body paragraphs work together to develop their topic.

💬 Student responses may include:

- The subtopic introduced in this paragraph presents a specific part of the larger informative topic by providing facts about the immediate effects of the Great Depression.
- The evidence in this paragraph develops the overall topic and the specific subtopic of the paragraph.

Ask for a student volunteer to share a paragraph with the class. Lead a brief whole-class discussion about what makes the paragraph effective and how it might be improved.

### Activity 3: Writing Instruction: Effective Introductions

**25%**

Post or project the following paragraphs from the informative writing models in Lessons 1 and 2. Instruct students to take out their copies of these informative writing models for this activity.

“Cave Painting,” paragraph 1:

The oldest surviving works of art in the world are not found in a museum or even the private collection of a wealthy art dealer. Instead, some of the most important art in human history is on the stone walls of hundreds of caves around the world. Abstract figures in deep red and brown colors and mysterious geometric shapes painted by our ancestors cover the walls of prehistoric caves in Europe, Asia, and the Middle East. Cave paintings provide an illuminating look into human history, and scientists have much more to discover about this art form.

“A Brief History of Photography,” paragraph 1:

It is difficult to imagine going through a day without encountering a photograph. Flashing on phones and computer screens, hanging on walls, featured in magazines and advertisements, and decorating many of the items for sale in stores, photographs are everywhere. On social media people use photographs to track what their friends are up to and share what they are doing. Yet photography is a relatively recent invention, even though humans have understood its basic elements for a long time. The word “photograph” comes from two Greek words: *photos* (“light”) and *graph* (“to draw”) (Gernsheim). The story of photography’s invention, therefore, is a story of humans discovering how to use light to draw and preserve images of the world around them.

Instruct students to read these introductory paragraphs and Think, Pair, Share about the following questions:

**How does each paragraph effectively engage the reader’s attention? How does the writer introduce the topic and claim in each paragraph?**

💬 Student responses may include:

- In the first paragraph of “Cave Painting” the writer opens with a mysterious sentence that helps intrigue the reader. By withholding the topic of the paper, the writer allows the reader to guess at the topic, increasing the reader’s engagement with the text. The last sentence in this paragraph clearly explains the topic (cave painting) and the writer’s claim: “cave paintings provide an illuminating look into human history” (par. 1).
- In the first paragraph of “A Brief History of Photography” the writer draws the reader’s attention to how important photography is in people’s daily lives. The writer explains that photos are present in many different parts of people’s lives, which appeals to the reader’s familiarity with the subject. The last sentence of this paragraph clearly introduces the topic of the history of photography and the writer’s claim: “The story of photography’s invention, therefore, is a story of humans discovering how to use light to draw and preserve images of the world around them” (par. 1).

① **Differentiation Consideration:** If students struggle to identify how the writers engage the reader’s attention and introduce the topic and claim, consider asking the following question:

**What purpose does each sentence serve in these introductions?**

💬 Student responses should include:

- The first sentence engages the reader’s attention.
- The middle sentences explain or hint at the topic of the text.
- The last sentence states the claim of the text.

Lead a brief whole-class discussion of student responses. Then explain that there are different methods for creating an interesting introduction, but regardless of approach, an effective introduction not only grabs a reader’s attention but also makes clear the writer’s topic and claim. Writers can frame an introduction by describing a problem, posing a question, or piquing readers’ curiosity with interesting facts associated with the topic. Writers may also use an interesting story found while collecting evidence for their papers to grab readers’ attention.

① **Differentiation Consideration:** Consider transitioning students into pairs or small groups, and have them brainstorm interesting opening sentences to introduce their informative papers. Instruct each student to write a sample first sentence, and then instruct students to engage in a round-robin style discussion wherein each student passes his or her sample to a member of the group. The group then discusses each sample, how interesting or engaging it is and why. Consider leading a whole-class discussion of student responses.

① For homework, students will experiment with different ways of opening their informative papers.

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Instruct students to take out their copies of the Informative Writing Checklist.

① Consider posting or projecting the Informative Writing Checklist.

Instruct students to Think, Pair, Share about the following questions:

**Based on this lesson's writing instruction, what items should the class add to the Informative Writing Checklist? In which categories do these items belong and why?**

💬 Student responses will vary but should include points that address the following:

- Have an introduction that engages the reader's attention and interest? This item belongs in the Coherence, Organization, and Style category, because an interesting introduction is an aspect of a writer's style.

① Students likely added the items "Clearly introduce a topic?" and "Develop a precise claim about the topic?" to the Coherence, Organization, and Style category of the Informative Writing Checklist in Lesson 2.

Lead a brief whole-class discussion of student responses. Guide students to a consensus on what items the class will add to the Informative Writing Checklist and in which category each item belongs. Instruct students to add the new items in the appropriate categories to their copies of the Informative Writing Checklist.

- ▶ Students add new items in the appropriate categories to their copies of the Informative Writing Checklist.

① Consider adding the new items in the appropriate categories to the displayed copy of the Informative Writing Checklist.

## Activity 4: Drafting an Introduction

50%

Explain that in this activity, students draft an introduction for their papers, paying specific attention to engaging the reader's attention and establishing their topic and claim. Explain to students that they should focus on presenting a clear overview of the topic in this initial paragraph. Students should reference their annotated articles, notes, prewrites, Subtopics and Evidence charts, and outlines while drafting the introduction.

Inform students that they will self-assess the drafts of their introductions via annotations to their drafts corresponding to the applicable items on the Informative Writing Checklist.

Instruct students to take out and read their copies of the Informative Writing Checklist. Instruct students to Think, Pair, Share about the following question:

**Which checklist items are applicable to drafting an introduction?**

● Student responses should include:

- Have an introduction that engages the reader’s attention and interest?
- Clearly introduce a topic?
- Develop a precise claim about the topic?
- Adapt content and language to my specific audience?

Lead a brief whole-class discussion of student responses.

Explain to students that this is a first draft, and while they should focus on the conventions established for an effective introduction, they will edit and refine their writing in later lessons.

Transition to individual drafting.

- ▶ Students independently draft an introduction for their paper.

● See the High Performance Response at the beginning of this lesson.

① **Differentiation Consideration:** If students need additional support, consider allowing them to draft with each other or as a class to ensure that they understand how to effectively write an introduction.

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After students finish drafting, instruct students to annotate their drafts for elements of the Informative Writing Checklist that appear in their introductions. Inform students that their annotations serve as the self-assessment of their draft’s alignment to the Informative Writing Checklist.

- ▶ Students annotate their drafts for elements of the Informative Writing Checklist that are applicable to their introductions.

① Student learning is self-assessed via annotations to their drafts. In order to ensure that students can continue to work effectively on their papers, the draft introduction should not be collected unless teachers need to assess students’ abilities to write an introduction and students are unable to use the online writing community.

## Activity 5: Closing

5%

Display and distribute the homework assignment. For homework, instruct students to review and revise their introductions, paying close attention to how effectively they engage the reader’s attention and establish their topic and claim. Instruct students to attempt 2–3 different ways of opening their papers and prepare to share their attempts with peers.

- ▶ Students follow along.

- ① If an online writing community has been established for the class, instruct students to post their revised introductions for sharing with peers and/or assessment. Remind peer reviewers to consider how effectively their peers have engaged the reader’s attention and established the topic and claim. (Students’ use of the online writing community addresses the expectations of W.9-10.6.)

## Homework

Review and revise your introduction, paying close attention to how effectively you engage the reader’s attention and establish your topic and claim. Attempt 2–3 different ways of opening your paper and prepare to share your attempts with peers.



## Model Informative Writing Checklist

<b>Name:</b>		<b>Class:</b>		<b>Date:</b>	
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**Directions:** Use this template to record the checklist items that convey the components of an effective informative paper established as a class.

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

<b>Coherence, Organization, and Style</b> <b>Does my response...</b>	<b>Drafting</b>	<b>Finalization</b>
	✓	✓
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"/>
Clearly state each subtopic?	<input type="checkbox"/>	<input type="checkbox"/>
Have an introduction that engages the reader's attention and interest?*	<input type="checkbox"/>	<input type="checkbox"/>

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

\*Asterisks indicate new items added in this lesson.