Georgia Performance Standards Framework for ELA Unit 3 – 5th Grade

Grade: 5
Topic: Unit 3 Writing Techniques-Writing a Good Introduction
Instructional unit: “Communicating about Our World through Informational Writing”
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The task: Students will develop strategies to improve their writing skills. The focus of this task is to develop good introductory paragraphs and to include transitional words in order to enhance the flow of their writing.

Teacher will begin the instruction by asking questions to determine the students’ understanding of what is meant by the phrase “catching and maintaining the reader’s interest.” (Any misunderstanding or errors in students’ thinking will be addressed at this time.) As students come to an accurate consensus, they will brainstorm ideas about how a writer can “catch the reader’s attention.” These ideas will be recorded by the teacher on the board or chart paper.

Students will then view the PowerPoint presentation available at: http://jc-schools.net/write/hook_files/frame.htm
(The slide show button is at the bottom left corner of the initial slide.)
As the teacher progresses through the presentation, he/she should allow students to offer ideas/thoughts about how they could use the various “hooks” described. The discussion should also include how this technique can be used to improve all genres of writing. (The focus for this task will be informational writing, but it can also be used for other genres of writing as well.)

Working in small groups, students should be given time to discuss briefly the information provided. Further clarification and examples should be provided by the teacher, if necessary.

Students will choose a writing sample from their portfolio and revise it in order to provide a better introduction. The students will then work with a partner to exchange their papers. Each student will read both of his or her partner’s work and will write a brief commentary to tell which work had a more effective introduction and why it captured the reader’s attention better than the other. The commentary should be attached to both writing efforts.

Differentiated Instruction:
- None needed

Modifications/Accommodations:
- Teacher will post a list of transitional words for students to use as a guide.

Focus Standard:
**ELA5W2** The student demonstrates competence in a variety of genres.
The student produces informational writing (e.g., report, procedures, correspondence) that:
a. Engages the reader by establishing a context, creating a speaker’s voice, and otherwise developing reader interest.
i. Lifts the level of language using appropriate strategies including word choice.

Georgia Department of Education
Kathy Cox, State Superintendent of Schools
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**ELA5W4** The student consistently uses a writing process to develop, revise, and evaluate writing. The student
a. Plans and drafts independently and resourcefully.
b. Revises manuscripts to improve the meaning and focus of writing by adding, deleting, consolidating, clarifying, and rearranging words and sentences.
c. Edits to correct errors in spelling, punctuation, etc.

**Circumstances of the assignment/Notes to the Teachers:**
The teacher will need access to the Internet for the PowerPoint presentation. If Internet access is not available in the classroom, the teacher can download the presentation. The PowerPoint should have the ability to be viewed by the students as a group. If this is not possible, the teacher may arrange to have small groups view the presentation as a center.

*Writing Whizardry*, by Mary Schrecengost (pages 31, 32, 106) is a teacher resource with additional instructional strategies for this skill.