

**Informational Prompt Practice- Teacher Model Lesson
Fifth Grade**

Essential Learnings of the Unit: Standard:	Objective/Daily Question/Learning Target:
<ul style="list-style-type: none"> • How do I respond clearly to an informational writing prompt? 	<ul style="list-style-type: none"> • I can find the key words in a prompt. • I can tell what the prompt is asking me to write about. • I can respond to a prompt while staying on topic. • I can use facts and details from the passage when responding to a prompt.
Formative Assessment Evidence:	
<ul style="list-style-type: none"> • Quick Share • Thumbs up/down • Quick Writes 	
Lesson 1: I Do (Model/All teacher)	
<u>Checking for Understanding throughout the “I Do”</u>	
<p>How will we explain the strategy/skill?</p> <ul style="list-style-type: none"> • Explain to students that sometimes they will be asked to write without much time for research and preparations. Sometimes they will not be able to spend several weeks going through the writing process, but will need to complete the writing process in one sitting. • Review the writing process. 	
<p>How will we provide a model of the strategy or skill for the students?</p> <ul style="list-style-type: none"> • Using the prompt “Earthquakes”, the teacher will model breaking down the prompt, underlining key words, understanding the task, and responding to the task by writing clearly. 	
<p>How will I/we show our thinking in action?</p> <ul style="list-style-type: none"> • Teacher will model using think aloud strategy. She will walk the students through each step of unpacking, and responding by modeling exactly what is expected from writing clearly, staying on topic, opening, closing, using transition words, and completing a nonnegotiable check. 	
<p>What will be the key points of our think aloud?</p> <ul style="list-style-type: none"> • Read aloud prompt • Think about key words • Think about what the prompt is asking me to do • Think about what the prompt is asking me to include • Brainstorming a topic • Brainstorming facts • Brainstorming specific information needed based on prompt • Drafting a response • Drafting opening • Using temporal words • Drafting closing • Nonnegotiable checklist • Prompt Response Assessment (think through self-assessment of meeting the requirements of the prompt) 	
*Passages used in prompt are from readworks.org	

Example Item 1

DOK Level: 4

English Language Arts (ELA) Grade 5 Content Domain: Writing and Language

In this section, you will read two different passages about earthquakes and the chaos they cause. Then you will write an informational essay detailing the effects earthquakes have on Earth and its people.

Before you begin planning and writing, read the two texts:

1. "Earth Science: Earthquakes"
2. "Earthquakes: Tremors from Below"

As you read the texts, think about what details from each you might use in your informational essay.

Earth Science: Earthquakes

One summer I was in Las Vegas with my family. Our hotel room was on one of the top floors of a high-rise building. There was a morning of that vacation I will never forget. We woke up around 6 A.M. The building was shaking and swaying back and forth like a pendulum. It was an **earthquake**.¹

Las Vegas is in the western state of Nevada, which is right next to California. The **epicenter**² was actually in California, but we still felt it over 100 miles away.

Earthquakes occur when plates in the Earth's crust rub together. This **friction**³ causes the surface to shift back and forth. It also makes huge cracks in the ground, sometimes miles long and several feet deep.

Luckily, that summer in Las Vegas, my family got out of the building safely. I was never so scared in all my life. Others in history have not been so **fortunate**.⁴ On Jan. 17, 1995, an earthquake struck in Kobe, Japan, causing over 6,000 deaths. In 1906, a huge earthquake hit San Francisco, killing over 3,000 people and destroying over 25,000 buildings.

¹ **earthquake** – a sudden, violent shaking of the ground

² **epicenter** - the middle of the earthquake

³ **friction** – rubbing one object or surface against another

⁴ **fortunate** – lucky

Earthquakes: Tremors from Below –

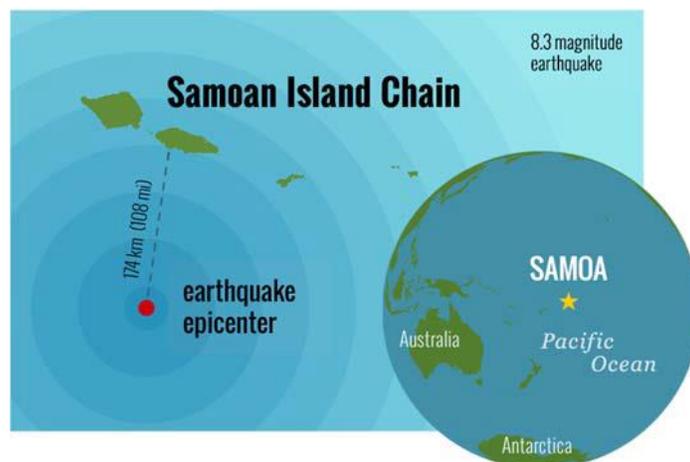
A Tsunami in the Pacific

This text is provided courtesy of OLogy, the American Museum of Natural History's website for kids.

Earthquakes are happening all the time. Most are so small that people don't even feel them. But some can be very powerful. If they occur near towns and cities, they can make buildings and bridges sway or even collapse.

Earthquakes can also occur along the seafloor and cause it to move. And if the quake is powerful enough, it can trigger waves that travel across the ocean. These waves grow taller as they approach land, becoming a tsunami. Tsunamis can have devastating effects on people.

A Tsunami Sweeps the South Pacific



On the morning of September 29, 2009, a strong undersea earthquake occurred near the Samoan island chain in the South Pacific. It happened as children were getting ready for school and adults were dressing for work.

“The ground shook from side to side and then swayed as if one was sitting on a boat on the water.”

- TSUNAMI SURVIVOR, recalling the earthquake before the wave

When the shaking stopped, people noticed the sea was rough and bubbly. Then it drained rapidly away from the shore. Within minutes, a tsunami swept over the islands. In some places, its height reached around 40 feet (12 meters). The earthquake had triggered the tsunami.

Coming Together

The people of Samoa helped each other rebuild homes and lives. They also held ceremonies to strengthen the connections within their community.

One ritual is for the leaders to pass a cup of the ceremonial drink called *áva*. The daughter of a high chief prepares *áva* by mixing pepper roots in a wooden bowl. During the ceremony, *áva* is passed around the group in a communal cup. Before drinking, each person pours a few drops on the ground, returning the *áva* to the earth.

WRITING TASK

Earthquakes can be small shakes that do not cause any damage, but they can also be devastating events that shake lives apart. Think about the ideas in the two passages. Then, write an informational piece about the effects of earthquakes on Earth and its people. Be sure to use information from BOTH passages as you write a piece that informs or explains. Write your answer on the lines provided.

Before you write, be sure to:

- Think about ideas, facts, definitions, details, and other information and examples you want to use.
- Think about how you will introduce your topic and what the main topic will be for each paragraph.
- Develop your ideas clearly and use your own words, except when quoting directly from the passages.
- Be sure to identify the passages by title or number when using details or facts directly from the passages.
- You may use scratch paper if needed.

Now, write your informational piece. Be sure to:

- Introduce the topic clearly.
- Use information from the two passages so that your piece includes important details.
- Develop the topic in a clear order, with facts, definitions, and details related to the topic.
- Use linking words to connect ideas.
- Use clear language and vocabulary.
- Have a strong conclusion.
- Check your work for correct usage, grammar, spelling, capitalization, and punctuation.