

Introduction to  
**INFORMATIVE &  
EXPLANATORY  
WRITING**  
Grades 7-10

28 slide Editable PowerPoint,  
Classroom Activities,  
Informative Essay with Rubric.





# THE DARING ENGLISH TEACHER

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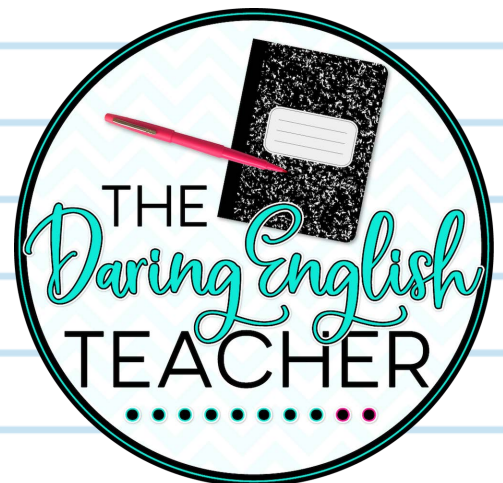
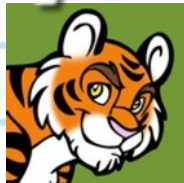
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# INTRODUCTION TO INFORMATIVE & EXPLANATORY WRITING

## TABLE OF CONTENTS

<b>Page #</b>	<b>Content</b>
2.	Terms of Use
3.	Table of Contents
4.	Letter to Teacher
5.	Standards-Based-Outline
6.	Informative Essay Writing Sketch Notes
7.	Informative Essay Assignment Sheet (Hero Prompt)
8.	Informative Essay Assignment Sheet (Blank Prompt)
9.	Explanatory Essay Assignment Sheet (Blank Prompt)
10.	Brainstorming Outline
11.	Hero Brainstorming Sheet
12.	Cause and Effect Essay Organizer
13.	Sequencing Essay Organizer
14.	Compare and Contrast Essay Organizer
15.	Informative Essay Outline
16.	Informative Essay Peer Editing Form
17.	Informative Essay Grading Rubric (with points values)
18.	Informative Essay Grading Rubric (blank points values)

# Introduction to Informative Writing

Hello, and thank you for purchasing this Introduction to Informative Writing Mini-Unit. I created this PowerPoint and lesson for my ninth grade students, but this unit can easily be adapted for grades 7-10.

Roughly, this mini-unit will take 10 days depending on how much support your students need when writing. On page 5 of this document, you will see a detailed 10-day unit outline that includes corresponding standards.

The 28 slide PowerPoint presentation is not meant to be taught in one sitting. There is a lot of information in the presentation, and students will need time to digest all of its contents. I also encourage you to have students complete the sketch notes handout on page 6 of this document as you teach the slides.

Sincerely,  
The Daring English Teacher  
TheDaringEnglishTeacher@gmail.com

# Informative Writing Mini-Unit

## Standards Based Unit Outline

Day	Lesson	Standard
1	<p><b>Teach slides 1-17.</b> Give students time to process the information and take notes. Students can use the sketch notes organizer on page 6 of this document to take notes.</p> <p><b>OPTION: Assign</b> and introduce an essay on day 1. There are some options. There is the informational essay with the hero prompt, and then there is also a blank informative and a blank explanatory essay assignment sheet.</p>	W.(7-12).2
2	<p><b>Assign students the informational essay.</b> One option includes having the students turn in a typed final draft and the other option does not require students to type their work.</p> <p><b>Review slides 1-17.</b> Encourage students to participate in the review by providing information in their own words.</p> <p><b>Teach slide 18-28.</b> Begin the writing process with your students.</p> <p><b>In-class, assign one of the brainstorming</b> organizers that best suits your essay prompt.</p>	W.(7-12).2
3-4	<p>Spend some time on the brainstorming aspect of the essay. Provide students with enough time to flush out their ideas.</p> <p>I recommend teachers have students complete an outline of their essay before moving on to the drafting portion. You can use either page 10 or page 15 of this document for the essay outline.</p>	W.(7-12).2
4-6	Have students draft their essays.	W.(7-12).2
7	Peer review	W.(7-12).2
7-8	Revise essays	W.(7-12).2 W.(7-12).4 W.(7-12).5 L.(7-12).2
9-10	Type final drafts. I left extra space on the essay assignment sheets so that students could write in your specific turn in instructions.	W.(7-12).2

**PLEASE NOTE:** This is a suggested outline based on 60 minute classes. You know your classes best.

# INFORMATIVE ESSAY WRITING

*Sketch Notes*

WHAT IS **INFORMATIVE WRITING**?

THE WRITING **PROCESS**

1.

2.

3.

4.

5.

*Transitions:* LIST TRANSITIONS HERE

INFORMATIVE WRITING **VS.** ARGUMENT WRITING

|

INFORMATIVE WRITING **VS.** NARRATIVE WRITING

|

# WRITING AN INFORMATIVE ESSAY ASSIGNMENT SHEET

**DIRECTIONS:** Write an informative essay that informs your audience about a topic. Make sure you provide sufficient evidence to inform your audience.

## ESSAY PROMPT

Everyone has a hero. A hero can be someone you know personally, or a hero can be someone who you don't know, but look up to (a historical figure, a political figure, a celebrity, or an athlete). Think about why this person is your hero, and in an informative essay, identify and explain three traits that this person has that make him or her a hero.

## IMPORTANT DATES TO REMEMBER

Essay Brainstorming Due: \_\_\_\_\_

Essay Outline Due: \_\_\_\_\_

Essay Rough Draft Due: \_\_\_\_\_

Essay Final Draft Due: \_\_\_\_\_

Number of sources needed: \_\_\_\_\_ electronic \_\_\_\_\_ print

## BRAINSTORMING SPACE

# WRITING AN INFORMATIVE ESSAY

# ASSIGNMENT SHEET

**DIRECTIONS:** Write an informative essay that informs your audience about a topic. Make sure you provide sufficient evidence to inform your audience.

**INFORMATIVE ESSAY PROMPT**

Write your informative essay prompt in the space provided.

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**IMPORTANT DATES TO REMEMBER**

Essay Brainstorming Due: _____	Essay Outline Due: _____
Essay Rough Draft Due: _____	Essay Final Draft Due: _____

Number of sources needed: \_\_\_\_\_ electronic \_\_\_\_\_ print

**BRAINSTORMING SPACE**



# WRITING AN EXPLANATORY ESSAY

# ASSIGNMENT SHEET

**DIRECTIONS:** Write an explanatory essay that explains a process or concept to your audience. Make sure you provide sufficient evidence to inform your audience.

**EXPLANATORY ESSAY PROMPT**

Write your explanatory essay prompt in the space provided.

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**IMPORTANT DATES TO REMEMBER**

Essay Brainstorming Due: _____	Essay Outline Due: _____
Essay Rough Draft Due: _____	Essay Final Draft Due: _____

Number of sources needed: \_\_\_\_\_ electronic \_\_\_\_\_ print

**BRAINSTORMING SPACE**

# WRITING AN INFORMATIVE ESSAY BRAINSTORMING SHEET

**Directions:** Brainstorm the organization of your essay. What do you want to say? In what order do you want to say it?

## Essay Topic

## Introduction

### 1<sup>st</sup> Body Paragraph

### 2<sup>nd</sup> Body Paragraph

### 3<sup>rd</sup> Body Paragraph

## Conclusion

# WRITING AN INFORMATIVE ESSAY BRAINSTORMING SHEET

**Directions:** After you have brainstormed the information for your essay, it is time to turn those ideas into great topic sentences.

## Trait 1

First Body Paragraph's  
Topic Sentence

First Body Paragraph's  
Supporting Details

## Trait 2

Second Body Paragraph's  
Topic Sentence

Second Body Paragraph's  
Supporting Details

## Trait 3

Third Body Paragraph's  
Topic Sentence

Third Body Paragraph's  
Supporting Details

## Transition Words and Phrases for Topic Sentences

First  
Second  
Third

Another  
Additionally  
Also

Furthermore  
Moreover  
In addition to

First of all  
Secondly  
Finally

To begin with  
For starters,

# WRITING AN INFORMATIVE ESSAY

## CAUSE AND EFFECT

**Directions:** Write your topic in the center of the organizer. Then, come up with two different causes and their effects.

<p><b>CAUSE</b></p>	<p><b>EFFECT</b></p>
<p><b>TOPIC</b></p>	
<p><b>CAUSE</b></p>	<p><b>EFFECT</b></p>

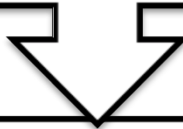
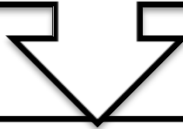
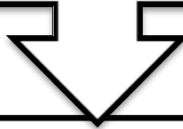
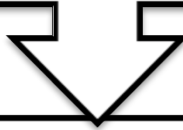
# WRITING AN EXPLANATORY ESSAY

## SEQUENCING ORGANIZER

**Directions:** Follow the sequencing organizer to plan your explanatory essay. Think about the first step and then the final step. From there, complete the organizer with the necessary steps.

**BEGINNING STEP**

FIRST



**END RESULT**

FINALLY

# WRITING AN EXPLANATORY ESSAY

## COMPARE AND CONTRAST

**Directions:** Write the two items you are comparing and contrasting in the top left and top right boxes. Then, compare and contrast how these items are similar and different from one another.

	<b>SIMILARITIES</b>	

# WRITING AN INFORMATIVE ESSAY

## ESSAY OUTLINE

**Directions:** This is a basic outline of what your essay should look like. To complete the outline, fill out your thesis statement and information for your body paragraphs.

### I. Introduction

- a. Hook
- b. Background Information
- c. Thesis

### II. Body Paragraph 1

- a. Topic Sentence
- b. Concrete Detail 1
- c. Explanation
- d. Concrete Detail 2
- e. Explanation
- f. Concrete Detail 3
- g. Explanation

### III. Body Paragraph 2

- a. Topic Sentence
- b. Concrete Detail 1
- c. Explanation
- d. Concrete Detail 2
- e. Explanation
- f. Concrete Detail 3
- g. Explanation

### IV. Body Paragraph 3

- a. Topic Sentence
- b. Concrete Detail 1
- c. Explanation
- d. Concrete Detail 2
- e. Explanation
- f. Concrete Detail 3
- g. Explanation

### V. Conclusion

# INFORMATIVE ESSAY WRITING PEER EDITING FORM

Peer Reviewer Name: \_\_\_\_\_ Essay Topic: \_\_\_\_\_

Essay Thesis: \_\_\_\_\_

	Yes	No	Comment
<b>ORGANIZATION</b>			
Is there a title?			
Are paragraphs used? Is each paragraph indented?			
<b>INTRODUCTION</b>			
Is there an attention getter in the first sentence of the paper?			
Does the author include background information informing the audience about the topic?			
Is there a thesis statement?			
Is the thesis statement the last sentence of the paragraph?			
<b>BODY PARAGRAPHS</b>			
Is there a quotation in every body paragraph?			
Does each body paragraph provide at least two examples that support the topic sentence?			
Is the evidence cited properly? "quote" (#).			
After the quote, is there some sort of explanation of the T.S.?			
<b>CONCLUSION</b>			
Does the writer restate the thesis?			

- Circle the below errors in the paper you are peer editing and make the necessary corrections.**
- Contractions (don't, won't, he's, can't, should've, etc.)
  - Slang (wanna, coulda, gonna, etc.)
  - 1<sup>st</sup> and 2<sup>nd</sup> personal pronouns (I, me, we, you, your, you're)
  - Numbers 1-10 are spelled out and numbers 11 and higher are written as numbers
  - Spelling errors
  - Grammatical errors



INFORMATIVE ESSAY GRADING RUBRIC

Organization	10	8	6	2
	The ideas are arranged logically to support the purpose or argument. They flow smoothly from one to another, and are clearly linked to each other.	The ideas are arranged logically to support the central purpose or argument. They are usually clearly linked to each other.	In general, the writing is arranged logically, although occasionally ideas fail to make sense together.	The writing is not logically organized. Frequently, ideas fail to make sense together.
Grammar and Mechanics	20	16	12	4
	The writing is free or almost free of errors.	There are occasional errors that do not distract from the paper.	The writing has many errors, and they distract the reader.	The errors in the paper prevent the reader from reading.
MLA Format	20	16	12	4
	The paper has no MLA formatting errors. The paper is properly set-up, and the sources are correctly cited.	The paper has minor MLA formatting errors in either the set-up or the citations.	The paper has MLA errors in the set-up and in the citations.	The paper does not follow MLA format at all. There is no works cited page.
Introduction	10	8	6	2
	Includes an excellent hook and an adequate thesis statement that clearly states the topic of the research paper.	Introduction includes a hook and an adequate thesis statement that states the topic of the research paper.	The introduction is missing the thesis, or the thesis is incorrect.	The paper is missing an introduction.
Body Paragraphs/ Ideas	30	24	18	6
	The body paragraphs include exemplary topic sentences, supporting examples, and explanations. The author's ideas are clearly presented and explained.	The body paragraphs include adequate topic sentences, supporting examples, and explanations. The author's ideas are mostly presented and explained.	The body paragraphs include an attempt at topic sentences, supporting examples, and explanations. The author's ideas are partially presented and explained.	The body paragraphs lack topic sentences, supporting examples, and explanations. Little to no research is presented.
Conclusion	10	8	6	2
	Restates the thesis and main ideas and provides a final thought.	The conclusion restates the thesis, but fails to provide a final thought.	The conclusion fails to restate the thesis.	The paper is missing a conclusion.

Comments: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Total Score

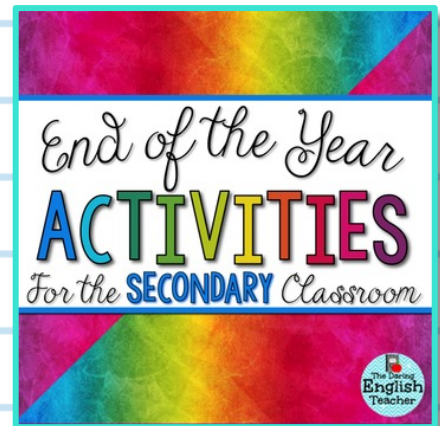
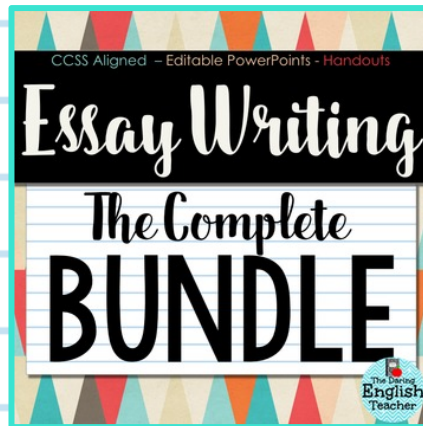
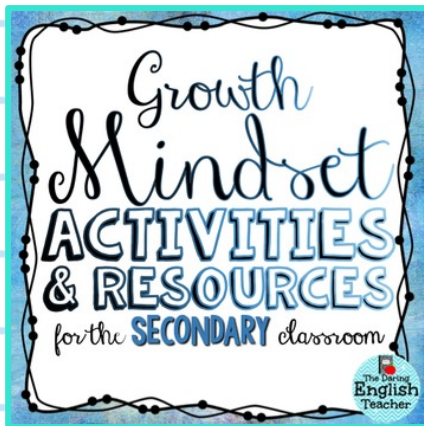
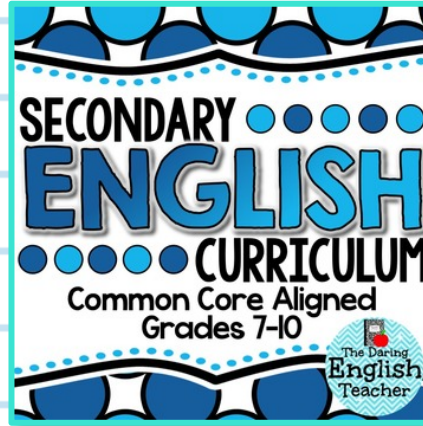
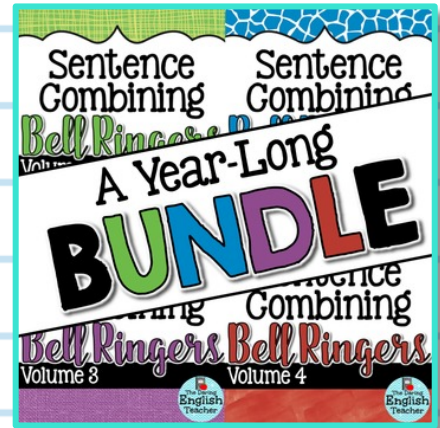
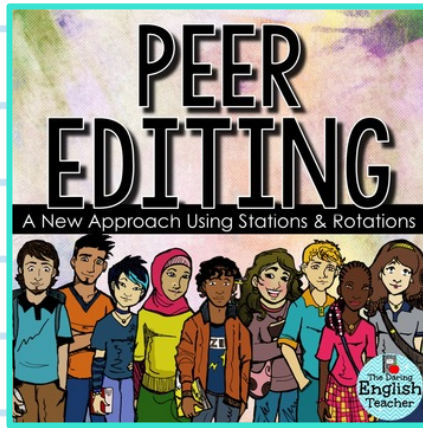
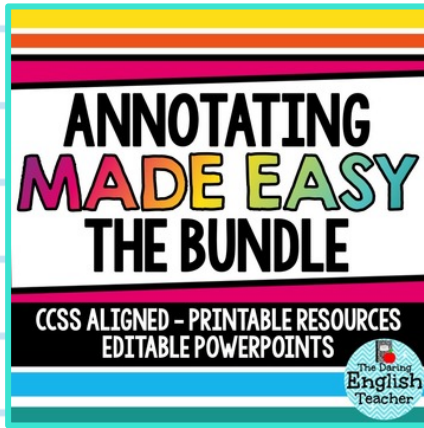
# INFORMATIVE ESSAY GRADING RUBRIC

Organization				
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Conclusion				
	Restates thesis and main ideas; provides a final thought.	Restates the thesis, but fails to provide a final thought.	The conclusion fails to restate the thesis.	The paper is missing a conclusion.

Comments: \_\_\_\_\_

Total Score

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