

Next generation standard for the Informative Writing Unit

**5W2:** Write informative/explanatory texts to explore a topic and convey ideas and information relevant to the subject.

Lesson 3 - Planning your article/choosing an angle

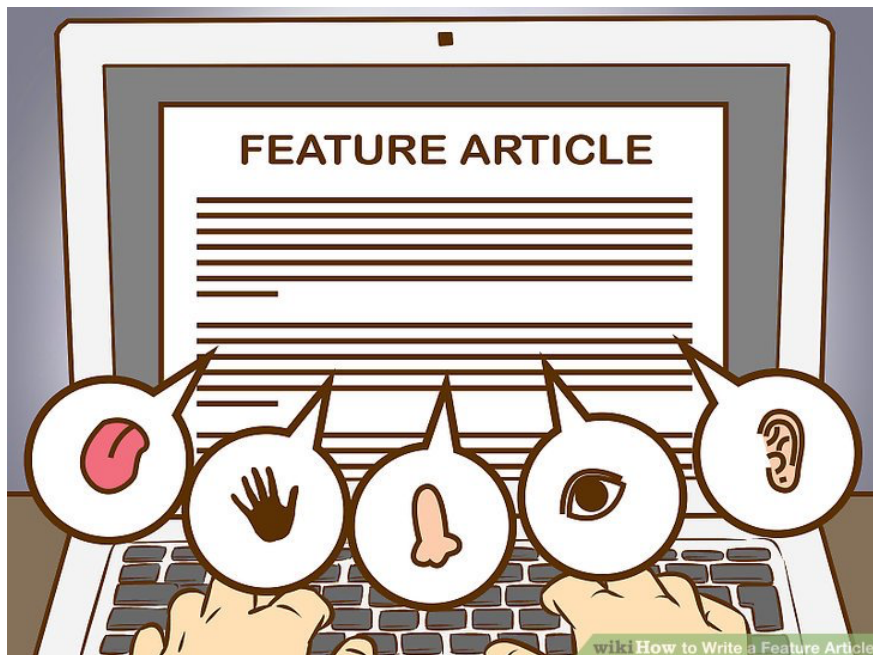
5W2: Write informative/explanatory texts to explore a topic and convey ideas and information relevant to the subject.

**Writing workshop: I can write an engaging and passionate feature by finding an angle/focus of my piece.**

How will my learning be assessed today?

- my ability to decide what I'd like to teach others about my topic
- my ability to divide my topic in different ways

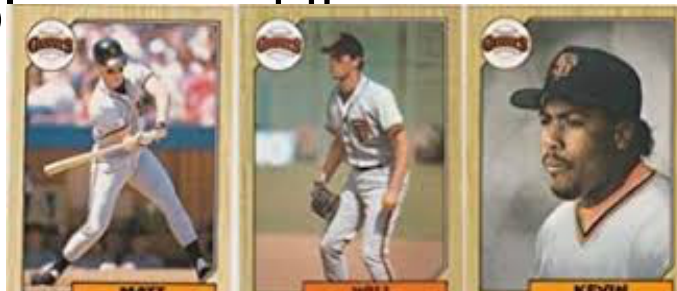
Link: Just like in your memoir where you needed a focus, the same is true with a feature article. Today, we will talk about finding focus or angle in our feature articles.



When I was a sports writer, I loved writing baseball features. But I simply could not write everything about baseball in every story I wrote. Each story needed an angle. I was interested in the issue of athletes as role models. So I interviewed many major leaguers on what it is like to be looked up to by kids and what responsibility they feel they owe the public as role models. Even when I was profiling a certain player, I could not write about every little thing. I might want to profile a rookie player and talk about what it is like for him getting used to life in the big leagues and coping with being in the media spotlight...



I once did a profile on three players for the San Francisco Giants—Kevin Mitchell, Matt Williams and Will Clark. I could not write every little thing about them. So I had to focus on what it was like to be the Pacific Sock Exchange...they were the heart of the batting order...So the story focused on how they complemented each other, what it was like to play with each other and I got comments from opposing teammates on what it is like to pitch or play against them.



Tom Glavine and Pete Smith played together on the Atlanta Braves. They became great friends. So I did a feature on how they actually played against each other when they were in high school.

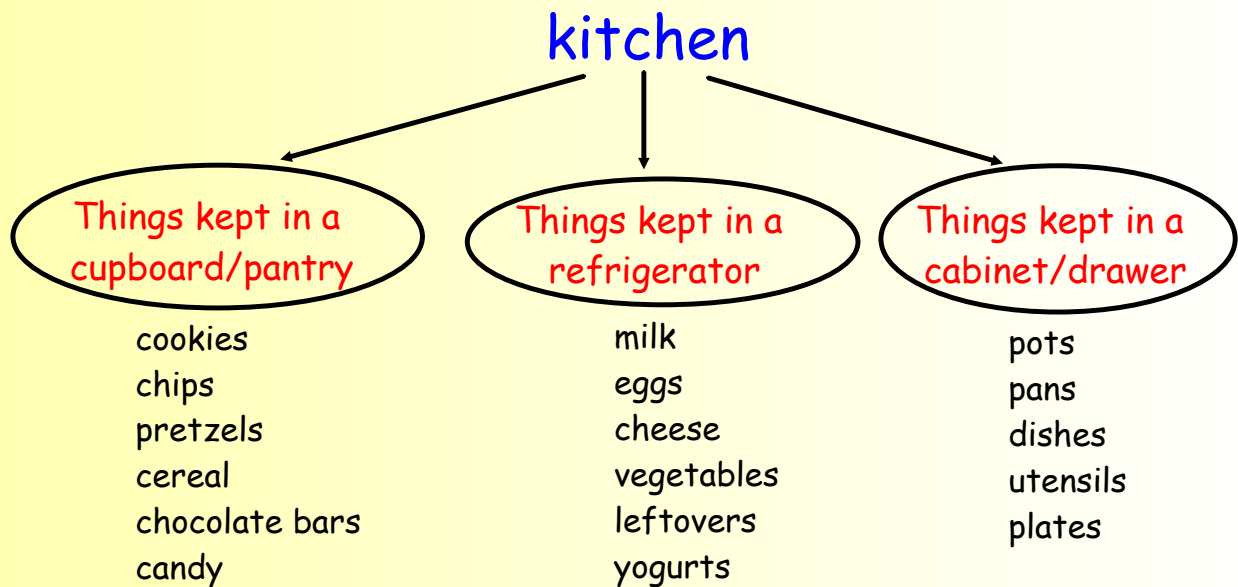


I can plan how my article will be organized by thinking about the different ways my topic can be divided and what I'd like to teach my audience.

## Connection

Let's think about how things might be organized in our homes.

How are things organized in your kitchen?



Items are organized into categories.

I can plan how my article will be organized by thinking about the different ways my topic can be divided and what I'd like to teach my audience.

Model

There are different ways in which topics can be divided.

They can be divided into:

- parts
- kinds
- times



If I were writing about **Central Park**, here are some different ways in which this topic could be divided:

- parts - sections of the park
- kinds - kinds of attractions or kinds of people who visit the park
- times - history of Central Park or Central park in every season



I can plan how my article will be organized by thinking about the different ways my topic can be divided and what I'd like to teach my audience.

Model

Let me take a look at this entry to see if I can organize the information into categories.

What are some categories or "sub-topics" that I've included in my flash draft?



Baseball

Baseball is considered America's pastime. Many people love watching baseball on TV, going to games, and even playing baseball. In baseball, the main players are the catcher, the pitcher, and the runners. Players hit the ball as far as they can and then run around the bases. It sounds easy but it's hard to hit a ball that is coming at you at 100 miles per hour. The game has many complicated features and rules that many people don't realize. Also, believe it or not, equipment can make a big difference in playing the game safely.

The different categories of information that I've included are:



- the different types of players/positions involved
- how the game is played - the rules
- the equipment needed



As I think about my categories, I also have to think about my "angle" - what I want my readers to realize.

I want my readers to realize that baseball is a complicated sport with many rules.

I can plan how my article will be organized by thinking about the different ways my topic can be divided and what I'd like to teach my audience.

## Let's Practice

If we were writing about **driving a car**, how could we divide this topic into categories/sub-topics?

parts -

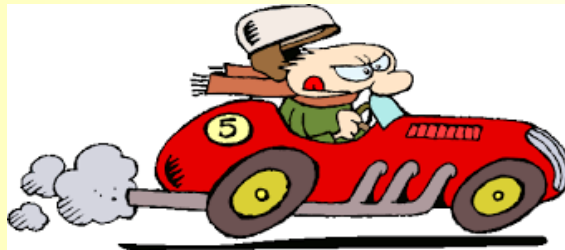
[click to reveal possibilities](#)

kinds -

[click to reveal possibilities](#)

times -

[click to reveal possibilities](#)



What could be my "angle" if I write an article about driving?

Driving is not just about driving a fancy car. You also have to know about how car works and when not to drive.

Now we will do a shared reading of a piece from Battling Bullies (alliteration)

Scholastic magazine. [http://teacher.scholastic.com/scholasticnews/indepth/bullying/bullying\\_news/index.asp?article=battling&topic=0](http://teacher.scholastic.com/scholasticnews/indepth/bullying/bullying_news/index.asp?article=battling&topic=0)

Let us ask ourselves, what might the general topic of this piece been? What is the specific angle or focus? Discuss.



Choose a topic you are interested in. Try to narrow your topic. Let's do one together.

## VIDEO GAMES:


- Are video games bad for kids' health?
- Vintage video games: How did it all begin/evolve?
- Which are the most educational video games?
- Video Games: They are Not Just for Kids!
- Video Games: A Girl's Point of View
- The Ratings System for Video Games



FORTNITE ADDICTION: <https://www.independent.co.uk/life-style/gadgets-and-tech/news/fortnite-addiction-video-games-rehab-children-battle-royale-parents-a8665071.html>

I can plan how my article will be organized by thinking about the different ways my topic can be divided and what I'd like to teach my audience.

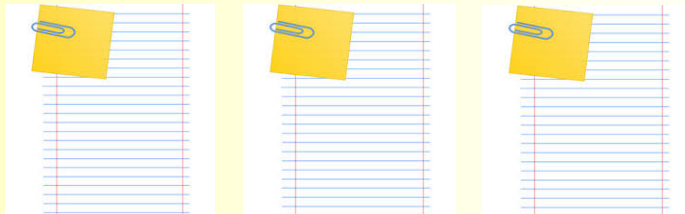
## Independent Practice

1. Re-read the entry that you chose to focus on. (The one with the big  next to it.)

2. Jot down on a post-it, each category/sub-topic that you wrote about in your draft. (You may even want to try categorizing your topic based on parts, kinds, and times.)

3. Think about your "angle" - What do you want readers to realize?

4. Now that you have at least 3 categories/sub-topics, place each post-it at the top of a new, clean page of your writer's notebook.



5. Now, below each post-it, write all of the information that you know about that category or sub-topic. Push yourself to recall and write about more facts.

I can plan how my article will be organized by thinking about the different ways my topic can be divided and what I'd like to teach my audience.

Share



What were some of the categories that you plan to write about?



What, if anything, did you find difficult about categorizing the information in your flash draft ?



What do you want you readers to realize about your topic?

## Teacher Page

**Differentiation:** For students that struggle with creating sub-topics/categories for their chosen topic, keep them in the meeting area. Have them discuss with a partner, exactly what they want to teach others about that topic. You can also guide a student to think about the different "types" that might be associated with their topic.

ENLs: Students may articulate things that they are interested in even if they might not have all of the knowledge to back it up. Students can always research more information to support their topic, at a later time.

*Provide strategy sheets detailing today's steps to those students who need further support organizing their notebooks.*

**Assessment:**

**Self-**Students will refer to the "How will I be assessed" slide in order to assess their abilities and understanding during active engagement, mid-workshop interruption, and share.

**Teacher-**conferring, collect a table's notebooks for reading, and listen to student's partner conversations.

