



BLENDING INFORMATIVE AND NARRATIVE WRITING: TRANSFORMING RESEARCH NOTES INTO FIELD JOURNAL ENTRIES

LONG-TERM TARGETS ADDRESSED (BASED ON NYSP12 ELA CCLS)	
I can write informative/explanatory texts that convey ideas and information clearly. (W.5.2) I can write narrative texts about real or imagined experiences or events. (W.5.3) I can choose evidence from 5th grade informational texts to support analysis, reflection and research. (W.5.9)	
SUPPORTING LEARNING TARGETS	ONGOING ASSESSMENT
<ul style="list-style-type: none">I can write a field journal entry from the point of view of a rainforest scientist.I can choose evidence from my notes in order to write a field journal entry that includes specific details about the contributions of ants or butterflies to the rainforest.	<ul style="list-style-type: none">Rainforest Field Journal Graphic Organizer



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AGENDA	TEACHING NOTES
<p>1. Opening</p> <p>A. Introducing the Performance Task (15 minutes)</p> <p>2. Work Time</p> <p>A. Creating the Rubric (10 minutes)</p> <p>B. Outlining My Rainforest Journal Entry: Mini Lesson (10 minutes)</p> <p>C. Outlining My Rainforest Journal Entry: Independent Work Time (10 minutes)</p> <p>D. Independent Work Time, Continued (10 minutes)</p> <p>3. Closing and Assessment</p> <p>A. Debrief (5 minutes)</p>	<ul style="list-style-type: none">• In advance: Review the Module 2A Final Performance Task document (on EngageNY.org), to be very clear on the criteria of this task. It is not necessary to share it with students during this lesson.• In this lesson, students begin to formally plan their final performance task: a high quality field journal entry. In order for students to eventually create their own quality field journal entry, it is important that they understand what the final product should look like. Two instructional practices will support this; both are built in to this lesson and lessons that follow. 1. Students spend time examining the model text together. 2. The teacher models (through think-alouds) how to come up with ideas for a field journal entry.• In this lesson, students also begin to build the Rainforest Field Journal rubric for the final performance task. It is important that students co-construct this rubric, to more fully understand the criteria for success. In this lesson, the class works together to fill in just the first section (Ideas). In subsequent lessons, the class will work on creating the indicators for the other three sections, Organization, Language, and Conventions.• For teacher reference ONLY, review the more generic PARCC rubric (see supporting materials). Note that this is not handed out to students, since the goal is for them to generate the criteria themselves.• Review the model text, <i>Rainforest Research Journal</i> by Paul Mason. The lessons are designed so just a single text is needed (for the teacher to project a on the document camera during teacher modeling). Lesson 10 focuses on pages 4, 6, 8, 10, and all other even numbered pages, to page 28.• For the purposes of these lessons, students focus just on the even numbered (left hand) pages of this book. (The odd numbered pages, which contain fictional e-mail messages from the main character to her sponsoring foundation, are not relevant here.)• In advance: Post the Informational Text Features anchor chart.• Review: Fist to Five protocol



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<p>model, point of view, narrator, characteristics, setting, criteria, elements, entry</p>	<ul style="list-style-type: none">• Student journals (specifically their “Meg Lowman field journal” entry, from Lesson 3, and their C/F/Q/R note-catchers from many previous lessons)• Document projector• Field Journal page (from Lesson 3)• Informational Text Features anchor chart (from Unit 1)• <i>Rainforest Research Journal</i> by Paul Mason (one text for teacher to display during the lesson opening; focus on pages 4, 6, 8, 10, and all other even numbered pages, to page 28.• Rainforest Field Journal blank rubric (one for teacher reference)• Rainforest Field Journal completed rubric (one for teacher reference)• Rainforest Field Journal Entry graphic organizer blank (one to project and one per student)• Rainforest Field Journal Entry graphic organizer teacher sample (one for teacher to display)• PARCC Grades 4–5 Expanded Rubric for Analytical and Narrative Writing (for teacher reference ONLY)
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OPENING

MEETING STUDENTS' NEEDS

A. Introducing the Performance Task (15 minutes)

- Introduce the learning targets: “I can write a field journal entry from the point of view of a rainforest scientist,” and “I can choose evidence from my notes in order to write a field journal entry that includes specific details about the contributions of ants or butterflies to the rainforest.” Generate excitement by announcing that today they will begin writing their own field journal entries as if they were entomologists exploring a rainforest. Ensure that all students understand what is meant by *entry* and *point of view*.
- Return journals to students and ask them to locate their work from Lesson 3 in which they wrote a field journal entry from Meg Lowman’s perspective. Project the model **Field Journal page** created during that lesson.
- Refer to the **Informational Text Features anchor chart**. Read over the features of field journals the class has listed (which should include many of the following):
 - * author’s observations
 - * factual scientific information
 - * precise descriptions
 - * sensory details
 - * personal information
 - * pictures
 - * text
 - * pictures and text are woven together
 - * written in the first person (“I”)
 - * date and location specified
- Give students 2 minutes. Ask the students to reread their Meg Lowman field journal entry. Ask:
 - * “Where in your writing did you use one of these text features?”
- Then ask students to share their findings with a partner.
- Gather the students whole group. Project on a document camera and introduce the book ***Rainforest Research Journal***. Show students the cover. Tell the class that this book is written in the style of a field journal. Remind students that looking at example will help them get ready to create their own field journal page. Tell the students that as you read, they should listen for examples of the field journal text features.
- Focus on just the even-numbered (left-hand) pages, skipping the odd-numbered ones.
- Begin reading the book aloud, showing the illustrations and noting the text features.
- Read page 4 aloud as students look on. At the end of page 4, stop and ask students what they notice. Guide them to point out that each page is divided into a narrative journal entry, at the top of the page, and an informational text box, at the bottom.

- Some students may need more time to examine these models. Consider allowing them to review them independently during work time.



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- Read page 6 aloud as students look on.
- At the end of page 6, ask students to turn and talk:
 - * “What text features of a field journal do you see?”
- They should be able to identify that the book is narrative writing and so contains personal information, but also includes factual informational, told in the first person, that there are both text and pictures, and that the date and location are noted.
- Continue reading aloud, starting on page 8.
- Tell students to raise their hands when they notice additional text features from the Informational Text Features anchor chart and call on various students to share their examples. Some examples they identify might be:
 - * author’s observations—“You can see the fish and other animals better here than in the Talera River!” (p. 8)
 - * factual scientific information—“This Amazon river dolphin has surfaced to breathe in air.” (p. 8)
 - * precise descriptions—“The water is less cloudy.” (p. 8)
 - * personal information—“I had been thinking about going for a swim—perhaps not!” (p. 12)
 - * sensory details—“There, sitting in a tree, was an amazing, bright-blue frog.” (p. 14)
- Reiterate to students that they looked at the journal entries in *Rainforest Research Journal* as a *model*, or example. Remind students that because the main character is writing about her experiences in the *first person*, she is the *narrator*. Ask students whose point of view the field journal is written from. Call on a few students to share. Listen for, “the main character.” This should help them feel ready to start creating their own journal entry about the rainforest. Their entries will combine their personal story with factual information, just like in *Rainforest Research Journal*. And, just as in *Rainforest Research Journal*, their entries will also include an informational text box.
- Tell the students that today they are going to start writing their own field journal narrative. When these are finished, they will work on adding illustrations and creating an informational textbox, and then they will put all of these parts together to create their books.



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WORK TIME	MEETING STUDENTS' NEEDS
<p>A. Creating the Rubric (10 minutes)</p> <ul style="list-style-type: none">• Tell students to pay attention to four things in order to create excellent journal entries:<ol style="list-style-type: none">1. Have strong ideas from their research (observations)2. Organize ideas so that they make sense and are easy for the reader to follow3. Choose the right words from all of the new academic and scientific vocabulary words that we have learned4. Make sure that, in our final product, words are spelled correctly, we've capitalized the right words, and used correct punctuation• Say: "Today we are going to focus on just the first thing—coming up with great ideas that will make your journal entry interesting and will tell the reader what you have learned about rainforest insects. Let's think about what we need to include in our journal entries to make sure that the ideas are really great. We know that our journals will have to include strong ideas about what you are observing (based on your research). So think about what you already know about ants or butterflies and then talk with your neighbor about how you will incorporate those ideas into your field journal entry."• Project the Rainforest Field Journal rubric (blank version). Ask students to volunteer their ideas and type their responses into the 3 ("I met the target!") column of the blank rubric. Modify or enhance the students' responses, so that you end up with a list of criteria similar to the following:<ul style="list-style-type: none">* I have included careful observations of the rainforest environment.* I have included accurate scientific information about rainforest ants or butterflies.* I have included personal information about who I am and what I am doing.	<ul style="list-style-type: none">• Students needing additional supports may benefit from a partially filled-in Rainforest Field Journal rubric.



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WORK TIME	MEETING STUDENTS' NEEDS
<p>B. Outlining My Rainforest Field Journal: Mini-Lesson (10 minutes)</p> <ul style="list-style-type: none"> Distribute and project a copy of the Rainforest Field Journal Entry graphic organizer. Review the organizer with the students, ensuring that all students understand the words <i>characteristics</i> and <i>setting</i>. Ask students what they notice and wonder about these forms. Clarify as needed, to be sure all students know how to use this graphic organizer as a planning tool. Think aloud about how you might plan your own field journal entry. As you speak, jot down your thoughts on the projected graphic organizer (see supporting materials for a completed model, for teacher reference only). For example, you may say: “I think I will pretend that I am a scientist who is exploring a part of the rainforest that I have never seen before. I am leading an expedition, and with me there are some college students and also a guide from a nearby village. I am going to write about a time when I saw a group fire ants turn themselves into a raft and float down the river, because that was amazing! I might also write about how a fire ant stung one of my assistants and what we did to help relieve the sting.” 	<ul style="list-style-type: none"> Consider allowing students who struggle with written language to dictate the information for their graphic organizer to a partner or the teacher.
<p>C. Outlining My Rainforest Journal Entry: Independent Work Time (10 minutes)</p> <ul style="list-style-type: none"> Ask students to sit in their expert groups. Ask them to take about 8 minutes to do the following: <ol style="list-style-type: none"> Look through the information you gathered in the C/F/Q/R note-catchers in your journals. Talk about what your character will be like, and what events will happen in the field journal entry. Pay particular attention to the responses you have recorded in the R column of your note-catcher. This will give you ideas for what you might want to have happen in your narrative. As the class works, circulate to assist as needed. Note which students are doing work that can be used as strong models. After 8 minutes, stop the exercise to check in with groups to see how they are doing. Ask several students whom you have identified as having created strong models to share out their ideas. Invite students to think about and then talk at their tables about what makes these strong. Ask each table group to share out one idea they had about what makes these examples of high quality. Look for contributions that are linked to the rubric criteria such as, the events include personal information about the character and also contain scientific information. 	<ul style="list-style-type: none"> Consider writing and breaking down multistep directions for outlining their research journal into numbered elements. Students can return to these guidelines to make sure they are on track.



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WORK TIME	MEETING STUDENTS' NEEDS
<p>D. Independent Work Time, Continued (10 minutes)</p> <ul style="list-style-type: none">• Release students to continue working on their graphic organizers. Circulate to check on progress. As students complete their work, have them check to see if they have met the criteria against the rubric the class created earlier in the lesson.• Circulate to offer individual or small group assistance to students who may need it.	<ul style="list-style-type: none">• Consider allowing students to draw their observations, ideas, or notes in their C/F/Q/R note-catchers. This allows all students to participate in a meaningful way.



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CLOSING AND ASSESSMENT	MEETING STUDENTS' NEEDS
<p>A. Debrief (5 minutes)</p> <ul style="list-style-type: none">Invite a few more students to share the work they have done. Revisit the learning targets by calling on students to read them aloud. Ask students to assess themselves using the Fist to Five protocol on how confident they are feeling about completing their field journal entries. Use this assessment data to help you decide how to support students during the next lesson.	<ul style="list-style-type: none">For students needing additional supports producing language, consider offering a sentence frame or starter, or a cloze sentence to assist with language production and provide the structure required. (e.g., “I am a _____ on the learning target, _____ because _____.”)
HOMEWORK	MEETING STUDENTS' NEEDS
<ul style="list-style-type: none">Complete your Rain Forest Field Journal Entry graphic organizer. <p><i>Note: Lesson 11 involves having the students write postcards from the point of view of the rainforest explorers they have created. Gather a collection of picture postcards in order to use as models to show the class. You may include any conventional postcards that have a photograph on one side and room to write a message on the other (either blank or written-on is fine); they need not be photographs of rainforests!</i></p>	

GRADE 5, MODULE 2A: UNIT 3, LESSON 10

Rainforest Field Journal Rubric (blank version)

I can write a field journal entry from the point of view of a rainforest scientist.

I can use my notes to write a field journal entry that includes details about ants or butterflies.

	3 I met the target!	2 I'm on my way.	1 I'm getting started.
Ideas			
Organization			
Language			
Conventions			

GRADE 5, MODULE 2A: UNIT 3, LESSON 10

Rainforest Field Journal Rubric

(Partial Sample, for Teacher Reference—to be co-created by teacher and students)

Learning Targets:

I can write a field journal entry from the point of view of a rainforest scientist.

I can use my notes to write a field journal entry that includes details about ants or butterflies.

	3 I met the target!	2 I'm on my way.	1 I'm getting started.
Ideas	<ul style="list-style-type: none"> I have included careful observations of the rainforest environment. I have included personal information about who I am and what I am thinking and doing. I have included accurate scientific information about rainforest ants or butterflies. 	<ul style="list-style-type: none"> I have not included much detail in my observations of the rainforest environment. I have some included personal information about who I am and what I am thinking and doing. I have included some accurate scientific information about rainforest ants or butterflies. 	<ul style="list-style-type: none"> I have not included any observations of the rainforest environment. I have not included any personal information about who I am and what I am thinking and doing. I have not included any accurate scientific information about rainforest ants or butterflies.
Organization			
Language			
Conventions			



GRADE 5, MODULE 2A: UNIT 3, LESSON 10

Rainforest Field Journal Entry Graphic Organizer

Name:	
Date:	

The name of my character will be _____

Characteristics of my Character and Setting for my Journal Entry:

Event:	Information from My Research That I Will Include:

GRADE 5, MODULE 2A: UNIT 3, LESSON 10
 Field Journal Entry Graphic Organizer
 (Completed Sample, for Teacher Reference)

Name:	
Date:	

The name of my character will be **Jane Smith**

Characteristics of my Character and Setting for my Journal Entry:

I am a college professor and entomologist. I have been doing field work in the Amazon for a long time, and I really know a lot about rainforests but this is my first time in this area. I am with a group of college students and a guide from the local village. We have been in the rainforest for about a week, and the students are getting a little tired and are forgetting to always be very careful when we are out in the jungle.

Event:	Information from My Research That I Will Include:
We see a group of fire ants turn themselves into a raft and float down the river.	By linking legs, the worker ants produce a living raft to float to a new area of the Amazon.
One of the students gets too close to the fire ants and gets stung.	Fire ants sting viciously, producing a painful, itchy welt
Our guide applies a paste made from a local plant to the welt which makes it feel better.	There are many medicinal plants that grow in the rainforest. Many people who live there are familiar with their properties.

GRADE 5, MODULE 2A: UNIT 3, LESSON 10

Rainforest Field Journal Rubric (sample—to be co-created by teacher and students)

Rainforest Field Journal Rubric

I can write a field journal entry from the point of view of a rainforest scientist.

I can use my notes to write a field journal entry that includes details about ants or butterflies.

	3 I met the target!	2 I'm on my way.	1 I'm getting started.
Ideas	<ul style="list-style-type: none"> • I have written in the first person. • I have included sensory details in my careful observations of the environment. • I have included personal information about who I am and what I am thinking and doing. • I have included accurate scientific information about rainforest ants and butterflies. • I have included precise scientific vocabulary. 		
Organization			
Language			
Conventions			

GRADE 5, MODULE 2A: UNIT 3, LESSON 10

**PARCC Grade 4-5 Expanded Rubric for Analytical and Narrative Writing
(For Teacher Reference only)**

GRADES 4 AND 5

EXPANDED SCORING RUBRIC FOR ANALYTIC AND NARRATIVE WRITING

Draft

Construct Measured	Score Point 4	Score Point 3	Score Point 2	Score Point 1	Score Point 0
<p>Reading</p> <p>Comprehension of Key Ideas and Details</p> <p>*Notes: Type of textual evidence required is grade and prompt specific and included in the scoring guide</p>		The student response provides an accurate analysis of what the text says explicitly and inferentially and references the text explicitly to support the analysis, showing full comprehension of complex ideas expressed in the text(s).	The student response provides a mostly accurate analysis of what the text says explicitly and inferentially and references the text to support the analysis, showing comprehension of ideas expressed in the text(s).	The student response provides a minimally accurate analysis of what the text says and may reference the text showing limited comprehension of ideas expressed in the text(s).	The student response provides an inaccurate analysis or no analysis of the text, showing little to no comprehension of ideas expressed in the text(s).
<p>Writing</p> <p>Written Expression</p> <p>Development of Ideas</p>		The student response addresses the prompt and provides effective and comprehensive development of the topic and/or narrative elements ¹ by using clear reasoning, details, and/or description; the development is consistently appropriate to the task, purpose, and audience.	The student response addresses the prompt and provides effective development of the topic and/or narrative elements ¹ by using reasoning, details, and/or description; the development is largely appropriate to the task, purpose, and audience.	The student response addresses the prompt and develops the topic and/or narrative elements ¹ minimally by using limited reasoning, details, and/or description; the development is limited in its appropriateness to the task, purpose, and/or audience.	The student response is underdeveloped and therefore inappropriate to the task, purpose, and/or audience.
<p>Writing</p> <p>Written Expression</p> <p>Organization</p>		The student response demonstrates effective coherence, clarity, and cohesion and includes a strong introduction and conclusion.	The student response demonstrates coherence, clarity, and cohesion ² , and includes an introduction and conclusion.	The student response demonstrates limited coherence, clarity, and/or cohesion ² , and may or may not include a clear introduction and/or conclusion.	The student response demonstrates a lack of coherence, clarity and cohesion. ²

GRADE 5, MODULE 2A: UNIT 3, LESSON 10

**PARCC Grade 4-5 Expanded Rubric for Analytical and Narrative Writing
(For Teacher Reference only)**

Draft

<p>Writing Written Expression Clarity of Language</p>		<p>The student response uses language well to attend to the norms and conventions of the discipline. The response includes concrete words and phrases, sensory details, linking and transitional words, and/or domain-specific vocabulary effectively to clarify ideas.</p>	<p>The student response attends to the norms and conventions of the discipline. The response includes concrete words and phrases, sensory details, linking and transitional words, and/or domain-specific vocabulary to clarify ideas.</p>	<p>The student response shows limited awareness of the norms of the discipline. The response includes limited descriptions, sensory details, linking and transitional words, or domain-specific vocabulary to clarify ideas.</p>	<p>The student response shows little to no awareness of the norms of the discipline. The student response lacks the descriptions, sensory details, linking and transitional words, or domain-specific vocabulary needed to clarify ideas.</p>
<p>Writing Knowledge of Language and Conventions</p>	<p>The student response demonstrates command of the conventions of standard English consistent with effectively edited writing. Though there may be a few minor errors in grammar and usage, meaning is clear throughout the response.</p>	<p>The student response demonstrates command of the conventions of standard English consistent with edited writing. There may be a few distracting errors in grammar and usage, but meaning is clear.</p>	<p>The student response demonstrates inconsistent command of the conventions of standard English. There are a few patterns of errors in grammar and usage that may occasionally impede understanding.</p>	<p>The student response demonstrates limited command of the conventions of standard English. There are multiple errors in grammar and usage demonstrating minimal control over language. There are multiple distracting errors in grammar and usage that sometimes impede understanding.</p>	<p>The student response demonstrates little to no command of the conventions of standard English. There are frequent and varied errors in grammar and usage, demonstrating little or no control over language. There are frequent distracting errors in grammar and usage that often impede understanding.</p>

Coded Responses: (All coded responses are scored with a 0 on the rubric)

A=No response

B=Response is unintelligible or undecipherable

C=Response is not written in English

D=Response is too limited to evaluate

Note—additional codes may be added after the tryout or piloting of tasks