

Informative Paragraphs Infographic Lesson

(Part of the  “Project ReimaginED” Resource Library)

Required Information

Lesson Creator

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Title, grade level, subject area and a brief description (1-3 sentences) of submission

Informative Paragraphs Infographic

Grade 7

English Language Arts: Writing

Description: For this project, students use free infographic software (e.g., Canva) to write an informative paper’s introduction paragraph while illustrating its hook, thesis statement, and one fact or topic that will be included in each of the paper’s body paragraphs. This exercise allows students to integrate key writing elements while doing prewriting as a preliminary step to writing informative papers. It also allows students to use formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia to aid their comprehension (as stipulated by Standard CCSS.ELA-LITERACY.W.7.2.A) of informative paper elements (particularly the introduction paragraph’s elements), and to plan their synthesis of these elements in their upcoming paper; students develop their papers’ topics with relevant facts, concrete details, and other information and examples (as stipulated by Standard CCSS.ELA-LITERACY.W.7.2.B), and the lesson also aligns with ISTE Standards for Students (1, 3, and 6) and for Teachers (2).

The standards addressed in your submission. Note: you should address both sets of standards at the indicator level.

Common Core State Standards:

CCSS.ELA-LITERACY.W.7.2

Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

- CCSS.ELA-LITERACY.W.7.2.A

Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

- CCSS.ELA-LITERACY.W.7.2.B
Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

ISTE Standards for Students:

1. Creativity and Innovation

Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology.

- b. Students demonstrate Create original works as a means of personal or group expression.

3. Research and Information Fluency

Students apply digital tools to gather, evaluate, and use information.

- b. Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media
- c. Evaluate and select information sources and digital tools based on the appropriateness to specific tasks

6. Technology operations and concepts Students demonstrate a sound understanding of technology concepts, systems, and operations.

- b. Select and use applications effectively and productively

ISTE Standards for Teachers:

2. Design and Develop Digital Age Learning Experiences and Assessments

Teachers design, develop, and evaluate authentic learning experiences and assessments incorporating contemporary tools and resources to maximize content learning in context and to develop the knowledge, skills, and attitudes identified in the Standards

- a. Design or adapt relevant learning experiences that incorporate digital tools and resources to promote student learning and creativity
- b. Develop technology-enriched learning environments that enable all students to pursue their individual curiosities and become active participants in setting their own educational goals, managing their own learning, and assessing their own progress

A detailed explanation of learning activities and outcomes (e.g., a step-by-step lesson/unit/project plan or other explanatory materials)

Learning Goals:

- Synthesize one's understanding of key components to an informative paper's introduction paragraph and body paragraphs as an infographic

- Utilize infographic software (such as Canva) in order to apply formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia appropriate for the given task
- Research facts, data, and other supportive information and evaluate findings to select those most appropriate for one’s paper and infographic

Materials and Preparation:

- Prepare grounding/pre-teach activity, such as having students watch the introduction (i.e., the first 3 examples provided) in the TED Talk “Why Data Should Be Over-the-Counter” (this can be found by searching that title, “TEDxTUM”, and “Jenny Rankin” at www.TED.org or <https://www.youtube.com/user/TEDxTalks>).
- Determine which free infographic tool you will use, such as Canva (www.canva.com) or Venngage (<https://venngage.com>), and have each student create his or her own free account. Be sure students know how to distinguish between free features within the tool and those that cost money so students are able to use the tool without cost.
- Have a sample informative paper (such as the sample included with this lesson) ready to review with students.
- Have a sample informative paper introduction infographic (such as the sample included with this lesson) ready to review with students.
- Have the project’s rubric (there is a sample included with this lesson, which you can modify as needed to reflect what your students are currently focusing on when crafting informative paper introduction paragraphs) ready to review with students.

Grade and Subject:

- Grade 7
- English Language Arts: Writing

Learning Activities:

- Use the sample informative paper to review key elements, particularly within its introduction paragraph. For example, you might have students break into pairs and have each pair list 5 components an informative paper introduction paragraph must contain (pairs could show you this list to gain approval to create their infographic accounts).
- As a class, outline a sample informative paper you could write while (or before) students jot down ideas for an informative paper they would like to write.
- Share the sample infographic (provided with this lesson) with the class.
- Using the class-created informative paper outline, model using the infographic software to create an infographic in which you:
 - write the paper’s introduction paragraph

- include one supporting fact or topic that would be included in each of the paper's three body paragraphs (i.e., include three supporting facts or topics)
- mark where the hook occurs
- mark where the thesis statement occurs
- somehow illustrate how each of the three supporting facts or topics is foreshadowed in the introduction paragraph (see the sample
- As a class, reference the rubric as you go and afterwards.
- Allow students to begin their infographics as they are ready. Support them as needed, and also include support for locating relevant supporting facts and topics for their papers.

A rubric or other evidence of how learning is assessed

A rubric has been included with this lesson.

Any other materials, artifacts, or items that support your submission

Along with a rubric, this lesson is also accompanied by a sample infographic and a sample informative paper, which is color-coded to assist a review of its components.

Reflection Questions

1. Explicitly describe how your submission helps learners build the skills embodied in the ISTE Standards and CCSS indicators it addresses and/or how it uses technology to support students' higher-order thinking skills, as embodied in the ISTE Standards and CCSS indicators.

50-200 words

Design represents a universal language that becomes increasingly dominant as technology lets us communicate across geographic boundaries. Amid the varied career paths our students will follow, it will be important for students to know how to visualize information as an added means of expression. Visualizing information involves synthesis and evaluation – the two highest levels of Bloom's Taxonomy – and thus allows students to engage higher-order thinking skills while still learning to master the

content of CCSS standards. This lesson allows students to develop those skills while aligning with CCSS and ISTE standards (as described below).

2. Describe how your submission assesses the skills embodied in the ISTE Standards and CCSS indicators it addresses and/or how you use technology to assess content learning.

50-200 words

This lesson also allows students to use formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia to aid their comprehension (as stipulated by Standard CCSS.ELA-LITERACY.W.7.2.A) of informative paper elements (particularly the introduction paragraph's elements), and to plan their synthesis of these elements in their upcoming paper. Students develop their papers' topics with relevant facts, concrete details, and other information and examples (as stipulated by Standard CCSS.ELA-LITERACY.W.7.2.B), and the lesson also aligns with ISTE Standards for Students (1, 3, and 6) and for Teachers (2).

3. Describe what role technology plays in meeting the learning needs of all your students.

50-200 words

We live in an increasingly global society where communication is increasingly made through technological means. It is vital that students learn to leverage technology to communicate ideas visually – such as through infographics, which are an increasingly used means of expressing important facts and ideas. This lesson is an example of the types of lessons that give technology an appropriate role in efforts to meet the learning needs of all students, who can use the tools in differentiated and open-ended ways.

4. Please provide any additional information to help the reviewers better understand how your submission's design and implementation address the ISTE Standards and CCSS indicators.

50-200 words

This lesson relates to a TED Talk the author gave at TEDxTUM and is used as an example in a presentation the author is giving at the 2016 California Educational Research Association (CERA) Conference. The presentation's description is as follows: Design represents a universal language that becomes increasingly dominant as technology lets us communicate across geographic boundaries. Amid the varied career paths our students will follow, it will be important for students to know how to visualize information as an added means of expression. This session was inspired by the

presenter's quantitative study involving 211 educators of varied roles and backgrounds, and her literature review summarizing over 300 sources. Participants will acquire a toolbox of resources and strategies to help students innovate through infographics and data visualization. The presenter's two books on this topic will be released in early 2016.