Max. 8 Pages

Grade Level	Fourth	**Content Area**	Writing
Course Title (grades 9-12 Only)	N/A		
Length of Unit	5 lessons (Lessons 1,2,4 & 5 will each be one day. Lesson 3 will be 2 days)	**Time of Year**	First Quarter
Expected Prior Knowledge *The knowledge/skills mastered earlier in the year foundational to the mastery of the required Standard in the current sample.*	Students are expected to know how to identify a main idea of writing to form a central idea. They will be able to create sentences and put them together into paragraph form appropriate for beginning fourth grade level.		
Alignment to Program of Instruction *Briefly outline methods of instruction found in this sequence of lessons that align to the Program of Instruction described in A.3.*	The teacher will use direct instruction throughout the lessons to allow for repetition and choral responding. Students will work cooperatively in groups to assist and evaluate each other's work. The teacher will use scaffolding techniques when teaching and prompting to allow for support when necessary while allowing students the opportunity to generate independent ideas and express creativity. Instruction will be differentiated to meet the needs of all learners by providing graphic organizers, written prompts, group or independent learning, and movement around the classroom. The teacher will learn the specific needs of the students and make accommodations as necessary. *Students who are having difficulty grasping the concept and need a slower pace of instruction with more repetition will be given more opportunities to practice this concept throughout the week. These students will be given more writing practice along with a task-analysis that will break down the steps needed to complete the writing passages. They will have a list of linking words that they will be able to use along with an outline that sets up the format for such a writing passage.		
Standard Number and Description *List the Number* and full description for the required Standard.*	4.W.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly. a. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. c. Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).		

	d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Provide a concluding statement or section related to the information or explanation presented.
Summative Assessment *Describe a cumulative and comprehensive activity, clearly separate from instruction and guided or independent practice, which allows each student to individually demonstrate mastery of the required Standard. A copy of the summative assessment must be attached to the curriculum sample.*	Students will show proficiency in writing informative/explanatory texts by writing a 3-5 paragraph composition that explains surprising experience they had.
Scoring Scale and Mastery Level *Explain how the assessment is scored, to include points per question, how points are awarded, total points possible, criteria necessary to demonstrate mastery, and grading scale. A copy of the answer key and scoring rubric (whichever applicable) must be attached to the curriculum sample.*	Students will be scored using a rubric, which is attached. The rubric will score the students in five categories that align exactly with the state standard. Each category will receive a ranking between 1-4. 4 will be excellent, 3 will be good, 2 will be fair and 1 will be poor. The students will have to earn sixteen out of twenty points in order to achieve mastery (80%).
Materials/Resources Needed	Book: The Adventures of Ali Baba Bernstein, written by Johanna Hurwitz, Notebooks for each of the students in the class, white board, samples of good and poor writing passages, iPads, dry erase boards and markers for each student, (For students who need it: extra writing prompts, task analysis, writing outline, list of linking words)

* ***Standard Number****: For English Language Arts (Reading and Writing), use Grade, Strand, Standard (e.g., 3.RI.2). For K-8 Math, use Grade, Domain, Standard (e.g., 6.EE.7). For HS Math, use Conceptual Category-Domain, Standard (e.g., A-REI.6). For Science, use Grade, Strand, Concept, PO (e.g., 4.1.3.1).*

Lesson (add as needed)	**Instruction**	**Student Activities**
1	Students will be introduced to their Writer's Notebook. The teacher will pass out a journal to each of the students and have them write their name on the front of the notebook. She will have them turn to the first page and write the date at the top of the page and explain that the date will go on the top of each writing entry. On the first page the teacher will have the students write a description of themselves, including what they like to do in and outside of school. She will tell the students that they are expected to write in paragraphs by grouping related information together and she will discuss appropriate formatting including headings. The teacher will provide an example on the board and one of the students will be chosen to read the sample aloud. The sample will have a strong introduction paragraph, three supporting paragraphs and a conclusion. The supporting paragraphs will each be describing a specific detail (activity the person likes to do) that supports that main idea of the paper (describe yourself and what you like to do in and outside of school). The teacher will review each of these paragraphs and explain in detail the importance of clearly introducing a topic and grouping related information together. The teacher will also point out how the passage has appropriate formatting and the teacher will review this and provide more examples for the students to review. The students will then be given the rest of the class period to write their passage and when they are finished writing, they will then be asked to draw a picture of themselves doing one of the things they wrote about. The teacher will walk around and do formative checks for understanding with each of the students. . **At this time the teacher will evaluate if any of the students need a task analysis to help break down these steps further. She will also pass out outlines for students who need help formatting their writing.	• Students will write their names on the front of their notebooks • They will write the date on the first page of the notebook and write a description of themselves, including what they like to do in and outside of school • They will draw a picture of themselves • They will ask the teacher for help when needed
2	The teacher will start the lesson by showing a very blurry picture on an iPad. She will discuss with the students the importance of learning to write about one central moment, place, or time. This is called focus. She will ask the kids: *where have you heard the word focus? What does it mean?* The teacher will gather ideas. She will then point to the iPad that has the blurry picture. She will explain that when you move the lens so that it FOCUSES on one point, you can start to see the picture more clearly. The teacher will tell the students that	• Students will participate in a discussion about focus • They will chorally read the passage without a clear focus and participate in a discussion about that passage

	when writers focus on a single thing, such as an object, a place, a person, or an event, they are likely to interest and engage readers. By adding details, writers are able to reveal how something looked, what they were thinking, or how they felt at a certain moment. The teacher will share a sample of writing that does not have a clear focus and is confusing. The students will chorally read the passage. The teacher will ask the students to identify what the passage was focused on. As the students give answers, the teacher will write the answers on the board, or have the students come up and write the answers on the board. The teacher will discuss all of the different moments discussed in the passage and explain that this writer has not focused on one idea or moment. She will tell the students that she could have written a passage for each of the moments discussed in this one single passage. The teacher will pass out a good reading passage from *'The Adventures of Ali Baba Bernstein'* and will have the students read it aloud chorally. She will explain that the descriptive details in the passage help readers understand exactly what is happening in this moment. The students will take turns identifying the small actions that make up this moment. She will ask the students what they were able to imagine most clearly. She will also ask what details might the author have added to make this moment even more focused. The teacher will have the students get out their Writers Notebook and open it to a blank page. In the middle of the page the students will write about a single thing that happened to them today. The teacher will give examples and write on the board about something that happened to her today: *Ate cheerios for breakfast*. After she writes this on the board she will circle it and draw five lines coming from the circle to create a bubble map. She will give the students five minutes to think about something they did today and write it on their paper. Once they have their moment, they will be asked to break that moment down into tiny parts. The teacher will model by breaking down her breakfast. On the end of each one of the lines she will write, took the cheerios out of the cabinet, got the milk out of the fridge, poured the cereal and milk into the bowl, found a spoon in the drawer, ate my cheerios. The teacher will give the student ten minutes to come up with five supporting facts to go along with their moment. Once the students have their moments, they will put able to work in small groups to share their moments with their classmates. If they would prefer to work independently, that is okay. They will give each other feedback on if their moments are focused enough. Once the students have their moment and supporting details identified they will be asked to put it all into a paragraph. The teacher will tell the students to use	• Chorally read a passage from *The Adventures of Ali Baba Bernstein* and participate in a discussion about the passage • Create a bubble map in their writing notebook about something that happened to them today. They will need to include five supporting details. • Break up into groups to share their bubble maps and discuss the level of focus they exhibit. • Review the reading passage from *The Adventures of Ali Baba Bernstein* and circle all of the linking words in the passage. • Spend the rest of the class time turning the bubble into a well written paragraph that includes linking words

	linking words such as: another, for example, also and because to join their tiny parts together. Before they start writing, she will have the students take out the passage from *'The Adventures of Ali Baba Bernstein'* and ask the students to take out their red pen. She will ask the students to look through the passage and circle any linking words they can find. She will go over this with the students and write several linking words on the board to help the students with their writing. She will walk around the classroom and help students with their paragraphs.	
3	The teacher will begin the class by showing a writing prompt on the board. The writing prompt will be "What is your favorite animal and why?" Once the students have identified a favorite animal, she will allow the students to use the iPads to collect five- seven facts about their favorite animal and at least one quotation. She will explain the use of quotations in writing non-fiction passages. She will write various internet websites on the board to assist the students with their search. She will have the students write down these facts in their writing notebooks and will walk around the room to provide assistance and check for understanding. Once the students each have their facts and at least one quotation, the teacher will tell the students to put it together into a bubble map in their writing notebooks. She will collect the notebooks at the end of the day and review them and provide feedback. The following day, the teacher will pass out the bubble maps and the students will read feedback from the teacher and make any necessary changes. The students will be asked to turn to a blank page and put their information into a writing passage including an introduction, two supporting paragraphs, and a conclusion. She will review information from previous lessons about clear introduction, grouping related information together, strongly focused details and linking words. She will also discuss the importance of using precise language and domain-specific vocabulary to support the topic and will provide examples of these on the board. The students will be given the rest of the class time to write their passages and draw a corresponding picture.	• Students will research a favorite animal using iPads • They will write down five-seven facts and one quotation in their writing notebooks • They will put the facts into a bubble map and turn it in at the end of class • They will review feedback from the teacher and make any necessary changes • They will listen an follow along as the teacher reviews information learned in previous lessons • They will use class time to write their passages into their notebooks and draw a picture.
4	The teacher will begin the lesson by doing a formative check for understanding on all of the skills the students have learned about writing informative/expository texts. She will pass out white boards and ask the students to write yes or no on them and hold their answers up in response her questions. She will read several different passages and ask the students about specific criteria that relate to the state standard for writing informative/expository texts. If	• The students will participate in a formative assessment by writing answers to the teacher's questions on a white board and holding it up for the teacher to see.

	the teacher feels that the students need more practice with these skills, she will spend the time reviewing and re-teaching them. If she feels that the students are grasping the concept she will move on to conclusion statements. The teacher will write the prompt on the board "Think of a time when you were scared or hurt and what you did to make it better." She will talk with the students about the importance of providing clear details and facts to support the main idea. She will also explain that conclusion statements/paragraphs are just as important because they provide an ending or a solution to the story or problem. She will have an example written on chart paper of a time that she was hurt. The example will have an introduction, one supporting paragraph and a strong concluding paragraph that explains how she was able to get better after she was hurt. She will go over the different points of the concluding paragraph and check to make sure the students understand how this relates to the rest of the writing passage. The students will then be given time to write their passages about a time that they were hurt or scared and will be told to focus on writing a strong concluding paragraph. She will walk around the room and check to make sure the students are on the right track. When they are done the students will pair up and read their stories to their partner. They will give each other feedback on their writing. The teacher will ask for volunteers to share their writing with the class.	• They will listen as the teacher discussed conclusion paragraphs. • They will write to a prompt about a time that they were hurt or scared. • They will pair up and share their writing with a partner and provide and listen to feedback • If they would like to they can share their story with the class.
5	The teacher will tell the students that they are going to writing a paper about a surprising experience they had using all of the things they have be learning about; clearly introducing a topic and grouping related information together, developing the topic with facts, definitions, details and quotations, linking ideas within categories of information, using precise language and domain-specific vocabulary, and providing a strong concluding statements. The teacher will give the students class time to work on their stories and will provide a list of linking words, task analysis and/or outlines for the students who may need that accommodation. The teacher will have the students turn the papers in when they are finished. She will give extra time to any of the students who have that accommodation in their IEP.	• Students will spend class time working on their summative assessment papers. • They will draw a picture when they are finished writing.

Final Writing Assignment

On a separate piece of paper, write a composition about a surprising experience you have had. Use at least one illustration or picture.

Remember To ~

- Introduce the topic, "A Surprising Experience", clearly and group related information together. Be sure to use appropriate headings, illustrations and multimedia to aid in explaining your topic.
- Develop the topic with facts, definitions, concrete details, quotes and/or examples related to the topic.
- Connect ideas by using appropriate linking words.
- Use precise language and domain-specific vocabulary to inform or explain the topic.
- Include a concluding statement that sums up the surprising experience and the information you presented.

Final Writing Project Scoring Rubric **Total Score: _____/ 20**

	4- Excellent	3- Good	2- Fair	1- Poor
A- Introduce Topic	The writer clearly introduces the topic, ALL related information is grouped logically. 4+ examples of using formatting, illustrations and multimedia to aid comprehension.	The writer introduces the topic, groups MOST of the information together logically. At least 3-4 examples of formatting, illustrations and multimedia to aid in comprehension.	The introduction is somewhat clear and SOME of the information is linked together appropriately. At least 1-2 examples of using formatting, illustrations and multimedia to aid in comprehension.	The writer does not provide an introduction or the introduction does not link information appropriately. There are less than 1-2 examples of using formatting, illustrations and multimedia to aid in comprehension.
B- Topic Development	The writer develops the topic with at least 12 supports including 3-4 facts, 3-4 definitions, 3-4 concrete details, 3-4 quotations, or 3-4 pieces of other information and examples related to the topic. Reader can follow the development through clear headings.	The writer provides 2-3 facts, 2-3 definitions, 2-3 details, 2-3 quotations, or 2-3 other pieces of information and examples related to the topic totaling at least 10 supports. Headings are present.	The writer provides 1-2 definitions, 1-2 details, 1-2 quotations, or other 1-2 other pieces of information and examples related to the topic totaling 6 supports. Some headings are included.	The writer provides minimal (less than 1-2) facts, details, definitions, quotations or other pieces of information. Headings are either misleading or missing.
C- Linking Ideas	The writer links ideas within categories of information using 3-4 linking words, 3-4 phrases.	The writer links ideas within categories of information using 2-3 linking words and 2-3 phrases.	The writer shows minimal evidence of linking ideas. 1-2 linking words and 1-2 phrases.	The writer does not link ideas within categories and uses less than 1-2 linking words and phrases..
D- Precise Language and Vocab.	The writer uses 4+ examples of precise language and domain-specific vocabulary to inform about or explain the topic.	The writer uses 3-4 examples of precise language and domain-specific vocabulary to inform about the topic	The writer uses 1-2 examples of precise language and domain-specific vocabulary to inform about the topic.	The writer used less than 1-2 examples precise language or domain-specific vocabulary to inform about or explain the topic.
E- Conclusion	The writer provides a concluding statement or section and ALL the information or explanation presented is related to the topic.	The writer provides a conclusion and MOST of the information is related to the topic.	The writer provides a conclusion and SOME of the information is related to the topic.	The writer does not provide a conclusion or the conclusion provides information that is not related to the topic.

Students must score a 16/20 (80%) to show mastery on this assignment