Grade Level	4th grade	**Content Area**	Writing
Course Title (grades 9-12 Only)			
Length of Unit	4 weeks	**Time of Year**	2nd quarter
Expected Prior Knowledge *The knowledge/skills mastered earlier in the year foundational to the mastery of the required Standard in the current sample.*	In 4th grade the students are learning about their state of Arizona and specific characteristics of the state. Every scholar should understand and use all concepts and skills from the previous grade level in terms of the Arizona Writing Standards. They should know the six traits of writing and have been taught to take notes from various sources. They should be able to construct good multi-paragraph essays using the six trait rubric		
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.*	Using Core Knowledge framework, teaching across the curriculum to included Social Studies, learning group assignments will be differentiated using the RTI model. Student centered research learning. Align lesson with technology standards.		
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, 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.*	Scholars will demonstrate their understanding of the various characteristics of Arizona using synthesis of information; explain text by using their notes to write a multi-paragraph essay on a specific characteristic of Arizona. (Animals, plants, climate, history or land formations).		
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.*	Scholars will be assessed using a 6-point, six trait rubric. A score of 80% will demonstrate mastery of this standard.		

Materials/Resources Needed	Teacher materials: United Steaming Video "Wildlife of Arizona", "Landmarks in AZ", computers, volunteer guest speaker from Fort Mohave Indian Tribe and Keepers of the Wild. Projector, colored markers, graphic organizers. Student materials: Computer, dictionaries, Writer's Journal, computer

Lesson (add as needed)	Instruction	Student Activities
1	**Anticipatory set:** Ask the scholars who know the name of the state they live in? Who can tell something about the state? Everyone shares. The teacher explains they will be writing an essay about what they have learned regarding Arizona in the past few weeks. **Lesson:** Teacher will direct each scholar to select a topic form the list – plants, animals, climate, land formations or history. (This is relevant to everyday for scholars to understand about the state they live in. Teacher will instruct scholars how to select a topic and narrow it down to write a short informative / explanatory essay. Begin with a 3 minute writing exercise where all scholars will write as much information as they can remember from past teaching lesson regarding Arizona. Teacher will ask for scholar responses and write ideas on the board. Group the ideas and direct responses to narrower topics for scholars to select their own topic. Hand each scholar the assignment form and review the expectations in the small groups (the assignment form will be differentiated for sped and tier 3 learners, more flexibility and creativity will be allowed for excelling scholars). Ask scholars to get into learning groups and discuss with each other the ideas they wrote. Scholars may add to their list from group discussion. Meet with each group and review the assignment sheet and discuss expectations. Each student will make a selection for essay. Teacher will circulate among the scholars and help them craft a topic sentence. **Closure:** Students will have selected a topic and craft a topic sentence.	1. Students will record in their notebook specific due dates for the outline, rough draft and final draft. 2. Students will take 3 minutes to brainstorm all prior knowledge of AZ 3. In small groups discuss each other's list. Individually select a topic form to write about. 4. Complete assignment sheet and write a topic sentence for their essay. 5. Share topic sentences with group members for editing

2	**Anticipatory Set:** Teacher will ask scholars to read their topic sentences. Students will review each other's sentences and decide if the sentence will provide the framework for the essay. **Lesson: (2 or 3 days)** Teacher will instruct the students how to write details based on the topic sentence. Write two or three topic sentences on the board and ask, "What details would support this sentence?" Write examples on the board. Scholars would get into their learning groups and begin writing their essays based on the topic sentence. Some sentences may have to be revised. In small groups teacher will advise scholars when writing their essays and direct them to information if details need to be added. In previous lessons, scholars watched videos from Discovery United Streaming on Wildlife of AZ, A You Tube documentary of Arizona History. **Closure:** Scholars will show the teacher their edited rough draft before leaving the class.	1. Use notes, past experiences, and internet resources to search for details to support the scholar's topic sentence. 2. Write the rough draft of the essay 3. Work with a partner to edit the essay. 4. Homework: Write the final draft of the essay.
3	**Anticipatory Set:** Ask students to give an example a closing statement or define a closing statement. **Lesson:** Teach students how to summarize their writing with a closing statement. Direct students to learning groups and hand each group a paper with example paragraphs. Read one paragraph as a class and together write a closing statement. If majority understands the concept after oral assessments instruct the groups to write closing sentences for the remaining two paragraphs. Teacher will meet with each group to reteach if necessary. Instruct each scholar to write a closing sentence for their essay and rewrite the rough draft into the final copy. **Closing:** Review the steps taken so far in crafting the essay (Brainstorming, research and narrow topic, write topic sentence, detailed paragraph supporting topic sentence, closing statement,	1. Students will write their closing statement and re-write their final draft. 2. Peer edit essays for conventions and organization Prior to lesson 1 scholars will have taken a one day trip to Grapevine Canyon and Katherine's Landing. Members of the Fort Mojave Indian Tribe and Keepers of the wild will be guest speakers to discuss history and cultures of AZ, these activities will remain consistent with the Educational Philosophy and Program of Instruction.

	rough draft, edit and final draft. Oral assessment among scholars.	
4	**Anticipatory Set**: Hand out the scoring rubric to each scholar. Allow time to review it. Write the six traits on the board as a review. **Lesson:** Direct scholars to their learning groups to peer and self-edit their essays using the scoring rubric. **Closing:** Collect all essays and scoring rubrics. Remind students of the assessment tomorrow. They will be writing a multi-paragraph essay.	Scholars will work in small groups and with a partner to peer and self-edit essays.
5	**Field Trip: Keepers of the Wild in Valentine, Arizona** Students will take their writer's journal and take notes of the animals and habitats.	Students will summarize their experiences at Keepers of the Wild by posting a blog. The blog must include a title, opening statement introducing the topic, details and facts. The writer will also use linking phrases (e.g., also, another, and, more) to connect ideas. A concluding statement must be used.
6	**Anticipatory Set:** Ask scholars if they have any questions regarding the assessment. Answer all questions. **Assessment:** Hand each scholar the assessment. They will have 90 minutes to write the essay.	Scholars will craft and edit their essay within the 90 minute language arts block

Assignment Sheet

You will write a multi-paragraph essay informing the reader about a topic related to the state of Arizona. The following are some ideas to use

- **History**
- **Cultures**
- **Land formations**
- **Animals**
- **Plants**
- **Climate**

My Topic Ideas: _____ _____ _____

Form a question that might be answered in your essay about your selected topic:

_____.

The main idea of a paragraph is written in a sentence called a topic sentence (tells the reader what you will say about the topic, is a framework for the essay, tells the reader what they can expect from your paper). It is a single sentence at the beginning of your essay that presents your idea to the reader and the remaining part of your paper is the supporting details.

Write your topic sentence _____.

List details to support your main idea (facts, definitions, concrete details, quotations, or other information and examples related to the topic you might include in your essay.

1.

2.

3.

Paste Summative Assessment Here:

4th Grade Writing Assessment
Arizona Studies

Name_____

Writing Prompt:
You are a reporter working for the Mohave Valley Daily News. Your job is to write an article explaining or informing the public of the experiences of a day(s) you experienced in Arizona. Use sequencing as you describe your day.

Your article must be five paragraphs with a clear beginning (topic sentence), supporting details and a concluding statement or paragraph.
Article must include: Facts, details supporting your topic sentence, quotations, and examples. You may use any information and facts from your notes, assignments or projects to support your topic sentence.
Articles will be assessed using the six trait rubric that we reviewed in class. The rubric is attached.
You may use the writer's checklist to review and edit your assessment prior to turning it in.

Paste Answer Key/Scoring Rubric Here:

Scoring Rubric 4th Grade Informative / Explanatory Writing

Writing Trait	Criteria	F F Below 1-2 points	Approaches 3 points	Meets 4 points	Exceeds 5-6 points	Score
Ideas and Content	1. The topic is clearly introduced. 2. The topic is developed using relevant facts, definitions, concrete details, quotations or other information used as examples					
Organization	3. Related information is grouped in paragraphs and sections 4. Uses appropriate transitions to clarify relationships among the ideas and content 5. Essay is formatted for easy reading and understanding by using headings / title, and multimedia resources 6. There is a recognizable concluding sentence or statement that summarizes the text					
Voice	7. Establishes and maintains a formal style					
Sentence Fluency	8. Uses precise language and domain specific vocabulary to inform about or explain the topic 9. Sentences convey ideas and information smoothly and clearly					
Conventions	10. Uses punctuation and capitalization correctly.					

Total Score: _____/ 6

A score of 6 = 100%
A score of 5 = 90%
A score of 4 = 80%
A score of 3 = 70%
A score of 2 = 60%

The overall score will be calculated by adding the total score, divide by the number of criterion items listed on the Scoring Rubric. This number over 6 equals the score for the paper. A score of 80% will demonstrate mastery.