Grade Level	**4**	**Content Area**	**English Language Arts-Writing**
Course Title (grades 9-12 only)			
Length of Unit	6 days	**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.*	Students have experience with 4.W.4 – producing clear and coherent writing aligned to task, purpose and audience, and 4.W.8 – gathering relevant information from print and digital sources: taking notes and categorizing information. They also have experience using graphic organizers and basic knowledge of creating computer presentations.		
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.*	Methods of Instruction: Direct Instruction, Mastery-based Instruction, Ability Grouping, whole group, small group/partner work, class discussion and one on one instruction, intervention for struggling students Gifted, At Risk, Special Ed. and Physically Impaired - instruction aligned to approved IEP		
Standard Number and Description *List the Number* and full description for the required Standard.*	Grade: 4 Strand: 4.W.2 - Writing Standards (W) Cluster: Text Types and Purposes Standard: #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 information 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 produce an informative report on a desert animal that they then convert into a slideshow. The written reports portion will be assessed using the attached 4th Grade Writing Rubric: 80% or above = Mastery		

Scoring Scale and Mastery Level	School grading scale as follows: 12 points = 100% mastery 94% - 100% = A **A score of 9 points (80%) indicates Mastery of Standard 4.W.2** 87% - 93% = B Below 80% mastery needs remediation. 80% - 86% = C (Grade will include the slideshow and the school's 70% – 79% = D Needs remediation grading scale will be used for the combined score). 69% - 0% = Needs remediation
Materials/Resources Needed	Don't Call Me Pig! by Conrad Storad, non-fiction books on javelinas, Topic Map (2 per student), computer access at school, books or magazines on desert animals from library, Scoring Rubric, paper for final report

Lesson (add as needed)	**Instruction**	Student Activities
1	**Lesson 1 Objective:** ***We will work collaboratively using a variety of resources to examine a topic and collect ideas and using a topic map to organize information clearly.*** 1. Teacher welcomes students thanking them for attending class. 2. Teacher posts the Lesson Objective in Student Friendly language. 3. Teacher leads class in composing a KWL chart regarding javelinas and filling in the "Know" and "Want to Know" columns. 4. The teacher reads Conrad Storad's book, Don't Call Me Pig! 5. Teacher leads the class in filling in the "Learned" column on the KWL chart. 6. The teacher leads a class discussion about why all their "Want to Know" questions couldn't be answer by this fictional story.	*All students have been pre-assessed and ability grouped. Students read the Student Friendly objective. (1 min.) Students participate in adding prior knowledge to the first two columns of the KWL chart. (5 min.) Students participate in adding new knowledge to the third columns of the KWL chart. (5 min.) Students participate in classroom discussion of the merits of non-fiction text for gaining specific information on a topic. (5 min.)
I Do	7. Teacher models using a non-fiction article on javelina and a Topic Map to record specific information on one or two of the topics related to this Arizona desert animal.	
We Do	8. Teacher assigns students to groups based on the number of	Students work in groups to complete the Topic Map. (20 min.)

	books, articles, and/or computer printouts available to finish the Topic Map on javelinas. 9. Teacher asks students to draw the name of a desert animal from a box, bag or hat and to gather any books/magazines/ computer printouts they can bring in from home. Possible topics: Gila Monster, Arizona Ridge Nose Rattle Snake, Scorpion, Diamondback Rattle Snake, Tarantula, Condor, Elf Owl, Kangaroo Rat, Desert Tortoise, Bat, Roadrunner, Jack Rabbit, Coyote, Bob Cat, Prairie Dog, Hummingbird, Iguana, Bighorn Sheep, Gray Fox, Sidewinder, Wild Burro, Barn Owl, Black-footed Ferret 10. Teacher asks students to read the objective aloud. Class dismissed.	Students select desert animals and begin amassing resource material as homework. (10 min.) Students read their learning objective. (1 min.)
2 **You Do** **3**	**Lesson 2 Objective:** ***We will work independently using a variety of resources to examine a new topic and collect ideas and using a topic map to organize information clearly.*** 1. Teacher welcomes students thanking them for attending class. 2. Teacher reviews the Lesson Objective in Student Friendly language with students. 3. Teacher distributes blank Topic Maps and allows students time in class to find basic information from their resource or classroom materials. Teacher circulates to determine student proficiency in locating/recording information. – Formative Assessment 4. Teacher repeats the objective and informs students they will be turning in their final writing in two formats –written and electronic power point. The teacher asks students to start watching for and noting locations of pictures or video clips they can use in their slideshow. Class dismissed. **Lesson 3 Objective:** ***We will review the scoring rubric criteria we need to meet to master the standard of writing informative/explanatory texts to examine a topic and convey ideas and information clearly.***	Students read objective with the teacher. (1 min.) Students work independently to find details about their desert animal. (40 min.) Students repeat the objective. (1 min.)

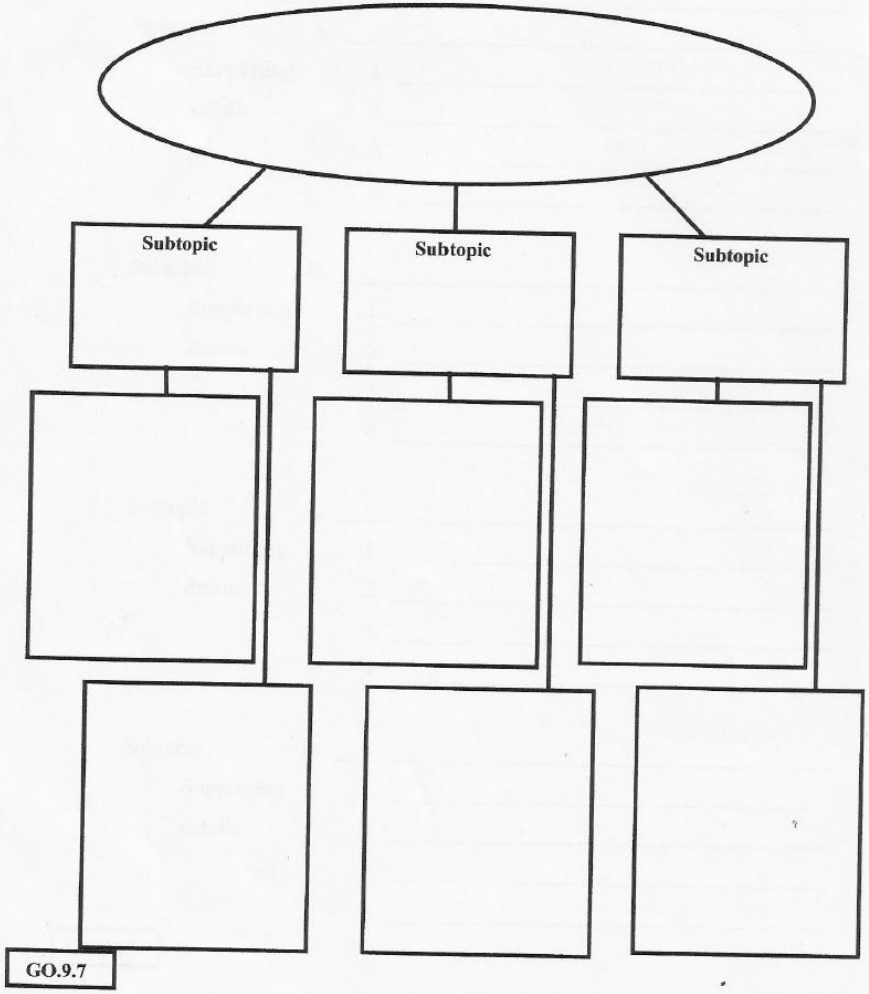
We Do **You Do**	1. Teacher welcomes students thanking them for attending class. 2. Teacher reviews the Lesson Objective including standards' language. 3. Teacher passes out the grading rubric and reviews the criteria for a 3 and 4 in each category with students. 4. Teacher allows time in class to work on rough drafts. Students who finish early will self-check their drafts using the rubric provided. 5. Teacher reminds the students of the objective they've been working toward and collects all rough drafts. Class dismissed.	Students repeat the objective in standards' language. (1 min.) Students participate in orally reading what they must do to receive a mastery grade on their report. (15 min.) Students work independently on rough drafts. (40 min.) Students read the objective. (1 min.)
4 **You Do** **You Do**	**Lesson 4 Objective:** ***We will write informative/explanatory texts to examine a topic and convey ideas and information clearly.*** 1. Teacher welcomes students thanking them for attending class. 2. Teacher reviews the Lesson Objective in standards' language. 3. Teacher passes back all rough drafts (no teacher editing) and instructs students to edit their work and self-assess it using the rubric they were given if they have not yet done so. 4. Teacher provides final copy paper and provides class time for writing final reports. Summative Assessment 5. Teacher collects all final reports, reads the posted objective and asks students to give a "Fist to Five" signal to rate themselves on mastery of the objective. Class dismissed.	Students read the objective. (1 min.) Students edit and self-assess their rough drafts. (20 min.) Students complete the final copy (Summative Assessment) of their desert report. (40 min.) Students reflect on their progress and give a "Fist to Five" signal rating themselves on mastery of the objective. (2 min.)
5	**Lesson 5 Objective:** ***We will revise our written reports on desert animals to determine if we conveyed ideas and information clearly.*** 1. Teacher welcomes students thanking them for attending class. 2. Teacher reviews the Lesson Objective.	*Summative Assessment has been graded prior to any editing and video publication of students' work. Students read the objective. (1 min.)

You Do	3. Teacher passes back all graded final reports and allows students time to review their scores and the teacher's feedback and to make corrections. Teacher circulates to assess students' ability to adjust compositions based on feedback. – Formative Assessment	Students review teacher feedback and make changes. (15 min.)
We Do	4. Teacher has students work in pairs to discuss their compositions, focusing on whether enough facts and examples were used to support the main idea and if the report could be improved by word choice or more description.	Students meet with a partner to share report and give/receive additional feedback. (20 min.)
You Do	5. After they have discussed each other's writing, the teacher asks students to revise their compositions in preparation for creating their slide show. 6. Teacher restates the objective and sets the stage for creating the slide shows in computer lab at the next class meeting. He/she asks students to decide on/make notes of the web sites containing any pictures/videos they'll be using in their slide show as homework. Class dismissed.	Student work on suggested revisions in preparation for publishing their compositions as a slide show. (20 min.) Students restate the objective and make notes about homework. (3 min.)
6	**Lesson 6 Objective: -** ***We wrote informative/explanatory texts to examine a topic and convey ideas and information clearly. We will now create power points of our work.*** 1. Teacher thanks students for attending class. 2. Teacher reviews the Lesson Objective in standards' language.	Students restate the objective. (1 min.)
You Do	3. Teacher takes the class to the computer lab with their reports and notes regarding web sites for pictures, video clips they want to use. 4. Teacher saves all power points to link in a loop for a continuous run slide show that can run in the school office, cafeteria or on the school website. 5. Teacher congratulates students on their work and class is dismissed.	Students convert reports to 8-10 power point slides and receive assistance to imbed pictures/videos. (50 min.)

MAIN IDEA MAP

Name: _____ **Date:** _____

A **Main Idea Map** shows the most important idea and supporting ideas or subtopics. It also has information about the subtopics.



GO.9.7

OUTLINE

Name: _____ **Date:** _____

Topic I. _____

Subtopic A. _____

Supporting details
1. _____
2. _____
3. _____
4. _____

Subtopic B. _____

Supporting details
1. _____
2. _____
3. _____
4. _____

Subtopic C. _____

Supporting details
1. _____
2. _____
3. _____
4. _____

Subtopic D. _____

Supporting details
1. _____
2. _____
3. _____
4. _____

GO.9.1

WRITING RUBRIC GRADE-LEVEL STANDARDS
CC WS 2 INFORMATIVE – FOURTH GRADE

	DOES NOT MEET (1)	ALMOST MEETS (2)	MEETS (3)	EXCEEDS (4)
INFORMATIVE	Limited information on topic Includes little to no facts for focus No outside sources (1)	Describes some aspects of topic, but lacks topic sentence Includes few facts & details for focus Supporting sentences are weak and/or unclear Draws information from one source Notes are not organized or not used (2)	Paper introduces a topic clearly, and groups related information in paragraphs and sections, including headings May contain illustrations, and multimedia, when useful to aiding comprehension Develops the topic with facts, definitions, concrete details, quotations, or other information related to the topic Links ideas within categories of information using words and phrases such as, *another, for example, also,* and *because,* etc. Uses precise language and domain-specific vocabulary to inform or explain the topic Provide a concluding statement or section related to the information or explanation presented Uses multiple sources to gather information about the topic (internet, media, speakers, books, newspapers, and magazines) Notes are organized, used, and information is shared in own words (3)	Meets all expectations set forth in (3) Contains illustrations and multimedia to aid comprehension Uses vivid and descriptive language that supports genre (4)
ORGANIZATION & FOCUS	Disjointed ideas No evidence of rough draft or graphic organizer (1)	Includes simple supporting details that follow a logical order Rough draft or graphic organizer is incomplete (2)	Includes well-developed supporting facts and details Uses transition words to move the reader from one detail to the next with indentation Clearly planned writing with graphic organizer or rough draft Document is neat and legible (3)	Meets all expectations set forth in (3) Paper is well-developed with smooth transitions and indentations (4)
LANGUAGE CONVENTIONS	Some correct use of subject/verb agreement, pronouns, adjectives, compound words, and articles Some correct use of past, present and future verb tenses Some correct use of punctuation, commas and capitalization Spells basic short vowels, long vowel, r-controlled and consonant-blends patterns correctly (1)	Uses subject/verb agreement, pronouns, adjectives, compound words, and articles correctly Uses past, present, and future verb tenses correctly Punctuates dates, city, state, and titles of books correctly Uses commas in dates, locations, and addresses and for items in a series correctly Capitalizes geographical names, holidays, historical periods, and special events correctly Spells one-syllable words that have blends, contractions, compounds, orthographic patterns (doubling consonants, change y to ies), and common homophones correctly (2)	Uses a variation of simple, compound, and complex sentences Combines, short related sentences with appositives, participial phrases, adjectives, adverbs, or preposition phrases Uses regular and irregular verbs, adverbs, prepositions or coordinating conjunctions correctly Uses parentheses, commas in direct quotations, and apostrophes in the possessive case of nouns or contractions Uses underlining, quotation marks, or italics to identify titles of documents Capitalizes names of magazines, newspapers, works of art, musical compositions, organizations, and the first word in quotations when appropriate Spells roots, inflections, suffixes, prefixes, and syllable constructions correctly (3)	Meets all expectations set forth in (3) Uses propositional phrases, appositives, and dependent and independent clauses correctly Uses verbs that are often misused (lie/lay, sit/set, rise/raise) correctly Uses a colon to introduce a list, when applicable Uses quotations marks around the exact words of a speaker and titles of poems, songs, and short stories (4)

DIRECTIONS: Each section will be scored separately. You will need to enter 3 scores on Data Director. **NOTE**: Writing Rubric Proficiency levels are 1 – 4. 4 is considered Advanced, 3 is considered Proficient, 2 is considered Basic, and 1 is considered Below Basic. The writing rubric does not have a Far Below Basic level.

Revised: 04/23/12