A. 5. Curriculum Sample for 4th Grade Writing

Grade Level	**Content Area**	**Course Title** *(For 9-12 Samples Only)*	**Unit Title**
Fourth	Writing	N/A	Research Project

Length of Unit	**Time of Year Taught**	**Expected Prior Knowledge**
7 days	3rd Quarter	Students are expected to know elements of writing, proper language, sentences, and paragraph usage. Students should be familiar with different means of obtaining information to utilize and extract facts, such as the internet. Students know how to use graphic organizers.

Unit Description Students will learn how to write a well written story using, plot, characters, and their voice. The story will include a detailed illustration.

Standards: Common Core State Standards in ELA	**W.4.2.** Write informative/explanatory texts to examine a topic and convey ideas and information clearly. Introduce a topic clearly and group related information in paragraphs and selections; include formatting (e.g., headings), illustrations, and multimedia when useful t o aiding comprehension. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. Link ideas within categories of information using words and phrases (e.g., another, for example, also, because). Use precise language and domain-specific vocabulary to inform about or explain the topic. Provide a concluding statement or selection related to the information or explanation presented.
Summative Assessment *In addition to the description, include a copy of the summative assessment in the application package.*	Students will write, on their own an informative/explanitory essay. The essay will include an introduction to the topic, facts, details and quotes that develop the topic, linking words and phrase, precise language and vocabulary and a concluding statement that relates to the topic.
Scoring for Summative Assessment *In addition to the description, include a copy of the answer key and scoring rubric (if applicable) for the summative assessment in the application package.*	Summative assement will be scored out of 28 point rubric (see attached). Students must score at least 22 points out of 28 possible to demonstrate mastery (mastery level at 80%)
Materials/Resources Needed *Include all items for the entire unit.*	Workbook Plus, Unit 9/Teachers Resource Book. Transparencies/Overhead Projector CD/Audiotapes Class Laptops/Internet Access http://eduplace.com/kids/hme/ or http://www.eduplace.com/rdg/hme/ Paper, Pencils, Magazines, Dictionary, Thesaurus

	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
Instruction and Time line (Discovery, Cooperative, and demonstration teaching styles)	In a whole group setting the teacher will read, *What Do Sea Otters Look Like*. The teacher will ask the students to explain what they learned from the text. The teacher will point out that the text has an introduction, interesting facts, uses transitions such as another, for example, also, etc, and has a concluding statement that sums up the text. Also the teacher will explain that adding multimedia and illustrations help with compression. The teacher will explain that the students are going to write their own informative research project. The teacher will explain that the first thing to do is to pick a topic. The teacher will tell the students that they	In a whole group setting the teacher remind the student that they will be writing an informative essay about an animal. The teacher will explain that after gathering facts and details, the students will begin the writing process. The teacher will explain that good writers begin with a clear introduction that may include illustrations and multimedia. The teacher will read several examples of introductions and the students will discuss the positive aspects of each sample. The teacher will model the process of writing an introduction using an overhead and transparencies. The teacher will lead the students in writing several introductions	In a whole group setting the teacher will explain that they will continue to work on their informative essays. The teacher will display all of the class charts. The teacher will explain that when writing the students needs to include the facts, detail and quotes in their work and that the information needs to be organized together. For example all of the information about appearance should be grouped together and all of the information about habitat should be grouped together. The teacher will further explain that ideas can be linked together with words like *another, for example, also, because*. The teacher will read a couple of examples and the	In a whole group setting the teacher will explain that the students are going to finish their informative essays today. The teacher will explain that good writers include a concluding statement that relates to the information presented. The teacher further explains that the conclusion sums up what has been explained. The teacher will provide and read several examples of concluding statements. Next the teacher, using an overhead projector will model writing a concluding statement. Then the teacher will lead the class in a group write of several concluding statements. The teacher will chart the statements for the	

	will write about a wild animal. Students will brainstorm animals to research. The teacher will chart the responses and help each student decide which animal they want to research. Next the teacher will explain that after deciding on a topic each students needs determine 3-5 items they want find out about the animal, e.g. appearance, diet, habitat. The teacher demonstrates how to use a graphic organizer to separate the facts and information.	and ask students to make suggestions. The teacher will chart all responses.	students will explain the merits of the samples. The teacher will use the overhead and model writing about a topic using linking words and precise vocabulary.. The teacher will point out that word choice is important in good writing. The teacher will explain how to site quotes, include definitions and facts within the essay. The teacher will lead a “group” writing, using the students’ suggestions.	students to use as examples when writing on their own.	

	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
Student Activities and Time line	Students return to their seats and decide on an animal topic. Next the students will fill out their own graphic organizers to separate facts. Next the students research the topic and fill in their graphic organizers with facts, details and quotes. (This process may take 1-3days depending on the depth of the research.)	Students will return to their seats and using the classroom charts and the facts they have gathered about their animals, write an introduction to their essays. Students will gather illustrations and multimedia if it is helpful. The students will read their ideas to seat partners. The teacher will edit each student individually to ensure success in writing the introduction.	The students will return to their seats and, using the information, facts , details, quotes and definitions they gathered, along with the introduction they wrote previously, begin to write about their topics. The teacher will edit each student individually. The writing process may take 1 -2 days.	The students will return to their seats and write concluding statements for their essays. The teacher will edit each student individually. They will share their work with the class.	

4th Grade Writing Assessment:

Directions: Write an informative essay 3-5 paragraphs long with each paragraph consisting of 3-7 sentences. Include a clearly stated topic, facts, definitions, details and quotes. Be sure to link ideas with words and phrases like *another, for example, also and because*. Use precise language and vocabulary and include a concluding statement. You may also include illustrations and multimedia to assist in comprehension.

4th Grade Writing Scoring Rubric

Skills/Level	4	3	2	1	Score
Introduction and Topic	Includes a clearly stated topic and related information is grouped in paragraphs	Includes a topic and related information is grouped paragraphs.	Includes a topic and related information is grouped in paragraphs some of the time.	Topic is unclear and related information is not grouped together	
Topic Development	Includes many facts, details definitions and quotes.	Include several facts, detail, definitions and quotes.	Includes two or three facts, details, definitions and quotes.	Includes one or two details, definitions and quotes.	
Transitions	Properly uses linking words and phrase (e.g. another, for example, also and because) always.	Properly uses linking words and phrases (e.g. another, for example, also, and because) most of the time	Uses linking words and phrases (e.g. another, for example, also, and because) some of the time.	Does not use linking words and phrases (e.g. another, for example, also, and because).	
Language and Vocabulary	Always uses precise language and vocabulary.	Uses precise language and vocabulary most of the time.	Uses precise language and vocabulary some of the time.	Does not use precise language and vocabulary.	
Concluding Statement	Includes a concluding statement that precisely relates to the topic.	Includes a concluding statement that relates to the topic.	Includes a concluding statement that somewhat relates to the topic.	Concluding statement does not relate to the topic.	
Formatting, Illustrations, Multimedia	Effective and creative use of appropriate formatting, illustrations and multimedia to assist in comprehension	Uses appropriate formatting, illustrations and multimedia to assist in comprehension	Uses some formatting, illustrations and multimedia to assist in comprehension	Limited use of formatting, illustrations and multimedia to assist in comprehension	
Conventions	Effective and creative use of wide range of conventions with few errors.	Uses of wide range of conventions with few errors.	Uses standard conventions with a few errors. Errors do not impede readability	Limited use of conventions with a lot errors, which impede readability	
					/28

Grade	Percentage
A	90-100%
B	80-89%
C	70-79%
D	60-69%
F	Below 60%

Mastery is at 80% and above