A. 6. Curriculum Sample for 4th Grade Writing

Grade Level	4th	**Content Area**	Writing
Course Title (grades 9-12 Only)	n/a		
Length of Unit	5 days	**Time of Year**	3rd 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 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.		
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.*	Students will be taught using scaffolding methods as well as with direct instruction. Through lecture-discussions and demonstrations, students will develop their knowledge while practicing problem-based learning & inquiry activities		
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 write, on their own an informative/explanitory essay. Students will be scored on whether they can include a clearly stated topic, facts, definitions, details and quotes, link ideas with words and phrases, e.g. *another, for example, also, because*, etc., use precise language and vocabulary, and provide a concluding statement.		
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*	The Summative Asssessent will be scored based on the following categories:"Introduction and topic; Topic development; Transitions; Language and vocabulary; Concluding statement; and Conventions. Each category has a scale of 1 –4 (4 being the best). The assessment will be scored out of a 24-point rubric (see attached). Students must score at least 20 points out of 24 possible to demonstrate mastery (mastery level at 80%)		

sample.	
Materials/Resources Needed	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, Dictionaries, Thesauri

Lesson (add as needed)	**Instruction**	**Student Activities**
1	In a whole group setting Teacher will read, *What Do Sea Otters Look Like*. Teacher will ask Students to explain what they learned from the text. Teacher will point out that the text has an introduction, interesting facts, uses transitions, (e.g. another, for example, also, etc.) and has a concluding statement that sums up the text. Also, Teacher will explain that adding multimedia and illustrations aid with understanding. Teacher will explain that Students are going to write their own informative research project. Teacher will explain that the first thing to do is to pick a topic. Teacher will tell Students that they will write about a wild animal. Students will brainstorm animals to research. Teacher will chart the responses and help each student decide which animal they want to research. Next, Teacher will explain that after deciding on a topic each Student needs determine 3-5 items they want find out about the animal, (e.g. appearance, diet, habitat.) Teacher demonstrates how to use a graphic organizer to separate the facts and information.	Students return to their seats and decide on an animal topic. Next Students will fill out their own graphic organizers to separate facts. Next, Students research the topic and fill in their graphic organizers with facts, details and quotes. (This process may take 1-2 days depending on the depth of the research.)
2	In a whole group setting, Teacher reminds Students that they will be writing an informative essay about an animal. Teacher will explain that after gathering facts and details, Students will begin the writing process. Teacher will explain that good writers begin with a clear introduction that may include illustrations and multimedia. Teacher will read several examples of introductions and Students will discuss the positive aspects of each sample. Teacher will model the process of writing an introduction using an overhead and transparencies. Teacher will lead Students in writing several introductions and ask students to make	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. Students will read their ideas to seat partners.

	suggestions. Teacher will chart all responses. Teacher will edit each student individually to ensure success in writing the introduction.	
3	In a whole group setting Teacher will explain that they will continue to work on their informative essays. Teacher will display all of the class's charts. Teacher will explain that when writing, Students need to include facts, details and quotes in their work and that the information needs to be organized. For example, all of the information about appearance should be grouped together and all of the information about habitat should be grouped together. Teacher will further explain that ideas can be linked together with words like *another, for example, also, because,* etc.) Teacher will read a couple of examples and Students will explain the qualities of the samples. Teacher will use the overhead and model writing about a topic using linking words and precise vocabulary. Teacher will point out that word choice is important in good writing. Teacher will explain how to site quotes, include definitions and facts within the essay. Teacher will lead "group writing," using Students' suggestions. Teacher will edit each student individually to aid in understanding.	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.
4	In a whole group setting Teacher will explain that Students are going to finish their informative essays today. Teacher will explain that good writers include a concluding statement that relates to the information presented. Teacher further explains that the conclusion sums up what has been explained. Teacher will provide and read several examples of concluding statements. Next, Teacher, using an overhead projector, will model writing a concluding statement. Then, Teacher will lead the class in a group write of several concluding statements. Teacher will chart the statements for Students to use as examples when writing on their	Students will return to their seats and write concluding statements for their essays. They will share their work with the class.

	own.	
5	Teacher states, “Today you will demonstrate that you know how to write an informative/explanatory essay examining a topic and conveying ideas and information clearly.” Teacher reviews the important components to a good essay (Introducing topic; Developing the topic with facts, definitions, etc.; linking ideas with words; using precise language; and providing a concluding statement.) Teacher then begins by asking Students, “Think of something you made with your own hands. How did you do it? What might you do differently next time? Write an explanation so clear and complete that someone with little to no experience could follow your directions and make the same thing.” Write a clear explanation of ONE of the following: o How to make a peanut butter sandwich o How to train an athlete for any sport o How to prepare for a vacation o How to be a good babysitter Teacher passes out the assessment and instructs Students to read the directions before starting. Teacher collects Students’ writing.	Students listen to Teacher’s review of a good informative/explanatory essay. Students choose a topic to write about. Students write an essay to the best of their abilities. Students pass in papers.

Summative Assessment:

Directions: Write an informative/explanatory 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.

Title: _____

Author:_____

Answer Key/Scoring Rubric:

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.	
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	
					/24

There are a total of 24 points; 20 points or higher = mastery (80% and above.)

Table: 4th Grade Writing Assessment Grading

Points	Percentage
18	75%
19	79%
20	83% *mastery
21	88% *mastery
22	92% *mastery
23	96% *mastery
24	100% *mastery

Student's Score:_____

Comments: