Grade Level	4th Grade	Content Area	Writing
Course Title (grades 9-12 Only)			
Length of Unit	**6 lessons 7 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.*	Prior to this lesson, students have mastered the knowledge/skills described in the following Grade 4 standards: 4.RI.2. 2. Determine the main idea of a text and explain how it is supported by key details; summarize the text. 4.RI.5. Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text. 4.RI.8. Explain how an author uses reasons and evidence to support particular points in a text. 4.W.1. (a-d) Write opinion pieces on topics or texts, supporting a point of view with reasons and information. 4.LS.2. (a-d) Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. In addition, and as a part of regular instruction, students have practice in the Six Traits of Writing, how to summarize ideas and take notes from a variety of sources, have previously studied the American Revolution in 4th grade lessons.		
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 following methods of instruction are aligned to the Program of Instruction: (1) Common Core State Standard: instruction aligned to 4.W.2. (2) Direct Instruction: teacher-led and driven instruction. (3) Understanding by Design (UbD): UbD lesson plan template used; title/objective identified for every lesson. (4) Differentiated Instruction: small group or one-on-one differentiated instruction used with scaffolding tools (demonstrations, modeling with thinkalouds; structured discussions; pre-teaching, re-teaching, extra-practices; visual aids, visual presentations).		
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 demonstrate synthesis of informative/explanatory texts by writing a multi-paragraph essay about a topic related to the American Revolution.		

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 assessed using a 6-point scoring guide/rubric. A score of 80% will show mastery of the standard. A score of 6 = 100%, A score of 5.0-5.9 = 90-98%, A score of 4.0-4.9 = 80=89% (80% is mastery), A score of 3.0-3.9 = 70-79%, A score of 2.0-2.9 = 60-69%
Materials/Resources Needed	Writer's Notebook, Video: *Rebels and Redcoats* (Discovery Channel-available from Discovery Streaming), Assignment Sheet, sample essay, student self-check sheet, and scoring rubric, various books on The American Revolution, Internet access, Writer's Notebook for each student.

Lesson (add as needed)	**Instruction**	**Student Activities**
1	**Day 1: Objective – Take notes while viewing video and brainstorm essay topics.** • Pass out the Assignment Sheet, sample essay, student self-check sheet, and scoring rubric (attached) and explain to students that they will be writing an essay about The American Revolution. Have them record the due date of both the rough draft and final copy of the essay on the first page of their Assignment Sheet. • Tell them they may choose a topic about The American Revolution after they have watched a video and taken notes. • Walk the students through the Assignment Sheet so they can see exactly what it contains. Then explain that this type of essay is an informative/explanatory essay. Because students are familiar with this type of essay, the teacher will prompt them on explaining what this means. They will record the meaning on their Assignment Sheet. • Teacher: "The best place to begin is by identifying what you already know about The American Revolution (accessing prior knowledge). • The teacher leads a brainstorming session with the class on The American Revolution to find out what they recall. The teacher records on the board these topics. • Then have students pull out their Writer's Notebook and take 3 minutes to write everything they remember about any three brainstormed topics regarding The American Revolution. Encourage	**Day 1** When prompted by the teacher, students will record the assignment due date on page one of their Assignment Sheet. With guidance from the teacher, students will recall what they remember from past lessons about The American Revolution and record possible topics in their Writer's Notebook. Students will share topic ideas with the class when prompted by the teacher. Students will draw lines in their Writer's Notebook to make a Cornell Topic/Detail note-taking page in preparation for taking notes on the video about The American Revolution. They will proceed to take notes during the video. In their small groups, students will share their notes from the video and gather more information from each other for their Writer's Notebook.

	students to simply write fragments or phrases, not complete sentences, to make the best use of their time. Call on a few students and ask them to share out with the class. • Review with students the strategy of Cornell Topic/Detail note taking and ask them to draw the necessary lines on a clean page in their Writer's Notebook. Explain that they will take notes as they view a video on The American Revolution. Inform students that not everyone will have exactly the same notes because individuals may place importance on different facts. • Move students into groups of 3 and instruct them to take turns sharing their notes and their previous list of topic ideas. Students may continue to take notes from the reporting out by others. • Let students know that tomorrow they will select a specific topic for their essay using their ideas from the video and/or from the class brainstorming. • Use formative assessments to identify at-risk students, and provide them with small groups or one-on-one differentiated instruction with scaffolding tools (demonstrations, modeling with thinkalouds; structured discussions; pre-teaching, re-teaching, extra-practices; visual aids, visual presentations).	
2	**Day 2: Objective - Select Topic, Determine Main Idea for the Essay** • Using their notes from yesterday's video and class discussion, tell students to decide on 3 possible ideas for their topic and record these on their Assignment Sheet. • The teachers guides them through the sheet by telling them that once they decide on a topic (causes, important people, battles, loyalists, Declaration of Independence, women's roles, etc.), they must narrow their topic. Model for the students many examples of how to take a general topic and narrow it to a more specific topic (ex. broad topic: Causes of Revolutionary War; narrow topic: What were the colonists angry about? Or Why was Britain trying to control the colonists?). They may frame their "narrowed" topic in the form of a question to help them focus (see Assignment Sheet). • After a few minutes, allow students to share their ideas with a partner and/or the class.	Using their notes from yesterday's video and prior learning, students will consider 3 possible topics for their essay on The American Revolution and record these in their Assignment Sheet. Once they narrow their list to one topic, they will formulate a question for which the answer may be revealed through their research. They will share their question with their group, and when prompted, have the opportunity to share with the class. Students will form a topic sentence from their topic question and record this in their packet. They will rewrite their topic sentence on a slip of paper for the teacher as they leave class.

	• Again direct students to their Assignment Packet to look at the example topic sentences. They may record their newly formed topic sentence on the Assignment Sheet. • Ticket out the Door: Have students copy their topic sentence on a strip of paper to hand to the teacher as they exit the classroom. The teacher will look over these and use anonymous examples for tomorrow's lesson.	
3	**Day 3: Objective - Revise Topic Sentence and begin research.** • Begin the lesson by projecting two or three anonymous student topic sentences and asking students to evaluate how well the statement provides a "road map" to what the essay will be about." They may suggest ways for modifying the topic sentence for clarity. For each one, the teacher will ask, "What details might you expect to be in the essay for this topic?" • Give students a chance to revise their topic sentences. • Provide students access to the Internet and books on The American Revolution. As they discover details relevant to their topic, they may record them in their Assignment Sheet. • Allow class time for students to continue researching information on their topic and recording notes in their Writer's Notebook. • Closing: The teacher will ask students to reflect and respond to the following questions: *How well is your topic sentence guiding your search for information?, How successful are you in finding the information you need?, What part of the research is causing you problems?*	**Day 3** Students will evaluate the clarity and focus of sample topic sentences provided by the teacher. They will process and respond to questions asked by the teacher, specifically "What details might you expect to be in the essay for this topic?" Students will revise their own topic sentence if they feel it is necessary. Students will use the remainder of the class time to read and research information about their topic, taking notes in the Writer's Notebook. At the end of the class, students will reflect and respond to three teacher prompted questions about their research up to this point.
4	**Days 4 and 5: Objective – Review Essay Model and Scoring Rubric** • Direct students to the scoring rubric. Allow them time to first look over the scoring rubric, then go through each of the traits. Ask clarifying questions for each trait. This will not take long because students are very familiar with the form and format of the scoring rubric from previous assignments. • Ask students to meet in groups of three to look at all traits. Each group will be assigned one or two of the following descriptors: topic sentence, relevant facts, transitions to link ideas, formal style, sense of audience, precise language, domain specific vocabulary. In their small	**Day 4 & 5** Students will review the scoring rubric and respond to the teacher clarifying questions. In their small groups, students will discuss their assigned rubric descriptors (criterion) in order to clarify understanding with each other. Students will seek further clarification with the teacher through class discussion and teacher prompting.

	group, they will clarify their understanding of their assigned descriptors, and then share their understanding with the class. This will be a guided discussion with the teacher providing further clarification and examples. • Then ask students to look at the model essay and work in their groups to do the activity at the end of the essay. They will complete the activity and be prepared to share their answers with the class. • A copy of this essay will be projected so the students can see the teacher marking parts of it as they discuss the paper's organization. • Using the scoring guide/rubric, first ask students to identify the topic sentence/ main idea statement in the sample essay. Move through the rubric and the sample essay to identify examples of and clarify their understanding of each of the rubric descriptors. • Provide class time for continuing their research and begin drafting their own essay. • Post the **Rough Draft Due Date** on the board.	Students will read the model essay, complete the activity at the end of the essay and share answers with the class. With the teacher's guidance students, will use the rubric/scoring guide, identify the parts of the essay with the class and clarify their understanding of what is required. Students will use the remainder of class time to work on their draft essay.
5	**Day 6 : Self-check the essay draft and begin final essay draft.** • Explain to students that this is the day they will use the Self-Check on their essay. • Allow students the remainder of the period to work on their drafts and/or begin their final copy. Post the **Final Copy Due Date on the board.**	**Day 6** • Students use today to continue their rough drafts and to use the Self-Check on their essay. They begin the final copy essay.
6	**Day 7: Objective – Self-score, reflect on process, and submit essay to teacher.** • The teacher debriefs the writing process with students, asking them to identify and challenges, obstacles, and successes with the process of brainstorming, focusing, researching, drafting, and editing. • Next, the teacher directs the students to use the scoring rubric to score their own paper. The teacher collects the final copy of their essays, as well as the students' self-scored rubric. Teacher scores the essays using the 6-Traits scoring guide/rubric.	**Day 7** Students will respond to the teacher's questions about their challenges and obstacles during this assignment. Then students use the scoring guide/rubric to score their own paper. They submit both their final essay and self-scored rubric to the teacher.

ASSIGNMENT SHEET

You will write a multi-paragraph essay about a topic related to The American Revolution.

Rough Draft Due: _____ Final Copy Due: _____

Informative means: _____

Explanatory means: _____

My Topic Ideas (choose one to use for your paper)":

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:**

A topic sentence —

- tells the reader what you will say about your topic
- is a road map for the paragraph; in other words, it tells the reader what to expect from the rest of the paragraph.
- is a single sentence at the beginning of your paragraph that presents your idea to the reader. The rest of the paper, the body of the paragraph, gathers and organizes details to explain or inform your reader about the topic.

Example:

Although men fought the battles of The Revolutionary War on the front line, women played an important role in gaining America's independence.

Write your Main Idea or Topic Sentence: Look at your notes about the topic you have chosen. Write a complete sentence that states the main idea.

List relevant details about the topic that you might include in your essay.

What connecting words will you use in your essay?

Sample Essay

Sammy Student
Informational/Explanatory
Nov. 21, 2011

Causes of the American Revolution

The United States began because of the American Revolution. The causes of the American Revolution are the French and Indian War, taxes, and the colonies were ready to govern themselves.

The first cause of the war was the French and Indian War. Colonists were crowded, and they wanted to move to the Ohio River Valley. The Proclamation of 1763 said they could not.

Another cause of the war was taxes. Parliament made the colonist pay the Stamp tax, a tax on any printed item. Also, the Sugar Act included many items that were taxed. The Intolerable Act was passed after the Boston Tea Party as punishment for the people of Boston. The colonist said, "No taxation without representation!"

And finally, the colonists were ready to govern themselves. The colonists had been there for a very long time and they thought they could make their own law and did not need a king.

The American Revolution happened for many different reasons. They three main causes were the French and Indian War, taxes, and the colonists were ready to govern themselves. I'm glad the American Revolution happened because I don't want to be a British man.

Group Activity:

1. Underline the topic sentence in each paragraph.
2. Circle linking words or phrases that move the essay from one idea to another.
3. Put an asterisk (*) by all relevant facts, definitions, details, quotations and examples that you can find.

Informative/Explanatory Essay
Student Self-Check

Ideas

____ ☐ I stated the main idea of my paper (the essay's title does not count).
____ ☐ I developed my topic with details (examples, facts, concrete details).
____ ☐ I have enough information, but not too much.

Organization

____ ☐ I began my paragraphs with a topic sentence.
____ ☐ My paragraphs end with a concluding sentence that makes sense for the rest of my essay.
____ ☐ I use linking words or phrases to move my ideas along.

Voice

____ ☐ I used my own words to tell about the topic.

Word Choice

____ ☐ I used the best words for describing the details for my topic.

Sentence Fluency

____ ☐ My writing could easily be read aloud.

Conventions

____ ☐ I left spaces between words.
____ ☐ I left margins on the sides and at the bottom of my paper.
____ ☐ I have used capital letters correctly and punctuation correctly.
____ ☐ Words are spelled correctly.
____ ☐ I remembered to indent each paragraph

SCORING GUIDE/RUBRIC FOR 4TH GRADE INFORMATIVE/EXPLANATORY WRITING

Outcome: Standard 4.W.2. The student will demonstrate synthesis of informative/explanatory texts by writing a multi- paragraph essay.

Writing Trait	Criteria	Score			
		F 1-2	A 3	M 4	E 5-6
Ideas & Content	1. The topic is clearly **introduced.**				
	2. The topic is **developed using relevant facts, definitions, concrete details, quotations, or other information and examples related** to the topic.				
Organization	3. Related information is **grouped in paragraphs and sections**				
	4. Uses appropriate **transitions to clarify the relationships among the ideas and concepts**.				
	5. Essay is **formatted for easy reading and understanding by using a heading/title, graphics, and (optional) multi-media.**				
	6. There is a recognizable **concluding statement or paragraph that makes sense for** the information provided about the topic.				
Voice	7. Establishes and maintains a formal style.				
Word Choice	8. Uses **precise language and domain specific vocabulary to inform** about or explain the topic.				
Sentence Fluency	9. Sentences **convey ideas and information smoothly and clearly.**				
Conventions	10. Uses punctuation and capitalization correctly.				

FINAL SCORE: _____/6_____

A score of 6 = 100%
A score of 5.0-5.9 = 90-98%
A score of 4.0-4.9 = 80=89%
A score of 3.0-3.9 = 70-79%
A score of 2.0-2.9 = 60-69%

(Calculating the Score: Total the score and divide that total by the number of criterion items listed on the Scoring Guide. This number over 6 equals the score for the paper. It can be no higher than 6/6 A score of 80% will show mastery of the standard.)