A.5. CURRICULUM SAMPLE – Fourth Grade Writing

Grade Level	Content Area	Course Title	Unit Title
4th	**Writing**	**N/A**	**Fourth Grade Writing**
Length of Unit	**Time of Year Taught**	**Expected Prior Knowledge**	
5 days	**1st Quarter**	Every student should understand and use all concepts and skills from the previous grade levels with regard to Reading/Writing according to Arizona State Standards.	

Unit Description

In this lesson students will use two note taking strategies as they read expository text. The lessons lead to the final assessment, a five-sentence expository summary based on grade-level text. Essential Questions: What is expository writing? How does note taking help me with expository reading and writing? Enduring Understanding: Note-taking allows us to think about what we read in a meaningful way, which in turn makes it easier to write about what we have read in an organized way. Students will take notes as they read expository information using charts, then write a five-sentence summary paragraph using information from charts they have created while reading expository text.

Common Core Standards	**4.W.2** Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
Summative Assessment	The students will create either a Topic/Detail or Interesting to Me/Important to Author Chart while reading expository text and then utilize their notes to generate a five-sentence expository summary paragraph. The summary paragraph and chart will both be graded on separate 4-point rubric scales. The summary paragraph will assess four different criteria while the chart is completion and accuracy based having only one scoring criteria. Combining the two, the assessment will be scored out of 24 points. *Charts adapted from Stephanie Harvey's book *Strategies That Work: Teaching Comprehension for Understanding and Engagement 2nd Edition*
Assessment Scoring	The summary paragraph and chart will both be graded on separate 4-point rubric scales. *Mastery is considered an average grade of 80% or higher.*
Materials/Resources Needed	Grade-level expository text (at least three different texts-one per student) *Overhead copy recommended* Whiteboard and markers or chart paper (for teacher copy of charts and summary), Charts (or paper for students to create their own), pencils (one per student), lined paper

	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
Lesson Instruction	1. Begin by asking what the purpose of non-fiction (expository) text is and lead a brief discussion introducing the concept of	1. Review the concepts covered in the previous lesson. 2. Ask the students if they ever get	1. Tell the students they will be using their charts to write expository summaries. 2. Review the parts of a complete	1. Engage the class in a brief discussion about the purpose of note taking and expository writing. 2. Explain to the students	1. Provide students with grade-level appropriate expository text, charts, grading

	expository writing through note taking and summaries. 2. Provide students with grade-level appropriate expository text, a copy of the Topic/Detail Chart, and a pencil. 3. Model how to read expository text and introduce the note taking strategy of the Topic/Detail Chart by engaging the students in a discussion as they read in order to create the chart. a) Ask the students what information would fall under the Topic (main ideas) column and what would fall under the Detail (facts) column. b) Create a chart on the board as the students decide what should go on it, and the students will copy it for reference. 4) When the chart is complete review it with the students making sure they agree with the placement of the information. 5) Explain that in a future lesson the students will be	overwhelmed by facts or have trouble knowing what is really important in informational text. 3. Have students share their experiences. 4. Provide students with grade-level appropriate expository text, a copy of the Interesting to Me/Important to Author Chart, and a pencil. 5. Model how to read expository text and introduce the note taking strategy of the chart. 6. Engage the students in a discussion as they read in order to create the chart, asking the students to share if they read something that is either interesting to them or important. 7. Create a chart on the board as the students decide what should go on it, and the students will copy it for reference. 8. Encourage students to include additional pieces	paragraph. Explain to the students that their summaries must have at least five sentences, including a thesis statement (topic sentence) three supporting sentences, and a concluding statement. 3. Use one of the charts to model this, engaging the students in discussion to help write the summary as a class.	that they will be working in pairs to create one of the charts and a five sentence summary. 3. Provide grade-level appropriate expository text, charts, grading rubric, and pencils. 4. Circulate the room while students work and be available for support as needed.	rubric, and pencils in order for them to complete the assessment.

	using the notes on their charts to write a complete summary paragraph pointing out how organizing information as you read allows you to utilize it easier and in more meaningful ways.	of information that are interesting to them even if they are not on the class chart. When the chart is complete review it with the students making sure they agree with the placement of the information. 9. Explain that in a future lesson the students will be using the notes on their charts to write a complete summary paragraph pointing out how organizing information as you read allows you to utilize it easier and in more meaningful ways.			

	Lesson 1	**Lesson 2**	**Lesson 3**	**Lesson 4**	**Lesson 5**
Student Activities	1. The students will participate in a discussion about the purpose of expository text and writing. 2. Read expository text with the teacher and help create a Topic/Detail Chart. 3. Copy the chart as the	1. The students will participate in a discussion about times when they have had trouble determining the important information in something they have read and times when they have felt	1. The students will work in small groups to write a thesis statement for the class summary. 2. The class will vote on the best one. 3. The students will work in small groups to	1. Working in pairs they will utilize the strategies learned in the three previous lessons to take notes and write a summary paragraph. 2. The students will read grade-level appropriate	1. The students will work independently to show what they have learned. 2. They will utilize the strategies learned in the four previous lessons to

	teacher creates the class chart during discussion.	overwhelmed by all the information in the text. 2. The students will read expository text with the teacher and help create an Interesting to Me/Important to the Author Chart. 3. The students will copy the chart as the teacher creates the class chart during discussion.	develop the body of the paragraph (three supporting sentences) using the information from the charts they created in the two previous lessons. 4. Each group of students will share at least one of their supporting sentences with the class. 5. The students will work in small groups to write a concluding sentence. 6. The class will vote on the best one for the class summary.	expository text, create either a Topic/Detail Chart or an Interesting to Me/Important to the Author Chart and then use the information on the chart to write a five sentence summary paragraph. 3. Students will use the rubric provided to assess their own work. *4. Pairs can trade summaries and use the rubric to assess. *If time or for those who finish early	take notes and write a summary paragraph. 3. The students will read grade-level appropriate expository text, create either a Topic/Detail Chart or an Interesting to Me/Important to the Author Chart and then use the information on the chart to write a five sentence summary paragraph.

Rubric

Expository Summary Paragraph

1. Student has included a strong topic sentence 1 2 3 4
2. Student has a main idea 1 2 3 4
3. Student has at least three supporting sentences 1 2 3 4
4. Student has a concluding sentence 1 2 3 4
5. Student's paragraph makes sense (information is accurate) 1 2 3 4

Scoring
Topic/Detail Chart

Student has ***at least*** three topics and one detail (*more preferred*) supporting each topic = 4

Student has two topics and at least one detail supporting each topic = 3

Student has one topic and at least one detail supporting the topic = 2

Student has one topic and no details = 1

Interesting to Me/Important to Author

Student has at least three topics/facts on each side = 4

Student has at least 2 topics/facts on each side = 3

Student has at least 1 topic/fact on each side = 2

Student has 1 topic/fact on one side = 1

Topic	Detail

Interesting to Me	Important to Author