



Writing Studio

Teacher Guide

Grade 4

Grade 4

Units 1-7

Writing Studio

Teacher Guide



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Writing Studio 1

Introducing Narrative Writing



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Introducing Narrative Writing

PRIMARY FOCUS OF LESSON

Students write narratives about playing a game. [W.4.3]

FORMATIVE ASSESSMENT

Activity Page 1.1

Playing Games Students write narratives about playing a game. [W.4.3]

LESSON AT A GLANCE

	Grouping	Time	Materials
Introducing Narrative Writing (30 min.)			
Connections: Writing Narratives	Whole Group	3 min.	
Introduce the Prompt	Whole Group	5 min.	<input type="checkbox"/> Writing Prompt for Activity Page 1.1
Narrative Pre-Assessment	Independent	17 min.	<input type="checkbox"/> Activity Page 1.1
Wrap-Up	Whole Group	5 min.	

ADVANCE PREPARATION

- Prepare the writing prompt for display, either copying it onto chart paper or preparing to project it. See Writing Prompt for Activity Page 1.1 in Teacher Resources.
- Prepare copies of Activity Page 1.1 to distribute to each student for the Narrative Pre-Assessment activity.
- Prepare the rubric for grading the pre-assessments. See the *Fourth Grade Writing Rubric: Narrative Writing* in Teacher Resources. You will retain the pre-assessment to compare with the final narrative writing activity in Unit 4, *Developing Narrative Writing*.

Universal Access

- Prepare sentence starters as follows:
 - One kind of game is . . .
 - When playing this game . . .
 - The best part about this game is . . .
 - Something surprising about this game is . . .

Lesson 1

Introducing Narrative Writing



Primary Focus: Students write narratives about playing a game. [W.4.3]

CONNECTIONS: WRITING NARRATIVES (3 MIN.)

- Ask a few student volunteers to review what a narrative is.
 - » Narratives are stories.
- Clarify that although students have studied personal narratives, which are true stories about the writer, there may also be fictional narratives that are written about characters.

INTRODUCE THE PROMPT (5 MIN.)

- Tell students that in this Writing Studio lesson they will write their own narratives about someone playing a game.
- Display the Writing Prompt for Activity Page 1.1 and read it aloud to students, repeating as necessary.

▶ Writing Prompt for Activity Page 1.1

Write a narrative about someone who is playing a game. This narrative may be true or fictional. You may write about something you have experienced or something you imagine.



Check for Understanding

Ask a volunteer to explain the prompt in his or her own words.

Support

Review the definitions of *fiction* and *nonfiction*.

Challenge

Have students name an example of a fictional narrative.



Access

Entering/Emerging

Review the prompt and use sentence starters to guide students in speaking about games.

Transitioning/Expanding

Review the prompt and provide sentence starters for student pairs to use in speaking about games.

Bridging

Review the prompt and provide sentence starters for student groups to use in speaking about games.



NARRATIVE PRE-ASSESSMENT (17 MIN.)

- Distribute Activity Page 1.1.
- Tell students to write a narrative in response to the prompt.
- Remind students that they should write as complete a narrative as possible in the time they have.

Note: If students finish before time elapses, you may allow them to work silently on something else. Since this is a pre-assessment, students may stop writing when they decide they are finished with the task or when 17 minutes have elapsed. Subsequent lessons in this unit and in the entire Writing Studio program will help build students' ability to write for longer periods of time.

- As students complete their work, collect their narratives. You will use the *Fourth Grade Writing Rubric: Narrative Writing* to assess their work. You should save their pre-assessment to compare it to their final narrative writing activity, which they will complete in Writing Studio Unit 4, Lesson 8.

WRAP-UP (5 MIN.)

- Ask students to raise their hands silently if their narrative
 - includes a narrator or characters.
 - shows how characters react to events or situations.
 - uses specific words to show the order of events.
 - uses concrete words to describe events, characters, or other parts of the narrative.
 - includes a conclusion that relates to or wraps up the events.
- If time permits, ask students to describe their narrative to a partner.
- Tell students that in the next Writing Studio session, they will spend more time thinking about and learning how to write narratives.

~~~~~End Lesson~~~~~

# Introducing Narrative Writing

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## PRIMARY FOCUS OF LESSON

Students use a story map to identify and describe the purpose and features of a narrative. [W.4.3]

---

## FORMATIVE ASSESSMENT

### Activity Page 2.1

**Blank Story Map** Students use a story map to identify and describe the purpose and features of narrative. [W.4.3]

## LESSON AT A GLANCE

|                                                | Grouping    | Time    | Materials                                                                                               |
|------------------------------------------------|-------------|---------|---------------------------------------------------------------------------------------------------------|
| <b>Introducing Narrative Writing (30 min.)</b> |             |         |                                                                                                         |
| Connections: Telling Stories                   | Whole Group | 5 min.  |                                                                                                         |
| Read-Aloud: “Gabriel and the Unicorn”          | Whole Group | 7 min.  | <input type="checkbox"/> “Gabriel and the Unicorn”                                                      |
| Modeling: Completing a Story Map               | Whole Group | 5 min.  | <input type="checkbox"/> Activity Page 2.1                                                              |
| Completing a Story Map                         | Independent | 10 min. | <input type="checkbox"/> Activity Page 2.1<br><input type="checkbox"/> images of the Unicorn Tapestries |
| Wrap-Up                                        | Partner     | 3 min.  |                                                                                                         |

## ADVANCE PREPARATION

- Prepare to display “Gabriel and the Unicorn.” Alternatively, you may wish to distribute a copy to each student.
- Prepare to display Activity Page 2.1 (Blank Story Map, available as a Blackline Master in Teacher Resources) and to distribute a copy to each student.

### Universal Access

- Prepare images of the Unicorn Tapestries, which are held in the Metropolitan Museum of Art collection and are available on the museum website or in art history books.
- Prepare a list of terms from “Gabriel and the Unicorn” for preteaching.
  - tapestry
  - symbol
  - unicorn
  - brochure
  - curator
- Prepare to preteach “Gabriel and the Unicorn.”

## Lesson 2

# Introducing Narrative Writing



**Primary Focus:** Students use a story map to identify and describe the purpose and features of a narrative. [W.4.3]

## CONNECTIONS: TELLING STORIES (5 MIN.)

- Ask students to think about what they know about narratives. They may draw on their knowledge from Unit 1, *Personal Narratives* if they wish.
  - » Answers may vary, but students should understand that a narrative is a story. It may be a true story, as in a personal narrative, or it may be an imagined, or fictional, story.
- Ask students to turn and talk with a peer briefly about their favorite stories. Students should name their favorite story and give a reason that they like it.
- Ask students to listen as you read the following items aloud. Students should raise a silent hand when they hear the reason the story they named is their favorite.
  - I like the characters in the story.
  - I like the things that happen in the story, or the plot.
  - I like the setting of the story, or where it takes place.
  - I like the language of the story, or the words it uses to describe things.
- Explain that good narrative writers think about all of the above elements when they write, because they know that these elements can help readers love stories.

## READ-ALoud: “GABRIEL AND THE UNICORN” (7 MIN.)

- Tell students that they will learn about narratives by reading some narratives and by writing their own narratives. The narratives they will read in this unit are about a boy named Gabriel who learns some new things on his fourth grade class’s field trips.

## Support

Offer specific examples for each item named above. For example, explain that Cinderella is a character, the setting is the prince’s castle, and one part of the plot is that she loses her glass slipper.



- Tell students that as they listen to this first narrative, students should pay close attention and identify the characters, the events that happen in the story, the setting of the story, and good descriptive words in the story.
- Display “Gabriel and the Unicorn.” Alternatively, you may wish to distribute a copy to each student.

### ➤ **Gabriel and the Unicorn**

- Read aloud “Gabriel and the Unicorn.” Alternatively, you may wish to have student volunteers take turns reading sections of the story aloud to the class.

---

#### **Gabriel and the Unicorn**

Gabriel was not excited. Usually Gabriel liked field trips, but today his class was going to a museum. Mr. Brogan said this museum held important artworks from the medieval era, which they had been studying recently. Even though they were important, Gabriel wasn’t excited about seeing them. Mr. Brogan said the most important artworks were the Unicorn Tapestries. He explained that tapestries were embroidered cloths, but to Gabriel they sounded a lot like blankets hung on the wall.

A museum guide, Ms. Eames, led the class inside, explaining the museum’s history and pointing out lots of medieval artwork and objects. There were stained glass windows and paintings, but Gabriel’s favorite involved knights.

“There’s almost no complete armor surviving from the early Middle Ages in Europe,” Ms. Eames explained, “but we do have this helmet worn by a knight who probably lived before 1500.”

Ms. Eames explained that the museum had experts, called curators, who studied each object to figure out where and when it came from. She showed the class lots of different things, then said she had saved her favorite for last.

The class followed Ms. Eames into a big room. On every wall hung a tapestry. Many of them included a unicorn. One in particular was Gabriel’s favorite. It showed the unicorn in a small fence, with no people around. The unicorn’s tail was

up in the air as if he were using it to flick away a fly. The background of the tapestry had lots of plants and many colors in it. Ms. Eames explained how the tapestries told a story and how the unicorn was a symbol that represented things many medieval people believed. She answered lots of questions from Mr. Brogan's students.

Suddenly, Mr. Brogan said it was time for lunch, because they would have to go back to school soon. Gabriel realized that several hours had passed, and he could hardly believe it. The museum had been much more interesting than he expected.

As he followed Mr. Brogan outside, Gabriel saw a museum brochure with some pictures on it. He picked one up to show his family what he had seen. This field trip made him realize that seeing things could be a lot more fun than just hearing about them.



### Check for Understanding

Ask a student to summarize the story in their own words.

- Ask students to turn to a partner and each name the thing they liked best about the narrative: the characters, the setting, the things that happened in it, or the language. Tell students to give a reason for their choice.
  - » Answers may vary, but students should supply a reason for their selection.

### MODELING: COMPLETING A STORY MAP (5 MIN.)

- Distribute Activity Page 2.1, Blank Story Map, and display or project it.
- Explain that the story map is a tool writers can use to plan their work. In this lesson, they will learn how to use a story map by filling in the elements used in "Gabriel and the Unicorn."
- Introduce the elements of the story map. Students should be familiar from primary instruction with the basic elements (title, setting, character, and plot) listed on the map, but you may review their definitions if needed.

### Activity Page 2.1



### Challenge

Ask students to take a sentence of the story that is not in dialogue and rewrite it in dialogue.

### Support

Provide images of the unicorn tapestries and guide students in matching descriptive words to parts of the tapestry design.



### Access

#### **Entering/Emerging**

Preteach “Gabriel and the Unicorn” and review vocabulary terms with heavy support.

#### **Transitioning/Expanding**

Preteach “Gabriel and the Unicorn” and review vocabulary terms with moderate support.

#### **Bridging**




Preteach “Gabriel and the Unicorn” and review vocabulary terms with light support.

- Point out that the plot elements (beginning, middle, and end) offer another way to think about the elements students included in writing personal narratives (topic sentence, memorable details, concluding sentence). However, since students already learned in Unit 1, *Personal Narratives*, how to write narrative paragraphs, they will begin to write longer narratives in which each plot element (beginning, middle, end) occupies its own paragraph. (The sample narratives in this unit illustrate this.)
- Ask a student to identify the story’s title. Write it on the map in the appropriate place and have students do the same.
  - » “Gabriel and the Unicorn”
- Tell students that you will read the story aloud again and complete the next two sections of the map (*Characters* and *Setting*). Students should complete their own copies of the map along with you.
- Reread the story and model completing the story map. Make sure to talk through your reasoning as you work. For example, you might read, “Title,” then ask a student to identify the title, which you will write in the correct space.

### **COMPLETING A STORY MAP (10 MIN.)**

- Ask students to complete the remaining sections of the story map independently or with a partner. For the elements regarding dialogue and concrete words and details, students should respond based on the contents of the story. They will respond to those questions for planning in later activities.
- Review student responses.

[Sample Answers]

|                                                                                                                                               |                                                                                                                                                                                                                                                            |                                                                                                                          |
|-----------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------|
|  <b>Title</b>                                                | <i>Gabriel and the Unicorn</i>                                                                                                                                                                                                                             |                                                                                                                          |
|  <b>Character(s)</b>                                         | <i>Gabriel</i><br><i>Ms. Eames the museum guide</i><br><i>Mr. Brogan</i>                                                                                                                                                                                   |  <b>Setting(s)</b><br><i>art museum</i> |
|  <b>Plot</b>                                                 | <b>Beginning</b><br><i>Mr. Brogan's fourth grade class goes to a museum of medieval art.</i> <ul style="list-style-type: none"><li>• They had learned about the Middle Ages in school.</li><li>• Gabriel wasn't excited to see a lot of old art.</li></ul> |                                                                                                                          |
|                                                                                                                                               | <b>Middle</b><br><i>In the museum</i> <ul style="list-style-type: none"><li>• saw some kinds of medieval art and artifacts</li><li>• saw a knight's helmet</li></ul>                                                                                       |                                                                                                                          |
|                                                                                                                                               | <b>End</b><br><i>Saw the Unicorn Tapestries</i> <ul style="list-style-type: none"><li>• The tapestries were more exciting than he expected.</li><li>• They told a story.</li></ul>                                                                         |                                                                                                                          |
|  <b>Final Thought</b>                                      | <i>Sometimes seeing things is better than hearing about them.</i>                                                                                                                                                                                          |                                                                                                                          |
| <b>Indicate one place where your narrative will include dialogue:</b><br><i>Ms. Eames explaining things in the museum</i>                     |                                                                                                                                                                                                                                                            |                                                                                                                          |
| <b>Indicate where your narrative should include concrete words and details to describe things:</b><br><i>when Gabriel sees the tapestries</i> |                                                                                                                                                                                                                                                            |                                                                                                                          |

### WRAP-UP (3 MIN.)

- Ask students to turn and talk with a partner about which element of a narrative they think is most important. Students should give a reason for their choice.
- If time permits, ask a few students to share their ideas with the whole class.
- Tell students that in the next Writing Studio session, they will start planning their own narratives and learning how writers develop each element in a narrative.

End Lesson

## 3

# Introducing Narrative Writing

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**PRIMARY FOCUS OF LESSON**

Students use a story map and collaborate to plan a narrative about watching a sporting event. [W.4.5]

---

**FORMATIVE ASSESSMENT**

**Activity Page 3.1**

**Blank Story Map** Students use a story map and collaborate to plan a narrative about watching a sporting event. [W.4.5]

## LESSON AT A GLANCE

|                                                | Grouping    | Time    | Materials                                                                                                   |
|------------------------------------------------|-------------|---------|-------------------------------------------------------------------------------------------------------------|
| <b>Introducing Narrative Writing (30 min.)</b> |             |         |                                                                                                             |
| Connections: Elements of a Narrative           | Partner     | 3 min.  | <input type="checkbox"/> blank story map                                                                    |
| Modeling: Planning with Story Maps             | Whole Group | 10 min. | <input type="checkbox"/> blank story map                                                                    |
| Planning with Story Maps                       | Whole Group | 12 min. | <input type="checkbox"/> Writing Prompt for Activity Page 3.1<br><input type="checkbox"/> Activity Page 3.1 |
| Wrap-Up                                        | Partner     | 5 min.  |                                                                                                             |

## ADVANCE PREPARATION

- Prepare to project or display the blank story map. You will fill out this map during this lesson and display it again in Lesson 4.
- Prepare to display Activity Page 3.1, Blank Story Map, and to distribute a copy for each student to complete.
- Prepare to display or distribute the writing prompt for Activity Page 3.1, available in Teacher Resources.

### Universal Access

- Prepare to project or display a blank story map, available as a Blackline Master in Teacher Resources.
- Prepare images and vocabulary related to sporting events, such as images of athletes, equipment, or stadiums and terms such as *referee*, *umpire*, *opponent*, and *scoreboard*.

## Lesson 3

# Introducing Narrative Writing



**Primary Focus:** Students use a story map and collaborate to plan a narrative about watching a sporting event. [W.4.5]

## CONNECTIONS: ELEMENTS OF A NARRATIVE (3 MIN.)

- Ask students to work with a partner to review the elements of a narrative. Students should name the element and describe how it works in a narrative.
- Tell students that in this lesson they will learn how to plan a narrative that includes all of these elements.

## MODELING: PLANNING WITH STORY MAPS (10 MIN.)

- Explain that you want to write a story about another one of Gabriel's class field trips.
- Ask students to name a few field trips a class may take.
  - » Answers will vary but may include trips to museums, zoos, aquariums, or historic sites.
- Ask why field trips are important.
  - » Answers may vary, but they may include that field trips help students see new things or things they have learned about in school, that they help students learn, or that they help students experience something new.
- Explain that you want to write a story in which Gabriel and his classmates experience something new on a field trip. Because you want to plan your work, you are going to start by filling out a story map.
- Project a blank story map.

### ➤ Blank Story Map

- Use the think-aloud strategy to model using a story map to help you plan a narrative. A sample follows; however, you may feel free to customize it. You may also wish to solicit class input, such as on what the students might expect from the field trip.






### Support

Project a blank story map, which lists narrative elements, and ask student pairs to review the definition of each element and how it functions in a narrative.

I know I want to write a narrative about Gabriel and his class experiencing something new on their field trip. I think I'll write about how they go to see an opera. One important opera is named *The Magic Flute*. It's by a famous composer named Mozart. I think I'll write about Gabriel and his class going to see a performance of *The Magic Flute*.

The first element on the map is the title. I think I might call my narrative "Gabriel's First Opera," because I want to use the title to indicate what the main event of the story is. When readers see this title, they will know the story is about someone seeing an opera for the first time. [Write *Gabriel's First Opera* under *Title*.] I know I can change my mind later, but for now I'll write that on the map.

- Continue using the think-aloud strategy to complete the story map. If you would like to use the model text, a completed story map follows.

|                                                                                                                                   |                                                                                                                                                                                                              |
|-----------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                | <b>Title</b><br><i>Gabriel's First Opera</i>                                                                                                                                                                 |
|                                                | <b>Character(s)</b><br><i>Gabriel, Mr. Brogan</i>                                                                                                                                                            |
|                                                | <b>Setting(s)</b><br><i>theater</i>                                                                                                                                                                          |
| <br><b>Plot</b>                                | <b>Beginning</b><br><i>Mr. Brogan's fourth grade class goes to see the opera "The Magic Flute."</i><br>• <i>Opera is a story told through singing.</i><br>• <i>Gabriel thinks the story sounds exciting.</i> |
|                                                                                                                                   | <b>Middle</b><br><i>the performance</i><br>• <i>fancy costumes</i> • <i>favorite character</i>                                                                                                               |
|                                                                                                                                   | <b>End</b><br><i>loved the opera</i><br>• <i>learns more about Mozart's other operas</i>                                                                                                                     |
|                                                | <b>Final Thought</b><br><i>wants to go to another opera soon</i>                                                                                                                                             |
| <b>Indicate one place where your narrative will include dialogue:</b><br><i>Gabriel's reaction to the start of the opera</i>      |                                                                                                                                                                                                              |
| <b>Indicate where your narrative should include concrete words and details to describe things:</b><br><i>performers' costumes</i> |                                                                                                                                                                                                              |





## Check for Understanding

Ask students how planning narratives differs from planning other text types.

- » Answers may vary but could include that only narratives include dialogue and plot, while all text types need good evidence or detail.

- Explain that you can use this plan to help you write your narrative. You will do that in the next Writing Studio lesson. Save your completed model map; you will use it again in the next lesson.

## PLANNING WITH STORY MAPS (10 MIN.)

- Tell students that now they will have their own chance to use a story map to work together to plan a narrative about someone who watches a sporting event. (The example is about Gabriel, since he is a familiar character, but your students may write about any character they wish.) They should use Activity Page 3.1, Blank Story Map, to help their planning.
- Display or distribute the Writing Prompt for Activity Page 3.1 and review it with students.

### ➤ Writing Prompt for Activity Page 3.1

Compose a narrative about someone who watches a sporting event. The narrative may be fiction or nonfiction.

Make sure that your narrative includes all the elements of good narrative writing.

- Ask students to name some different sporting events someone might watch.
  - » Answers may vary but could include the Olympics, a football game, a baseball or softball game, a soccer game, a gymnastics meet, a lacrosse game, a basketball game, or other sporting events.
- If you are selecting the sporting event for the narrative, tell students what it is. If you are allowing students to select the sporting event, take a quick poll or vote to determine it.
- Read the following items aloud, pausing between items to let students discuss briefly in pairs. For each question, students should exchange answers with a partner and give a reason or detail about their answer.
  - What is the best thing about this sporting event?

- What is the most confusing thing about this sporting event?
  - Who would you usually see at this sporting event?
  - What is the most interesting thing about this sporting event?
  - What is the most surprising thing about this sporting event?
  - What kind of adventure might you have at this sporting event?
- Display Activity Page 3.1 and distribute a copy of it to each student.
  - Direct students' attention to the blank story map on Activity Page 3.1. Explain that you all will work together to plan a narrative about someone who watches a sporting event. You will fill out the story map projection as students fill out their individual maps.
  - Use the think-aloud strategy to guide students' suggestions about how to complete the map. One sample example appears below, but you should customize your map to reflect your students' suggestions.

## Activity Page 3.1



### Challenge

Ask students to think about how different people might have different experiences. For example, someone who has never played soccer might be confused at a game, but someone who has played might understand it better.



### Access

#### Entering/Emerging






Review sports images and vocabulary terms and provide heavy support as students work on the story map.

#### Transitioning/Expanding

Review sports images and vocabulary terms and provide moderate support as students work on the story map.

#### Bridging

Review sports images and vocabulary terms and provide light support as students work on the story map.

|                                                                                                                                               |                                                                                                                                                                                   |                                                                                                       |            |
|-----------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------|------------|
|  <b>Title</b>                                                |                                                                                                                                                                                   | <i>Gabriel's Track Meet</i>                                                                           |            |
|  <b>Character(s)</b>                                       |                                                                                                                                                                                   |  <b>Setting(s)</b> |            |
| <i>Gabriel</i><br><i>Coach Maynard</i>                                                                                                        |                                                                                                                                                                                   | <i>the middle school track</i>                                                                        |            |
|  <b>Plot</b>                                               | <b>Beginning</b>                                                                                                                                                                  |                                                                                                       |            |
|                                                                                                                                               | <i>Gabriel's dad takes him to watch a middle school track meet.</i><br>• <i>shows how to tell the different distances runners will race</i><br>• <i>points out the scoreboard</i> |                                                                                                       |            |
|                                                                                                                                               | <b>Middle</b>                                                                                                                                                                     |                                                                                                       | <b>End</b> |
| <i>The meet starts.</i><br>• <i>different events happening at once</i><br>• <i>relay races and individual races</i><br>• <i>pole vaulting</i> |                                                                                                                                                                                   |                                                                                                       |            |
| <i>Meets the coach</i><br>• <i>Gabriel asks how to run like the athletes.</i><br>• <i>Coach Maynard says lots of practice and training.</i>   |                                                                                                                                                                                   |                                                                                                       |            |
|  <b>Final Thought</b>                                      |                                                                                                                                                                                   | <i>Coach says maybe Gabriel can join the team when he gets to middle school.</i>                      |            |
| <b>Indicate one place where your narrative will include dialogue:</b>                                                                         |                                                                                                                                                                                   |                                                                                                       |            |
| <i>when talking to Coach Maynard</i>                                                                                                          |                                                                                                                                                                                   |                                                                                                       |            |
| <b>Indicate where your narrative should include concrete words and details to describe things:</b>                                            |                                                                                                                                                                                   |                                                                                                       |            |
| <i>watching pole vaulting</i>                                                                                                                 |                                                                                                                                                                                   |                                                                                                       |            |

---

**WRAP-UP (5 MIN.)**

- Tell students that in the next Writing Studio lesson they will use the story map to help them write a class narrative about a character who watches a sporting event.
- Explain that the map offers an outline of important parts of a story, but it does not include all the details. Tell students that in the next class they will work together to write their class narrative.
- Tell students that as a way to think about what their character might do at this sporting event, they should discuss the following things with a partner.
  - What is the most exciting thing the character experiences at this sporting event?
  - How is this kind of sporting event like the other sports this character usually watches?
  - What is the most surprising thing the character experiences while watching this sporting event?
  - What does the character have with him or her while watching this sporting event?
  - What is the most frightening thing the character experiences while watching this sporting event?
  - What is the most boring thing the character experiences while watching this sporting event?
- If time permits, allow students to share their ideas with the class. You may also wish to keep a note of these details to incorporate into the narrative you will draft in the next lesson.

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End Lesson

# Introducing Narrative Writing

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## PRIMARY FOCUS OF LESSON

Students collaborate to write narratives about a character who watches a sporting event. **[W.4.3]**

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## FORMATIVE ASSESSMENT

### Activity Page 4.1

**Drafting Paper** Students collaborate to write narratives about a character who watches a sporting event. **[W.4.3]**

## LESSON AT A GLANCE

|                                                | Grouping    | Time    | Materials                                                                                                        |
|------------------------------------------------|-------------|---------|------------------------------------------------------------------------------------------------------------------|
| <b>Introducing Narrative Writing (30 min.)</b> |             |         |                                                                                                                  |
| Connections: In Review                         | Whole Group | 2 min.  |                                                                                                                  |
| Modeling: Writing a Narrative                  | Whole Group | 10 min. | <input type="checkbox"/> Completed story map for "Gabriel's First Opera"<br><input type="checkbox"/> chart paper |
| Writing a Narrative                            | Whole Group | 13 min. | <input type="checkbox"/> Activity Page 3.1<br><input type="checkbox"/> Activity Page 4.1                         |
| Wrap-Up                                        | Small Group | 5 min.  |                                                                                                                  |

## ADVANCE PREPARATION

- Prepare to project the two story maps you completed in the previous class: one from the Modeling activity and another, Activity Page 3.1, from the Planning with Story Maps activity.
- Prepare to compose the Modeling activity draft on a projection for the class or on chart paper.
- Prepare Activity Page 4.1 (blank drafting paper, available as a Blackline Master) or word processors (optional) for students to use in the Writing a Narrative activity.

### Universal Access

- Prepare a list of the five senses (smell, sight, touch, taste, hearing) to support students in adding detail to their writing.

## Lesson 4

# Introducing Narrative Writing



**Primary Focus:** Students collaborate to write narratives about a character who watches a sporting event. [W.4.3]

## CONNECTIONS: IN REVIEW (2 MIN.)

- Ask a student to describe the work completed in the previous class.
  - » Students saw a model for a planned narrative about Gabriel going to the opera. Students also planned a class narrative about a character watching a sporting event.

## MODELING: WRITING A NARRATIVE (10 MIN.)

- Display the story map you prepared in the previous class.
- Use the think-aloud strategy to demonstrate writing a story based on the map. (A sample story appears below, but you may customize this as needed for your class.)
- As you talk, compose your narrative draft on the displayed chart paper or on a projection as students observe.

Now that I've planned my narrative, it's time to start writing. First, a narrative needs a title. I know from my map that I want to call my story "Gabriel's First Opera." [Add *Gabriel's First Opera* to the top of your document.]

Next, a narrative needs an introduction that sets up the situation in the plot, or what will happen in the story. I want to explain the setting, or why Gabriel is at the opera. [Write *Mr. Brogan's class had one field trip left in the school year: a trip to see the opera The Magic Flute.* on your paper.] That's the main beginning, but maybe I should add more detail about what Gabriel knows about the opera. That will help explain the plot, or

what will happen next. [Write *Mr. Brogan had taught the class all about opera to help students prepare. Gabriel knew that opera was a kind of play, but instead of talking, the actors sang all the words.* to complete that paragraph.]

- Use the think-aloud strategy to complete the remaining parts of the narrative draft: the remaining body paragraphs and the conclusion.
- Optional: you may wish to illustrate how you are writing the dialogue, explaining proper use of quotation marks and other punctuation for dialogue. Alternatively, have students review these steps, which they learned in Unit 1, *Personal Narratives*. You may also wish to highlight how your narrative incorporates other important elements of writing (which students have learned in previous units), such as using the word *however* to show transition between thoughts and ideas.
- Tell students that now that you have written your story, you want to read it all the way through to hear how it sounds.
- Read your narrative aloud. Although you may customize your essay if desired, a sample follows. If you decide not to use the sample, you will need to update the notes in Lesson 5 to reflect the text you create.

### **Gabriel's First Opera**

Mr. Brogan's class had one field trip left in the school year: a trip to see the opera *The Magic Flute*. Mr. Brogan had taught the class all about opera to help students prepare. Gabriel knew that opera was a kind of play, but instead of talking, the actors sang all the words.

Gabriel thought the plot of *The Magic Flute* sounded pretty exciting. Mr. Brogan said it was almost like a fairy tale, with a lost prince who falls in love with a princess. The princess has been captured by an evil sorcerer, and the prince has to rescue her with the help of a magic flute.

When they got to the theater, Gabriel remembered the rules Mr. Brogan taught them about watching opera. He looked at the program to learn about the performers in the opera. When the lights dimmed, Gabriel felt excited.

“It’s starting!” he whispered to the classmate next to him.

Gabriel hardly moved as he watched lots of different performers come onto the stage and sing. His favorite was the man dressed like a bird. He had a costume with bright green feathers and an orange beak. Gabriel knew from Mr. Brogan’s lessons that this was Papageno, a bird catcher. Gabriel watched as Papageno helped the prince. After what seemed like only a few minutes, people started clapping. Gabriel realized the first act, or part of the opera, was over. He couldn’t believe it had gone so fast!

The second act went just as quickly, and Papageno remained Gabriel’s favorite character. When the prince and princess finally met, Gabriel felt as happy as he did when reading his favorite book. On the bus home, Gabriel asked Mr. Brogan to tell him about more operas. He couldn’t wait to see another one.

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- Ask students to name their favorite details from the narrative.
    - » Answers may vary, but they should be based on the content of the story.

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### **WRITING A NARRATIVE (13 MIN.)**

- Tell students that now they will use Activity Page 3.1, the story map completed in the previous class, to work together to write a narrative about someone watching a sporting event.
- Display the map completed in the previous class and ask each student to get out his or her copy of the map.
- Review the map aloud with students.



#### **Check for Understanding**

Ask students to explain each element of a narrative as you review the story map.

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## Challenge

Ask students to personalize their work by adding a new scene to the narrative. For example, students might write about what questions Gabriel has about the athletes he sees.

## Support

Ask students to paraphrase the notes from the story map into sentences when speaking to a peer.

## Activity Page 4.1



## Access

### **Entering/Emerging**

Have students discuss with a teacher or peer how to use the five senses (smell, touch, sight, taste, hearing) to add more detail to the narrative.

### **Transitioning/Expanding**

Have students discuss in small groups how to use the five senses to add more detail to the narrative.

### **Bridging**

Have students consider how to use the five senses to add more detail to the narrative.

- Go through the story map element by element, asking students to speak with a partner about each element. Then have volunteers suggest possible sentences to represent each part. Use these suggestions to draft a class story. A sample introductory text follows.

Okay, I know that you all decided to write about Gabriel going to a track meet, and we started planning that in the last class. Now turn and tell one of your classmates one thing about the athletes Gabriel might see at the track meet, and make sure to give some details about them. [Allow a short time for students to speak in pairs.] Raise your hand silently if you'd like to suggest a sentence that describes this situation. [Call on a few students to gather suggestions, then incorporate some of them into the writing as you draft.]

- As you write, you may choose to have students also draft the narrative on their own Activity Page 4.1 or a word processor.
- Make sure to read the narrative aloud at the end of the drafting process.
- Ask students to review the narrative's elements against the map to make sure it covers each part of the map.

## **WRAP-UP (5 MIN.)**

- Have students work in small groups to add more description and detail to part of the text.
- Have each group share its ideas aloud. If time permits, you may edit the narrative to incorporate these suggestions.

End Lesson

# Introducing Narrative Writing

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## PRIMARY FOCUS OF LESSON

Students gather information about jousting from informational text.  
[W.4.8, W.4.9, W.4.9b]

## FORMATIVE ASSESSMENT

Activity Page 5.1

**Graphic Organizer** Students gather information about jousting from informational text. [W.4.8, W.4.9, W.4.9b]

## LESSON AT A GLANCE

|                                                 | Grouping    | Time    | Materials                                                                                                                                    |
|-------------------------------------------------|-------------|---------|----------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Introducing Narrative Writing (30 min.)</b>  |             |         |                                                                                                                                              |
| Connections: A Different Sport                  | Whole Group | 5 min.  | <input type="checkbox"/> Narrative Writing Prompt for Activity Page 5.1                                                                      |
| Modeling: Gathering Information for a Narrative | Whole Group | 5 min.  | <input type="checkbox"/> Activity Page 5.1                                                                                                   |
| Gathering Information for a Narrative           | Small Group | 17 min. | <input type="checkbox"/> Activity Page 5.1<br><input type="checkbox"/> Student readers for Unit 2, <i>Empires in the Middle Ages, Part 1</i> |
| Wrap-Up                                         | Small Group | 3 min.  |                                                                                                                                              |

## ADVANCE PREPARATION

- This lesson draws on content from Unit 2, *Empires in the Middle Ages, Part 1*. Please consult the pacing guide to ensure that students have completed the appropriate lessons in that unit before starting this lesson. If students need review, you may direct them to the relevant passage from their Student Readers.
- Prepare to distribute the Narrative Writing Prompt for Activity Page 5.1 to each student and to display or project a copy of it.
- Prepare to distribute Student Readers for Unit 2, *Empires in the Middle Ages, Part 1*. (optional)
- Prepare to display a completed model of Activity Page 5.1, Writing Something New: Opera. If you did not use the sample narrative in Lesson 4, you will need to prepare an example of Activity Page 5.1 based on the narrative you shared.
- Prepare to display Activity Page 5.1, Watching Something New, available as a Blackline Master in Teacher Resources, and to distribute a copy of it to each student.
- Prepare to arrange students in small groups.

### Universal Access

- Prepare to reteach information about jousting from Unit 2, *Empires in the Middle Ages, Part 1*.

## Lesson 5

# Introducing Narrative Writing



**Primary Focus:** Students gather information about jousting from informational text. [W.4.8, W.4.9, W.4.9b]

## CONNECTIONS: A DIFFERENT SPORT (5 MIN.)

- Ask students to review the topic of the narrative they completed drafting in the previous lesson.
  - » Students composed narratives about someone watching a sporting event.
- Tell students that their next narrative will be about watching a jousting match.
- Display the Narrative Writing Prompt for Activity Page 5.1 and distribute a copy to each student.

### ▶ Narrative Writing Prompt for Activity Page 5.1

Write a narrative about someone watching a jousting match. You may choose to write about a character from the medieval era or someone who is watching a recreation of a match today. Make sure to incorporate dialogue and good descriptive details in your story.

Remember to include all the elements of a narrative in your story.

- Review the writing prompt and explain that students will work on researching, planning, drafting, and revising this narrative over the next several lessons.



### Check for Understanding

Ask students to take turns explaining the prompt to a partner. Ask one or two students to paraphrase the prompt for the class.

## MODELING: GATHERING INFORMATION FOR A NARRATIVE (5 MIN.)

- Explain that students will work together to gather information about jousting to use in their narratives.
- Before students start working in their groups, explain that you took notes on the opera before writing the narrative “Gabriel’s First Opera.”
- Display the completed graphic organizer and review elements of it to show how it helped you think about opera. You may wish to point out that these notes contain some facts (such as a definition of what opera is) and some things that are opinions (such as what a character finds boring or exciting). This is okay in planning a narrative, because characters in the narrative will have opinions. You may also need to imagine some things a character is likely to feel or experience at a particular event. A completed graphic organizer follows for reference.

| Watching Something New                                                              |                                                                                                                     |
|-------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------|
| <b>Topic</b>                                                                        | <i>the opera</i>                                                                                                    |
| <b>Definition</b>                                                                   | <i>a kind of play in which performers sing rather than speak their lines</i>                                        |
| <b>Important elements</b>                                                           | <i>acts—the parts of an opera</i>                                                                                   |
| <b>Who participates in this?</b>                                                    | <i>performers and singers</i>                                                                                       |
| <b>What clothes, props, or equipment do participants need?</b>                      | <i>They wear fancy costumes and have props such as a magic flute.</i>                                               |
| <b>Where do you watch this?</b>                                                     | <i>at a theater</i>                                                                                                 |
| <b>What does this sound like?</b>                                                   | <i>Music is varied, but it is also very important. There is more singing than talking.</i>                          |
| <b>How long does this last?</b>                                                     | <i>usually a few hours</i>                                                                                          |
| <b>What is the most exciting thing about this?</b>                                  | <i>the story or the costumes</i>                                                                                    |
| <b>What is the most boring thing about this?</b>                                    | <i>If you don't know the story ahead of time, you might get confused.</i>                                           |
| <b>How does this end?</b>                                                           | <i>Everyone claps for the performers.</i>                                                                           |
| <b>What do people do while they watch?</b>                                          | <i>Sit quietly. Sometimes they clap at the end of an important song.</i>                                            |
| <b>List any other interesting facts about this topic in the space that follows.</b> | <i>Opera is not usually in English. A lot of operas are sung in Italian. Mozart's operas are written in German.</i> |



## GATHERING INFORMATION FOR A NARRATIVE (17 MIN.)

- Display Activity Page 5.1 and distribute a copy to each student.
- Allow students to consult the Student Readers from Unit 2, *Empires in the Middle Ages, Part 1*, to gather information on jousting.
- Guide students through the process of answering the questions about jousting. You may ask each question, pause for students to write their answers, then move to the next question. If desired, you may allow students to answer these questions in groups.
- Circulate among groups and offer input as needed.
- Review answers with the class as time permits. A sample graphic organizer follows. Note that it includes quotation marks to indicate material quoted from the Student Reader; you may challenge students to properly punctuate any statements they quote directly from the text.

| Watching Something New                                                       |                                                              |
|------------------------------------------------------------------------------|--------------------------------------------------------------|
| Topic                                                                        | <i>jousting</i>                                              |
| Definition                                                                   | <i>“pretend battles between two or more knights”</i>         |
| Important elements                                                           | <i>knights, armor, horses, lances</i>                        |
| Who participates in this?                                                    | <i>knights</i>                                               |
| What clothes, props, or equipment do participants need?                      | <i>armor, horses, lances</i>                                 |
| Where do you watch this?                                                     | <i>outside</i>                                               |
| What does this sound like?                                                   | <i>horses galloping</i>                                      |
| How long does this last?                                                     | <i>until one knight knocks another off his horse</i>         |
| What is the most exciting thing about this?                                  | <i>how the knights hold such long lances while galloping</i> |
| What is the most boring thing about this?                                    | <i>Maybe if it took a long time it would get boring.</i>     |
| How does this end?                                                           | <i>One knight wins.</i>                                      |
| What do people do while they watch?                                          | <i>cheer and shout</i>                                       |
| List any other interesting facts about this topic in the space that follows. | <i>If you won a joust, you would earn respect.</i>           |

## Support

Refer students to the Student Reader for Unit 2, *Empires in the Middle Ages, Part 1*, for additional review on jousting.

## Challenge

Ask students to consider how different people (a king, knight, or serf) would view jousting matches differently.

- » Answers may vary, but a knight might feel nervous, a serf might be excited not to work, and a king might feel curious about his knights' skills.



## Access

### Entering/Emerging

Reteach the information on jousting from Unit 2, *Empires in the Middle Ages, Part 1*, offering heavy support as students summarize the text's key information.

### Transitioning/Expanding

Reteach the information on jousting from Unit 2, *Empires in the Middle Ages, Part 1*, offering moderate support as students summarize the text's key information.

### Bridging

Reteach the information on jousting from Unit 2, *Empires in the Middle Ages, Part 1*, offering light support as students summarize the text's key information.

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**WRAP-UP (3 MIN.)**

- Ask students to work in pairs to describe what might stand out the most to someone watching a jousting match.
- Tell students that in the next lesson they will use this information to plan their narratives.

~~~~~End Lesson~~~~~

Introducing Narrative Writing

6

PRIMARY FOCUS OF LESSON

Students work collaboratively to plan a narrative about watching a jousting match. [W.4.5]

FORMATIVE ASSESSMENT

Activity Page 6.1

Blank Story Map Students work collaboratively to plan a narrative about watching a jousting match. [W.4.5]

LESSON AT A GLANCE

| | Grouping | Time | Materials |
|--|-------------|---------|---|
| Introducing Narrative Writing (30 min.) | | | |
| Connections: Jousting | Partner | 4 min. | <input type="checkbox"/> Activity Page 5.1 |
| Modeling: Planning a Narrative | Whole Group | 5 min. | <input type="checkbox"/> Activity Page 3.1 |
| Planning A Narrative | Small Group | 18 min. | <input type="checkbox"/> Narrative Writing Prompt for Activity Page 5.1
<input type="checkbox"/> Activity Page 5.1
<input type="checkbox"/> Activity Page 6.1 |
| Wrap-Up | Partner | 3 min. | <input type="checkbox"/> Activity Page 6.1 |

ADVANCE PREPARATION

- Prepare to display a completed copy of Activity Page 3.1 during the Modeling activity.
- Prepare to distribute copies of Activity Page 6.1 to each student.
- Prepare to arrange students in small groups.
- Make sure each student has Activity Page 5.1, completed in the previous lesson, and the Narrative Writing Prompt for Activity Page 5.1, distributed in the previous lesson.

Universal Access

- Prepare sentence frames/starters to guide students' thinking about what people might see at a jousting match.
 - The horses would _____.
 - Knights would wear _____.
 - People watching the match would _____.
 - At a jousting match, you would hear _____.
 - A knight would probably say _____ when he won.
 - The king would tell the winning knight _____.

Lesson 6

Introducing Narrative Writing



Primary Focus: Students work collaboratively to plan a narrative about watching a jousting match. [W.4.5]

CONNECTIONS: JOUSTING (4 MIN.)

- Make sure students have Activity Page 5.1, which they completed in the previous lesson.
- Ask students to turn and talk to a partner about the information they gathered about jousting in the previous lesson.

MODELING: PLANNING A NARRATIVE (5 MIN.)

- Remind students that they have already practiced using story maps to plan their work.



Check for Understanding

Display a completed copy of Activity Page 3.1 and ask several students to explain its components.

- Continue illustrating as needed with different components of Activity Page 3.1.

PLANNING A NARRATIVE (18 MIN)

- Have students work in small groups to plan their narratives following the model illustrated. Suggested times for students to spend on each section follow; however, you may allocate the time as best suits your students' needs.
 - Title, characters, setting: 2 min.
 - Plot: 12 min. (4 min. each on beginning, middle, and end)

Activity Page 6.1



Challenge

Challenge students to add another character or plot development to their narrative plan.

Support

Ask how different characters might react to the jousting match. Guide students in thinking about how this could lead to plot points; e.g., a knight might bow to the king before starting the match.



Access

Entering/Emerging

Provide sentence frames or starters to help students participate in 1:1 conversations about what someone might see at a jousting match.

Transitioning/Expanding

Provide sentence frames or starters to help students participate in small group conversations about what someone might see at a jousting match.

Bridging

Provide sentence frames or starters to help students think about what someone might see at a jousting match.

- Final Thought: 2 min.
- Fill in blanks: 2 min.
- As students work, circulate and check in with each group's progress. Answers may vary, but a sample completed story map follows.

| | |
|---|--|
| Title
<i>A Jolly Joust</i> | |
| Character(s)
<i>Gabriel</i>
<i>Gabriel's dad</i>
<i>knights</i> | Setting(s)
<i>amphitheater</i> |
| Plot | Beginning
<i>Gabriel tells his dad about jousting.</i> <ul style="list-style-type: none"> • <i>contest between knights</i> • <i>try to knock each other off their horses</i> • <i>use long stick-like objects called lances</i> |
| | Middle
<i>Gabriel's dad takes him to a jousting match.</i> <ul style="list-style-type: none"> • <i>fancy costumes</i> • <i>favorite horse and knight</i> • <i>people eating huge turkey legs</i> • <i>match was exciting</i> |
| | End
<i>One knight won.</i> <ul style="list-style-type: none"> • <i>The knight who fell was just fine.</i> • <i>The knights shook hands.</i> • <i>The loser congratulated the winner.</i> |
| Final Thought
<i>Jousting was a lot of fun to watch!</i> | |
| Indicate one place where your narrative will include dialogue:
<i>knights talking to each other</i> | |
| Indicate where your narrative should include concrete words and details to describe things:
<i>horses and knights' costumes</i> | |

WRAP-UP (3 MIN.)

- Have students partner with a student from a different group and summarize his or her group's story map.
- Tell students that in the next lesson, they will start drafting their stories.

End Lesson

Introducing Narrative Writing

PRIMARY FOCUS OF LESSON

Students draft a narrative about watching a jousting match.

[W.4.3, W.4.3a, W.4.3b, W.4.3e]

FORMATIVE ASSESSMENT

Activity Page 7.1

Drafting Paper Students draft a narrative about watching a jousting match.

[W.4.3, W.4.3a, W.4.3b, W.4.3e]

LESSON AT A GLANCE

| | Grouping | Time | Materials |
|--|-------------|---------|--|
| Introducing Narrative Writing (30 min.) | | | |
| Connections: Narrative Elements | Whole Group | 2 min. | |
| Modeling: Drafting Narratives | Whole Group | 8 min. | <input type="checkbox"/> Completed Story Map for “Gabriel’s First Opera”
<input type="checkbox"/> “Gabriel’s First Opera” |
| Drafting Narratives | Independent | 17 min. | <input type="checkbox"/> Activity Page 7.1
<input type="checkbox"/> Activity Page 6.1
<input type="checkbox"/> Activity Page 5.1 |
| Wrap-Up | Partner | 3 min. | |

ADVANCE PREPARATION

- Prepare to display a completed story map for “Gabriel’s First Opera,” which was completed in Lesson 3, and the text of “Gabriel’s First Opera,” which was completed in Lesson 4.
- Prepare to distribute Activity Page 7.1 (drafting paper, available as a Blackline Master in Teacher Resources) or word processors (optional).
- Make sure students have their completed Activity Pages 6.1 and 5.1 from previous lessons.
- Prepare to arrange students in pairs from the small groups they worked with in planning their narratives.

Lesson 7

Introducing Narrative Writing



Primary Focus: Students draft a narrative about watching a jousting match.

[W.4.3, W.4.3a, W.4.3b, W.4.3e]

CONNECTIONS: NARRATIVE ELEMENTS (2 MIN.)

- Tell students that in this lesson they will start drafting stories about watching a jousting match.



Check for Understanding

Ask students to explain the elements necessary in a narrative.

- » Narratives should include characters who experience and react to a series of events (the plot). Narratives should include good description, and they may also include some dialogue and careful pacing.

MODELING: DRAFTING NARRATIVES (8 MIN.)

- Tell students that in this lesson, they will draft their narratives.
- Explain that one way to do this is to start by writing out the whole story from start to finish, then using another time period to improve the draft. This is the approach students will use with their narratives.
- Remind students that their narrative drafts should introduce the characters and explain the story's events in a logical order or sequence. They should use good details and include narrative techniques such as dialogue and description.
- Ask students what tools they already have to help them draft.
 - » Students will use the completed story map, Activity Page 6.1, and the notes they took on jousting, Activity Page 5.1, to help them draft their narratives.

Activity Page 7.1



Challenge

Ask students to incorporate temporal words to help show pacing in their narratives.

Support

Guide students in drafting complete sentences and paragraphs from the notes on their story map.



Access

Entering/Emerging

In a preteaching session, have students narrate the events on their story maps to a peer or teacher.

Transitioning/Expanding

In a preteaching session, have students narrate the events on their story maps to small group.

Bridging

In a preteaching session, have students narrate the events on their story maps to others.

- Display the completed story map for “Gabriel’s First Opera,” which was completed in Lesson 3, and the text of “Gabriel’s First Opera,” which was completed in Lesson 4.
- Pick a section of the story map, and review how to draft sentences from notes. If time permits, you may allow students to volunteer to review additional sections.

DRAFTING NARRATIVES (17 MIN.)

- Distribute Activity Page 7.1, which each student will use to record his or her draft.
- Ensure that students have Activity Pages 5.1 and 6.1, on which they took notes on jousting and planned their narratives in previous lessons.
- Direct students through drafting the following components of their narratives. Suggested times follow, but you may customize these according to your class’s needs.
 - Title and planning where to include dialogue and good descriptive words: 3 min.
 - Beginning of narrative: 4 min.
 - Middle of narrative: 4 min.
 - End of narrative, including final thought: 4 min.
- A sample narrative is included in Lesson 8.

WRAP-UP (3 MIN.)

- Have students exchange papers with a student who was in their planning group. Students should read each other’s narratives and discuss similarities and differences between them.
- Tell students that in the next lesson they will continue drafting their narratives, and they will add more words to create good descriptions and show pacing.

~~~~~End Lesson~~~~~

# Introducing Narrative Writing

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## PRIMARY FOCUS OF LESSON

Students add detail to a narrative about watching a jousting match.  
[W.4.3, W.4.3c, W.4.3d]

## FORMATIVE ASSESSMENT

Activity Page 7.1

**Drafting Paper** Students add detail to a narrative about a jousting match.  
[W.4.3, W.4.3c, W.4.3d]



## LESSON AT A GLANCE

|                                                | Grouping    | Time    | Materials                                                             |
|------------------------------------------------|-------------|---------|-----------------------------------------------------------------------|
| <b>Introducing Narrative Writing (30 min.)</b> |             |         |                                                                       |
| Connections: The Best Words                    | Whole Group | 5 min.  |                                                                       |
| Modeling: Revision                             | Whole Group | 10 min. | <input type="checkbox"/> Sample Paragraph—<br>"Gabriel's First Opera" |
| Revision                                       | Independent | 13 min. | <input type="checkbox"/> Activity Page 7.1                            |
| Wrap-Up                                        | Partner     | 2 min.  |                                                                       |

## ADVANCE PREPARATION

- Prepare to display the following sentences:
  - Gabriel settled into his seat.
  - Gabriel stood and clapped with the rest of the audience.
  - More people came onto the stage.
  - Gabriel listened as a man dressed as a bird sang.
- Prepare to display the sample paragraph from "Gabriel's First Opera."

### Universal Access

- Prepare a temporal word list with the following terms:
  - first
  - next
  - last
  - finally
  - initially
  - ultimately
  - then
  - afterwards
  - eventually

## Lesson 8

# Introducing Narrative Writing



**Primary Focus:** Students add detail to a narrative about watching a jousting match. [W.4.3, W.4.3c, W.4.3d]

## CONNECTIONS: THE BEST WORDS (5 MIN.)

- Display the following sentences.
  - Gabriel settled into his seat.
  - Gabriel stood and clapped with the rest of the audience.
  - More people came onto the stage.
  - Gabriel listened as a man dressed as a bird sang.
- Ask student volunteers to read each of the sentences aloud.
- Ask students to suggest words they might add to each sentence to show the order of these events or how they are connected.
  - » Answers may vary, but a sample follows.
    - First Gabriel settled into his seat.
    - Then Gabriel listened as a man dressed as a bird sang
    - Eventually more people came onto the stage.
    - Finally Gabriel stood and clapped with the rest of the audience.
- Explain that it can be helpful to use words or phrases to show readers the order of events in a narrative.

## MODELING: REVISION (10 MIN.)

- Tell students that in this lesson, they will revise their narratives to make sure they include words that do two important things: show the order or sequence of events and add details to describe events specifically.
- Display the sample paragraph from “Gabriel’s First Opera” and read it aloud.

## ➤ Gabriel's First Opera

When they got to the theater, Gabriel remembered the rules Mr. Brogan taught them about watching opera. He looked at the program to learn about the performers in the opera. When the lights dimmed, Gabriel felt excited.

- Explain that you want to add a word to show the order of events in the paragraph.
- Add *At first* before *He looked*, making sure to change *He* to *he*. Explain that this helps signal to readers that this was the first thing Gabriel did as he waited.
- Ask students to suggest a word or phrase they might add to the paragraph's final sentence to show the order of events.
  - » Answers may vary, but they could include adding *finally* between *lights* and *dimmed*.
- Explain that it is also useful to add good descriptive words to writing. For example, you could add how the theater looked or sounded.
- Add the words *large*, *fancy* before *theater*. You may wish to add additional descriptions if time permits.



### Check for Understanding

Ask students to name additional areas in the sample paragraph where they could add specific words.

- » Answers may vary but could include naming some rules about watching the opera or describing how the program felt or looked.

## REVISION (13 MIN.)

- Make sure students have Activity Page 7.1, on which they drafted their narratives in the previous lesson.
- Guide students through the process of revising their narratives to add temporal words or phrases and to add words for more specific, precise descriptions. Suggested times follow, but you may customize these according to your class's needs.
  - Temporal words and phrases: 7 min.
  - Descriptive words: 6 min.

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## A Jolly Joust

Gabriel had learned about jousting at school, where his fourth grade class was studying the Middle Ages. He had told his father all about jousting. First he explained that is a contest between knights. Then he explained that the knights rode horses and used long, stick-like objects to knock each other off their horses. Gabriel said he wished he had lived when jousts happened so he could see one.

Early one Saturday morning, Gabriel's dad woke him up before the alarm clock rang.

"I have a surprise for you," he said.

Gabriel's dad had tickets for them to attend a medieval festival in a nearby town. The festival was even going to have a jousting match. Gabriel got ready faster than normal because he was so excited.

When they got to the festival, Gabriel saw a lot of people in interesting costumes. One man was dressed like the king, and he wore a purple velvet robe and a gold crown with colored jewels. Others wore armor like knights. Even the horses had blankets on their backs and armor on their heads.

Eventually the joust started. Gabriel's favorite knight was riding a tall, black horse with a gold and blue blanket. The knights rode in. First they bowed at the king, then they bowed at each other. They rode toward each other several times, but they did not hit each other. Gabriel was surprised at how fast the horses ran. It was very exciting.

Suddenly, Gabriel's knight got hit by the other knight's lance. It hit his shoulder. The crowd gasped loudly. Gabriel's knight leaned over a bit in the saddle, but he did not fall off. The knights ran back at each other a few more times, until finally Gabriel's knight landed a blow with his lance. The other knight fell off his horse. He landed on his feet, though, and he was just fine. He walked to Gabriel's knight, and they shook hands.

## Challenge

Have students identify several possible revision options (for example, more than one descriptive word for a particular sentence), then write a sentence explaining why they selected one over another.

## Support

Allow student pairs to collaborate on revision suggestions.



## Access

### Entering/Emerging

Preteach temporal words. Offer heavy support and ask questions based on the five senses (How does this sound/feel/look/taste/smell?) to guide students in adding descriptive words to their narratives.

### Transitioning/Expanding

Preteach temporal words. Offer moderate support and ask questions based on the five senses as students add description to their narratives.

### Bridging

Preteach temporal words. Offer light support and ask questions based on the five senses as students add description to their narratives.

“Congratulations!” the losing knight said. “That was a great match.”

Gabriel’s dad suggested that they stay at the festival a bit longer. He’d seen people snacking on turkey legs, and he wanted to try one. Gabriel thought that sounded fine. He was having a great time, and he was so happy to have seen a real joust. Jousting was a lot of fun to watch!

---

### WRAP-UP (2 MIN.)

- Ask students to turn and talk with a peer about one improvement they made in their work.
- Tell students they will learn more about narratives in a future lesson.
- You may wish to collect student work and evaluate using the *Fourth Grade Writing Rubric: Narrative Writing*, available in Teacher Resources.

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End Lesson

Writing Studio 2

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# Introducing Informative Writing

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# Introducing Informative Writing

## PRIMARY FOCUS OF LESSON

Students compose an informative essay describing the parts of a healthy meal. [W.4.2]

## FORMATIVE ASSESSMENT

Activity Page 1.1

**Healthy Eating** Students compose an informative essay describing the parts of a healthy meal. [W.4.2]

## LESSON AT A GLANCE

|                                                  | Grouping    | Time    | Materials                                                                                                                             |
|--------------------------------------------------|-------------|---------|---------------------------------------------------------------------------------------------------------------------------------------|
| <b>Introducing Informative Writing (30 min.)</b> |             |         |                                                                                                                                       |
| Connections: Informative Writing                 | Whole Group | 5 min.  |                                                                                                                                       |
| Introduce the Prompt                             | Whole Group | 5 min.  | <input type="checkbox"/> Writing Prompt for Activity Page 1.1<br><input type="checkbox"/> additional images and materials for support |
| Informative Pre-Assessment                       | Independent | 15 min. | <input type="checkbox"/> Activity Page 1.1                                                                                            |
| Wrap-Up                                          | Whole Group | 5 min.  |                                                                                                                                       |

## ADVANCE PREPARATION

- Prepare the writing prompt for display, either copying it onto chart paper or preparing to project it. See Writing Prompt for Activity Page 1.1 in Teacher Resources.
- Prepare copies of Activity Page 1.1 to distribute to each student for the Informative Pre-Assessment activity.
- Prepare the rubric for grading the pre-assessments. See the *Fourth Grade Writing Rubric: Informative/Explanatory Writing* in Teacher Resources. You will retain the pre-assessment to compare with the final informative writing activity in Unit 5, *Developing Informative Writing*.

### Universal Access

- Prepare relevant images or materials to use for support in introducing the writing prompt. Possible examples include the school cafeteria menu or images of various food items.

## Lesson 1

# Introducing Informative Writing



**Primary Focus:** Students compose an informative essay describing the parts of a healthy meal. [W.4.2]

## CONNECTIONS: INFORMATIVE WRITING (5 MIN.)

- Ask students to turn and talk with a partner about a time when they were given information.
- Ask students to volunteer a time when it would be important for someone to have good information about a topic.
  - » Answers may vary, but they could include that students need good information about what to do in assignments, and bus drivers need good information about where they are driving the bus.

## INTRODUCE THE PROMPT (5 MIN.)

- Tell students that in this Writing Studio lesson they will write essays about good nutrition.
- Display the Writing Prompt for Activity Page 1.1 and read it aloud to students, repeating as necessary.

### ▶ Writing Prompt for Activity Page 1.1

Eating a well-balanced diet is an important part of a healthy lifestyle. Think about good nutrition habits and write an informative essay that describes the parts of a healthy meal.



### Check for Understanding

Ask a volunteer to explain the prompt in his or her own words.

## Support

Ask students if specific scenarios (following a recipe, watching a movie, conducting a science experiment) would require good information or not.

## Challenge

Have students explain why the information would be necessary in each context.



## Access

### Entering/Emerging

Review the prompt and discuss relevant images or supplementary materials, such as of different food items, with students before they begin writing.

### Transitioning/Expanding

Review the prompt and allow pairs of students to discuss relevant images or supplementary materials, such as of different food items, before they begin writing.

### Bridging

Review the prompt and provide relevant images or supplementary materials, such as of different food items, for students to consult before they begin writing.



### INFORMATIVE PRE-ASSESSMENT (15 MIN.)

- Distribute Activity Page 1.1.
- Tell students to write an essay in response to the prompt.
- Remind students that they should write as complete an essay as possible in the time they have.

**Note:** If students finish before time elapses, you may allow them to work silently on something else. Since this is a pre-assessment, students may stop writing when they decide they are finished with the task or when 15 minutes have elapsed. Subsequent lessons in this unit and in the entire Writing Studio program will help build students' ability to write for longer periods of time.

- As students complete their work, collect their essays. You will use the *Fourth Grade Writing Rubric: Informative/Explanatory Writing* to assess their work. You should save their pre-assessment to compare it to their final informative writing activity, which they will complete in Writing Studio Unit 5, Lesson 8.

### WRAP-UP (5 MIN.)

- Ask students to raise their hands silently if their informative essay
  - introduces their topic.
  - includes more than one paragraph.
  - includes information or evidence to support their ideas.
  - includes specific words to describe the topic or ideas.
  - includes a title.
- If time permits, ask students to tell a partner how their essay describes a healthy meal.
- Tell students that in the next Writing Studio session, they will spend more time thinking about and learning how to write informative essays.

~~~~~End Lesson~~~~~

Introducing Informative Writing

PRIMARY FOCUS OF LESSON

Students identify and describe the purpose and features of an informative essay. [W.4.2]

FORMATIVE ASSESSMENT

Activity Page 2.1

Blank Informative Essay Map Students identify and describe the purpose and features of an informative essay. [W.4.2]

LESSON AT A GLANCE

| | Grouping | Time | Materials |
|--|-------------|--------|--|
| Introducing Informative Writing (30 min.) | | | |
| Connections: Essay Maps | Whole Group | 5 min. | |
| Read-Aloud: “Who’s at the Top?” | Whole Group | 7 min. | <input type="checkbox"/> “Who’s at the Top?” |
| Modeling: Completing an Essay Map | Whole Group | 7 min. | <input type="checkbox"/> Activity Page 2.1 |
| Completing an Essay Map | Independent | 8 min. | <input type="checkbox"/> Activity Page 2.1
<input type="checkbox"/> Paragraph About a Paragraph |
| Wrap-Up | Partner | 3 min. | |

ADVANCE PREPARATION

- Prepare to project or display “Who’s at the Top?” Alternatively, you may provide copies of the essay for each student.
- Prepare to project or display Activity Page 2.1, Blank Informative Essay Map. A Blackline Master is available in Teacher Resources. Ensure that each student has a copy of the template that he or she may fill out during the class discussion.

Universal Access

- Prepare to display the Paragraph about a Paragraph, available in Teacher Resources.

Lesson 2

Introducing Informative Writing



Primary Focus: Students identify and describe the purpose and features of an informative essay. [W.4.2]

CONNECTIONS: INFORMATIVE WRITING (5 MIN.)

- Tell students that in this lesson they will start learning about writing informative essays.
- Ask students why someone might write informative essays.
 - » Answers may vary but might include that informative essays provide information about a topic. They explain or describe something. They can also explain how to do something.
- Ask students to turn and talk with a partner about how planning or organizing an informational essay might be different from organizing and planning narratives.
 - » Answers may vary, but they could include that planning a narrative requires thinking about plot and dialogue, while organizing an informative essay requires thinking about facts and evidence.
- Allow a few students to share their thoughts with the class.
- Explain that they can also use a similar plan to help with writing informative essays.

READ-ALLOUD: “WHO’S AT THE TOP?” (7 MIN.)

- Tell students that you have an essay that describes the parts of a feudal society and that they should listen carefully to hear about the different parts described.
- Project or display “Who’s at the Top?” Alternatively, you may provide copies of the essay for each student.

➤ “Who’s at the Top?”

- Read aloud the essay “Who’s at the Top?”

Who's at the Top?

If you were born in the Middle Ages, many parts of your life would depend on what part of society you were in. Feudal society was divided into separate elements, or groups of people. Usually people could not move out of the element they were born into.

The people at the top of society were leaders with important jobs and a lot of power. The most important person was the king, who ruled large areas of land. The king had many subjects, or people who lived in his kingdom and obeyed his rules. Under the king were other noblemen such as lords. These men had some land and gave orders to some people, but they were still subjects of the king. Another important group of people in feudal society consisted of the church leaders. They were religious leaders. Sometimes the church leaders and rulers worked together. At other times, they fought. Still, these three kinds of people held the most power in a feudal society.

The people at the bottom of society had everyday jobs or worked for other people. They were all subjects of the king. People in the middle class built, sold, or made things. They had more power than freemen and serfs. Both freemen and serfs worked for lords. Freemen had some freedom, but serfs would spend their entire lives working for their master. People in these groups were at the bottom of feudal society, because they had very little power or wealth.

In a feudal society, a big part of your daily life depended on what part of society you were born into. The difference between a king and a serf might just be who your parents were!

Challenge

Ask students to identify why the author wrote this essay, or what its purpose is.

» Its purpose is to teach someone about the elements of a feudal society.

-
- Ask students to turn to a partner and, according to the essay, name one element of a feudal society.

MODELING: COMPLETING AN ESSAY MAP (7 MIN.)

- Distribute Activity Page 2.1, Blank Informative Essay Map, and display or project it.
- Tell students that you will read the essay aloud again and complete the first three sections on the map (Title, Topic, and Body Paragraph One). Students should complete their own copies of map along with you.
- Reread the essay and model completing the essay map. Make sure to talk through your reasoning as you work. For example, you might read, “Who’s at the Top?” then say, “I know that’s the title of the essay, because it appears at the top before any of the essay’s sentences. I’ll put that on the essay map by *Title*.”

COMPLETING AN ESSAY MAP (8 MIN.)

- Ask students to complete the remaining sections of the essay map independently. You may wish to point out that this essay does not have the optional third body paragraph. If time permits, you may ask students what they might add in a third paragraph, based on their knowledge of feudal societies from Unit 2, *Empires in the Middle Ages*.
- Review student responses. A sample completed essay map follows.

Activity Page 2.1



| | |
|--|--|
| Title | <i>Who's at the Top?</i> |
| Topic | <i>Elements of a Medieval Feudal Society</i> |
| Paragraphs | Body Paragraph One |
| | Main Idea/Topic Sentence
<i>The people at the top of society were leaders with important jobs and a lot of power.</i> |
| | Supporting Information |
| | <ul style="list-style-type: none"> • <i>Kings—large areas of land and people</i> • <i>Noblemen—some land and people, subjects of the king</i> • <i>Church leaders—religious leaders</i> |
| | Body Paragraph Two |
| | Main Idea/Topic Sentence
<i>The people at the bottom of society had regular jobs or worked for other people.</i> |
| Supporting Information | |
| <ul style="list-style-type: none"> • <i>Middle class—these were people who worked to build, sell, or make things</i> • <i>Freemen—worked for a lord, had some freedom</i> • <i>Serfs—worked for a lord, had almost no freedom</i> | |
| Body Paragraph Three (optional) | |
| Main Idea/Topic Sentence | |
| Supporting Information | |
| Conclusion | |
| Final thoughts about the topic
<i>A big part of your daily life depended on what part of society you were in.</i> | |

Support

Display and review the Paragraph about a Paragraph from the Teacher Resources. Guide students in connecting the elements of a paragraph to the elements that make up an essay.



Check for Understanding

Ask students to explain the parts of an informative essay in their own words.

WRAP-UP (3 MIN.)

- Ask students to work in pairs to discuss the following topics. As you read each topic, allow students approximately 30 seconds to brainstorm the elements of each topic. You may wish to model the first topic as an example.
 - a baseball or softball team
 - » pitcher, catcher, infielders (first base player, second base player, third base player, shortstop), outfielders (right fielder, center fielder, left fielder)
 - a home
 - » Answers may vary but could include kitchen, bathroom, bedroom, dining room, living room, den, garage, hallway, and porch.
 - a playground
 - » Answers may vary but could include swing set, climbing wall, seesaw, monkey bars, balance beam, and basketball court.
 - an outfit
 - » Answers may vary but could include shoes, shirt, pants, shorts, skirt, dress, sweater, coat, and hat.
- If time permits, ask student volunteers to share their ideas.
- Tell students that in the next Writing Studio lesson, they will plan an essay that describes the elements of a school day.

End Lesson



Access

Entering/Emerging

Preteach the Informative Essay Map and offer heavy support as students describe the elements of an essay.

Transitioning/Expanding

Preteach the Informative Essay Map and offer moderate support as students describe the elements of an essay.

Bridging

Preteach the Informative Essay Map and offer light support as students describe the elements of an essay.

3

Introducing Informative Writing

PRIMARY FOCUS OF LESSON

Students collaboratively plan an informative essay that describes the elements of a school day. [W.4.5]

FORMATIVE ASSESSMENT

Activity Page 3.1

Blank Informative Essay Map Students collaboratively plan an informative essay that describes the elements of a school day. [W.4.5]

LESSON AT A GLANCE

| | Grouping | Time | Materials |
|--|-------------|---------|---|
| Introducing Informative Writing (30 min.) | | | |
| Modeling: Planning with Essay Maps | Whole Group | 10 min. | <input type="checkbox"/> blank informative essay map |
| Connections: Our School Day | Partner | 5 min. | |
| Planning with Essay Maps | Whole Group | 10 min. | <input type="checkbox"/> Activity Page 3.1
<input type="checkbox"/> daily classroom schedule |
| Wrap-Up | Partner | 5 min. | |

ADVANCE PREPARATION

- Prepare to project or display two copies of the blank informative essay map for the Modeling and Planning with Essay Maps activities. You will fill out these maps during this lesson and display them again in Lesson 4.
- Prepare to distribute Activity Page 3.1, Blank Informative Essay Map, for each student to complete in the Planning with Essay Maps activity.

Universal Access

- Prepare to display your classroom's daily schedule.

Lesson 3

Introducing Informative Writing



Primary Focus: Students collaboratively plan an informative essay that describes the elements of a school day. [W.4.5]

MODELING: PLANNING WITH ESSAY MAPS (10 MIN.)

- Ask students to speak briefly with a partner about something surprising they learned about castles when studying the Middle Ages.
- Tell students that many people believe that castles were fancy. They do not know what castles actually had or did not have in them.
- Ask students one thing they were surprised to learn a castle did not have.
 - » Answers may vary, but many students may have been surprised that castles lacked bathrooms.
- Explain that you want to write an essay that teaches these people about the parts of a castle. This is your essay's purpose.
- Explain that to do that, you will use an essay that describes the parts or elements of a medieval castle and explains what they were used for. This way, readers will understand better why a castle had the elements it did.



Check for Understanding

Ask students to paraphrase to a partner the purpose of the essay and why an informative essay is useful for this purpose.

- » The purpose is to help readers understand the parts of a castle and why they were important. An informative essay is useful for this, because it can provide factual information about the parts of a castle and their significance.

- Tell students that when you write, you like to plan your ideas. Explain that it is important to plan carefully to make sure your essay contains all the parts of a good essay.

- Ask students to name and describe the parts of an informative essay.
 - » Answers may include a title, introduction, body paragraphs with main ideas or topic sentences and supporting sentences, and a conclusion that offers final thoughts about the topic.
- Ask students what they have used essay maps for so far.
 - » Students have used essay maps to record and understand what information appears in an essay they have read or heard.
- Explain that essay maps can also help you plan an essay you want to write. Students will learn more about that in this lesson.
- Project a blank essay map.

➤ Blank Essay Map

- Use the think-aloud strategy to model using an essay map to help you plan an essay describing the parts of a castle. A sample text follows; however, you may feel free to customize it.

I know I want to write an essay describing the parts of a medieval castle, so I'll use an essay map to help me organize my ideas.

The first element on the essay map is the title. I think I might call my essay "Castle Components," because that describes what the essay is about, but it also uses alliteration. [Write *Castle Components by Title.*] I know I can change my mind later, but for now I'll write that on the map.

For the topic, I know I want to write about the elements or parts of a medieval castle. [Write *parts of a medieval castle by Topic.*]

For my first body paragraph, the main idea will be that a castle was designed to protect people who lived in it. [Write *Many parts of a castle were for protection. by Main idea.*] I know I need some supporting information for this paragraph. I think that should be the different components that offered protection. [Write *walls, moat, water, storage for food and weapons by Supporting information. As you build the supporting information, you may wish to ask students to offer input on additional aspects of a castle and add this to your essay map.*]

For my next body paragraph, the main idea will be that parts of a castle were for living space. [Write *Only some parts of the castle were for living.* by *Main idea/topic sentence.*] I can think of at least three supporting examples—kitchen, private chambers, and Great Hall. [Write *kitchen, private chambers, Great Hall* by *Supporting information.* As you build the supporting information, you may wish to ask for students to offer input on additional details and add these to your essay map.]

For the last body paragraph, I want to talk about the parts of a castle that are not the building itself. [Write *Some parts of a castle were not an actual building!* by *Main idea/topic sentence.*] I remember that the castle sometimes included a lot of land, and the lord sometimes owned the villages. [Write *land, fields, villages* by *Supporting information.*]

Finally, I need a conclusion. For my final thoughts, I want to remind readers that castles are not necessarily the way we think they are, but they are still important today. [Write *Castles might be different from what we expect, but they are still recognizable structures today.*]

-
- If you follow the suggested think-aloud strategy, your completed essay map should look as follows:

| | |
|---|--|
| Title | <i>Castle Components</i> |
| Topic | <i>the elements or parts of a medieval castle</i> |
| Paragraphs | Body Paragraph One |
| | Main Idea/Topic Sentence
<i>Many parts of the castle were for protection.</i> |
| | Supporting Information |
| | <ul style="list-style-type: none"> • <i>walls</i> • <i>moat</i> • <i>water</i> • <i>storage for food and weapons</i> |
| | Body Paragraph Two |
| | Main Idea/Topic Sentence
<i>Only some parts of the castle were for living.</i> |
| | Supporting Information |
| | <ul style="list-style-type: none"> • <i>kitchen</i> • <i>private chambers</i> • <i>Great Hall</i> |
| | Body Paragraph Three (optional) |
| | Main Idea/Topic Sentence
<i>Some parts of a castle were not an actual building!</i> |
| Supporting Information | |
| <ul style="list-style-type: none"> • <i>land</i> • <i>fields</i> • <i>villages</i> | |
| Conclusion | |
| Final thoughts about the topic
<i>Castles might be different from what we expect, but they are still recognizable structures today.</i> | |

- Explain that you can use this plan to help you write your essay. You will do that in the next Writing Studio lesson. Save your completed model essay map; you will use it again in the next lesson.

CONNECTIONS: OUR SCHOOL DAY (5 MIN.)

- Tell students that in this lesson they will think about the events in, or elements of, a school day. Tell students that they will speak with a partner about a typical day at their school.
- Read the following items aloud, pausing between items to let students discuss briefly in pairs:
 - Describe what we have already done today at school.

- Describe the things we will do at school later today.
- Describe other things we do regularly at school.
- Describe something we do at school only in certain months or seasons.
- Describe something we do at school only on rare occasions.

PLANNING WITH ESSAY MAPS (10 MIN.)

Activity Page 3.1



- Tell students that now they will use an essay map to work together to plan an essay that describes the parts of a school day. They should use Activity Page 3.1, Informative Essay Map, to help their planning.
- Display Activity Page 3.1 and distribute a copy of it to each student.
- Direct students' attention to the blank informative essay map on Activity Page 3.1. Explain that you all will work together to plan an essay that describes the parts of a school day. You will fill out the essay map projection, and students should fill out their individual essay maps with the same information.
- Use the think-aloud strategy to guide students' suggestions about how to complete the essay map. One sample example appears below, but you should customize your essay map to reflect your school and students' suggestions.

| | |
|-------------------|--|
| Title | <i>A Day in Mr. Brogan's Class</i> |
| Topic | <i>Elements of a school day</i> |
| Paragraphs | <p>Body Paragraph One</p> <p>Main Idea/Topic Sentence
<i>Many parts of a school day are focused on learning in our classroom.</i></p> <p>Supporting Information</p> <ul style="list-style-type: none"> • <i>daily classes in math, social studies, science, reading, English</i> • <i>art, music, drama</i> |
| | <p>Body Paragraph Two</p> <p>Main Idea/Topic Sentence
<i>Some parts of a school day are for activities in other parts of the school.</i></p> <p>Supporting Information</p> <ul style="list-style-type: none"> • <i>breakfast & lunch</i> • <i>class plot of the school garden</i> • <i>library time</i> • <i>computer lab</i> |
| | <p>Body Paragraph Three (optional)</p> <p>Main Idea/Topic Sentence
<i>Some parts of the school day are for fun!</i></p> <p>Supporting Information</p> <ul style="list-style-type: none"> • <i>recess</i> • <i>game centers</i> • <i>field trips</i> |
| | <p>Conclusion</p> <p>Final thoughts about the topic
<i>A school day has many parts, but they work together to help us learn and sometimes have fun too.</i></p> |

Challenge

Ask students to pick one part of the school day and brainstorm specific or precise words they could use to describe it.

Support

Provide your classroom schedule and help students use it to identify parts of the school day.



Access

Entering/Emerging

Provide heavy support and a daily classroom schedule as students discuss parts of the school day with partners.

Transitioning/Expanding

Provide moderate support and a daily classroom schedule as students discuss parts of the school day in small groups.

Bridging

Provide a daily classroom schedule and offer light support as needed.

WRAP-UP (5 MIN.)

- Tell students that in the next Writing Studio lesson they will use the essay map to help them write a class essay about the elements of a school day.
- Explain that the essay map offers an outline of important parts of an essay, but it doesn't include all the details.
- Tell students to turn and talk with a partner about important details they might add for each element on the essay map.
- If time permits, allow students to share their ideas with the class.
- You may wish to note these details to incorporate into the essay you will draft in the next lesson.

End Lesson

4

Introducing Informative Writing

PRIMARY FOCUS OF LESSON

Students collaborate to draft an informative essay that describes the elements of a school day. **[W.4.2]**

FORMATIVE ASSESSMENT

Activity Page 4.1

Drafting Paper Students collaborate to draft an informative essay that describes the elements of a school day. **[W.4.2]**

LESSON AT A GLANCE

| | Grouping | Time | Materials |
|--|-------------|---------|--|
| Introducing Informative Writing (30 min.) | | | |
| Connections: Essay Maps | Whole Group | 2 min. | |
| Modeling: Writing an Essay | Whole Group | 10 min. | <input type="checkbox"/> essay map for "Castle Components" |
| Writing an Essay | Whole Group | 15 min. | <input type="checkbox"/> Activity Page 3.1
<input type="checkbox"/> Activity Page 4.1 |
| Wrap-Up | Partner | 3 min. | |

ADVANCE PREPARATION

- Prepare to display the two essay maps you completed in the previous class: one from the Modeling activity and another, Activity Page 3.1, from the Planning with Essay Maps activity.
- Prepare to compose the Modeling activity draft on a projection for the class or on chart paper.
- Prepare Activity Page 4.1 (blank drafting paper, available as a Blackline Master in Teacher Resources) or word processors (optional) for students to use in the Writing an Essay activity.

Lesson 4

Introducing Informative Writing



Primary Focus: Students collaborate to draft an informative essay that describes the elements of a school day. [W.4.2]

CONNECTIONS: ESSAY MAPS (2 MIN.)

- Ask students to describe how you used essay maps in the previous lesson.
 - » Maps were used to plan the class essay on elements of a school day and the model essay on components of a castle.
- Explain that in this lesson, you will use the maps as a guide while you write your essays.

MODELING: WRITING AN ESSAY (10 MIN.)

- Display the essay map you prepared in the previous class.
- Use the think-aloud strategy to demonstrate writing an essay based on the map. (An example essay appears below, but you may customize this as needed for your class.)
- As you talk, compose your essay draft on the displayed chart paper or on a projection as students observe.

Now that I've planned my essay, it's time to start writing. First, an essay needs a title. I know from my map that I want to call my essay "Castle Components." [Add *Castle Components* to the top of your document.]

Next, an essay needs an introduction that explains what it is about. In this case, I need to give some information about the topic. [Write *In the Middle Ages, the most important rulers lived in castles. These were the nicest and biggest homes in the land.*] That's the main idea of my essay, but I should explain a

bit about the exact thing I want to discuss about castles. Some people think castles were very fancy, so maybe this essay's information can help teach them something new about what they were really like. [Write *Castles had two main purposes. They protected people, and they provided space for them to live in.*] That information should come at the start, I think, so that it helps readers understand the importance of my essay and what it will focus on.

-
- Use the think-aloud strategy to complete the remaining parts of the essay draft: the body paragraphs and the conclusion.
 - Tell students that now that you have written your essay, you want to read it all the way through to hear how it sounds.
 - Read your essay aloud. (A sample essay appears below.)
-

Castle Components

In the Middle Ages, the most important rulers lived in castles. These were the nicest and biggest homes in the land. Castles had two main purposes. They protected people, and they provided space for them to live in.

Most parts of the castle were designed to protect the people who lived in it. Castles had tall, thick walls to keep outsiders away. Many castles also had a moat, or a big trench that circled the castle and made it hard for people to get inside its walls. Because people might not be able to leave the castle walls very often, castles also had a water source and places to store food and weapons. All these elements made a castle a safe place to live.

In addition to offering protection, castles were homes. The living space of a castle was not as big as you might think, though. Castles had a kitchen and a few private chambers, or what we would call bedrooms today. Most importantly, castles had a Great Hall for eating, relaxation, and entertainment. This room was where most things happened in the castle.

Those are the main parts of a castle building. However, some parts of a castle were not an actual building. The lords who owned castles also owned a lot of land around them, especially fields for farming and growing food. Sometimes they even owned the villages where their serfs lived.

Medieval castles combined places for people to live with structures designed to keep them safe. They were important places for rulers and their families. Even though they may not contain exactly what we expect, they are recognizable structures still today.

-
- Remind students that you wanted to write this essay to show people what castles were really like.
 - Ask students how this might be different if it were written as a narrative.
 - » Answers may vary, but they could include that a narrative might show the castle by explaining how one character lived in it or what parts of the castle the character explored at any given time.

WRITING AN ESSAY (15 MIN.)

- Tell students that now they will use Activity Page 3.1, the essay map completed in the previous class, to work together to write an essay describing the elements of a school day.
- Display the essay map completed in the previous class and ask each student to get out his or her copy of the map.
- Review the map aloud.



Check for Understanding

Ask students to explain each element of an essay as you review the essay map.

- Go through the essay map element by element, asking students to speak with a partner about each element. Then have volunteers suggest possible sentences to represent each part. Use these suggestions to draft a class essay.

We said in the last class that we thought the school day had two main parts. Turn and tell one of your classmates about those parts. [Allow a short time for students to speak in pairs.] Now raise your hand silently if you'd like to suggest a sentence about a difference between those parts. [Call on a few students to gather suggestions, then incorporate some of them into the writing as you draft.]

- As you write, you may choose to have students also draft the essay on their own Activity Page 4.1 or a word processor.
- Make sure to read the essay aloud at the end of the drafting process.
- Ask students to review the essay's information against the map to make sure it covers each part of the map.

WRAP-UP (3 MIN.)

- Have students take turns paraphrasing the class essay to a partner.
- Tell students that in the next lesson, they will continue working on informative essays.

End Lesson

Challenge

Ask students to personalize their essays by adding specific details about an element of the school day.

Support

Have students discuss each element with a partner and talk through possible sentences to add to the draft.

Activity Page 4.1



Access

Entering/Emerging

Facilitate a preteaching discussion of the essay map, providing heavy support as students paraphrase parts of the essay map into sentences.

Transitioning/Expanding

Facilitate a preteaching discussion of the essay map, providing moderate support as students paraphrase parts of the essay map into sentences.

Bridging

Facilitate a preteaching discussion of the essay map, providing light support as students paraphrase parts of the essay map into sentences.

5

Introducing Informative Writing

PRIMARY FOCUS OF LESSON

Students gather information about the elements of a poem.
[W.4.8, W.4.9, W4.9a]

FORMATIVE ASSESSMENT

Activity Page 5.1

Gathering and Organizing Information

Students gather information about the elements of a poem. [W.4.8, W.4.9, W4.9a]

LESSON AT A GLANCE

| | Grouping | Time | Materials |
|--|-------------|---------|--|
| Introducing Informative Writing (30 min.) | | | |
| Modeling: Gather and Organize Information | Whole Group | 6 min. | <input type="checkbox"/> “Model: Gathering and Organizing Information” |
| Connections: Parts of a Poem | Whole Group | 6 min. | <input type="checkbox"/> <i>Poet’s Journal</i> (optional) |
| Gather and Organize Information | Small Group | 15 min. | <input type="checkbox"/> Activity Page 5.1 |
| Wrap-Up | Whole Group | 3 min. | |

ADVANCE PREPARATION

- Prepare to display “Model: Gathering and Organizing Information” from Teacher Resources.
- This lesson draws on content from Unit 3, *Poetry*. If students need review on that content, you may direct them to review the relevant passages from the *Poet’s Journal*. The pacing guide contains recommendations for appropriate lessons to review.
- Prepare to distribute Activity Page 5.1.
- Prepare to arrange students into small groups.

Universal Access

- Prepare questions to guide students in organizing information.
 - Is this thing found in every poem?
 - Is this component a kind of poetic device?
 - Is this element something that helps make up the structure or form of a poem?
 - Is this element related to how the poem sounds?
 - Does this element have to do with what happens in a poem or the events it describes?

- Prepare examples of different parts of a poem to guide students in identifying and recording those parts on their activity pages. A sample follows; answers are provided in parenthesis.

Fog

The fog comes
on little cat feet.

It sits looking
over harbor and city
on silent haunches
and then moves on.

Fog is the poem's _____. (title)

"The fog comes" is a _____ of the poem. (line)

"The fog comes/on little cat feet." is a _____ of the poem. (stanza)

"The fog comes/on little cat feet." is an example of _____ verse. (free)

wet winter Wednesdays (alliteration)

as hungry as a horse (simile)

The fog was a cat. (metaphor)

The puppy sniffed the shoe/and then it sneezed "Achoo!" (rhyme)

Lesson 5

Introducing Informative Writing



Primary Focus: Students gather information about the elements of a poem.
[W.4.8, W.4.9, W4.9a]

MODELING: GATHER AND ORGANIZE INFORMATION (6 MIN.)

- Ask students to name the kind of essay you have been discussing in Writing Studio.
 - » Students have been learning about informative essays.
- Tell students that when planning the essay “Castle Components,” you used tools to help organize information about castles. Explain that when writing, you often have to collect information before you can decide how to arrange it.
- Display “Model: Gather and Organize Information,” which shows information gathered in the writing of “Castle Components,” from Teacher Resources.
- Review the worksheet, explaining that the first section allows writers to list all the information they have, while the second section helps them organize that information into related groups.



Check for Understanding

Ask students to explain the gathering and organizing steps in their own words.

CONNECTIONS: PARTS OF A POEM (6 MIN.)

- Tell students that they will use their own worksheets to gather and organize information about parts of a poem.
- Distribute Activity Page 5.1 to each student and explain that they will work together to gather information about parts of a poem.

Activity Page 5.1



Support

Provide examples of poetic devices and components and ask students to identify and record them.

Challenge

Ask students to propose their own examples of each poetic device they will discuss in their essay.

- Guide students in listing different parts of a poem in Section II on Activity Page 5.1. As students name different parts of a poem, each student should record them on their Activity Page.
- Students may consult the *Poet's Journal* as they work if necessary.

GATHER AND ORGANIZE INFORMATION (15 MIN.)

- Arrange students into small groups and explain that they will work together in their groups to organize their information.
- Use the following questions to guide students through the process of thinking about how to organize the information they have gathered. You may ask each question, allow students to discuss briefly in their own groups, then move to the next question.
 - Which of these things are alike?
 - What makes them similar?
 - How would you describe the category these things fit into?
 - Is there another category that could describe some of the items still on your list?
- Circulate as students work, offering feedback on their work. Although answers may vary, a sample completed activity page follows.



Access

Entering/Emerging

Use an example poem and questions to guide students one-on-one in organizing information with heavy support.

Transitioning/Expanding

Use an example poem and questions to guide student groups in organizing information with moderate support.

Bridging

Provide an example poem and questions to guide student pairs in organizing information with light support if needed.

Gathering and Organizing Information

In order to write good informative essays, it is important to gather the information you want to share with readers. You must also organize that information into categories or sections. This worksheet will help you do that.

| | | |
|--|---|---------------------------|
| Essay topic: <i>parts of a poem</i> | | |
| Use the following space to list all the information or elements you would like to discuss about your topic. | | |
| <p style="text-align: center;"><i>title</i> <i>rhyme</i> <i>alliteration</i>
 <i>metaphor</i> <i>free verse</i> <i>simile</i>
 <i>alliteration</i> <i>stanza</i> <i>line</i></p> | | |
| In the following space, organize your elements into related groups. At the top of each list, write a heading that describes how the items in the list are related. | | |
| Group A | Group B | Group C (optional) |
| Heading:
<i>parts of a poem's structure</i>

<i>line (free verse or rhyme)</i>
<i>title</i>
<i>stanza</i> | Heading:
<i>poetic devices a poem might use</i>

<i>rhyme</i>
<i>figurative language (metaphor, simile)</i>
<i>alliteration</i> | Heading: |

WRAP-UP (3 MIN.)

- Ask student groups to share the categories they used to organize their parts of a poem.
- Tell students that in the next lesson they will use this information to plan their essays.

End Lesson

6

Introducing Informative Writing

PRIMARY FOCUS OF LESSON

Students plan informative essays describing the elements of a poem. [W.4.5]

FORMATIVE ASSESSMENT

Activity Page 6.1

Blank Informative Essay Map Students plan informative essays describing the elements of a poem. [W.4.5]

LESSON AT A GLANCE

| | Grouping | Time | Materials |
|--|-------------|---------|---|
| Introducing Informative Writing (30 min.) | | | |
| Connections: Parts of a Poem | Small Group | 5 min. | <input type="checkbox"/> Activity Page 5.1 |
| Modeling: Planning an Essay | Whole Group | 6 min. | <input type="checkbox"/> “Model: Gather and Organize Information”
<input type="checkbox"/> essay map for “Castle Components” |
| Planning an Essay | Small Group | 14 min. | <input type="checkbox"/> Activity Page 5.1
<input type="checkbox"/> Activity Page 6.1 |
| Wrap-Up | Partner | 5 min. | <input type="checkbox"/> Activity Page 6.1 |

ADVANCE PREPARATION

- Make sure students have Activity Page 5.1, which they completed in the previous lesson.
- Prepare to display “Model: Gather and Organize Information” and the essay map for “Castle Components,” which were prepared in previous lessons.
- Prepare to arrange students into the same small groups as in the previous lesson.
- Prepare to distribute copies of Activity Page 6.1, a blank informative essay map, available in Teacher Resources, to each student.

Lesson 6

Introducing Informative Writing



Primary Focus: Students plan informative essays describing the elements of a poem. [W.4.5]

CONNECTIONS: PARTS OF A POEM (5 MIN.)

- Ensure that students have Activity Page 5.1, which they completed in the previous lesson.
- Remind students that in the previous lesson, they gathered and organized information on the parts of a poem.



Check for Understanding

Ask students to explain how they approached organizing their information.

- » Answers may vary but could include that they divided the parts of a poem into things that a poem must include and things it might include.

- Ask students to work in the same groups as in the previous lesson to review Activity Page 5.1. In the next part of the lesson, they will use that information to plan their essays.

MODELING: PLANNING AN ESSAY (6 MIN.)

- Remind students that you also completed a worksheet to gather and organize information about castles. Display “Model: Gather and Organize Information.”
- Tell students that in order to incorporate this information into your essay, you used it to complete an essay map.
- Display the “Castle Components” essay map you completed in Lesson 3 and guide students through the way that each section on the “Model: Gather and Organize Information” worksheet became a body paragraph on the essay map.

- You may wish to point out that Group A did not become the first body paragraph. Explain that this is because Group B had more information in it, so you decided it would be a stronger body paragraph. For that reason, you wanted to put it first in your essay.
- Continue illustrating as needed with different parts of the information worksheet and the essay map.

PLANNING AN ESSAY (14 MIN.)

- Assemble students into the small groups organized at the start of the lesson.
- Distribute Activity Page 6.1, which each student will use to plan his or her essay.
- Have student groups work to plan their essays following the model illustrated. Suggested times for students to spend on each section follow; however, you may allocate the time as best suits your students' needs.
 - Title and Topic: 4 min.
 - Body Paragraphs: 8 min.
 - Conclusion: 2 min.
- As students work, circulate and check in with each group's progress. For reference, a sample completed essay map follows.

Activity Page 6.1



Challenge

Ask students to think about which section should come first in their essay and to give reasons for their choice.

Support

Remind students of Activity Page 5.1's organizational system, showing them how the headings for each group relate to the main ideas of paragraphs in an essay.



Access

Entering/Emerging

Preteach “Model: Gather and Organize Information” and the essay map for “Castle Components,” offering heavy support in guiding students to describe the relationship between the information on each.

Transitioning/Expanding

Preteach “Model: Gather and Organize Information” and the essay map for “Castle Components,” offering moderate support in guiding students to describe the relationship between the information on each.

Bridging

Preteach “Model: Gather and Organize Information” and the essay map for “Castle Components,” offering light support in guiding students to describe the relationship between the information on each.

| | |
|--|--|
| Title | <i>Part of a Poem</i> |
| Topic | <i>elements of poetry</i> |
| Paragraphs | Body Paragraph One |
| | Main Idea/Topic Sentence
<i>Some things are found in every poem.</i> |
| | Supporting Information |
| | <ul style="list-style-type: none"> • <i>stanza</i> • <i>line</i> • <i>title</i> |
| | Body Paragraph Two |
| | Main Idea/Topic Sentence
<i>Poets choose which poetic devices they want.</i> |
| | Supporting Information |
| | <ul style="list-style-type: none"> • <i>rhyme or free verse</i> • <i>alliteration</i> • <i>figurative language such as metaphor or simile</i> |
| | Body Paragraph Three (optional) |
| | Main Idea/Topic Sentence |
| Supporting Information | |
| Conclusion | |
| Final thoughts about the topic
<i>All poems share some parts, but there is also room for poets to be creative with poetic devices.</i> | |

WRAP-UP (3 MIN.)

- Have students partner with a student from a different group and summarize his or her group’s essay map.
- Tell students that in the next lesson, they will start drafting their essays.

End Lesson

Introducing Informative Writing

PRIMARY FOCUS OF LESSON

Students draft informative essays about the elements of a poem.
[W.4.2, W.4.2a, W.4.2b]

FORMATIVE ASSESSMENT

Activity Page 7.1

Drafting Paper Students draft informative essays about the elements of a poem.
[W.4.2, W.4.2a, W.4.2b]

LESSON AT A GLANCE

| | Grouping | Time | Materials |
|--|-------------|---------|--|
| Introducing Informative Writing (30 min.) | | | |
| Connections: It's In the Details | Whole Group | 2 min. | |
| Modeling: Drafting Informative Essays | Whole Group | 8 min. | <input type="checkbox"/> Introduction and Sample Body Paragraph of "Castle Components" |
| Drafting Informative Essays | Small Group | 17 min. | <input type="checkbox"/> Activity Page 7.1
<input type="checkbox"/> Activity Page 6.1
<input type="checkbox"/> Activity Page 5.1 |
| Wrap-Up | Partner | 3 min. | <input type="checkbox"/> Activity Page 7.1 |

ADVANCE PREPARATION

- Prepare to display the introduction and sample body paragraph from "Castle Components," available in Teacher Resources.
- Prepare to distribute Activity Page 7.1 (blank drafting paper, available as a Blackline Master in Teacher Resources) or word processors (optional).
- Make sure students have their completed Activity Pages 6.1 and 5.1 from previous lessons.

Universal Access

- Prepare sentences starters as follows:
 - One part of a poem is . . .
 - This part is like other parts because . . .
 - Some other parts of a poem that fit with this one are . . .
 - Readers should know about the parts of a poem because . . .
 - If I were to divide the parts of a poem into two groups, I would call the groups . . .

Lesson 7

Introducing Informative Writing



Primary Focus: Students draft informative essays about the elements of a poem. [W.4.2, W.4.2a, W.4.2b]

CONNECTIONS: IT'S IN THE DETAILS (2 MIN.)

- Tell students that in this lesson they will start drafting their essays describing the elements of a poem. They will start by writing the introduction and body paragraphs from their essay map. To do that well, it's important to think about how to write paragraphs with good details and strong supporting information.
- Ask students to name what makes a good detail.
 - » Good details offer information about a topic. They help the reader understand it better.

MODELING: DRAFTING INFORMATIVE ESSAYS (8 MIN.)

- Tell students that you have been thinking about the way to write strong introductions and body paragraphs for “Castle Components.”
- Display the introduction from “Castle Components” and ask students to identify the topic sentence.
 - » They protected people, and they provided space for them to live in.

➤ Introduction

In the Middle Ages, the most important rulers lived in castles. These were the nicest and biggest homes in the land. Castles had two main purposes. They protected people, and they provided space for them to live in.

- Explain that this essay's introduction is effective because it identifies the topic and explains what the essay will be about.
- Display the sample body paragraph from “Castle Components” and show students how it relates to the categories you used to organize your information in “Model: Gather and Organize Information.” Explain that the body paragraph is clearly organized around one topic (the living space of a castle), but you want to add better details to it.

➤ Sample body paragraph

In addition to offering protection, castles were homes. The living space of a castle was not as big as you might think, though. Castles had a kitchen and a few private chambers, or what we would call bedrooms today. Most importantly, castles had a Great Hall for eating, relaxation, and entertainment. This room was where most things happened in the castle.

- Ask a student volunteer to read the paragraph aloud.
- Ask students to identify the topic sentence of the paragraph.
 - » In addition to offering protection, castles were homes.
- Remind students that a strong topic sentence identifies the paragraph's subject and main idea. This sentence is a strong topic sentence, because it states the paragraph's specific topics (castles) and main idea (castles were homes). It also uses linking words (In addition) to show how this idea relates to other ideas in the essay (castles offered protection).
- Point out that the paragraph could be improved with better details. It tells readers some kinds of things that happened in the Great Hall, but it does not offer many specific details to explain.
- Use the think-aloud strategy to demonstrate using more details. An example follows, but you may customize it to suit your class.

I'd like to add more detail to my draft to help make it stronger. In listening to it, I realized that I could do a better job explaining what entertainment was like in the Middle Ages. I remember from the Reader that the medieval entertainment included performances by musicians, jesters, and jugglers. It could also include storytellers and actors. [Add *Medieval entertainment could be performances by actors, storytellers, musicians, jesters, or jugglers* after the word *entertainment*.]



Check for Understanding

Ask students to suggest other details that could improve the paragraph.

- » Answers may vary but could include adding information about what castles did not have, such as bathrooms.
-

- Tell students that they will begin drafting their informative essays in this lesson, and as they do so, they should think about writing paragraphs with good details.

DRAFTING INFORMATIVE ESSAYS (17 MIN.)

- Distribute Activity Page 7.1, which each student will use to record his or her essay draft.
- Direct student groups through drafting the following components of their essays. Suggested times follow, but you may customize these according to your class's needs.
 - Introduction: 5 min.
 - Body Paragraphs: 12 min.

A sample essay appears in Lesson 8.

WRAP-UP (3 MIN.)

- Ask students to reread their body paragraph drafts and circle one word that could be more precise. Tell them to turn and talk to a peer to brainstorm a more specific word to use.
- Tell students that in the next lesson they will continue drafting their essays.

End Lesson

Activity Page 7.1



Challenge

Ask students to add one more piece of supporting information to their body paragraphs.

Support

Review the information students prepared in planning their essays and guide them in identifying the supporting information for each paragraph.



Access

Entering/Emerging

Provide sentence starters and heavy support to guide students in drafting introductions and body paragraphs.

Transitioning/Expanding

Provide sentence starters and moderate support to guide students in drafting introductions and body paragraphs.

Bridging

Provide sentence starters and light support to guide students in drafting introductions and body paragraphs.

8

Introducing Informative Writing

PRIMARY FOCUS OF LESSON

Students complete drafting informative essays about the elements of a poem by adding a conclusion, linking words, and details.

[W.4.2, W.4.2c, W.4.2d, W.4.2e]

FORMATIVE ASSESSMENT

Activity Page 7.1

Drafting Paper Students complete drafting informative essays about the elements of a poem by adding a conclusion, linking words, and details. [W.4.2, W.4.2c, W.4.2d, W.4.2e]

LESSON AT A GLANCE

| | Grouping | Time | Materials |
|--|-------------|---------|--|
| Introducing Informative Writing (30 min.) | | | |
| Connections: Essay Drafts | Independent | 5 min. | <input type="checkbox"/> Activity Page 7.1 |
| Modeling: Linking Words, Details, Conclusions | Whole Group | 11 min. | <input type="checkbox"/> “Castle Components” draft |
| Linking Words, Details, Conclusions | Small Group | 11 min. | <input type="checkbox"/> Activity Page 7.1 |
| Wrap-Up | Whole Group | 3 min. | |

ADVANCE PREPARATION

- Make sure students have Activity Page 7.1 from the previous lesson.
- Prepare to display “Castle Components” with the revisions made in the previous lesson.

Universal Access

- Prepare sentence frames and a word bank using the following model. The correct term is shown in parenthesis.
 - There are many kinds of birds. _____, the bald eagle is a bird. (For example)
 - I like ice cream, and I _____ like apples. (also)
 - Track is my favorite sport _____ I like to run. (because)
 - One kind of dog is a Labrador. _____ is a poodle. (Another)

Lesson 8

Introducing Informative Writing



Primary Focus: Students complete drafting informative essays about the elements of a poem by adding a conclusion, linking words, and details.

[W.4.2, W.4.2c, W.4.2d, W.4.2e]

CONNECTIONS: ESSAY DRAFTS (5 MIN.)

- Ask students to reread the drafts they started in the previous lesson.

MODELING: LINKING WORDS, DETAILS, CONCLUSIONS (11 MIN.)

- Ask students to recall how they revised their essays in the previous unit.
 - » Answers may vary, but students should recall that they added detail to their essays.
- Tell students that in this lesson, they will also make sure they have good details in their essays. They will also use the information they just reviewed to make sure their essays have clear transitions and a solid conclusion.
- Use the think-aloud strategy to model how to add linking words and details to body paragraphs and how to draft a conclusion. A completed text follows, but you may customize it for your class.

I know that I drafted my body paragraphs already, but I want to see if I can add better details. For example, I have the word *musicians*, but there's a better, more specific word that describes singers from the Middle Ages, so I should use that word. [Replace *musicians* with *minstrels*.] I see that I've already used the linking words *also* and *because* in the first body paragraph, but I wonder if I can add any linking words, such as *for example* or *another* to the essay.



Check for Understanding

Ask students to name some additional places you might add detail or use linking words in the essay.

- Continue this process to explain drafting a conclusion for the essay. A sample text follows, but you may feel free to customize the essay for your class.

Castle Components

In the Middle Ages, the most important rulers lived in castles. These were the nicest and biggest homes in the land. Castles had two main purposes. They protected people, and they provided space for them to live in.

Most parts of the castle were designed to protect the people who lived in it. Castles had tall, thick walls to keep outsiders away. Many castles also had a moat, or a big trench that circled the castle and made it hard for people to get inside its walls. Because people might not be able to leave the castle walls very often, castles also had a water source and places to store food and weapons. All these elements made a castle a safe place to live.

In addition to offering protection, castles were homes. The living space of a castle was not as big as you might think, though. Castles had a kitchen and a few private chambers, or what we would call bedrooms today. Castles did not have bathrooms, though! Most importantly, castles had a Great Hall for eating, relaxation, and entertainment. Medieval entertainment could be performances by actors, storytellers, minstrels, jesters, or jugglers. Most fun things in the castle happened in the Great Hall.

Those are the main parts of a castle building. However, some parts of a castle were not an actual building. The lords who owned castles also owned a lot of land around them, especially fields for farming and growing food. Sometimes they even owned the villages where their serfs lived.

Medieval castles combined places for people to live with structures designed to keep them safe. They were important places for rulers and their families. Even though they may not contain exactly what we expect, they were important buildings in the Middle Ages, and they are recognizable structures still today.

Activity Page 7.1



LINKING WORDS, DETAILS, CONCLUSIONS (11 MIN.)

- Make sure students have Activity Page 7.1, on which they began drafting their essays.
- Guide student groups through the process of drafting their essays' conclusions, details, and transitions. Suggested times follow, but you may customize these according to your class's needs.
 - Conclusion: 4 min.
 - Linking Words: 4 min.
 - Details: 3 min.
- Although answers may vary, a sample essay follows.

Parts of a Poem

Have you ever tried to play a game without knowing what all the pieces are for? It can be a little confusing, and it may not be much fun at first. Writing poetry can be a little like that when you start, because there are some special pieces to use. These pieces, or parts of a poem, fall into two categories: structural elements and poetic devices.

Structural elements are found in every poem. These are the things that make a piece of writing a poem. They include the title of the poem, the stanzas, and the lines. Stanzas are groups of lines that work like an essay's paragraphs. Paragraphs are made of sentences, but stanzas are made of lines. Every poem needs a title, at least one stanza, and at least one line. These elements help readers understand that they are reading a poem instead of an essay or story.

In addition to structural elements, many poems also have elements called poetic devices. These elements are optional and are chosen by the poet. For example, the poem “Harlem” by Langston Hughes includes many similes, which are one kind of poetic device. Other poetic devices include alliteration, metaphor, and rhyme. These elements help make a poem’s content and language more unique and interesting.

As you can see, poets have many different elements to consider when writing a poem. Some, such as structural elements, are included in every poem. Specific poetic devices are found only in some poems. Now that you know about these different parts of a poem, why not try writing a poem of your own?

WRAP-UP (3 MIN.)

- Ask students to speak with a partner about the following prompts.
 - Reading this essay would help someone learn about poetry because _____.
 - Reading this essay would help someone think about how to write a poem because _____.
 - Reading this essay would be useful for a new Grade Four student who was about to study poetry because _____.
- You may wish to collect student work and evaluate using the *Fourth Grade Writing Rubric: Informative/Explanatory Writing*, available in Teacher Resources.
- Tell students they will learn more about informative essays and other kinds of writing in future Writing Studio lessons.

End Lesson

Challenge

Have students experiment with switching the order of their body paragraphs and revising the linking words accordingly.

Support

Have students brainstorm with a partner different ways to conclude their essays.



Access

Entering/Emerging

Use sentence frames and offer heavy support to help students practice using linking words correctly.

Transitioning/Expanding

Use sentence frames and offer moderate support to help students practice using linking words correctly.

Bridging

Use sentence frames and offer light support to help students practice using linking words correctly.

Writing Studio 3

Introducing Opinion Writing



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Introducing Opinion Writing

PRIMARY FOCUS OF LESSON

Students write an essay that expresses their opinion about the best grade in school. [W.4.1]

FORMATIVE ASSESSMENT

Activity Page 1.1

The Best Grade in School Students write an essay that expresses their opinion about the best grade in school. [W.4.1]

LESSON AT A GLANCE

| | Grouping | Time | Materials |
|--|-------------|---------|---|
| Introducing Opinion Writing (30 min.) | | | |
| Connections: Opinions | Partner | 5 min. | |
| Introduce the Prompt | Whole Group | 5 min. | <input type="checkbox"/> Writing Prompt for Activity Page 1.1 |
| Opinion Pre-Assessment | Independent | 15 min. | <input type="checkbox"/> Activity Page 1.1 |
| Wrap-Up | Whole Group | 5 min. | |

ADVANCE PREPARATION

- Prepare the writing prompt for display, either copying it onto chart paper or planning to project it. See Writing Prompt for Activity Page 1.1 in Teacher Resources.
- Prepare copies of Activity Page 1.1 to distribute to each student for the Opinion Pre-Assessment activity.
- Prepare the rubric for grading the pre-assessments. See *Fourth Grade Writing Rubric: Opinion Writing* in Teacher Resources. You will retain the pre-assessment to compare with the final informative writing activity in Unit 6, *Developing Opinion Writing*.

Universal Access

- Prepare sentence frames or starters to help students think about possible responses to the prompt.
 - My favorite year in school was _____ because . . .
 - Grade _____ is fun because you can _____.
 - If I could be in any grade, I would choose _____ because . . .

Lesson 1

Introducing Opinion Writing



Primary Focus: Students write an essay that expresses their opinion about the best grade in school. [W.4.1]

CONNECTIONS: OPINIONS (5 MIN.)

- Ask a student to explain what an opinion is.
 - » An opinion is a belief or preference. For example, one person's opinion might be that softball is the best sport. Another person's opinion might be that swimming is the best.
- As you read each item from the following list, allow a few seconds for students to turn and talk to a partner about their opinion.
 - your favorite holiday
 - the best book
 - the most fun game
 - the hardest school subject

INTRODUCE THE PROMPT (5 MIN.)

- Tell students that in this lesson they will write essays about the best grade in school.
- Display the Writing Prompt for Activity Page 1.1 and read it aloud to students, repeating as necessary.

➤ Writing Prompt for Activity Page 1.1

Write an opinion essay in which you explain what the best grade in school is. You may write about Grade Four if you like, or you may write about another grade, from Kindergarten to Grade 12. No matter what grade you pick, make sure to provide the reasons for your choice.

Support

Model the exercise for the class, explaining that when someone identifies their favorite, they are stating their opinion. Review statements of fact and statements of opinion.

Challenge

Have students use specific words and phrases (*I think*, *I believe*, etc.) to show that they are stating an opinion.



Access

Entering/Emerging

Review the prompt and use sentence frames or starters, offering heavy support, to help students think about different grades before they begin writing.

Transitioning/Expanding

Review the prompt and use sentence frames or starters, offering moderate support, to help students think about different grades before they begin writing.

Bridging

Review the prompt and use sentence frames or starters, offering light support, to help students think about different grades before they begin writing.

Activity Page 1.1



Check for Understanding

Ask a volunteer to explain the prompt in his or her own words.

OPINION PRE-ASSESSMENT (15 MIN.)

- Distribute Activity Page 1.1.
- Tell students to write an essay in response to the prompt.
- Remind students that they should write as complete an essay as possible in the time they have.

Note: If students finish before time elapses, you may allow them to work silently on something else. Since this is a pre-assessment, students may stop writing when they decide they are finished with the task or when fifteen minutes have elapsed. Subsequent lessons in this unit and in the entire Writing Studio program will help build students' ability to write for longer periods of time.

- As students complete their work, collect their essays. You will use the *Fourth Grade Writing Rubric: Opinion Writing* to assess their work. You should save their pre-assessment to compare it to their final informative writing activity, which they will complete in Writing Studio Unit 6, Lesson 8.

WRAP-UP (5 MIN.)

- Ask students to raise their hands silently if their opinion essay
 - identifies the best grade in school.
 - includes a reason for their opinion.
 - includes three or more reasons for their opinion.
 - includes a title.
- If time permits, ask students to tell a partner the grade about which they wrote and to give a reason for their choice.
- Tell students that in the next Writing Studio session, they will spend more time thinking about and learning how to write opinion essays.

End Lesson

Introducing Opinion Writing

PRIMARY FOCUS OF LESSON

Students identify and describe the purpose and features of an opinion text. [W.4.1]

FORMATIVE ASSESSMENT

Activity Page 2.1

Blank Opinion Essay Map Students identify and describe the purpose and features of an opinion text. [W.4.1]

LESSON AT A GLANCE

| | Grouping | Time | Materials |
|--|-------------|--------|---------------------|
| Introducing Opinion Writing (30 min.) | | | |
| Connections: Fact or Opinion? | Whole Group | 5 min. | |
| Read-Aloud: "Healthy Habits, Part 1" | Whole Group | 5 min. | |
| Modeling: Completing an Opinion Essay Map | Whole Group | 7 min. | ☐ Activity Page 2.1 |
| Completing an Opinion Essay Map | Independent | 8 min. | ☐ Activity Page 2.1 |
| Wrap-Up | Partner | 5 min. | |

ADVANCE PREPARATION

- Prepare to display Activity Page 2.1 (Blank Opinion Essay Map, available as a Blackline Master in Teacher Resources) and to distribute a copy to each student.

Universal Access

- Prepare a list of the following judgment words for preteaching:
 - best
 - favorite
 - worst
 - nicest
 - better
 - greatest
- Prepare additional statements of fact and statements of opinion for review.
 - The United States is part of North America. (fact)
 - Our school is the best in the country. (opinion)
 - Langston Hughes wrote a poem about Harlem. (fact)
 - My favorite part of Hughes's poem is the line "*Or does it explode?*" (opinion)
 - The worst thing about my neighborhood is the traffic. (opinion)

- My neighborhood has a fire station in it. (fact)
- Jousting is better than juggling. (opinion)
- My librarian gave me a book about the Middle Ages. (fact)
- Our state is the greatest! (opinion)
- Our state has mountains in it. (fact)

Start Lesson

Lesson 2

Introducing Opinion Writing



Primary Focus: Students identify and describe the purpose and features of an opinion text. [W.4.1]

CONNECTIONS: FACT OR OPINION? (5 MIN.)

- Ask a student to explain how an opinion is different from a fact.
 - » Answers may vary, but students should understand that an opinion is a belief or preference. For example, one person's opinion might be that blooming plants are the best things about spring. Another person's opinion might be that warmer weather is the best thing about spring. A fact is something that can be proven.
- As you read each item from the following list, have students use their arms to indicate silently whether the statement is a fact or an opinion.

Students may join their hands over their heads to form an 'O' for opinions. They may hold their hands up to their right and parallel to each other to form an 'F' for facts. Alternatively, you may wish to assign a side of the room to facts and another to opinions, then have students move to the appropriate side to indicate the nature of each statement.

- The best room in a castle is the Great Hall. (opinion)
- Castles contain several living spaces, including a Great Hall, a kitchen, and private chambers. (fact)
- A memory is a thought about something that happened in the past. (fact)
- My best memory is of the day I got a puppy. (opinion)
- Some people go skiing over winter break. (fact)
- My favorite thing to do in winter is throw snowballs. (opinion)
- Baseball is less exciting than basketball. (opinion)

Support

Explain how facts are proven with objective information or data (e.g., times, dates, statistics). Contrast that with the subjective reasons on which opinions are based (e.g., personal taste, experience, or beliefs).

- A professional baseball game has nine innings. (fact)
 - My teacher's favorite subject is math. (fact)
 - Science is the best subject. (opinion)
- Pause to clarify as needed. For example, students may be tricked by the factual statement *My teacher's favorite subject is math*. Explain that this is a factual statement about a teacher's opinion. Compare it to the opinion statement *Science is the best subject* to illustrate the difference.

READ-ALOUD: "HEALTHY HABITS, PART 1" (5 MIN.)

- Ask students to volunteer ways that they can stay healthy.
 - » Answers may vary, but they could include exercising, eating a well-balanced diet, and getting a good night's sleep.
- Tell students that people have different opinions on the best way to stay healthy. In this lesson and the ones that follow, students will hear several essays presenting different opinions about the best way to stay healthy.
- Tell students that the opinion essay in this lesson is written by a school coach. She has a strong opinion on the best way to stay healthy, and students should listen carefully to determine her opinion.
- Read aloud the essay "Healthy Habits, Part 1."

Healthy Habits, Part 1

Lots of good habits can help people live a healthy lifestyle. The best way to stay healthy, though, is to get regular exercise. Exercise includes things that require a lot of effort and energy, such as running a mile. However, it also includes things that are easier, such as taking a walk. Any kind of exercise can help you stay healthy!

One reason it's important to exercise is what we coaches call "use it or lose it." That means that if you don't keep exercising, it will get harder to do things that used to be easy. Have you ever sat in one place for so long that your body feels stiff when you start moving around? The same thing happens to all your muscles if you don't exercise them regularly.

In addition to helping all your muscles, exercise is also good for one particular muscle—your heart. It also helps your head. Regular aerobic exercise, the kind that gets your heart pumping fast, helps keep your heart healthy and disease-free. And all kinds of exercise can be good for your mind. In fact, doctors have learned that students who take a walk before a test do better than students that stay at their desks all day.

These are just a few reasons that exercise is the best way to stay healthy. Think about the last time you took a walk. Chances are you felt better afterward. That's because you were doing a favor for your whole body! Keep exercising, because it's the best way to stay healthy.



Check for Understanding

Ask students to name the purpose of the essay.

- » Its purpose is to convince someone that exercising is the best way to stay healthy.

- Ask students to turn to a partner and each name one reason that this essay's author thinks exercise is the best way to stay healthy.
 - » The author believes it is better because if you do not exercise, it will get harder to do and because it is good for your muscles, head, and heart.

MODELING: COMPLETING AN OPINION ESSAY MAP (7 MIN.)

- Distribute Activity Page 2.1, Blank Opinion Essay Map, and display or project it.
- Ask a student to identify the essay's title. Write it on the essay map in the appropriate place and have students do the same.
 - » "Healthy Habits, Part 1"
- Tell students that you will read the essay aloud again and complete the next two sections of the map (*Introductory Paragraph* and *Body Paragraph One*). Students should complete their own copies of the map along with you.

Activity Page 2.1



Challenge

Ask students whether or not someone selling fresh produce at the farmer's market would agree with this opinion.

- » Answers may vary, but it is likely that someone selling fresh produce might believe that eating lots of fruits and vegetables is the best way to stay healthy. Therefore, they may not agree that exercising is the best way to stay healthy.

Reread the essay and model completing the essay map. Make sure to talk through your reasoning as you work. For example, you might read, “*Introductory Paragraph, Topic*,” then say, “I know this essay is about how to stay healthy. I’ll put that on the essay map by *Topic*.”

COMPLETING AN OPINION ESSAY MAP (8 MIN.)

- Ask students to complete the remaining sections of the essay map independently. You may wish to point out that this essay does not include the optional third body paragraph, so students may leave that section blank. If students finish with time remaining, you may wish to have them brainstorm possible topics that could be used in a third paragraph.
- Review student responses; a sample completed essay map follows.

| Title | <i>Healthy Habits, Part 1</i> |
|---|--|
| Paragraphs | Introductory Paragraph |
| | Topic: <i>the best way to stay healthy</i> |
| | Opinion: <i>The best way to stay healthy is to exercise.</i> |
| | Body Paragraph One |
| | Reason to support opinion:
<i>use it or lose it</i> |
| Evidence for this reason:
<i>you lose flexibility, and muscles get weaker if you don't exercise regularly</i> | |
| Body Paragraph Two | |
| Reason to support opinion:
<i>It's good for your heart—and your head.</i> | |
| Evidence for this reason: <ul style="list-style-type: none">• <i>Exercise helps prevent heart disease.</i>• <i>keeps your heart healthy</i>• <i>mind: taking a walk before a hard task can help you do better at it</i> | |
| Body Paragraph Three (optional) | |
| Reason to support opinion: | |
| Evidence for this reason: | |
| Conclusion | |
| Why readers should agree with this opinion:
<i>Exercising has probably made them feel better, too.</i> | |

WRAP-UP (5 MIN.)

- Tell students that some special words help give clues that we are reading or hearing an opinion. These words are judgment words, or words that express an opinion.
- Explain that you will read a list of these words aloud. Students should turn to a partner and take turns saying an original sentence using each word.
- Read the following, pausing briefly for students to exchange sentences for each word:
 - best
 - favorite
 - worst
 - nicest
 - better
 - greatest
- If time permits, ask a few students to share their sample sentences.
- Tell students that in the next Writing Studio session, they will start planning their own opinion essays.

End Lesson



Access

Entering/Emerging

Preteach judgment words and provide heavy support as students practice distinguishing facts from opinion statements.

Transitioning/Expanding

Preteach judgment words and provide moderate support as students practice distinguishing facts from opinion statements.

Bridging

Preteach judgment words and provide light support as students practice distinguishing facts from opinion statements.

3

Introducing Opinion Writing

PRIMARY FOCUS OF LESSON

Students use an essay map and collaborate to plan an opinion essay about the best inventor. **[W.4.5]**

FORMATIVE ASSESSMENT

Activity Page 3.1

Blank Opinion Essay Map Students use an essay map and collaborate to plan an opinion essay about the best inventor. **[W.4.5]**

LESSON AT A GLANCE

| | Grouping | Time | Materials |
|--|-------------|---------|---|
| Introducing Opinion Writing (30 min.) | | | |
| Modeling: Planning with Essay Maps | Whole Group | 8 min. | <input type="checkbox"/> blank opinion essay map |
| Connections: Inventors | Small Group | 7 min. | <input type="checkbox"/> Completed Inventor Cards from Grade 4, Unit 4, <i>Eureka! Student Inventor</i> |
| Planning with Essay Maps | Whole Group | 10 min. | <input type="checkbox"/> Activity Page 3.1 |
| Wrap-Up | Partner | 5 min. | |

ADVANCE PREPARATION

- Prepare to project or display the blank opinion essay map. You will fill out this map during this lesson's Modeling: Planning with Essay Maps activity and display it again in Lesson 4.
- Prepare to display Activity Page 3.1, Blank Opinion Essay Map, and to distribute a copy for each student to complete in the Planning with Essay Maps activity.
- Ensure students have the Inventor Cards they completed in Unit 4, *Eureka! Student Inventor*, Lesson 2. They need only the cards on Lamar, Edison, Carver, and Cousteau; they do not need the cards on additional inventors who are not hosts of the game show.

Universal Access

- Prepare sentence starters such as the following:
 - The inventor I would most like to meet is _____.
 - If I could read more about one of these inventors, I would choose _____.
 - My favorite inventor is _____.
 - The thing _____ invented helps me _____.

Lesson 3

Introducing Opinion Writing



Primary Focus: Students use an essay map and collaborate to plan an opinion essay about the best inventor. [W.4.5]

MODELING: PLANNING WITH ESSAY MAPS (8 MIN.)

- Ask students to review the opinion the coach expressed in the essay they heard in the previous lesson.
 - » She wrote that exercising was the best thing to do to stay healthy.
- Ask students if they think a nutritionist or a chef would agree with the coach's opinion.
 - » Answers may vary, but some students will likely realize that people who focus on food may think the best way to stay healthy is to eat a well-balanced diet.
- Point out that this is an important part of opinion writing. People have different opinions, and they will not always agree about what is best.
- Explain that you want to write an essay that expresses the opinion that the best healthy habit is eating a well-balanced diet. Because you want to plan your work, you are going to start by filling out an essay map.
- Ask students why it is important to plan your ideas before writing.
 - » Although your ideas may change, it helps to outline or plan them beforehand. Planning helps you decide if you have enough evidence and support for your topic. If you do not have enough, you might have to do some research or pick a new topic.
- Project a blank opinion essay map.

➤ Blank Opinion Essay Map

- Use the think-aloud strategy to model using an essay map to help you plan an essay that expresses the opinion that eating a well-balanced diet is the best way to stay healthy. A sample text follows; however, you may feel free to customize it.

I know I want to write an essay that shares the opinion that eating well is the best way to stay healthy, so I'll use an essay map to help me organize my ideas.

The first element on the essay map is the title. My essay is really about healthy habits. I know that's the same title the coach used for her essay, but since we are both sharing our opinion on this topic, it fits both essays. I'll call mine "Part 2," though, since hers was Part 1. [Write *Healthy Habits, Part 2* under *Title*.] I know I can change my mind later, but for now I'll write that on the map.

For the introduction, I know I am writing about how to stay healthy. [Write *the best way to stay healthy* by *Topic*.] I also know my opinion. [Write *eat a well-balanced diet* by *Opinion*.]

For my first body paragraph, the main idea will be that your body needs good nutrition to do all the things it does in a day. [Write *Your body needs fuel* by *Reason to support opinion*.] I know I need some evidence for this reason. I think the biggest evidence is that you can't sleep or exercise well if you're too hungry. [Write *can't sleep or exercise well if you're too hungry* by *Evidence for this reason*.] As you build the evidence, you may wish to ask students to offer input on additional evidence that good nutrition is an important fuel source and add this to your essay map.

For my next body paragraph, the main idea will be that nutrients help your body be its best. [Write *Nutrients help prevent disease and other health issues* by *Reason to support opinion*.] I know I need some evidence for this reason. I think the biggest evidence is that vitamins like those found in carrots help you see. [Write *carrots—sight* by *Evidence for this reason*.] Other foods provide nutrients such as iron, which helps you stay strong. [Add *iron—energy* by *Evidence for this reason*.] As you build the evidence, you may wish to ask students to offer input on additional reasons that nutrients help bodies perform their best and add this to your essay map.

Now the third body paragraph is optional, but I have an idea for it. Its main idea will be that nutrients help prevent disease. [Write *Nutrients help prevent disease and other health issues.* by *Reason to support opinion.*] I know I need some evidence for this reason. I think the biggest evidence is what my doctor says. For example, I know that eating some kinds of fish, or fish oil, can lower your cholesterol. [Write *fish—lower cholesterol* by *Evidence for this reason.*] Other foods can hurt your body if you eat too much of them. For example, if you eat too much sugar, you might get cavities. [Add *too much sugar—cavities* by *Evidence for this reason.*] As you build the evidence, you may wish to ask students to offer input on additional reasons that nutrients help keep people healthy and add this to your essay map.

Finally, I need a conclusion. For my final thoughts, I want to remind readers why they should agree with my opinion. I think the best way is for them to try eating healthy foods, so maybe I'll tell them to do that. [Write *try it and see* by *Conclusion.*]

-
- If you follow the suggested think-aloud strategy, your completed essay map should look as follows:

Title*Healthy Habits, Part 2***Paragraphs****Introductory Paragraph****Topic:** *the best way to stay healthy***Opinion:** *eat a well-balanced diet***Body Paragraph One****Reason to support opinion:***Your body needs fuel.***Evidence for this reason:***can't sleep or exercise well if you are too hungry***Body Paragraph Two****Reason to support opinion:***Nutrients help your body perform its best.***Evidence for this reason:**

- *carrots—sight*
- *iron—energy*

Body Paragraph Three (optional)**Reason to support opinion:***Nutrients help prevent disease and other health issues.***Evidence for this reason:**

- *fish—lower cholesterol*
- *too much sugar—cavities*

Conclusion**Why readers should agree with this opinion:***try it and see***Check for Understanding**

Ask students why they should give reasons for their opinions.

- » Answers may vary but could include that many times we share opinions to help persuade someone to do something, such as make a decision. Giving reasons can help convince them to agree with us. It can also help explain why we think or feel the way we do.

- Explain that you can use this plan to help you write your essay. You will do that in the next Writing Studio lesson. Save your completed model essay map; you will use it again in the next lesson.

CONNECTIONS: INVENTORS (7 MIN.)

- Tell students that they will work together to plan a class essay on the best inventor. To prepare for that, they will review the Inventor Cards they completed in Grade 4, Unit 4, *Eureka! Student Inventor*.
- Arrange students into groups of four and ensure that they have their completed Inventor Cards.
- Assign each student in every group one inventor.
- Have students silently review the Inventor Card for their inventor.
- Have each student give a brief description of his or her inventor to the small group.
- Take a class poll to determine which inventor students believe is the best. This is the inventor who will be the topic of the class essay.

PLANNING WITH ESSAY MAPS (10 MIN.)

- Tell students that now they will have their own chance to use an essay map to work together to plan an essay that identifies the best inventor they have encountered in *Eureka! Student Inventor* and explains their opinion about why this person is the best inventor. They should use Activity Page 3.1, Blank Opinion Essay Map, to help their planning.
- Display Activity Page 3.1 and distribute a copy of it to each student.

➤ Activity Page 3.1

- Direct students' attention to the blank opinion essay map on Activity Page 3.1. Explain that you all will work together to plan an essay that gives an opinion about the best inventor. You will fill out the essay map projection, and you may wish to have students fill out their individual essay maps with the same information.
- Use the think-aloud strategy to guide students' suggestions about how to complete the essay map. One sample example appears below, but you should customize your essay map to reflect your students' suggestions.

Activity Page 3.1



| Title | <i>Credit for Carver</i> |
|-------------------|--|
| Paragraphs | <p>Introductory Paragraph</p> <p>Topic: <i>the best inventor</i></p> <p>Opinion: <i>George Washington Carver is the best inventor.</i></p> |
| | <p>Body Paragraph One</p> <p>Reason to support opinion:
<i>He overcame many hardships.</i></p> <p>Evidence for this reason:
<i>born into slavery, didn't know his birthday, couldn't go to some schools</i></p> |
| | <p>Body Paragraph Two</p> <p>Reason to support opinion:
<i>He used his inventions to help others.</i></p> <p>Evidence for this reason:
<i>taught crop rotation, introduced cash crops</i></p> |
| | <p>Body Paragraph Three (optional)</p> <p>Reason to support opinion:
<i>Today we still use many things he invented or improved.</i></p> <p>Evidence for this reason:</p> <ul style="list-style-type: none"> • <i>detergent for washing clothes</i> • <i>cotton rugs</i> |
| | <p>Conclusion</p> <p>Why readers should agree with this opinion:
<i>He is an inventor and role model. If you've ever eaten a peanut butter and jelly sandwich, you can thank Carver.</i></p> |

Challenge

Ask students to think about how different people might have different opinions on the best inventor. For example, which inventor would an oceanographer think is best? What about an electrician?

Support

Guide students in considering reasons the selected inventor could be viewed as the best. For example, Carver's birth into slavery might make people believe he had overcome more than the other inventors.



Access

Entering/Emerging

Use sentence starters and provide heavy support as students work on the opinion map.

Transitioning/Expanding

Use sentence starters and provide moderate support as students work on the opinion map.

Bridging

Use sentence starters and provide light support as students work on the opinion map.

WRAP-UP (5 MIN.)

- Tell students that in the next Writing Studio lesson they will use the essay map to help them write a class essay that expresses their opinion about the best inventor.
- Explain that the essay map offers an outline of important parts of an essay, but it does not include all the details. Tell students that in the next class they will work together to write their class essay.
- Ask students to work with a partner to brainstorm details about why this person is the best inventor.

- You may wish to challenge student pairs to see how many ideas they can generate.
- You may also wish to keep a note of these details to incorporate into the essay you will draft in the next lesson.

~~~~~End Lesson~~~~~

# Introducing Opinion Writing

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## PRIMARY FOCUS OF LESSON

Students collaborate to compose an opinion essay about the best inventor. [W.4.1]

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## FORMATIVE ASSESSMENT

**Activity Page 4.1**

**Drafting Paper** Students collaborate to compose an opinion essay about the best inventor. [W.4.1]

## LESSON AT A GLANCE

|                                              | Grouping    | Time    | Materials                                                                                |
|----------------------------------------------|-------------|---------|------------------------------------------------------------------------------------------|
| <b>Introducing Opinion Writing (30 min.)</b> |             |         |                                                                                          |
| Connections: In My Opinion                   | Partner     | 3 min.  |                                                                                          |
| Modeling: Writing an Opinion Essay           | Whole Group | 10 min. |                                                                                          |
| Writing an Opinion Essay                     | Independent | 12 min. | <input type="checkbox"/> Activity Page 3.1<br><input type="checkbox"/> Activity Page 4.1 |
| Wrap-Up                                      | Partner     | 5 min.  |                                                                                          |

## ADVANCE PREPARATION

- Prepare to display the two essay maps you completed in the previous class: one from the Modeling activity and another, Activity Page 3.1, from the Planning with Essay Maps activity.
- Prepare to compose the Modeling activity draft for the class as a projection or on chart paper.
- Prepare Activity Page 4.1 (blank drafting paper, available as a Blackline Master) or word processors (optional) for students to use in the Writing an Opinion Essay activity.

### Universal Access

- Prepare to display words that help show opinion or judgment, such as the following:
  - best
  - favorite
  - worst
  - nicest
  - better
  - greatest

## Lesson 4

# Introducing Opinion Writing



**Primary Focus:** Students collaborate to compose an opinion essay about the best inventor. [W.4.1]

## CONNECTIONS: IN MY OPINION (3 MIN.)

- Tell students that they will start the lesson by stating opinions and naming reasons for those opinions.
- Read the following topics, pausing briefly for students to turn and talk to a peer about each one. For each, students should state an opinion on the topic and give a reason for the opinion.
  - board games
  - vanilla ice cream
  - rainy days
  - riding the bus
  - visiting a relative
  - watching a play
  - doing chores
- If time permits, allow a few students to share with the class one of their opinions and their reasons for it.

## MODELING: WRITING AN OPINION ESSAY (10 MIN.)

- Display the essay map you prepared in the previous class.
- Use the think-aloud strategy to demonstrate writing an essay based on the map. (An example essay appears below, but you may customize this as needed for your class.)
- As you talk, compose your essay draft on the displayed chart paper or on a projection as students observe.

---

Now that I've planned my essay, it's time to start writing. First, an essay needs a title. I know from my map that I want to call my essay "Healthy Habits, Part 2." [Add *Healthy Habits, Part 2* to the top of your document.]

Next, an essay needs an introduction that explains what it is about. In this case, I need to name my topic and the opinion I have about it. I want to draw readers into my essay and make them want to read more of it. I think I want to mention some of the many ways that people can be healthy, then explain which one I believe is best. [Write *Living a healthy lifestyle has many parts. It's important to get lots of sleep and regular exercise. Getting regular check-ups is also an important part of staying healthy.*] That's the general topic that my opinion relates to, but I should explain what my exact opinion is now. [Write *But the most important way to stay healthy is to eat a well-balanced, nutritious diet.* after the other sentences.]

- 
- Use the think-aloud strategy to complete the remaining parts of the essay draft: the two body paragraphs and the conclusion.
  - Tell students that now that you have written your essay, you want to read it all the way through to hear how it sounds.
  - Read your essay aloud. A sample essay appears below, although you may customize it as desired.

---

### **Healthy Habits, Part 2**

Living a healthy lifestyle has many parts. It's important to get lots of sleep and regular exercise. Getting regular check-ups is also an important part of staying healthy. But the most important way to stay healthy is to eat a well-balanced, nutritious diet.

Eating nutritious foods is the most important part of a healthy lifestyle. Without good nutrition, it's hard to do other healthy things. If you are hungry, you probably won't sleep well or be able to exercise enough. Food gives your body important fuel to do other healthy things. This makes eating well the most important thing for staying healthy.

A well-balanced diet helps the body get important nutrients. They help your body perform its very best. Carrots have vitamins that help you see better. Other foods like meat and spinach have a nutrient named iron. Without iron, your body will get weak and tired.

Another reason to eat a balanced, nutritious diet is that nutrients help prevent disease and other health issues. For example, eating some kinds of fish can help lower your cholesterol. Eating healthily can also prevent problems. If you eat fruit instead of always eating candy, you will probably have fewer cavities! These examples show how eating healthy food can keep your body healthy.

These are just a few reasons that eating well is the best way to stay healthy. But you don't have to take my word for it. You can try it yourself. Eat a well-balanced breakfast, lunch, and dinner and you'll feel great!

- 
- Ask students to raise a silent hand if they
    - agree with the opinion in “Healthy Habits, Part 1,” that exercising is the best way to stay healthy.
    - agree with the opinion in “Healthy Habits, Part 2,” that eating a well-balanced diet is the best way to stay healthy.
    - have a different opinion about the best way to stay healthy.
  - Ask students which opinion a cafeteria manager would likely share. Students should give a reason for their choice.
    - » Answers may vary, but it is likely a cafeteria manager will believe eating healthy is most important.

- Remind students that most doctors agree that both exercise and a well-balanced diet are part of a healthy lifestyle. Many scientists are working to understand just how these things work together. Perhaps some day they will determine once and for all if one is more important than the other.

### WRITING AN OPINION ESSAY (12 MIN.)

- Tell students that now they will use Activity Page 3.1, the essay map completed in the previous class, to work together to write an essay about their favorite inventor.
- Display the essay map completed in the previous class and ask each student to get out his or her copy of the map.
- Review the map aloud with students.



#### Check for Understanding

Ask students to explain each element of an opinion essay as you review the essay map.

- Go through the essay map element by element, asking students to speak with a partner about each element. Then have volunteers suggest possible sentences to represent each part. Use these suggestions to draft a class essay. An example follows.

Okay, I know that you all think the best inventor is George Washington Carver, and we started planning an essay about that in the last class. Now turn and tell one of your classmates about a reason he is the best. [Allow a short time for students to speak in pairs.] Raise your hand silently if you'd like to suggest a sentence that gives a reason for this opinion. [Call on a few students to gather suggestions, then incorporate some of them into the writing as you draft.]

#### Challenge

Ask students to personalize their work by adding a new reason or piece of evidence to their draft of the class essay.

#### Support

Remind students that their sentence suggestions should use words and phrases that show their opinion, reviewing the relevant word lists as necessary.

- As you write, you may choose to have students also draft the essay on their own Activity Page 4.1 or a word processor.
- Make sure to read the essay aloud at the end of the drafting process.
- Ask students to review the essay’s information against the map to make sure it covers each part of the map.

### WRAP-UP (5 MIN.)

- Have students work in small groups and discuss the reasons included in the modeling essay and/or the class essay. For each reason, challenge students to think about what someone might say who disagrees with the reason. For example, someone might say that lots of inventors have overcome hardship (such as Cousteau recovering from a serious accident), so this is not a reason to like Carver more than other inventors.
- Tell students that later on they will learn how thinking about these kinds of disagreements can help make their writing even stronger.

End Lesson

### Activity Page 4.1



### Access

#### Entering/Emerging

Provide lists of judgment words from previous lessons and offer heavy support as students craft opinion statements, reasons, and evidence from the material on the essay map.

#### Transitioning/Expanding

Provide lists of judgment words from previous lessons and offer moderate support as students craft opinion statements, reasons, and evidence from the material on the essay map.

#### Bridging

Provide lists of judgment words from previous lessons and offer light support as students craft opinion statements, reasons, and evidence from the material on the essay map.



## 5

# Introducing Opinion Writing

---

**PRIMARY FOCUS OF LESSON**

Students gather information about an invention they use regularly. [W.4.8]

---

**FORMATIVE ASSESSMENT**

Activity Page 5.2

**Everyday Inventions** Students gather information about an invention they use regularly. [W.4.8]

## LESSON AT A GLANCE

|                                                      | Grouping    | Time    | Materials                                              |
|------------------------------------------------------|-------------|---------|--------------------------------------------------------|
| <b>Introducing Opinion Writing (30 min.)</b>         |             |         |                                                        |
| Connections: Introduce the Prompt                    | Whole Group | 7 min.  | ☐ Activity Page 5.1                                    |
| Modeling: Gathering Information for an Opinion Essay | Whole Group | 5 min.  | ☐ Activity Page 3.2 of <i>Eureka! Student Inventor</i> |
| Gathering Information for an Opinion Essay           | Small Group | 13 min. | ☐ Activity Page 5.2                                    |
| Wrap-Up                                              | Partner     | 5 min.  |                                                        |

## ADVANCE PREPARATION

- Prepare to arrange students into small groups for gathering information about an invention they use regularly (e.g., computer or tablet, pencil sharpener, television, refrigerator, e-reader, seat belt, adhesive bandages). This offers an opportunity for differentiation; if students are ready for a challenge, each group may work on a different invention. If students need additional support, you may wish to have all groups work on the same invention. You may also wish to assign students in need of support to an invention they use in the classroom.
- Prepare to distribute Activity Page 5.1 to each student and to display or project a copy of it.
- Prepare to distribute Activity Page 5.2 to each student and to display or project a copy of it.
- Prepare to review Activity Page 3.2, which students completed in *Eureka! Student Inventor*.

### Universal Access

- Prepare images of inventions students use regularly (such as a pencil eraser or a computer) and relevant vocabulary related to those inventions (such as a screen, keyboard, mouse, etc.).

## Lesson 5

# Introducing Opinion Writing



**Primary Focus:** Students use a graphic organizer to gather information about an invention they use regularly. [W.4.8]

## CONNECTIONS: INTRODUCE THE PROMPT (7 MIN.)

- Ask students to review some inventors and their inventions they have learned about in *Eureka! Student Inventor*.
  - » Answers may vary but could include Thomas Edison and the light bulb or George Washington Carver and plastics.
- Tell students that in this lesson they will start planning an essay about their favorite inventions that they use in everyday life.
- Display Activity Page 5.1 and distribute a copy to each student.

### Activity Page 5.1



#### ➤ Activity Page 5.1

##### Opinion Writing

**Prompt:** Imagine that you and your classmates are asked to make new pitches to the *Eureka!* judges. Your pitches should be about the best invention students use regularly. Write an essay that explains what you believe to be the best invention you use in your daily life. Make sure to explain why this invention is the best, and give evidence to support your reasons.

Remember that the *Eureka!* judges already have strong ideas about which inventions are best, so make sure not to write about something they invented (so no light bulbs!) or that your class has already pitched to them. Instead, choose an invention you use every day in your classroom, school, or home.

- Review the Activity Page 5.1 writing prompt and explain that students will work on researching, planning, drafting, and revising this opinion essay over the next several lessons.



## Check for Understanding

Ask students to take turns explaining the prompt to a partner. Ask one or two students to paraphrase the prompt for the class.

- Ask students to brainstorm as a class, generating a list of inventions they use regularly.
- Assemble students into groups of approximately four, and ensure that each group selects an invention from the list for their essays. Groups may work on the same invention or different inventions.

### MODELING: GATHERING INFORMATION FOR AN OPINION ESSAY (5 MIN.)

- Explain that students will work together to become experts on their assigned invention, which they will then explain to members of other groups.
- Before students start working in their groups, review Activity Page 3.2, which they completed in *Eureka! Student Inventor* as a model for gathering information.

### GATHERING INFORMATION FOR AN OPINION ESSAY (13 MIN.)

- Distribute copies of Activity Page 5.2, on which students will gather information on their invention.
- Guide students through the process of thinking about the characteristics of their inventions, using the following questions. You may ask each question on the activity page and allow students to discuss briefly in their groups before moving to the next question. A sample completed Activity Page 5.2 follows.

**Invention:** *computer*

1. What this invention does:
  - » almost anything; helps writers research, draft, and revise their work
2. What came before this invention?
  - » typewriters, paper and pencil

### Activity Page 5.2



### Challenge

Allow students to research their inventions using library books or classroom resources, including the Internet, with proper guidance.

### Support

Allow students to work near the invention that is the subject of their essay. Students may interact with or use the invention to help them complete Activity Page 5.2.



## Access

### Entering/Emerging

Preteach images of everyday inventions and relevant vocabulary, using heavy support to guide students in thinking about inventions they encounter regularly.

### Transitioning/Expanding

Preteach images of everyday inventions and relevant vocabulary, using moderate support to guide students in thinking about inventions they encounter regularly.

### Bridging

Preteach images of everyday inventions and relevant vocabulary, using light support to guide students in thinking about inventions they encounter regularly.

3. How did this invention change things?
    - » Make sure to list several examples and reasons for those examples.

Example 1: It makes it easier to research things, because it allows you to use the Internet.

Example 2: It makes it easier to draft and revise your writing, because word processors allow you to change your work without retyping it all.
  4. Imagine the world if this invention had never existed. Describe one situation in modern life that would be very different.
    - » Writing a research paper would be very different. You would have to go to the library and read books for research. You would have to write out every draft by hand on paper or type it on a typewriter. If you made a mistake, you would have to retype the whole page. It would take a very long time.
- 

## WRAP-UP (5 MIN.)

- Ask students to pair with students in another group and to take turns summarizing the information on their graphic organizers for their partner.
- Tell students that in the next lesson they will use this information to plan their essays.

~~~~~End Lesson~~~~~

Introducing Opinion Writing

6

PRIMARY FOCUS OF LESSON

Students plan essays about the best invention they use regularly. **[W.4.5]**

FORMATIVE ASSESSMENT

Activity Page 6.1

Blank Opinion Essay Map Students plan essays about the best invention they use regularly. **[W.4.5]**

LESSON AT A GLANCE

| | Grouping | Time | Materials |
|--|-------------|---------|--|
| Introducing Opinion Writing (30 min.) | | | |
| Modeling: Planning an Essay | Whole Group | 4 min. | <input type="checkbox"/> Activity Page 3.1 |
| Connections: Inventions | Small Group | 7 min. | <input type="checkbox"/> Activity Page 5.1
<input type="checkbox"/> Activity Page 5.2 |
| Planning an Essay | Small Group | 16 min. | <input type="checkbox"/> Activity Page 5.1
<input type="checkbox"/> Activity Page 5.2
<input type="checkbox"/> Activity Page 6.1 |
| Wrap-Up | Partner | 3 min. | <input type="checkbox"/> Activity Page 6.1 |

ADVANCE PREPARATION

- Make sure students have Activity Page 5.1 and Activity Page 5.2, which they completed in the previous lesson.
- Prepare to display a completed copy of Activity Page 3.1 during the Modeling activity.
- Prepare to distribute copies of Activity Page 6.1, a blank essay map, to each student.
- Prepare to arrange students in the same groups as the previous lesson.

Lesson 6

Introducing Opinion Writing



Primary Focus: Students plan essays about the best invention they use regularly. [W.4.5]

MODELING: PLANNING AN ESSAY (4 MIN.)

- Remind students that they have already practiced using opinion essay maps to plan their work.



Check for Understanding

Display a completed copy of Activity Page 3.1 and ask several students to explain its components.

- Continue illustrating as needed with different components of Activity Page 3.1.

CONNECTIONS: INVENTIONS (7 MIN.)

- Distribute Activity Pages 5.1 and 5.2, which students completed in the previous lesson.
- Ask a student to read aloud the prompt for the essay.
- Arrange students into the same groups in which they worked during the previous lesson.
- Explain that students should briefly review the material they gathered in the previous lesson. They will use this information to plan their opinion essays.
- Circulate and provide support as needed.

PLANNING AN ESSAY (16 MIN.)

Activity Page 6.1



Challenge

Encourage students to include multiple pieces of evidence for each reason in their essay maps

Support

Allow students to interact with the invention about which they are writing. For example, if they are writing about pencil sharpeners, encourage them to try writing with a dull or broken pencil, then to sharpen it and try again.

- Distribute Activity Page 6.1, which each student will use to plan his or her essay.
- Have students work to plan their essays following the model illustrated. Suggested times for students to spend on each section follow; however, you may allocate the time as best suits your students' needs.
 - Title: 2 min.
 - Introduction: 1 min.
 - Body Paragraphs: 10 min.
 - Conclusion: 3 min.
- As students work, circulate and check in with each group's progress. For reference, a sample completed essay map follows.



Access

Entering/Emerging

Encourage students to identify ways they use the invention in everyday life, then offer heavy support as they give reasons this invention is the best. Guide students in shaping this information into their opinion essays.

Transitioning/Expanding

Encourage students to identify ways they use the invention in everyday life, then offer moderate support as they give reasons this invention is the best. Guide students in shaping this information into their opinion essays.

Bridging

Encourage students to identify ways they use the invention in everyday life, then offer light support as they give reasons this invention is the best. Guide students in shaping this information into their opinion essays.

Title

The Best Invention

Paragraphs

Introductory Paragraph

Topic: *the best invention*

Opinion: *the computer*

Body Paragraph One

Reason to support opinion:

Research is easier.

Evidence for this reason:

the Internet rather than having to use a book, people can access information from anywhere

Body Paragraph Two

Reason to support opinion:

It's easier to draft and revise.

Evidence for this reason:

- *Word processors allow you to change your work without retyping it all.*
- *can cut and paste pieces without having to cut up a piece of paper and get out the glue or tape*

Body Paragraph Three (optional)

Reason to support opinion:

It's easier to share your work on a computer.

Evidence for this reason:

- *You can print rather than write or type by hand.*
- *You can share with others on a blog, in email, etc.*

Conclusion

Why readers should agree with this opinion:

Computers help you write more quickly. Having more time is a gift, because with it, you can do anything.

WRAP-UP (3 MIN.)

- Have students partner with a student from a different group and summarize his or her group's essay map.
- Tell students that in the next lesson, they will start drafting their essays.

~~~~~  
End Lesson  
~~~~~

7

Introducing Opinion Writing

PRIMARY FOCUS OF LESSON

Students draft body paragraphs of an essay about the best invention they use regularly. [W.4.1, W.4.1b, W.4.1c]

FORMATIVE ASSESSMENT

Activity Page 7.1

Drafting Paper Students draft body paragraphs of an essay about the best invention they use regularly. [W.4.1, W.4.1b, W.4.1c]

LESSON AT A GLANCE

| | Grouping | Time | Materials |
|--|-------------|---------|--|
| Introducing Opinion Writing (30 min.) | | | |
| Connections: Opinion Essays | Whole Group | 2 min. | |
| Modeling: Drafting Opinion Essays | Whole Group | 10 min. | <input type="checkbox"/> Words and Phrases Connecting Ideas
<input type="checkbox"/> sample opinion paragraph |
| Drafting Opinion Essays | Independent | 15 min. | <input type="checkbox"/> Activity Page 7.1
<input type="checkbox"/> Activity Page 6.1
<input type="checkbox"/> Activity Page 5.1 |
| Wrap-Up | Partner | 3 min. | <input type="checkbox"/> Activity Page 7.1
<input type="checkbox"/> Words and Phrases Connecting Ideas |

ADVANCE PREPARATION

- Prepare to display the list of Words and Phrases Connecting Ideas, available in Teacher Resources.
- Prepare to display the paragraph from the sample essay in Lesson 3, available in Teacher Resources.
- Prepare to distribute Activity Page 7.1 (drafting paper, available as a Blackline Master) or word processors (optional).
- Make sure students have their completed Activity Pages 6.1 and 5.2 from previous lessons.

Universal Access

- Prepare cloze sentences as follows:
 - _____ do well in my soccer games, I practice every day.
 - I love eating fruit. _____ I had an apple with my breakfast.
 - I love the *Eureka!* judges. _____ George Washington Carver is my favorite judge.
 - Carver had many ideas, such as crop rotation, that helped farmers. _____, he invented many things.

Lesson 7

Introducing Opinion Writing



Primary Focus: Students draft body paragraphs of an essay about the best invention they use regularly. [W.4.1, W.4.1b, W.4.1c]

CONNECTIONS: OPINION ESSAYS (2 MIN.)

- Tell students that in this lesson they will start drafting their essays to convince the *Eureka!* judges of the best invention in everyday life.



Check for Understanding

Ask students to explain the elements necessary in an opinion essay's body paragraphs.

- » These paragraphs should support the essay's opinion with good reasons and clear evidence for those reasons.

MODELING: DRAFTING OPINION ESSAYS (10 MIN.)

- Tell students that you have some new tips to help with drafting an opinion essay.
- Explain that one way to write stronger opinion paragraphs is to think about how your reason and the evidence for it are connected.
- Display the sample opinion paragraph, which is taken from the model essay drafted in Lesson 3. Remind students that the essay's opinion stated that eating a well-balanced diet is the best way to stay healthy.
- Ask students to silently identify the paragraph's reason and evidence as a student reads the paragraph aloud.
- Ask students to identify the reason given in the paragraph and the evidence supporting that reason.
 - » Reason: Without good nutrition, it's hard to do other healthy things.
Evidence: If you are hungry, you probably won't sleep well or be able to exercise enough.

- Display the list of Words and Phrases Connecting Ideas. Review each phrase, explaining how these words can help show the connection between reasons and evidence.

➤ Words and Phrases Connecting Ideas

- Use the think-aloud strategy to demonstrate using more specific words to link reasons and evidence. A sample follows, but you may customize for your own class's needs.

I'd like to add a linking phrase to my draft to help make it stronger. In listening to it, I realized that one place I could add words to show the connection between reasons and evidence is when I speak about how eating well helps you do other healthy things. After I say that, I add an example that shows readers what I mean. So I will add the words *For example* to introduce that sentence. [Use a carat to show where you would insert *For example* before *If you are hungry, you probably won't sleep well or exercise enough.* Remember to change the *I* in *If* to a lower case letter.]

- Ask students to suggest other revisions as time permits.
- Tell students that they will begin drafting their opinion essays in this lesson, and as they do so, they should think about the kind of linking words or phrases they might add to make their work stronger.

DRAFTING OPINION ESSAYS (15 MIN.)

- Distribute Activity Page 7.1, which each student will use to record his or her essay draft.
- Explain that students will begin by drafting their essay's body paragraphs. This may seem unusual, but many writers do not draft the introduction until they know what their essay will contain inside it. That way, they can make sure the introduction fits the essay. Students may leave space on their papers to add the introduction, which they will write in the next lesson. Alternatively, you may provide extra sheets of drafting paper for them to draft their introductions.
- Direct students through drafting the following components of their essays. Suggested times follow, but you may customize these according to your class's needs.

Activity Page 7.1



- Body paragraph one: 5 min.
- Body paragraph two: 5 min.
- Body paragraph three: 5 min.
- A pair of sample body paragraphs follows for reference, but you should feel free to customize as needed according to the needs of your classroom.

Challenge

Challenge students to use a linking phrase in each body paragraph.

Support

Guide students in drafting complete sentences and paragraphs from the notes on their essay map.



Access

Entering/Emerging

Preteach the list of Words and Phrases Connecting Ideas and offer heavy support to guide students in using these words and phrases in cloze sentences.

Transitioning/Expanding

Preteach the list of Words and Phrases Connecting Ideas and offer moderate support to guide students in using these words and phrases in cloze sentences.

Bridging

Preteach the list of Words and Phrases Connecting Ideas and offer light support to guide students in using these words and phrases in cloze sentences.

Computers are the best inventions because they make research so much easier. For instance, instead of having to go to a library, computer users can learn about almost anything from their own homes. Many people can look at information online at one time, so everyone can have access to all the same things. Instead of having to wait until someone else is finished reading what you need, you can all just read it at the same time on the computer. Computers make it easier for people to research lots of things quickly and easily.

Computers also make writing papers easier. Word processors allow writers to draft and revise their work without starting over from scratch. In addition, they let writers cut and paste, so if you want to switch the order of paragraphs or sentences, you don't have to rewrite the whole essay. You can try new ideas and see which ones work best, and it is quick to change your work.

WRAP-UP (3 MIN.)

- Ask students to reread their body paragraph drafts and circle one place that could use a better word or phrase to link their ideas. Tell them to turn and talk to a peer to brainstorm a more specific word or phrase to use. You may wish to allow them to implement the revision as a Take-Home activity.
- Tell students that in the next lesson they will continue drafting their essays.

End Lesson

Introducing Opinion Writing

PRIMARY FOCUS OF LESSON

Students continue drafting essays about the best invention they use regularly, focusing on introduction and conclusion. [W.4.1, W.4.1a, W.4.1d]

FORMATIVE ASSESSMENT

Activity Page 7.1

Drafting Paper Students continue drafting essays about the best invention they use regularly, focusing on introduction and conclusion. [W.4.1, W.4.1a, W.4.1d]

LESSON AT A GLANCE

| | Grouping | Time | Materials |
|--|-------------|---------|--|
| Introducing Opinion Writing (30 min.) | | | |
| Connections: Introductions | Whole Group | 5 min. | <input type="checkbox"/> list of introductions to essays |
| Modeling: From Introductions to Conclusions | Whole Group | 8 min. | <input type="checkbox"/> “Healthy Habits, Part 2” |
| From Introductions to Conclusions | Independent | 12 min. | <input type="checkbox"/> Activity Page 7.1 |
| Wrap-Up | Partner | 5 min. | |

ADVANCE PREPARATION

- Prepare to display a list of introductions to essays as follows:
 - This essay is about my opinion. I have a lot of opinions. One of my opinions is that seat belts are good inventions. They are good inventions for safety.
 - Have you ever been riding in a vehicle when the driver had to stop suddenly? Maybe a streetlight changed, or an animal ran out into the street. Whatever the reason, you would have been jolted forward in your seat. If you were lucky, though, your seat belt would have stopped you from going too far. Seat belts are the most important invention we use every day, because they help keep us safe.
 - Ever since there have been cars, people have tried to make them better. One way they do this is by adding better radios. Some cars even have televisions in them. My opinion is that the best invention for a car is the seat belt.
- Prepare to display the introduction and conclusion of “Healthy Habits, Part 2,” which was completed in Lesson 4.
- Make sure students have Activity Page 7.1, on which they began drafting their essays in the previous lesson.

Universal Access

- Prepare the following sentence frames to facilitate a discussion concerning introductions and conclusions:
 - _____ would make me more interested in learning about this invention.
 - If I were telling someone about the best invention, I would want to make sure that they knew _____.
 - The best way to interest someone in my topic is _____.

Start Lesson

Lesson 8

Introducing Opinion Writing



Primary Focus: Students continue drafting essays about the best invention they use regularly, focusing on introduction and conclusion. **[W.4.1, W.4.1a, W.4.1d]**

CONNECTIONS: INTRODUCTIONS (5 MIN.)

- Display the sample introductions to an opinion essay on the best invention.
- Ask student volunteers to read each sample introduction aloud.
- Tell students that the middle introduction is the best one. Ask them to suggest reasons that it is so strong.
 - » Answers may vary, but they might include that the middle introduction offers an interesting hook or way into the topic and that it is more focused on the topic.
- Ask students to list problems with the other introductions.
 - » Answers may vary, but the other introductions are very broad, and sometimes they are not very focused. You may wish to point out that the third example uses an opening that writers consider clichéd, or overused (“Ever since...”). This kind of opening should be avoided.



Check for Understanding

Ask students to name some possible ways to get readers interested in their essays about the best inventions.

- » Answers may vary but could include helping readers see how lucky they are to have such inventions.

MODELING: FROM INTRODUCTIONS TO CONCLUSIONS (8 MIN.)

- Project the introduction and conclusion of “Healthy Habits, Part 2.”

➤ Introduction and Conclusion of “Healthy Habits, Part 2”

Introduction

Living a healthy lifestyle has many parts. It’s important to get lots of sleep and regular exercise. Getting regular check-ups is also an important part of staying healthy. But the most important way to stay healthy is to eat a well-balanced, nutritious diet.

Conclusion

These are just a few reasons that eating well is the best way to stay healthy. But you don’t have to take my word for it. You can try it yourself. Eat a well-balanced breakfast, lunch, and dinner and you’ll feel great!

- Tell students that in this lesson, they will use the information they just reviewed to make sure their essays have clear transitions, a good introduction, and a solid conclusion.
- Use the think-aloud strategy to model how to develop an introductory hook and how to return to it in the conclusion. A sample text follows, but you may customize it for your class.

When I drafted the essay “Healthy Habits, Part 2,” I knew that people have lots of different ideas about being healthy. I decided it would be helpful if I acknowledged those ideas so that readers knew I thought they were good. Then I could say that although things like exercise are good, the best way to be healthy is to eat well. [Have a student volunteer read the introduction aloud.] I made sure to return to that idea again

in my conclusion and explain why readers should agree with me. [Have a student volunteer read the conclusion aloud. Illustrate how the conclusion restates the essay's main idea and encourages readers to agree with it.]

- Continue this process to explain the drafting of an introduction and conclusion for the essay, making sure to note how the conclusion should restate the essay's main idea. A sample text follows, but you may feel free to customize the essay for your class.

Healthy Habits, Part 2

Living a healthy lifestyle has many parts. It's important to get lots of sleep and regular exercise. Getting regular check-ups is also an important part of staying healthy. But the most important way to stay healthy is to eat a well-balanced, nutritious diet.

Eating nutritious foods is the most important part of a healthy lifestyle. Without good nutrition, it's hard to do other healthy things. If you are hungry, you probably won't sleep well or be able to exercise enough. Food gives your body important fuel to do other healthy things. This makes eating well the most important thing for staying healthy.

A well-balanced diet helps the body get important nutrients. They help your body perform its very best. Carrots have vitamins that help you see better. Other foods like meat and spinach have a nutrient named iron. Without iron, your body will get weak and tired.

Another reason to eat a balanced, nutritious diet is that nutrients help prevent disease and other health issues. For example, eating some kinds of fish can help lower your cholesterol. Eating healthily can also prevent problems. If you eat fruit instead of always eating candy, you will probably have fewer cavities! These examples show how eating healthy food can keep your body healthy.

These are just a few reasons that eating well is the best way to stay healthy. But you don't have to take my word for it. You can try it yourself. Eat a well-balanced breakfast, lunch, and dinner and you'll feel great!

Activity Page 7.1



Challenge

Have students draft an alternate introduction for their essay, then decide which introduction is better. Students should give a reason or reasons for their choice.

Support

Allow students to speak with a partner about how to introduce their essay in an engaging way.

FROM INTRODUCTIONS TO CONCLUSIONS (12 MIN.)

- Make sure students have Activity Page 7.1, on which they began drafting their essays in the previous lesson.
- Guide students through the process of drafting their essays' introductions and conclusions. Suggested times follow, but you may customize these according to your class's needs.
 - Introduction: 6 min.
 - Conclusion: 6 min.
- A sample essay follows for reference, but you should feel free to customize as needed according to the needs of your classroom.

The Best Invention

If you were born decades ago, say the 1970s, you would have written papers very differently than students do today. You would go to the library to find books on your topic. If someone else had checked out the books you needed, you would be in trouble! Once you did your research, you would write out a draft on paper or type it on a typewriter. If you were not good at typing, you would have to redo your work. If you made too many mistakes, you might have to start all over. It would take a long time to write your paper. Luckily, today's students do not have to work this way, because we have the best invention, the computer.

Computers are the best inventions because they make research so much easier. For instance, instead of having to go to a library, computer users can learn about almost anything from their own homes. Many people can look at information online at one time, so everyone can have access to all the same things. Instead of having to wait until someone else is finished reading what you need, you

can all just read it at the same time on the computer. Computers make it easier for people to research lots of things quickly.

Computers also make writing papers easier. Word processors allow writers to draft and revise their work without starting over from scratch. In addition, they let writers cut and paste, so if you want to switch the order of paragraphs or sentences, you don't have to rewrite the whole essay. You can try new ideas and see which ones work best, and it is quick to change your work.

Another reason that computers are the best invention is that they make it easier to share your writing. You can print copies of your work instead of having to write them out by hand or type them all separately. It is also easy to use a computer to share your work in a blog, email, or other kind of digital space. These reasons help make the computer the best invention for everyday use.

As you can see, writing with computers is much easier and faster than writing without them. Computers save time, and with more time, you can do anything you want. That makes computers the best possible invention, because they make it easier to do everyday things and give us more time.



Access

Entering/Emerging

Use sentence frames to guide students in a discussion about introducing their essays on the best inventions.

Transitioning/Expanding

Allow student pairs to use sentence frames as they discuss introducing their essays on the best inventions.

Bridging

Allow student groups to use sentence frames as they discuss introducing their essays on the best inventions.

WRAP-UP (5 MIN.)

- Arrange students into pairs. Guide pairs through the following questions, allowing time for each student in the pair to respond.
 - The *Eureka!* judge who would be most convinced by my essay is _____.
 - This judge would agree with my opinion because _____.
 - The part of my essay that this judge would like best is _____ because _____.
 - The *Eureka!* judge who would be least convinced by my essay is _____.
 - This judge would disagree with my opinion because _____.
- Tell students they will learn more about opinion essays in future Writing Studio lessons.

End Lesson

Writing Studio 4

Developing Narrative Writing



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Developing Narrative Writing

PRIMARY FOCUS OF LESSON

Students compose myths to explain a phenomenon in their school or community. [W.4.3]

FORMATIVE ASSESSMENT

Activity Page 1.1

Writing Myths Students compose myths to explain a phenomenon in their school or community. [W.4.3]

LESSON AT A GLANCE

| | Grouping | Time | Materials |
|---|-------------|---------|---|
| Developing Narrative Writing (30 min.) | | | |
| Connections: Myths | Whole Group | 3 min. | |
| Introduce the Prompt | Whole Group | 3 min. | <input type="checkbox"/> Writing Prompt for Activity Page 1.1 |
| Writing Myths | Independent | 20 min. | <input type="checkbox"/> Activity Page 1.1 |
| Wrap-Up | Partner | 4 min. | |

ADVANCE PREPARATION

- Prepare the writing prompt for display, either copying it onto chart paper or preparing to project it. See Writing Prompt for Activity Page 1.1 in Teacher Resources.
- Prepare to distribute copies of Activity Page 1.1 for the Writing Myths activity.
- Prepare the rubric for grading the pre-assessments. See the *Fourth Grade Writing Rubric: Narrative Writing* in Teacher Resources. You will use this rubric to assess students' final narratives in this unit; however, you may also use it to evaluate the myths students write in this lesson if you wish to provide additional feedback and formative assessment.

Universal Access

- Prepare sentence starters as follows:
 - I have never understood why . . .
 - I am always confused when I see . . .
 - Something surprising about our school or community is how . . .
 - Our school or community is unique because . . .

Lesson 1

Developing Narrative Writing



Primary Focus: Students compose myths to explain a phenomenon in their school or community. [W.4.3]

CONNECTIONS: MYTHS (3 MIN.)

- Ask a few student volunteers to review what a myth is.
 - » Myths are a kind of story.
- Ask why people tell or write myths.
 - » Myths explain why unpredictable events happen.
- You may explain that although people may believe myths, they are not actually factual. For example, people told myths about volcano gods before scientists understood the geologic processes that actually created volcanoes and caused their eruptions.

INTRODUCE THE PROMPT (3 MIN.)

- Tell students that in this Writing Studio lesson they will write their own myths to explain something that happens in their school or community.
- Display the Writing Prompt for Activity Page 1.1 and review it with students.

➤ Writing Prompt for Activity Page 1.1

Think about the way humans have constructed myths to explain things about their environment. Pick something that happens in your school or community that you believe needs a better explanation. Then write a myth that explains why this thing happens this way. Make sure to include all the elements of a narrative in your myth.



Check for Understanding

Ask a volunteer to explain the prompt in his or her own words.



Challenge

Ask students to include dialogue for some of their myth's characters.

Support

If students struggle to create a myth, remind them of the myth of the volcano gods. Encourage them to imagine why other deities (such as the gods of recess) might behave in way that determined a phenomenon (such as how often it rains during physical education class).



Access

Entering/Emerging

Review the prompt and use sentence starters to guide students in determining their myths' subjects.

Transitioning/Expanding

Review the prompt and provide sentence starters for student pairs to use in determining their myths' subjects.

Bridging

Review the prompt and provide sentence starters for student groups to use in determining their myths' subjects.

WRITING MYTHS (20 MIN.)

- Distribute Activity Page 1.1.
- Tell students that they will have twenty minutes to draft their myths.
- Direct students through drafting the following components of their narratives. Suggested times follow, but you may customize these according to your class's needs. Alternatively, if your students are ready for a challenge, you may write the suggested times on the board and allow them to pace their own drafting.
 - Title: 1 min.
 - Characters: 3 min.
 - Setting: 2 min.
 - Beginning of plot: 4 min.
 - Middle of plot: 4 min.
 - End of plot: 4 min.
 - Lesson: 2 min.
- Circulate as students work and conduct brief over-the-shoulder conferences, offering input as needed.
- You may wish to collect student narratives for review and assessment (optional).

WRAP-UP (4 MIN.)

- Ask students to turn and talk with a peer about the phenomenon or event they described in their myths.
- If time permits, you may wish to have several volunteers share their ideas with the class.
- Tell students that in the next Writing Studio session, they will start planning myths about the natural world and its features, which they have studied in Unit 5, *Geology*.

~~~~~  
End Lesson  
~~~~~

Developing Narrative Writing

PRIMARY FOCUS OF LESSON

Students plan myths explaining the discovery of ancient ocean fossils on Mount Everest. [W.4.5]

FORMATIVE ASSESSMENT

Activity Page 2.1

Blank Story Map Students plan myths explaining the discovery of ancient ocean fossils on Mount Everest. [W.4.5]

LESSON AT A GLANCE

| | Grouping | Time | Materials |
|---|-------------|---------|---|
| Developing Narrative Writing (30 min.) | | | |
| Connections: Myths and Reality | Whole Group | 4 min. | |
| Introduce the Prompt | Whole Group | 5 min. | <input type="checkbox"/> Writing Prompt for Mount Everest Myth
<input type="checkbox"/> Student Reader <i>Geology: The Changing Earth</i> (optional) |
| Planning a Myth | Independent | 18 min. | <input type="checkbox"/> Activity Page 2.1
<input type="checkbox"/> Writing Prompt for Mount Everest Myth |
| Wrap-Up | Partner | 3 min. | <input type="checkbox"/> Activity Page 2.1 |

ADVANCE PREPARATION

- Prepare to display the Writing Prompt for Mount Everest Myth and to distribute a copy of it to each student.
- Prepare to distribute copies of Activity Page 2.1, blank story map, to each student.

Note: For the remainder of this Writing Studio unit, students will work on myths explaining how ancient ocean fossils came to be located on Mount Everest. The scientific explanation for this phenomenon is presented in Chapter 8 of the Unit 5 Student Reader, *Geology: The Changing Earth*. When students encounter this explanation in Unit 5, Lesson 12, they will have already done substantial work on their myths, and it is important to remind them that these myths are written from the perspective of people years ago. If you have students who have read ahead or who are already well-versed in geology, direct them to the prompt as a reminder that their myths are not intended to offer a scientific rationale for these geologic events.

Universal Access

- Prepare to review “Mythic Volcano Spirits” from the Student Reader, *Geology: The Changing Earth*, with students in need of additional support understanding the prompt.

- In order to live, ocean animals need _____.
- Someone might move ocean animals because _____.
- Mountains and oceans are alike because _____.
- Some differences between mountains and oceans are _____.

Start Lesson

Lesson 2

Developing Narrative Writing



Primary Focus: Students plan myths explaining the discovery of ancient ocean fossils on Mount Everest. [W.4.5]

CONNECTIONS: MYTHS AND REALITY (4 MIN.)

- Ask students to name some myths they have heard or read.
 - » Answers may vary, but they could include the myths of the volcano gods or Ancient Greek and Roman myths.
- Ask students to describe the purpose of a myth.
 - » Myths explain things such as why people act a particular way, how things came to be, or how things happen in nature.
- Ask students to explain whether or not myths are true.
 - » We know today that myths are not factually true, but some people or cultures may have believed myths were true at one time. For example, ancient Hawaiians believed in the myth of the volcano goddess Pele.



Check for Understanding

Ask students which kind of writing (opinion, narrative, or informative) myths are.

- » Myths are narratives. You may wish to explain that sometimes a piece of writing includes elements of more than one text type. For example, myths may inform readers about a person's opinion on how something came to be, but because they are stories, they are considered narratives more than opinion texts or informative texts.

INTRODUCE THE PROMPT (5 MIN.)

- Tell students that in this lesson they will start working on myths that explain something they will later learn about in Unit 5, *Geology*. In that unit, they will learn about the scientific explanation for what happened. In this writing activity, though, they will write myths that show how people might have explained this before they understood the scientific explanation.
- Display the Writing Prompt for Mount Everest Myth and distribute a copy to each student.

Support

If students struggle to understand the difference between myth and scientific explanation, you may wish to review “Mythic Volcano Spirits” from the Student Reader, *Geology: The Changing Earth*, and discuss how ancient Hawaiians and contemporary scientists explain volcanoes differently.

➤ Writing Prompt for Mount Everest Myth

The highest mountain in the world, Mount Everest, is located in Asia and stands 29,029 feet above sea level. That means it is approximately five and a half miles taller than the ocean. However, scientists on Mount Everest have discovered some special kinds of fossils on the mountain. These fossils are of animals that live only in the ocean.

Later in Unit 5, *Geology*, you will learn the scientific explanation for how these fossils arrived on Mount Everest. (If you think it has to do with the things you’re learning about Geology, you’re right!) For now, though, this assignment asks you to think about how people would have reacted to these fossils before geologists could explain how they got to Mount Everest.

Imagine you lived a long time ago. Remember that in the 1950s, scientists were still trying to understand how mountains were formed. Pretend that you are a person in the 1950s who knows that fossils of ocean animals have been discovered on Mount Everest, and write a myth to explain how those fossils got there.

Remember that a myth does not have to be a true story; you can invent characters and plot events. Your myth should include all the elements of a good narrative. It should also explain how and why the fossils got to Mount Everest.

- Review the prompt, ensuring that students understand the perspective from which they will compose their myths.






PLANNING A MYTH (18 MIN.)

- Distribute Activity Page 2.1 and review the blank story map structure as needed.
- Have students use Activity Page 2.1 to plan their myths. Suggested times for students to spend on each section follow; however, you may allocate the time as best suits your students’ needs.

Activity Page 2.1



- Title, characters, setting: 3 min.
 - Plot: 9 min. (3 min. each on beginning, middle, and end)
 - Final thought: 2 min.
 - Fill in blanks: 4 min.
- As students work, circulate and check on their progress. Answers may vary, but a sample completed story map follows.

| | | | |
|--|---|---|------------|
|  Title | | <i>A Fish Out of Water</i> | |
|  Character(s) | |  Setting(s) | |
| <i>Giganticus
mountain god
Pacificus
ocean god</i> | | <i>Mount Everest before people
lived on the earth</i> | |
|  Plot | Beginning | | |
| | <i>Gigancitus and Pacificus are important gods.</i> | | |
| | <ul style="list-style-type: none"> • <i>Giganticus rules the mountains.</i> • <i>Pacificus rules the seas.</i> • <i>They get into a fight over who is more powerful.</i> | | |
| Middle | | | End |
| <i>Pacificus decides he wants to rule the mountains and the seas.</i> | | | |
| <ul style="list-style-type: none"> • <i>He decides that if the ocean creatures lived on the mountains, he'd be in charge.</i> • <i>He sneaks some ocean animals into the streams on Mount Everest.</i> | | | |
| <i>Mount Everest has freshwater streams.</i> | | | |
| <ul style="list-style-type: none"> • <i>Pacificus's plan failed.</i> • <i>The brothers agree not to fight any longer.</i> | | | |
|  Final Thought | | | |
| <i>That's how ocean fossils got to Mount Everest.</i> | | | |
| Fill in the blank to indicate what caused ocean fossils to appear on Mount Everest: | | | |
| <i>The gods fought, and Pacificus tried to take over Giganticus's land by putting ocean animals into streams on Everest.</i> | | | |
| Fill in the blank to indicate one place where your narrative will include dialogue: | | | |
| <i>the brothers fighting</i> | | | |
| Fill in the blank to indicate where your narrative should include concrete words and details to describe things: | | | |
| <i>how the brothers looked</i> | | | |

Challenge

Challenge students to add another character or plot development to their story map.



Access

Entering/Emerging

Provide sentence frames or starters to help students participate in 1:1 conversations while planning their myths.

Transitioning/Expanding

Provide sentence frames or starters to help students participate in small group conversations while planning their myths.

Bridging

Provide sentence frames or starters to help students plan their myths.

WRAP-UP (3 MIN.)

- Have students summarize their story maps for a partner.
- Tell students that in the next lesson, they will start drafting their myths.

~~~~~End Lesson~~~~~

# Developing Narrative Writing

## PRIMARY FOCUS OF LESSON

Students introduce their characters and develop a description of the situation. [W.4.3, W.4.3a, W.4.3b, W.4.3d]

## FORMATIVE ASSESSMENT

Activity Page 3.1

**Drafting Paper** Students introduce their characters and develop a description of the situation. [W.4.3, W.4.3a, W.4.3b, W.4.3d]

## LESSON AT A GLANCE

|                                               | Grouping    | Time    | Materials                                                                                |
|-----------------------------------------------|-------------|---------|------------------------------------------------------------------------------------------|
| <b>Developing Narrative Writing (30 min.)</b> |             |         |                                                                                          |
| Connections: Details Matter                   | Whole Group | 5 min.  |                                                                                          |
| Introducing Characters and Scene              | Whole Group | 5 min.  | <input type="checkbox"/> Writing Prompt for Mount Everest Myth                           |
| Writing a Narrative                           | Independent | 15 min. | <input type="checkbox"/> Activity Page 2.1<br><input type="checkbox"/> Activity Page 3.1 |
| Wrap-Up                                       | Partner     | 5 min.  | <input type="checkbox"/> Activity Page 3.1                                               |

## ADVANCE PREPARATION

- Prepare to display the Writing Prompt for Mount Everest Myth.
- Ensure each student has his or her copy of Activity Page 2.1, completed in the previous lesson.
- Prepare to distribute Activity Page 3.1 (blank drafting paper, available as a Blackline Master) or word processors (optional) for students to use in the Writing a Narrative activity.
- Prepare to arrange students into pairs for peer review.

### Universal Access

- Prepare a list of questions to ask about characters to help students add detail to their writing. Examples include:
  - Is this character happy?
  - How does this character feel?
  - Why does this character feel this way?

## Lesson 3

# Developing Narrative Writing



**Primary Focus:** Students introduce their characters and develop the description of the situation. [W.4.3, W.4.3a, W.4.3b, W.4.3d]

## CONNECTIONS: DETAILS MATTER (5 MIN.)

- Ask a student to describe the writing prompt introduced in the previous class.
  - » The prompt asks students to write a myth explaining how fossils of ocean animals got to Mount Everest.
- Ask students to talk with a peer about which item in each pair offers the best description. Students should give a reason for their choice.
  - a baby or a chubby, cooing child
  - a playful, tail-wagging puppy or a dog
  - a hallway or a dark, cobwebbed corridor
  - water or a cool, sparkling pond
- Ask students what makes a good description.
  - » Answers may vary but should include that good descriptions need lots of detail.
- Ask students what kind of things they like to learn about characters as they read about them.
  - » Answers may vary but could include what they think or feel and why they act the way they do.
- Tell students that in this lesson they will begin writing their myths. They should consider how to introduce their characters and the narrative with strong, detailed descriptions.

## INTRODUCING CHARACTERS AND SCENE (5 MIN.)

- Display Writing Prompt for Mount Everest Myth.

### ➤ Writing Prompt for Mount Everest Myth



## Activity Page 3.1



### Challenge

Ask students to add one more detail to describe the setting and each main character.

### Support

Ask students to think about using some of the five senses to describe their characters. What does each character look, sound, and feel like?



### Access

#### Entering/Emerging

Ask yes/no questions about characters to help students add more detail to the narrative.

#### Transitioning/Expanding

Ask short-answer questions about characters to help students add more detail to the narrative.

#### Bridging

Ask open-ended questions about characters to help students add more detail to the narrative.



## Check for Understanding

Ask students to explain the prompt in their own words.

- Ask students what their myths will explain.
  - » They will explain the appearance of fossils of ocean animals on Mount Everest.
- Remind students that their myths will take an effect—the fossils' location on the mountain—and explain its cause or causes. They should make sure their myths discuss how the fossils got to Mount Everest.

## WRITING A NARRATIVE (15 MIN.)

- Tell students that now they will use Activity Page 2.1, the story map completed in the previous class, to begin writing their myths. Explain that students will also work on drafting their myths in the next class, so they do not have to complete the entire draft in this lesson.
- Display the map completed in the previous class and ask each student to get out his or her copy of the map.
- Explain that in this lesson, students will introduce their characters and setting. They will add details to describe those things well, and they will include at least one piece of dialogue. If time permits, they may start drafting the beginning of their myth's plot.
- Have students use Activity Page 3.1 to begin drafting their myths. Suggested times for students to spend on each section follow; however, you may allocate the time as best suits your students' needs.
  - Title: 3 min.
  - Introducing and describing characters: 4 min.
  - Drafting character dialogue: 4 min.
  - Describing the setting: 4 min.
  - Drafting the beginning of the plot: If students finish the previous items with time remaining, they may start on this component of the narrative.
- As students work, circulate and check on their progress

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**WRAP-UP (5 MIN.)**

- Have students share their work with a partner. Have each student name a favorite detail from his or her partner's work. Students should give a reason for their choices.
- If time permits, you may have student volunteers share their favorite details aloud.

~~~~~End Lesson~~~~~

4

Developing Narrative Writing

PRIMARY FOCUS OF LESSON

Students develop the sequence of events, with inclusion of a cause and effect relationship between events and the fossils' location. **[W.4.3, W.4.3c, W.4.3e]**

FORMATIVE ASSESSMENT

Activity Page 3.1

Drafting Paper Students develop the sequence of events, with inclusion of a cause and effect relationship between events and the fossils' location. **[W.4.3, W.4.3c, W.4.3e]**

LESSON AT A GLANCE

| | Grouping | Time | Materials |
|---|-------------|---------|--|
| Developing Narrative Writing (30 min.) | | | |
| Connections: Cause and Effect | Whole Group | 5 min. | |
| Writing a Narrative | Independent | 20 min. | <input type="checkbox"/> Writing Prompt for Mount Everest Myth
<input type="checkbox"/> Activity Page 2.1
<input type="checkbox"/> Activity Page 3.1 |
| Wrap-Up | Partner | 5 min. | <input type="checkbox"/> Activity Page 3.1 |

ADVANCE PREPARATION

- Prepare to display the Writing Prompt for Mount Everest Myth.
- Ensure each student has his or her copy of Activity Pages 2.1 and 3.1, completed in previous lessons. If students need additional drafting paper, you may provide extra sheets of Activity Page 3.1.

Universal Access

- Review definitions of *cause* and *effect*.

Lesson 4

Developing Narrative Writing



Primary Focus: Students develop the sequence of events, with inclusion of a cause and effect relationship between events and the fossils' location. [W.4.3, W.4.3c, W.4.3e]

CONNECTIONS: CAUSE AND EFFECT (5 MIN.)

- Ask students to explain the difference between a cause and an effect.
 - » A cause makes something happen. The thing that happens as a result of the cause is the effect.
- Tell students that you will read a list of things. Each item on the list will have two parts: one cause and one effect. As you read, students should name the cause and the effect. The correct answers are listed in parenthesis.
 - smelled my favorite food (cause), mouth watered (effect)
 - flowers grew (effect), it was a rainy spring (cause)
 - got a good night's sleep (cause), did great at gymnastics (effect)
 - forgot my homework (effect), overslept and ran late (cause)



Check for Understanding

Ask a volunteer to name a cause and an effect that were not on your list.

- Tell students that their myths are all describing the same effect. Ask students to name it.
 - » Fossils of ancient ocean animals are located on Mount Everest.
- Remind students that their myths will each describe a different cause for this effect.
- Tell students that in this lesson they will continue drafting their myths. They should consider how to include the cause and effect in their myths as they develop their characters and plot.

WRITING A NARRATIVE (20 MIN.)

- Display Writing Prompt for Mount Everest Myth.

➤ Writing Prompt for Mount Everest Myth

- Tell students that now they will use Activity Page 2.1, the story map completed in a previous class, to continue writing their myths.
- Explain that in this lesson, students will develop the plot of their myths. They will add linking or transition words to show how the parts of the plot connect to each other. They will make sure that their myths include a cause and an effect.
- Have students use Activity Page 3.1 to continue drafting their myths. Suggested times for students to spend on each section follow; however, you may allocate the time as best suits your students' needs.
 - Beginning of plot: 4 min.
 - Middle of plot: 4 min.
 - End of plot: 4 min.
 - Final thought: 4 min.
 - Review—Students should make sure their work includes a cause, an effect, and linking or transition words: 4 min.
- As students work, circulate and check on their progress.

WRAP-UP (5 MIN.)

- Have students share their work with a partner. Have each student identify what his or her partner's myth says caused the fossils to arrive at Mount Everest.
- If time permits, you may have student volunteers share their causes aloud.

~~~~~  
End Lesson  
~~~~~

Challenge

Ask students to add one more plot point or event to their narratives.

Support

Remind students to use transitional words to explain how events in the plot relate to each other. Review transitional words, such as *therefore* and *consequently*, that show cause and effect.



Access

Entering/Emerging

Ask yes/no questions about events to help students develop the plot of their myths.

Transitioning/Expanding

Ask short-answer questions about events to help students develop the plot of their myths.

Bridging

Ask open-ended questions about events to help students develop the plot of their myths.

5

Developing Narrative Writing

PRIMARY FOCUS OF LESSON

Students share their myths with peers, offering and receiving feedback. [W.4.5]

FORMATIVE ASSESSMENT

Activity Page 5.1

Peer Feedback Students share their myths with peers, offering and receiving feedback. [W.4.5]

LESSON AT A GLANCE

| | Grouping | Time | Materials |
|---|-------------|---------|--|
| Developing Narrative Writing (30 min.) | | | |
| Review and Feedback | Whole Group | 5 min. | |
| Modeling: Feedback | Whole Group | 5 min. | <input type="checkbox"/> Activity Page 5.1 |
| Feedback | Independent | 15 min. | <input type="checkbox"/> Activity Page 3.1
<input type="checkbox"/> Activity Page 5.1 |
| Wrap-Up | Small Group | 5 min. | <input type="checkbox"/> Activity Page 3.1 |

ADVANCE PREPARATION

- Prepare to distribute Activity Page 5.1.
- Prepare to arrange students into pairs for peer review.
- Ensure each student has his or her copy of Activity Page 3.1, completed in previous lessons.

Universal Access

- The Connections activity offers a brief review of what constitutes appropriate feedback. At this point in the academic year, students should have some understanding of peer review; however, if your class needs additional support, you may wish to add time for a more comprehensive discussion of what constitutes good feedback.
- Provide sentence frames and/or starters for students to use in discussing a peer's work.
 - The myth's setting is _____.
 - The best detail in this myth is _____ because _____.

Lesson 5

Developing Narrative Writing



Primary Focus: Students share their myths with peers, offering and receiving feedback. [W.4.5]

REVIEW AND FEEDBACK (5 MIN.)

- Ask students why it is important to get feedback on your writing.
 - » Answers may vary but should reflect an understanding that review and feedback improve a writer's work, because they help writers see things they are doing well and things they can do better.
- Tell students that all writers benefit from feedback. Tell students that it is important to give feedback that is specific. It should also have a helpful tone.
- Explain that you will read some examples of feedback, and students should decide if each example is good feedback or not. Students should give a reason for their choices; possible reasons are included, but answers may vary.
 - The description of the giant is great, because the details about how he looks and sounds really help me imagine him.
 - » good feedback—explains which details are good and why
 - The description's okay.
 - » not good feedback—too general and vague, does not help the writer understand what works or needs improvement
 - I don't like this myth. It has pickles in it, and I don't like pickles.
 - » not good feedback—the reviewer gives a reason, but that reason is not about how the myth is written.
 - The linking phrase *as a result* really helps me understand your myth's cause and effect.
 - » This is useful feedback, because it names specific words that the reviewer likes and explains how they help the reader understand the myth.



Check for Understanding

Ask students to summarize what qualities or characteristics make good feedback.

- » Answers may vary but could include that good feedback is specific, has reasons, is related to the text, is based on the writing rather than the reader's opinion of the subject, and has an appropriate tone.

- You may wish to have an extended discussion on tone if needed.
- Tell students that in this lesson they will review a peer's myth and offer feedback to help make it even better.

MODELING: FEEDBACK (5 MIN.)

- Display Activity Page 5.1, Peer Feedback, and explain that students will use this as a guide to reviewing their peer's work.

➤ Activity Page 5.1, Peer Feedback

- Review the Activity Page, demonstrating how to complete it as needed.

FEEDBACK (15 MIN.)

- Ensure each student has Activity Page 3.1, the draft of his or her myth, which was completed in previous lessons.
- Distribute Activity Page 5.1 to each student.
- Tell students that now they will exchange their myth drafts and use Activity Page 5.1 to assemble feedback for their partner. Remind students that they should read their partner's work all the way through one time before starting to give feedback.

Activity Page 5.1



- As students work, circulate and check on their progress. A sample completed Activity Page 5.1 follows, although your students' responses will be based on the texts they review.

Challenge

Ask students to think of one plot event or piece of character dialogue that could make the myth even better. Students should give a reason for their choice.

Support

Remind students to look to their partner's myth to find reasons for their feedback.



Access

Entering/Emerging

Provide 1:1 support as students work on offering feedback.

Transitioning/Expanding

Allow students to work in groups to discuss work before offering feedback.

Bridging

Allow students to work in pairs to discuss work before offering feedback.

Peer Feedback

Instructions: Read your partner's work all the way through at least one time before answering any questions on this page. After you have read your partner's myth all the way through, you may start answering the following questions. Make sure to answer based on what is written in your partner's myth. If you need help, raise your hand to let your teacher know.

1. Write down the myth's title:
 - » A Fish Out of Water
2. Write down the myth's main characters:
 - » Giganticus, Pacificus
3. Write down the myth's setting:
 - » Mount Everest before humans lived on the earth
4. You already know that the effect in the myth, or the thing it explains, should be how fossils of ocean animals got to Mount Everest. Is that what this myth explains? Circle one:
 yes no
5. What is the cause described in the myth? In other words, how do the fossils get to Mount Everest?
 - » Pacificus and Giganticus fought because Pacificus wanted to take over some of Giganticus's territory. Pacificus tried to move his ocean animals to the streams on Mount Everest, but he forgot that salt water animals can't live in a fresh water habitat, and all his animals died, leaving fossils.
6. What is the best detail in this myth? Give a reason for your choice.
 - » The description of how Pacificus has seaweed for a beard was the best, because that helped me imagine how he looked and connected him to the ocean.
7. What is one place that could use more detail in this myth? Write down something else you would like to know about this part of the myth.
 - » I'd like to know more about how Giganticus looked.

8. Underline any place the author of the myth includes transition words.
(noted on the text)
 9. Put a star next to any place that dialogue appears in the myth.
(noted on the text)
 10. Name the myth's final thought.
 - » That's how ocean fossils got to Mount Everest.
-

WRAP-UP (5 MIN.)

- Have each pair of students meet with another pair to form groups of four. Each student should name for the group something he or she liked best about his or her partner's work.
- If time permits, you may have student volunteers share with the whole class things they liked about their partner's work.

~~~~~  
End Lesson  
~~~~~

6

Developing Narrative Writing

PRIMARY FOCUS OF LESSON

Students respond to peer feedback by revising and composing a clean copy of their myths. [W.4.5]

FORMATIVE ASSESSMENT

Activity Page 6.1

Blank Drafting Paper Students respond to peer feedback by revising and composing a clean copy of their myths. [W.4.5]

LESSON AT A GLANCE

| | Grouping | Time | Materials |
|---|-------------|---------|--|
| Developing Narrative Writing (30 min.) | | | |
| Modeling: Incorporating Feedback | Whole Group | 5 min. | <input type="checkbox"/> Example of feedback and revision |
| Incorporating Feedback | Independent | 5 min. | <input type="checkbox"/> Activity Page 5.1 |
| Revision | Independent | 15 min. | <input type="checkbox"/> Activity Page 6.1
<input type="checkbox"/> Activity Page 5.1
<input type="checkbox"/> Activity Page 3.1 |
| Wrap-Up | Independent | 5 min. | <input type="checkbox"/> Exit Ticket |

ADVANCE PREPARATION

- Prepare to distribute Activity Page 6.1 (Blank Drafting Paper, available in Teacher Resources). Alternatively, you may wish to fulfill CCSS W.4.6 by having students incorporate feedback and prepare final drafts of their myths using word processors. If you wish to do this, please prepare the relevant technology and devices for student use. You may also need to adapt parts of the instruction to include guidelines for composing on a device rather than by hand.
- Ensure each student has his or her copy of Activity Page 3.1, completed in previous lessons, and Activity Page 5.1, which his or her classmate completed to offer peer feedback.
- Please note that you will evaluate the final draft using the *Grade 4 Narrative Writing Rubric*, available in Teacher Resources. Students will use the final drafts of their myths to prepare for their performances in the next two lessons. If you would prefer to collect the drafts at the conclusion of the unit, please ensure students keep their drafts secure until that time.

Universal Access

- In a preteaching session, review feedback from Activity Page 5.1 and offer support as needed to ensure students understand how they might revise their work to respond to this feedback.

Lesson 6

Developing Narrative Writing



Primary Focus: Students respond to peer feedback by revising and composing a clean copy of their myths. [W.4.5]

MODELING: INCORPORATING FEEDBACK (5 MIN.)

- Tell students that in this lesson they will revise their myths to incorporate some of the peer feedback they received. As they do that, they will compose clean, final copies of their myths.
- Display the completed Example of Feedback and Revision.

➤ Example of Feedback and Revision

Original description: Giganticus is the god of mountains, including Mount Everest. He is Pacificus's brother. Pacificus is the god of all the oceans. He has a long, tangled beard made of seaweed. His eyes are sparkling blue like the sunlight reflecting off the ocean's waves.

Peer feedback:

- What is the best detail in this myth? Give a reason for your choice.
The description of how Pacificus has seaweed for a beard, because that helped me imagine how he looked and connected him to the ocean.
 - What is one place that could use more detail in this myth? Write down something else you would like to know about this part of the myth.
I'd like to know more about how Giganticus looked.
- Review the example, demonstrating how to complete it as needed. A sample follows, but you may customize it for your students.

The original draft of my myth mentions a character named Giganticus. He is the god who controls all the mountains, including Mount Everest. I say that he is an important god, but my peer reviewer mentioned that I don't really describe him with much detail. My reviewer wanted some better descriptions of Giganticus.

My reviewer really liked the way I described Giganticus's brother, Pacificus. Pacificus is the god of the oceans, and I described him as having a beard made of seaweed. My reviewer liked that, because she says it helps her imagine what he looks like. Maybe I should add a detail that describes what Giganticus looks like and connects him to the lands he rules.

I think I might say that Giganticus is very tall, with a pointy head, because that's how mountains look. I also think his face might have lots of wrinkles. This is because he is very old, but the wrinkles are also so deep that they look kind of like the peaks and valleys of a mountain.

-
- Continue modeling revision and adding detail as needed.

INCORPORATING FEEDBACK (5 MIN.)

- Ensure that students have Activity Page 5.1, on which their peer reviewed their work.
- Ask students to read their peer's feedback and consider carefully how it might help them write a better myth.
- Ask students to put a star by the parts of the feedback they want to incorporate into their revision.
- You may wish to have students write a description of the revisions they intend to make to their work. If desired, you may have students complete this description on the back of Activity Page 5.1 or on a separate sheet of drafting paper.



Check for Understanding

Ask students to share their plans for revising their myths.

- » Answers may vary but should reflect the items addressed on Activity Page 5.1.
-

- As students complete this task, they may begin drafting their final myths, which will incorporate their revision in response to peer feedback.

REVISION (15 MIN.)

- As students complete their revision plans, they may begin revising their work into a clean, final copy.
- Distribute Activity Page 6.1 to each student or prepare word processors for them to use in drafting.
- As students work, circulate and check on their progress.
- A sample myth follows for reference.

Activity Page 6.1



Challenge

Ask students to incorporate revisions that respond to several different pieces of feedback.

Support

Ask students to explain why making the recommended change will strengthen their myths.



Access

Entering/Emerging

Provide 1:1 support as students respond to feedback.

Transitioning/Expanding

Allow students to work in groups to discuss responding to feedback.

Bridging

Allow students to work in pairs to discuss responding to feedback.

A Fish Out of Water

Once upon a time, long before any humans lived on the earth, it was inhabited by gods. Two of the most powerful gods were brothers named Giganticus and Pacificus.

Giganticus ruled all the mountains, including Mount Everest. He was tall and powerful, with a pointy head and a face lined with wrinkles so deep they were like peaks and valleys. Pacificus ruled all the oceans. Pacificus had a long, tangled beard made of seaweed. His eyes were sparkling blue like the sunlight reflecting off the ocean's waves.

One day Pacificus was visiting Giganticus on Mount Everest, his favorite mountain. Pacificus started to feel jealous of Giganticus, and they got into a fight over who was more powerful.

"I am the elder brother," said Giganticus. "I rule over all the mountains and can see from the highest peaks. Surely I am more powerful!"

"But I control all the oceans and their tides," said Pacificus. "I control the fishermen's food and the creatures all throughout the seas. I am surely more powerful than you are."

The brothers argued all afternoon, but they never agreed on who was more powerful. Finally, Pacificus decided that his big brother deserved to learn a lesson. He believed that if the ocean creatures lived on the mountains, too, he could rule over the land and the seas. Once Pacificus returned to the ocean, he gathered some of his favorite ocean animals. He snuck back to Mount Everest, but he made sure not to see Giganticus—and he made sure Giganticus didn't see him either.

Pacificus put the ocean animals he'd brought into a stream on Mount Everest. Then he returned to the sea and waited, sure that once the animals had settled into the streams, he would be able to rule the whole earth. A while later, he went back to visit Giganticus. When Pacificus reached the top of Mount Everest, he found his brother's tall peaked head bent over. Giganticus was crying.

"Pacificus, my brother," he said, "look." He reached out his hand, which held the body of one of the ocean animals. "I know what you did. Didn't you realize that the streams on Mount Everest are all freshwater, and your ocean creatures need a saltwater habitat to survive?"

Pacificus felt sick. He had been so worried about controlling the earth that he had accidentally killed some of his favorite ocean creatures. The brothers talked for many hours that day, and they finally decided that the way things were was just right. They vowed never to argue again. Pacificus returned to the oceans, which he ruled happily from then on. Giganticus stayed in charge of the mountain lands.

But neither brother forgot the terrible fate of those ocean animals that had been moved to Mount Everest, and they buried them on the banks of the mountain's streams. Years and years passed, and eventually the animals became fossilized—and that's why ocean animal fossils have been discovered at Mount Everest.

WRAP-UP (5 MIN.)

- Have each student complete an Exit Ticket to hand in at the end of the lesson. If you are collecting the final draft in this lesson, do that now.

-
- 1) The piece of feedback I incorporated into my final draft:
 - 2) I revised my final draft to include this feedback by:
 - 3) The thing I am most proud of about my final draft is:

-
- If time permits, you may have student volunteers share information from their Exit Tickets.

End Lesson

Developing Narrative Writing

PRIMARY FOCUS OF LESSON

Students collaborate to perform and record their myths for an audience. [W.4.6]

FORMATIVE ASSESSMENT

Activity Page 7.1

Blank Drafting Paper Students collaborate to perform and record their myths for an audience. [W.4.6]

LESSON AT A GLANCE

| | Grouping | Time | Materials |
|---|-------------|---------|--|
| Developing Narrative Writing (30 min.) | | | |
| Connections: Performing a Myth | Whole Group | 5 min. | |
| Modeling: Revising: From Myth to Script | Whole Group | 5 min. | <input type="checkbox"/> Sample Introduction |
| Revising: From Myth to Script | Small Group | 15 min. | <input type="checkbox"/> Activity Page 6.1
<input type="checkbox"/> Activity Page 7.1 |
| Wrap-Up | Partner | 5 min. | |

ADVANCE PREPARATION

- Decide in advance how you would like to approach the production of the myths. This lesson and the following lesson are structured for students to work in groups to perform and record several different versions of the myth explaining how fossils of ocean animals got to Mount Everest. However, if you would prefer, you may have the entire class collaborate in the performance of a single myth. Alternatively, you may use Pausing Point days to allow time to perform or record each student's myth.
- Make sure students have Activity Page 6.1, which they completed in previous lessons.
- Prepare to distribute Activity Page 7.1, Blank Drafting Paper, available in Teacher Resources.
- This lesson is designed to fulfill CCSS W.4.6, which asks students to use technology and digital tools to collaborate and publish work. If your classroom is not conducive to using technology, you may have students complete the assignments on paper. Additionally, you should review this lesson and the following lesson to determine how much time you would like to devote to the rehearsal and staging of the myths. If students need additional support and practice with writing, you may decide to use both lessons as writing time. Alternatively, if students are ready for enrichment, you may wish to extend this unit into some Pausing Points or other time and allow students ample time to rehearse and practice their myths before recording them.

- Prepare to arrange students into groups to write scripts and plan their performances.
- Prepare to display the sample introduction.

Universal Access

- Prepare sentence frames or starters to guide students in revising their myths into scripts. For example, “If I wanted to show this description in a performance, I would . . .”

Start Lesson

Lesson 7

Developing Narrative Writing



Primary Focus: Students collaborate to perform and record their myths for an audience. [W.4.6]

CONNECTIONS: PERFORMING A MYTH (5 MIN.)

- Tell students to name some of their favorite plays, movies, or television shows and to list reasons they enjoy them.
 - » Answers may vary but could include that these performances are fun to watch, with interesting stories and engaging acting.
- Ask students to describe the best traits of their favorite performances.
 - » Answers may vary but could include costumes, plot, dialogue, etc.



Check for Understanding

Ask students to suggest which trait might be the best to focus on if you were going to perform a myth rather than have someone read it on paper.

MODELING: REVISING: FROM MYTH TO SCRIPT (5 MIN.)

- Tell students that in this lesson they will work together in groups to turn some of the class myths into scripts for performances. Explain that students will perform these versions of the myths in a future lesson. You may also wish to explain how your class will use technology to share recordings of their performances, if applicable.
- Tell students that just as plays, movies, or television shows they see use a particular set of traits to appeal to viewers, their myth performances should use traits such as engaging characters, exciting plot, and effective dialogue to help viewers enjoy the performances.
- Display the sample introduction.

➤ Sample Introduction

Once upon a time, long before any humans lived on the earth, it was inhabited by gods. Two of the most powerful gods were brothers named Giganticus and Pacificus.

Giganticus ruled all the mountains, including Mount Everest. He was tall and powerful, with a pointy head and a face lined with wrinkles so deep they were like peaks and valleys. Pacificus ruled all the oceans. Pacificus had a long, tangled beard made of seaweed. His eyes were sparkling blue like the sunlight reflecting off the ocean's waves.

- Use the think-aloud strategy to demonstrate revising the narrative's introduction into one that might be used in a script for a performance. (An example appears below, but you may customize this as needed for your class.)
- As you talk, compose your draft on the chart paper or on a projection as students observe.

To revise your myth into a script, you'll want to make sure it will be exciting and interesting to viewers. I think this introduction is an okay start, but it might need a bit more excitement. Maybe I can think about why a viewer might be interested in the myth. I could add a few sentences about that at the beginning. [Add *Years ago, scientists discovered ancient ocean fossils on Mount Everest, which is literally thousands of miles above the ocean. This raised an important question: how did those fossils get*

there? Here is one myth that might show how people could explain this phenomenon before science figured out the real cause. to the top of your document.] That might help viewers understand why they should care about this myth. But I should also work on the myth itself. Maybe I'll add some stage directions to explain when characters appear. [Add Two large figures enter the stage. One is very tall, with a pointy head and a very wrinkled face. The other has a beard made of seaweed. to the top of your document.] There! Now I need to add some dialogue, or things these characters would say to each other.

- Continue modeling as needed to ensure that students understand how to change the written myth into a script for a performance.

REVISING: FROM MYTH TO SCRIPT (15 MIN.)

- Tell students that they will have approximately fifteen minutes to draft their scripts. Explain that they should transcribe, or write down, the script they develop.

Note: If you teach in a 1:1 technology environment, you may have students type the script in further fulfillment of CCSS W.4.6.

- Direct students through drafting the following components of their myths. Suggested times follow, but you may customize these according to your class's needs. Alternatively, if your students are ready for a challenge, you may write the suggested times on the board and allow them to pace their own drafting.
 - Title and introduction of characters and setting: 3 min.
 - Script for beginning of plot: 3 min.
 - Script for middle of plot: 3 min.
 - Script for end of plot: 3 min.
 - Conclusion and final thought: 3 min.
- Circulate as students work and conduct brief over-the-shoulder conferences, offering input as needed.

Activity Page 7.1



Challenge

Ask students to design costumes for their characters to wear in the performance.

Support

If students struggle with the revision, have them work together to act out each paragraph, then transcribe what they staged.



Access

Entering/Emerging

Provide heavy support as students use sentence frames or starters to convert their myth's sentences into a script.

Transitioning/Expanding

Provide moderate support as students use sentence frames or starters to convert their myth's sentences into a script.

Bridging

Provide light support as students use sentence frames or starters to convert their myth's sentences into a script.

WRAP-UP (5 MIN.)

- Allow groups several minutes to assign roles for their performances. You may also encourage them to discuss props they could use to stage their myths.
- Tell students that in the next lesson they will rehearse their myths before presenting them for the class. If applicable, remind students that the myths will be recorded and shared, so they may wish to practice their role as a take-home.

End Lesson

Developing Narrative Writing

PRIMARY FOCUS OF LESSON

Students collaborate to perform and publish their performances of myths explaining how ancient ocean fossils came to Mount Everest. **[W.4.6]**

FORMATIVE ASSESSMENT

Publishing

(Media Will Vary)

Students collaborate to perform and publish their performances of myths explaining how ancient ocean fossils came to Mount Everest. **[W.4.6]**

LESSON AT A GLANCE

| | Grouping | Time | Materials |
|---|-------------|---------|--|
| Developing Narrative Writing (30 min.) | | | |
| Connections: Acting Tips | Whole Group | 5 min. | |
| Rehearsal | Whole Group | 5 min. | <input type="checkbox"/> Sample Introduction |
| Recording and Publishing | Small Group | 15 min. | <input type="checkbox"/> Activity Page 6.1 |
| Wrap-Up | Whole Group | 5 min. | |

ADVANCE PREPARATION

- Make sure students have Activity Page 7.1, on which they completed drafting their scripts in the previous lesson. If students transcribed their scripts using a word processor, make sure they have that file.
- This lesson is designed to fulfill CCSS W.4.6, which asks students to use technology and digital tools to collaborate and publish work. We encourage teachers to customize this lesson to take full advantage of the opportunities available at their individual schools. For example, if your school has student assemblies, you may partner with the school's Digital Pedagogy Specialist to incorporate student performances into this event as a "special video interruption" or "special message."

If your classroom does not have video recording devices, you may record the myths using a smart phone. In that case, you may wish to have the other students watch the live performance, as it will be difficult to play back the videos with a high resolution. However, students could publish the videos by emailing clips of them to parents.

Although the lesson outlines one possible approach, feel free to customize the instruction and publication to your students and learning environment. The goal of this activity is not to force students to publish their work in the same manner but to encourage teachers and students to build on the tools available in their classroom community to enhance the learning experience.

- Prepare to arrange students into the same groups they used for planning their narratives and writing their scripts.

- Prepare to record the myths in a quiet location. If time is limited, you may wish to invite parent volunteers or teacher aids to assist. You may also wish to locate a quiet spot, such as an unused classroom or auditorium, for filming.

Start Lesson

Lesson 8

Developing Narrative Writing



Primary Focus: Students collaborate to perform and publish their performances of myths explaining how ancient ocean fossils came to Mount Everest. **[W.4.6]**

CONNECTIONS: ACTING TIPS (5 MIN.)

- Remind students of good tips for acting well. These may include speaking loudly and clearly, making sure not to stand between a classmate and the camera, and performing as naturally as possible.



Check for Understanding

Ask students to make additional suggestions for acting well.

- » Answers may vary but could include trying to remember your lines without reading from a paper.

- You may wish to review procedures for filming. For example, if you will have all students watch as each group performs its myth, remind students that they must remain extremely quiet. If groups will go to another location when it is time for filming, review the procedures for that process.

REHEARSAL (5 MIN.)

- Allow students a few minutes to gather their props and complete final planning.
- Tell students that they have time to practice their myths before filming. Remind students that all groups will practice simultaneously, or at the same time, but they should focus on their group's performance.

- As students rehearse, determine the order in which you will record their performances.

Publishing



Challenge

In rehearsal, ask students to practice saying or reading their lines with different tones. Have them select the best tone for performing their character and give a reason for their choice.

Support

If students struggle with stage fright, allow them to say or read their lines chorally with others.



Access

Entering/Emerging

Provide heavy support and staging tips as students rehearse their performances.

Transitioning/Expanding

Provide moderate support and staging tips as students rehearse their performances.

Bridging

Provide light support and staging tips as students rehearse their performances.

RECORDING AND PUBLISHING (15 MIN.)

- Review the process by which you will publish student videos and clarify the role students will play in this process. For example, if you have parent volunteers assisting, you might create different stations staffed by an adult. Student groups could move through each station in order, following adult instruction to record and publish their videos. A sample follows, but you should customize it for your classroom.
 - Station 1: groups continue rehearsing
 - Station 2: groups assemble their props and costumes
 - Station 3: groups record their myths
 - Station 4: groups publish their myths using appropriate digital tools, with adult guidance
 - Station 5: viewing station where groups can watch all the myths as they are published

WRAP-UP (5 MIN.)

- Ask students which they preferred writing, the myth or the script.
 - » Answers may vary, but students should give a reason for their choice.
- If you have arranged a viewing for all the performances, remind students of when that will take place.
- If you have not already, collect Activity Page 6.1, which you will evaluate using the *Fourth Grade Writing Rubric: Narrative Writing*, located in Teacher Resources. You may also wish to collect the myth scripts for assessment purposes.

~~~~~End Lesson~~~~~

Writing Studio 5

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# Developing Informative Writing

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# Developing Informative Writing

## PRIMARY FOCUS OF LESSON

Students identify and describe the purpose and features of a summary. [W.4.2]

## FORMATIVE ASSESSMENT

Activity Page 1.1

**Blank Summary Map** Students identify and describe the purpose and features of a summary. [W.4.2]

## LESSON AT A GLANCE

|                                                 | Grouping    | Time   | Materials                                       |
|-------------------------------------------------|-------------|--------|-------------------------------------------------|
| <b>Developing Informative Writing (30 min.)</b> |             |        |                                                 |
| Connections: Summaries                          | Whole Group | 5 min. |                                                 |
| Read-Aloud: "Summary of 'My Name'"              | Whole Group | 7 min. | <input type="checkbox"/> "Summary of 'My Name'" |
| Completing an Essay Map                         | Independent | 8 min. | <input type="checkbox"/> Activity Page 1.1      |
| Introduce the Prompt                            | Whole Group | 7 min. | <input type="checkbox"/> Summary Writing Prompt |
| Wrap-Up                                         | Independent | 3 min. |                                                 |

## ADVANCE PREPARATION

- Prepare to project or display "Summary of 'My Name.'" Alternatively, you may provide copies of the essay for each student.
- Prepare to project or display Activity Page 1.1, Blank Summary Map. A Blackline Master is available in Teacher Resources. Ensure that each student has a copy of the template that he or she may fill out during the class discussion.
- Prepare to project or display the Summary Writing Prompt. Alternatively, you may provide copies of the prompt for each student.

## Universal Access

- Prepare questions to help students complete the essay map. Examples include:
  - Where in the summary do you notice a linking word?
  - Does the summary contain any of our vocabulary words?
  - What is one quotation used in the summary?

## Lesson 1

# Developing Informative Writing



**Primary Focus:** Students identify and describe the purpose and features of a summary. [W.4.2]

## CONNECTIONS: SUMMARIES (5 MIN.)

- Ask students to explain what a summary is.
  - » A summary is a description of something, usually a text the author has read or watched or a set of events he or she experienced. If a summary is about a story, it explains the story's main idea, theme, and most important supporting points.
- Why would someone use a summary?
  - » Answers may vary but might include that summaries provide important information. They can explain a text or series of events to someone who has not read the text or did not participate in the events.
- Remind students that they have studied three different kinds of writing. Ask students what kind of writing a summary is.
  - » A summary is informative writing.
- Ask students to turn and talk with a partner about a time when they might summarize something. If time permits, you may allow one or more students to share their answers with the class.
  - » Answers may vary, but they could include that students might summarize a movie for someone who has not seen it.
- Explain that students will spend the next several lessons writing summaries.

## READ-ALoud: "SUMMARY OF 'MY NAME'" (7 MIN.)

- Tell students that you have an example of a summary to share with them. It is based on information they have read before in the *Writer's Journal*.
- Project or display "Summary of 'My Name.'" Alternatively, you may provide copies of the essay for each student.

### ➤ Summary of "My Name"

- Read the summary aloud.

---

### Summary of “My Name”

In the vignette titled “My Name,” a girl thinks about her name, Esperanza. This vignette is part of a book titled *The House on Mango Street*.

This vignette begins with Esperanza thinking about some of the different meanings her name has. Because her family speaks Spanish, Esperanza knows that her name means different things in different languages. For example, in English, the literal meaning of Esperanza is hope. Esperanza knows that her name has figurative meanings, too. She says those are things like sadness, waiting, and a muddy color.

After thinking about her name’s different meanings, Esperanza considers her name’s origin, or where it came from. Esperanza got her name from her great-grandmother. Her great-grandmother was wild and did not want to get married. Esperanza never met her great-grandmother, but she believes she was sad and does not want to be like her. She says, “I have inherited her name, but I don’t want to inherit her place by the window” (7).

Esperanza’s final thoughts on her name include that it sounds different in English than it does in Spanish. Esperanza likes the way her name sounds in Spanish best, because it is softer and like silver. Maybe because Esperanza lives in the United States and goes to a school where people speak English, she decides she wants to baptize herself with a new name. She picks ZeZe the X as the name she would most like to have.

Esperanza does not like all the things her name makes her think about. Esperanza thinks if she changes her name, maybe her life will also change. She thinks people will see her for who she really is.

Source: “My Name,” Vignette 2 of *Writer’s Journal: Contemporary Fiction* (2015).

**Note:** This example includes a basic bibliographic entry for the source being summarized. It also includes a simple approach to citing quotations from that source, in which students record the page number being quoted in parenthesis. If your students are not familiar with citation, you may wish to allow a few minutes to explain this citation method. If your students use a different method of citation, you may wish to adapt the lesson for that method.

- Ask students to turn to a partner and name one interesting fact included in the summary.

### COMPLETING AN ESSAY MAP (8 MIN.)

- Distribute Activity Page 1.1, Blank Informative Essay Map, and display or project it.

#### ➤ Activity Page 1.1

- Ask students to review how they have used this kind of map before.
  - » Students have used essay maps to outline and plan essays.
- Have student volunteers review the items on the essay map.
- Ask students to complete the essay map independently based on the material in “Summary of ‘My Name.’” You may wish to model the first item or two. Make sure to talk through your reasoning as you work. For example, you might read, “Summary of ‘My Name,’” then say, “I know that’s the title of the essay, because it appears at the top before any of the essay’s sentences. I’ll put that on the essay map by *Title of summary.*” Then you might read the opening paragraph and identify the title of the work being summarized, “My Name,” a vignette from *The House on Mango Street*.
- Review student responses.

|                                        |                                                                                                                                                                                                                                                                                         |
|----------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Title of summary:</b>               | <i>Summary of “My Name”</i>                                                                                                                                                                                                                                                             |
| <b>Title of work being summarized:</b> | <i>“My Name,” a vignette from The House on Mango Street</i>                                                                                                                                                                                                                             |
| <b>Topic of work being summarized:</b> | <i>Esperanza thinks about her name and the things connected to it.</i>                                                                                                                                                                                                                  |
| <b>Body Paragraph One</b>              | <b>Main idea/topic sentence:</b><br><i>Esperanza thinks about some of the different meanings her name has.</i>                                                                                                                                                                          |
|                                        | <b>Supporting facts, definitions, or details:</b> <ul style="list-style-type: none"> <li>• <i>It means different things in different languages.</i></li> <li>• <i>Literal meaning in English: hope</i></li> <li>• <i>Figurative meaning: sadness, waiting, a muddy color</i></li> </ul> |

### Challenge

Ask students to identify why the author wrote this essay, or what its purpose is.

- » Its purpose is to explain a story or vignette the author has read; it gives an overview of that work for someone who has not read it.

### Activity Page 1.1



## Support

Model completing the information for Body Paragraph One, noting how to distinguish the topic sentence from supporting details.



## Access

### Entering/Emerging

Ask yes/no questions and provide heavy support to help students complete the essay map.

### Transitioning/Expanding

Ask short-answer questions and provide moderate support to help students complete the essay map.

### Bridging

Ask open-ended questions and provide light support to help students complete the essay map.

|                                                                                                                                                                                    |                                                                                                                                                                                                                                                                         |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Body Paragraph Two</b>                                                                                                                                                          | <b>Main idea/topic sentence:</b><br><i>Esperanza got her name from her great-grandmother.</i>                                                                                                                                                                           |
|                                                                                                                                                                                    | <b>Supporting facts, definitions, or details:</b> <ul style="list-style-type: none"> <li>• <i>She was wild.</i></li> <li>• <i>She did not want to get married.</i></li> <li>• <i>Esperanza thinks she was sad and does not want to be like her.</i></li> </ul>          |
| <b>(Optional) Body Paragraph Three</b>                                                                                                                                             | <b>Main idea/topic sentence:</b><br><i>Esperanza's final thoughts on her name</i>                                                                                                                                                                                       |
|                                                                                                                                                                                    | <b>Supporting facts, definitions, or details:</b> <ul style="list-style-type: none"> <li>• <i>In English her name sounds different than it does in Spanish.</i></li> <li>• <i>She wants a new name.</i></li> <li>• <i>She wants to be called ZeZe the X.</i></li> </ul> |
| <b>Conclusion</b>                                                                                                                                                                  | <b>Final thoughts about the topic:</b><br><i>Esperanza thinks if she changes her name, maybe her life will also change.</i>                                                                                                                                             |
| <b>If you are reading a summary, note where it uses the following things. If you are planning a summary, write down an example of each thing that you might add to your draft.</b> |                                                                                                                                                                                                                                                                         |
| <b>Specific vocabulary:</b>                                                                                                                                                        | <i>baptize</i>                                                                                                                                                                                                                                                          |
| <b>Linking words:</b>                                                                                                                                                              | <i>also</i>                                                                                                                                                                                                                                                             |
| <b>Quotation from the text:</b>                                                                                                                                                    | <i>"I have inherited her name, but I don't want to inherit her place by the window" (7).</i>                                                                                                                                                                            |
| <b>Source:</b>                                                                                                                                                                     | <i>"My Name," Vignette 2 of Writer's Journal: Contemporary Fiction (2015).</i>                                                                                                                                                                                          |

## INTRODUCE THE PROMPT (7 MIN.)

- Tell students that in the next Writing Studio lesson, they will start working on their own summaries.
- Display the Summary Writing Prompt and read it aloud, repeating as necessary.

## ➤ Summary Writing Prompt

Although we read for many purposes, one important purpose is to understand or gain information about things. Sometimes we will need to share that information with someone else who may not have read the same text we read. That means that we will need to summarize the text, or describe its topic, main ideas, and most important points.

Imagine that you want to describe to another person what you have been studying in *The House on Mango Street*. Write a summary of Vignette 1 from *Writer's Journal: Contemporary Fiction*. Your summary should:

- help explain the vignette's theme and include key details to help others understand that theme
- use linking words to connect ideas
- use specific vocabulary
- include at least one quotation from the text



### Check for Understanding

Ask students to explain the prompt in their own words.

## WRAP-UP (3 MIN.)

- Ask students to turn and talk with a partner about when they might want to read a summary. Students should give a reason or reasons for their choice.
- If time permits, ask student volunteers to share their ideas.
- Tell students that in the next Writing Studio lesson, they will begin gathering information to use in their summaries.

End Lesson



# 2

# Developing Informative Writing

---

## PRIMARY FOCUS OF LESSON

Students gather information from the text to be summarized. [W.4.7, W.4.8]

---

## FORMATIVE ASSESSMENT

Activity Page 2.1

**Gathering Information** Students gather information from the text to be summarized. [W.4.7, W.4.8]

## LESSON AT A GLANCE

|                                                 | Grouping    | Time    | Materials                                                                                                            |
|-------------------------------------------------|-------------|---------|----------------------------------------------------------------------------------------------------------------------|
| <b>Developing Informative Writing (30 min.)</b> |             |         |                                                                                                                      |
| Connections: Review the Prompt                  | Whole Group | 5 min.  | <input type="checkbox"/> Summary Writing Prompt                                                                      |
| Modeling: Researching the Text                  | Whole Group | 5 min.  | <input type="checkbox"/> Activity Page 2.1<br><input type="checkbox"/> <i>Writer's Journal: Contemporary Fiction</i> |
| Researching the Text                            | Independent | 15 min. | <input type="checkbox"/> Activity Page 2.1<br><input type="checkbox"/> <i>Writer's Journal: Contemporary Fiction</i> |
| Wrap-Up                                         | Partner     | 5 min.  |                                                                                                                      |

## ADVANCE PREPARATION

- Prepare to display the Summary Writing Prompt, which was introduced in the previous lesson.
- Ensure that each student has a *Writer's Journal* from Unit 6, *Contemporary Fiction*.
- Prepare to display Activity Page 2.1, which is available in Teacher Resources, and to distribute a copy to each student. This activity allows options for differentiation, as you may not wish to have each student complete each section of the Activity Page. Determine in advance which sections you would like students to complete.
- Prepare to arrange students in pairs for the Wrap-Up activity.

### Universal Access

- In a preteaching session, have students reread *Writer's Journal: Contemporary Fiction*, Vignette 1, "The House on Mango Street."
- Prepare sentence frames and starters to guide students in completing Activity Page 2.1.

## Lesson 2

# Developing Informative Writing



**Primary Focus:** Students gather information from the text to be summarized. [W.4.7, W.4.8]

## CONNECTIONS: REVIEW THE PROMPT (5 MIN.)

- Ask students to name the kind of writing they will work on in this unit.
  - » summary, a kind of informative writing
- Ask students to name a time when it would be useful to summarize something.
  - » Answers may vary but could include that summaries are useful for explaining things to someone who did not read, see, or experience them. Students might summarize a baseball game for someone who did not watch it. They might also summarize the contents of a book or movie for someone who has not read or watched those things.
- Display the Summary Writing Prompt, which was introduced in the previous lesson.

### ► Summary Writing Prompt

- Ask students to explain the prompt to a peer.



### Check for Understanding

Ask a volunteer to explain the prompt in his or her own words.

## MODELING: RESEARCHING THE TEXT (5 MIN.)

- Distribute Activity Page 2.1 to students and ensure that they have their *Writer's Journal* from Unit 6, *Contemporary Fiction*.
- Review the Activity Page and model completing the first row. You may use the example offered in the previous lesson for “My Name,” which appears in Teacher Resources.

### Activity Page 2.1



- Offer additional modeling as needed to ensure that students understand how to complete the Activity Page.

### RESEARCHING THE TEXT (15 MIN.)

- Tell students that they should consult the *Writer’s Journal*, Vignette 1, in order to complete the chart on Activity Page 2.1.
- Explain that students will also have time to work on this Activity Page in the following lesson, so it is okay if they do not finish it in this lesson.
- Circulate as students work and conduct brief over-the-shoulder conferences, offering input as needed.
- Although student answers may vary, a sample completed Activity Page 2.1 for “The House on Mango Street” appears in Lesson 3.

### WRAP-UP (5 MIN.)

- Ask students to speak with a partner. Each student in the pair should share one row of his or her Activity Page and explain how he or she summarized the information from the text.
- Tell students that in the next lesson they will use additional resources to add to their information on the vignette.

**Note:** Students will continue working on Activity Page 2.1 in the next lesson. You may wish to collect their work in progress, review it, and offer feedback prior to the next lesson.

~~~~~  
End Lesson
~~~~~

### Challenge

Ask students to add quotations that represent each main idea from the text they are summarizing; ensure that they provide a page number citation for each quotation.

### Support

Model how to complete an additional row of the Activity Page, filling in all items. Offer additional support as needed to help students complete the Activity Page.



### Access

#### Entering/Emerging

Use yes/no questions, such as “Is the main idea of this paragraph that Esperanza’s family has moved a lot?” to guide students in completing the Activity Page.

#### Transitioning/Expanding

Use sentence frames and starters, such as “Esperanza’s house is different than she expected because \_\_\_\_\_.” to guide students in completing the Activity Page.

#### Bridging

Allow students to discuss the text in pairs as they complete the Activity Page.

# 3

# Developing Informative Writing

---

## PRIMARY FOCUS OF LESSON

Students gather information from the text to be summarized. [W.4.7, W.4.8]

---

## FORMATIVE ASSESSMENT

Activity Page 2.1

**Gathering Information** Students gather information from the text to be summarized. [W.4.7, W.4.8]

## LESSON AT A GLANCE

|                                                 | Grouping    | Time    | Materials                                                                                                            |
|-------------------------------------------------|-------------|---------|----------------------------------------------------------------------------------------------------------------------|
| <b>Developing Informative Writing (30 min.)</b> |             |         |                                                                                                                      |
| Connections: Review the Activity Page           | Whole Group | 5 min.  | <input type="checkbox"/> Activity Page 2.1                                                                           |
| Researching the Text                            | Independent | 20 min. | <input type="checkbox"/> Activity Page 2.1<br><input type="checkbox"/> <i>Writer's Journal: Contemporary Fiction</i> |
| Wrap-Up                                         | Partner     | 5 min.  |                                                                                                                      |

## ADVANCE PREPARATION

- Ensure that each student has Activity Page 2.1, which was started in the previous lesson.
- If you reviewed Activity Page 2.1 after the previous lesson, prepare to offer differentiation or feedback based on your observations of student work in progress.
- Prepare to arrange students in pairs for the Wrap-Up activity. These partners should not be the same as the ones used in the previous lesson.

### Universal Access

- In a preteaching session, have students reread *Contemporary Fiction*, Vignette 1, "The House on Mango Street."
- Prepare sentence frames and starters to guide students in completing Activity Page 2.1.

## Lesson 3

# Developing Informative Writing



**Primary Focus:** Students gather information from the text to be summarized. [W.4.7, W.4.8]

## CONNECTIONS: REVIEW THE ACTIVITY PAGE (5 MIN.)

- Ask students to explain the writing they are doing in this unit.
  - » Students are summarizing Vignette 1 (“The House on Mango Street”) of *Writer’s Journal* from Unit 6, *Contemporary Fiction*.
- Ask students to name what type of writing a summary is.
  - » informative
- Ask students to name the purpose of a summary.
  - » It explains information. A summary of a story or vignette explains the main idea and themes. It may also explain some of the supporting information in the story.

## RESEARCHING THE TEXT (20 MIN.)

- Distribute Activity Page 2.1 to students and ensure that they have their *Writer’s Journal* from Unit 6, *Contemporary Fiction*.

### Activity Page 2.1



### Check for Understanding

Ask a student to share a row from Activity Page 2.1 that he or she completed in the previous class.

- Tell students that they should consult the *Writer’s Journal*, Vignette 1, in order to complete the chart on Activity Page 2.1. If students need additional support to review this work, you may wish to model an example to by completing an additional row of the Activity Page. Alternatively, you may review the example you modeled in the previous lesson.

- Circulate as students work and conduct brief over-the-shoulder conferences, offering input as needed.
- Although student answers may vary, a sample completed Activity Page 2.1 follows.

## Researching the Text

Use information from your *Writer’s Journal: Contemporary Fiction*, Vignette 1 (“The House on Mango Street”) to complete the chart.

| Paragraph number | Main idea of the paragraph                                                         | Information that supports this idea                                                                                                                                                   | Quotation and page number                                                                                                                                                |
|------------------|------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1                | <i>Esperanza’s family moves often.</i>                                             | <i>She names the places they have lived: Mango Street, Loomis, Keeler, Paulina.</i>                                                                                                   | <i>“But what I remember most is moving a lot” (3).</i>                                                                                                                   |
| 2                | <i>Esperanza’s family owns the house on Mango Street.</i>                          | <i>They do not pay rent or have a landlord.</i>                                                                                                                                       | <i>“The house on Mango Street is ours” (3).</i>                                                                                                                          |
| 3                | <i>Their old home was not in good shape.</i>                                       | <i>It had broken pipes, and they couldn’t use the bathroom.</i>                                                                                                                       | <i>“We had to leave fast” (3).</i>                                                                                                                                       |
| 4                | <i>Esperanza’s family used to dream of having a wonderful house of their own.</i>  | <i>Their dream house would have more than one bathroom with working pipes, a big yard, and fancy stairs.</i>                                                                          | <i>“This was the house Papa talked about when he held a lottery ticket and this was the house Mama dreamed up in the stories she told us before we went to bed” (4).</i> |
| 5                | <i>The house on Mango Street is not their dream house.</i>                         | <i>It is small with small windows. Parts of it are broken: crumbling bricks, swollen front door. The yard is small. It has ordinary stairs and only one bathroom and one bedroom.</i> | <i>“But the house on Mango Street is not the way they told it at all” (4).</i>                                                                                           |
| 6-10             | <i>Esperanza remembers a nun from her school talking about the home on Loomis.</i> | <i>It had peeling paint and wooden bars. The nun seemed surprised that Esperanza lived there.</i>                                                                                     | <i>“The way she said it made me feel like nothing” (5).</i>                                                                                                              |
| 11               | <i>Esperanza wants a real house.</i>                                               | <i>She wants a house she can be proud of and point out to other people.</i>                                                                                                           | <i>“The house on Mango Street isn’t it” (5).</i>                                                                                                                         |

## Challenge

Ask students to add quotations that represent each main idea from the text they are summarizing; ensure that they provide a page number citation for each quotation.

## Support

Model how to complete an additional row of the Activity Page, filling in all items. Offer additional support as needed to help students complete the Activity Page.



## Access

### Entering/Emerging

Use yes/no questions, such as “Is the main idea of this paragraph that Esperanza’s family has moved a lot?” to guide students in completing the Activity Page.

### Transitioning/Expanding

Use sentence frames and starters, such as “Esperanza’s house is different than she expected because \_\_\_\_\_.” to guide students in completing the Activity Page.

### Bridging

Allow students to discuss the text in pairs as they complete the Activity Page.



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**WRAP-UP (5 MIN.)**

- Ask students to speak with a partner. Each student in the pair should share one row of his or her Activity Page and explain how he or she summarized the information from the text.
- Tell students that in the next lesson they will use the completed Activity Page 2.1 to plan their summaries of Vignette 1, “The House on Mango Street.”

~~~~~End Lesson~~~~~

Developing Informative Writing

PRIMARY FOCUS OF LESSON

Students plan summaries of “The House on Mango Street,” Vignette 1 of *Writer’s Journal: Contemporary Fiction*. [W.4.5]

FORMATIVE ASSESSMENT

Activity Page 4.1

Blank Summary Map Students plan summaries of “The House on Mango Street,” Vignette 1 of *Writer’s Journal: Contemporary Fiction*. [W.4.5]

LESSON AT A GLANCE

| | Grouping | Time | Materials |
|---|-------------|---------|--|
| Developing Informative Writing (30 min.) | | | |
| Connections: Summaries | Whole Group | 5 min. | <input type="checkbox"/> Summary Writing Prompt
<input type="checkbox"/> Activity Page 2.1 |
| Planning An Essay | Independent | 20 min. | <input type="checkbox"/> Activity Page 2.1
<input type="checkbox"/> Activity Page 4.1
<input type="checkbox"/> <i>Writer's Journal: Contemporary Fiction</i> |
| Wrap-Up | Partner | 5 min. | <input type="checkbox"/> Activity Page 4.1 |

ADVANCE PREPARATION

- Make sure students have the Summary Writing Prompt and Activity Page 2.1, which they completed in the previous lesson.
- Prepare to arrange students into pairs.
- Prepare to distribute copies of Activity Page 4.1, Blank Summary Map, available in Teacher Resources, to each student.

Universal Access

- Prepare an example to model how students might incorporate a quotation collected in research to complete an element on the essay map.
- Prepare an example to model how students may develop a paragraph's main idea from the material on their research.

Lesson 4

Developing Informative Writing



Primary Focus: Students plan summaries of “The House on Mango Street,” Vignette 1 of *Writer’s Journal: Contemporary Fiction*. **[W.4.5]**

CONNECTIONS: SUMMARIES (5 MIN.)

- Ensure that students have the Summary Writing Prompt and Activity Page 2.1, which they completed in the previous lesson.
- Remind students that in the previous lesson, they gathered information on the vignette they are summarizing.
- Ask students to reread the Summary Writing Prompt silently.



Check for Understanding

Ask students to explain the purpose of the essay they are planning, based on the information in the writing prompt.

- » Students are summarizing Vignette 1, “The House on Mango Street,” of the *Writer’s Journal: Contemporary Fiction*.

- Ask students to turn and talk with a peer about the most important idea in the vignette.
- If time permits, you may allow a few volunteers to share their thoughts with the class.

PLANNING AN ESSAY (20 MIN.)

- Distribute Activity Page 4.1, which each student will use to plan his or her essay.
- Review the components on Activity Page 4.1, ensuring that students understand what each one represents.

Activity Page 4.1



- Make sure students have Activity Page 2.1, which they completed in previous lessons.
- Have students plan their essays following the model illustrated. Suggested times for students to spend on each section follow; however, you may allocate the time as best suits your students' needs. If students are not writing three body paragraphs, you may redistribute the time allotted to that paragraph.
 - Title and topic: 3 min.
 - Body Paragraph One: 4 min.
 - Body Paragraph Two: 4 min.
 - Body Paragraph Three: 4 min.
 - Conclusion: 2 min.
 - Final questions: 3 min.
- As students work, circulate and provide support as needed. For reference, a sample completed essay map follows.

| | |
|--|--|
| Title of summary: | <i>Summary of "The House on Mango Street"</i> |
| Title of work being summarized: | <i>"The House on Mango Street," a vignette from The House on Mango Street</i> |
| Topic of work being summarized: | <i>Esperanza thinks about her family's current home and some of the other places they have lived.</i> |
| Body Paragraph One | Main idea/topic sentence:
<i>Esperanza's family has a new house on Mango Street.</i> |
| | Supporting facts, definitions, or details: <ul style="list-style-type: none"> • <i>Their old home was not very good.</i> • <i>They move a lot.</i> • <i>They came to the house on Mango Street.</i> |
| Body Paragraph Two | Main idea/topic sentence:
<i>Esperanza always believed that when her family got their own house, it would be wonderful.</i> |
| | Supporting facts, definitions, or details: <ul style="list-style-type: none"> • <i>The family used to dream about their own house.</i> • <i>It was very special and lovely—a yard, special stairs, more than one bathroom.</i> • <i>The house on Mango Street is crumbling and small. It is not what they hoped for.</i> |

| | |
|--|--|
| (Optional) Body Paragraph Three | Main idea/topic sentence:
<i>Esperanza remembers being embarrassed about where her family lived.</i> |
| | Supporting facts, definitions, or details: <ul style="list-style-type: none"> • <i>A nun from her school seemed surprised at Esperanza's home.</i> • <i>It had peeling paint and wooden bars.</i> • <i>Esperanza wants to live somewhere she can proudly show to others.</i> |
| Conclusion | Final thoughts about the topic:
<i>Esperanza hopes someday to have a different home.</i> |
| If you are reading a summary, note where it uses the following things. If you are planning a summary, write down an example of each thing that you might add to your draft. | |
| Specific vocabulary: | <i>crumbling</i> |
| Linking words: | <i>also, because</i> |
| Quotation from the text: | <i>"But the house on Mango Street is not the way they told it at all" (4).</i> |
| Source: | <i>"The House on Mango Street," Vignette 1 of Writer's Journal: Contemporary Fiction (2015).</i> |

WRAP-UP (5 MIN.)

- Have each student summarize his or her essay map for a partner.
- If time permits, have students ask one question they have about their partner's plan.
- Tell students that in the next lesson, they will start drafting their essays.

End Lesson

Challenge

Ask students to include more than one quotation from the text in their essay map.

Support

Model how to use information gathered in research to complete a section of the essay map on Activity Page 4.1.



Access

Entering/Emerging

Model developing topic sentences from the information researched and offer heavy support as students complete the essay map.

Transitioning/Expanding

Model developing topic sentences from the information researched and offer moderate support as students complete the essay map.

Bridging

Model developing topic sentences from the information researched and offer light support as students complete the essay map.

5

Developing Informative Writing

PRIMARY FOCUS OF LESSON

Students draft introductions to their summaries. [W.4.2, W.4.2a, W.4.9, W.4.9a]

FORMATIVE ASSESSMENT

Activity Page 5.1

Blank Drafting Paper Students draft introductions to their summaries.
[W.4.2, W.4.2a, W.4.9, W.4.9a]

LESSON AT A GLANCE

| | Grouping | Time | Materials |
|---|-------------|---------|--|
| Developing Informative Writing (30 min.) | | | |
| Connections: Introductions | Whole Group | 5 min. | |
| Drafting Introductions | Independent | 22 min. | <input type="checkbox"/> Activity Page 5.1
<input type="checkbox"/> Activity Page 4.1
<input type="checkbox"/> Activity Page 2.1
<input type="checkbox"/> <i>Writer's Journal: Contemporary Fiction</i> |
| Wrap-Up | Partner | 3 min. | <input type="checkbox"/> Activity Page 5.1 |

ADVANCE PREPARATION

- Ensure that each student has the Summary Writing Prompt and Activity Pages 4.1 and 2.1, which they will use to draft their summaries and which were completed in previous lessons.
- Ensure that each student has a *Writer's Journal* from Unit 6, *Contemporary Fiction*.
- Prepare to distribute Activity Page 5.1 (Blank Drafting Paper, available as a Blackline Master in Teacher Resources). Alternatively, you may have students compose on word processors if you would prefer. Students will practice their keyboarding skills when they create a clean, final copy of their summaries in Lesson 8. However, you may wish to allow them to draft on keyboards as well for additional practice and preparation (optional).

Universal Access

- Prepare sample summary introductions and review these with students, highlighting features of an effective introduction.

Lesson 5

Developing Informative Writing



Primary Focus: Students draft introductions to their summaries.
[W.4.2, W.4.2a, W.4.9, W.4.9a]

CONNECTIONS: INTRODUCTIONS (5 MIN.)

- Tell students that in this lesson they will start drafting their summaries. They will start by writing the introduction. To do that well, it is important to think about what sort of context, or background information, readers need to understand the information in the summary.
- Ask students to explain why it is important to have background information when learning about something.
 - » Answers may vary, but they should reflect an understanding that background knowledge helps readers understand the importance of what they are learning or the events that helped parts of history happen.
- Ask students to think about what kind of background information a reader might want in a summary of a story or vignette.
 - » Answers may vary but could include that they would want to know who the story is about, where it takes place, or what book it is from.
- Tell students that they will spend this lesson writing introductions to their summaries of Vignette 1, “The House on Mango Street.” In their introductions, they might want to explain who Esperanza is, for example.

DRAFTING INTRODUCTIONS (22 MIN.)

- Distribute Activity Page 5.1, which each student will use to record his or her essay draft.
- Ensure that each student has Activity Pages 4.1 and 2.1, which they will use to draft their summaries. They should also have the *Writer’s Journal: Contemporary Fiction*, which they may consult as they draft.

Activity Page 5.1



- Direct students through drafting the following components of their essays. Suggested times follow, but you may customize these according to your class's needs.
 - Title and topic: 6 min.
 - Identifying key background information about the vignette: 6 min.
 - Drafting introduction from key background: 10 min.

A sample essay appears in Lesson 7.

WRAP-UP (3 MIN.)

- Have students describe their introductions to a partner.



Check for Understanding

Ask a volunteer or two to share their introduction's main idea.

- Tell students that in the next lesson they will begin drafting their summaries' body paragraphs.

End Lesson

Challenge

Ask students to add a quotation to their introduction.

Support

Ask students to explain what information a reader would need in order to understand Vignette 1.



Access

Entering/Emerging

Ask students to orally describe the main idea of Vignette 1, then provide heavy support as they develop those ideas into their introductions.

Transitioning/Expanding

Ask students to orally describe the main idea of Vignette 1, then provide moderate support as they develop those ideas into their introductions.

Bridging

Ask students to orally describe the main idea of Vignette 1, then provide light support as they develop those ideas into their introductions.

6

Developing Informative Writing

PRIMARY FOCUS OF LESSON

Students draft body paragraphs of their summaries, using specific vocabulary and linking words. [W.4.2, W.4.2b, W.4.2c, W.4.2d, W.4.9, W.4.9a]

FORMATIVE ASSESSMENT

Activity Page 5.1

Blank Drafting Paper Students draft body paragraphs of their summaries, using specific vocabulary and linking words.

[W.4.2, W.4.2b, W.4.2c, W.4.2d, W.4.9, W.4.9a]

LESSON AT A GLANCE

| | Grouping | Time | Materials |
|---|-------------|---------|--|
| Developing Informative Writing (30 min.) | | | |
| Connections: Body Paragraphs | Whole Group | 5 min. | |
| Drafting Body Paragraphs | Independent | 19 min. | <input type="checkbox"/> Activity Page 5.1
<input type="checkbox"/> Activity Page 4.1
<input type="checkbox"/> Activity Page 2.1
<input type="checkbox"/> <i>Writer's Journal: Contemporary Fiction</i> |
| Wrap-Up | Partner | 6 min. | <input type="checkbox"/> Activity Page 5.1 |

ADVANCE PREPARATION

- Ensure that each student has the Summary Writing Prompt and Activity Pages 4.1 and 2.1, which they will use to draft their summaries and which were completed in previous lessons.
- Students should also have Activity Page 5.1, on which they began drafting their summaries in the previous lesson, and the *Writer's Journal* from Unit 6, *Contemporary Fiction*.

Universal Access

- Prepare sample body paragraphs and review these with students, highlighting the main idea and supporting details.
- Provide a list of linking words and review with students.
- Reteach vocabulary words from Unit 6, *Contemporary Fiction*.
- Prepare sentence starters to help students transform the main idea and supporting information from their essay maps into complete sentences for their drafts.

Lesson 6

Developing Informative Writing



Primary Focus: Students draft body paragraphs of their summaries, using specific vocabulary and linking words. [W.4.2, W.4.2b, W.4.2c, W.4.2d, W.4.9, W.4.9a]

CONNECTIONS: BODY PARAGRAPHS (5 MIN.)

- Tell students that in this lesson they will draft the body paragraphs of their summaries.
- Ask students to explain what components a good body paragraph includes.
 - » Answers may vary, but they should include a main idea or topic sentence and supporting details.
- Tell students to consult their essay map for additional items that their summary draft should include.
 - » Their draft should include linking words, specific vocabulary, and a quotation from the text being summarized.
- Tell students that they do not have to include all these things in this lesson, but they should do their best to include the things they can. They may work on including a quotation in the next lesson if they run out of time during this lesson.

Support

Allow students to consult the vocabulary lists and glossary in the *Writer's Journal: Contemporary Fiction*.



Check for Understanding

Ask students to name some linking words and specific vocabulary they might include in their summaries.

DRAFTING BODY PARAGRAPHS (19 MIN.)

- Ensure that students have Activity Page 5.1, on which they began drafting their essays in the previous lesson.

- Ensure that each student has Activity Pages 4.1 and 2.1, which they will use to draft their summaries.
- Direct students through drafting the following components of their essays. Suggested times follow, but you may customize these according to your class's needs.
 - Body Paragraph One: 7 min.
 - Body Paragraph Two: 6 min.
 - Body Paragraph Three: 6 min.

A sample essay appears in Lesson 7.

WRAP-UP (6 MIN.)

- Have students describe the main idea of one body paragraph to a partner.
- Have students name a linking word and a specific vocabulary word they use in their essay drafts.
- Tell students that in the next lesson they will draft their summaries' conclusions.

End Lesson

Challenge

Ask students to include more than one vocabulary word in their summaries.



Access

Entering/Emerging

Use sentence starters and provide heavy support to help students present a main idea and supporting information in their body paragraphs.

Transitioning/Expanding

Use sentence starters and provide moderate support to help students present a main idea and supporting information in their body paragraphs.

Bridging

Use sentence starters and provide light support to help students present a main idea and supporting information in their body paragraphs.

7

Developing Informative Writing

PRIMARY FOCUS OF LESSON

Students draft conclusions to their summaries.

[W.4.2, W.4.2b, W.4.2e, W.4.9, W.4.9a]

FORMATIVE ASSESSMENT

Activity Page 5.1

Blank Drafting Paper Students draft conclusions to their summaries.

[W.4.2, W.4.2b, W.4.2e, W.4.9, W.4.9a]

LESSON AT A GLANCE

| | Grouping | Time | Materials |
|---|-------------|---------|--|
| Developing Informative Writing (30 min.) | | | |
| Connections: Conclusions | Whole Group | 5 min. | |
| Drafting Conclusions | Independent | 22 min. | <input type="checkbox"/> Activity Page 5.1
<input type="checkbox"/> Activity Page 4.1
<input type="checkbox"/> Activity Page 2.1
<input type="checkbox"/> <i>Writer's Journal: Contemporary Fiction</i> |
| Wrap-Up | Partner | 3 min. | <input type="checkbox"/> Activity Page 5.1 |

ADVANCE PREPARATION

- Ensure that each student has the Summary Writing Prompt and Activity Pages 4.1 and 2.1, which they will use to draft their summaries and which were completed in previous lessons.
- Students should also have Activity Page 5.1, on which they began drafting their summaries in the previous lesson, and their *Writer's Journal: Contemporary Fiction*, which they may consult as they draft.

Universal Access

- Review the proper preparation of a source list.
- Prepare sentence starters to help students identify the final thought to include in their summaries' conclusions.

Lesson 7

Developing Informative Writing



Primary Focus: Students draft conclusions to their summaries.

[W.4.2, W.4.2b, W.4.2e, W.4.9, W.4.9a]

CONNECTIONS: CONCLUSIONS (5 MIN.)

- Tell students that in this lesson they will draft the conclusions of their summaries. They will also add a source list and, if they have not already done so, a quotation from the text they are summarizing.
- Ask students to review what a good conclusion includes.
 - » Answers may vary, but they should include that a good conclusion reviews the ideas of the essay and includes a final thought for readers.
- Ask students how a quotation can help make an essay stronger.
 - » Answers may vary, but they could include that quotations help readers understand the work being summarized by presenting part of it in its author's own words. They may also help readers see that you have summarized correctly.



Check for Understanding

Ask students to explain why it is important to include a source list for the work you are summarizing.

- » A source list helps readers know where to find the work. It is also important to provide a source for any quotations. This is part of showing your work in writing, because it lets readers see where the quotations came from. It also tells them where they can learn more about your subject.

Support

Review the proper punctuation for a quotation.

DRAFTING CONCLUSIONS (22 MIN.)

- Ensure that students have Activity Page 5.1, on which they began drafting their essays in the previous lesson.

- Ensure that each student has Activity Pages 4.1 and 2.1, which they will use to draft their summaries' conclusions.
- Direct students through drafting the following components of their essays. Suggested times follow, but you may customize these according to your class's needs.
 - Conclusion: 9 min.
 - Incorporating a quotation: 9 min.
 - Listing a source: 4 min.
- If students finish drafting with time remaining, they may read over their draft to check that it includes all the elements from the essay map. They may also edit or proofread it, noting any changes they would like to make when they prepare the final copy.

Although student responses may vary, a sample essay follows.

Summary of “The House on Mango Street”

“The House on Mango Street,” a vignette from *The House on Mango Street*, is about a girl named Esperanza. In this vignette, she thinks about her family’s current home and some of the other places they have lived. She also thinks about the kind of house she would like to have some day.

At the start of the vignette, Esperanza’s family has moved to a new house. They move a lot. Their new house is on Mango Street. Their old home was not very good, because it had broken pipes, and the family had to use the neighbor’s bathroom. Esperanza’s family “had to leave fast” from that house (3).

Esperanza always believed that when her family got their own house, it would be wonderful. The family used to dream about their own house, especially when her father played the lottery or her mother would tell them stories about it at bedtime. They thought it would have a nice yard and more than one bathroom. But the house on Mango Street is crumbling and small. Esperanza says it “is not the way they told it at all” (4). It is not the kind of house they dreamed about.

Challenge

Ask students to include more than one quotation in their drafts.



Access

Entering/Emerging

Use sentence starters, such as “The final thought of my summary should be ____.” and provide heavy support to help students draft their conclusions.

Transitioning/Expanding

Use sentence starters and provide moderate support to help students draft their conclusions.

Bridging

Use sentence starters and provide light support to help students draft their conclusions.

Esperanza remembers how once she felt very embarrassed about where her family lived. This was in her old home, which had peeling paint. It also had wooden bars on the windows. When a nun from Esperanza’s school saw the home, she seemed surprised that Esperanza’s family could live there. She asked if it was really where Esperanza lived, and Esperanza said, “the way she said it made me feel like nothing” (5). That made Esperanza want to live somewhere she can proudly show to others.

After thinking about many of the places she has lived, Esperanza hopes someday to have a different home. Her parents have told her they will not stay on Mango Street forever and that they will move someday. However, Esperanza does not seem too sure this will happen.

Source: “The House on Mango Street,” Vignette 1 of *Writer’s Journal: Contemporary Fiction* (2015).

WRAP-UP (3 MIN.)

- Have students turn and talk with a partner to share the quotation they used in their essay drafts.
- Tell students that in the next lesson they will create a final, clean copy of their summaries.

End Lesson

Developing Informative Writing

PRIMARY FOCUS OF LESSON

Students use keyboarding techniques to produce a final, publishable copy of their summaries. **[W.4.6]**

FORMATIVE ASSESSMENT

Final Summary

Polishing Students use keyboarding techniques to produce a final, publishable copy of their summaries. **[W.4.6]**

LESSON AT A GLANCE

| | Grouping | Time | Materials |
|---|-------------|---------|---|
| Developing Informative Writing (30 min.) | | | |
| Connections: Polishing and Publishing Your Work | Whole Group | 5 min. | |
| Creating a Final, Polished Copy | Independent | 22 min. | <input type="checkbox"/> Keyboard, Word Processor, Summary Drafts (Activity Page 5.1) |
| Wrap-Up | Partner | 3 min. | |

ADVANCE PREPARATION

- Assemble the necessary devices for students to type final, polished versions of their summaries. If necessary, reserve time in the school computer lab. Alternatively, if technology is not available, you may adapt this lesson to have students rewrite clean copies of their summaries.
- Ensure that students have the drafts of their summaries, which they completed in the previous lesson.

Universal Access

- Preteach the basics of keyboarding, providing scaffolding as needed for students who require additional support.

Lesson 8

Developing Informative Writing



Primary Focus: Students use keyboarding techniques to produce a final, publishable copy of their summaries. [W.4.6]

CONNECTIONS: POLISHING AND PUBLISHING YOUR WORK (5 MIN.)

- Ask students to review the various parts of the writing process they have worked on during the summary assignment.
 - » Answers may vary but could include quoting, paraphrasing, planning, drafting, including linking words or specific details, etc.
- Ask students to name a part of the process they have not yet worked on.
 - » Students should recognize that they have not published or created clean copies of their work. They may also say that they have not done revision or editing; you may wish to devote additional time to include these steps if desired.
- Use the drafts and final versions of writing to lead a discussion on what is required in publishing, or creating a final copy of writing.
- Tell students that in this lesson they will prepare a final, polished copy of their work. If you are going to publish or display their work in some way, you may wish to explain that process at this time, noting how this underscores the need for a clean copy.



Check for Understanding

Ask a student volunteer to explain why it is important to create a clean copy of your final draft.

Support

Conduct brief one-on-one conferences with students to offer support and input on their keyboarding skills.

Challenge

If students complete their keyboarding with time remaining, ask them to write 1-2 sentences explaining what kind of reader would be most interested in a summary and how that reader might use it.



Access

Entering/Emerging

Conference with students after they have typed a paragraph, offering heavy support and input on their progress.

Transitioning/Expanding

Conference with students after they have typed 1-2 paragraphs, offering moderate support and input on their progress.

Bridging

Conference with students after they have typed 1-2 paragraphs, offering light support and input on their progress.

CREATING A FINAL, POLISHED COPY (22 MIN.)

- Ensure that each student has his or her summary draft, which was completed in previous lessons.
- Ensure that each student has access to the appropriate device or technology. Review any guidelines for using this equipment.
- Guide students in typing their final summaries, providing support as needed.
- Circulate as students work, offering feedback on their work.

WRAP-UP (3 MIN.)

- Ask students to turn and talk with a partner about which they like better: writing by hand or typing on a keyboard. Students should give a reason for their choice.
- Ask students to consider how keyboarding might be similar to Gutenberg's use of the printing press.
- If time permits, have a few volunteers share their opinion and reason with the class. You may wish to use this to comment on why it is important to be able both to write longhand and to type on a keyboard.
- You may wish to collect student work and evaluate using the *Fourth Grade Writing Rubric: Informative/Explanatory Writing*, available in Teacher Resources.
- Tell students that in the later Writing Studio lessons they will continue developing their writing skills.

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End Lesson  
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Writing Studio 6

Developing Opinion Writing



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DEVELOPING OPINION WRITING

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- Reviewing the Prompt
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- Connections: Loyalists and Patriots
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Developing Opinion Writing

PRIMARY FOCUS OF LESSON

Students compose opinion paragraphs about whether or not they would have participated in the Boston Tea Party. **[W.4.1]**

FORMATIVE ASSESSMENT

Activity Page 1.1

Blank Drafting Paper Students compose opinion paragraphs about whether or not they would have participated in the Boston Tea Party. **[W.4.1]**

LESSON AT A GLANCE

| | Grouping | Time | Materials |
|---|-------------|---------|---|
| Developing Opinion Writing (30 min.) | | | |
| Connections: Elements of an Opinion | Whole Group | 5 min. | |
| Reviewing the Prompt | Whole Group | 3 min. | <input type="checkbox"/> Opinion Writing Prompt |
| Writing Opinions | Independent | 18 min. | <input type="checkbox"/> Activity Page 1.1
<input type="checkbox"/> Student Readers <i>American Revolution: The Road to Independence</i> |
| Wrap-Up | Partner | 4 min. | |

ADVANCE PREPARATION

- This lesson draws on content from Unit 7, *American Revolution*. Please consult the pacing guide to ensure that students have completed the appropriate lessons in that unit before starting this lesson. If students need review on content they have learned about in Unit 7, you may direct them to review the relevant passage from their Student Readers.
- Prepare to distribute Activity Page 1.1, Blank Drafting Paper, available in Teacher Resources, to each student.

Universal Access

- Allow students to review the information they collected in Unit 7, *American Revolution*, Activity Page 3.1 and use that information to help them consider whether or not they would have participated in the Boston Tea Party.

Lesson 1

Developing Opinion Writing



Primary Focus: Students compose opinion paragraphs about whether or not they would have participated in the Boston Tea Party. **[W.4.1]**

CONNECTIONS: ELEMENTS OF AN OPINION (5 MIN.)

- Ask students to review the elements of an opinion.
 - » Opinions include a topic, an opinion about something related to that topic, reasons for the opinion, and evidence that supports each reason. Good opinion writing also includes a hook, or introduction that draws readers into the topic, and a conclusion that reminds readers why they should agree with the author's opinion.

Note: If you believe students will need support remembering these elements, you may wish to write them on the board as they generate the list. You may leave this list on the board as students draft their essays.

- Ask students to name some reasons that authors write opinion pieces.
 - » Answers may vary but could include that they want to express their thoughts, preferences, or beliefs or that they want to convince a reader to do or believe something.
- Tell students that for their next opinion writing activity, they will think about the American colonists they have studied and write a paragraph describing whether or not, if they were colonists, they would have participated in the Boston Tea Party.
- Ask students to describe what happened in the Boston Tea Party. You may wish to allow them to consult their Student Readers for support.
 - » Answers may vary, but students have learned that the Boston Tea Party occurred when the Sons of Liberty dumped all the British tea into the harbor to protest the taxes the British government put on the tea. This was a way of protesting the British style of ruling the colonies overall.

REVIEWING THE PROMPT (3 MIN.)

- Display the Opinion Writing Prompt and review it with students. You may wish to explain that although students will go through all the steps of the writing process for later opinion essays, they will write this essay in class.

➤ Opinion Writing Prompt

Consider the action the Sons of Liberty took in the Boston Tea Party. Think about what led them to act in this way and why the British had levied the taxes in the first place. If you were an American colonist, would you have participated in the Boston Tea Party? Why or why not? Make sure to give reasons and evidence for your choice.



Check for Understanding

Ask students to take turns explaining the prompt to a partner. Ask a student to paraphrase the prompt for the class.

Activity Page 1.1



Challenge

Ask students to support their opinions with evidence they gathered from the Student Reader.

Support

If students struggle to identify a position they might have taken during the Boston Tea Party, help them review the Student Reader material on events leading to the Boston Tea Party.

WRITING OPINIONS (18 MIN.)

- Tell students that they will have eighteen minutes to draft their paragraphs.
- Direct students through drafting the following components of their paragraphs. Suggested times follow, but you may customize these according to your class's needs. Alternatively, if your students are ready for a challenge, you may write the suggested times on the board and allow them to pace their own drafting.
 - Title: 3 min.
 - Statement of opinion: 3 min.
 - Reasons and evidence supporting the reasons: 9 min.
 - Conclusion and final thought: 3 min.
- Circulate as students work and conduct brief over-the-shoulder conferences, offering input as needed.

WRAP-UP (4 MIN.)

- Ask students to tell a partner about the position they selected for their essay and why they selected that position.
- Tell students that in the next lesson they will think about how they could develop their opinion writing to convince different people to agree with their opinions.

End Lesson



Access

Entering/Emerging

Ask yes or no questions, such as “Were the taxes on tea unfair?” to help students select a position to take in the Boston Tea Party.

Transitioning/Expanding

Ask short-answer questions, such as “Why did the people of Boston feel they were being treated unfairly?” to help students select a position to take in the Boston Tea Party.

Bridging

Ask open-ended questions, such as “What might have explained the way the people of Boston reacted?” to help students identify causes of the Boston Tea Party.

2

Developing Opinion Writing

PRIMARY FOCUS OF LESSON

Students try different approaches to their opinions by determining which reasons and evidence will best persuade different audiences to participate or not to participate in the Boston Tea Party. **[W.4.5]**

FORMATIVE ASSESSMENT**Activity Page 2.1**

Convince Me! Students try different approaches to their opinions by determining which reasons and evidence will best persuade different audiences to participate or not to participate in the Boston Tea Party. **[W.4.5]**

LESSON AT A GLANCE

| | Grouping | Time | Materials |
|--|-------------|---------|--|
| Developing Opinion Writing (30 min.) | | | |
| Connections: Convince Me! | Whole Group | 8 min. | |
| Modeling: Selecting Reasons for Specific Audiences | Whole Group | 3 min. | <input type="checkbox"/> Activity Page 2.1 |
| Selecting Reasons for Specific Audiences | Independent | 14 min. | <input type="checkbox"/> Activity Page 1.1
<input type="checkbox"/> Activity Page 2.1
<input type="checkbox"/> Student Readers <i>American Revolution: The Road to Independence (optional)</i> |
| Wrap-Up | Whole Group | 5 min. | |

ADVANCE PREPARATION

- Prepare to distribute Activity Page 2.1, which is available in Teacher Resources.
- Ensure that students have Activity Page 1.1, on which they drafted their opinion essays in the previous lesson.

Universal Access

- Prepare sentence frames and starters to guide students in completing Activity Page 2.1.

Lesson 2

Developing Opinion Writing



Primary Focus: Students try different approaches to their opinions by determining which reasons and evidence will best persuade different audiences to participate or not to participate in the Boston Tea Party. **[W.4.5]**

CONNECTIONS: CONVINC ME! (8 MIN.)

- Ask students to work with a partner to discuss the reasons they would use to convince the following people that tea is the best beverage:
 - a teenager who was born in the American colonies
 - a businessman who worked long, hard hours to provide for his family
 - someone who had just arrived in the colonies
- Ask students if they think that each person would be convinced by the same reason.
 - » Students should recognize that different reasons will most likely convince these people of the opinion. If students struggle to distinguish between these audiences, you might guide them to think about the situation each person is in. For example, someone who had just moved from England might be homesick.
- If time permits, you may wish to have volunteers share how they would convince each person that tea is the best beverage.
 - » Answers may vary but could include that someone who had just moved from England would probably be convinced to drink tea because it reminded him or her of home. A teenager born in the colonies might drink tea because it made him or her seem more traditional. And a businessman might drink tea because it was such a common drink, and before the taxes, it was cheaper than many other things.
- Explain that each of these people is a different audience. When you want to convince an audience that your opinion is right, it can help to use reasons that would appeal to it.
- Tell students that readers are a kind of audience. Not every reader responds to the same reasons or evidence, so good opinion writers will select the best reasons or evidence for their audience.

MODELING: SELECTING REASONS FOR SPECIFIC AUDIENCES (3 MIN.)

- Display Activity Page 2.1 and explain that students will use it to think about how they might convince each audience to agree with their opinion on participating in the Boston Tea Party.

➤ Activity Page 2.1

- Using “a teenager who was born in the American colonies” as an example, model how to complete one row of the chart. Sample answers follow.



Check for Understanding

Ask students to explain the example to a partner in their own words.

SELECTING REASONS FOR SPECIFIC AUDIENCES (14 MIN.)

- Tell students that they should complete the chart for the remaining audiences.
- Circulate as students work and conduct brief over-the-shoulder conferences, offering input as needed.
- Although student answers may vary, a sample completed Activity Page 2.1 follows.

Revolution

Fill in the blank based on the opinion paragraph you wrote in Lesson 1.

If I were a colonist, I would have participated in the Boston Tea Party.

Complete the following chart by thinking about which reasons and evidence would be most likely to convince different audiences to agree with your opinion about joining the Boston Tea Party. Your teacher will show you an example to start.

Activity Page 2.1



Challenge

Ask students to suggest new audiences (such as a ship captain, an American governor, etc.) and identify the best reasons and evidence to convince these audiences about whether or not to participate in the Boston Tea Party.

Support

Allow students to consult the Unit 7 Student Reader, *American Revolution: The Road to Independence*, to help them gather more reasons and evidence about their chosen explorer.



Access

Entering/Emerging

Use yes/no questions, such as “Would someone born in the colonies care about much about supporting Britain?” to guide students in completing the Activity Page.

Transitioning/Expanding

Use sentence frames and starters, such as “A businessman cares about _____, so he or she would probably think _____ about the tea tax.” to guide students in completing the Activity Page.

Bridging

Allow students to discuss the different people and positions on the Boston Tea Party in pairs as they complete the Activity Page.

| Audience | Cares about | Most convincing reason | Because |
|---|-------------------------|--|--|
| a teenager who was born in the American colonies | his or her home | The colonies were being treated unfairly. | They were being taxed without being given a vote on the taxes. |
| someone who had just arrived in the colonies | a new start and freedom | Still having to follow British rules isn't part of a new life. | It means he has even less freedom than in Britain, because at least there he had representation in the government. |
| a businessman who worked long, hard hours to provide for his family | making and saving money | Taxes are too expensive and unfair. | If he has to pay high taxes on everyday things, he won't be able to provide for his family. |

WRAP-UP (5 MIN.)

- Ask student volunteers to respond to each question and give a reason for their answer. Students may imagine audiences other than the ones on Activity Page 2.1.
 - Who would be the easiest audience to convince to join in the Boston Tea Party?
 - Who would be the most difficult audience to convince to join the Boston Tea Party?
 - Which audience would be most likely to be convinced by how high the taxes were?
 - Which audience would be most likely to be convinced by the unfairness of taxation without representation?
- Tell students that in the next lesson they will think about using research to gather the best evidence to convince a certain audience of an opinion.

End Lesson

Developing Opinion Writing

PRIMARY FOCUS OF LESSON

Students gather research for an opinion piece about which side they would have taken in the American Revolution. **[W.4.7, W.4.8]**

FORMATIVE ASSESSMENT

Activity Page 3.1

The American Revolution Students gather research for an opinion piece about which side they would have taken in the American Revolution. **[W.4.7, W.4.8]**

LESSON AT A GLANCE

| | Grouping | Time | Materials |
|--|-------------|---------|---|
| Developing Opinion Writing (30 min.) | | | |
| Connections: Loyalists and Patriots | Partner | 5 min. | |
| Introduce the Loyalist or Patriot Writing Prompt | Whole Group | 5 min. | <input type="checkbox"/> Loyalist or Patriot Writing Prompt |
| Researching the American Revolution | Independent | 15 min. | <input type="checkbox"/> Activity Page 3.1
<input type="checkbox"/> Student Readers <i>American Revolution: The Road to Independence</i>
<input type="checkbox"/> assorted trade books related to the American Revolution |
| Wrap-Up | Partner | 5 min. | |

ADVANCE PREPARATION

- Prepare to display the Loyalist or Patriot Writing Prompt, which is available in Teacher Resources, and to distribute a copy to each student.
- Prepare to arrange students into pairs for the Connections activity.
- Prepare to display Activity Page 3.1, which is available in Teacher Resources, and to distribute a copy to each student.
- Prepare to distribute assorted trade books related to the American Revolution.

Universal Access

- Prepare sentence frames and starters to guide students in completing Activity Page 3.1.
- Students will work on the Activity Page in this lesson and the next lesson. If desired, you may collect the Activity Page at the end of this lesson in order to review student work and plan to offer additional support as needed during Lesson 4.

Lesson 3

Developing Opinion Writing



Primary Focus: Students gather research for an opinion piece about which side they would have taken in the American Revolution. [W.4.7, W.4.8]

CONNECTIONS: LOYALISTS AND PATRIOTS (5 MIN.)

- Ask student volunteers to review the definitions of patriots and loyalists.
 - » Patriots objected to British treatment of the colonies and supported the American Revolution. Loyalists supported the British treatment of the colonies.
- Ask students to work with a partner to role play how a patriot and a loyalist would feel about the following events and circumstances:
 - The Stamp Act
 - The French and Indian War
 - Prime Minister Granville
 - George Washington
 - The Boston Tea Party

INTRODUCE THE LOYALIST OR PATRIOT WRITING PROMPT (5 MIN.)

- Display the Loyalist or Patriot Writing Prompt, available in Teacher Resources, and explain that students will spend the next several lessons working on this assignment.

Activity Page 3.1



Challenge

Ask students to pick one of the facts on their Activity Page and think about how someone with a perspective different from theirs might view this fact. For example, if students recorded that colonists were asked to pay unfair taxes and that this would make them patriots, they should try to think about what kind of person would feel differently about taxes.

Support

Allow students to consult Activity Page 2.1, which they completed in Writing Studio Lesson 2, to think about their feelings on the Boston Tea Party, which may help indicate their feelings on the Revolution overall, as they complete Activity Page 3.1.

➤ Loyalist or Patriot Writing Prompt

People living in the American colonies in the late eighteenth century faced many difficult challenges. They had to learn to live in a place that had few of the developments or structures that existed in England. They often came to America without knowing many people, and they had to make a fresh start. By the 1770s, the colonists also faced a really big challenge: deciding whether or not to protest the British treatment of colonists. If you were an American colonist during the 1770s, would you be a loyalist or a patriot?

Write an opinion piece explaining whether you would be a loyalist or a patriot. Make sure to think about all the elements of a good opinion piece, and think carefully about what reasons will help support your opinion. You will use your Student Reader and other resources to help you think about the best reasons to use in your essay.

- Review the prompt with students.
- Ask students to turn and use their own words to explain the prompt to a peer.



Check for Understanding

Ask student volunteers to restate the prompt in their own words.

RESEARCHING THE AMERICAN REVOLUTION (15 MIN.)

- Distribute Activity Page 3.1, and ensure that students have their Student Readers for Unit 7, *American Revolution: The Road to Independence*.
- Distribute trade books related to the American Revolution.
- Explain that this chart helps students research the topic of their essay. It is important in researching a topic to look at the information about that topic before forming your opinion on it. Therefore, students will gather research, or facts about the American Revolution, from different sources. They will think about whether these facts would make them want to be a patriot or a loyalist. Then they will decide what opinion to include in their essay.
- Tell students that they should consult the trade books and the Student Reader sections on the events of the American Revolution in order to complete the chart on the Activity Page. You may wish to complete the first row as an example.

Note: Students will also have time to work on this chart in Lesson 4, so they need not complete the entire thing in this lesson.

- Circulate as students work and conduct brief over-the-shoulder conferences, offering input as needed.
- Although student answers may vary, a sample completed Activity Page 3.1 appears in Lesson 4.

WRAP-UP (5 MIN.)

- Ask students to speak with a partner about whether they would have been a patriot or a loyalist during the American Revolution.
- Ask students to share the reasons for their choice.
- Tell students that in the next lesson they will use additional resources to add to their research on the American Revolution.

End Lesson



Access

Entering/Emerging

Use short-answer questions, such as “Would you rather go with the flow or stand up to create change?” to guide students in completing the Activity Page.

Transitioning/Expanding

Use sentence frames and starters, such as “I think the way the British treated the colonists was _____.” to guide students in completing the Activity Page.

Bridging

Allow student pairs to discuss how colonists would have felt as they complete the Activity Page.

4

Developing Opinion Writing

PRIMARY FOCUS OF LESSON

Students gather research for an opinion piece about which side they would have taken in the American Revolution. **[W.4.7, W.4.8]**

FORMATIVE ASSESSMENT

Activity Page 3.1

The American Revolution Students gather research for an opinion piece about which side they would have taken in the American Revolution. **[W.4.7, W.4.8]**

LESSON AT A GLANCE

| | Grouping | Time | Materials |
|---|-------------|---------|--|
| Developing Opinion Writing (30 min.) | | | |
| Connections: Reviewing Work in Progress | Independent | 5 min. | <input type="checkbox"/> Activity Page 3.1
<input type="checkbox"/> Loyalist or Patriot Writing Prompt (optional) |
| Researching the American Revolution | Independent | 20 min. | <input type="checkbox"/> Activity Page 3.1
<input type="checkbox"/> Student Readers <i>American Revolution: The Road to Independence</i>
<input type="checkbox"/> trade books on the American Revolution |
| Wrap-Up | Partner | 5 min. | |

ADVANCE PREPARATION

- Prepare to display the Loyalist or Patriot Writing Prompt, which is available in Teacher Resources, and ensure that each student has a copy of the prompt.
- Prepare to display Activity Page 3.1, which is available in Teacher Resources, and ensure that each student has his or her copy of the Activity Page. If you collected the Activity Page after the previous lesson, redistribute it with your feedback.
- Prepare to distribute trade books on the American Revolution.

Universal Access

- Prepare sentence frames and starters to guide students in completing Activity Page 3.1.

Lesson 4

Developing Opinion Writing



Primary Focus: Students gather research for an opinion piece about which side they would have taken in the American Revolution. [W.4.7, W.4.8]

CONNECTIONS: REVIEWING WORK IN PROGRESS (5 MIN.)

- Ask a student to describe the writing prompt on which they are working.
 - » Students are working on an opinion essay about whether they would have been a patriot or loyalist if they lived in the American colonies.
- Ask a student to describe the work students did on Activity Page 3.1 in the previous lesson.
 - » Students gathered information to help them decide whether they would have been a patriot or loyalist if they lived in the American colonies.
- Ask students to read Activity Page 3.1 to review the information they gathered in the previous lesson.



Check for Understanding

Ask students to share an example of how they completed a row on the Activity Page.

Challenge

Ask students to think about someone whose opinion differs from theirs. Have students think of a reason that person might have for their opinion.

Support

Allow students to consult Activity Page 2.1, which they completed in Writing Studio Lesson 2, to think about the Boston Tea Party as they complete Activity Page 3.1.

RESEARCHING THE AMERICAN REVOLUTION (20 MIN.)

- Ensure that each student has Activity Page 3.1, trade books, and his or her Student Reader for Unit 7, *American Revolution: The Road to Independence*.
- Tell students that just as they did in the previous lesson, they should consult the Student Reader and trade books in order to complete the chart on the Activity Page. They should complete the chart in this lesson.
- Circulate as students work and conduct brief over-the-shoulder conferences, offering input as needed. Make sure each student consults at least two sources in completing the Activity Page.

- Although student answers may vary, a sample completed Activity Page 3.1 follows.



Access

Entering/Emerging

Use short-answer questions, such as “Would you rather go with the flow or stand up to create change?” to guide students in completing the Activity Page.

Transitioning/Expanding

Use sentence frames and starters, such as “I think the way the British treated the colonists was _____.” to guide students in completing the Activity Page.

Bridging

Allow student pairs to discuss how colonists would have felt as they complete the Activity Page.

Loyalist or Patriot

Use information from your Student Reader or other resources provided by your teacher to complete the chart. Put the information into your own words, but make sure to include the page on which you found it.

| Fact about what life was like for the colonists, page number | Why the fact is important | Makes me want to be a loyalist or a patriot | Because |
|--|--|---|---|
| Britain borrowed money to protect colonists during the French and Indian War, 5. | It shows how Britain protected the colonists. | loyalist | It's good to have people protect you when you are in trouble, and Britain was a strong protector. |
| The Stamp Act charged colonists a tax on anything printed, 5. | The Stamp Act was voted on by British Parliament. | patriot | It's not fair that the House of Burgesses and other colonial governments didn't get to vote on the tax. |
| The Townshend Acts taxed other items, 10. | Although the Stamp Act was repealed, the Townshend Acts were similar. | patriot | Like the Sons of Liberty, I believe in no taxation without representation. |
| In the Boston Massacre, five people died, 13. | This caused many colonists to feel ready to act. | patriot | Even if we disagree, we shouldn't kill each other. |
| The Boston Port Act made people pay for the destroyed tea, 18. | This was punishing all the colonists for the actions of the Sons of Liberty. | patriot | It's not fair that England punished all colonists for the actions of a few of them. |

| | | | |
|--|---|---------|--|
| The Massachusetts Governing Act said the king got to decide who had important jobs in the colonies, 19. | The colonists could not rule themselves the way they wanted. | patriot | The colonists deserved to elect or appoint their own officials. |
| The Administration of Justice Act meant that Bostonians would not be tried by their own fellow citizens, 19. | They would be tried in England, which would not be fair. | patriot | The colonists deserved to be tried by a jury of their own peers and fellow citizens. |
| The Quartering Act said colonists had to provide homes and supplies for British troops, 19. | Some of those troops were coming to the colonies to fight against patriots. | patriot | It's not fair that colonists would have to shelter, feed, and clothe the people fighting against them. |

WRAP-UP (5 MIN.)

- Ask students to look over their completed Activity Page 3.1 and determine whether they would have been a patriot or a loyalist if they lived in the American colonies.
- Take a class poll to see how many students would like to have been a patriot and how many would like to have been a loyalist.
- If time permits, ask a few students to share the reasons for their choice.
- Tell students that in the next lesson they will plan their essays.

~~~~~End Lesson~~~~~

# Developing Opinion Writing

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## PRIMARY FOCUS OF LESSON

Students use an essay map to plan an essay about whether they would have been patriots or loyalists during the American Revolution. **[W.4.5]**

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## FORMATIVE ASSESSMENT

### Activity Page 5.1

**Blank Opinion Essay Map** Students use an essay map to plan an essay about whether they would have been patriots or loyalists during the American Revolution. **[W.4.5]**



## LESSON AT A GLANCE

|                                             | Grouping    | Time    | Materials                                                                                                                                               |
|---------------------------------------------|-------------|---------|---------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Developing Opinion Writing (30 min.)</b> |             |         |                                                                                                                                                         |
| Connections: Purpose for Writing            | Whole Group | 3 min.  |                                                                                                                                                         |
| Modeling: Planning with Essay Maps          | Whole Group | 3 min.  | <input type="checkbox"/> Activity Page 5.1                                                                                                              |
| Planning with Essay Maps                    | Small Group | 20 min. | <input type="checkbox"/> Activity Page 5.1<br><input type="checkbox"/> Activity Page 3.1<br><input type="checkbox"/> Loyalist or Patriot Writing Prompt |
| Wrap-Up                                     | Partner     | 4 min.  |                                                                                                                                                         |

## ADVANCE PREPARATION

- Prepare to display Activity Page 5.1, Blank Opinion Essay Map, and to distribute a copy for each student to complete in the Planning with Essay Maps activity.
- Ensure that students have their completed Activity Page 3.1, on which they gathered research for their essay, and the Loyalist or Patriot Writing Prompt, which they reviewed in Lesson 3.

### Universal Access

- Prepare sentence starters or frames such as the following:
  - I would want to be a \_\_\_\_\_, because \_\_\_\_\_.
  - I \_\_\_\_\_ want to be a patriot because I care about \_\_\_\_\_.
  - I \_\_\_\_\_ want to be a loyalist, because loyalists \_\_\_\_\_.

## Lesson 5

# Developing Opinion Writing



**Primary Focus:** Students use an essay map to plan an essay about whether they would have been patriots or loyalists during the American Revolution. **[W.4.5]**

## CONNECTIONS: PURPOSE FOR WRITING (3 MIN.)

- Ask students to name the purpose and audience of their opinion writing piece.
  - » Students are writing to express their opinion about whether they would be patriots or loyalists during the American Revolution.
- Ask students to name some things in their own world that help convince people of whether they should be patriots or loyalists.
  - » Answers may vary but could include that people might be convinced by stories about real-life colonists such as Paul Revere or Patrick Henry. They might also be convinced by facts from history.

## MODELING: PLANNING WITH ESSAY MAPS (3 MIN.)

- Ask students to review why it is important to plan your ideas before writing.
  - » Although your ideas may change, it helps to outline or plan them beforehand. Planning helps you decide if you have enough evidence and support for your topic. If you do not have enough, you might have to do some research or pick a new topic.
- Project Activity Page 5.1, a blank opinion essay map.

### ➤ Activity Page 5.1

### Activity Page 5.1





## Check for Understanding

Ask students to review the elements of an opinion essay, as listed on the blank essay map.

- » Students should recall that opinion essays include a topic, a statement of opinion about that topic, reasons for the opinion, evidence supporting each reason, a title, an introduction or hook, and a conclusion and final thought.

### Challenge

Ask students to plan an illustration to accompany their essay.

### Support

Guide students in using the information they gathered on Activity Page 3.1 to complete the essay map. For example, you might ask students struggling to decide their opinion, “Do you have more reasons that make you want to be a patriot or a loyalist?”

## PLANNING WITH ESSAY MAPS (20 MIN.)

- Distribute a copy of Activity Page 5.1 to each student.
- Explain that each student will complete the essay map to plan his or her essay.
- Tell students that they will have twenty minutes to plan their essays. They should use the information they gathered on Activity Page 3.1 to help them plan.
- Direct students through planning the following components of their essays. Suggested times follow, but you may customize these according to your class’s needs. Alternatively, if your students are ready for more challenge, you may write the suggested times on the board and allow them to pace their own drafting.
  - Title: 1 min.
  - Statement of opinion: 1 min.
  - Idea for hook: 2 min.
  - Reason one to support opinion: 3 min.
  - Evidence for this reason: 2 min.
  - Reason two to support opinion: 3 min.
  - Evidence for this reason: 2 min.
  - Reason three to support opinion (optional): 3 min.
  - Evidence for this reason (optional): 2 min.
  - Conclusion and final thought: 1 min.
- Circulate as students work and conduct brief over-the-shoulder conferences, offering input as needed.

**Title**

*A Passionate Patriot!*

**Access****Entering/Emerging**

Use sentence starters and provide heavy support as students work on the opinion map.

**Transitioning/Expanding**

Use sentence starters and provide moderate support as students work on the opinion map.

**Bridging**

Use sentence starters and provide light support as students work on the opinion map.

**Paragraphs****Introductory Paragraph**

**Topic:** *Would you be a patriot or loyalist in the American Revolution?*

**Opinion:** *I would have been a patriot during the American Revolution.*

**Idea for Hook:** *The colonists had a hard choice to make in the Revolution.*

**Body Paragraph One**

**Reason one to support opinion:**

*The Stamp Act was unfair.*

**Evidence for this reason:**

*It was called taxation without representation.*

**Body Paragraph Two**

**Reason two to support opinion:**

*In the Boston Massacre, five people died.*

**Evidence for this reason:**

*Even if the British disagree with protesting colonists, they should not kill people.*

**Body Paragraph Three**

**Reason three to support opinion:**

*Laws after the Boston Massacre took away more colonists' freedoms.*

**Evidence for this reason:**

*Colonists could no longer pick their own leaders or officials, had to be tried in England, and had to house and feed British soldiers.*

**Conclusion**

**Why readers should agree with this opinion:**

*It is important to stand up for your home and freedoms.*

**Final thought:**

*You can still do that today.*

---

**WRAP-UP (4 MIN.)**

- Remind students that as a way to think about how to develop good reasons and evidence, they could consider how they might convince different people to agree with them.
- Ask students to work with a partner to brainstorm the reasons that would persuade different people (such as a teenager, a colonial governor, a person who had just immigrated from England, etc.) to agree with their opinion.
- Tell students that in the next Writing Studio lesson they will use the essay map to help them write an essay about whether they would have been patriots or loyalists during the American Revolution.

---

End Lesson

# Developing Opinion Writing

# 6

## PRIMARY FOCUS OF LESSON

Students draft opinion pieces about whether they would have been patriots or loyalists during the American Revolution. [W.4.1, W.4.1a, W.4.1b, W.4.1c, W.4.1d]

## FORMATIVE ASSESSMENT

### Activity Page 6.1

**Blank Drafting Paper** Students draft opinion pieces about whether they would have been patriots or loyalists during the American Revolution. [W.4.1, W.4.1a, W.4.1b, W.4.1c, W.4.1d]

## LESSON AT A GLANCE

|                                             | Grouping    | Time    | Materials                                                                                                                              |
|---------------------------------------------|-------------|---------|----------------------------------------------------------------------------------------------------------------------------------------|
| <b>Developing Opinion Writing (30 min.)</b> |             |         |                                                                                                                                        |
| Connections: Reviewing the Prompt           | Whole Group | 5 min.  | <input type="checkbox"/> Loyalist or Patriot Writing Prompt                                                                            |
| Writing Opinions                            | Independent | 21 min. | <input type="checkbox"/> Activity Page 6.1<br><input type="checkbox"/> Activity Page 5.1<br><input type="checkbox"/> Activity Page 3.1 |
| Wrap-Up                                     | Independent | 4 min.  |                                                                                                                                        |

## ADVANCE PREPARATION

- Make sure students have Activity Pages 3.1 and 5.1, which they completed in previous lessons. They should also have the Loyalist or Patriot Writing Prompt, which was introduced in Lesson 3.
- Prepare to distribute Activity Page 6.1, Blank Drafting Paper, available in Teacher Resources, to each student.

## Lesson 6

# Developing Opinion Writing



**Primary Focus:** Students draft opinion pieces about whether they would have been patriots or loyalists during the American Revolution.

[W.4.1, W.4.1a, W.4.1b, W.4.1c, W.4.1d]

## CONNECTIONS: REVIEWING THE PROMPT (5 MIN.)

- Ask students to review the elements of an opinion.
  - » Opinions include a topic, an opinion about something related to that topic, reasons for the opinion, and evidence that supports each reason. Good opinion writing also includes a hook, or introduction that draws readers into the topic, and a conclusion that reminds readers why they should agree with the author's opinion.
- Display the Loyalist or Patriot Writing Prompt.

### ➤ Loyalist or Patriot Writing Prompt



#### Check for Understanding

Ask students to take turns explaining the prompt to a partner. Ask a student to paraphrase the prompt for the class and name the purpose for writing.

## WRITING OPINIONS (21 MIN.)

- Tell students that they will have approximately twenty minutes to draft their essays.
- Direct students through drafting the following components of their essays. Suggested times follow, but you may customize these according to your class's needs. Alternatively, if your students are ready for a challenge, you may write the suggested times on the board and allow them to pace their own drafting.

### Activity Page 6.1





## Challenge

Ask students to think about an objection someone might make to their opinion and to include a response to that objection in their essay.

## Support

If students struggle with pacing, have them write the stop time next to each essay map component. This stop time will remind students when to move to the next part of the essay.



## Access

### Entering/Emerging

Have students review their completed Activity Page 5.1 and describe their argument orally to you before they write it down.

### Transitioning/Expanding

Have students review their completed Activity Page 5.1 and describe their argument orally to a peer before they write it down.

### Bridging

Have students review their completed Activity Page 5.1 and describe their argument orally to a group before they write it down.

- Title: 1 min.
- Statement of opinion: 1 min.
- Introduction and hook: 2 min.
- Topic sentence for body paragraph one: 1 min.
- Supporting sentences and evidence for body paragraph one: 4 min.
- Topic sentence for body paragraph two: 1 min.
- Supporting sentences and evidence for body paragraph two: 4 min.
- Topic sentence for body paragraph three (optional): 1 min.
- Supporting sentences and evidence for body paragraph three (optional): 4 min.
- Conclusion and final thought: 2 min.
- Circulate as students work and conduct brief over-the-shoulder conferences, offering input as needed.
- Essay content may vary from student to student, but a sample text appears in Lesson 8.

## WRAP-UP (4 MIN.)

- Ask students to mark one place in their draft where they could use a transition word or phrase such as *in order to*, *in addition*, or *for instance*.
- Tell students that they will get the chance to add those transition words when they complete revision on their drafts.

~~~~~  
End Lesson
~~~~~

# Developing Opinion Writing

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## PRIMARY FOCUS OF LESSON

Students give feedback on a peer's essay. [W.4.5]

## FORMATIVE ASSESSMENT

Activity Page 7.1

**Feedback** Students give feedback on a peer's essay. [W.4.5]

## LESSON AT A GLANCE

|                                             | Grouping    | Time    | Materials                                                                                |
|---------------------------------------------|-------------|---------|------------------------------------------------------------------------------------------|
| <b>Developing Opinion Writing (30 min.)</b> |             |         |                                                                                          |
| Connections: Feedback                       | Whole Group | 5 min.  |                                                                                          |
| Modeling: Giving Feedback                   | Whole Group | 5 min.  | <input type="checkbox"/> Sample sentences                                                |
| Giving Feedback                             | Independent | 15 min. | <input type="checkbox"/> Activity Page 7.1<br><input type="checkbox"/> Activity Page 6.1 |
| Wrap-Up                                     | Partner     | 5 min.  |                                                                                          |

## ADVANCE PREPARATION

- Make sure students have Activity Page 6.1, which they completed in the previous lesson.
- Prepare to display Activity Page 7.1, which is available in Teacher Resources, and to distribute a copy to each student.
- Prepare to arrange students into partners for the Wrap-Up activity.
- Prepare to display the following sample sentences for the Giving Feedback activity:
  - This is an excellent detail that helps me see why you would be a patriot.
  - Good.
  - I don't like this.
  - Do you need more detail here?

### Universal Access

- Prepare sentence frames or starters to guide students in giving feedback. For example, "The best thing about this essay is..."

## Lesson 7

# Developing Opinion Writing



**Primary Focus:** Students give feedback on a peer's essay. [W.4.5]

## CONNECTIONS: FEEDBACK (5 MIN.)

- Tell students to name some reasons it is important to get feedback on their work.
  - » Answers may vary but could include that it helps writers see the work from a reader's point of view and that readers may suggest ways to make the writing stronger.
- Ask students to describe what kind of tone to use for feedback.
  - » Answers may vary but could include informative, helpful, respectful, kind, etc.



### Check for Understanding

Ask a student to name one kind of feedback that they might want on their paper.

## MODELING: GIVING FEEDBACK (5 MIN.)

- Tell students that in this lesson they will work together to share feedback on each other's work. Explain that when giving feedback it is important to use an appropriate tone.
- Tell students that just as writers use a particular tone to appeal to their audience—say, by using descriptive words and dialogue to convey mood—people who give feedback should use a kind and respectful tone.
- Display the sample sentences.

### ➤ Sample Sentences for Giving Feedback

- Review each one, asking students to discuss whether or not it is an example of good feedback. Examples appear below.

- This is an excellent detail that helps me see why you would be a patriot.
  - » This is good feedback, because it explains what works (the details) and why they are important (they help readers understand).
- Good.
  - » This is not good feedback, because it doesn't explain what it is about. The author won't know what is working or why it works.
- I don't like this.
  - » This is not good feedback, because it does not tell the author what is not working or why. It needs to explain what is not working about this piece and how it can be improved.
- Do you need more detail here?
  - » Sometimes asking a question can be good feedback, because it can help the author think about what he or she has written and whether or not it could be stronger with revision.
- If time permits, you may wish to have students suggest other feedback statements in appropriate tones. Review and correct as needed to ensure that students understand that feedback should be respectful and helpful and that it should include specific things a writer can do to make the work better.
- Continue modeling as needed to ensure that students understand how to offer appropriate feedback.

### **GIVING FEEDBACK (15 MIN.)**

- Tell students that they will have approximately fifteen minutes to read their partner's work and complete Activity Page 7.1, on which they will offer their partner feedback.
- Distribute Activity Page 7.1 and review instructions.
- Arrange students into the pairs you determined in advance.
- Ask students to exchange their essay drafts, which were composed on Activity Page 6.1, with their partners. Students should read the draft all the way through once before they begin answering the questions on Activity Page 7.1.
- Circulate as students work and conduct brief over-the-shoulder conferences, offering input as needed. Although answers may vary based on the drafts students have produced, a sample completed Activity Page follows.

#### Activity Page 7.1



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## Peer Feedback

Instructions: Read your partner's work all the way through at least one time before answering any questions on this page. After you have read your partner's essay all the way through, you may start answering the following questions. Make sure to answer based on what is written in your partner's essay. If you need help, raise your hand to let your teacher know.

1. Write down the essay's title:
  - » A Passionate Patriot
2. Write down the opinion expressed in the essay:
  - » I would have been a patriot during the American Revolution.
3. Write down the first reason the author gives for the opinion:
  - » the Stamp Act
4. Write down the evidence for that reason:
  - » Laws like this were unfair because of taxation without representation.
5. Write down the second reason the author gives for the opinion:
  - » Boston Massacre
6. Write down the evidence for that reason:
  - » The British killed people who were protesting in Boston.
7. Write down the third reason the author gives for the opinion:
  - » the laws passed after the Boston Massacre
8. Write down the evidence for that reason:
  - » These laws limited American freedoms.
9. What is the best detail or description in this essay?
  - » the things you might buy that would be taxed under the Stamp Act
10. What is one place that could use more detail in this essay? Write down something else you would like to know about this part of the essay.
  - » what it would feel like to have a British soldier live in your house
11. Underline any place the author of the narrative includes temporal or transition words.
  - » Noted on draft.

## Challenge

Ask students to think about how a reader who was not a Grade 4 student might respond to this essay. What kind of feedback might an adult such as a history teacher give the essay's author?

## Support

If students struggle with completing the Activity Page, have them give their answers orally and offer support to help them transfer their answers into writing.



## Access

### Entering/Emerging

Provide heavy support as students use sentence frames or starters to complete the Activity Page.

### Transitioning/Expanding

Provide moderate support as students use sentence frames or starters to complete the Activity Page.

### Bridging

Provide light support as students use sentence frames or starters to complete the Activity Page.

12. Name the essay's final thought.

- » I can still stand up for American freedoms today, like how every American should have representation in his or her elected officials.
- 

### **WRAP-UP (5 MIN.)**

- Allow students to share their feedback with their partners and discuss ideas for improvement.
- Tell students that in the next lesson they will revise their essays to incorporate the feedback they have received.

~~~~~End Lesson~~~~~

Developing Opinion Writing

8

PRIMARY FOCUS OF LESSON

Students revise their essays in response to feedback. [W.4.5]

FORMATIVE ASSESSMENT

Activity Page 8.1

Blank Drafting Paper Students revise their essays in response to feedback. [W.4.5]

LESSON AT A GLANCE

| | Grouping | Time | Materials |
|---|-------------|---------|--|
| Developing Opinion Writing (30 min.) | | | |
| Connections: Feedback Review | Independent | 5 min. | <input type="checkbox"/> Activity Page 7.1 |
| Revising | Independent | 20 min. | <input type="checkbox"/> Activity Page 6.1
<input type="checkbox"/> Activity Page 7.1
<input type="checkbox"/> Activity Page 8.1 |
| Wrap-Up | Whole Group | 5 min. | |

ADVANCE PREPARATION

- Make sure students have Activity Pages 6.1 and 7.1, on which they completed drafting their essays and received feedback on those essays in previous lessons.
- Prepare to distribute Activity Page 8.1, Blank Drafting Paper, available as a Blackline Master in Teacher Resources, to each student.
- Prepare to arrange students into the same pairs they worked in during the previous lesson.

Lesson 8

Developing Opinion Writing



Primary Focus: Students revise their essays in response to feedback. [W.4.5]

CONNECTIONS: FEEDBACK REVIEW (5 MIN.)

- Ensure that students have Activity Page 7.1, on which they received peer feedback for their essay drafts in the previous lesson.
- Have students reread the feedback they received and think about how they will implement that feedback into their revisions.



Check for Understanding

Ask one or more students to share a piece of feedback they received and explain how they plan to incorporate that feedback into their revisions.

REVISING (20 MIN.)

- Distribute Activity Page 8.1 to each student.
- Ensure that each student has Activity Pages 6.1 and 7.1.
- Have students rewrite their essays on Activity Page 8.1, making sure to incorporate changes as needed to revise their work in response to peer feedback. Although student work may vary, a sample essay follows.

Activity Page 8.1



A Passionate Patriot

The years leading up to the American Revolution were very eventful, because American colonists and British rulers did not always agree on how things should go or who should have power in the colonies. As tensions grew, colonists were forced to make

Challenge

Ask students to pick a piece of feedback, then write more than one way to revise their essay based on that feedback. Have students pick the most effective revision and write a sentence about why it is the best.

Support

Allow students to discuss their ideas for revision, then guide them in implementing the ideas in the written essay.



Access

Entering/Emerging

Provide heavy support and yes/no questions, such as “Could you add more detail to that sentence?” as students revise their work.

Transitioning/Expanding

Provide moderate support and short-answer questions, such as “What word or words would help you add more detail to that sentence?” as students revise their work.

Bridging

Provide light support and open-ended questions, such as “How could you add more detail to that sentence?” as students revise their work.

a choice to stay loyal to Britain, which made them loyalists, or to support the American colonies, which made them patriots. If I were an American colonist, I would have been a patriot.

One reason I would have been a patriot is that Britain decided to make laws without letting colonists have a say in them. For instance, they passed the Stamp Act, which taxed Americans who wanted to buy things like a deck of cards or reading materials. This was called taxation without representation, and it was not fair, because colonists did not get to vote on the laws. They were just told to follow them. The Stamp Act and other cases of taxation without representation are the first reason I would have been a patriot.

Another reason I would be a patriot is the Boston Massacre. I understand that the British did not agree with the colonists’ perspective, but it is not okay to show your disagreement by killing people. Like many colonists, I believe that the Americans were protesting peacefully, as shown in the Paul Revere engraving. However, five people died in the Boston Massacre, including a man named Crispus Attucks. I would have joined the other colonists who walked behind Attucks’s coffin when he was buried, because I would be a patriot who wanted to show my respects.

Finally, I would be a patriot because even after the massacre, Britain did not change its ideas about the American colonists. In fact, Parliament even made new laws that took away lots of freedoms the Americans had previously. Under these new laws, colonists could no longer elect or appoint their own leaders. If they were accused of a crime, they would be tried in England rather than in the colonies. They were also legally required to give homes and food to British soldiers. This would be the worst to me, because I could not share my house with someone who had massacred my fellow colonists. I would not feel safe living with those soldiers, and it would be hard to sleep at night. Some people may not have felt like patriots before these laws, but because of these new laws, I would definitely have been a patriot during the American Revolution.

Today is a little different from the time of the American Revolution, because we know now how everything turned out. But even if I did not know what was going to happen, I would have chosen to be a patriot if I were an American colonist. I believe it is important to stand up for your home and your freedoms. It is also important to do what is right to protect people. And even though I am not a colonist, I can still stand up today for important American freedoms like representation for all people.

WRAP-UP (5 MIN.)

- Arrange students into the same pairs they worked in during the previous lesson.
- Ask students to meet with their feedback partners and explain what changes they made to their essays in revision.
 - » Answers may vary, but students should reflect an incorporation of the feedback they received.
- Collect Activity Page 8.1, which you will evaluate using the *Fourth Grade Writing Rubric: Opinion Writing*, located in Teacher Resources.

End Lesson

Writing Studio 7

Purposeful Writing



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Purposeful Writing

PRIMARY FOCUS OF LESSON

Students review the writing text types and describe which one works best for a specific purpose and audience. **[W.4.5]**

FORMATIVE ASSESSMENT

Activity Page 1.1

Text Types Students review the writing text types and describe which one works best for a specific purpose and audience. **[W.4.5]**

LESSON AT A GLANCE

| | Grouping | Time | Materials |
|-------------------------------------|-------------|---------|---------------------|
| Purposeful Writing (30 min.) | | | |
| Connections: Text Types | Whole Group | 7 min. | |
| Defining Text Types | Independent | 16 min. | ☐ Activity Page 1.1 |
| Wrap-Up | Partner | 7 min. | |

ADVANCE PREPARATION

- Prepare to display Activity Page 1.1 and to distribute a copy to each student.
- In Lesson 8, students will publish their work. You may design the methods you would like them to use for publication; you may wish to preview the rest of this unit as you plan for that.

Universal Access

- Have students review the story and essay maps they completed in previous units to help them review text types and elements prior to completing Activity Page 1.1.
- Prepare sentence starters as follows:
 - Some parts of a narrative are...
 - When I think of an opinion piece, I think of elements like...
 - Features that often appear in an informative text include...

Lesson 1

Purposeful Writing



Primary Focus: Students review the writing text types and describe which one works best for a specific purpose and audience. [W.4.5]

CONNECTIONS: TEXT TYPES (7 MIN.)

- Ask student volunteers to name each text type they have studied so far in Writing Studio.
 - » Students have studied narratives, opinions, and explanatory/informative writing.
- Ask a few student volunteers to review the components of each text type.
 - » Answers may vary but should include that narratives are stories that include characters, setting, and a plot with a clear sequence of events; opinions include a topic, an opinion about that topic, reasons and information for that opinion, and a concluding thought; and informative essays include a statement of the topic, some facts about the topic, and a concluding thought. Good writing also includes things like descriptive details, transition or temporal words, strong vocabulary, and other features.
- Tell students that in this unit, they will learn more about when to use each text type.

DEFINING TEXT TYPES (16 MIN.)

- Tell students that they will now think more about each text type and when they might use it.
- Distribute Activity Page 1.1.
- Tell students that they will use the information they have learned about the different text types to complete the Activity Page.
- Circulate as students work and conduct brief over-the-shoulder conferences, offering input as needed.

Activity Page 1.1



Challenge

Ask students to brainstorm several different situations about when they would use each text type.

Support

Name some writing assignments students have already completed and ask them to classify those by text type. For example, when they wrote summaries of *The House on Mango Street*, they wrote informative texts; when they wrote about the best inventor, they constructed opinion essays.



Access

Entering/Emerging

Use sentence starters and heavy support to guide students in completing Activity Page 1.1.

Transitioning/Expanding

Use sentence starters and moderate support to guide students in completing Activity Page 1.1.

Bridging

Use sentence starters and light support to guide students in completing Activity Page 1.1.

- Although answers may vary, a sample completed Activity Page 1.1 follows.

Text Types

Use the information you have learned about writing to complete the following table for the three writing text types.

| Text Type | Key Elements | Purpose of this writing | Examples of this kind of writing | I would use this writing if I wanted to... |
|-------------|--|--|--|--|
| Opinion | Opinions include a topic, a point of view on that topic, reasons for that opinion or point of view, and a concluding thought. They can also include a hook and a statement about why readers should agree with the opinion. | to express an opinion or belief about something; to convince someone to agree with the opinion expressed | essays that describe “the best” or “the worst” thing, argument essays (such as whether you would be a patriot or loyalist), reviews of restaurants, books, or movies | show someone how I feel about something |
| Informative | Informative essays include a statement of the topic, some facts about the topic, and a concluding thought. They can include facts, definitions, and details. They can also include linking words, specific vocabulary, and quotations from a text. | to explain or inform | compare/contrast essays, summaries, essay describing something (like the components of a castle or parts of a poem) | teach someone about something |
| Narrative | Narratives are stories that include characters, setting, and a plot with a beginning, middle, and end. They can also include good details or descriptions, temporal words, and dialogue. | to tell a story | myths, novels like <i>Treasure Island</i> , vignettes | entertain someone |

WRAP-UP (7 MIN.)

- Ask students to turn and talk with a peer about which text type they would use for the following writing opportunities. They should give a reason for their choice.
 - help convince your parents that your family should take a trip to the beach
 - help your younger cousin know how to stay safe near the ocean
 - help a teenager learn to surf
 - help a teacher see why he or she should excuse your absences
- Have several volunteers share their ideas with the class.
- See if any students would use a different text type for one of these prompts. For example, some students might use informative writing to teach someone how to stay safe at the ocean, while others might use a narrative about someone who did not follow the rules, or an opinion piece about how sunburns are worse than the stomach flu.
- Tell students that there is no single answer to these prompts. Good writers can use any text type, but they should think carefully about which text type would be best for a particular audience and purpose. You may wish to model this using the example *convince your parents that your family should take a trip to the beach*. Students could choose informative (for example, they might gather information and research, such as statistics that show the beach is less expensive than the mountains), opinion (including reasons and evidence, such as the beach is the best vacation spot, because it has lots of different activities, from sailing and swimming to building sand castles and looking for shells), or narrative (such as telling a story about a family that traveled to the ocean and had a great time).
- Explain that in the next Writing Studio session, students will think about how some people write as part of their jobs.

~~~~~  
End Lesson  
~~~~~

2

Purposeful Writing

PRIMARY FOCUS OF LESSON

Students determine which text type to use to interest new audiences in *Treasure Island*. [W.4.5]

FORMATIVE ASSESSMENT

Activity Page 2.1

Planning: Try *Treasure Island* Students determine which text type to use to interest new audiences in *Treasure Island*. [W.4.5]

LESSON AT A GLANCE

| | Grouping | Time | Materials |
|-------------------------------------|-------------|---------|--|
| Purposeful Writing (30 min.) | | | |
| Connections: Introduce the Prompt | Whole Group | 8 min. | <input type="checkbox"/> Writing Prompt:
Try <i>Treasure Island</i> |
| Planning Your Writing | Independent | 17 min. | <input type="checkbox"/> Activity Page 2.1
<input type="checkbox"/> Student Readers for Unit 8,
<i>Treasure Island</i> |
| Wrap-Up | Whole Group | 5 min. | |

ADVANCE PREPARATION

- Prepare to display the Writing Prompt: Try *Treasure Island*, available in Teacher Resources, and to distribute a copy to each student.
- Ensure that each student has *Treasure Island*, the Student Reader for Unit 8.
- Prepare to display Activity Page 2.1, which is available in Teacher Resources, and to distribute a copy to each student.

Universal Access

- In a preteaching session, have students identify the most interesting or entertaining thing they read in *Treasure Island* or the thing they liked most about reading it. This can serve as a starting point for their writing.

Lesson 2

Purposeful Writing



Primary Focus: Students determine which text type to use to interest new audiences in *Treasure Island*. [W.4.5]

CONNECTIONS: INTRODUCE THE PROMPT (8 MIN.)

- Ask students to name what they have been studying in Unit 8.
 - » Students are studying the adventure story *Treasure Island*.
- Ask students to name the most interesting thing they have read in *Treasure Island*.
 - » Answers may vary, but students should cite material from the story.
- Tell students that their final Writing Studio essay will help them get other readers interested in this story, too.
- Display the Writing Prompt: Try *Treasure Island* and review it with the class.

➤ Writing Prompt: Try *Treasure Island*

In class, we have been reading the adventure story *Treasure Island*. For the final Writing Studio essay, imagine that you work for the company that sells this book, and it is your job to convince new audiences to read it. You will write something that you think would make others want to read *Treasure Island*.

For the next few lessons, you will work on your writing. You will think about what you have read in Unit 8, *Treasure Island*, and what would make other readers interested in reading this story. You will use that information to plan a piece of writing about that topic. Your teacher will discuss some examples from other units with you as a model.

Throughout the year, you have learned about different ways of writing. You have studied informative/explanatory writing, opinion writing, and narrative writing. Your writing should include all the elements of the text type you select.

Remember that the purpose of your writing is to get other people interested in reading *Treasure Island*. That means that the audience for your writing is people who have never read this story. You should keep them in mind as you plan.

- You will use the writing rubrics for Grade 4 (*Fourth Grade Writing Rubric: Narrative Writing*, *Fourth Grade Writing Rubric: Opinion Writing*, or *Fourth Grade Writing Rubric: Informative/Explanatory Writing*), available in Teacher Resources, to assess students' final work in this unit. You will select the appropriate rubric to evaluate each student's work; because students may select their text type, you will not necessarily use the same rubric for each student.
- Tell students that there is not a right or wrong text type to use for this assignment. The goal is to help other readers become interested in *Treasure Island*. Students should select the text type that they believe will do that best.
- Ask students to explain the prompt to a peer.



Check for Understanding

Ask a volunteer to explain the prompt in his or her own words.

PLANNING YOUR WRITING (17 MIN.)

- Distribute Activity Page 2.1 to students and ensure that they have their Unit 8 Student Readers, *Treasure Island*.
- Review the Activity Page.
- Model a sample approach to this assignment by using an example from Unit 7, *American Revolution*. You may explain to students that if you were writing to get someone excited about learning more about this topic, you could write an opinion, an informative essay, or a narrative. You might decide to write an opinion essay that explains why knowing about the American Revolution is one of the best ways to prepare for middle school and high school social studies classes. You might write an informative piece that explains how the events of the American Revolution are still relevant today. Or you might write a narrative about how you grew to love America even more as you learned about its history. Each of these could be useful, but the most important part is to remember the purpose and audience of writing. You would pick the text type best suited to the purpose (create interest in the unit) and audience (other learners).

Activity Page 2.1



- Ask students to raise a silent hand to reflect which of the text type options they would pick if they were writing about Unit 7, *American Revolution*: narrative, opinion, or informative writing.
- If time permits, you may have a student volunteer share his or her choice and the reasoning behind it.
- Although student answers may vary, a sample completed Activity Page 2.1 follows.

Planning: Try *Treasure Island*

Use information from your own experience and from *Treasure Island* to complete the following items. You will use this information to help you plan your writing.

1. The most interesting thing I have learned from *Treasure Island* is
 - » what adventure stories are like.
2. This is interesting to me, because
 - » I had read some adventures before, but I never knew what features they had.
3. Would this be interesting to other readers? Why or why not?
 - » It might be interesting to other people who like to think about different kinds of stories.
4. Something that makes me excited to read *Treasure Island* is
 - » the parts about pirates, because pirates are exciting.
5. One thing I wish I had known before we started Unit 8, *Treasure Island*, is
 - » that it has interesting facts in it, too, like what a quadrant is.

Remember that your writing should make a new set of readers interested in reading *Treasure Island*. The audience for your work is that group of new readers. Based on your answers to the previous questions, answer the following questions.

6. I think the thing that will get people most interested in reading *Treasure Island* is
 - » knowing why they will like it.
7. I will write about this thing in (circle one):
 - an opinion
 - a narrative
 - an informative essay

8. This is the best text type for my purpose, because

- » if I tell people how I think *Treasure Island* is the best book ever, it will make them excited to read it.

- Circulate as students work and conduct brief over-the-shoulder conferences, offering input as needed.

WRAP-UP (5 MIN.)

- Take a class poll to see which text type students selected.

Note: In the next lesson, students will plan their work using the appropriate map for their selected text type. Make sure to tally the number of students working in each text type so that you can prepare the correct maps for them to use in the next lesson.

- If time permits, allow students representing each text type to discuss the reasons for their choice.
- Tell students that in the next lesson they will continue planning their work.

End Lesson

Challenge

Ask students to give reasons and evidence to support their answer to Activity Page 2.1, question 8.

Support

Allow students to consult the Student Readers, *Treasure Island*, for inspiration and ideas.



Access

Entering/Emerging

Use yes/no questions, such as “Is understanding that *Treasure Island* is fun the most helpful thing to get others to read it?” to guide students in completing the Activity Page.

Transitioning/Expanding

Use short-answer questions, such as “What is the most important thing about *Treasure Island*?” to guide students in completing the Activity Page.

Bridging

Use open-ended questions, such as “What did you love most about reading *Treasure Island*?” to guide students in completing the Activity Page.

3

Purposeful Writing

PRIMARY FOCUS OF LESSON

Students plan their writing. [W.4.5]

FORMATIVE ASSESSMENT

Blank Story or Essay Map
(*will vary by student*)

Blank Story or Essay Map Students plan their writing. [W.4.5]

LESSON AT A GLANCE

| | Grouping | Time | Materials |
|--|-------------|---------|--|
| Purposeful Writing (30 min.) | | | |
| Connections: Story Maps and Essay Maps | Whole Group | 5 min. | <input type="checkbox"/> Blank Story Map, Blank Opinion Essay Map, or Blank Informative Essay Map (will vary by student) |
| Planning Your Writing | Independent | 18 min. | <input type="checkbox"/> Activity Page 2.1
<input type="checkbox"/> Writing Prompt:
Try <i>Treasure Island</i>
<input type="checkbox"/> Blank Story Map, Blank Opinion Essay Map, or Blank Informative Essay Map (will vary by student) |
| Wrap-Up | Partner | 7 min. | <input type="checkbox"/> Activity Page 2.1
<input type="checkbox"/> Completed story or essay Map |

ADVANCE PREPARATION

- Prepare to distribute a blank story or essay map to each student, based on the text type he or she selected in the previous lesson.

Lesson 3

Purposeful Writing



Primary Focus: Students plan their writing. [W.4.5]

CONNECTIONS: STORY MAPS AND ESSAY MAPS (5 MIN.)

- Ask students what tools they have used to plan their writing in earlier units.
 - » Answers may vary based on text type, but students should recall the story map and essay map forms used in previous lessons.
- Explain that students will use the same maps to plan their writing about *Treasure Island*. However, the exact map students use will depend on the text type they are writing. Students writing narratives will use the blank story map; students writing opinions will use a blank opinion essay map; students writing informative/explanatory essays will use a blank informative essay map.
- Distribute maps to students based on the text type on which they will work.



Check for Understanding

Ask a student volunteer to review the elements of a selected text type in his or her own words.

Support

Remind students to consider the writing's purpose and audience as they plan.

Challenge

Remind students that not everyone likes the same things, and challenge them to note on their story or essay map how they might use their writing to interest different kinds of readers.

PLANNING YOUR WRITING (18 MIN.)

- Have students use a blank story or essay map to plan their writing.
- You may wish to review the structure of each map with small groups working on each text type.
- As students work, circulate and check on their progress. Student work may vary based on their choice of text type, but for reference, a completed map follows.

Title*You Should Read Treasure Island***Paragraphs****Introductory Paragraph****Topic:** Treasure Island**Opinion:** *Treasure Island is the best book ever!***Idea for Hook:** *Are you tired of boring books?***Body Paragraph One****Reason one to support opinion:***It is an adventure story.***Evidence for this reason:***Reading it helps you learn about this kind of writing.***Body Paragraph Two****Reason two to support opinion:***It helps you become smarter.***Evidence for this reason:***While reading you learn new things, like about quadrants (p. 10).***Body Paragraph Three****Reason three to support opinion:***It is fun!***Evidence for this reason:***It has pirates in it.***Conclusion***Treasure Island is the best book ever.***Why readers should agree with this opinion:***It has something for everyone.***Final thought:***Read Treasure Island today.***Access****Entering/Emerging**

Review the elements of the text type students have selected and provide heavy support as they plan their writing.

Transitioning/Expanding

Review the elements of the text type students have selected and provide moderate support as they plan their writing.

Bridging

Review the elements of the text type students have selected and provide light support as they plan their writing.

WRAP-UP (7 MIN.)

- Have students explain which text type they are using and summarize their maps for a partner.
- Tell students that in the next lesson, they will start drafting their writing.

~~~~~End Lesson~~~~~



# 4

# Purposeful Writing

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## PRIMARY FOCUS OF LESSON

Students draft introductions to their writing. [W.4.4]

## FORMATIVE ASSESSMENT

Activity Page 4.1

**Blank Drafting Paper** Students draft introductions to their writing. [W.4.4]

## LESSON AT A GLANCE

|                                     | Grouping    | Time    | Materials                                                                                                                                                                                                       |
|-------------------------------------|-------------|---------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Purposeful Writing (30 min.)</b> |             |         |                                                                                                                                                                                                                 |
| Connections: Introductions          | Whole Group | 5 min.  | <input type="checkbox"/> Activity Page 1.1                                                                                                                                                                      |
| Drafting Introductions              | Independent | 20 min. | <input type="checkbox"/> Activity Page 4.1<br><input type="checkbox"/> completed story or essay map<br><input type="checkbox"/> Activity Page 2.1<br><input type="checkbox"/> <i>Treasure Island</i> (optional) |
| Wrap-Up                             | Partner     | 5 min.  | <input type="checkbox"/> Activity Page 4.1                                                                                                                                                                      |

## ADVANCE PREPARATION

- Ensure that students have the Writing Prompt Try *Treasure Island*, the story or essay map on which they planned their writing, and Activity Pages 1.1 and 2.1, which they completed in previous lessons and which they will use to draft their work.
- Ensure that each student has the Student Reader, *Treasure Island*.
- Prepare to distribute Activity Page 4.1 (Blank Drafting Paper, available as a Blackline Master in Teacher Resources). Alternatively, you may have students compose on word processors if you would prefer. Students will practice their keyboarding skills when they create a clean, final copy of their summaries in Lesson 7. However, you may wish to allow them to draft on keyboards as well for additional practice and preparation (optional).

### Universal Access

- Prepare sample introductions for each text type and review these with groups of students, highlighting features of an effective introduction within the text type on which students are working.

## Lesson 4

## Purposeful Writing



**Primary Focus:** Students draft introductions to their writing. [W.4.4]

### CONNECTIONS: INTRODUCTIONS (5 MIN.)

- Tell students that in this lesson they will start drafting their work. They will start by writing the introduction. To do that well, it is important to think about what sort of context, or background information, readers need to understand the writing.
- You may also encourage students to think about what form they want their writing to take. For example, they have written summaries, stories, and other kinds of writing this semester. Although they already know they are writing opinions, narratives, or informative pieces, they may want to think about the form those pieces will take. If students are writing narratives, will they be a vignette, a fable, or a short story? Or will they be a personal narrative about their own time reading *Treasure Island*? The same sort of questions apply for each text type. Students may brainstorm based on Activity Page 1.1's list of the kinds of writing associated with each text type.
- Ask students to think about what might make different readers most interested in *Treasure Island*.
  - » Answers may vary but could include that some readers might want to learn about pirates, while others might want to read an adventure story, etc.
- Tell students that they will spend this lesson writing introductions to their work.

### DRAFTING INTRODUCTIONS (20 MIN.)

- Distribute Activity Page 4.1, which each student will use to record his or her draft.
- Ensure that students have Activity Page 2.1 and the map on which they planned their work. They should also have *Treasure Island*, the Student Reader for Unit 8.
- Ask students to review the important parts of an introduction for their text type.

Activity Page 4.1



- Guide students as they write the introductions for their work. A sample essay appears in Lesson 7.

### WRAP-UP (5 MIN.)

- Have students describe their introductions to a partner, making sure to name the text type and main idea of their writing.



#### Check for Understanding

Ask a volunteer or two to share their answers with the class.

- Tell students that in the next lesson they will begin drafting their body paragraphs.

End Lesson

### Challenge

Ask students to add a quotation or other piece of information from *Treasure Island* to their introduction.

### Support

Ask students to explain what information a reader would need at the start of this kind of writing, then help students develop that information into an introduction.



### Access

#### Entering/Emerging

Ask students to orally describe the purpose of their writing, then provide heavy support to help them make sure that purpose is clear in the work's introduction.

#### Transitioning/Expanding

Ask students to orally describe the purpose of their writing, then provide moderate support to help them make sure that purpose is clear in the work's introduction.

#### Bridging

Ask students to orally describe the purpose of their writing, then provide light support to help them make sure that purpose is clear in the work's introduction.

# 5

# Purposeful Writing

---

## PRIMARY FOCUS OF LESSON

Students draft body paragraphs of their writing. [W.4.4]

## FORMATIVE ASSESSMENT

Activity Page 4.1

**Blank Drafting Paper** Students draft body paragraphs of their writing. [W.4.4]

## LESSON AT A GLANCE

|                                     | Grouping    | Time    | Materials                                                                                                                                   |
|-------------------------------------|-------------|---------|---------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Purposeful Writing (30 min.)</b> |             |         |                                                                                                                                             |
| Connections: Body Paragraphs        | Small Group | 6 min.  |                                                                                                                                             |
| Drafting Body Paragraphs            | Independent | 18 min. | <input type="checkbox"/> Activity Page 4.1<br><input type="checkbox"/> Activity Page 2.1<br><input type="checkbox"/> <i>Treasure Island</i> |
| Wrap-Up                             | Partner     | 6 min.  | <input type="checkbox"/> Activity Page 4.1                                                                                                  |

## ADVANCE PREPARATION

- Ensure that students have the Writing Prompt: Try *Treasure Island* and Activity Page 2.1, which they will use to draft their narratives and which were completed in previous lessons.
- Students should also have Activity Page 4.1, on which they began drafting their narratives in the previous lesson, and their Student Readers, *Treasure Island*, from Unit 8.
- Prepare to divide students into small groups based on the text type they are writing. Each group should consist of students who are working in the same text type.

### Universal Access

- Prepare sentence starters to help students transform the main idea and supporting information from their story or essay maps into complete sentences for their drafts.

## Lesson 5

## Purposeful Writing



**Primary Focus:** Students draft body paragraphs of their writing. [W.4.4]

### CONNECTIONS: BODY PARAGRAPHS (6 MIN.)

- Tell students that in this lesson they will draft the body paragraphs of their writing.
- Arrange students into groups based on the text type they are writing.
- Ask students to discuss what components a good body paragraph includes, based on the text type their group is writing.
  - » Answers may vary, but they could include the following: opinion body paragraphs include reasons and information, facts or details to support those reasons, and linking words that show how ideas connect to each other. Informative essay body paragraphs include facts, definitions, quotations, or other information and examples about the topic. They can include linking words and specific vocabulary. Informative essays can also include material such as headings and illustrations. Narrative body paragraphs can include dialogue, description, details, and transitional words.
- Tell students that they will draft body paragraphs in this lesson.

### Support

Remind students to consult the maps on which they planned their writing and allow them to discuss with a partner the elements they should include in their work.



### Check for Understanding

Ask students from each group to name some elements they should include in an opinion piece, an informative piece, and a narrative.

### Challenge

Ask students to add more details, description, or linking/transition words to their work, depending on the text type on which they are working.

### DRAFTING BODY PARAGRAPHS (18 MIN.)

- Ensure that students have Activity Page 4.1, on which they began drafting their work in the previous lesson.
- Ensure that each student has Activity Page 2.1, which they will use to draft their work. Students may also wish to consult *Treasure Island*.

- Direct students through drafting the body paragraphs of their work, making sure they include the appropriate elements for the text type on which they are working.

A sample essay appears in Lesson 7.

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### WRAP-UP (6 MIN.)

- Have students describe the main idea of one body paragraph to a partner.
- Have students name the text type elements that they included in their body paragraphs and give an example of each one.
- Tell students that in the next lesson they will draft their work's conclusion.

~~~~~  
End Lesson
~~~~~



### Access

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#### Entering/Emerging

Use the students' story or essay maps and provide heavy support to help students present a main idea and supporting information in their body paragraphs.

#### Transitioning/Expanding

Use the students' story or essay maps and provide moderate support to help students present a main idea and supporting information in their body paragraphs.

#### Bridging

Use the students' story or essay maps and provide light support to help students present a main idea and supporting information in their body paragraphs.



# 6

# Purposeful Writing

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## PRIMARY FOCUS OF LESSON

Students draft conclusions to their writing. [W.4.4]

## FORMATIVE ASSESSMENT

Activity Page 4.1

**Drafting Paper** Students draft conclusions to their writing. [W.4.4]

## LESSON AT A GLANCE

|                                     | Grouping    | Time    | Materials                                                                                                                               |
|-------------------------------------|-------------|---------|-----------------------------------------------------------------------------------------------------------------------------------------|
| <b>Purposeful Writing (30 min.)</b> |             |         |                                                                                                                                         |
| Connections: Draft Review           | Independent | 5 min.  | <input type="checkbox"/> Activity Page 4.1                                                                                              |
| Putting It All Together             | Whole Group | 5 min.  |                                                                                                                                         |
| Drafting Conclusions                | Independent | 17 min. | <input type="checkbox"/> Activity Page 2.1<br><input type="checkbox"/> Activity Page 4.1<br><input type="checkbox"/> story or essay map |
| Wrap-Up                             | Partner     | 3 min.  |                                                                                                                                         |

## ADVANCE PREPARATION

- Make sure students have Activity Pages 2.1 and 4.1 from previous lessons. They should also have the story or essay maps on which they planned their work.

### Universal Access

- Review elements of conclusions based on each text type.

## Lesson 6

# Purposeful Writing



**Primary Focus:** Students draft conclusions to their writing. [W.4.4]

## CONNECTIONS: DRAFT REVIEW (5 MIN.)

- Ask students to reread the drafts they started in previous lessons.

## PUTTING IT ALL TOGETHER (5 MIN.)

- Tell students that in this lesson, they will finish drafting their writing. They will make sure that they have a good, solid conclusion.
- Ask students what makes a strong conclusion for each text type.
  - » Answers may vary, but they could include that a strong narrative conclusion leaves the reader with a final thought about the characters and their actions, a strong conclusion to an informative piece reminds readers of the topic and the main idea of the writing, and a strong conclusion of an opinion tells readers why they should agree with the opinion expressed in the essay.



### Check for Understanding

Ask students to give an example of a final thought that fits an opinion piece, a narrative, and an informative piece.

- » Answers may vary but should reflect appropriate elements based on each text type.

- Ask students to turn and share the main idea of their writing with a partner.
- Tell students that they should use their conclusions to make sure this main idea is expressed in their work.

## DRAFTING CONCLUSIONS (17 MIN.)

- Make sure students have their completed story or essay maps and Activity Pages 2.1 and 4.1, on which they began planning and drafting their narratives.
- Guide students through the process of drafting their conclusions. If they finish with remaining time, they may review their drafts to make sure they include all the material from the story or essay map.

## WRAP-UP (3 MIN.)

- Ask students to turn and talk to a partner about why their work would make someone interested in reading *Treasure Island*.
- Tell students that in the next lesson they will write clean copies of their work.

~~~~~  
End Lesson
~~~~~

## Challenge

Have students add additional detail or description to their writing.

## Support

Ask students to describe their work's main point. Offer support as needed to help them incorporate that point into the writing's final thought.



## Access

### Entering/Emerging

Allow students to describe the end of their work orally to a teacher as they prepare to draft their conclusions.

### Transitioning/Expanding

Allow students to describe the end of their work orally to a partner as they prepare to draft their conclusions.

### Bridging

Allow students to describe the end of their work orally to a group of peers as they prepare to draft their conclusions.

## 7

# Purposeful Writing

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**PRIMARY FOCUS OF LESSON**

Students use keyboarding techniques to produce a final, publishable copy of their writing. **[W.4.6]**

**FORMATIVE ASSESSMENT****Final Essay**

**Polishing** Students use keyboarding techniques to produce a final, publishable copy of their writing. **[W.4.6]**

## LESSON AT A GLANCE

|                                                 | Grouping    | Time    | Materials                                                                                       |
|-------------------------------------------------|-------------|---------|-------------------------------------------------------------------------------------------------|
| <b>Purposeful Writing (30 min.)</b>             |             |         |                                                                                                 |
| Connections: Polishing and Publishing Your Work | Whole Group | 5 min.  |                                                                                                 |
| Creating a Final, Polished Copy                 | Independent | 22 min. | <input type="checkbox"/> Keyboard, Word Processor<br><input type="checkbox"/> Activity Page 4.1 |
| Wrap-Up                                         | Partner     | 3 min.  |                                                                                                 |

## ADVANCE PREPARATION

- Assemble the necessary devices for students to type final, polished versions of their writing. If necessary, reserve time in the school computer lab. Alternatively, if technology is not available, you may adapt this lesson to have students rewrite clean copies of their work.
- Ensure that students have the drafts of their writing, which they completed on Activity Page 4.1 in the previous lesson.

### Universal Access

- Preteach the basics of keyboarding, providing scaffolding as needed for students who require additional support.

## Lesson 7

## Purposeful Writing



**Primary Focus:** Students use keyboarding techniques to produce a final, publishable copy of their writing. **[W.4.6]**

### CONNECTIONS: POLISHING AND PUBLISHING YOUR WORK (5 MIN.)

- Ask students to review the various parts of the writing process they have worked on during Writing Studio this year.
  - » Answers may vary but could include planning, drafting, research, revision, editing, including linking words or specific details, etc.
- Remind students that publishing is another part of the writing process.
- Tell students that in this lesson they will prepare a final, polished copy of their work, which will help in the publishing process. You may wish to explain the publication process you will follow for sharing this work, which you will complete in the next lesson, and note how this underscores the need for a clean copy.



### Check for Understanding

Ask a student volunteer to explain why it is important to create a clean copy of your final draft.

### CREATING A FINAL, POLISHED COPY (22 MIN.)

- Ensure that each student has his or her complete draft, which was completed in previous lessons.
- Ensure that each student has access to the appropriate device or technology. Review any guidelines for using this equipment.
- Guide students in typing their final writing, providing support as needed.

### Support

If students struggle with typing, you may wish to read the text aloud as they type, thus freeing them to focus on the typing rather than consulting the source text.

- Although student work may vary, a sample essay follows.

---

### **You Should Read *Treasure Island***

Have you ever felt frustrated with a book you were reading? Maybe you had to read something for school that was not as exciting as it could be. Maybe you picked out a book that was really exciting, but after you finished it, you realized it was not that good for your mind. No matter who you are, I have a book for you! *Treasure Island*, by Robert Louis Stevenson, is the best book ever! It has something in it for everyone, and if you read it, I am sure that you will love it.

One reason *Treasure Island* is great is that it is an adventure story. By fourth grade, we have read a lot of stories, but we had never really read a true adventure story. This means that *Treasure Island* is good for people who want to read something new. It is also good for people who like learning about different kinds of stories, because as you read it you can learn about the kinds of things an adventure story includes. For example, I never knew adventure stories have interesting and developed characters and rising action. But now, because I have read *Treasure Island*, I know all about adventure stories!

Another reason everyone should read *Treasure Island* is that it makes you smarter. There are all sorts of things to learn while reading this book. I had never heard of a quadrant before reading this, but thanks to *Treasure Island*, now I know that it is a navigational tool sailors used to help find their way across the ocean. I also learned that the Union Jack is a name for the flag of Great Britain and that something really bizarre can be called “outlandish.” I never knew any of these things before I read Robert Louis Stevenson’s book. I’m sure if you read it, too, you will also learn lots of interesting new things.

Finally, the best reason to read *Treasure Island* is that it is a lot of fun! That is because it has pirates in it, and they are very exciting to read about. Some of them are even called “bloodthirsty”! They also gather and hide lots of treasure,



## Challenge

If students complete their keyboarding with time remaining, allow them to conference with a partner, exchanging work and writing a sentence or more to compare and contrast the approach they each took to the assignment.



## Access

### Entering/Emerging

Conference with students after they have typed a paragraph, offering heavy support and input on their progress.

### Transitioning/Expanding

Conference with students after they have typed 1–2 paragraphs, offering moderate support and input on their progress.

### Bridging

Conference with students after they have typed 1–2 paragraphs, offering light support and input on their progress.

and that creates a mystery, because everyone wants to know where the treasure is hidden. All this is very thrilling. It was so exciting that sometimes as I was reading, I forgot I was reading something for school. It was that much fun!

There are many reasons that *Treasure Island* is a great book to read. It teaches about sailing, going to other places, and a new kind of writing, the adventure story. But it is all about pirates, so it is very exciting—not boring, like some books. *Treasure Island* really has something for everyone. You should read it as soon as possible. When you do, you'll see that it really is the best book ever!

- Circulate as students type, offering feedback on their work.

## WRAP-UP (3 MIN.)

- If time permits, have a few volunteers explain how they can see their keyboarding skills improving. (For example, students may feel that they type with fewer mistakes or that they type more quickly than they did previously.)
- Tell students that in the next Writing Studio lessons they will publish their work as part of the classroom collection.

End Lesson

# Purposeful Writing

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# 8

## PRIMARY FOCUS OF LESSON

Students publish their work. [W.4.6]

## FORMATIVE ASSESSMENT

### **Publishing**

*(media will vary)*

Students publish their work. [W.4.6]

## LESSON AT A GLANCE

|                                     | Grouping    | Time    | Materials                                 |
|-------------------------------------|-------------|---------|-------------------------------------------|
| <b>Purposeful Writing (30 min.)</b> |             |         |                                           |
| Connections: Publishing Plan        | Whole Group | 5 min.  |                                           |
| Publishing                          | Independent | 20 min. | <input type="checkbox"/> Completed Drafts |
| Wrap-Up                             | Whole Group | 5 min.  |                                           |

## ADVANCE PREPARATION

- Make sure students have the final drafts of their writing, which they completed in the previous lesson. If students transcribed their scripts using a word processor, make sure they have that file.
- Ensure that you have planned the manner in which students will create a classroom collection. This lesson is designed to fulfill CCSS W.4.6, which asks students to use technology and digital tools to collaborate and publish work. We encourage teachers to customize this lesson to take full advantage of the opportunities available at their individual schools. For example, if your classroom has its own website, you might have students publish their writing in a special page or section on the site. They may also create a book that will become part of the class library, or they could record their work as video essays for next year's students. Alternatively, you might invite a Grade 3 classroom to visit so your students can share their work with the students who will be in Grade 4 next year.

If your classroom does not have video recording devices, you may record the work using a smart phone. In that case, you may wish to have the other students watch the live performance, as it will be difficult to play back the videos with a high resolution. However, students could publish the videos by adding them to a class site or blog.

This lesson enables teachers to customize the instruction and publication to your students and learning environment. The goal of this activity is not to force students to publish their work in the same manner but to encourage teachers and students to build on the tools available in their community to enhance the learning experience.

Lesson 8

# Purposeful Writing



**Primary Focus:** Students publish their work. [W.4.6]

## CONNECTIONS: PUBLISHING PLAN (5 MIN.)

- Explain the process by which students will publish their work. Review any steps necessary for students to recall. For example, if you are recording student video essays, remind students of good tips for recording their work. These may include speaking loudly and clearly and performing as naturally as possible.



### Check for Understanding

Ask students to make additional suggestions for the publication process.

- » Answers may vary, but they should be based on the publishing process your class is using.

## PUBLISHING (20 MIN.)

- Review the process by which you will publish student work and clarify the role students will play in this process.
- Arrange students into the appropriate configurations and have them publish their work.

### Challenge

After students finish publishing their work, ask them to write a sentence explaining why the text type they selected is the best for the assignment's purpose and audience.

### Support

Allow students who struggle with the publication process to work with a partner or with teacher support.



### Access

#### Entering/Emerging

Review the publication steps and provide heavy support as students publish their work.

#### Transitioning/Expanding

Review the publication steps and provide moderate support as students publish their work.

#### Bridging

Review the publication steps and provide light support as students publish their work.

### WRAP-UP (5 MIN.)

- Ask students to share which text type they think will make new readers most interested in reading *Treasure Island*.
  - » Answers may vary, but students should give a reason for their choice.
- If you have arranged a publication event, remind students of when that will take place.
- Collect students' final drafts, which you will evaluate using the *Fourth Grade Writing Rubric: Opinion Writing*, *Fourth Grade Writing Rubric: Narrative Writing*, or the *Fourth Grade Writing Rubric: Informative/Explanatory Writing*, all located in Teacher Resources.

~~~~~  
End Lesson
~~~~~

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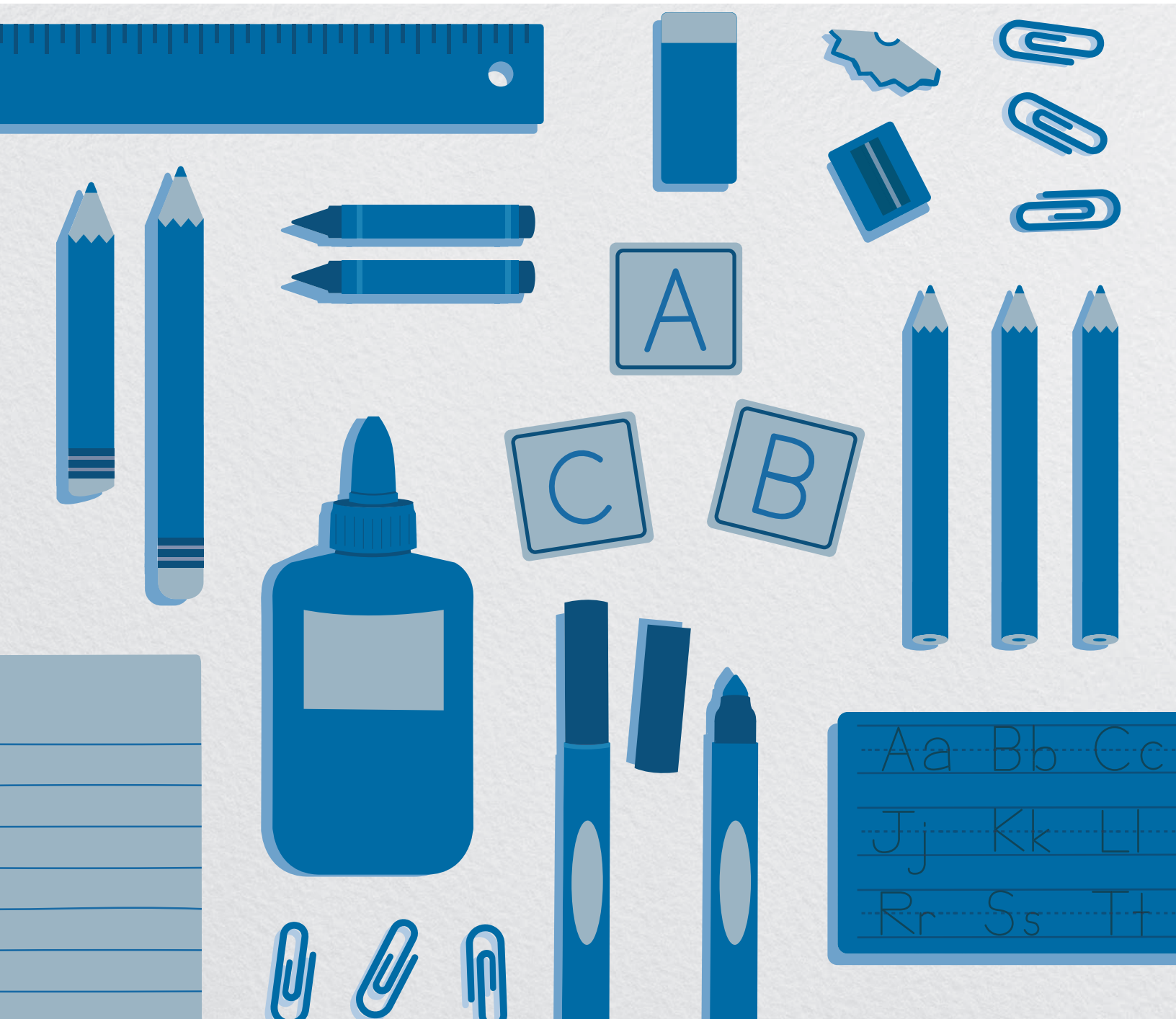
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