

Grade 4

Unit 2

Writing Studio

Teacher Guide

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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
Introducing Informative Writing (30 min.)			
Connections: Informative Writing	Whole Group	5 min.	
Introduce the Prompt	Whole Group	5 min.	<input type="checkbox"/> Writing Prompt for Activity Page 1.1 <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 with students 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                                            |
|--------------------------------------------------|-------------|--------|------------------------------------------------------|
| <b>Introducing Informative Writing (30 min.)</b> |             |        |                                                      |
| Connections: Essay Maps                          | Whole Group | 5 min. |                                                      |
| Read-Aloud: “Who’s at the Top?”                  | Whole Group | 7 min. | ☐ “Who’s at the Top?”                                |
| Modeling: Completing an Essay Map                | Whole Group | 7 min. | ☐ Activity Page 2.1                                  |
| Completing an Essay Map                          | Independent | 8 min. | ☐ Activity Page 2.1<br>☐ 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-ALOUD: “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?”

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### 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*.”

## Activity Page 2.1



## COMPLETING AN ESSAY MAP (8 MIN.)

- Ask students to complete the remaining sections of the essay map independently.
- Review student responses.

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



## 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.



## 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

# 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                                                                                       |
|------------------------------------------------|-------------|---------|-------------------------------------------------------------------------------------------------|
| <b>Introducing Narrative Writing (30 min.)</b> |             |         |                                                                                                 |
| 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<br><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.]

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:

|                   |                                                                                                                                                                                              |
|-------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Title</b>      | <i>Castle Components</i>                                                                                                                                                                     |
| <b>Topic</b>      | <i>the elements or parts of a medieval castle</i>                                                                                                                                            |
| <b>Paragraphs</b> | <b>Body Paragraph One</b>                                                                                                                                                                    |
|                   | <b>Main Idea/Topic Sentence</b><br><i>Many parts of the castle were for protection.</i>                                                                                                      |
|                   | <b>Supporting Information</b> <ul style="list-style-type: none"> <li>• <i>walls</i></li> <li>• <i>moat</i></li> <li>• <i>water</i></li> <li>• <i>storage for food and weapons</i></li> </ul> |
|                   | <b>Body Paragraph Two</b>                                                                                                                                                                    |
|                   | <b>Main Idea/Topic Sentence</b><br><i>Only some parts of the castle were for living.</i>                                                                                                     |
|                   | <b>Supporting Information</b> <ul style="list-style-type: none"> <li>• <i>kitchen</i></li> <li>• <i>private chambers</i></li> <li>• <i>Great Hall</i></li> </ul>                             |
|                   | <b>Conclusion</b>                                                                                                                                                                            |
|                   | <b>Final thoughts about the topic</b><br><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.)

- 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.

#### Activity Page 3.1



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

## 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 of the elements on the essay map.
- If time permits, allow students to share their ideas with the class.
- You may wish to keep a note of these details to incorporate into the essay you will draft in the next lesson.

~~~~~  
End Lesson
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## 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.

## 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                                                                                |
|------------------------------------------------|-------------|---------|------------------------------------------------------------------------------------------|
| <b>Introducing Narrative Writing (30 min.)</b> |             |         |                                                                                          |
| 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<br><input type="checkbox"/> Activity Page 4.1 |
| Wrap-Up                                        | Partner     | 3 min.  |                                                                                          |

## ADVANCE PREPARATION

- Prepare to project 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.

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- 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.)
- 

### **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.

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.

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### 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 with students.



### 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. An example follows.



---

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                                       |
|------------------------------------------------|-------------|---------|-------------------------------------------------|
| <b>Introducing Narrative Writing (30 min.)</b> |             |         |                                                 |
| Modeling: Gather and Organize Information      | Whole Group | 6 min.  | ❑ “Model: Gathering and Organizing Information” |
| Connections: Parts of a Poem                   | Whole Group | 6 min.  | ❑ <i>Poet’s Journal</i> (optional)              |
| Gather and Organize Information                | Small Group | 15 min. | ❑ 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, W.4.9A]

**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 the author of the essay “Castle Components” 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 illustrations of each poetic device they will discuss in their essay.



## 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.

- 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. A sample completed activity page is available in Teacher Resources.

## 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
~~~~~

# Introducing Informative Writing

# 6

## 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                                                                         |
|------------------------------------------------|-------------|---------|-----------------------------------------------------------------------------------|
| <b>Introducing Narrative Writing (30 min.)</b> |             |         |                                                                                   |
| Connections: Parts of a Poem                   | Small Group | 5 min.  | ☐ Activity Page 5.1                                                               |
| Modeling: Planning an Essay                    | Whole Group | 6 min.  | ☐ “Model: Gather and Organize Information”<br>☐ essay map for “Castle Components” |
| Planning an Essay                              | Small Group | 14 min. | ☐ Activity Page 5.1<br>☐ Activity Page 6.1                                        |
| Wrap-Up                                        | Partner     | 5 min.  | ☐ 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 Paragraph One: 4 min.
  - Body Paragraph Two: 4 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 Groups A and B relate to the main ideas of paragraphs in an essay.

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



## 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.

## 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 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                                                                                                                              |
|------------------------------------------------|-------------|---------|----------------------------------------------------------------------------------------------------------------------------------------|
| <b>Introducing Narrative Writing (30 min.)</b> |             |         |                                                                                                                                        |
| 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<br><input type="checkbox"/> Activity Page 6.1<br><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.
-

## 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.

- 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 Paragraph One: 6 min.
  - Body Paragraph Two: 6 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~~~~~


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 Narrative Writing (30 min.) | | | |
| Connections: Essay Drafts | Independent | 5 min. | ☐ Activity Page 7.1 |
| Modeling: Linking Words, Details, Conclusions | Whole Group | 11 min. | ☐ “Castle Components” draft |
| Linking Words, Details, Conclusions | Small Group | 11 min. | ☐ 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.

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.

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.
- A sample conclusion and revised body paragraph follow for reference, but you should feel free to customize according to the needs of your classroom.

Activity Page 7.1



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.

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.

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

Teacher Resources

| | |
|---------|------------------|
| Grade 4 | Writing Studio 2 |
|---------|------------------|

Teacher Resources

Contents

- Writing Prompt for Activity Page 1.1
- Fourth Grade Writing Rubric: Informative/Explanatory Writing
- Paragraph about a Paragraph
- “Who’s at the Top?”
- Model: Gathering and Organizing Information – Castle Components
- Model: Gathering and Organizing Information – parts of a poem
- Informative Essay Map – Castle Components
- Sample Paragraphs from “Castle Components”

Activity Pages

- Activity Page 1.1
- Blank Informative Essay Map
- Drafting Paper
- Activity Page 5.1

Writing Prompt

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.

Fourth Grade Writing Rubric: Informative/Explanatory Writing

STD W.4.3

Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

- a. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations and multimedia when useful to aiding comprehension.
- b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
- c. Link ideas within categories of information using words and phrases (e.g., *another*, *for example*, *also*, *because*).
- d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- e. Provide a concluding statement or section related to the information or explanation presented.

| Category | 4 | 3 | 2 | 1 |
|------------------------------|--|--|---|---|
| Content and Accuracy | <p>The composition includes all key components:</p> <ul style="list-style-type: none"> introduce the topic clearly group related information in paragraphs include formatting, illustrations, and multimedia when useful use facts, definitions, quotations, and concrete details to develop the point use linking words and phrases use precise language and domain specific vocabulary provide a related conclusion | <p>The composition includes all but one of the key components</p> <ul style="list-style-type: none"> introduce the topic clearly create an organizational structure in which related ideas are grouped together state an opinion and a reason for the opinion supported by facts use linking phrases provide related concluding statement | <p>The composition does not include two of the key components:</p> <ul style="list-style-type: none"> introduce the topic clearly create an organizational structure in which related ideas are grouped together state an opinion and a reason for the opinion supported by facts use linking phrases provide related concluding statement | <p>The composition does not include three or more of the key components:</p> <ul style="list-style-type: none"> introduce the topic clearly create an organizational structure in which related ideas are grouped together state an opinion and a reason for the opinion supported by facts use linking phrases provide related concluding statement |
| Organization | The composition stays on topic throughout several well-developed paragraphs. | The composition stays on topic in a complete, well-developed paragraph. | The composition periodically veers off topic. | The composition consistently veers off topic. |
| Writing Conventions | The composition includes advanced phonetic principles and grammatical conventions beyond grade-level expectations. | The composition consistently includes grade-level appropriate phonetic principles and grammatical conventions. | The composition consistently includes grade-level appropriate phonetic principles and grammatical conventions. | The composition does not include grade-level appropriate phonetic principles and grammatical conventions. |
| Exceptional Qualities | The composition reflects a deep understanding of the topic and/or makes original connections. | N/A | N/A | N/A |

Paragraph about a Paragraph

Writers often organize good paragraphs using a common set of guidelines. First, writers include a topic sentence to introduce the topic or main idea of the paragraph. The topic sentence tells what the paragraph will be about. Next, writers include supporting sentences to explain the topic or main idea. Writers usually include at least three to five sentences to give the reader supporting details and facts about the topic or main idea. Including interesting facts and details helps make the paragraph informative and interesting to read. It is important that the sentences stick to the topic. Finally, writers end the paragraph with a concluding sentence, or their final thought about the topic or main idea. Using these guidelines can be helpful to writing a clear and informative paragraph.

“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!

Model: 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>Castle Components</i> | |
| Use the following space to list all the information or elements you would like to discuss about your topic. | |
| <div style="display: flex; justify-content: space-around; text-align: center;"> <div><i>Great Hall</i></div> <div><i>walls</i></div> <div><i>moat</i></div> <div><i>kitchen</i></div> </div> <div style="display: flex; justify-content: space-around; text-align: center;"> <div><i>private chamber</i></div> <div><i>water</i></div> <div><i>storage for food</i></div> </div> <div style="text-align: center; margin-top: 10px;"><i>place to keep weapons</i></div> | |
| 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 |
| Heading: <i>parts to live in</i>

<div style="text-align: center;"> <i>Great Hall</i>
 <i>kitchen</i>
 <i>private chambers</i> </div> | Heading: <i>parts to protect people</i>

<div style="text-align: center;"> <i>walls</i>
 <i>moat</i>
 <i>storage for food</i>
 <i>water source</i>
 <i>place to keep weapons</i> </div> |

Model: 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. | |
| <div style="display: flex; justify-content: space-around; text-align: center;"> <div><i>title</i></div> <div><i>rhyme</i></div> <div><i>alliteration</i></div> </div> <div style="display: flex; justify-content: space-around; text-align: center;"> <div><i>metaphor</i></div> <div><i>free verse</i></div> <div><i>simile</i></div> </div> <div style="display: flex; justify-content: space-around; text-align: center;"> <div><i>alliteration</i></div> <div><i>stanza</i></div> <div><i>line</i></div> </div> | |
| 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 |
| 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> |

| | |
|-------------------|--|
| Title | <i>Parts 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
<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
<i>rhyme or free verse</i>
<i>alliteration</i>
<i>figurative language such as metaphor or simile</i> |
| | Conclusion
Final thoughts about the topic
<i>All poems share some parts, but there is also room</i>
<i>for poets to be creative with poetic devices.</i> |

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.

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.

Activity Pages

| | |
|---------|------------------|
| Grade 4 | Writing Studio 2 |
|---------|------------------|

Teacher Guide

NAME: _____

DATE: _____

Healthy Eating

Follow your teacher's instructions and use the space below to write an essay responding to the following prompt.

Writing Prompt

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.

[illegible]

Title**Topic****Paragraphs****Body Paragraph One**

Main Idea/Topic Sentence

Supporting Information

Body Paragraph Two

Main Idea/Topic Sentence

Supporting Information

Conclusion

Final thoughts about the topic

ACTIVITY PAGE

LESSON

[illegible]

NAME: _____

DATE: _____

Model: 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:

Use the following space to list all the information or elements you would like to discuss about your topic.

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**Heading:****Group B****Heading:**

Core Knowledge Language Arts

Editorial

Susan Lambert, Vice President, CKLA

Julie Weintraub, Senior Account Manager

Elizabeth Wade, PhD, Managing Curriculum Developer

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Design and Graphics

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