



Language Acquisition Branch

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## English Language Acquisition Program (ELAP)

# Implementation Guide

4th Grade

## *Expository Writing*

**Note:** For added flexibility, this implementation guide is divided into 30-minute instructional segments. Make sure you instruct a full hour of reading or writing before moving on to the next hour segment.

\*School will need to provide a reading and writing journal for each student in this intervention.

### 4<sup>th</sup> Grade Writing - Session 1 – One hour

Materials/Preparation	Lesson	Objective	Activity	Notes
Teacher's Edition p.176-177 For each student, photocopy a prompt from Assessment Booklet p. 20 (students will be writing an essay- not just a paragraph)	Pre-Assessment	Provide a baseline for measuring students' progress from the beginning to the end of the expository writing unit	Read, plan, write, and proofread an expository essay	
<ul style="list-style-type: none"><li>• Give students approx. 45 minutes to plan and complete one essay</li><li>• Have students answer the prompt: <i>“Think of something you are good at. It might be building a sand castle, cooking soup, or something else. Write an expository essay naming what you are good at and explaining how you do it. You may want to jot down some ideas or use a graphic organizer to help plan your explanation. Remember that an expository essay should have a topic paragraph, supporting paragraphs, and a closing paragraph.”</i></li><li>• Use rubric on pages <b>176-177</b> to score pre-assessment for each writing trait</li></ul>				

**4<sup>th</sup> Grade Writing Session 2A – 30 min.**

<b>Materials</b>	<b>Lesson</b>	<b>Objective</b>	<b>Activity</b>	<b>Notes</b>
Write Source TE & Student Book pgs. 3-5; 465  Student Writing Journal	Understanding the Writing Process	Understand that we follow a process in writing, just like in reading	Connecting with quotations about writing, becoming familiar with Writing Terms	

**Instruction**

**Pg. 3** - Follow the directions in the TE

**Pg. 4**

- Have students write about what one of the quotations means to them while you silently model writing about one of the quotations on the overhead, chart paper or whiteboard.
- After 3-5 minutes, share with the class what you wrote
- Have students turn to a partner and share their writing.
- Have students share out to the class.

**Pg. 5**

- Follow the directions in the TE.
- Complete the steps on this page
- Turn to Pg. 465 (The students shouldn't turn to this page) to check students' familiarity with the Writing Terms using the following steps:
  1. Say the first word aloud, "Audience."
  2. Have students stand up if they have heard the word.
  3. Stay standing if they know what it means.
  4. Then stay standing if they can explain it to the class.
  5. Choose a student to share.
  6. Share the definition from the TE.
  7. Continue with the rest of the terms.
  8. Have students flag this page in their student book.

**Note:** To reinforce learning, use the *English Language Learners* (pink box) and/or *Struggling Learners* (blue box) at the bottom of the TE.

## 4<sup>th</sup> Grade Writing Session 2B – 30 min.

Materials	Lesson	Objective	Activity	Notes
Write Source Student Book & Teacher's Edition pgs. 6-8; 456-457; 22  Students Writing Journal	The Process in Action	To understand that following the writing process is like following a recipe.	Learn the steps in the writing process, begin to select writing topics, become familiar with graphic organizers, begin to work with traits of writing	

### Instruction

Have students tell their partner what the three steps in the Reading Process are (Before, During, After). Remind them that just like reading, there is a process to follow when we write.

#### Pg. 6

##### *Prewriting - Selecting a Topic*

Have students:

- Select a page in their writing journal to add topics that they would like to write about.
- Title the page.
- Skip five lines from the top of the page (You will come back to this in Writing Session #3).
- Write two of their favorite things to do to start their list

##### *Prewriting - Gathering Details:*

Have students turn to pgs. **456-457** (although a narrative example is shown, a web can be use for gathering details in any genre) and tell the students these are some ways to gather details.

*Writing: Developing the First Draft* - Follow the instructions in the TE.

#### Pg. 7

*Revising, Editing, Publishing* - Follow instructions in the TE.

##### *Study the Process:*

- Follow the instructions in the TE.
- Have students copy this sentence in their writing journals and fill it in: “The \_\_\_\_\_ step is important because \_\_\_\_\_ and \_\_\_\_\_.” (They may need to adjust the sentence, but they can use it as a guide.)

#### Pg. 8

- Follow instructions in the TE.
- List the steps to the writing process on the board
- Have students discuss with a partner which traits would fall under each step of the writing process.
- Do “Prewriting-Ideas and Organization” as a class example, reminding students of the graphic organizers they saw on Pg. **456-457**.

**Note: *Struggling Learners*** (blue box) Discuss the three traits of voice, word choice, and conventions in these two sentences, as well as the purpose of the writing. \*This will be mentioned in Reading Session #3

## 4<sup>th</sup> Grade Writing Session 3A – 30 min.

Materials	Lesson	Objective	Activity	Notes
Write Source Student Book & Teacher's Edition pgs. 9-11; 449 Writing journals	One Writer's Process	Examine the goals for Expository Writing, Understand sentence fluency	Evaluate one writer's work through pre-writing step, practice sentence fluency	

### Instruction

#### Pg. 9

- Follow the directions in the wrap-around of the TE.
- Have students turn to the page of their writing journal where they wrote the two topics they wrote yesterday.
- Have students copy the three sentences you wrote on chart paper (blue bullets in TE) on the blank lines at the top of their writing journal.

**Pg. 10 - Previewing the Goals:** “Just as we ‘Set a Purpose’ in the Before Reading stage, we will now look at a writer who ‘Set a Purpose’ for writing by ‘Previewing the Goals’ for her writing using the traits.” Read over Pg. 10 first and have students answer the questions as a class. Then follow the directions in the TE wrap-around (see Teaching Tip below).

**Teaching Tip: Sentence Modeling** (green box). In place of having students find well-constructed sentences, do the following: Write the following sentences on the board, “I noticed a small and scared kitten under the steps. It was meowing for food” and the write the following professional model, “In the clearing, I saw a deer, slim and silent, staring at me.” Then follow the steps in the green box using these sentences. Turn to **pg. 449** to do the “Model Sentences” activity and practice. “This activity shows us that one of the best ways to learn about being a better writer is to read!”

#### Pg. 11 - Prewriting: Selecting a Topic:

- Read this section as a class.
- Tell students that an expository essay is **nonfiction** reading material that is to inform or explain something to the reading audience. Nonfiction means it is **factual** information. (It is hard to distinguish fact from fiction for our struggling readers, so it is important to teach them how to decipher text to see if there are biases and opinions affecting the piece.) Expository text can vary in nature, but its function is to make the topic explicitly clear to the reader. The reader should be able to clearly understand what the writer is trying to explain.
- Some common formats of expository writing include the following:  
*How-To (Procedural) , Definition, Description, Persuasion, Analysis, Classification, Comparison-Contrast, Cause-Effect, Problem-Solution*
- What are some examples of expository text?  
*Textbooks, essays, encyclopedias, scientific books/journals, atlases, directions, guides, biographies, newspapers, (may contain photographs and graphics), etc.*
- Fumi is writing an expository essay about an activity she enjoys. Have students come up w/some topics of their own by making a list in their writing journals and selecting one that would be easy to explain.

#### **Gathering and Organizing Details:**

- Follow the instructions in the TE.
- Have students create a timeline in their writing journals.

**Struggling Learners** (blue box): For their own writing in this genre, they will have to choose a topic that is not overly complex. Discuss the information in this box with the class.

### 4<sup>th</sup> Grade Writing Session 3B – 30 min.

Materials	Lesson	Objective	Activity	Notes
Write Source Student Book & Teacher's Edition pgs. 12-13	One Writer's Process	Examine one writer's work through the writing step	Evaluate one writer's work through writing step	

#### Instruction

**Pg. 12**

***Writing - Completing Your First Draft:***

- Read the TE notes and discuss focus statement and transitions with the class.
- Prior to reading Fumi's first draft, use the ***English Language Learners*** (pink box):
  1. Go over the vocabulary with the class.
  2. Have students read through the essay once silently.
  3. As a class, look at the timeline that Fumi used during the prewriting phase.
  4. Have students read the essay again (or read it aloud), considering the usefulness of gathering and organizing details prior to writing.

**Pg. 13**

- Use the ***English Language Learners*** (pink box)

***Practice***

- Have students work in small groups to see if Fumi met her goals for writing.
- Also, reflect back on the During Reading step, "Read with a Purpose". *Just like reading for a purpose, Fumi was writing for a purpose: to explain to her reader an activity she enjoys. Did she meet that purpose?*

### 4<sup>th</sup> Grade Writing Session 4A – 30 min.

Materials	Lesson	Objective	Activity	Notes
Write Source Student Book & Teacher's Edition pgs. 14-15  Student Writing Journals	One Writer's Process	Evaluate one writer's work through the revision process	Evaluate one writer's work through the revising step	

#### Instruction

**Pg. 14 - Revising: Improving Your Writing:**

- Read the revised draft as a class, noting what was changed in orange boxes to the left. (The Editing and Proofreading Marks can be referenced on the back inside cover of the TE and Student Book.)
- Follow the directions in the wrap-around regarding the removal of some words.
- Have students complete the ***Practice*** question by discussing their answer with a partner, then sharing with the class.

***Struggling Readers*** (blue box): Note the creation of a new paragraph. Share with the class that the frequent breaks help readers when they need to use the After Reading strategy "reread".

**Pg. 15 - Revising: Using a Peer Response:**

- Follow the instructions in the TE wrap-around.
- Read through the peer questions in the blue notes on the left side of Fumi's paper.

**Note:** Remind students that when they are revising, they are focusing on content, not on editing for punctuation, spelling, and grammar errors.

- Have students complete the ***Practice*** questions alone first, check their answers with a partner, and then share as a class.

### 4<sup>th</sup> Grade Writing Session 4B – 30 min.

Materials	Lesson	Objective	Activity	Notes
Write Source Student Bk & Teacher’s Edition pgs. 16-18; 10; 176-177, 478-605	One Writer’s Process	Review one writer’s final essay and assessment.	Evaluate one writer’s work through editing and publishing steps	
<b>Instruction</b>				
<p><b>Pg. 16</b> - Follow the directions in the TE, referring to the back inside cover of the TE/Student Bk.</p> <p><b>Note:</b> Encourage students to refer to the Proofreader’s Guide on pgs. 478-605 to use when they edit.</p> <p><b>Pg. 17</b></p> <ul style="list-style-type: none"> <li>• Follow the directions in the TE.</li> <li>• Review the goals on Pg. 10 and read over the rubric on Pgs. 176-177 for an Expository Essay (you will look more closely at this rubric in the Writing Session #5. Focus on the traits of ideas, organization, and voice.</li> </ul> <p><b>Pg. 18</b> - Follow the directions in the TE to discuss the final step in the writing process: publishing.</p>				

### 4<sup>th</sup> Grade Writing Session 5A – 30 min.

Materials	Lesson	Objective	Activity	Notes
Write Source Student Bk. & Teacher’s Edition pgs. 19-20	One Writer’s Process	Assess a writer’s essay using a trait-based rubric	Compare own assessment with that of the “teacher”, look at a writer’s reflection	
<b>Instruction</b>				
<p><b>Pg. 19 - <i>Assessing the Final Copy</i></b></p> <ul style="list-style-type: none"> <li>• Read over <b>pg. 19</b> with the class.</li> <li>• Have students answer the “Discuss the assessment” section in pairs.</li> <li>• Follow the directions in the TE by having a class discussion.</li> </ul> <p><b>Note:</b> Teaching Tip (green box) at the bottom of the page.</p> <p><b>Pg. 20 - <i>Reflecting on Your Writing</i></b>: Follow the directions in the TE.</p> <p><b>Struggling Learners</b> (blue box): Have students answer the last two questions on Fumi’s reflection sheet in their writing journal.</p> <p><b>Note:</b> Their next task will be to write their own Expository Paragraph</p>				

**4<sup>th</sup> Grade Writing Session 5B – 30 min.**

<b>Materials</b>	<b>Lesson</b>	<b>Objective</b>	<b>Activity</b>	<b>Notes</b>
Write Source Student Book & Teacher’s Edition pgs.176-177  Student Pre-Assessments  Writing journals or Assessment Sheet photocopy (from TE pg. 638)	Analyzing an Essay	Analyze their pre-assessment writing using a rubric.  Understand how to revise using traits	Use a rubric to assess their writing, practice revising their essay using the traits.	

**Instruction**

- Return the original assessments to the students along with their scores.
- Emphasize that this assessment is a starting point and that from here they will learn how to improve their writing.
- Tell the students to remember that this was a draft, and that they didn’t have a chance to revise yet.
- Have students read the descriptor that correlates to their score for each of the traits.
- In their writing journals (or on an Assessment Sheet photocopy from TE pg. 638), have them list one thing they could do for each trait that could make their score better. They can use the language of the rubric as a guide. (Example for Ideas: If a student scored a 2, they could write, “To get a better score, I can focus on one topic.”)\*

\*This is a first exposure to reflecting on their own writing, so they may need extra assistance. Have students try Ideas first, then come together and discuss it as a class to be sure everyone made a comment. Then move on to Organization, etc.

**4<sup>th</sup> Grade Writing Session 6A – 30 min.**

<b>Materials</b>	<b>Lesson</b>	<b>Objective</b>	<b>Activity</b>	<b>Notes</b>
Write Source Student Bk. & Teacher's Edition pgs. 138-140; 52-53	Expository Paragraph	Students will demonstrate an understanding the content and structure of an expository paragraph	Study a sample expository paragraph	

**Instruction****Pg. 139**

- Read the information about Expository Writing and follow the directions in the TE.

**Note:** Pay special attention to the Writing Guidelines at the bottom of the page (they learned some of these terms in Writing Session #2).

- Remind students that when we write paragraphs, we need to have a subject and a main idea, just like we learned in Reading Session #6.
- Have students draw a quick sketch of their favorite activity.

**Pg. 140**

- Read through the information as a class.
- Ask the students to suggest another word for “topic”. Note that the topic sentence should clue you in to the main idea.
- Follow the TE directions.
- Have students do the *Respond to the reading* section independently.
- Share out as a class.

**Pg. 52** - Do this expository paragraph as another example and answer the *Respond to the reading* section as a class.

**Pg. 53** - *A Closer Look at the Parts*: Focus in again on the equation that should remind them of what they learned in Reading Session #6. Read through the information about *The Body* and *The Closing Sentence*.

**4<sup>th</sup> Grade Writing 4<sup>th</sup> Grade Writing Session 6B – 30 min.**

<b>Materials</b>	<b>Lesson</b>	<b>Objective</b>	<b>Activity</b>	<b>Notes</b>
Write Source Student Bk. & Teacher's Edition pgs. 141-142; 460	Expository Paragraph	Students will select a topic and gather details for their expository paragraph	Choose a topic and gather details for an expository paragraph	
<b>Instruction</b>				
<p><b><u>Pg. 141</u> - Prewriting: Selecting a Topic</b></p> <ul style="list-style-type: none"> <li>• Write the sentence starters from the TE wrap-around on the board.</li> <li>• Have students copy these sentences, as well as the sentence starters in their student books in their writing journal.</li> <li>• Have students complete each of the seven sentences with their own activities.</li> </ul> <p><b>Note:</b> Remind students that they also have a topic idea from the pictures they drew.</p> <ul style="list-style-type: none"> <li>• Have students * the topic they want to write about.</li> </ul> <p><b><u>Pg. 141</u> - Gathering Details</b></p> <ul style="list-style-type: none"> <li>• Read through the information in the student book.</li> <li>• Have students copy the “because” completions format into their writing journal, filling in the information about their own topic.</li> </ul> <p><b><u>Pg. 141</u> - Teaching Tip: Strong and Effective Topic Sentences</b></p> <ul style="list-style-type: none"> <li>• Read the following topic sentences from selections students have read recently:                      “Scientists are still trying to solve the mystery of what happened to King Tut.”                      “Did you ever think pinching was fun?”                      “As ranching grew in the Southwest in the mid 1800s, a new figure arose—the cowboy.”</li> </ul> <p><b><u>Pg. 460</u></b> - Have students look at the special strategies for writing a strong topic sentence. You can also include examples from the sentences above, such as starting with a question.</p> <p><b><u>Pg. 142</u> - Writing: Creating Your First Draft</b></p> <ul style="list-style-type: none"> <li>• Follow the directions in the TE wrap-around.</li> </ul> <p><b><i>Struggling Learners</i></b> (blue box): Go over the reasons and examples with the class. Have students add reasons to their <i>Because</i> statements in their writing journals.</p>				

**4<sup>th</sup> Grade Writing Session 7A – 30 min.**

<b>Materials</b>	<b>Lesson</b>	<b>Objective</b>	<b>Activity</b>	<b>Notes</b>
Write Source Student Book & Teacher's Edition pgs. 142; 432-435	Expository Paragraph	Students will draft an expository paragraph and begin to revise	Write paragraph and answer some revision questions	
<b>Instruction</b>				
<p><b><u>Pg. 142</u> - <i>Struggling Learners</i></b> (blue box): Students started on this piece in Writing Session #6. Once they have the reasons and examples in place and have checked them with you, have students write their first draft.</p> <p><b><i>Revising: Improving Your Paragraph:</i></b></p> <ul style="list-style-type: none"> <li>• Have students revise their paragraph based on the five questions on this page.</li> <li>• Also remind them to check that every sentence is complete (subject and a verb). (They can refer to <b>pgs. 432-435</b> for help.)</li> </ul>				

4 <sup>th</sup> Grade Writing Session 7B – 30 min.				
Materials	Lesson	Objective	Activity	Notes
Write Source Student Bk. & TE 142; 15	Expository Paragraph	Students will revise and edit an expository paragraph	Revise for five traits, edit for conventions	
<b>Instruction</b>				
<p><b>Pg. 15</b> – Have students exchange their papers with a partner.</p> <p><b>Note:</b> Remind them of the peer comments made to Fumi’s paper. They were polite, positive, and specific. Their goal is to help their partner by asking questions or making suggestions that will improve the meaning, flow, and sound of the paragraph. Have them focus on making the paragraph as clear as possible to the reader. Students should rewrite the paragraph based on the comments from their peers if applicable.</p> <p><b>Pg. 142 - Editing: Checking for Conventions;</b> Have students complete this page by editing their paragraphs.</p>				

4 <sup>th</sup> Grade Writing Session 8 – One Hour				
Materials	Lesson	Objective	Activity	Notes
Write Source Student Bk. & Teacher’s Edition pgs. 190; 176-177	Mid-Assessment	Plan and write a timed expository <i>essay</i>	Plan, write & proofread an expository essay	
<ul style="list-style-type: none"> <li>• Be sure students understand that this assessment is a multi-paragraph essay. (Especially since the emphasis in the past sessions has been on single paragraphs.)</li> <li>• Have students write an on-demand essay addressing this prompt: <i>“Most people have a favorite object. Write an essay naming your favorite thing and explaining why it is your favorite. You may want to jot down some ideas or use a Thinking Map® or graphic organizer to help plan your explanation. Remember that an expository essay should have a topic paragraph, supporting paragraphs, and a closing paragraph.”</i></li> <li>• Students are to be given approx. 45 minutes to plan and complete one essay</li> <li>• Use the rubric on <b>pgs. 176-177</b> to score mid-assessment for each writing trait</li> </ul>				

**4<sup>th</sup> Grade Writing Session 9A – 30 min.**

<b>Materials</b>	<b>Lesson</b>	<b>Objective</b>	<b>Activity</b>	<b>Notes</b>
Write Source Student Book & Teacher's Edition. 176-177; 20 Photocopies of Assessment Sheet (TE 638) or copy into their Writing journals Student Writing journals	Assess & Reflect	Assess and reflect using a trait based expository rubric	Self-Assessment, Reflection Sheet	

**Instruction****Pg. 176-177**

1. Have students use the rubric to score themselves for each of the traits.
2. Exchange papers and journals with a partner (turning the page of the journals so the scores can't be seen) and have the partner score for each of the traits.
3. Each writer should compare the scores they gave with the score their partner gave and circle the one that they think is correct, based on the rubric language.

**Pg. 20** – Have students copy the prompts from the reflection sheet into their writing journal. They should answer each question independently.

## 4<sup>th</sup> Grade Writing Session 9B – 30 min.

Materials	Lesson	Objective	Activity	Notes
Write Source Student Bk. & Teacher’s Edition pgs. 143-146 Reader’s Handbook pg. 44	Expository Essay	Understand the expository form and content	Students will evaluate a sample expository essay	

### Instruction

**Note:** Remind students that in Reading Session #9 we were looking at expository essays (those that inform or explain). They already wrote an expository paragraph explaining their favorite activity. Now they will write an essay explaining a future career.

**Pg. 143** - Read through the information in the TE.

**Pg. 144** - Go over the goals of the expository essay. Note that they will be assessed using the same rubric we used for the paragraph on **pgs. 176-177**.

**Reader’ Handbook pg. 44** - Quickly look back at the paragraph about cowboys and ask a question for each trait:

**Ideas:** “Would being a cowboy be an interesting career? Did the author use examples about this career that were interesting? Did the author include anything you didn’t know about cowboys?”

**Organization:** “Did the first sentence make you want to read more? Did the middle have clear examples?”

**Voice:** “Does the author sound like he/she knows about the topic?”

**Word Choice:** “What specific words did the author use to make the paragraph clear?”

Sentence Fluency: “Were the sentences different lengths? Were there compound sentences?”

**Conventions:** “Was the author’s work correct enough to publish in a book? Was the dash in the first sentence used correctly?”

### **Pg. 145**

- Preview the essay by having students read the title and first paragraph.
- Ask: What do they think the subject is? What do they think the author will tell them about the subject (main idea)?

***English Language Learners:*** Read through the vocabulary prior to reading the essay to be sure students can access the information.

**Pg. 145-146**—Read through the sample essay, then go back and identify the trait elements that make this a good expository essay using the TE wrap-around.

### **Pg. 146** –

- ***English Language Learners:*** Explain the expression to the students if they don’t understand. (*Dad says instead of iron in my blood, I must have sawdust!*)
- ***Respond to the reading:*** Students answer independently in their writing journals.

### 4<sup>th</sup> Grade Writing Session 10A– 30 min.

Materials	Lesson	Objective	Activity	Notes
Write Source Student Bk. & Teacher’s Edition 147-149  Books about careers  Internet access to online encyclopedias (optional)  Student Writing journals	Essay- Prewriting	Select a topic, gather details for their expository essay	Students will plan their essay	

#### Instruction

**Pg. 147**

- **English Language Learners:** You may want to bring in some books about careers or have access to the internet. You can also brainstorm as a class about some interesting careers.
- Follow TE directions and read the page with students.

**Pg. 148**

- Follow suggestions in TE.
- Have students make a list of possible topics in their writing journals.

***Focus on the Traits-Ideas:***

- Follow the notes in the TE wrap-around.

**Note:** It is important that students will be able to gather details about the topic they choose, so be sure to do the second bullet point before students make their final selection.

**Pg. 149** - Have students copy the graphic organizer (or use a Thinking Map®) from this page into their writing journals.

**Note:** When looking for the main duties of this job, they may have to consult a book or the internet.

### 4<sup>th</sup> Grade Writing Session 10B – 30 min.

Materials	Lesson	Objective	Activity	Notes
Write Source Student Book & Teacher’s Edition pgs. 150-152  Cluster diagram (on board or transparency)	Essay- Prewriting	Prewrite using the traits	Find special words, write a focus statement, write topic sentences, create an outline	

#### Instruction

**Pg. 150**

- Follow the instructions in the TE.
- Read the selection aloud to students.
- Have students write at least three terms in their writing journal.
- Have students compare their list with a partner.
- Share out the specialized terms with the class.

***Focus on the Traits-Voice:*** Show students an example of a cluster diagram with a topic in the center. Choose a topic (like mail carrier, teacher, photographer, dentist, astronaut. etc.) or use the topic example of one of your students that struggles often. As a class, brainstorm special terms that relate to the topic.

**Pg. 151** - ***Writing a Focus Statement:***

- Recall that when reading, there is an equation (subject + what the author is telling me about the subject = main idea or focus statement).
- Read through **pg. 151**, including the TE directions.
- Have the students write their focus statement in their writing journals.

**Writing Topic Sentences:**

- Make sure students understand the difference between a focus statement (tells what the whole essay will be about) and topic sentences (tells what individual paragraphs will be about).

**Note:** Students will have two middle paragraphs so they need two topic sentences. Read this portion.

- Have students should write their topic sentences in their writing journals.

**Pg. 152 - Organizing Your Ideas:**

- Follow the directions in the TE.

**Focus on the Traits-Organization:**

- In Reading Session #9 students learned about ways to organize paragraphs. Use the notes in this box to help students order their paragraphs accordingly.
- Students should create an organized list in their writing journals.

**4<sup>th</sup> Grade Writing Session 11A – 30 min.**

<b>Materials</b>	<b>Lesson</b>	<b>Objective</b>	<b>Activity</b>	<b>Notes</b>
Write Source Student Book & Teacher's Edition pgs. 153-155  Blank notebook paper (or student writing journals)	Essay-Writing	Learn how to begin an essay	Students will write the beginning part of the first draft for their essay	

**Instruction**

**Pg. 153** - Follow directions in the TE.

**Pg. 154**

- Read through the information with the class.

**Struggling Learners:** Use this information and do a couple of examples with the groups of three. Note that their organized list should be orderly and make sense.

**Pg. 155**

- Read the notes in the TE wrap-around.
- Read through **pg.155** with students.
- Have the students use their organized list and create three possible beginning sentences using each of the three examples as guides.
- Have students choose one and write their first paragraph.

### 4<sup>th</sup> Grade Writing Session 11B – 30 min.

Materials	Lesson	Objective	Activity	Notes
Write Source Student Bk. & Teacher’s Edition pg. 156-158  Blank notebook paper (or student writing journals)	Essay- Writing	Learn how to use transitions, arrange details, and create an interesting ending	Look at transition phrases, arrange details (most to least important, or least to most), write an ending	

#### Instruction

**Pgs. 156-157 - *Developing the Middle Part:***

**Note:** Make sure the students use their organized list as a guide to write the middle part, but also realize that they can add more detail as they write their draft.

- Follow the directions in the TE.
- Students can arrange the details for each paragraph by order of importance (most to least, or least to most—depending on the effect they want to create) when they write the middle part.

**Pg. 158**

- Follow the directions in the TE that has students choose two ways (of the four) to write their ending.
- Have students share their partially written essay and the two endings with a partner.
- Once they decide on one to use, they can write their ending paragraph.
- When the students are done, they should rewrite their draft using every other line of the paper to make room for revisions.

### 4<sup>th</sup> Grade Writing Session 12A– 30 min.

Materials	Lesson	Objective	Activity	Notes
Write Source Student Bks. & Teacher’s Edition pgs. 159-161; 144  First draft (written on every other line of the paper)  Red, green, and blue colored pencils	Essay- Revising	Revise for Ideas	Look at unnecessary details, highlight sentences to check for explanations	

#### Instruction

**Pg. 159**

- Follow directions in TE.
- Have students turn back to **pg. 144** to see other things they might look for when they revise.

**Pg. 160**

- Read over the rubric across the top of the page (**including Pg. 161**).
- Tell students that this is a good guide to check as they are revising for ideas.
- Read through the page, following the directions in the TE wrap-around for the *Practice* section.
- Note that having three important duties in their paragraph was just a guide and that they may have found two or four duties for their own career choice. The number of duties is not as important as a clear explanation.

**Pg. 161**

- Follow the directions in the TE and have students mark their papers using colored pencils.
- Note that for the example revision at the bottom of the page, the writer used a *caret* (^) to add an explanation of what it means to take care of the dolphins. The caret was placed on the page at the precise place where they wanted to add the new sentence.
- Once they have checked their colored marks to make sure everything is in place, have them look at the rubric at the top of the page and give themselves a score for ideas.
- Students should write “I= \_\_\_\_\_” at the top of their draft to show the score.

### 4<sup>th</sup> Grade Writing Session 12B – 30 min.

Materials	Lesson	Objective	Activity	Notes
Write Source Student Book & Teacher’s Edition pgs. 162-163  First draft	Essay- Revising	Students will revise for Organization	Check organization using a scavenger hunt, organize explanations by trading papers with a peer	

#### Instruction

**Pg. 162** - Follow the directions in the TE. Highlight the information about having a strong ending.

**Pg. 163**

- Walk through this page with the students.
- Do the *Practice* section as a whole class.
- Highlight how the writer moved sentences around in the bottom paragraph, using a circle, an arrow, a caret, and crossing out a word.
- Have students exchange papers following the directions in the TE.
- Once they correct their work, they should give themselves a score for organization and write “O= \_\_\_” at the top.

### 4<sup>th</sup> Grade Writing Session 13A – 30 min.

Materials	Lesson	Objective	Activity	Notes
Write Source Student Bks. & Teacher’s Edition pgs. 164-165  First draft  Student Writing journals	Essay- Revising	Revise for Voice	Two-column chart, peer responding	

#### Instruction

**Pg. 164**

- Read through the page with students.
- Do the *Practice* section as a class.
- Follow directions in the TE.
- Have students write the two-column chart (or a Thinking Map®) in their writing journals.
- Note: If students don’t have many hash marks, they may need to add facts (use the information in the **Struggling Learners** box).

**Pg. 165**

- Read through the page with students.
- Have students first check their own papers and add words or phrases that show they care about their topic.
- **Teaching Tip:** Follow directions in TE. Once students have finished revisions, have them add their rubric score to the top of their paper (“V= \_\_\_”).

### 4<sup>th</sup> Grade Writing Session 13B – 30 min.

Materials	Lesson	Objective	Activity	Notes
WS / TE166-167  First draft	Essay-Revising	Revise for Word Choice	Add specific nouns, delete unnecessary modifiers	

#### Instruction

**Pg. 166**

- Read through the page with students.
- Have the students reread their own paper and add more specific words nouns (people, places, or things) where possible.

**Pg. 167**

- Read through the page with students.
- Have the students mark through any empty or unnecessary modifiers. (Ex: really, totally, very—or unnecessary, like *tall* skyscraper). Explain that when students use these modifiers it creates weak voice. In other words, instead of sounding like they know more about the subject, it makes them sound less informed.
- Once students have revised they should write their score at the top of the page (“WC= \_\_\_”)

### 4<sup>th</sup> Grade Writing Session 14A – 30 min.

Materials	Lesson	Objective	Activity	Notes
Write Source Student Book & Teacher’s Edition pgs. 168-170; 449  First draft  Blank notebook paper (or Student Writing Journals) to create second draft	Essay-Revising	Students will revise for Sentence Fluency	Create compound and complex sentences	

#### Instruction

Turn to **pg. 449** and remind students of the sentence modeling they did in Writing Session #3

**Pg. 168**

Follow the directions in the TE.

Revise drafts to create compound sentences. (If students are having trouble with this concept, have them count the number of words in each sentence for one of their paragraphs. If most of the sentences have the same number of words, it probably makes the paragraph sound “robotic”.)

**Pg. 169** - Follow the directions in the TE. When students have revised, have them write their rubric score at the top of the page (“SF= \_\_\_”)

**Pg. 170**—Have students check their essay and then make a clean copy to prepare for editing.

### 4<sup>th</sup> Grade Writing Session 14B – 30 min.

Materials	Lesson	Objective	Activity	Notes
Write Source Student Book & Teacher’s Edition pgs. 171-174  Second draft  Blank notebook paper (or writing journals) to create final draft	Essay-Editing	Edit for correct conventions.	Correct for subject-verb agreement and verb tense errors	

#### Instruction

**Pg. 171** - Read through the keys for editing (You may suggest some of the ideas in the TE wrap-around).

**Pg. 172**

- Follow directions in the TE.
- **English Language Learners** (Pink Box): If students are having difficulty with subject-verb agreement, use the information in this box.
- Pair students to proofread each other’s papers.

**Pg. 173**

- Use the directions in the TE to go over Present, Past, and Future tense.
- Read through the page and do the **Practice** exercise as a class.
- Have students check their papers for verb tense errors.
- Have the students give themselves a score for editing (“E= \_\_\_”) at the top of their paper.
- Use all of the revisions to create a final draft of the essay.
- Students should transfer the six rubric scores they gave themselves to the back of the last page of their final draft (teacher can use this to compare during assessment).

### 4<sup>th</sup> Grade Writing Session 15 – One Hour

Materials	Lesson	Objective	Activity	Notes
Write Source Student Book & Teacher’s Edition pgs. 176-177  Photocopy prompt on p.26 from Assessment Booklet for each student	Post-Assessment	Plan and write a timed expository essay	Plan, write, and proofread expository essay	

**Note:** The students should write an essay not just a paragraph.

- Have students answer the prompt: *“Think of a game you like to play. It might be a card game or some other kind of game. Write an expository essay naming the game you like to play and explaining how you play it. You may want to jot down some ideas or use a graphic organizer to help plan your explanation. Remember that an expository essay should have a topic paragraph, supporting paragraphs, and a closing paragraph.”*
- Students are to be given approx. 45 minutes to plan and complete one essay
- Use rubric on **pgs. 176-177** to score post-assessment for each writing trait