HMH Teacher Central Lesson Plan
for Whole- and Small-Group Instruction

Instructor: **Bjorneby**   Date: **3-12/17**   Class: **4th**

Informative Paragraph: Organize, Write, and Revise
Workshop 2   Lesson 14

STANDARDS
CCSS.ELA–LITERACY: W.1.2, W.1.5, W.1.6, W.2.2, W.2.5, W.2.6, W.3.2A–D, W.3.4, W.3.5, W.3.6, W.4.2 A–E, W.4.4, W.4.5, W.4.6, W.5.2 A–E, W.5.4, W.5.5, W.5.6, L.3.1F

HEADS UP

The writing process—particularly when it comes to getting ideas down on the page and sharing them with others—can be intimidating. Clear steps and scaffolds help create a supportive environment for students to write drafts and engage in self- and peer review.

MATERIALS

ReaL Book pp. 98–99

Workshop 2: Informative Paragraph Rubric

Day 1: Organize
Day 2: Rough Draft and Rubric
Day 3: Edit and Final Draft

FAMILY ENGAGEMENT

Have students ask a family member or caregiver: How has the environment we live in changed you? When have you changed your behavior in order to adapt to something in your environment or community?

Encourage family members or caregivers to share their insights with you and the class through the class website, email list, or social media feed. Be sure to follow school and district rules for online sharing.

Create a class display to share responses and discuss your community's thoughts about how living in the community has shaped them as individuals—and vice versa.

RESOURCES FOR DIFFERENTIATED INSTRUCTION

- **Support:** Proofreading Practice

- **Extend:** Informative Essay

- **Language:** Peer Feedback and Self-Evaluation Frames

Get Resources LT: I can learn to write an informational paragraph.
SC-complete sentences- subject verb agreement- topic sentence-
-details with evidence- conclusion- give and recieve feedback
-use feedback to revise- publish

OBJECTIVES

Primary Goals

Literacy Goal: Revise an informative paragraph to address peer feedback.

Language Goal: Collaborate with a peer to offer writing feedback and revision suggestions.

Additional Goals

Literacy Goal: Write an informative paragraph that includes a topic sentence, a main idea, detail sentences with text evidence, and an ending.

Language Goal: Check and correct subject-verb agreement in drafts.

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WHOLE GROUP

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DO NOW!

Show You Know

Use the Do Now routine.

1) Display the Do Now and assign the task.

🖥 *(transform)* **Often, _____ can transform my bad mood into a good one.** (e.g., hearing a favorite song; playing with my dog; getting a call from my best friend)

2) Prompt partners to share their responses and restate their partners' ideas using the frames.

🖥 **So your idea is _____.**

🖥 **Yes, that's correct.**

🖥 **No, what I meant was _____.**

3) Ask two preselected students to share with the class and guide students to score their own responses.

SHARE TODAY'S GOALS

Primary Goals

Introduce the Literacy and Language Goals. *Now it's time to organize your details and write an informative paragraph. Then you'll work with a partner to share and receive feedback to make your writing stronger.*

🖥 **Literacy Goal: Revise your informative paragraph using feedback from a partner.**

🖥 **Language Goal: Work with your partner to share feedback and ideas for improving your drafts.**

ORGANIZE A DRAFT

Topic Sentence

Guide students to organize the drafts of their informative paragraphs. *The work you put in as you planned and prepared your notes will help you as you organize your paragraph.*

- Remind students that this is the organize step of POW. *This outline will serve as a guide as you move to the final step and write drafts of your paragraphs.*

- Review the elements of an informative paragraph using TIDE. *Thanks to TIDE, we know that all informative paragraphs need these parts: topic sentence, main idea, details, and ending. This outline will help you organize each part of your paragraph.*

Work with students to draft topic sentences for their informative paragraphs.

- Review the purpose of a topic sentence. *What is the purpose of a topic sentence?*

🖥 **The purpose of a topic sentence is to _____.** (e.g., state the main idea; introduce the topic)

- Model writing a topic sentence. Emphasize that the topic sentence should clearly state the main idea that will be supported by details later in the paragraph. Have students use the topic sentences they wrote on page 95 as guidance. *I'll start with "Adaptations help animals by . . ." After* by, *I need a verb + –*ing *that tells how these adaptations help. I'll write "changing their bodies so they can protect themselves from predators." There's my main idea—adaptations are helpful because they allow animals to protect themselves.*

Details

Work with students to draft details that support the main idea.

- Review the purpose of details. *What is the purpose of details in an informative paragraph?*

🖥 **The purpose of details is to _____.** (e.g., support the main idea; give readers more information about the main idea)

- Model writing a detail. Guide students to return to the notes they took on page 97 to remind themselves of the details they noted. *The armadillo's shell lets it curl into a ball to protect itself. That's a detail that relates to my main idea. I'll write it in my organizer next to "Detail 1." I'll start the sentence with "For example," so readers know they're reading a detail that supports my main idea.*

- Review the remaining sentence starters on page 98 and encourage students to use them to introduce supporting details.

- Support students as they write their details in their outlines.

Ending

Work with students to draft their endings.

- Review endings. *What happens in the ending of an informative paragraph?*

🖥 **The ending restates the _____ using _____.** (topic sentence/different words)

- Model how to write an ending. *I'll use the transition "To conclude" to signal that I am wrapping up. Then I'll look back at my topic sentence and restate it using different words.*

- Support students as they write their endings. Have students use the sentence starters in the TIDE column on page 98.

Write a Draft

Guide students to use the outline to write their paragraphs.

- Set clear expectations, letting students know that they need to establish and maintain a formal style throughout their drafts.

- Remind students of the importance of effort. Discuss how students can demonstrate effort as they write. (e.g., follow their outline as they write; read over their paragraph to make sure it makes sense; ask for help if they get stuck)

- Allow students to add new details or elaborate and replace everyday words with precise language.

- Direct students to use spell check or reread to check spelling.

Follow With Feedback Check in with students as they draft their paragraphs. Provide immediate feedback. For example: *Add another detail about how adaptations help inventors to make the paragraph stronger.*

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SMALL GROUP

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RATE A PARAGRAPH

Assess a Draft

Use the Peer Feedback routine for self- and peer assessment.

- Emphasize the importance of the revision process. *Revising is important because it lets us improve on areas of our writing that could be better. Nobody writes a perfect paragraph on their first try, so there's always something that we can work on.* Explain that students will spend time revising and improving their paragraphs before they publish final versions.

- Discuss the criteria and rating system listed in the scoring guide. Emphasize the importance of peer review in becoming a better writer.

- Have students reread and mark their informative paragraphs. Then have them circle ratings in the scoring guide to self-assess. Emphasize that students will use this assessment during the revision process. *A score of 4 means excellent—that the paragraph really goes above and beyond the requirement for that element.*

Ramp Up the Routines Facilitate students' self-assessments during the <u>Peer Feedback</u> routine and coach them as needed. For example: *Take a look at your topic sentence. Now look at the scoring guide. Does your topic sentence state the paragraph's main idea? If so, give yourself a 3—you have met the requirement. If not, give yourself a 1 or 2. That way, you'll remember that your topic sentence is something you need to revise later.*

- Assign partners and have them exchange drafts and circle ratings for each element in their partner's *ReaL Book*. *First, exchange drafts and books. Read your partner's draft silently. Then rate it in the scoring guide in your partner's* ReaL Book. *Make sure you can explain why you think each element deserves the score you give.* Monitor students as they read and rate their partners' drafts.

Adapt Procedures To give students adequate time to assess and revise their drafts, you may wish to spread the process out across several classes, having students self- and peer assess during one class period and revise their drafts during the next.

Reflect and Revise

Continue using the <u>Peer Feedback</u> routine to have students share, summarize, and prioritize feedback.

- Review principles of constructive feedback. *It might be nice to hear your partner say there's nothing you can improve on, but strong writers know that there are always things they can work on.*

- Model how to give targeted feedback using the Language to Give Feedback frames. *You did an effective job of explaining how camouflage helps walking sticks survive. Your writing will be more effective if you add text details about how other animals protect themselves.*

- Guide students to use the Language to Give Feedback frames to share and discuss feedback with their partners.

- Have students use the feedback to write a priority for revision. Model writing revision priorities. *I know that my paragraph needs to include more details to support my main idea. I'm going to add two more details to give the reader more information.* Direct students to consider their self-assessment and peer feedback to write a priority for revision using the frame.

FORMATIVE ASSESSMENT

LANGUAGE GOAL: Collaborate with a peer to offer writing feedback and revision suggestions.

Observe Listen as students share feedback with their partners to determine whether students are providing specific, actionable suggestions for revisions.

Monitor Progress	Adapt Instruction/Strategies
Nearly There Students identify what their partners did well but may not provide actionable feedback for what needs improvement.	Support partners to give each other actionable feedback. Provide a list with specific feedback for each criterion in the scoring guide, and add students' ideas to the list. ⌨ **State the main idea more clearly in the topic sentence.** ⌨ **State a main idea that tells what the paragraph is mostly about.** ⌨ **Add a detail sentence that better supports the main idea.** ⌨ **Add transition words to introduce the detail sentences.** ⌨ **Restate the topic sentence in the ending.** ⌨ **Identify and correct any problems with subject-verb agreement.** Guide students to use this list to help them determine how their partners could improve their paragraphs.
Not Yet Students provide general or vague feedback and suggestions to their partners.	Model more targeted feedback. *I might say, "I appreciate how you included details from the Workshop texts. As you revise, make sure your ending has a sentence that restates your topic sentence. Use different words to keep the writing interesting."* Guide students to provide specific feedback by focusing their suggestions on one or two targeted areas. For example: *Are there stronger text details that support your partner's main idea?*
On Track Students provide specific, actionable feedback to their partners.	

Publish and Submit

Support students as they write and submit a final draft.

- Guide students to review their drafts to proofread and edit.

- Have students provide a list of sources with their final draft. Use the Writing Handbook (*ReaL Book* p. 382) for guidance and instruction.

- Provide technology extensions. Whenever possible, incorporate technology into the writing process, including the use of relevant images. For example, use a collaborative online tool to allow students to respond to the prompt or record feedback in partners or as a group.

- Support keyboarding skills. For students that cannot type a minimum of one page in a

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single sitting, provide additional word processing practice and support.

- **Publish writing online.** Create a class wiki that allows students to post their work and share feedback. Have students use the same frames and procedure for providing feedback in person (e.g., beginning with a positive comment and then suggesting revisions or asking a clarifying question.)

- Score informative paragraphs using the Workshop 2: Informative Paragraph Rubric. Return students' scored paragraphs and provide time for them to review your comments and ask for clarification.

FORMATIVE ASSESSMENT	
LITERACY GOAL: Revise an informative paragraph to address peer feedback. **Observe** Monitor students to determine whether they are preparing and executing a specific plan for revision. Review student revisions to see if they focus on and address self- and peer feedback.	
Monitor Progress	**Adapt Instruction/Strategies**
Nearly There Students implemented some revisions based on self- and peer feedback, but one or more areas may not show improvement.	Use frames to help students assess their work: 🖥 **My priority for revision was to (add/explain) _____.** 🖥 **I made this revision by _____.** Provide students time for further revision if they have not met this goal.
Not Yet Students do not produce and follow through with a targeted plan for revision.	Support students to create a focused revision plan. *One way we can improve as writers is by including a strong topic sentence that states both the topic and the main idea of the paragraph. How would you revise your topic sentence to better state your main idea?* 🖥 **I can revise my topic sentence so that it _____.**
On Track Students develop and follow a plan for revision.	

WHOLE GROUP

WRAP UP

Build Community

Guide students to share their responses to the Wrap Up question with a partner.

🖥 **What is one way you supported a classmate today?**

🖥 **One way I supported a classmate today was by _____.**