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ACADEMIC ENGLISH  
MASTERY PROGRAM

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## Grade 4 Informative Writing Lessons

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<b>DAY 1 Informative Writing Pre-Assessment</b>	
<b>Common Core Objective(s)</b>	<p>CCSS-ELA.W.8. Recall relevant information from experiences or gather relevant information from print and digital sources; take notes, paraphrase, and categorize information, and provide a list of sources.</p> <p>CCSS-ELA.W.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p>
<b>Essential Question “Big Idea”</b>	<b>What is Informative Writing?</b>
<b>MELD Objective(s):</b> Utilizing MELD methodologies to support mastery of school language and literacy.	<b>Intended Student Learning Outcomes:</b>  Student demonstrates proficient use of Standard English (SE) in written and oral form.
<b>Access Strategy(ies) / Protocols Incorporated into this lesson</b>	<ul style="list-style-type: none"> <li>▪ Think Pair Share</li> <li>▪ Whip Around</li> <li>▪ Instructional Conversation</li> <li>▪ Advanced Graphic Organizers</li> </ul>
<b>Materials / Resources</b>	<ul style="list-style-type: none"> <li>▪ Informative Writing Day 1 Power Point</li> <li>▪ Informative Writing Flip Book</li> <li>▪ “Information Chant”</li> <li>▪ “Welcome to Los Angeles” – Writing Template</li> </ul>
<b>Instructional Strategies:</b>	<p><b>Lesson Sequence</b></p> <ol style="list-style-type: none"> <li>1. Interactive Read-Aloud of digital text: We Love LA PowerPoint to help students collect information that could be used to answer the question: “What information can you share about Los Angeles, CA?” <ul style="list-style-type: none"> <li>▪ Either show the PowerPoint, or show students the slides using a document reader. As students view slides, use appropriate participation and discussion protocols to have students share, and gather, information about Los Angeles based on the slides.</li> <li>▪ After viewing the slides, have students Think-Pair-Share to discuss answers to the following question “<b>What places would you recommend to people to go visit in Los Angeles? What would people see or do there?</b>”</li> </ul> </li> <li>2. <b>Pre-assessment:</b> After viewing the “We Love LA” PowerPoint, Students will conduct a cold-write of an informative paragraph answering the question: “<b>What places would you recommend to people to go visit in Los Angeles? What would people see or do there?</b>” <ul style="list-style-type: none"> <li>▪ Give students 10 minutes to write an informative paragraph about a place in Los Angeles by giving facts and details on a piece of paper they title “<u>Welcome to Los Angeles</u>”.</li> </ul> </li> <li>3. <b>Introduction to Informative Writing Lesson</b>  “<b>We are going to learn about: informative writing, the different types of informational text, and what an informative writing piece looks like, or contains.</b>” <ul style="list-style-type: none"> <li>▪ Teacher shows the “Informational Writing” section of the PowerPoint, or a print out the slides shown on a document reader.</li> </ul> </li> <li>5. <b>Guided</b>  Teacher will use appropriate participation and discussion protocols to “stop</li> </ol>

	<p>and talk” about each slide, having students echo the definition or the important facts presented about informational writing presented on each slide.</p> <ul style="list-style-type: none"> <li>▪ Teacher models: “Stop and Jot” on Chart paper to write key ideas from the slides.</li> </ul> <p><b>6. Independent: Students complete Informative Writing Flip Books</b> Students may work in partner groups to review what they have learned about Informational Writing by cutting and pasting definitions and examples onto their individual Informative Writing Flip Books.</p> <ul style="list-style-type: none"> <li>▪ Students can refer to the “Stop and Jot” chart paper to find the answers needed to complete their own Informative Writing Flip Books.</li> <li>▪ Another option is to use the Flipbook as a note taking tool as the teacher shows the power point, then students can pair up to share their notes with one another.</li> </ul> <p><b>7. Closing: Whole Group Information Game</b></p> <ul style="list-style-type: none"> <li>▪ Teacher models how to add details to a topic using the <i>Information Game</i>.</li> <li>▪ Students participate in the chant by thinking of details for a given topic. Students will whip around to participate in categorizing information, relevant details, and by staying on topic.</li> </ul>
<b>Formative Assessment</b>	Students’ Flip Books can be used to assess students’ understanding of informational text.
<b>Differentiation:</b>	Teachers can use students’ writing samples to assess students’ abilities and needs, using this information to guide their instruction throughout this unit of study.

	<b>DAY 2 Informative Writing</b>
<b>Common Core Objective(s)</b>	<p>CCSS-ELA.W.8. Recall relevant information from experiences or gather relevant information from print and digital sources; take notes, paraphrase, and categorize, information, and provide a list of sources.</p> <p>CCSS-ELA.RI.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.</p> <p>CCSS-ELA.SL.4.1 Engage effectively in a range of collaborative discussions (One on one, in groups, and teacher led). With diverse partners on grade 4 topics and texts, building on others’ ideas and expressing their own clearly.</p>
<b>Essential Question “Big Idea”</b>	<p>What is annotating text? How do I extract the main idea and details from Informational Text?</p>
<b>MELD Objective(s):</b> Utilizing MELD methodologies to support mastery of school language and literacy.	<p><b>Intended Student Learning Outcomes:</b></p> <p>Students will participate in a Collaborative Reading and note taking from a Cesar Chavez (Delores Huerta) Biography in order to take notes, and categorize information into Topic and Supporting Facts.</p>
<b>Access Strategy(ies) / Protocols Incorporated into this</b>	<ul style="list-style-type: none"> <li>• Use of Advanced Graphic Organizers</li> <li>• Instructional Conversations facilitated by purposeful use of Participation and Discussion Protocols</li> </ul>

<p><b>lesson</b></p> <p>Materials / Resources</p>	<ul style="list-style-type: none"> <li>• Academic Vocabulary Development</li> </ul> <ol style="list-style-type: none"> <li>1. Highlighters and Post-its</li> <li>2. Informational Text: Cesar Chavez “La Causa,” (additional resources for you to chose from: Delores Huerta, and any Treasures Informational Text Leveled Readers)</li> <li>3. iPads, if students are accustomed to annotating in this way</li> <li>4. Supplemental Materials PowerPoint: Day 2</li> </ol>
<p><b>Instructional Strategies:</b></p>	<p><b>Informational Writing Focus:</b> Students will take notes from informational text to develop a multiple paragraph informative essay.</p> <p><b>Lesson Sequence:</b></p> <p><b>Whole Group:</b></p> <ol style="list-style-type: none"> <li>1. Teacher will display the “Information Leveled Student Writing Sample,” (Suggested material: Refer to Lucy Calkins, <u>Writing Pathways</u>, Page 158 – 159) or create your own “Mentor Text.” Then the teacher will introduce the biography/informational text to the students and will inform the class of the writing objectives. “Today, we will be reading about Cesar Chavez. We will be taking notes about facts that are important to us. Then we will use our information to compose a multiple paragraph essay to inform our audience about Cesar Chavez.”</li> <li>2. Teacher reads the first two to three sentences of the first paragraph and models “Thinking Aloud” by asking out loud the question “Can I identify the main Idea from the text so far? I think the first sentence is the main idea. But let’s keep reading to make sure?”</li> <li>3. Teacher models annotating the first paragraph of a text and highlights important main ideas and details using overhead projector. “I think this is an important fact because...” “The author wanted readers to understand this detail because...”</li> <li>4. Use “Pick A Stick” as you select a student to read two to three sentences at a time to finish reading the rest of the article. Stop and discuss the text as a whole group. “What is the main idea in the second paragraph? What is the author trying to inform us about the topic?” “Which sentences are details that support the main idea?”</li> <li>5. Students “Give one, Get One” to compare highlighted notes with a partner. Share the main idea and one interesting supporting fact you learned about Cesar Chavez.</li> <li>6. Teacher discusses main idea and details and charts an example of how to use “Box and Bullets” to write the main idea and details from the first paragraph</li> </ol> <p style="text-align: center;"><i>Participation Protocol:</i> Pick a Stick <i>Discussion Protocol:</i> Give One, Get One</p> <p><b>Small Group</b></p> <ol style="list-style-type: none"> <li>1. Teach “Put Your Two Cents In” Discussion Protocol: <ul style="list-style-type: none"> <li>○ Students will practice this new Discussion Protocol because it</li> </ul> </li> </ol>

	<p>provides students with individual opportunities to state their ideas, but requires other participants to listen in to order to be able to respond to them.</p> <ul style="list-style-type: none"> <li>▪ Break students into groups of four to practice this Discussion Protocol.</li> <li>▪ Distribute fake coins, or any other kind of “Talking Chip” for students to use as they practice this Discussion Protocol. Inform students that they will use this protocol to practice: Main Idea and details.</li> </ul> <p>2. Instruct students in groups to use the “Put Your Two Cents In” Discussion Protocol to write the main idea and details from the second paragraph using their annotated highlighted text onto post-its., and support it with reasons, as they answer posed questions.</p> <p>3. Students apply their post-its to categorize the Main Idea and Details from the text onto the Boxes and Bullets work mat.</p> <p>4. Teacher uses “Pick a Stick” (With team #'s written on sticks) or “Roll ‘Em” to randomly select a team to orally present their Boxes and Bullets with the class.</p> <ul style="list-style-type: none"> <li>○ Students can be provided with sentence frames to scaffold their speaking and writing. <i>Participation Protocol:</i> Pick a Stick or Roll ‘Em</li> </ul> <p><b>Independent:</b></p> <p>1. Students will use their teams’ Boxes and Bullets Advanced Graphic Organizer to write a sentence stating the Main Idea and two sentences with the supporting details.</p>
<p><b>Formative Assessment</b></p>	<p>Teacher assesses:</p> <ol style="list-style-type: none"> <li>1. Students’ annotated text using highlighters</li> <li>2. Students’ ability to write sentences with the main idea and details</li> <li>3. Speaking and Listening during small group completion of the Boxes and Bullets work mat</li> <li>4. Oral participation</li> </ol>

	<p><b>DAY 3 Write and Informational Paragraph using Notes</b></p>
<p><b>Common Core Objective(s)</b></p>	<p>CCSS-ELA-W2b Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p> <p>CCSS-ELA-W2.4 Produce clear and coherent writing (including multiple paragraphs texts) in which the development and organization are appropriate to task, purpose, and audience.</p>
<p><b>Essential Question “Big Idea”</b></p>	<p><a href="#">How do I develop the topic in my writing with concrete details?</a> <a href="#">How do I develop and organize my ideas to write a paragraph?</a></p>
<p><b>MELD Objective(s):</b> Utilizing MELD</p>	<p><b>Intended Student Learning Outcomes:</b></p>



methodologies to support mastery of school language and literacy.	Topicalization – Sentence Structure: Students will understand how to use their Box and Bullets, Advanced Graphic Organizer to write an informational paragraph.
<b>Access Strategy(ies) / Protocols Incorporated into this lesson</b>	<ul style="list-style-type: none"> <li>• <b>Use of Advanced Graphic Organizer</b></li> <li>• <b>Instructional Conversation facilitated by purposeful use of Participation and Discussion Protocols</b></li> <li>• <b>Academic Vocabulary Development</b></li> <li>• <b>Communal &amp; Cooperative Groups</b></li> </ul>
Materials / Resources	<ol style="list-style-type: none"> <li>1. <b>Topic/Idea Cards</b></li> <li>2. <b>Topic/Idea Directions</b></li> <li>3. <b>Informational Text - (Cesar Chavez - “La Causa,” Delores Huerta Biography, etc.)</b></li> <li>4. <b>Notes from Informational Text</b></li> <li>5. <b>Completed Box and Bullets</b></li> <li>6. <b>iPads, if students are accustomed to writing essays in this way</b></li> <li>7. <b>Supplemental Materials PowerPoint: Day 3</b></li> </ol>
<b>Instructional Strategies:</b>	<p><b>Informational Writing Focus:</b> Students will construct paragraphs that are organized to provide facts and supporting details about a given topic.</p> <p><b>Lesson Sequence:</b></p> <p><b>Whole Group:</b></p> <ol style="list-style-type: none"> <li>1. The class participates in a “Topic Idea” Game The Teacher reviews directions for the game The Teacher distributes one “Topic Idea” Card to each student: <ul style="list-style-type: none"> <li>• Read your card 3 times</li> <li>• Find others with cards that fit with yours</li> <li>• Stand or sit together in a circle</li> <li>• One at a time read your card out loud</li> <li>• Decide as a group what the topic is</li> <li>• Come up with possible ideas as the details point to</li> <li>• Decide on three possible topic sentences</li> </ul> </li> <li>2. The teacher says, <i>“Over the past few days we have been learning how to extract information from the text to write notes. Our notes have helped us organize our information into main ideas/topics, supporting details and quotes. Today we will use all of our collected research to write a introduction paragraph.”</i></li> <li>3. The teacher charts and models how to create a paragraph about the topic using a topic sentence, notes/examples from the text, details, and examples from the collected research.</li> </ol> <p>Title: _____</p> <p>Question: _____</p> <p>Topic Sentence: _____</p> <p>Supporting Detail #1: _____</p> <p>Supporting Detail #2: _____</p>

	<p><b>Individual Activity:</b>  <b>Students should complete an informational paragraph using the Box and Bullets graphic organizers completed on Day 2.</b></p> <p><b>Grammar Mini-Lesson (10 – 15 minutes)</b></p> <p>You can use the California Treasures’ Writing and Grammar Intervention Guide’s Section on Linguistic Differences to find the lessons that can be used to help SELs understand how to compare and contrast the way a particular grammar rule is used in Home Language and School Language</p> <ul style="list-style-type: none"> <li>Use the sentences collected on Day 2 to guide the spelling, punctuation, capitalization, and grammar rules you’ll address during your grammar mini-lesson.</li> </ul>
<b>Formative Assessment</b>	Students’ individual paragraphs. Use these sentences to determine the topic for tomorrow’s Grammar Mini-Lesson.
<b>Differentiation</b>	Some students may need to focus on writing one paragraph, while others may be ready to move on to multiple paragraphs.

	<b>DAY 4 Informational Writing using Quotations</b>
<b>Common Core Objective(s)</b>	<p>CCSS-ELA.RI. 8 Explain how an author uses reasons and evidence to support particular points in a text.</p> <p>CCSS-ELA.W.2b Develop the topic with facts definitions, concrete details, quotations, or other information and examples related to the topic.</p>
<b>Essential Question “Big Idea”</b>	<p><b>How do I use quotes to support the topic sentence?</b></p> <p><b>How do I use correct punctuation when quoting text?</b></p>
<p><b>MELD Objective(s):</b>  Utilizing MELD methodologies to support mastery of school language and literacy.</p>	<p><b>Intended Student Learning Outcomes:</b></p> <p>Sentence Structure: Topicalization</p> <p>Intended Student Outcomes:</p> <p>Students will understand how to develop the supporting detail sentences using quotes.  Students will practice extracting key ideas from a text in order to use the correct punctuation when quoting.</p>
<p><b>Access Strategy(ies) / Protocols Incorporated into this lesson</b></p>	<ul style="list-style-type: none"> <li>Instructional Conversations</li> <li>Cooperative and Communal Learning Environment</li> <li>Making Cultural Connections</li> <li>Advanced Graphic Organizers</li> <li>Academic Language Development</li> </ul>
Materials / Resources	<ol style="list-style-type: none"> <li>Informational Text</li> <li>Box and Bullets work mat note</li> <li>Sentence Strips</li> <li>Punctuation cut-outs (“quotation marks”, comma, and period.)</li> <li>”Cite Information from Text Using Quotations” work mat</li> <li>iPads if used regularly</li> </ol>

<p><b>Instructional Strategies:</b></p>	<p><b>Informational Writing Focus:</b> Students will use the “Quotation Starters” work mat to cite information from the text and correctly use punctuation.</p> <p>Lesson Sequence:</p> <p><b>Whole Group</b></p> <ol style="list-style-type: none"> <li>1. Teacher will review the main idea and details from the previous lesson.</li> <li>2. Teacher will model how to use annotations from the previous lesson to extract a quote.</li> <li>3. Teacher will display chart of examples of sentence/quote “Quote Starters.”</li> </ol> <p><i>The writer said, “ _____.”</i>  <i>According to the text, “ _____.”</i>  <i>In this example, “ _____.”</i>  <i>The passage told us, “ _____.”</i>  <i>The author suggested, “ _____.”</i></p> <ol style="list-style-type: none"> <li>4. Teacher will use the “Pick a Stick” Protocol to choose students to assist in extracting information from the article and notes from the previous lesson.</li> </ol> <p><b>Small Groups:</b></p> <ol style="list-style-type: none"> <li>1. Students work in small groups to write quotation sentence starters and extracted information from the text on sentence strips.</li> <li>2. Students use punctuation cutouts to correctly paste the punctuation on sentence strips.</li> </ol> <p><b>Independent Work:</b></p> <ol style="list-style-type: none"> <li>1. Students complete the “Cite Information from Text Using Quotations” Work mat.</li> <li>2. Students participate in a “Give one, Get one” Participation Protocol to check for understanding.</li> </ol>
<p><b>Formative Assessment</b></p>	<p>Teacher Assesses:</p> <ol style="list-style-type: none"> <li>1. Dictation: Teacher reads 3 sentences with quotations.</li> <li>2. Punctuation: How well the students correctly place the quotation marks, commas, and period.</li> </ol>
<p><b>Differentiation</b></p>	<p>Students increase academic vocabulary using the Personal Thesaurus to find synonyms for the words <i>article</i> and <i>said</i>.</p>

<p><b>DAY 5 Writing an Informational Multiple Paragraph Essay</b></p>	
<p><b>Common Core Objective(s)</b></p>	<p>CCSS-ELA-W.4 Produce clear and coherent writing (Including multiple paragraph texts) in which the development and organization are appropriate to task, purpose, and audience.</p> <p>CCSS-ELA-W.2b Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p>



	<p>CCSS-ELA W.2c. Link ideas within categories of informational using words and phrases (e.g., another, for example, also, because).</p> <p>CCSS-ELA-W.2e Provide a concluding statement or section related to the information or explanation presented.</p> <p>CCSS-ELA-L.6 Acquire and use accurately grade-level appropriate general academic and domain-specific words and phrases.</p>
<p><b>Essential Question “Big Idea”</b></p>	<p><b>How do I write a multiple paragraph text?</b></p>
<p><b>MELD Objective(s):</b> Utilizing MELD methodologies to support mastery of school language and literacy.</p>	<p><b>Intended Student Learning Outcomes:</b></p> <p>Sentence Structure: Topicalization</p> <p>Students will use their Advanced Graphic Organizers to write a Multiple Paragraph Essay.</p>
<p><b>Access Strategy(ies) / Protocols Incorporated into this lesson</b></p>	<ul style="list-style-type: none"> <li>• Use of Advanced Graphic Organizer</li> <li>• Instructional Conversation facilitated by purposeful use of Participation and Discussion Protocols</li> <li>• Academic Vocabulary Development</li> </ul>
<p>Materials / Resources</p>	<ol style="list-style-type: none"> <li>1. Informative Writing Flip Book</li> <li>2. Annotated notes</li> <li>3. Box and Bullets</li> <li>4. Informative Writing Template</li> <li>5. Cite Informational Text Using Quotations Work Mat</li> <li>6. Transition Words Poster/Chart</li> <li>7. iPads, if students are accustomed to annotating text in this way</li> </ol>
<p><b>Instructional Strategies:</b></p>	<p><b>Informational Writing Focus:</b> Students will construct an organized multiple paragraph essays that provides facts and supporting details about a given topic.</p> <p>Lesson Sequence:</p> <p><b>Whole Group</b></p> <ol style="list-style-type: none"> <li>1. Teacher asks students to review their notes from the previous informational writing lessons.</li> <li>2. Teacher asks students to work with a partner and “Think- Pair-Share” (TPS) the elements of an Informational Writing Text.</li> <li>3. Teacher uses “Pick – a – Stick” Discussion Protocol to review the elements of a paragraph essay.</li> <li>4. Teacher reviews using quotes to support the topic sentence.</li> <li>5. Teacher reviews the transition words Work Mat.</li> <li>6. Teacher models using the Informational Text Advanced Graphic Organizer to input information from collected notes.</li> <li>7. Teacher reviews introduction paragraph from Day 3.</li> <li>8. Teacher says;</li> </ol> <p><i>“Today we will begin writing a <b>Multiple Paragraph text</b>. We will use our <b>Supporting Details</b> from our <b>Introduction Paragraph</b> to create 2 new <b>Topic Sentences</b> additional paragraphs. We will use the <b>Advanced Graphic Organizer</b> to organize our ideas. We will add <b>Transition Words</b> to link ideas. We will</i></p>

	<p><i>write a <b>Concluding Paragraph</b> to restate our introduction paragraph.”</i></p> <p>9. The teacher models and charts an example using the Advanced Graphic Organizer as a guide.</p> <p>Teacher reviews the Information Student Checklist for writing a Multiple Paragraph Essay. Refer to <u>Writing Pathways</u>, by Lucy Calkins, Page 137 – “Information Student Checklist” (optional – suggested materials).</p> <p><b>Independent work:</b></p> <ol style="list-style-type: none"> <li>1. Students will write a question/statement to entice audience onto Advanced Graphic Organizer.</li> <li>2. Students write the Topic Sentence, Quote and Supporting Details on the Advanced Graphic Organizer to support Facts from the introductory paragraph.</li> <li>3. Students add Transition words.</li> <li>4. Over the next 3 days, students confer with the teacher and classmates to revise and edit the structure of the Informative Writing.</li> <li>5. Students will publish their Multiple Paragraphs using the computer.</li> </ol> <p><b>Grammar Mini-Lesson (10 – 15 minutes)</b></p> <p><b>Revising</b></p> <p>Grammar Mini Lesson: Sentence Lifting with Verbs</p> <ul style="list-style-type: none"> <li>○ Teacher copies small sections of students’ writing and models use of the Personal Thesaurus to strengthen verb usage.</li> <li>○ Ex: “Cesar Chavez <b>fought</b> for Civil Rights.”</li> <li>○ Students find synonyms for the base word “fight”</li> <li>○ Students revise sentences – “Cesar Chavez <b>contested</b> Civil Rights”</li> <li>○ Students will identify the verb from 2 or more of their sentences in order to acquire and accurately use general academic and domain specific words.</li> </ul>
<p><b>Formative Assessment</b></p>	<p>Teacher Assesses:</p> <ul style="list-style-type: none"> <li>• Progress in the structure of the Multiple Paragraph Essay</li> <li>• Students’ progress writing clear and coherent topic sentences and supporting details</li> <li>• Students’ progress linking ideas with the use of transition words</li> </ul> <p>Students’ progress writing a concluding statement or paragraph</p>
<p><b>Differentiation</b></p>	<p>You may need to use Enrichment materials provided by Treasures Writing and Grammar for Grammar Mini-Lesson.</p>