

# Grade 4: Module 1A: Unit 1: Lesson 10

## Writing to Explain: Drafting Strong Paragraphs



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Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)	
I can write an informative/explanatory text. (W.4.2) I can use the writing process to produce clear and coherent writing (with support). (W.4.5) I can engage effectively in a range of collaborative discussions. (SL.4.1)	
Supporting Learning Targets	Ongoing Assessment
<ul style="list-style-type: none"> <li>I can plan a paragraph explaining how my wampum belt connects to the texts I have read.</li> </ul>	<ul style="list-style-type: none"> <li>Wampum Belt: Four-Square graphic organizer</li> </ul>

Agenda	Teaching Notes
<p><b>1. Opening</b></p> <p>A. Engaging the Writer (5 minutes)</p> <p><b>2. Work Time</b></p> <p>A. Review Teacher Feedback on Four-Square Graphic Organizers (5 minutes)</p> <p>B. Modeling: Drafting from Graphic Organizer (10 minutes) Application: Adding to Details to Graphic Organizer/Drafting/Conferring (20)</p> <p>C. Simple Critique Protocol (15 minutes)</p> <p><b>3. Closing and Assessment</b></p> <p>A. Debrief (5 minutes)</p> <p><b>4. Homework</b></p>	<ul style="list-style-type: none"> <li>In advance: Create Critique Protocol anchor chart (see supporting materials)</li> <li>Create Next Steps for Your Paragraph anchor chart (see Work Time 2B)</li> <li>Review: Simple Critique and Cold Call protocols (Appendix 1)</li> <li>Throughout this lesson, continue to remind students that writing well involves more than just organizing their ideas or editing for conventions. In order to write well about something, you need to know a lot about it. Students will need to keep going back to the texts they have read to find enough appropriate details to include in their postcard.</li> </ul>

Lesson Vocabulary	Materials
revise, critique, suggestions	<ul style="list-style-type: none"> <li>• Teacher model Four-Square graphic organizer (from Lesson 9), completed except for conclusion box</li> <li>• Students’ Four-Square graphic organizers (from Lesson 9, with teacher feedback)</li> <li>• Create Next Steps for Your Paragraph anchor chart (see Work Time 2B)</li> <li>• Keeping Track anchor chart (begun in Lesson 2)</li> <li>• Making Connections anchor chart (from Lesson 5)</li> <li>• Exit paragraph (from Lesson 5)</li> <li>• Thanksgiving Address (Lesson 1)</li> <li>• “Birth of the Haudenosaunee” (Lesson 3)</li> <li>• Critique Protocol anchor chart (new; teacher-created; see example in Supporting Materials)</li> </ul>

Opening	Meeting Students’ Needs
<p><b>A. Opening: Engaging the Writer (5 minutes)</b></p> <ul style="list-style-type: none"> <li>• Ask students to form pairs and take turns so each of them reads one of the learning targets: “Can anyone explain these learning targets in their own words?” Focus on ensuring that students know <i>suggestions</i>, <i>critique</i>, and <i>revise</i>.</li> </ul>	<ul style="list-style-type: none"> <li>• Provide nonlinguistic symbols (e.g., a person with a think bubble above their head for <i>questions</i>) to assist ELLs and other struggling readers in making connections with vocabulary. These symbols can be used throughout the year. Specifically, they can be used in directions and learning targets.</li> <li>• All students developing academic language will benefit from direct instruction of academic vocabulary.</li> </ul>

Work Time	Meeting Students' Needs
<p><b>A. Review Teacher Feedback on Four-Square Graphic Organizers (5 minutes)</b></p> <ul style="list-style-type: none"> <li>• Discuss with students how important it is for them to learn from feedback, especially when they are practicing their writing. Ask them to read the comments you have made on their draft graphic organizers. Tell students that during Work Time, they should follow the suggestions made. Remind students that it will be important for them to ask questions about the feedback if they are unclear.</li> <li>• Remind them that in the last lesson (Lesson 9), they focused more on making sure they have good supporting details than on having a pretty paragraph.</li> <li>• Today, they will continue to be sure they have enough information and details. Their peers can help them.</li> <li>• But now they will also focus on taking that information and putting it in the form of an actual paragraph.</li> </ul>	<ul style="list-style-type: none"> <li>• Modeling provides a clear vision of the expectation for students.</li> </ul>

Work Time (continued)	Meeting Students' Needs
<p><b>B. Modeling: Drafting from Graphic Organizer (10 minutes)</b></p> <ul style="list-style-type: none"> <li>• Show your nearly completed <b>Four-Square graphic organizer</b> (no conclusion yet) from Lesson 9 on a document camera or on a chart. Say: “I have lots of notes for my paragraph now. I might want to go back and reread some of the texts we have read, or information from my notes. But my graphic organizer is complete, so I think I have enough information to take the next step of starting an actual paragraph. The first thing, of course, is to be sure that I have enough good information. That’s what I thought about yesterday. But my writing also has to be clear. So I need to turn these notes into sentences.”</li> <li>• First, write your topic sentence from the center box. Work from the top-left box and talk to students as you combine your notes into one or two sentences. (“It says one way my belt connects to the poem is that I make time for my friends. Some details I have are:             <ul style="list-style-type: none"> <li>• The poet doesn’t shout from where he is “What is it?”, and</li> <li>• He goes to the wall for a friendly visit.</li> </ul> </li> <li>• I think after my topic sentence I am going to add: “The poet doesn’t yell to his friend as if he is being interrupted. Instead, he drops what he is doing and goes to the wall to have a friendly visit. This shows that he always makes time for his friend.”</li> <li>• Ask students to Turn and Talk to tell each other the steps from turning the graphic organizer into a written paragraph.</li> <li>• Point out that some students may still need to find more details before they are ready to draft a paragraph. Encourage them</li> </ul>	<ul style="list-style-type: none"> <li>• As students begin to draft, some students might benefit from a paragraph frame that they complete with their own information.</li> <li>• Conferring gives students immediate feedback for to how to improve their writing.</li> <li>• Critiques simulate the experiences students will have in the workplace and help build a culture of achievement in your classroom.</li> </ul>

<p>to revisit the texts they’ve read as needed. It is good if they are realizing “I can’t write a paragraph about something if I don’t actually have enough information.”</p>	
<ul style="list-style-type: none"> <li>• Ask students to check the <b>Next Steps for Planning Your Paragraph anchor chart</b>:             <ul style="list-style-type: none"> <li>• Finish your graphic organizer. Reread texts or notes as needed.</li> <li>• Write your topic sentence on writing paper.</li> <li>• Combine the information in your top-right box and bottom-left box into one or two sentences. Write them on your writing paper.</li> <li>• Begin to think about the end of your paragraph.</li> </ul> </li> <li>• What is missing?</li> </ul>	
<p><b>C. Application: Adding to Details to Graphic Organizer/Drafting/Conferring (20 minutes)</b></p> <ul style="list-style-type: none"> <li>• Ask students to follow the steps on the anchor chart (above) as they work on their paragraphs.</li> </ul> <p>Circulate to support students as needed. If some students still do not have enough information to write about, consider pulling a small group to model how to reread a text and add information to the Four-Square graphic organizer.</p>	

Work Time (continued)	Meeting Students’ Needs
<p><b>D. Simple Critique Protocol (15 minutes)</b></p> <ul style="list-style-type: none"> <li>• Before the critique begins, introduce the main components of a successful critique on the <b>Critique Protocol</b> anchor chart.</li> <li>• Set up nonnegotiables for the students before they begin this process. The following four points are crucial for success:             <ul style="list-style-type: none"> <li>• <b>Be kind</b>: Always treat others with dignity and respect. This means we never use words that are hurtful, including sarcasm.</li> <li>• <b>Be specific</b>: Focus on particular strengths and weaknesses, rather than making general comments like “It’s good” or “I like it.” Provide insight into why it is good or what, specifically, you like about it.</li> <li>• <b>Be helpful</b>: The goal is to contribute positively to the individual or the group, not simply to be heard. Echoing the thoughts of others or cleverly pointing out irrelevant details wastes time.</li> <li>• <b>Participate</b>: Peer critique is a process to support each other, and your feedback is valued!</li> </ul> </li> <li>• Pair students. Tell them they are going to listen to their partners read their draft paragraph. Tell them to give feedback that is specific and kind.</li> </ul>	

<ul style="list-style-type: none"> <li>Remind students that they can be giving feedback about the actual information their partner included, or about how the draft paragraph sounds.</li> <li>Point out two conversation stems on the Critique Protocol anchor chart: “I like how you _____” and “Would you consider _____?”</li> <li>The author reads the paragraph. The listener gives one positive comment based on the requested area using the language “I like how you . . .” The listener gives feedback based on the requested area: “Would you consider . . .?” The author responds: “Thank you for . . . My next step will be . . .” Students then switch roles. Students should make corrections based on the feedback. If time allows, students should continue working or begin to revise their paragraphs.</li> </ul>	
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Closing and Assessment	Meeting Students’ Needs
<p><b>A. Debrief (5 minutes)</b></p> <ul style="list-style-type: none"> <li>Ask students to think about the learning targets from today. How is the Four-Square graphic organizer helping them to plan their paragraphs? How did it help them make sure they had enough information to actually write about?</li> <li>Can students predict what they are going to do next?</li> <li>If time permits, ask students to read their draft paragraph to someone other than the person with whom they did the peer critique.</li> </ul>	<ul style="list-style-type: none"> <li>The debrief process solidifies the learning of students and also is a good formative assessment for teachers.</li> </ul>

Homework	Meeting Students’ Needs
<ul style="list-style-type: none"> <li>Students should continue in their independent reading book and/or should tell someone at home what they are writing about, and why.</li> </ul> <p><i>Note: Collect students’ Four-Square graphic organizers and draft paragraphs. Provide feedback before the next lesson. Students will use this feedback to help finish and revise their paragraphs during the next class. Be sure to first mention a strength in the writing and then provided detailed, specific feedback. For example: “You have strong details in your writing. Consult the anchor charts around the room for correct spelling of vocabulary words, especially ‘symbol’ and ‘consensus.’”</i></p>	<ul style="list-style-type: none"> <li>Students who cannot yet read independently at any level will benefit from hearing books read to them, either by a caregiver or through audio recordings. Hearing books/texts can be an ongoing assignment for these students.</li> </ul>

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## Supporting Materials



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### Critique Protocol Anchor Chart (for Teacher Reference)

Teacher Instructions: Copy the following text onto a large piece of chart paper for all the students to see.

#### Critique Protocol:

- **Be Kind:** Treat others with dignity and respect. This means we never use words that are hurtful, including sarcasm.
- **Be Specific:** Focus on particular strengths and weaknesses, rather than making general comments such as “It’s good” or “I like it.” Provide insight into why it is good or what, specifically, you like about it.
- **Be Helpful:** The goal is to contribute positively to the individual or the group, not simply to be heard. Echoing the thoughts of others or cleverly pointing out irrelevant details wastes time.
- **Participate:** Peer critique is a process to support each other, and your feedback is valued!

1. Author chooses area for focus from Steps for Writing an Informational Paragraph anchor chart.
2. Listener restates choice of author: “OK. I am going to give you feedback about . . .”
3. Author reads paragraph.
4. Listener gives feedback: “I like how you . . . Would you consider . . .”
5. Author says: “Thanks you for . . . My next step will be . . .”