



EXPEDITIONARY
LEARNING

Grade 4: Module 1B: Unit 3: Lesson 11

Writing the Essay: Body Paragraph



This work is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 3.0 Unported License.
Exempt third-party content is indicated by the footer: © (name of copyright holder). Used by permission and not subject to Creative Commons license.



Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)

- I can write informative/explanatory texts that convey ideas and information clearly. (W.4.2)
- a. I can group supporting facts together about a topic in an informative/explanatory text.
 - b. I can develop the topic with facts, definitions, details, and quotations.

Supporting Learning Targets

- I can collaborate with my peers to write the biographical body paragraph for an essay about William Carlos Williams that uses facts and details.
- I can write the biographical body paragraph for an essay about my poet that uses facts and details.
- I can be sure that my sentences are written in my own words and not copied from the biographies I read.

Ongoing Assessment

- Body paragraph of essay



Agenda	Teaching Notes
<ol style="list-style-type: none">1. Opening<ol style="list-style-type: none">A. Reviewing Learning Targets (5 minutes)B. Engaging the Reader: Rereading the Body Paragraph of the Model Essay (5 minutes)2. Work Time<ol style="list-style-type: none">A. Shared Writing: Body Paragraph of the William Carlos Williams Essay (15 minutes)B. Independent Writing: Body Paragraph of Selected Poet Essay (30 minutes)3. Closing and Assessment<ol style="list-style-type: none">A. Sharing Essays (5 minutes)4. Homework<ol style="list-style-type: none">A. If necessary, catch up on your writing tasks from the past few lessons.B. Continue reading your independent reading book.	<ul style="list-style-type: none">• This lesson is similar in structure to the previous lesson. Students use the planning organizer they have been using over the past couple of lessons to write the biographical body paragraph of their essay. As with the planning lessons, they begin with shared writing of an essay about William Carlos Williams in which you facilitate whole-group thinking and writing. They then move on to independently write the body paragraph of their essay about their own poet.• Place students next to their writing partner from Lesson 10 (who has selected a different poet). This way, students can support each other through the writing process without writing identical essays.• Remind students to write on every other line, leaving one blank line between each line of writing to use during the revision process.• The next lesson is the End of Unit 3 Assessment, in which students write the conclusion of their essay.• In advance:<ul style="list-style-type: none">– Post the Performance Task anchor chart and the learning targets.



Lesson Vocabulary	Materials
chronological order	<ul style="list-style-type: none">• Performance Task anchor chart (from Lesson 7)• Performance Task rubric (from Lesson 8; one per student and one to display)• Model Essay: “Inspired by Arnold Adoff” (from Lesson 7; one per student)• Document camera• Poet Essay Prompt/Planner graphic organizer: William Carlos Williams (begun in Lesson 8; one to display)• Quality Paragraphs anchor chart (from Unit 1, Lesson 6)• William Carlos Williams shared essay (begun in Lesson 10)• William Carlos Williams example shared essay (for teacher reference; from Lesson 10)• Selected poet essay (begun in Lesson 10; students’ own)• Poet Essay Prompt/Planner graphic organizer (from Lesson 8, completed in Lesson 9; students’ own)



Opening	Meeting Students' Needs
<p>A. Reviewing Learning Targets (5 minutes)</p> <ul style="list-style-type: none">• Draw students' attention to the Performance Task anchor chart. Reread the Part 2 on the anchor chart and explain that today students will learn how to write a body paragraph for their essays.• Focus students' attention on the learning targets:<ul style="list-style-type: none">* "I can collaborate with my peers to write the biographical body paragraph for an essay about William Carlos Williams that uses facts and details."* "I can write the biographical body paragraph for an essay about my poet that uses facts and details."* "I can be sure that my sentences are written in my own words and not copied from the biographies I read."• Invite students to read the first learning target with you. Explain that they will begin by working together as a whole group to write the body paragraph of the essay about William Carlos Williams.• Invite students to read the second learning target with you. Explain that as they have done in previous lessons, once they have practiced writing a biographical body paragraph about William Carlos Williams, they will apply that learning to write their own body paragraphs for their selected poets.• Invite students to read the third learning target. Then ask:<ul style="list-style-type: none">* "In your own words, what does this learning target mean?"• Listen for students to explain that they cannot copy sentences from the biographies they read about their poets.• Invite students to retrieve the Performance Task rubric and remind them that their essays will be assessed using this rubric.• Focus students on the second row under the "Ideas and Evidence" heading. Invite them to read the criteria aloud with you.• Then focus students on the content of the "Meets" column and invite them to read the criteria in that column aloud with you.• Remind students that this is what is expected of their body paragraphs, so they should keep these criteria in mind as they write.	<ul style="list-style-type: none">• Revisiting the content of a rubric before students write can help ensure that they are aware of what is expected of their writing and give them clear criteria to refer to.



Opening (continued)	Meeting Students' Needs
<p>B. Engaging the Reader: Rereading the Body Paragraph of the Model Essay (5 minutes)</p> <ul style="list-style-type: none">• Invite students to retrieve their Model Essay: “Inspired by Arnold Adoff” and display a copy of your own using a document camera. Explain that, like in the previous lesson, students will now use their planning organizers to write the biographical body paragraph of their essay, so they will begin by rereading the body paragraph of the model essay to get an idea of what is required of them.• Invite students to sit with their partners from Lesson 10.• Read the body paragraph aloud while the rest of the class reads along silently.• Ask students to discuss with their partner:<ul style="list-style-type: none">* “What facts and details did the author of the model essay include? Why?”• Select students to share their responses. Students already discussed this in Lesson 9 when planning their body paragraph and the list of criteria was recorded in the margin of their model essay, but this is a good reminder to get them thinking about the body paragraph again. Review the annotations about the facts and details included in the body paragraph that were recorded by the class in Lesson 9:<ul style="list-style-type: none">– Has biographical information about the poet and explains how this person became a poet– Where and when he was born– What made him start writing poetry– His jobs/career– Facts about family– His style of poetry– When first he first published• Remind students that because this is only a short paragraph, the writer has only included the most important events and details about the poet, particularly events pertaining to the poet’s career in poetry. Emphasize that the events are listed in <i>chronological order</i>. Ask students to discuss with their poet group:<ul style="list-style-type: none">* “What does <i>chronological order</i> mean? Why did the author of the model record the events in <i>chronological order</i>?”	<ul style="list-style-type: none">• Revisiting the model can help students remember what will be required of their writing.



Opening (continued)	Meeting Students' Needs
<ul style="list-style-type: none"> • Cold call students to share their responses. Listen for them to explain that <i>chronological order</i> means the order in which the events happened and the author recorded them in chronological order because a life story would be confusing and difficult to understand if it were out of order. Tell students that the prefix of this word <i>chron-</i> means time and the root <i>-logical</i> means according to the rules, so when put together this word means something that follows the rules of time. So in this paragraph students will have to be sure that the events in their paragraphs are in order from earliest to latest in time. • Add “Events listed in chronological order” next to the body paragraph on your displayed copy of the model essay about Arnold Adoff. Ask students to add this note to their copies of the model as well. 	

Work Time	Meeting Students' Needs
<p>A. Shared Writing: Body Paragraph of the William Carlos Williams Essay (15 minutes)</p> <ul style="list-style-type: none"> • Display the completed Poet Essay Prompt/Planner graphic organizer: William Carlos Williams. Focus students on the second box about planning the body paragraph and remind them of the important events and information in the life of William Carlos Williams that they, as a whole group, chose to record in it in Lesson 9. • Ask students to discuss with their partner how they could organize the information on the planner into a body paragraph. • Point out that when writing a biographic paragraph, it may be tempting to copy sentences directly from the biographies they read. Explain that this is something called plagiarism, and it is actually against the law. Explain that this is to protect writers so that others do not take credit for their work. Tell students that some facts used in their essay will be the same as those in the biographies, but these facts should be written in their own words. Then ask students: <ul style="list-style-type: none"> * “Who can remember the qualities of a good paragraph?” (If necessary, review the Quality Paragraphs anchor chart from Unit 1.) * “What should the first sentence of our paragraph, the topic sentence, be?” * “What are the supporting details we can add in chronological order?” * “What should our concluding sentence be?” • Have students discuss each question briefly with their partner, then call students to share their ideas. Help students construct original sentences. Record the body paragraph on the William Carlos Williams shared essay underneath the introduction. See the William Carlos Williams example shared essay (for teacher reference) from Lesson 10 for an example. 	<ul style="list-style-type: none"> • Modeling the thinking and writing process can help ensure that students can work independently.



Work Time (continued)	Meeting Students' Needs
<p>B. Independent Writing: Body Paragraph of Selected Poet Essay (30 minutes)</p> <ul style="list-style-type: none">• Explain that students are going to do exactly the same thing to write the biographical body paragraph of the essay about their selected poet.• Invite students to retrieve their selected poet essay that they started in the previous lesson. Emphasize that students are to write on every other line, leaving one blank line between each line of writing for revisions.• Invite students to refer to the Body Paragraph Plan box on their own completed Poet Essay Prompt/Planner graphic organizer.• Encourage students to discuss their ideas with their partner before they record them to ensure their ideas are strong.• Circulate to support students in writing their introductions. Ask probing questions to guide students' thinking:<ul style="list-style-type: none">* "What will your topic sentence be?"* "Have you organized the events you collected on your planning sheet in chronological order? How can you add these as supporting details for your paragraph?"* "How will you add this detail to your writing using your own words?"* "Have you included the important information about when he/she started writing poetry and what inspired them?"* "How will you conclude your paragraph?"	<ul style="list-style-type: none">• Encouraging students to discuss their ideas before writing can help them hear the ideas of others and determine if their ideas are the strongest in answering the question. This can result in a stronger piece of writing for all students.



Closing and Assessment	Meeting Students' Needs
<p>A. Sharing Essays (5 minutes)</p> <ul style="list-style-type: none"> • Invite students to pair up with a new partner from a different poet group to read their essays aloud. • Give students a few minutes to discuss the following question: <ul style="list-style-type: none"> * “Even though you have written about different poets, what is similar about the kinds of information and events you have both recorded in your biographical body paragraphs?” • Select volunteers to share their responses whole group. Listen for students to explain that they have both included the most important events—the same kinds of information they listed next to the body paragraph of the Model Essay: “Inspired by Arnold Adoff”. • Tell students that tomorrow they will learn to write a concluding paragraph for their essay by working as a class on the William Carlos Williams shared essay, and then they can demonstrate their ability to write a concluding paragraph for their own essay for the first part of the End of Unit 3 Assessment. Tell students that their practice analyzing the model essay, writing a shared essay as a class, and writing quality paragraphs has prepared them for this assessment. 	
Homework	Meeting Students' Needs
<ul style="list-style-type: none"> • If necessary, catch up on your writing tasks from the past few lessons. • Continue reading your independent reading book. <p><i>Note: Collect students' essays and read them to ensure that students have not intentionally or unintentionally plagiarized their biographies. This can be especially challenging for students when writing biographical texts. If you notice plagiarized information in a student's essay, note the student and be sure to work with him or her in the next lesson to translate this information into the student's own words. Students need coaching on how to paraphrase effectively. If many students in your class seem to be struggling with paraphrasing, consider sharing a model of strong student work by a class member who has effectively paraphrased.</i></p>	

There are no new supporting materials for this lesson.