



EXPEDITIONARY
LEARNING

Grade 4: Module 1B: Unit 3: Lesson 12

End of Unit Assessment, Part 1: Writing a Conclusion Paragraph



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

I can write informative/explanatory texts that convey ideas and information clearly. (W.4.2)
e. I can construct a concluding statement or section of an informative/explanatory text.

Supporting Learning Targets

- I can collaborate with my peers to write the concluding paragraph for an essay about William Carlos Williams that revisits the topic and “wraps up the essay.”
- I can write the concluding paragraph for an essay about my poet that revisits the topic and “wraps up the essay.”

Ongoing Assessment

- End of Unit 3 Assessment, Part 1: Writing a Conclusion Paragraph



Agenda	Teaching Notes
<p>1. Opening</p> <ul style="list-style-type: none">A. Reviewing Learning Targets (5 minutes)B. Engaging the Reader (5 minutes) <p>2. Work Time</p> <ul style="list-style-type: none">A. Shared Writing: Concluding Paragraph of the William Carlos Williams Essay (15 minutes)B. End of Unit 3 Assessment, Part 1: Writing a Conclusion Paragraph (30 minutes) <p>3. Closing and Assessment</p> <ul style="list-style-type: none">A. Reviewing Learning Targets (5 minutes) <p>4. Homework: None</p>	<ul style="list-style-type: none">• In this lesson, students complete Part 1 of the end of unit assessment, in which they write the conclusion of their essay about their selected poet. As in previous lessons, students have an opportunity first to practice by working as a whole group in writing a conclusion to the William Carlos Williams essay.• Continue to remind students to just write on every other line.• To assess student work, use the row of the Performance Task rubric specifically about the conclusion: “I can develop a conclusion that revisits the topic and ‘wraps up the essay’ (W.4.2e).” In the next lesson, students will need their clean, original copies to add revision notes based on W.4.2 c and d (linking words and precise vocabulary). Therefore, be sure to make copies of students’ essays at the end of this lesson before providing feedback. This will let students continue working during Lesson 13 while you have more time to evaluate and give feedback on their photocopied version.• In Lesson 14, for the End of Unit 3 Assessment, Part 2, students will be assessed on W.4.2 c and d (linking words and precise vocabulary) as well as W.4.5 (revising and editing with guidance from peers and adults) and L.4.2 a and d (correct spelling and capitalization). They will use their notes from Lesson 13 to revise for linking words and precise vocabulary, but they will also need to edit for spelling and capitalization. To prepare students for this editing, annotate the copies of students’ essays that you collect in Lesson 12 for misspelled words and capitalization mistakes. Consider circling misspelled words and underlining capitalization mistakes. Then, students will use their notes from Lesson 13 and your notes on conventions to complete Part 2 of the assessment.• In advance:<ul style="list-style-type: none">– Post the Performance Task anchor chart and the learning targets.



Lesson Vocabulary	Materials
wrap up	<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)• Annotated Model Essay: “Inspired by Arnold Adoff (for teacher reference; from Lesson 8)• Document camera• End of Unit 3 Assessment, Part 1: Writing a Conclusion Paragraph prompt (one per student)• Poet Essay Prompt/Planner graphic organizer: William Carlos Williams (from Lesson 8; one to display)• William Carlos Williams shared essay (begun in Lesson 10)• William Carlos Williams example shared essay (from Lesson 10; for teacher reference)• Selected poet essay (begun in Lesson 10; students’ own)• Poet Essay Prompt/Planner graphic organizer (from Lesson 8, completed in Lesson 9; one per student)



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 second step on the anchor chart and explain that today students will learn how to write the conclusion 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 concluding paragraph for an essay about William Carlos Williams that revisits the topic and "wraps up the essay." * I can write the concluding paragraph for an essay about my poet that revisits the topic and "wraps up the essay." • Invite students to read the first learning target with you. Ask students to discuss with their poet group: <ul style="list-style-type: none"> * "What does it mean by 'wrap up the essay'?" • Select volunteers to share their responses. Listen for students to explain that to <i>wrap up</i> means to bring to a close, so the reader recognizes that the essay is finished. • Explain that they are going to begin the lesson by working together as a whole group to write the concluding paragraph of the essay about William Carlos Williams. • Invite students to read the second learning target with you. Explain that once they have practiced writing a concluding paragraph about William Carlos Williams, they are going to apply that learning to write their own concluding paragraphs for their selected poets. • Invite students to retrieve the Performance Task rubric. Remind them that their essays will be assessed using this rubric. • Focus students on the third 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 concluding paragraphs, so they should keep these criteria in mind as they work. 	<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 (5 minutes)</p> <ul style="list-style-type: none">• Invite students to sit with their writing partner and retrieve their Model Essay: “Inspired by Arnold Adoff”. Display your own copy using a document camera. Explain that like in the previous lesson, students will now use their planning organizers to write the concluding paragraph of their essay, so will reread the concluding paragraph of the model essay to get an idea of what is required of them.• Select a student to read the concluding paragraph aloud while the rest of the group read along silently.• Ask students to discuss with their partner:<ul style="list-style-type: none">* “How did the author of the model conclude the essay? How they did they tie together the introduction and body paragraphs?”• Select students to share their responses. As students share, record in the following in margin of the displayed Model Essay: “Inspired by Arnold Adoff” –see the Annotated Model Essay: “Inspired by Arnold Adoff (for teacher reference):<ul style="list-style-type: none">– Revisits the poem in introduction– Quotes words used in the poem that inspired the author of the essay– Describes how the poem inspired the author of the essay• Explain to students that the author of the model has ensured the concluding paragraph brings the essay to a close. Ask students:<ul style="list-style-type: none">* “How does the author signal that this is the end of the essay?”• Select volunteers to share their responses. Listen for students to explain that the author closes the essay by leaving the reader with a thought about of how the author’s poem might inspire others just like Arnold Adoff’s poem inspired the author. Record in the margin of the displayed Model Essay: “Inspired by Arnold Adoff”. Have students annotate their copies as well:<ul style="list-style-type: none">– Leaves the reader with a final thought	<ul style="list-style-type: none">• Revisiting the model can help students remember what will be required of their writing.



Work Time	Meeting Students' Needs
<p>A. Shared Writing: Concluding Paragraph of the William Carlos Williams Essay (15 minutes)</p> <ul style="list-style-type: none">• Invite students to sit in the poet groups they sat in for the work they did on their selected poet biographies.• Display and distribute the End of Unit 3 Assessment, Part 1: Writing a Concluding Paragraph prompt. Invite students to read it along with you as you read it aloud.• Explain that first students will practice this with a shared writing of a concluding paragraph for the William Carlos Williams essay. Display the completed Poet Essay Prompt/Planner graphic organizer: William Carlos Williams.• Focus students on the final box about planning the concluding paragraph and remind them that what they decided should be written in the final paragraph.• Ask students to discuss in their group how they could organize the information on the planner into a concluding paragraph. Ask students:<ul style="list-style-type: none">* “How can you organize this information into sentences?”* “How can you close the essay?”• Select students to share their ideas. Record the body paragraph on the William Carlos Williams shared essay underneath the body paragraph. See the William Carlos Williams example shared essay (from Lesson 10) for an example.	<ul style="list-style-type: none">• Modeling the thinking and writing process can help ensure that students work independently.



Work Time (continued)	Meeting Students' Needs
<p>B. End of Unit Assessment, Part 1: Writing a Concluding Paragraph (30 minutes)</p> <ul style="list-style-type: none">• Tell students they now get to write the concluding paragraph of the essay about their selected poet in the same way they wrote the conclusion for the William Carlos Williams essay as a whole group.• Invite students to retrieve their selected poet essay as students may wish to refer to this as they write their conclusions. Emphasize again that students are to write on every other line on the End of Unit 3 Assessment prompt form, leaving one blank line between each line of writing for revisions.• Remind students that as this is an assessment, they are not to speak to anyone. They are to work independently.• Address any clarifying questions, and remind students to refer to the Concluding Paragraph Plan box on their completed Poet Essay Prompt/Planner graphic organizer.• Invite students to begin. Circulate to support those who have questions.• If students finish their assessment early, ask them to get out their poetry journals and write a poem or read from their book for independent reading.• Collect students' work at the end of the allocated time to assess using the appropriate row of the Performance Task rubric (see Teaching Notes).	<ul style="list-style-type: none">• Ensure appropriate provisions for students requiring additional assistance during assessments.



Closing and Assessment	Meeting Students' Needs
<p>A. Reviewing Learning Targets (5 minutes)</p> <ul style="list-style-type: none">• Refocus students whole group and invite them to reread the learning targets chorally.• Ask students to show how well they think they have achieved the learning targets by using the Fist to Five Checking for Understanding technique: a fist is not very well and five fingers is very well.• Make a note of those students who don't feel they have achieved the learning target, or who have fewer than three fingers in the air for additional information when evaluating the assessment.	<ul style="list-style-type: none">• Revisiting learning targets can give students an opportunity to measure how far they have come since the beginning of the lesson.
Homework	Meeting Students' Needs
<ul style="list-style-type: none">• None. <p><i>Note: Type up a copy of the William Carlos Williams shared essay; students will need a copy of it for Lesson 13. Also, make copies of students' own selected poet essays after this lesson. This will allow you to give students back their original essays for revisions in Lesson 13, while you note misspelled words and mistakes in capitalization on the copies. Students will use these notes to edit their essays for these conventions in Lesson 14.</i></p>	



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Supporting Materials



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