



EXPEDITIONARY
LEARNING

Grade 4: Module 1B: Unit 3: Lesson 8

Planning the Essay: Introduction and Conclusion



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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)

- a. I can introduce a topic clearly.
- b. I can develop the topic with facts, definitions, details, and quotations.
- e. I can construct a concluding statement or section of an informative/explanatory text.

Supporting Learning Targets

- I can collaborate with my peers to plan an introduction for an essay about William Carlos Williams that introduces the topic.
- I can collaborate with my peers to plan a conclusion for an essay about William Carlos Williams that describes how he has inspired me.
- I can plan an introduction for an essay about my poet that introduces the topic.
- I can plan a conclusion for an essay about my poet that describes how she or he has inspired me.

Ongoing Assessment

- Essay Prompt/Planner graphic organizer (Introduction and Conclusion Plan completed)



Agenda	Teaching Notes
<ol style="list-style-type: none"> 1. Opening <ol style="list-style-type: none"> A. Engaging the Reader (5 minutes) B. Reviewing Learning Targets (10 minutes) 2. Work Time <ol style="list-style-type: none"> A. Shared Planning: Introduction and Conclusion of the William Carlos Williams Essay (20 minutes) B. Planning: Introduction and Conclusion of Selected Poet Essay (20 minutes) 3. Closing and Assessment <ol style="list-style-type: none"> A. Revisiting the Learning Targets (5 minutes) 4. Homework <ol style="list-style-type: none"> A. Practice reading your Selected Poem and your Inspired Poem aloud clearly (to a friend, family member, or in front of a mirror). B. Continue reading your independent reading book. 	<ul style="list-style-type: none"> • In this lesson, students begin to plan their essays about their selected poet. They plan the introduction and conclusion together, because these two paragraphs are both about how the poet inspired them. • Students first participate in shared planning of an essay about William Carlos Williams. You will model using the graphic organizer and the thinking process behind planning an introduction and conclusion. Students move on to plan the introduction and conclusion of their essay about their own poet. (They will plan their body paragraph in Lesson 9.) • If your students need additional support or a slower pace for shared and independent planning, consider dividing this lesson into two segments. If you do this, make the first segment both shared planning and then independent planning of the introduction (so students move seamlessly from the teacher modeling to their application). Then the second segment (perhaps the following day) would focus on both the teacher modeling and independent planning of the conclusion. • This pattern of shared writing (about William Carlos Williams) followed by students' independent writing of essays about their selected poets will repeat across lessons up through Lesson 12 (the End of Unit 3 Assessment, Part 1). You will model the planning process in Lessons 8 and 9, and then model writing the introduction, body, and concluding paragraphs in Lessons 10, 11, and 12. The End of Unit Assessment, Part 1, is based on students' independent writing of the conclusion of their own essay about their selected poet. This pattern of shared writing followed by independent application allows for explicit and scaffolded writing instruction that meets all aspects of W.4.2. Later, in Module 4, students will be expected to write another expository essay with fewer scaffolds to demonstrate a full mastery of W.4.2. • The Performance Task rubric is introduced in this lesson. Students read through the parts of the rubric pertaining to the introduction and conclusion to understand what is expected of their work. These parts of the rubric are linked very closely to the lesson's learning targets. • In advance: <ul style="list-style-type: none"> – Review: Mix and Mingle and Fist to Five Checking for Understanding techniques (see Appendix). – Select music for the Mix and Mingle that can be played softly in the background without distracting students from the read-aloud of their poems. Consider using music without lyrics, such as classical or jazz. – Post: Learning targets.



Lesson Vocabulary	Materials
<i>criteria</i>	<ul style="list-style-type: none">• Performance Task anchor chart (from Lesson 7)• Performance Task rubric (one per student and one to display)• Model Essay: “Inspired by Arnold Adoff” (from Lesson 7; one new blank copy per student and one new blank copy for teacher modeling)• Annotated Model Essay: “Inspired by Arnold Adoff” (for teacher reference)• Document camera• Poet Essay Prompt/Planner graphic organizer (one per student and one to display)• William Carlos Williams anchor chart (begun in Lesson 1)• Poet Essay Prompt/Planner graphic organizer: William Carlos Williams example (completed, for teacher reference)• Biographies of selected poets (from Lesson 4; one of their selected poet per student):<ul style="list-style-type: none">– “Robert Frost (March 26, 1874 – January 29, 1963)” (one per student in Robert Frost group(s))– “Valerie Worth (October 29, 1933 – July 31, 1994)” (one per student in Valerie Worth group(s))– “Finding Your Voice” (one per student in Walter Dean Myers group(s))• Important Events and Information note-catcher (begun in Lesson 5; one per student)



Opening	Meeting Students' Needs
<p>A. Engaging the Reader (5 minutes)</p> <ul style="list-style-type: none">Remind students that for homework they were asked to select a poem by their poet that most inspires them. Draw students' attention to the Performance Task anchor chart and read the third part aloud:<ul style="list-style-type: none">3. Select a poem by your poet to read aloud.Tell them now that they have selected a poem for their performance task, they will practice reading this poem aloud clearly and with expression, as they practiced in the previous lesson.Mix and Mingle:<ul style="list-style-type: none">Play music on a soft volume.Invite students to move around the room with their chosen poem.Stop the music after 30 seconds.Invite students to share their poem and the reason it inspired them with the person closest to them.Repeat until students have shared their poem with three people.	<ul style="list-style-type: none">Structured activities such as Mix and Mingle can ensure all students have a chance to talk.
<p>B. Reviewing Learning Targets (10 minutes)</p> <ul style="list-style-type: none">On the Performance Task anchor chart, draw students' attention to the second part of the task: Part 2: Write an essay that:<ul style="list-style-type: none">Addresses the essay prompt: Write an essay about the poet who has inspired you, explaining who this poet is and how they have inspired you as a writerHas an introduction that introduces the topic and engages the readerHas a body paragraph with biographical information about the poet and explains how this person became a poetHas a conclusion that revisits the topic and "wraps up the essay"Is neat and has little or no errors in conventionsTell students that today they will plan the introduction and conclusion of their essays. Read aloud the bullet points related to introductions and conclusions on the Performance Task anchor chart.Focus students' attention on the learning targets:	<ul style="list-style-type: none">Introducing 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
<ul style="list-style-type: none"> * "I can collaborate with my peers to plan an introduction for an essay about William Carlos Williams that introduces the topic." * "I can collaborate with my peers to plan a conclusion for an essay about William Carlos Williams that describes how he has inspired me." * "I can plan an introduction for an essay about my poet that introduces the topic." * "I can plan a conclusion for an essay about my poet that describes how he has inspired me." • Invite students to read the first and second learning targets with you. Remind students of the model essay they read about Arnold Adoff in the previous lesson and explain that they will use this essay as a model for how to write an introduction and conclusion for their essays. Explain that they will begin the lesson by working together as a whole group to plan the introduction and conclusion of an essay about William Carlos Williams, then they will plan the introduction and conclusion for their own essay. • Display and distribute the Performance Task rubric and explain that student essays and their presentation during the Poet's Performance will be assessed using this rubric. Show students the essay portion of the rubric as well as the presentation portion of the rubric. Point out the column headed "Criteria". Explain that <i>criteria</i> are what students need to include in their essay and presentation. Point out that these criteria are written as learning targets. Go on to explain that just like the learning targets students have used during lessons, these learning targets tell them what they will learn in order to write their essay and present their poems. • Point out the columns to the right of the "Criteria" heading, "Meets," "Partially Meets," and "Does Not Meet." Explain that each of these columns describe the criteria for students to meet (partially meet or do not meet) a particular learning target. • Then focus students on the first row under the "Ideas and Evidence" heading in the essay portion of the rubric. 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. • Tell them this is what is expected of their introductions, so when planning their introduction, they must keep this in mind. • Focus students on third row of the "Ideas and Evidence" heading. Invite them to read the criteria aloud with you. • Once again, focus students on the content of the "Meets" column and invite them to read the criteria in that column aloud with you. • Tell them this is what is expected of their conclusion, so when planning their conclusion, they must keep this in mind. 	



Work Time	Meeting Students' Needs
<p>A. Shared Planning: Introduction and Conclusion of the William Carlos Williams Essay (20 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. • Select a student to reread the essay prompt for the whole group at the top of the organizer. • Distribute a new blank copy of the Model Essay: “Inspired by Arnold Adoff” (from Lesson 7) and display a copy using a document camera. Invite a volunteer to reread the introductory paragraph. • Remind students that in the previous lesson, they noticed that this essay’s introduction engaged the reader and introduced the topic. Record the following note in the box to the right of the introduction –see the Annotated Model Essay: “Inspired by Arnold Adoff” (for teacher reference) and ask students to copy these notes on their copies as well: Introduction: – Engages the reader and introduces the topic • Ask students to answer the following question after rereading the paragraph silently to themselves and then holding up fingers to indicate their answers: * “Which sentence in the introduction paragraph introduces the topic of the essay: Sentence 1, 2, 3 or 4?” • Look for students to hold up four fingers, indicating the last sentence of the paragraph: “His vivid descriptions of sound have inspired me to write my own poetry about the music of my backyard.” Read this sentence aloud and then underline this sentence in the model and ask students to do the same in their own copies. Point out how this sentence begins to address the essay prompt by clearly stating the topic: “a poet that inspired you.” Have students underline this phrase in the essay prompt at the top of the model. • Next, ask students to turn to a partner in their poet groups and discuss the following question: * “How does this introduction engage the reader?” • Cold call pairs and listen for students to suggest it engages the reader with a question. Point out that the author also gave specific examples from the poet’s writing. Writing a strong essay with a strong introduction can be tricky, so you will help them by giving them a planner and practicing planning an introduction for an essay about William Carlos Williams as a class. • Display the Poet Essay Prompt/Planner graphic organizer. • Focus students on the questions in the first box of the essay planner; select a student to read them aloud to the class. • Then point out how these questions were answered in the Model Essay: “Inspired by Arnold Adoff”. 	<ul style="list-style-type: none"> • Modeling the thinking process and how to fill in a graphic organizer can help ensure that students can work independently.



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none">• Remind students that to practice the planning process before they plan their own essays, they will work together as a class to plan an essay about William Carlos Williams.• Tell students that strong writers use details and examples in their writing. Explain that they can do this by using their notes from their biography reading, as well as their selected poem.• Tell students that the poem that you have selected by William Carlos Williams is "The Great Figure." Display and reread this poem aloud.• Then remind students that the other source they will draw on when writing their introduction for the William Carlos Williams essay will be the William Carlos Williams anchor chart where the class took their notes from his biography.• Focus students on the essay planner and ask them to discuss the prompt in the box for the introduction paragraph plan.<ul style="list-style-type: none">* "What might we write to answer this first prompt: 'Who is the poet that inspired you most as a writer and why?'"• Select volunteers to share their responses whole group. Listen for students to explain that it would be something like: "William Carlos Williams inspired me to write about ordinary things."• Record a response on the displayed organizer. See Poet Essay Prompt/Planner graphic organizer: William Carlos Williams example (completed, for teacher reference).• Focus students on the second prompt in the introduction box of the organizer, "Ideas for introducing the topic to my reader."• Ask students each of the following questions with their group. After each question cold call students to share their ideas. Record appropriate ideas on the displayed organizer. See Poet Essay Prompt/Planner graphic organizer: William Carlos Williams example (completed, for teacher reference):<ul style="list-style-type: none">* "What ideas do you have for how you might introduce the idea of writing about ordinary things?"* "What ordinary things did William Carlos Williams write about?"* "What specific example could we include here from our selected poem?"• Invite students to reread the concluding paragraph on the Model Essay: "Inspired by Arnold Adoff" and follow a similar process for planning the conclusion as they just did for the introduction. Be sure to do the following:<ul style="list-style-type: none">– Revisit the bullet for a conclusion from the Performance Task anchor chart and the criteria for conclusion on the Performance Task Rubric.– Reread the conclusion of the Model Essay: "Inspired by Arnold Adoff."	



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none"> – Annotate next to this paragraph with a note explaining that strong conclusions, “Revisit the topic and wrap the essay” (see the Annotated Model Essay: “Inspired by Arnold Adoff” (for teacher reference) – Point out how specific examples from the selected poem are used in the model. – Use the box for planning a conclusion on the Poet Essay Prompt/Planner to co-construct a plan for the William Carlos Williams essay conclusion—see the Poet Essay Prompt/Planner graphic organizer: William Carlos Williams example (completed, for teacher reference). 	
<p>B. Planning: Introduction and Conclusion of Selected Poet Essay (20 minutes)</p> <ul style="list-style-type: none"> • Explain that students will do exactly the same thing to plan the introduction and conclusion of the essay about their selected poet. • Distribute a Poet Essay Prompt/Planner graphic organizer to each student. • Invite students to retrieve the biography of their selected poet (from Lesson 4): <ul style="list-style-type: none"> – “Robert Frost (March 26, 1874 – January 29, 1963)” – “Valerie Worth (October 29, 1933 – July 31, 1994)” or – “Finding Your Voice.” • Also ask them to get out their Important Events and Information note-catcher, as well as their Performance Task Poems (from Lesson 7 homework). Explain that students must refer to these resources to plan their introduction and conclusion. Remind them to use specific examples from their selected poem when explaining how this poet inspired them. • Encourage students to discuss their ideas with other students in their group before they record them to ensure their ideas are strong. • Circulate to support students in completing their organizers. Ask guiding questions: <ul style="list-style-type: none"> * “What about your poet’s writing inspired you?” * “How did that inspire you to write your poem?” * “How might you introduce that idea?” * “What specific examples can you use from your selected poem?” 	<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. Revisiting the Learning Targets (5 minutes)</p> <ul style="list-style-type: none">• Invite students to refer to the learning targets. Ask them to spend a couple of minutes thinking about:<ul style="list-style-type: none">* “How well do you think you have done at achieving the learning targets?”• Read through the first learning target again. Invite students to show a Fist to Five for how well they think they achieved that target—a fist being not at all and a five being very well.• Repeat with the remaining targets.	<ul style="list-style-type: none">• Revisiting learning targets can enable students to recognize how far they have come in one lesson and how much they have learned.
Homework	Meeting Students' Needs
<ul style="list-style-type: none">• Practice reading your Selected Poem and your Inspired Poem aloud clearly (to a friend, family member, or in front of a mirror).• Continue reading your independent reading book.	



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Grade 4: Module 1B: Unit 3: Lesson 8

Supporting Materials



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Performance Task Rubric:
Poet Essay and Poetry Performance

Performance Task

After reading poems from Robert Frost, Valerie Worth, and Walter Dean Myers, select one poet to study who has inspired you to write poetry. Write a poem inspired by your poet's style. Then write an essay about the poet who inspired you, explaining who this poet is and how this poet has inspired you as a writer. Afterward, present your work in a Poet's Performance by reading aloud a selected poem by your poet, sharing your essay, and reading aloud your own inspired poem.

POET ESSAY			
Criteria	Meets	Partially Meets	Does Not Meet
Ideas and Evidence			
I can write an introduction in my essay that states my topic clearly. (W.4.2a)	My introduction clearly introduces my poet.	My introduction somewhat clearly introduces my poet.	My introduction does not clearly introduce my poet.
I can use accurate facts and details about the life of my poet in my essay. (W.4.2b)	I included specific facts about my poet's life.	I included some facts about my poet's life.	I did not include any facts about my poet.
I can develop a conclusion that revisits the topic and "wraps up the essay." (W.4.2d)	My conclusion explains how I was inspired by my poet using specific details.	My conclusion explains how I was inspired by my poet, but has no specific details.	My conclusion does not explain how I was inspired by my poet.
Organization			
I can use linking words to connect ideas in my essay (W.4.2c)	I included at least three linking words to connect ideas in my essay.	I included two linking words to connect ideas in my essay.	I included one linking word to connect ideas in my essay.



Performance Task Rubric:
Poet Essay and Poetry Performance

Criteria	Meets	Partially Meets	Does Not Meet
Word Choice			
I can use words specific to poetry and biographies to inform my reader about my poet's life. (W.4.2d, L.4.3)	I used at least four of our poetry and biography words in my essay to inform my reader about my poet's life.	I used two or three of our poetry and biography words in my essay to inform my reader about my poet's life.	I used fewer than two of our poetry and biography words in my essay to inform my reader about my poet's life.
Conventions			
I can use conventions so my writing is clear and understandable. (L.4.2a, L.4.2c, L.4.2d, L.4.3b)	I have correct spelling, capitalization, and punctuation in my writing.	I have some mistakes with my spelling, capitalization, and/or my punctuation.	I have many mistakes with my spelling, capitalization, and punctuation.
POETRY PERFORMANCE			
Speaking and Listening			
I can speak clearly and at an understandable pace. (SL.4.4)	I speak clearly, with expression, and at a "just right" pace so my listener can understand my presentation.	I sometimes speak clearly; I speak too quickly or slowly in some parts; my listener has some difficulty understanding parts of my presentation.	My words are not clear; I speak too quickly or slowly; my listener cannot understand what I am presenting.



Annotated Model Essay: “Inspired by Arnold Adoff”
(For Teacher Reference)

Teacher Directions: For use in Lessons 8-12. Read the notes in the column on the right. Parentheses indicate the lessons in which notes are added.

Model Essay	Notes
<p>Inspired by Arnold Adoff</p> <p>Have you ever thought the sounds of the city were like music? Arnold Adoff did. His poem “Street Music” describes the sounds you hear in the city every day in a musical way. His vivid descriptions of sound have inspired me to write my own poetry about the music of my backyard.</p>	<p>Introduction (Lesson 8)</p> <ul style="list-style-type: none">• Engages the reader and introduces the topic (Lesson 8)– Opens with a question to engage the reader (Lesson 10)– Introduces the poet (Lesson 10)– Explains how the Adoff’s poems inspired the author (Lesson 10)
<p>Arnold Adoff is a poet and children’s author who was born on July 16, 1935 in the East Bronx in New York City. As a boy, he visited the library often and loved to read. When he was a teenager, he spent a lot of time listening to music in jazz clubs. This inspired him to start writing poetry. After graduating from college, Arnold Adoff worked as a teacher and counselor in Harlem. In 1960, he married another children’s author named Virginia Hamilton, and they had two children. In 1968, he published his first anthology with a collection of poems by African American writers. As a poet, he became known for his unique style of “shaped speech” poetry. This kind of poetry has words that run together or are broken apart. An example of this style is his poem “Street Music.” Over the years, he has published over 30 books. He has also been awarded the National Council of Teachers of English Award for Excellence in Poetry for Children.</p>	<p>Body (All notes below added in Lesson 9)</p> <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– Awards he received• Events listed in chronological order (Lesson 11)



Annotated Model Essay: “Inspired by Arnold Adoff”
(For Teacher Reference)

Model Essay	Notes
<p>Arnold Adoff’s poem “Street Music” describes the sounds of a city street like music. He uses lots of vivid words like <i>grinding</i>, <i>slamming</i>, and <i>screeching</i>. His use of vivid imagery to describe the sounds of the city made me feel like I was on a noisy city block. Reading his poem inspired me to write about the sounds I hear every day in my backyard. Like the birds chirping, the garbage truck beeping, and dogs barking. I hope the imagery in my poem is as fun to read as Arnold Adoff’s “Street Music.”</p>	<p>Conclusion (Lesson 8)</p> <ul style="list-style-type: none">• Has a conclusion that revisits the topic and “wraps up the essay” (Lesson 8)– Revisits poem in intro (Lesson 12)– Quotes words used in the poem (Lesson 12)– Describes how the poem inspired the author (Lesson 12)– Leaves the reader with a final thought (Lesson 12)



Poet Essay Prompt/Planner Graphic Organizer

Essay prompt:

Write an essay about a poet who has inspired you as a writer. Explain who this poet is and how this poet has inspired you.

Include:

- An introduction paragraph that introduces the topic: the poet who has inspired you most.
- A body paragraph that describes the poet's life and the role that poetry played.
- A conclusion that explains how you were inspired by this poet's writing.

Introduction Paragraph Plan:

Who is the poet that inspired you most as a writer and why?

Ideas for introducing the topic to my reader:



Poet Essay Prompt/Planner Graphic Organizer

Body Paragraph Plan:

Describe this poet's life and the role that poetry played. Include the following:

When and where this poet lived:

Possible inspiration for becoming a writer:

What is special or unique about this poet's style of writing?:

Major events in this poet's life (at least four):



Poet Essay Prompt/Planner Graphic Organizer

Conclusion Paragraph Plan:

How were you inspired by this poet's poetry?

Examples from poems:



Poet Essay Prompt/Planner Graphic Organizer:

William Carlos Williams Example
(Completed, for Teacher Reference)

Essay prompt:

Write an essay about a poet who has inspired you as a writer. Explain who this poet is and how this poet has inspired you.

Include:

- An introduction paragraph that introduces the topic: the poet who has inspired you most
- A body paragraph that describes the poet's life and the role that poetry played
- A conclusion that explains how you were inspired by this poet's writing

Introduction Paragraph Plan: *Completed in Lesson 8*

Who is the poet that inspired you most as a writer and why?

William Carlos Williams inspired me to write about ordinary things.

Ideas for introducing the topic to my reader:

- ***Get my reader to think about walking down the street and seeing ordinary things***
- ***Give examples of ordinary things he wrote about: wheelbarrow and a fire truck***



Poet Essay Prompt/Planner Graphic Organizer:

William Carlos Williams Example
(Completed, for Teacher Reference)

Body Paragraph Plan: *To be completed in Lesson 9*

Describe this poet's life and the role that poetry played. Include the following:

When and where this poet lived:

Sept. 17, 1883–March 4, 1963 in Rutherford, New Jersey

Possible inspiration for becoming a writer:

He was inspired by English poets he read about in school.

What is special or unique about this poet's style of writing?:

He wrote about everyday objects with vivid imagery in free verse.

Major events in this poet's life (at least four):

- ***1902—Goes to school to become a doctor***
- ***1909—Publishes his first poems (only four copies sell)***
- ***1910—Starts his medical practice***
- ***1912—Marries Florence Herman (has two kids)***
- ***Published 48 books, mostly poetry***
- ***Won National Book Award and Pulitzer Prize***



Poet Essay Prompt/Planner Graphic Organizer:

William Carlos Williams Example
(Completed, for Teacher Reference)

Conclusion Paragraph Plan: *Completed in Lesson 8*

How were you inspired by this poet's poetry?

He inspired me to write about everyday objects with vivid imagery.

Examples from poems:

"The Great Figure" was about a fire truck.

Vivid words from this poem: gold, red, clangs, howls, rumbling.