



EXPEDITIONARY
LEARNING

Grade 4: Module 1B: Unit 3: Lesson 9

Planning 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 plan the biographical body paragraph for an essay about William Carlos Williams that uses facts and details.
- I can plan the biographical body paragraph for an essay about my poet that uses facts and details.

Ongoing Assessment

- Student's annotations on the model essay
- Poet Essay Prompt/Planner graphic organizer (Body Paragraph Plan completed)



Agenda	Teaching Notes
<ol style="list-style-type: none">1. Opening<ol style="list-style-type: none">A. Reviewing Learning Targets (5 minutes)2. Work Time<ol style="list-style-type: none">A. Shared Planning: Biographical Body Paragraph of the William Carlos Williams Essay (20 minutes)B. Planning: Biographical Body Paragraph of Selected Poet Essay (25 minutes)3. Closing and Assessment<ol style="list-style-type: none">A. Sharing New Information About Poets: Concentric Circles (10 minutes)4. Homework<ol style="list-style-type: none">A. Continue to practice reading aloud your selected poem as well your inspired poem. Be sure to read with expression.B. Continue reading your independent reading book.	<ul style="list-style-type: none">• In this lesson, students continue to plan their essays. They plan the body paragraph, which is the paragraph that includes biographical information about their selected poet.• As in the previous lesson, students begin by doing shared planning for an essay about William Carlos Williams. You again model using the graphic organizer and the thinking process, this time regarding planning the body paragraph. Students then move on to plan the body paragraph of their own essay \ sitting with their poet groups for support.• To ensure students have all of the information about their poet that they need to write a biographical body paragraph, they also read a timeline of their poet's life. This is first modeled with William Carlos Williams, based on the timeline at the back of <i>A River of Words</i>. Then, students are given timelines of their own poets to collect any additional facts and information they might want to include in their body paragraph.• Throughout this lesson, students refer to the rubric to be sure their plans will help them meet the assessment standards.• In advance:<ul style="list-style-type: none">– Review: Concentric Circles protocol (see Appendix).– Post: Learning targets.



Lesson Vocabulary	Materials
	<ul style="list-style-type: none">• Performance Task anchor chart (from Lesson 7)• Performance Task rubric (from Lesson 8; one per student and one for display)• Model Essay: “Inspired by Arnold Adoff” (from Lesson 7; students’ own copies and one for modeling)• Annotated Model Essay: “Inspired by Arnold Adoff” (for teacher reference; from Lesson 8)• Document camera• Poet Essay Prompt/Planner graphic organizer: William Carlos Williams (begun during teacher modeling in Lesson 8; one for display)• Poet Essay Prompt/Planner graphic organizer: William Carlos Williams example (completed, for teacher reference; from Lesson 8)• William Carlos Williams anchor chart (begun in Lesson 1)• Biographical timelines of selected poets:<ul style="list-style-type: none">– Robert Frost (one per student in the Robert Frost poet group(s))– Walter Dean Myers (one per student in the Walter Dean Myers poet group(s))– Valerie Worth (one per student in the Valerie Worth poet group(s))• Important Events and Information note-catcher (begun in Lesson 5; one per student)• Poet Essay Prompt/Planner graphic organizer (begun in Lesson 8; 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 about writing the 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 plan the biographical body paragraph for an essay about William Carlos Williams that uses facts and details."* "I can plan the biographical body paragraph for an essay about my poet that uses facts and details."• Invite students to read the first learning target with you. Ask students to discuss with their group:<ul style="list-style-type: none">* "What is a biographical body paragraph? What is a biography?"* "Think back to that paragraph in the Model Essay: "Inspired by Arnold Adoff". What is the purpose of that paragraph?"• Cold call students to share their responses. Listen for them to explain that a biography is the story of someone's life, so a biographical body paragraph is a paragraph that tells the story of someone's life.• Explain that they will begin by working together whole group to plan the biographical body paragraph of an essay about William Carlos Williams.• Invite students to read the second learning target with you. Explain that once they have practiced planning a biographical body paragraph about William Carlos Williams, they are going to apply that learning to plan their own biographical body paragraphs about their poet.• 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" heading about accurate facts, details, and quotations. 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.• Explain to students that this is what is expected of their biographical body paragraphs, so when planning, they need to keep this in mind.	<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.



Work Time	Meeting Students' Needs
<p>A. Shared Planning: Body Paragraph of the William Carlos Williams Essay (20 minutes)</p> <ul style="list-style-type: none">• Invite students to sit in their poet groups.• Invite students to retrieve the Model Essay: “Inspired by Arnold Adoff.” Display your own copy used for modeling (in Lesson 8) with a document camera. Remind them that in the previous lesson they planned the introduction and conclusion for an essay about William Carlos Williams and also for their own poet.• Tell students that, in this lesson, they will plan the biographical body paragraph of their essay. Remind students and record on the next to the body paragraph on the Model Essay –see the Annotated Model Essay “Inspired by Arnold Adoff (from Lesson 8):<ul style="list-style-type: none">– Body Paragraph:– Contains biographical information about the poet and explains how this person became a poet• Invite students to read the body paragraph of the model essay silently, as you read it aloud. Ask students to discuss with their group:<ul style="list-style-type: none">* “What information has been included in the biography? Why?”• Select volunteers to share their responses. Show students how to annotate this information beside the body of the Model Essay: “Inspired by Arnold Adoff.” Listen for students to explain that only key information about his life has been included and record the following next to the body paragraph on the model:<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 Display the Poet Essay Prompt/Planner graphic organizer: William Carlos Williams.• Focus students on the questions in the Body Paragraph Plan of the essay planner and select a student to read them aloud whole group. Point out that the model essay includes all the information listed in the prompts for the body paragraph.	<ul style="list-style-type: none">• Inviting students to identify criteria for their writing from a model, and then recording that criteria, provides a clear point of reference to use during the writing process.• Modeling the thinking process and how/what to record on the recording form can help ensure students know what is expected of their independent work.



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 are going to work together as a class to continue to plan an essay about William Carlos Williams.• Ask:<ul style="list-style-type: none">* “When and where did William Carlos Williams live?”• Focus students on the William Carlos Williams anchor chart. This information should be recorded on the anchor chart so students can answer the question.• Record a response on the displayed organizer. See Poet Essay Prompt/Planner graphic organizer: William Carlos Williams example (completed, for teacher reference).• Repeat with the next two questions, all of the answers of which should be recorded on the anchor chart.• Focus students on the final direction in the Body Paragraph Plan box:<ul style="list-style-type: none">* “Major events in this poet’s life (at least four)”• Explain that to make sure they know all of the major events in William Carlos Williams’s life, students will look at another resource in <i>A River of Words</i>—the timeline (one of the text features they explored in Lesson 1).• Display the timeline at the back of the text. Read through each event for the students and ask them whether they think it is a major event or not, and why/why not. Refer to the list of major events from the Arnold Adoff model essay, recorded on the Performance Task anchor chart during the opening of the lesson, as criteria for the kinds of major events students should look for. Record any events that students suggest as major on the William Carlos Williams anchor chart.• Model how to improve the information already recorded on the William Carlos Williams anchor chart by adding dates from the timeline.• Ask students to discuss in their poet groups:<ul style="list-style-type: none">* “Thinking about the major events included in the body paragraph in the Model Essay: “Inspired by Arnold Adoff”, and the new information we have recorded about William Carlos Williams, what are at least four major events in Williams’s life?”• Cold call students to share their responses. Record a response on the displayed organizer. See Poet Essay Prompt/Planner graphic organizer: William Carlos Williams example (completed, for teacher reference).	



Work Time (continued)	Meeting Students' Needs
<p>B. Independent Planning: The Body Paragraph of Selected Poet Essay (25 minutes)</p> <ul style="list-style-type: none">• Share with students that now they will do exactly the same thing to plan the body paragraph of the essay about their selected poet.• Distribute the biographical timelines of selected poets.• Invite students to retrieve the Important Events and Information note-catcher started in Lesson 5 and remind them to read each event on the timeline and determine as a group which are the most important to record on their note-catchers.• Allocate 15 minutes for students to do this. Circulate to assist in collecting information from the timeline.• At the end of the time limit, refocus whole group.• Invite students to retrieve their Poet Essay Prompt/Planner graphic organizer, which they started in the previous lesson.• Remind students of how you filled out the William Carlos Williams essay planner as a class. Encourage them 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. Remind them to refer to the criteria on the rubric concerning key information/events in the Model Essay: "Inspired by Arnold Adoff." Ask guiding questions:<ul style="list-style-type: none">* "Why have you chosen that information/event? Why is it important? Why is it more important than this event?"* "Where did you find that information?"	<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 New Information About Poets: Concentric Circles (10 minutes)</p> <ul style="list-style-type: none">• Invite students to choose one new important event they learned about in the life of their poet from reading the timelines in this lesson.• Follow the Concentric Circles protocol to invite students to share the important event they have chosen with three or four people.	
Homework	Meeting Students' Needs
<ul style="list-style-type: none">• Continue to practice reading aloud your selected poem as well your inspired poem. Be sure to read with expression.• Continue reading your independent reading book.	



EXPEDITIONARY
LEARNING

Grade 4: Module 1B: Unit 3: Lesson 9

Supporting Materials



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.



Biographical Timelines of Selected Poets:

Robert Frost

- 1874 Robert Lee Frost is born on March 26 in San Francisco, California.
- 1885 Robert's father dies, and his family moves to Lawrence, Massachusetts.
- 1894 Robert has his first poem published: "My Butterfly: An Elegy."
- 1895 Robert takes a job as a newspaper reporter. He marries Elinor Miriam White.
- 1896 Robert's first child, Elliot, is born.
- 1897 Robert enters Harvard College, but does not graduate.
- 1900 His son Elliot dies of cholera. Robert moves his family to be a farmer in New Hampshire.
- 1907 Robert's sixth and last child, Elinor, is born. She dies within days of her birth.
- 1912 The Frost family moves to England. Robert continues to write poetry and farm.
- 1913 Robert's first book of poems, *A Boy's Will*, is published.
- 1915 As World War I begins, Robert relocates his family to Franconia, New Hampshire.
- 1916 "The Road Not Taken," one of Robert Frost's most famous poems, is published.
- 1917 Robert becomes a professor of English at Amherst College.
- 1923 His poem "Stopping by Woods on a Snowy Evening" is published.
- 1924 Robert Frost receives his first Pulitzer Prize.
- 1943 He receives his fourth and final Pulitzer.
- 1950 The United States Senate adopts a resolution honoring Robert.
- 1961 John F. Kennedy invites Robert to read at his presidential inauguration.
- 1963 Robert Frost dies on January 29 in Boston.

Sources: <http://www.frostfriends.org/chronology.html> and <http://robertfrostfarm.org/chronology.html>.

Biographical Timelines of Selected Poets:

Walter Dean Myers

1937–1940	<p>On August 12, 1937, Walter Milton Myers is born in Martinsburg, West Virginia.</p> <p>When Walter is 2, his mother dies and he is adopted and moves to Harlem. (He later changes his middle name to Dean to honor his adoptive parents.)</p>
1940–1950	<p>Walter struggles in school due to a speech impediment, but loves to read and visits the library often. He hides his books in a paper bag so his classmates will not tease him.</p> <p>He begins writing his own poems and stories in fifth grade so he will not be embarrassed when reading aloud.</p>
1950–1960	<p>Walter drops out of high school at 17 to join the army. Before he leaves, one of his teachers encourages him to continue writing, telling Walter, “It’s what you do.”</p>
1960–1970	<p>He marries Joyce Smith in 1960. They have two children, but divorce in 1970.</p> <p>In 1969, he wins a competition and publishes his first picture book called <i>Where Does the Day Go?</i></p>
1970–1980	<p>In 1973, he marries Constance Brendel and they have a son.</p> <p>Walter publishes several more picture books for children as well as novels for teens.</p>
1980–1990	<p>In 1984, Walter graduates from Empire State College. He continues to write poetry, short stories, and novels for children and teens.</p>
1990–2000	<p>In 1994, Walter is recognized for his contributions to young adult literature with a Margret A. Edwards Award.</p> <p>In 1999, he writes his most famous novel to date, <i>Monster</i>. The novel wins various awards, including a Newbery Honor and the Coretta Scott King Award.</p>
2000–Present	<p>In 2012, Walter Dean Myers is appointed as Library of Congress National Ambassador for Young People’s Literature.</p> <p>Walter Dean Myers currently lives in Jersey City, New Jersey. He continues to write and work with his son Christopher, an artist who has created illustrations for several of Walter’s books of poetry.</p>

Sources: <http://comminfo.rutgers.edu/professional-development/childlit/myers.html> , <http://www.scholastic.com/teachers/contributor/walter-dean-myers> and https://www.randomhouse.com/kids/catalog/author.pperl?authorid=21712&view=sml_sptlght and http://www.librarypoint.org/walter_dean_myers.



Biographical Timelines of Selected Poets:

Valerie Worth

1933–1940	Valerie Worth was born in Philadelphia, Pennsylvania, in 1933 and lived in Swarthmore, Pennsylvania, where her father, a biologist, taught.
1940–1950	In 1947, she moved to Florida for four years and then India for a year for her father to study malaria.
1950–1960	<p>The family moves back to Swarthmore, Pennsylvania, and Valerie attends Swarthmore College.</p> <p>She graduates in 1955 and soon marries George Bahlke.</p>
1960–1970	<p>Valerie has three children, a son and two daughters, and the family settles in Clinton, New York.</p> <p>She begins meeting with a writing group at Kirkland College and meets Natalie Babbitt, an illustrator, and the two soon begin to collaborate.</p>
1970–1980	<p>In 1972, Valerie publishes her first book of poems illustrated by Natalie Babbitt, <i>Small Poems</i>.</p> <p>She publishes three additional volumes of her “small poems.”</p>
1980–1990	She goes on to publish additional books, including two books for young adults: <i>Gypsy Gold</i> (1983) and <i>Fox Hill</i> (1986).
1990–1994	<p>In 1991, the National Council of Teachers of English honors her with the Poetry Award for Excellence in Poetry for Children.</p> <p>In 1994, Valerie Worth dies from cancer.</p>

Sources: <http://www.nytimes.com/1994/08/03/obituaries/valerie-worth-60-is-dead-a-novelist-for-young-readers.html>,
<http://us.macmillan.com/author/valerieworth>, and <http://www.ncte.org/library/nctefiles/about/awards/worth.pdf>.
Sources: <http://www.frostfriends.org/chronology.html> and <http://robertfrostfarm.org/chronology.html>.