



EXPEDITIONARY
LEARNING

Grade 4: Module 1B: Unit 3: Lesson 10

Writing the Essay: Introduction



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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.

I can speak clearly and at an understandable pace. (L.4.4)

I can read grade-level prose and poetry orally with accuracy, appropriate rate, and expression. (RF.4.4)

Supporting Learning Targets

- I can collaborate with my peers to write an introduction for an essay about William Carlos Williams that introduces the topic.
- I can write an introduction for an essay about my poet that introduces the topic.
- I can read a poem aloud clearly and with expression.

Ongoing Assessment

- Student's annotations on the model essay
- Introduction to 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 Introduction of the Model Essay (5 minutes) 2. Work Time <ol style="list-style-type: none"> A. Shared Writing: The Introduction of the William Carlos Williams Essay (15 minutes) B. Independent Writing: The Introduction of Selected Poet Essay (20 minutes) 3. Closing and Assessment <ol style="list-style-type: none"> A. Reading a Poem Clearly and with Expression (15 minutes) 4. Homework <ol style="list-style-type: none"> A. Read your selected poem as well as your inspired poem aloud to a friend or family member. Be sure to read them clearly and with expression. Ask your friend or family member to tell you if your read-aloud was easy to understand. B. Continue reading your independent reading book. 	<ul style="list-style-type: none"> • In this lesson, students begin to write their essays. They use the planning organizer they have been developing over the past couple of lessons to help them write the introduction of their essay. Similar to Lessons 8 and 9, students again start with shared writing of an essay about William Carlos Williams as a whole group in which you facilitate whole-group thinking and writing. For teacher reference, an example of what this essay might look like is included in the supporting materials . • After this shared writing students will move on to write the introduction of their own essay (about their selected poet) independently, but with peer support. Starting in this lesson and continuing for the remainder of the unit, students will work with a writing partner who has selected a different poet. This way, students can support each other through the writing process without writing identical essays. • Students will write their body paragraph in Lesson 11. Then Lesson 12 will be the first part of the end of unit assessment, in which students will write their conclusion. • It is important that students write on every other line, leaving one blank line between each line of writing so they have space to add new thinking during the revision process in Lesson 13. • In the Closing, students build on Lesson 7, specifically by learning about reading with expression. First they listen to you read a with a clear and understandable, but monotone voice. Then they listen to a reading of the same poem in a clear and expressive voice, giving them a strong example and non-example of reading with expression. Then students practice reading both their selected poems and their inspired poems, focusing on reading slowly and clearly and with expression. • At the end of this unit (Lesson 15), students participate in a Poet's Performance to celebrate their learning. Consider inviting parents or other adults from the school to share in the celebration of students' learning. If you choose to do this, prepare and send out this invitation after Lesson 10 or 11, to allow for planning of this event. • In advance: Prepare a poem to read aloud in the Closing. (Use the same poem you used in Lesson 7 to demonstrate reading with expression.)



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 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)• Poet Essay Prompt/Planner graphic organizer: William Carlos Williams (begun during teacher modeling in Lesson 8; one for display)• Chart paper (blank piece for writing shared essay)• William Carlos Williams example shared essay (for teacher reference)• Lined paper (two pieces per student)• Poet Essay Prompt/Planner graphic organizer (from Lessons 8 and 9; students’ own)• A poem by famous poet (from the back of <i>Love That Dog</i>; from Lesson 7; one copy used as a read-aloud to demonstrate expression)

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 an introduction for their essays.• Focus students’ attention on the learning targets:<ul style="list-style-type: none">* “I can collaborate with my peers to write an introduction for an essay about William Carlos Williams that introduces the topic.”* “I can write an introduction for an essay about my poet that introduces the topic.”* “I can read a poem aloud clearly and with expression.”• Invite students to read the first learning target with you. Explain that they will begin the lesson by working together as a whole group to write the introduction of the essay about William Carlos Williams.	



Opening (continued)	Meeting Students' Needs
<ul style="list-style-type: none"> • Invite students to read the second learning target with you. Explain that once they have practiced writing an introduction about William Carlos Williams, they will apply that learning to write their own introductions. • Invite students to retrieve the Performance Task rubric, reminding them that student essays will be assessed using this rubric. • Focus students on the first 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. Invite them to read the criteria in that column aloud with you. • Remind students that this is what is expected of their introductions, so they need to keep this in mind when writing. 	
<p>B. Engaging the Reader: Rereading the Introduction of the Model Essay (5 minutes)</p> <ul style="list-style-type: none"> • Invite students to retrieve their Model Essay: “Inspired by Arnold Adoff” (from Lesson 8) and display a copy of your own from modeling in Lessons 8 and 9. Explain that in this lesson, students will use their planning organizers to write the introduction to their essay, so they will begin by rereading the introduction of the model essay to get an idea of what their essay should be like. • Place students with their new writing partner from a different poet group (see teaching notes above) and tell students that while they will be writing their own essays in the next several lessons, they can support one another in these partnerships while they write.. • Select a student to read the introduction aloud while the rest of the group reads along silently. • Ask students to discuss with their partner: <ul style="list-style-type: none"> * “How does the author of the model open the essay and introduce the topic?” • Select students to share their responses. Show them how to annotate this information beside the introduction of the Model Essay: “Inspired by Arnold Adoff” –see the Annotated Model Essay: “Inspired by Arnold Adoff” (for teacher reference; from Lesson 8). Listen for them to suggest the following and ask them to annotate their own Model Essay: “Inspired by Arnold Adoff”: <ul style="list-style-type: none"> – Opens with a question to engage the reader – Introduces the poet – Explains how the Adoff’s poems inspired the author 	<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">• Ask students:<ul style="list-style-type: none">* “How does opening with a question engage the reader?”• Call on volunteers to share their responses. Listen for students to explain that the question gets the reader wondering about the sounds of the city street (the subject of Adoff’s poem).• Ask students:<ul style="list-style-type: none">* “How does the author of the essay introduce the poet?”• Select students to share their responses. Listen for students to explain that the author is introduced by describing one of his poems.• Finally, ask students:<ul style="list-style-type: none">* “Which sentence explains how Adoff inspired the author of the essay?”• Listen for students to point out the following sentence in the introduction of the essay, “His vivid descriptions of sound have inspired me to write my own poetry about the music of my backyard.”	



Work Time	Meeting Students' Needs
<p>A. Shared Writing: The Introduction 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 first box about planning the introduction and remind them of what they, as a whole group, recorded in it in Lesson 8. • Invite students to discuss with their partner how they could organize the information on the planner into an introductory paragraph. Ask: <ul style="list-style-type: none"> * “How can you organize this information into sentences that introduce the topic?” * “How can we make it sound really interesting so the reader wants to keep reading?” • Select students to share their ideas. Write up the ideas on the board. Invite students to vote by raising a hand to select which ideas they think are the best to use in the introduction. Write the introduction on chart paper under the heading “William Carlos Williams Shared Essay.” See the William Carlos Williams example shared essay (for teacher reference) for an example. 	<ul style="list-style-type: none"> • Modeling the thinking and writing process can help ensure that students can work independently.
<p>B. Independent Writing: The Introduction of Selected Poet Essay (20 minutes)</p> <ul style="list-style-type: none"> • Explain that students are going to do exactly the same thing to write the introduction of the essay about their selected poet. • Distribute lined paper. 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 Introduction Paragraph Plan box at the top of their 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: <ul style="list-style-type: none"> * “Have you introduced your poet?” * “Have you explained how that poet has inspired you?” * “Is the introduction engaging?” * “How can you make it more engaging so the reader immediately wants to read on?” 	<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. Reading a Poem Clearly and with Expression (15 minutes)</p> <ul style="list-style-type: none">• Reread the third learning target aloud for students:<ul style="list-style-type: none">* “I can read a poem aloud clearly and with expression.”• Underline the word <i>expression</i>. Ask students if they see another word (a root word) in this word. Listen for them to notice the root word <i>express</i>. Ask:<ul style="list-style-type: none">* “What does the <i>express</i> mean (as in ‘to express yourself’)?”• Call on a volunteer to share their definition of this word. Listen for students to say something like: “It means to tell how you feel about something.” Then ask:<ul style="list-style-type: none">* “What do you think it means to read something with <i>expression</i>?”• Listen for students to say that it means to read something with feeling or to show your feelings as you read. Tell students that poets are often asked to read their poems aloud to allow readers to understand the feelings in the poem. Tell students that you would like them to listen and read along silently as you read aloud a poem by a famous poet (as used in Lesson 7) twice.• Tell them you will read it once without much expression and another time with plenty of expression. Ask them to listen to both closely and without interruption so that afterward they can describe the difference between the two readings. Ask them to read along with you silently as you read the poems.• Read your selected poem aloud twice, once without expression and once with (remember to pause as punctuation indicates, not at the ends of lines).• Ask students to turn to a partner and take a minute to describe the difference between the two readings.• Cold call a few pairs to share. Listen for students to note tone, feeling, emotion, and volume of your voice as well as emphasis on particular words and pausing for punctuation. If students do not mention these aspects of expression, be sure to point them out and model with a line from the poem.• Tell students that it is now their turn to practice reading with expression. They will have a few minutes to practice reading their inspired poem quietly to themselves first, then they will practice reading with expression to a partner.• Give students a few minutes to practice reading their poems, then place them with a partner and ask them to take turns reading their poems clearly and with expression.	



Homework	Meeting Students' Needs
<ul style="list-style-type: none">• Read your selected poem as well as your inspired poem aloud to a friend or family member. Be sure to read them clearly and with expression. Ask your friend or family member to tell you if your read-aloud was easy to understand.• Continue reading your independent reading book.	



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Supporting Materials



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William Carlos Williams Example Shared Essay
(For Teacher Reference)

Teacher Note: This shared essay planned in Lessons 8 and 9 and written with the class in Lessons 10-12, is likely to have a variety of outcomes. This is an example of a one possible outcome. Other outcomes are acceptable as long as they meet the criteria for the poet essay on the Performance Task Rubric.

What Would Williams Do?

As you walk down the street, you see many ordinary things that you may not think twice about. A wheelbarrow or a fire truck might not seem like interesting things to write a poem about, but they can be. I was inspired to write about ordinary things after reading the poetry of William Carlos Williams. He was a writer who noticed the ordinary things and wrote poetry about them.

William Carlos Williams was born on September 17, 1883 in Rutherford, New Jersey. He started to write poetry as a teenager. He was inspired by the famous English writers he learned about in school. But Williams decided that he wanted to write poems about things he saw every day and did not want to worry about rhythm and rhyme. So he wrote free-verse poems about wheelbarrows, fire trucks, and other ordinary things. William Carlos Williams loved poetry, but he needed to earn a living, too. He decided to go to school to become a doctor. While he was in school, he published his first book of poems, but it only sold four copies. After finishing school, he started working as a doctor. Then he married Florence Herman and had two children. Williams worked hard as a doctor, but he never stopped writing poetry. Throughout his life, he published 48 of books of poetry and prose. He was also was awarded the National Book Award and a Pulitzer Prize. He died on March 4, 1963.

The poems of William Carlos Williams are very simple but use vivid imagery. One of my favorite poems by him is about a fire truck. It is called “The Great Figure.” I like the way it only has a few words, but the words that he chose, like “gold,” “red,” “clangs,” “howls,” and “rumbling,” create a picture in your mind. His vivid poems about ordinary things have inspired me to write my own poems about the things I see every day.