



EXPEDITIONARY  
LEARNING

# **Grade 4: Module 2B: Unit 2: Lesson 10**

## **Writing Informational Texts: Revising for Supporting Details and Word Choice**



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

- I can develop the topic with facts, definitions, details, and quotations. (W.4.2b)  
I can use precise, content-specific language/vocabulary to inform or explain about a topic. (W.4.2d)  
I can express ideas using carefully chosen words. (L.4.3a)  
I can accurately use fourth-grade academic vocabulary to express my ideas. (L.4.6)

**Supporting Learning Targets**

- I can revise my writing for accurate facts with related evidence using my planning graphic organizer.
- I can use vocabulary from my research on animal defense mechanisms to write accurate descriptions in my informative piece.

**Ongoing Assessment**

- Revisions of informative piece



Agenda	Teaching Notes
<ol style="list-style-type: none"><li>1. Opening<ol style="list-style-type: none"><li>A. Engaging the Writer: Think-Pair-Share (5 minutes)</li><li>B. Reviewing Learning Targets (5 minutes)</li></ol></li><li>2. Work Time<ol style="list-style-type: none"><li>A. Revising for Supporting Details (15 minutes)</li><li>B. Independent Practice: Revising for Supporting Details (10 minutes)</li><li>C. Revising for Word Choice (10 minutes)</li><li>D. Independent Practice: Revising for Word Choice (10 minutes)</li></ol></li><li>3. Closing and Assessment<ol style="list-style-type: none"><li>A. Setting a Revision Goal (5 minutes)</li></ol></li><li>4. Homework<ol style="list-style-type: none"><li>A. Finish revising.</li></ol></li></ol>	<ul style="list-style-type: none"><li>• In this lesson, students begin revising the informative page for their performance task. They should have completed their drafts for homework after Lesson 9; if they have not completed their drafts, provide time before this lesson for them to do so.</li><li>• Students Think-Pair-Share to open the lesson. With partners, they think about whether they have included details and accurate descriptions in their writing. This exercise gets them thinking about today's lesson topic and gives the teacher an opportunity to gauge where students stand with these ideas in general and in relation to their writing.</li><li>• During Word Times A and C, the teacher models revising the Millipede Informative Piece Draft to add supporting details and vocabulary. Note that the Millipede Informative Piece Draft with Revisions in the supporting materials provides example revisions. When revising for word choice, be sure to include examples of ways to define words in context using parentheses or commas, as this is part of the standard that is often missed.</li><li>• Following both Work Times A and C, students are given time for independent practice. During this time, they make revisions to their own informative piece drafts. They use green and red colored pencils to make their revisions, and they do so in the extra lines they left when first drafting their pieces.</li><li>• If your district has printed lessons for you in black and white, it may be helpful to view this lesson in color. Go to <a href="http://EngageNY.org">EngageNY.org</a> or <a href="http://commoncoresuccess.elschools.com">commoncoresuccess.elschools.com</a> and search for 5<sup>th</sup> grade, Module 2B, Unit 2 lessons.</li><li>• In the Closing, students set two revision goals to complete for homework.</li><li>• In advance:<ul style="list-style-type: none"><li>– Create and post the Steps for Revising My Writing anchor chart (see supporting materials).</li><li>– Review the Millipede Informative Piece Draft with Revisions and make changes if necessary, based on the needs of your class.</li><li>– Gather colored pencils.</li></ul></li><li>• Post: Informational Texts anchor chart; Animal Defense Mechanisms Word Wall; learning targets.</li></ul>



Lesson Vocabulary	Materials
supporting details	<ul style="list-style-type: none"><li>• Informative piece drafts (from Lesson 8; one per student)</li><li>• Informational Texts anchor chart (begun in Lesson 7)</li><li>• Informative Page Planning graphic organizer (from Lesson 7; one per student and one to display)</li><li>• Millipede Informative Piece Draft (one for display)</li><li>• Equity sticks</li><li>• Millipede Informative Piece Draft with Revisions (for teacher reference)</li><li>• Green colored pencils (one per student)</li><li>• Steps for Revising My Writing anchor chart (new; teacher-created; see supporting materials)</li><li>• Animal Defenses research journals (from Unit 1, Lesson 1; one per student)</li><li>• Expert Group Animal research journals (from Lesson 2; one per student and one to display)</li><li>• Animal Defense Mechanisms Word Wall (from Unit 1, Lesson 3)</li><li>• Red colored pencils (one per student)</li><li>• Informative Page Directions (from Lesson 7; one per student and one to display)</li></ul>



Opening	Meeting Students' Needs
<p><b>A. Engaging the Writer: Think-Pair-Share (5 minutes)</b></p> <ul style="list-style-type: none"><li>• Ask students to take out their <b>informative piece drafts</b> and Think-Pair-Share with a nearby partner:<ul style="list-style-type: none"><li>* “Does your writing include details that support the topic? Why or why not?”</li><li>* “Does your writing include accurate descriptions and definitions? Why or why not?”</li></ul></li><li>• Circulate and listen in to gauge students’ understanding of using supporting details and accurate descriptions and definitions in their informative writing.</li></ul>	
<p><b>B. Reviewing Learning Targets (5 minutes)</b></p> <ul style="list-style-type: none"><li>• Review the steps of the writing process by asking:<ul style="list-style-type: none"><li>* “Where are we in the writing process for writing our informative pieces?”</li></ul></li><li>• Listen for students to say that they have finished planning and drafting their pieces and are now ready to revise their writing.</li><li>• Direct students’ attention to the learning targets and read them aloud:<ul style="list-style-type: none"><li>* “I can revise my writing for accurate facts with related evidence using my planning graphic organizer.”</li><li>* “I can use vocabulary from my research on animal defense mechanisms to write accurate descriptions in my informative piece.”</li></ul></li><li>• Remind them that they have been working on drafting accurate informational pieces, and explain that today they will focus on revising their writing for <i>supporting details</i>. These details should be accurate and related to the topic.</li><li>• Ask students to turn and talk:<ul style="list-style-type: none"><li>* “What are supporting details?”</li></ul></li><li>• Listen for responses like: “They are facts, definitions, concrete details, quotations, or other information and examples that relate to and support the topic of the writing.”</li><li>• Explain that for the first part of the lesson, students will learn about and then practice revising for supporting details. For the second part of the lesson, they will focus on revising for accurate and precise vocabulary.</li></ul>	<ul style="list-style-type: none"><li>• Discussing and clarifying the language of learning targets helps build academic vocabulary.</li></ul>



Work Time	Meeting Students' Needs
<p><b>A. Revising for Supporting Details (15 minutes)</b></p> <ul style="list-style-type: none"><li>• Remind students that they have been working on writing an informational text.</li><li>• Ask them to turn and talk with a partner:<ul style="list-style-type: none"><li>* “What are some key features of informational writing?”</li></ul></li><li>• Cold call students to share out. Listen for responses mentioning details from the <b>Informational Texts anchor chart</b>:<ul style="list-style-type: none"><li>– Informational texts inform or teach a reader about a topic.</li><li>– Informational texts have a topic sentence with evidence like facts and details that support the topic.</li><li>– Informational texts have precise vocabulary.</li><li>– Informational texts are based on research the author does before writing.</li><li>– Informational texts have pictures or other visuals that support the text.</li></ul></li><li>• Point out that having details that support the topic sentence is one of the most important features of informational texts. Remind students that they spent a lot of time practicing identifying supporting details in informational texts when determining the main idea and summarizing in Unit 1.</li><li>• Explain that now their job as authors is to ensure that there are accurate details that support the main idea of their writing so that their topic is developed with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</li><li>• Remind students that they planned for and recorded notes about these details on their <b>Informative Page Planning graphic organizer</b>. Invite them to take out this graphic organizer, along with their informative piece drafts.</li><li>• Tell students that they can use their Informative Page Planning graphic organizer as a revision tool to check their draft for supporting details.</li><li>• Model revising the <b>Millipede Informative Piece Draft</b> for supporting details using these steps:<ol style="list-style-type: none"><li>1. Reread your draft while looking at the planning organizer and cross out supporting details on the planning graphic organizer that are included in the draft.</li><li>2. Ask yourself: “Are there any supporting details that I didn’t include in my draft?”</li><li>3. Ask yourself: “Should I include those details in my draft? Would it make my writing more informative?”</li><li>4. Add in any supporting details into the draft.</li></ol></li></ul>	<ul style="list-style-type: none"><li>• Putting copies of anchor charts in students’ research folders will give them personal access to important information as they work independently.</li><li>• Simplifying task directions and/or creating checklists from them are important steps in helping students learn to self-monitor their progress.</li></ul>



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none"><li>• Ask students to think about, then talk with a partner:<ul style="list-style-type: none"><li>* “Where else might I add a detail that develops the topic?”</li><li>* “What fact, evidence, or example can I add that makes my writing more informative about the millipede’s defense mechanisms?”</li></ul></li><li>• Use <b>equity sticks</b> to call on one or two students to share what they and their partner suggest.</li><li>• On the model paragraph, show how to annotate the draft by adding their suggested details with a green colored pencil. Refer to the <b>Millipede Informative Piece Draft with Revisions</b> for possible revisions.</li></ul>	



Work Time (continued)	Meeting Students' Needs
<p><b>B. Independent Practice: Revising for Supporting Details (10 minutes)</b></p> <ul style="list-style-type: none"><li>• Distribute a <b>green colored pencil</b> to each student.</li><li>• Tell students that they will be revise their own drafts. During their revising, they will add details that are accurate and develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to their topic.</li><li>• Direct students to make their revisions using the green colored pencils.</li><li>• Post the <b>Steps for Revising My Writing anchor chart</b>:<ul style="list-style-type: none"><li>– Choose the correct colored pencil. Today's color is_____.</li><li>– Decide where you are going to add a revision note based on feedback or new learning.</li><li>– Write your revision note in the space above the sentence you want to change.</li><li>– Read through your entire informative piece and continue to record your revision notes.</li><li>– Review your revision notes to be sure they make sense.</li></ul></li><li>• Remind students that they skipped lines when they wrote their drafts in an effort to leave room for these revisions. Explain that these extra lines will make it easy for them to reread their drafts and make changes without having to erase or cross out phrases.</li><li>• Give students 10 minutes to add supporting details to their drafts using the steps above. Circulate to confer with and support them as needed.</li></ul>	<ul style="list-style-type: none"><li>• Consider having students who struggle with on-demand writing tasks work with a partner or small group when revising.</li></ul>





Work Time (continued)	Meeting Students' Needs
<p><b>C. Revising for Word Choice (10 minutes)</b></p> <ul style="list-style-type: none"><li>• Bring students back together whole group. Direct their attention to the learning targets and read the first one aloud:<ul style="list-style-type: none"><li>* “I can revise my writing for accurate facts with related evidence using my planning graphic organizer.”</li></ul></li><li>• Invite students to use the Fist to Five Checking for Understanding technique for their progress toward the learning target. Take note of any student who showed a fist, one, or two.</li><li>• Direct students' attention to the Informational Texts anchor chart and point to the third bullet:<ul style="list-style-type: none"><li>* “Informational texts have precise vocabulary.”</li></ul></li><li>• Point out that authors of informational texts make sure to use accurate words and descriptions in their writing. Tell students they will now revise their drafts for precise vocabulary and accurate descriptions.</li><li>• Remind them that they have been collecting vocabulary words in the glossaries of their <b>Animal Defenses research journal</b> and <b>Expert Group Animal research journal</b> and on the <b>Animal Defense Mechanisms Word Wall</b>.</li><li>• Tell students that they can use these resources as revision tools to check their drafts for precise and accurate vocabulary.</li><li>• Model revising the Millipede Informative Piece Draft for vocabulary using these steps (see the supporting materials for possible revisions):<ol style="list-style-type: none"><li>1. Reread the glossaries of both research journals and the words on the Animal Defense Mechanisms Word Wall.</li><li>2. Ask yourself: “Are there any words or definitions that I could use in my draft that would make it more accurate?” Write these words in the “Vocabulary from my research to be used” box on your Informative Page Planning graphic organizer.</li><li>3. Ask yourself: “Are there any words or definitions that I could use in my draft that would make my writing more precise?” Write these words in the “Vocabulary from my research to be used” box on your Informative Page Planning graphic organizer.</li><li>4. Reread your draft while looking at the planning organizer and add in any words or definitions to your draft.</li></ol></li><li>• Ask students to think about, then talk with a partner:<ul style="list-style-type: none"><li>* “Where could I add words or definitions to make my writing more accurate or precise?”</li><li>* “What words or definitions could I add?”</li></ul></li><li>• Use equity sticks to call on one or two students to share what they and their partner suggest.</li><li>• On the model paragraph, show how to annotate the draft by adding their suggested words or definitions in red colored pencil.</li></ul>	



Work Time (continued)	Meeting Students' Needs
<p><b>D. Independent Practice: Revising for Word Choice (10 minutes)</b></p> <ul style="list-style-type: none"><li>• Distribute a <b>red colored pencil</b> to each student.</li><li>• Tell them that now they will revise their own drafts. During their revising, they will add words or definitions that are accurate and precise.</li><li>• Direct students to make their revisions using the red colored pencils.</li><li>• Point again to the Steps for Revising My Writing anchor chart:<ul style="list-style-type: none"><li>– Choose the correct colored pencil. Today's color is_____.</li><li>– Decide where you are going to add a revision note based on feedback or new learning.</li><li>– Write your revision note in the space above the sentence you want to change.</li><li>– Read through your entire informative piece and continue to record your revision notes.</li><li>– Review your revision notes to be sure they make sense.</li></ul></li><li>• Remind students that they should write their words and definitions on the blank lines of their drafts.</li><li>• Tell them they must add in at least three vocabulary words or definitions to their piece when revising.</li><li>• Give students 10 minutes to add words and definitions to their drafts. Circulate to confer with and support them as needed.</li><li>• Once students have made their revisions, have them organize their materials in their writing folder. Tell them that they will need to keep this draft as they continue to revise and edit during the coming week.</li></ul>	



Closing and Assessment	Meeting Students' Needs
<p><b>A. Setting a Revision Goal (5 minutes)</b></p> <ul style="list-style-type: none"><li>• Explain that students will be able to finish their revisions for homework.</li><li>• Ask them to set one or two revision goals to be completed for homework, based on the <b>Informative Page Directions</b>, as well as on their work in today's lesson. Remind them that today they focused on revising for supporting details and word choice.</li><li>• Tell students to write their goal at the top of their informative piece drafts, and then ask them to share their goal with a partner.</li></ul>	<ul style="list-style-type: none"><li>• Developing self-assessment and reflection supports all learners, but research shows it supports struggling learners most.</li></ul>
Homework	Meeting Students' Needs
<ul style="list-style-type: none"><li>• Finish your revisions.</li></ul>	



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## Supporting Materials



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**Millipede Informative Piece Draft**  
(For Teacher Reference)

**Teacher directions:** This model is to be used during Work Times A and C. Note that the introduction and last paragraphs are from Lessons 8 and 9. There are conventions mistakes in it intentionally that are used to model editing in Lesson 11. The model following this draft shows revisions to be made during the modeling in Work Times A and C.

The millipede is a relative of the centipede. they have twenty to one hundred body segments, and too pairs of legs on each segment. Millipedes like to be in damp areas. In the wild, they live on moist forest floors. Some millipedes live in our houses! They like to live in bathrooms and basements because they're damp. Millipedes aren't fast. They roll into balls and eat leaves or decayin vegetation. Their main predators are ants, toads, and mice. To protect themselves from predators, millipedes have two main defense mechanisms. When they're near a predator, they might roll into a ball or ooze poison.

When a predator is nearby, millipedes often roll into a ball. Because they have so many body segments, it's easy for them to bend and roll into a tight ball. They have hard exoskeletons. That protects the millipede's body. The ball hides the millipede from predators because it doesn't look like a millipede anymore! This is a very useful defense mechanism.

Some millipedes use poison to protect themselves. They do this when the predator touches them. Some poison is sticky. When the poison gets on the predator, it slows the predator down. Another poison is gas, and can be very strong. Some gas is so strong that it can paralyze or kill the predator. Sometimes, other animals rub millipedes all over their bodies to use the poison to repel insects. The millipedes don't often use their poison, though. They would rather not be attacked in the first place! Millipedes are very special critters. They have unusual and interesting defense mechanisms that keep them safe from predators.



Millipede Informative Piece Draft with Revisions  
(For Teacher Reference)

**Teacher directions:** This model shows revisions to be made during the modeling in Work Times A and C. Changes in green indicate revisions for supporting details, and changes in red indicate revisions for word choice.

The millipede is a relative of the centipede. they have twenty to one hundred body segments, and too pairs of legs on each segment. Millipedes like to be in damp areas. In the wild, they live on moist forest floors. Some millipedes live in our houses! They like to live in bathrooms and basements because they're damp. Millipedes aren't fast. They roll into balls and eat leaves or decayin vegetation. Their main predators, **or animals that hunt and eat the millipede**, are ants, toads, and mice. To protect themselves from predators, millipedes have two main defense mechanisms. When they're near a predator, they might roll into a ball or ooze poison.

When a predator is nearby, millipedes often roll into a ball. Because they have so many body segments, it's easy for them to bend and roll into a tight ball. They have hard exoskeletons, **which means that their skeletons are on the outside of their bodies; this makes the ball hard too**. That protects the millipede's body. The ball hides the millipede from predators because it doesn't look like a millipede anymore! **A toad looking for lunch might easily mistake a tiny rolled up millipede for a pebble and pass it by!** This is a very useful defense mechanism.



Millipede Informative Piece Draft with Revisions  
(For Teacher Reference)

Some millipedes **use emit** poison to protect themselves. They do this when the predator **threatens or** touches them. Some poison is sticky. When the poison gets on the predator, it slows the predator down **which gives the slow millipede time to escape**. Another poison is gas, and can be very strong. Some gas is so strong that it can paralyze or kill the predator. **Some millipedes have poison that smells, and when predators smell it they run away**. Sometimes, other animals rub millipedes all over their bodies to use the poison to repel insects. The millipedes don't often use their poison, though. They would rather not be attacked in the first place! Millipedes are very special critters. They have unusual and interesting defense mechanisms that keep them safe from predators.



**Steps for Revising My Writing Anchor Chart**  
(For Teacher Reference)

**Teacher directions:** Write the following on chart paper to create this anchor chart.

**Steps for Revising My Writing**

- Choose the correct colored pencil. Today's color is\_\_\_\_\_.
- Decide where you are going to add a revision note based on feedback or new learning.
- Write your revision note in the space above the sentence you want to change.
- Read through your entire informative piece and continue to record your revision notes.
- Review your revision notes to be sure they make sense.