

Writing Sequence Initial Planning and Rationale

Name: **Mary Verberg**

Grade Level: **4th Grade**

Start date of Literacy CLT: **October 28th, 2019**

1. Genre and Audience:

- a. Students will be writing an informational text. Their audience will be both the teacher and their peers.

2. Writing Sequence Goals (2):

a. Goal 1:

Students will be able to use different text structures, including clue words, to inform their audience

I chose this goal because it directly connected to what we have been learning about in reading. We have learned how to identify an author’s text structure that is used in their informational text by looking at the clue words and what the main purpose of their writing is.

b. Goal 2:

- i. Students will be able to outline their writing using graphic organizers and then use the outline to write paragraphs that are detailed and include an introduction sentence and a conclusion sentence.
- ii. I chose this goal because I would like students to understand how they can organize their writing before actually writing and the ways in which that makes us stronger writers.

c. Criteria for Success:

Writing Sequence Goal	CRITERIA for Exceeds Target	CRITERIA for Meets Target	CRITERIA for Needs Support
Students will be able to use different text structures, including clue words, to inform their audience	Student uses various (3 or more) clue words and all three structures for their informational text. It is apparent which text structure they are utilizing based on their organization and use of clue words	Student uses one to three clue words and at least two text structures. The text structures are somewhat apparent based on organization and use of clue words	Student does not use clue words and can use one or less text structures. Their writing is not yet apparent of these text structures
Students will be able to outline their writing	Each of the 5 paragraphs includes an introduction sentence, at least 3 details	At least 2 paragraphs include an introduction, at	Student has 1 paragraph or less that contain

using graphic organizers and then use their outlines to write paragraphs that contain an introduction sentence, 3 details, a conclusion sentences, and transition words	related to their paragraph topic, and a conclusion sentence. They also use transition words where appropriate to help guide the reader	least 3 details somewhat related to their paragraph topic, and may use some or no transition words	introduction sentences, at least 3 details somewhat related to their paragraph topic, and use no transition words
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3. Connection to CCSS Writing Standards:

- a. [CCSS.ELA-LITERACY.W.4.2](#)
Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- b. [CCSS.ELA-LITERACY.W.4.2.A](#)
Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
- c. [CCSS.ELA-LITERACY.W.4.2.C](#)
Link ideas within categories of information using words and phrases (e.g., *another, for example, also, because*).

4. Mentor Texts:

- a. I will be using a National Geographic Kids Article on Ladybugs as a mentor text
 - i. This will be relevant to my students needs because we will use it together to understand how to complete an outline for a paragraph. This will allow me to show them how to pull out information from the text and organize it
- b. I will be using my own writing about a ladybug on another day as a mentor text
 - i. I will be using my own writing to help students understand the parts of a paragraph and how it should be organized.
- c. I will be using a student's writing of their outline that includes complete sentences and transition words while students are writing their outlines
 - i. This will help students check their own work and make sure it is at the expected level during my unit.

5. Student Needs and Knowledge:

- a. **Students E, EA, and Student I will need extra support during this**
 - i. **E will need extra encouragement and praise when he is working hard. This will enable him to stay on task and continue to work**

- hard. He may also need support in reading his chosen article, which will be done while I am walking around.
- ii. Student EA will need a system that will encourage her to work hard and not give up. For her, I may do a sticker system, in which we set daily goals and if she meets those goals, she will receive a sticker. She will also need support in reading her paragraph, which will be done while I am walking around or in a small group
 - iii. Student I will need support in making sure he is staying on task. He is a strong reader and writer but needs extra support in organizing and picking out what to write. This will be supported by the many graphic organizers that they will use throughout their writing process.
 - iv. I will identify any other students that may need support during conferences with the students. These students will then have a chance to work in small groups to become stronger writers.

Name Mary Verberg Grade 4th Grade Genre: Informational Texts**Writing Sequence**

Day 1	Day 2	Day 3	Day 4	Day 5
Date: <u>10/28</u>	Date: <u>10/29</u>	Date: <u>10/30</u>	Date: <u>10/31</u>	Date: <u>11/1</u>
Daily Objective: Choose Nat Geo Kids Article/Animal Topic and submit top 3 choices to Google Classroom	Daily Objective: Begin researching and taking notes on important facts, physical description and life cycle of animal on Writing Notebook	Daily Objective: Students begin using information collected to outline introduction paragraph in complete sentences using transition words	Daily Objective: Students begin outlining physical description paragraph in complete sentences using transition words	Daily Objective: Students begin outlining life cycle paragraph in complete sentences using transition words
Mini-Lesson Focus: What is an informational text? Overview of project	Mini-Lesson Focus: How to research and organize information	Mini-Lesson Focus: How to outline a paragraph and why it is important – Mini lesson on introduction paragraph	Mini-Lesson Focus: Text Structure of the Day: Description How to outline a description paragraph	Mini-Lesson Focus: Text Structure of the day: Order and Sequence How to outline an order and sequence paragraph
Mentor Text: n/a	Mentor Text: Nat Geo Article on Lady Bugs	Mentor Text: My Graphic Organizer	Mentor Text: My Graphic Organizer	Mentor Text: My own
Instruction: I do: Present PP on overview of assignment and what is an informational text We do: Students will join Google Classroom and go to Nat Geo animals section using link You do: Students will look over all of the animals that are on Nat Geo and choose their top three choices for their topics. These will be submitted on Google Classroom	Instruction: I do: Present PP on how to research and organize information. Pass out Writing Notebook and begin looking at the research pages. Then, use ladybug example to show students how to fill out their research pages We do: Together we will fill out at least one research page, including at least some of the life cycle page that may be more confusing You do:	Instruction: I do: Present PowerPoint on how to transfer research from graphic organizers to a paragraph outline. Talk about importance of each part of a paragraph (intro sentence, details, conclusion sentence) and go over the hamburger anchor chart using my graphic organizer We do: Together we will fill in the hamburger anchor chart for the Ladybug, noting the importance of each part. Students will	Instruction: I do: Present PowerPoint on Text Structure of the day: Description Structure. We will talk about clue words that we should include in our outlines. We do: Together, we will use my own graphic organizer to outline my description paragraph. We will talk together about how we are writing a description paragraph that describes the physical characteristics of their animal. We will	Instruction: I do: Present PowerPoint on Text Structure of the Day: Order and Sequence. We will talk about clue words that should be included in outlines. We do: Together, we will look at my life cycle graphic organizer and begin organizing the information into the outline. We will talk about how it is important to go in order and use clue words to help us. You do: Students will begin outlining their life

<p>Share: Students will share their top three choices with a partner and tell them about a few things they found interesting.</p>	<p>Students will take notes on the physical description graphic organizer, the important facts graphic organizer, and the life cycle organizer Share: Students will have a chance to share their research with their table partner</p>	<p>then see that they need to include transition words and each part should be in complete sentences You do: Students will begin outlining their intro paragraph using transition words and complete sentences Share: When finished, students will share their work with a partner and leave comments on one another's work.</p>	<p>talk about clue words that will help the reader know that we are writing a description paragraph You do: Students will begin outlining their physical description paragraphs using complete sentences Share: When finished, students will share their work with a partner and leave comments on one another's work.</p>	<p>cycle paragraphs using complete sentences in the order and sequence outline Share: When finished, students will share their work with a partner and leave comments on one another's work.</p>
<p><u>Planning for Conferring &/or Small-Group Instruction:</u> n/a</p>	<p><u>Planning for Conferring &/or Small-Group Instruction:</u> Individual Check Ins – Specifically with students who need extra support. Will do a small group pull with 3 students who may need extra support</p>	<p><u>Planning for Conferring &/or Small-Group Instruction:</u> Pull group (groups will be decided once animals are chosen) ____ for quick check Student Self-Check using bookmark</p>	<p><u>Planning for Conferring &/or Small-Group Instruction:</u> Pull group (groups will be decided once animals are chosen) ____ for quick check Student Self-Check using bookmark</p>	<p><u>Planning for Conferring &/or Small-Group Instruction:</u> Pull group (groups will be decided once animals are chosen) ____ for quick check Student Self-Check using bookmark</p>
<p><u>Assessment (How will you quickly evaluate students' progress?):</u> n/a</p>	<p><u>Assessment (How will you quickly evaluate students' progress?):</u> I plan to walk around with clipboard and student's names and check how they are doing with their researching</p>	<p><u>Assessment (How will you quickly evaluate students' progress?):</u> I plan to assess the self-check bookmarks that students will be using as well as any notes or observations taken during small group or individual time</p>	<p><u>Assessment (How will you quickly evaluate students' progress?):</u> I plan to assess the self-check bookmarks that students will be using as well as any notes or observations taken during small group or individual time</p>	<p><u>Assessment (How will you quickly evaluate students' progress?):</u> I plan to assess the self-check bookmarks that students will be using as well as any notes or observations taken during small group or individual time</p>
<p><u>Teaching Notes / Resources:</u> <u>Powerpoint & chromebooks</u></p>	<p><u>Teaching Notes / Resources:</u> <u>Powerpoint & chromebooks</u></p>	<p><u>Teaching Notes / Resources:</u> <u>Powerpoint & chromebooks</u> <u>Writing Notebook</u></p>	<p><u>Teaching Notes / Resources:</u> <u>Powerpoint & chromebooks</u> <u>Writing Notebook</u></p>	<p><u>Teaching Notes / Resources:</u> <u>Powerpoint & chromebooks</u> <u>Writing Notebook</u></p>

	Researching Notebook			
<p>Reflection: This lesson went very well. Students seemed to be really engaged with it. I think because they had the choice of their top three animals, the students were able to be intrinsically motivated</p>	<p>Reflection: Today's lesson could have been better. Unfortunately, technology got in the way of my lesson and caused it to be much longer than expected. I have to push my lesson all back a day to give students 1 more day to research information. Students would benefit here from possibly learning how to research.</p>	<p>Reflection: Students are close to understanding the paragraph outline and the parts of a paragraph. I forgot to include a space for transition words (which were an expectation that students included these) so in the future I would change this, so my outline included a space for these.</p>	<p>Reflection: Students really grasped the idea of the description text structure and did a great job of including many details. Based on the Self Check, students are able to identify their own strengths and areas of growth for tomorrow.</p>	<p>Reflection: I only had space for 4 details in this outline, which I would change in the future. I should have included a fifth that could be deleted for students who needed an extra step in their life cycle. Students seem to be understanding this new organizer based on their work that I collected and looked at today via Google Classroom</p>

Day 6	Day 7	Day 8	Day 9	Day 10
Date: <u>11/4</u>	Date: <u>11/5</u>	Date: <u>11/6</u>	Date: <u>11/7</u>	Date: <u>11/8</u>
Daily Objective: Students pair with another student and create Venn diagram comparing and contrasting. Then begin outlining their compare and contrast paragraph in complete sentences using transition words	Daily Objective: Students finish outlining compare and contrast paragraph in complete sentences using transition words	Daily Objective: Students create conclusion paragraph outline in complete sentences using transition words	Daily Objective: Students begin transitioning their outline into paragraphs on PP slide.	Daily Objective: Students finish transitioning work into PP slides and insert text features on each slide: Heading Picture Caption
Mini-Lesson Focus: Text Structure of the Day: Compare and Contrast How to fill out a Venn Diagram and creating an outline for compare and contrast	Mini-Lesson Focus: Finish: How to outline a compare and contrast paragraph	Mini-Lesson Focus: How to create a conclusion paragraph and the importance of conclusion paragraphs	Mini-Lesson Focus: How outlines help us create detailed and organized paragraphs How to create paragraphs using your outlines	Mini-Lesson Focus: Finish paragraph and how to display informational texts using text features
Mentor Text: My info and a student's detailed info	Mentor Text: A student's detailed Venn Diagram	Mentor Text: n/a	Mentor Text: 1 Student's detailed outline	Mentor Text: My own PP put together
Instruction: I do: Talk to students about how to fill in a Venn Diagram. We will do a small PowerPoint on the Text Structure of the Day: Compare and Contrast. We do: With another student with a detailed graphic organizer, we will model how the venn diagram discussion should go to be the most productive.	Instruction: I do: Refresh students on Text Structure of the Day: Compare and Contrast. We will talk about clue words and how our reader will know we are comparing and contrasting our animals with another person's animal. We do: Together, we will use my Venn Diagram to create the outline.	Instruction: I do: We will discuss the importance of conclusion paragraphs and how they retell our readers about what we talked about using the most important information. We do: Together, we will outline a conclusion based on what I wrote about. We will talk about an introduction	Instruction: I do: We will discuss how outlines help us create detailed and organized paragraphs. We do: Together, we will talk about how they will take their own information and retype it in a PowerPoint presentation, with each slide being a different section. You do:	Instruction: I do: We will discuss text features briefly and how they help our reader (this is something we have discussed many times prior to my lesson) We do: Together, we will add the 3 text features to at least two of my slides. Each slide will include a heading, a picture, and a

<p>We will find at least 2 similarities and 2 differences between our animals.</p> <p>You do: Students will pair with their partners that I have selected. They will finish their own Venn Diagrams with their partners. They will then begin outlining their compare and contrast paragraph using the outline.</p> <p>Share: Students will be sharing information about their animals that they have learned so far to identify similarities and differences.</p>	<p>You do: Students will finish outlining their compare and contrast paragraph</p> <p>Share: When finished, students will share their work with a partner and leave comments on one another's work.</p>	<p>sentence, including a snippet of each of the body paragraphs, and include a conclusion sentence that will conclude the entire informational text.</p> <p>You do: Students will outline their conclusion sentences. It will include all elements from above</p> <p>Share: When finished, students will share their work with a partner and leave comments on one another's work.</p>	<p>Students will begin creating their paragraphs using their outlines. This should be basically just copying what they already wrote into a PowerPoint slide for each piece of the informational text. Their outlines should include all the parts of a paragraph in complete sentences and include transition words</p> <p>Share: When done, students will have a chance to share what they have with a partner.</p>	<p>caption for the picture.</p> <p>You do: Students will add the text features to each of their slides.</p> <p>Share: When done, students will have a chance to share what they have with a partner.</p>
<p><u>Planning for Conferring &/or Small-Group Instruction:</u> Partner check as I walk around and check in with partnered students</p> <p>Student Self-Check using bookmark</p>	<p><u>Planning for Conferring &/or Small-Group Instruction:</u> Pull group (groups will be decided once animals are chosen) _____ for quick check</p> <p>Student Self-Check using bookmark</p>	<p><u>Planning for Conferring &/or Small-Group Instruction:</u> Pull group (groups will be decided once animals are chosen) _____ for quick check</p> <p>Student Self-Check using bookmark</p>	<p><u>Planning for Conferring &/or Small-Group Instruction:</u> Pull small groups for peer review of paragraphs. They will use a check list to check their partner's work and give their partner 1 glow and 1 grow. Students will then go back and make any changes needed</p> <p>Student Self-Check using bookmark</p>	<p><u>Planning for Conferring &/or Small-Group Instruction:</u> Pull small groups for peer review of paragraphs. They will use a check list to check their partner's work and give their partner 1 glow and 1 grow. Students will then go back and make any changes needed</p> <p>Student Self-Check using bookmark</p>
<p><u>Assessment (How will you quickly evaluate students' progress?):</u></p> <p>I plan to assess the self-check bookmarks that students will be</p>	<p><u>Assessment (How will you quickly evaluate students' progress?):</u></p> <p>I plan to assess the self-check bookmarks that students will be</p>	<p><u>Assessment (How will you quickly evaluate students' progress?):</u></p> <p>I plan to assess the self-check bookmarks that students will be</p>	<p><u>Assessment (How will you quickly evaluate students' progress?):</u></p> <p>I will assess during small group peer review. This will allow me to see how</p>	<p><u>Assessment (How will you quickly evaluate students' progress?):</u></p> <p>_I will assess during small group peer review. This will allow me to see how</p>

using as well as any notes or observations taken during small group or individual time	using as well as any notes or observations taken during small group or individual time	using as well as any notes or observations taken during small group or individual time	students have put it all together as well as keep track of any changes they have made	students have put it all together as well as keep track of any changes they have made
Teaching Notes / Resources: Powerpoint & chromebooks Writing Notebook	Teaching Notes / Resources: Powerpoint & chromebooks Writing Notebook	Teaching Notes / Resources: Powerpoint & chromebooks Writing Notebook	Teaching Notes / Resources: Powerpoint and Chromebooks Student Powerpoint	Teaching Notes / Resources: Powerpoint and Chromebooks Student Powerpoint
Reflection: The students really enjoyed partnering up and being able to compare and contrast their animal to another animal. I saw a lot of great detail on many venn diagrams. This reminds me that the students need even more time to be able to share their work with one another, a goal that I have set in place for the next few days before we finish this unit.	Reflection: Students used the graphic organizer outline for this part, and it was very helpful! I had a student comment that using the outlines really helped them organize their thoughts. I can tell based on their work on Google Classroom that I looked at today that they are understanding the important parts of a paragraph and how to organize a paragraph.	Reflection: Because we started back up on the hamburger outline, students flew through this part so fast. They were really understanding what they needed to do and the importance of the conclusion paragraph.	Reflection: This day went pretty well for most students. In the future, I would have definitely wanted to model that everything from the organizers needed to be rewritten in paragraph form. A lot of students forgot certain parts of their paragraphs, like their transition words. Tomorrow I plan to go over this for future reference.	Reflection: Today went much better than yesterday, students seemed to better understand that everything from their outlines needed to be included in their paragraphs.

IMPORTANT:

My lesson will go beyond the ten days that are allotted in this lesson plan. Day 11, students will continue to finish up their PowerPoints and make any changes that needed to be addressed based on their peer reviews. They will fill out self-checks to show me the changes that they made to improve their writing. On Day 12 (unless students need more time), students will be put into small groups and will share their finished PowerPoints with their groups. Each group member will fill out a peer-check form that will give each presenter 1 grow and 1 glow that they can use to reflect upon via Google Classroom