

INFORMATION READING & WRITING LESSON PLAN



Task 1: Whole Group Identifying Main Idea of Passage Set and Main/Idea Topic Statement for Writing Using Key Words

Standard	<p>ELA.4.21: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <ul style="list-style-type: none"> • 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. • Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. • Link ideas within categories of information using words and phrases (e.g., another, for example, also, or because). • Use precise language and domain-specific vocabulary to inform about or explain the topic. • Provide a concluding statement or section related to the information or explanation presented.
Background	<p>Pre-assessed using Informational Writing Interim A for 4th grade. Among the complete standards for this grade, fourth graders will be asked to: explain what a text says, draw inferences from it, and refer to key details of the text, state the main idea of the text and how the details support it, describe the overall structure of events or information in a text.</p> <p>Informative writing educates the reader by imparting straightforward information on a certain topic.</p> <p>https://www.k12reader.com/common-core-standard/ccss/ccss-4/ccss-4-r-i/#:~:text=Among%20the%20complete%20standards%20for,in%20a%20text%2C%20understand%20and</p>
“I Can” Statement	<p><i>I can write a main idea statement.</i></p>
Materials	<p>Informational Writing Lesson, graphic organizer TREE, paper, pencil, document camera</p>
Procedure	<ol style="list-style-type: none"> 1. Teacher will read through the directions and prompt. 2. Using the words from the prompt and adding an informative phrase, model writing a main idea/topic statement for an essay. 3. Make note of struggling learners for reteach skill-based small group. <ol style="list-style-type: none"> I. Skill: Recognizing key words to identify the genre of writing. II. Skill: Creating purpose and organization of writing by using the prompt. III. Skill: Identifying the main idea of the informational text through the prompt. IV. Skill: Planning writing
Assessment	<p>Teacher observation, teacher checklist</p>
Outcome	<p>Reteach Skill-based Small Group</p>

Task 2: Read informational text aloud and identify evidence to support the main idea.

Standard	<p>ELA.4.5: Determine the main idea of an informational text and explain how it is supported by key details; summarize the text.</p> <p>ELA.4.19: By the end of the year read and comprehend informational texts, including social studies, science and technical texts, in the grades 4–5 text complexity range proficiently, with scaffolding as needed at the high end of the range.</p>
“I Can” Statement	<p><i>I can</i> find supporting details/evidence to support the main idea.</p> <p><i>I can</i> read and understand informational text.</p>
Materials	Informational Writing Lesson, laptops
Procedure	<ol style="list-style-type: none">1. Begin reading the passage set aloud.2. Students put a finger up on their chests every time they find evidence to support the main idea. Highlight evidence.3. The teacher will have the students turn and talk how to explain or elaborate on the evidence/details highlighted. Share aloud.4. Allow students to read a section of the passage set to themselves.5. Students put a finger up on their chests every time they find evidence to support the main idea. Highlight evidence.6. The teacher will have the students turn and talk how to explain or elaborate on the evidence/details highlighted. Share aloud. <p>V. Skill: Understanding informational text.</p> <p>VI. Skill: Identifying supporting evidence/details</p>
Assessment	Teacher observation
Outcome	Address in small group after whole group scaffolding.

Task 3: Plan paragraph 1 for informational essay

Standard	<p>ELA.5.10: With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards up to and including grade 4.)</p> <p>ELA.4.27: Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information and provide a list of sources.</p> <p>ELA.4.28: Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <ul style="list-style-type: none"> • Apply grade 4 Reading standards to literature (e.g., “describe in depth a character, setting or event in a story or drama, drawing on specific details in the text [e.g., a character’s thoughts, words, or actions].”). • Apply grade 4 Reading standards to informational texts (e.g., “explain how an author uses reasons and evidence to support particular points in a text.”).
“I Can” Statement	<p><i>I can plan an informative essay.</i></p> <p><i>I can recall relevant information from print.</i></p> <p><i>I can take notes.</i></p> <p><i>I can categorize information.</i></p> <p><i>I can provide a list of sources.</i></p> <p><i>I can draw evidence from an informational text.</i></p>
Materials	<p>Informational Writing Lesson, graphic organizer TREE, pencil, paper, document camera</p>
Procedure	<ol style="list-style-type: none"> 1. Introduce the planning template and strategy: “TREE,_____, ...” 2. Discuss planning using the sentence stems: transition word and reason, evidence (the passage states), elaborate/explain (important, proves, means). 3. Think back to sequence of events and come up a supporting detail/reason for the main idea/topic statement. Write only key words on the plan. It is a short cut with words. 4. Find supporting evidence. Students- thumbs up once you find evidence. Circle the room asking them to point out their evidence. 5. Go back to the presentation station to locate evidence and mark it. Write the first two words of the sentence in the plan with the phrase, “The passage states,”. 6. Students - turn to your shoulder partner and take turns explaining or elaborating on the evidence. 7. Come back together and share. Write it on the plan, with the word “important”. 8. Repeat until the plan is complete. <p>VII. Skill: Creating a purpose and organization for writing; VIII. Skill: Planning writing; IX. Skill: Recalling information; X. Categorizing information; XI. Citing sources; XII. Skill: Identifying supporting evidence/details</p>
Assessment	<p>Teacher observation</p>
Outcome	<p>Adjust instruction for small group based on student success.</p>

Task 4: Write/Type a complete paragraph using the planning paper

<p>Standard</p>	<p>ELA.4.21: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <ul style="list-style-type: none"> • 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. • Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. • Link ideas within categories of information using words and phrases (e.g., another, for example, also, or because). • Use precise language and domain-specific vocabulary to inform about or explain the topic. • Provide a concluding statement or section related to the information or explanation presented= <p>ELA.4.25: With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills.</p> <p>ELA.4.36: Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> • Use relative pronouns (who, whose, whom, which, or that) and relative adverbs (where, when, or why,). • Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses. • Use modal auxiliaries (e.g., can, may, or must) to convey various conditions. • Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag). • Form and use prepositional phrases. • Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. • Correctly use frequently confused words (e.g., to, too, and two; there and their). <p>ELA.4.37: Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> • Use correct capitalization. • Use commas and quotation marks to mark direct speech and quotations from a text. • Use a comma before a coordinating conjunction in a compound sentence. • Spell grade-appropriate words correctly, consulting references as needed.
<p>“I Can” Statement</p>	<p><i>I can</i> write an informational essay. <i>I can</i> use technology to produce and publish writing with support from adults. <i>I can</i> use correct conventions of grammar. <i>I can</i> use correct conventions of punctuation and spelling.</p>
<p>Materials</p>	<p>WVGS 4th Grade Informational Writing Interim A, paper, pencil</p>
<p>Procedure</p>	<ol style="list-style-type: none"> 1. In “I do, you do structure”: Using the plan, teacher models creating complete sentences. 2. Discuss parts of speech. 3. In “I do, you do structure”: Model turning short and choppy sentences into more detailed sentences. 4. Revise and edit by reading it back to yourself and checking the rubric. <p>I. Skill: Identifying and using parts of speech; II. Using technology to produce and publish writing’ III. Skill: Using correct conventions</p>
<p>Assessment</p>	<p>Teacher checklist</p>
<p>Outcome</p>	<p>Adjust groupings, goals, and instruction for students in small groups.</p>