

Grade 4 Bringing History to Life: Information Writing (book 3)

Nov-Dec

<p>Week 1</p> <p>Resource s</p>	<p>Assessment Pre on Demand Prompt</p> <p>On demand</p>	<p>Bend 1: Informational Books: Making Conglomerate of Forms</p> <p>Session 1 Getting the Sense of Informational Books</p> <p>Teaching Point: In this session, you'll teach students that writers imagine the text they are going to make. They think about the parts and the whole and then come up with a plan for their writing project.</p>	<p>Session 2: Planning the Structure of Writing</p> <p>Teaching Point:</p> <p>In this session, you'll teach students that writers of informational texts make a plan for the structure of their writing and then use this structure to organize research and note- taking</p>	<p>Session 3: Planning and Writing with Greater Independence</p> <p>Teaching Point: In this session, you'll remind students that writers take strategies they've learned in the past and apply them to new situations, working with more independence and skill each time.</p>	<p>Session 4 Teaching as a Way to Rehearse for Information Writing</p> <p>Teaching Point:</p> <p>In this session, you'll teach students that when writing to teach, it helps writers to do some actual teaching about their topic.</p>
<p>Week 2</p>	<p>Session 5 Teaching point: Elaboration: The Details that Let People Picture What Happened Long Ago and Far Away</p> <p>Teaching Point: In this session, you'll teach students that writers improve their writing by adding details. History writers often try to include details that help readers picture what happened long ago.</p>	<p>Session 6 Bringing Information Alive: Stories inside Nonfiction Texts</p> <p>Teaching Point: In this session, you'll teach students that writers who are writing a story about a time in history think about the three most important elements in any story: character, setting, and conflict.</p>	<p>Session 7 Essays within Information Texts</p> <p>Teaching Point: In this session, you'll teach students that when writers are writing essays about historical topics, they think about all they know about essay writing: the structure, the thesis, and the supports. They also need to do research to find facts to develop and support their idea.</p>	<p>Session 8 Taking Stock and Setting Goals: A Letter to Teachers</p> <p>Teaching Point: In this session, you could teach students that writers step back from their writing to reflect on how they are doing, asking themselves, "What have I accomplished as a writer and what do I still</p>	<p>Bend 2: Writing with greater Independence</p> <p>Session 9</p> <p>Writers Plan for Their Research</p> <p>Teaching Point: In this session, you'll remind students that when tackling a new piece of informational writing, nonfiction writers come</p>

				need to work on?"	up with a research plan.
Week 3	<p>Session 10 The Intense Mind-Work of Note-Taking</p> <p>Teaching Point: In this session, you'll teach students that note-taking is not the easy part of research writing. When writers take notes, they need to understand what they are writing well enough that they are able to explain their notes to someone else</p>	<p>Session 11: Drafting Is Like Tobogganing: First the Preparation, the Positioning . . . Then the Whoosh!</p> <p>Teaching Point: In this session, you could remind students that writers draw on all they know as information writers to draft new information books.</p>	<p>Session 12. Developing a Logical Structure Using Introductions and Transitions</p> <p>Teaching Point: In this session, you'll remind students that when writing an informational text, writers need to organize information. In an introduction, writers let readers in on their organizational plan.</p>	<p>Session 13. Text Features: Popping Out the Important Information</p> <p>Teaching Point: In this session, you'll teach students that writers think about the most important information and ideas that they're trying to convey in a chapter or a section, and they use text features to highlight that information.</p>	<p>Session 14. Quotations Accentuate Importance: Voices Chime In to Make a Point</p> <p>Teaching Point: In this session, you'll teach students that history writers add quotations to their writing to accentuate a central idea.</p>
Week 4	<p>Session 15 Using All We Know to Craft Essay and Narrative Sections</p> <p>Teaching Point: In this session, you could teach students that writers often draw on what they know about other genres, including narrative, essay, and how-to writing, to craft chapters for their information books in the style and form of those genres.</p>	<p>Session 16: The Other Side of the Story</p> <p>Teaching Point: In this session, you'll teach students that history writers need to remember and address more than one side of a story</p>	<p>Session 17 Self-Assessment and Goal Setting: Taking on New Challenges</p> <p>Teaching Point: In this session, you could remind students that writers reflect on how much they have grown as writers, especially when they are about to take on new and challenging work, so they can set new goals for this upcoming work.</p>	<p>Bend 3: Building Ideas in Informational Writing</p> <p>Session 18 Information Writing Gives Way to Idea Writing</p> <p>Teaching Point In this session, you'll teach students that history writers write and develop their own ideas about the information that they find</p>	<p>Session 19 Digging Deeper: Interpreting the Life Lessons that History Teaches</p> <p>Teaching Point: In this session, you'll teach students that history writing is not just made from facts but also from ideas. History writers convey larger ideas about a people, a nation, and a</p>

				as they research.	time. As they write they ask themselves, "What life lessons might this be teaching?" and write about them.
	<p>Session 20 Using Confusions to Guide Research</p> <p>Teaching Point: In this session, you'll teach students that nonfiction writers don't always start out as experts on the topic they're writing about, but instead work to become short-term experts on their topic. They start with their musings, then turn these into research questions, and then see what they can learn.</p>	<p>Session 21 Questions without a Ready Answer</p> <p>Teaching Point: In this session, you'll teach students that historians don't always find answers to every question they have. But they can use all of their research and knowledge to create possible answers to questions for which people can't find ready-made answers.</p>	<p>Session 22: Editing</p> <p>Teaching Point: In this session, you could remind students that writers edit their writing to make sure it is ready for readers.</p>	<p>Session 23 A Final Celebration: An Expert Fair</p> <p>Teaching Point In this session, you could teach students that information writers share their writing with an audience, teaching their audience all they have learned about their topic.</p>	<p>Post on demand Prompt</p>