

# Grade 4: Module 1A: Unit 1: Lesson 11

## Writing to Explain: Concluding and Polishing Strong Paragraphs



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Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)	
<p>I can write an informative/explanatory text. (W.4.2)                      I can use the writing process to produce clear and coherent writing (with support). (W.4.5)                      I can engage effectively in a range of collaborative discussions. (SL.4.1)</p>	
Supporting Learning Targets	Ongoing Assessment
<ul style="list-style-type: none"> <li>• I can conclude my paragraph for my wampum belt.</li> <li>• I can revise my paragraph.</li> <li>• I can give helpful feedback to my peers.</li> </ul>	<ul style="list-style-type: none"> <li>• Revised paragraphs</li> </ul>

Agenda	Teaching Notes
<p><b>1. Opening</b></p> <p>A. Reviewing Learning Targets and Teacher Feedback (5 minutes)</p> <p><b>2. Work Time</b></p> <p>A. Modeling Writing a Conclusion (10 minutes)</p> <p>B. Drafting/Critiquing/Revising/Conferring (15 to 40 minutes)</p> <p>C. Optional Activities: Hosted Gallery Walk (may be completed during another lesson)</p> <p><b>3. Closing and Assessment</b></p> <p>A. Sharing and Debrief (5 minutes)</p> <p><b>4. Homework</b></p>	<ul style="list-style-type: none"> <li>• Prepare Next Steps for Your Paragraph anchor chart</li> <li>• Review: Critique protocol (Appendix 1)</li> </ul>

Lesson Vocabulary	Materials
<p>conclusion, revising, optional</p>	<ul style="list-style-type: none"> <li>• Model Four-Square graphic organizer and paragraph (teacher-completed; begun in Lesson 9)</li> <li>• Students’ Four-Square graphic organizers and draft paragraphs (begun in Lesson 9; with teacher feedback)</li> <li>• Next Steps for Planning Your Paragraph anchor chart (new for this lesson; teacher-created; see suggested bullets in Work Time A)</li> <li>• Keeping Track anchor chart (begun in Lesson 2)</li> <li>• Thanksgiving Address (Lesson 1)</li> <li>• “Birth of the Haudenosaunee” (Lesson 3)</li> <li>• Two Row Wampum story (Lesson 6)</li> <li>• A Time to Talk (Lesson 7)</li> <li>• Critique Protocol anchor chart (from Lesson 7)</li> <li>• Creating a Flag for Our Classroom (Homework) (one per student)</li> </ul>

Opening	Meeting Students’ Needs
<p><b>A. Reviewing Learning Targets and Teacher Feedback (5 minutes)</b></p> <ul style="list-style-type: none"> <li>• Discuss the learning targets for today, paying particular attention to <i>conclude</i> and <i>conclusion</i>. Students know the prefix <i>con</i> from the word <i>confederacy</i> they examined earlier in this module. Tell them <i>clud</i> is “to close.” A conclusion brings thoughts together and closes a piece of writing.</li> <li>• Remind students how important it is for them to learn from feedback, especially when they are practicing their writing. Ask them to read the comments you have made on their draft paragraphs. During work time today, they should follow the suggestions made. Encourage them to ask questions during work time if they do not understand the feedback.</li> </ul>	<ul style="list-style-type: none"> <li>• All students developing academic language will benefit from direct instruction of academic vocabulary.</li> </ul>

Work Time	Meeting Students' Needs
<p><b>A. Modeling Writing a Conclusion (10 minutes)</b></p> <ul style="list-style-type: none"> <li>• Show students your graphic organizer and paragraph, minus the conclusion. Talk about the thoughts included in this model paragraph. Say: “A good conclusion brings all of the thoughts together into one common statement.” Ask: “What do all of the ideas I am writing about have in common?” Allow students to make suggestions (e.g., “These are all things that connect your wampum belt to the text,”; “These are all things that help explain the idea in the text and your wampum belt.”), and write several suggestions on the board. Leave these examples on the board so that students who need models can access them.</li> <li>• Select or revise one of the students’ suggestions as the conclusion for your paragraph. Write a note on your graphic organizer. Then write a full sentence at the end of your paragraph. (For example: “These are the ways my wampum belt connects to ‘A Time to Talk’”).</li> <li>• Ask students to Turn and Talk to tell each other the steps to developing their concluding sentence(s).</li> <li>• Ask students to look at the <b>Next Steps for Planning Your Paragraph anchor chart</b>:             <ul style="list-style-type: none"> <li>• Use teacher feedback to revise what you already have.</li> <li>• Reread your paragraph.</li> <li>• Think about what all the ideas in your paragraph have in common.</li> <li>• Write your conclusion.</li> <li>• Show your finished paragraph to me.</li> <li>• Begin writing your final paragraph.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Modeling provides a clear vision of the expectation for students.</li> </ul>
<p><b>Work Time (continued)</b></p> <p><b>B. Drafting/Critiquing/Revising/Conferring (15–40 minutes)</b></p> <ul style="list-style-type: none"> <li>• Students work on their paragraphs. Prioritize conferences so that students who need the most support have at least 5 minutes with you. Also make yourself available to read students’ conclusions as they complete them.</li> <li>• If students complete their paragraph, have them first meet another student for peer critique. Orient students to the <b>Critique Protocol anchor chart</b> (used in Lesson 10).</li> <li>• After the critique, students should write their final paragraph using the End of Unit Assessment in Supplemental Materials.</li> </ul>	<ul style="list-style-type: none"> <li>• As students draft, some might benefit from a paragraph frame. A paragraph frame is a cloze passage that students complete with their own information.</li> <li>• Conferring gives students immediate feedback as to how to improve their</li> </ul>

<p>If there is not enough time to finish in class, allow students to finish in the next lesson.</p>	<p>writing.</p>
<p><b>C. Optional Activities: Hosted Gallery Walk (20 minutes)</b></p> <ul style="list-style-type: none"> <li>• This may be completed in the following lesson or later in the day.</li> <li>• Divide participants into groups of five. Students will share their wampum belt and paragraph summaries with the other four in their group. Wampum belts and summaries may be taped to a wall or shared in a cluster of desks.</li> <li>• Students should take turns being presenters within the group. Each person should talk about their wampum belt, perhaps by reading their paragraphs, with 2–3 minutes for each sharing/reading.</li> <li>• After each person has shared his or her wampum belt and writing, at least three members of the group should ask a question about the wampum belt, such as: “Why did you choose blue?” or “Can you say more about this symbol?”</li> <li>• When all five members of a team have shared and had their peers ask questions, debrief:             <ul style="list-style-type: none"> <li>• How did it feel to talk about your work in a small group?</li> <li>• Were the members of your group good listeners? Give evidence.</li> <li>• Did your group members ask good questions? Give evidence.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Students may need extended time to complete the task.</li> <li>• For students needing additional supports, consider modifying the graphic organizer. Some changes you might make are to provide key words in a word bank and/or a sentence frame for the concluding sentence.</li> <li>• Critiques simulate the experiences students will have in the workplace and help build a culture of achievement in your classroom.</li> </ul>

Closing and Assessment	Meeting Students’ Needs
<p><b>A. Sharing and Debrief (5 minutes)</b></p> <ul style="list-style-type: none"> <li>• Check in with students regarding the learning target “I can conclude my paragraph for my wampum belt.” In a go ’round fashion, ask each student to read their concluding sentence.</li> <li>• Collect students’ paragraphs to formally assess.</li> </ul>	<ul style="list-style-type: none"> <li>• The debrief process solidifies the learning of students and also is a good formative assessment for teachers.</li> </ul>

Homework	Meeting Students’ Needs
<p>None</p>	

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## Supporting Materials



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**GRADE 4: MODULE 1A: UNIT 1A: LESSON 11**

**End of Unit 1 Assessment:  
On-Demand Paragraph Writing**

<p>First symbol on your wampum belt:</p> <p>Details (Describe the symbol. What does it symbolize? How does it connect to “Birth of the Haudenosaunee”?)</p>	<p>Second symbol on your wampum belt:</p> <p>Details (Describe the symbol. What does it symbolize? How does it connect to the Thanksgiving Address?)</p>
<p>Topic Sentence:</p>	
<p>Third symbol on your wampum belt:</p> <p>Details (Describe the symbol. What does it symbolize? How does it connect to “Birth of the Haudenosaunee” or Thanksgiving Address?)</p>	<p>Conclusion</p>