Informative: Classification

An essay that categorizes information –
Its purpose is to increase a reader's understanding of the subject.

A classification report requires students to research, synthesize information, develop a thesis, and then support their thesis with relevant details. It is in writing this report that students are introduced to new note taking concepts: MLA format, academic language, graphs and illustrations. Teach this genre at a slow pace to ensure students understand the proper mechanics of writing. This will lay a solid foundation for the more complex writing that follows.

Vocabulary Words

academic language	discipline specific language	supporting details
adjective	edit	topic
audience	engaging the reader	topic sentence
bibliography	informative writing	transitions
classification	purpose	
conclusion	revise	

General ELL Support

- Clearly enunciate and use scaffolded vocabulary to assist in comprehension.
- Acting out meaning and using contextual clues such as gestures, facial expressions, color-coded materials, make content more accessible.
- Previewing (opening questions, frontloaded vocabulary) and reviewing (previous day's lesson) connects background knowledge and reinforces understanding of content and vocabulary.
- Use informal comprehension checks throughout the lesson to assess students' level of understanding.

General Differentiated Instruction Strategies

- Provide ability groups with extra support for students who need help to master the strategy.
- Leveled questions help adjust instruction to meet multiple readiness levels.
- Use a variety of instruction delivery methods: note taking, picture books, teacher modeling, student modeling, group work.
- Set appropriate goals according to differing abilities.
- Present material in manageable pieces following a structured routine.

SAMPLE

Common Core Standards

W.3.2 (a-d)	SL.3.1(a-d)	L.3.1
W.3.4	SL.3.4	L.3.2(a)
W.3.5		L.3.3
W.3.6		L.3.6
W.3.7		
W.3.8		
W.3.10		

Genre at a Glance

Lesson	Objective & CCSS	Special Preparation
Lesson 1	➢ Understand the purpose of informative writing ➢ Understand the organizational structure of classification ➢ Understand the purpose of informative writing **CCSS** ➢ W.3.2, SL.3.1	✓ Post Genre Chart
Lesson 2	➢ Use research to develop topics **CCSS** ➢ W.3.6, W.3.7, W.3.8, SL.3.4	✓ Copies: o "Classification Research Guide"
Lesson 3	➢ Understand the purpose of creating an outline ➢ Organize notes into an outline **CCSS** ➢ W.3.2, W.3.4, W.3.10, L.3.1, L.3.2, L.3.3	✓ Reseve computer lab for research ✓ Copies: o "Classification Outline"
Lesson 4	➢ Understand the importance of engaging the reader ➢ Write an engaging introduction **CCSS** ➢ W.3.2, W.3.4, W.3.5, W.3.10, SL.3.1, SL.3.4, L.3.1, L.3.2, L.3.3, L.3.6	No Special Prep.
Lesson 5	➢ Compose a rough draft using an outline **CCSS** ➢ W.3.2, W.3.4, W.3.5, W.3.7, W.3.10, SL.3.1, SL.3.4, L.3.1, L.3.2, L.3.3, L.3.6	No Special Prep.
Lesson 6	➢ Understand strategies used to write a conclusion ➢ Write a conclusion **CCSS** ➢ W.3.2, W.3.4, W.3.5, W.3.10, SL.3.1, SL.3.4, L.3.1, L.3.2, L.3.3, L.3.6	No Special Prep.
Lesson 7	➢ Develop the topic with facts, definitions, and details **CCSS** ➢ W.3.2, W.3.4, W.3.7, L.3.1, L.3.2, L.3.3, L.3.6	No Special Prep.
Lesson 8	➢ Understand the purpose of academic language and discipline-specific language ➢ Replace common words with academic or discipline-specific words **CCSS** ➢ W.3.2, L.3.1, L.3.2, L.3.3, L.3.6	No Special Prep.
Lesson 9	➢ Use transitions effectively ➢ Vary sentence beginnings **CCSS** ➢ W.3.2, L.3.1, L.3.2, L.3.3	✓ Copies: "Transitions Practice"

SAMPLE

Lesson 10	➢ Understand how illustrations can help aid comprehension ➢ Incorporate illustrations **CCSS** ➢ W.3.2	No Special Prep.
Lesson 11	➢ Revise using the rubric **CCSS** ➢ W.3.5, W.3.10, L.3.1, L.3.2, L.3.3	✓ Copies: "Revision: Classification"
Lesson 12	➢ Apply edits effectively **CCSS** ➢ W.3.5, W.3.10, L.3.1, L.3.2, L.3.3	✓ Copies: "Editing Checklist"
Lesson 13	➢ Understand the purpose of a bibliography ➢ Write a bibliography **CCSS** ➢ W.3.2, W.3.6, W.3.8	No Special Prep.
Assessment	➢ Write an informative essay that includes all the elements from the Classification Genre Chart **CCSS** ➢ W.3.2, W.3.4, W.3.6, W.3.7, W.3.8, W.3.10, SL.3.4, L.3.1, L.3.2, L.3.3, L.3.6	✓ Reserve computer lab (optional)

Common Core State Standards Used:

W.3.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

1. Introduce the topic or text they are writing about, state and opinion, and create an organizational structure that lists reasons.
2. Provide reasons that support the opinion.
3. Use linking words and phrases (e.g., *also, another, and more, but*) to connect ideas within categories of information.
4. Provide a concluding statement or section.

W.3.4 Produce clear and coherent writing (**including multiple-paragraph texts)** in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3.)

W.3.5 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 1-3 up to and including grade 3 on page 14.)

W.3.6 With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.

W.3.7 Conduct short research projects that build knowledge through investigation of different aspects of a topic.

W.3.8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

SAMPLE

W.3.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

SL.3.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 3 topics and texts,* building on others' ideas and expressing their own clearly.

14. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
15. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and text under discussion).
16. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
17. Explain their own ideas and understanding in light of the discussion.

SL.3.4 Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.

L.3.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.3.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

1. Capitalize appropriate words in titles.

L.3.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

L.3.6 Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., *After dinner that night we went looking for them*).

SAMPLE

Classification
Lesson 1

Classification Genre Chart

- Engages the reader and has one clear topic
- Categorizes information with headings
- Develops topic with facts, definitions, and details
- Uses academic language that shows an awareness of audience
- Uses transitions and varies sentence beginnings
- Includes graph or illustration to aid comprehension
- Concludes with a restatement of the topic

Objectives
- Understand the purpose of informative writing
- Understand the organizational structure of classification
- Select a topic

Materials
- Classification Genre Chart
- Classification Rubric
- Source Book
- "Holiday List"

Introduce It

1. Introduce lesson objectives.
2. Introduce Informative Writing: Classification.
    a. On the first page of the Source Book, under "Types of Writing," have students define **Informative Writing**: *Writing that increases the readers' knowledge and comprehension of a subject or procedure.*
    b. Under Informative Writing, have students define **Classification**: *an organizational structure that places information into categories. Its purpose is to increase a reader's understanding of a subject.*
    c. Ask students if they can name any other organizational structures. Possible answers: *compare/contrast, problem/solution, description, sequence, chronological order, etc.*
3. Introduce the Genre Chart and Six Traits Charts.
    a. Genre Chart: Explain that each bullet represents one part of the whole essay. By the time they finish their essay, it will include every piece. Reassure students: *We will only focus on one bullet at a time*.
    b. Six Traits Charts: Students should already understand the colors of the Six Traits Charts from the Six Traits lessons. Review what each color represents and why it is important. Remind students that the Six Traits Charts provide a checklist of all they have learned through the year.
    c. Rubric: Distribute the rubric. Discuss the expectations by having students highlight the #4 column. Emphasize to students: *We will only work on one rubric element at a time.*

Teach It

4. Ask students: *Why do we write?* As a class, create a list of students' responses. Possible answers: *To learn about something (e.g. answer a question), to reflect on something, to record an account of an event, to inform someone else about something, to entertain, to persuade, to make a point, etc.*
5. At the top of a blank page of the Source Book in the Idea section, have students write the definition of purpose. **Purpose**: *The reason a writer writes.* Using the list created as a class, add: *To learn about something (e.g. answer a question), to reflect on something, to record an account of an event, to inform someone else about something, to entertain, to persuade, to make a point, etc.* Show students different types of books (a funny narrative, a textbook, an Informative book, a true story, etc.). Briefly discuss the purpose of each text.

SAMPLE

6. Review topic with students. If needed, under the Idea tab, define **Topic**: *One event that you describe for the reader.* Ask students: *Why is it important to have ONE clear topic?* Possible answer: *To help the writer stay focused. To make sure the essay won't be confusing.*
7. Explain that the topic of this classification essay is a holiday. *You will choose a holiday you would like to know more about*.
8. Ask students: *Why is it important to write a paper about something you don't know much about?* Possible answer: *It is always good to learn new things.* Ask students: *What type of information might be included in a description essay about a holiday?* Possible answers: *How it began, the history, why it is important.*

Model It

9. Using the "Holiday List," model your thought process as you select your topic. It may look something like this: *Let's see… I don't know much about Memorial Day or how it began. I think I'd like to do a little research on Memorial Day.* Reiterate again, the importance of staying on topic. Example: *If I talk about Memorial Day, can I talk about Christmas also, because I really love Christmas.* Answer: *No; I would be off topic.*

Note: The "Holiday List" is not comprehensive. As a class, add more holidays or consider allowing students to research a holiday that is not on the list. Also, if you are using the model paper, do not allow any student to choose Memorial Day.

Do It

10. Ask students to write down their topic of choice.

Share It

11. Ask students to share the holiday they will write about and why they chose that topic.

Wrap It Up

12. Make sure every student has chosen a topic.
13. Review the objectives. Check levels of student understanding and reteach if necessary.

Teacher Reflection

SAMPLE

Holiday List

- New Year's Day
- Martin Luther King Jr. Day
- Black History Month
- Valentine's Day
- Chinese New Year
- Presidents Day
- Women's History Month
- Mardi Gras
- St. Patrick's Day
- Passover
- Earth Day
- Easter
- Cinco de Mayo
- Mother's Day
- Memorial Day
- Flag Day
- Father's Day
- July 4th
- Ramadan
- Labor Day
- Rosh Hashanah
- Yom Kippur
- Columbus Day
- Halloween
- Veterans Day
- Hanukkah
- Diwali
- Thanksgiving
- Christmas
- Kwanzaa

SAMPLE

Classification Rubric

Genre Chart Classification	4 Exceeded Goal	3 Accomplished Goal	2 Just Beginning	1 Hasn't Started
1 Engages the reader	Uses two engaging strategies effectively	Uses an engaging strategy effectively	Tries to use an engaging strategy	Does not use an engaging strategy
2 Has one clear topic	Has a strong topic	Has a clear topic	Topic is unclear	Discusses many topics
3 Categorizes information with headings	Headings reflect the main ideas of paragraphs	Headings are used to categorize information	Headings do not reflect the main idea of paragraphs	Does not include headings
4 Develops topic with facts, definitions, and details	Topic is fully developed with facts, definitions, and details	Develops topic with facts, definitions, and details	Topic is not fully developed	Does not develop topic
5 Uses academic language that shows an awareness of audience	Academic language shows considerable knowledge of topic and audience	Academic language shows knowledge of topic and audience	Tries to use academic language	Does not use academic language
6 Uses transitions and varies sentence beginnings	Transitions and varied sentence beginnings create fluid writing within and across paragraphs	Uses transitions to connect ideas and varies sentence beginnings	Uses minimal transitions and varied sentence beginnings	Does not use transitions or vary sentence beginnings
7 Includes graph or illustration to aid comprehension	Graph or illustration enhances comprehension	Graph or illustration aids comprehension	Includes illustration or graph but connection to topic is unclear	Does not include illustration or graph
8 Concludes with a restatement of the topic	Conclusion restates topic in a different way	Conclusion restates the topic	Conclusion does not restate the topic	Does not have a conclusion
9 Correct conventions support meaning	Minor or no errors in spelling, punctuation, and grammar	A few errors pop out but do not interfere with the essay	Frequent errors distract the reader	So many errors it is hard to read

SAMPLE

Classification
Lesson 2

Classification Genre Chart

- Engages the reader and has one clear topic
- Categorizes information with headings
- Develops topic with facts, definitions, and details
- Uses academic language that shows an awareness of audience
- Uses transitions and varies sentence beginnings
- Includes graph or illustration to aid comprehension
- Concludes with a restatement of the topic

Objectives
- Use research to develop topics

Materials
- Classification Genre Chart
- Classification Rubric
- Source Book
- "History Channel Memorial Day"
- "Classification Research Guide"
- "Classification Research Guide Sample"

Review It

1. Review Classification with students.
2. Check to make sure every student has a holiday selected.

Identify It

Genre Chart

3. Introduce lesson objectives. Point to Develops topics with facts, definitions, and details on the Genre Chart. Explain that information should be fact-based from reliable sources. Ask students: *Where do we get our facts, definitions, and details?* Possible answer: *From reading and speaking with experts*. Discuss where to find this information. Possible answers: *The Internet, books, interviews, journals, articles, etc.*

Six Traits Charts

4. Have students find "facts, definitions, and details" on the Six Traits Charts. Discuss why it is on the Idea chart. Possible answer: *These elements are all part of the topic/idea of the paper.*

Teach It

5. Explain to students that they are going to research a holiday. To prepare, either select books from the school library about different holidays or provide time for research in the computer lab. Reference: http://www.history.com/topics/holidays
6. Distribute and discuss "Classification Research Guide."
7. Ask students to take out their Source Books. Under the Organization tab have students write:
   Note Taking Tips:
   a. Record information you may want to use.
   b. Restate ideas in your own words (paraphrase) to avoid plagiarism.
   c. Reference the source.

Model It

8. In the computer lab (or in your classroom), show students the research page for your holiday. See "History Channel: Memorial Day" for an example. Display your copy of "Classification Research Guide" to the class. Model aloud as you begin to fill out the guide. If students need more scaffolding, consider modeling one section and then ask the students to follow along in their research. Then, model another section. Allow students to do the same.

Do It

9. Guide students to the best resource book or website for research. Allow time for students to complete the "Classification Research Guide." Be available for conferencing.

Share It

10. Ask volunteers to share what they learned from their "Classification Research Guide."

SAMPLE

Wrap It Up

11. If students didn't finish their research, extend the lesson one more day.

Teacher Reflection

SAMPLE

History Channel: Memorial Day

Memorial Day

Memorial Day, an American holiday observed on the last Monday of May, honors men and women who died while serving in the U.S. military. Originally known as Decoration Day, it originated in the years following the Civil War and became an official federal holiday in 1971. Many Americans observe Memorial Day by visiting cemeteries or memorials, holding family gatherings, and participating in parades. Unofficially, at least, it marks the beginning of summer.

Early Observances of Memorial Day

The Civil War claimed over half a million lives, more than any conflict in U.S. history, requiring the establishment of the country's first national cemeteries. By the late 1860s, Americans in various towns and cities had begun holding springtime tributes to these countless fallen soldiers, decorating their graves with flowers and reciting prayers.

It is unclear where exactly this tradition originated; numerous communities may have independently initiated the memorial gatherings. Nevertheless, in 1966 the federal government declared Waterloo, New York, the official birthplace of Memorial Day. Waterloo—which first celebrated the day on May 5, 1866—was chosen because it hosted an annual event, during which businesses closed and the graves of soldiers were decorated with flowers and flags.

Decoration Day

On May 5, 1862, General John A. Logan, leader of an organization for Northern Civil War veterans, called for a nationwide day of remembrance later that month. "The 30th of May 1868, is designated for the purpose of strewing flowers, or otherwise decorating the graves of comrades who died in defense of their country during the late rebellion, and whose bodies now lie in almost every city, village and hamlet churchyard in the land," he proclaimed. The date of Decoration Day, as he called it, was chosen because it wasn't the anniversary of any particular battle.

SAMPLE

Classification Research Guide

Topic:_____

_____

History of the Holiday
When is this holiday?_____

Who started celebrating it?_____

When was it started?_____

Why was it started?_____

How do people celebrate it?_____

_____

_____

_____

_____

Significance
Why is the holiday important?_____

_____

Details (at least three)_____

_____

_____

_____

_____

Source Information
Name of Author(s):_____

Title of Article:_____

Website/Book Title and Date Published:_____

URL:_____

SAMPLE

Classification Research Guide Sample

Topic: Memorial Day

History of the Holiday

When is this holiday? This holiday is on the last Monday of May.

Who started celebrating it? The holiday was started by General John A. Logan.

When was it started? This holiday started on May 5, 1862 just after the Civil War.

Why was it started? It was started as a way to remember all the people who died in the Civil War. More people died in this war than any other war in US history.

How do people celebrate it? People celebrate Memorial Day by visiting grave sites of fallen soldiers, putting flowers, ribbons and flags on tombstones. Some cities put on large parades.

Significance

Why is the holiday important? Memorial Day is an important day because it is a time set aside to remember the brave people who died for our country.

Details (at least three): Many soldiers have given their lives for the rest of us in America. On Memorial Day, we can show our gratefulness for what they did and honor them. It also gives a chance for families who have lost loved ones to have a special time of remembering. It is a federal holiday, so lots of people get a day off of work to honor those who have served us. It is important to remember the people who have died for our country.

Source Information

Name of Author: No known author

Title of Article and Date Published: "Memorial Day"

Website/Book Title and Date Published: www.historychannel.com – No Date

URL: http://www.history.com/topics/holidays

SAMPLE

Classification
Lesson 3

Objectives
- Understand the purpose of creating an outline
- Organize notes into an outline

Materials
- Classification Genre Chart
- Classification Rubric
- Source Book
- "Classification Outline"
- "Classification Outline Sample"

Classification Genre Chart
- Engages the reader and has one clear topic
- Categorizes information with headings
- Develops topic with facts, definitions, and details
- Uses academic language that shows an awareness of audience
- Uses transitions and varies sentence beginnings
- Includes graph or illustration to aid comprehension
- Concludes with a restatement of the topic

Review It

1. Ask students: *How does research help us develop a topic?* Possible answer: *We get a lot more information. We learn new things.*

Identify It

Genre Chart

2. Introduce lesson objectives. Point to Categorizes information with headings. *In this lesson, we will be moving all the information from our research into an outline.*

Six Traits Charts

3. Have them identify "outline" on the Six Traits Charts. Discuss why it is on the Organization chart. Possible answer: *Creating an outline helps put your thoughts in a logical order.*

Teach It

4. Distribute "Classification Outline." Ask students: *Why do we use an outline when we write a paper?* Possible answer*: It helps us organize our ideas. It makes writing much easier.* Ask students: *Why use headings?* Possible Answer*: It helps the writer organize ideas.*
5. Discuss the different components on the outline: headings, topic sentence, supporting details, etc.
6. In their Source Books under the Organization tab have students title a page *Parts of a Paragraph*. Define **Topic sentence**: *The first sentence in a paragraph that summarizes the main idea of the paragraph.* Discuss why a topic sentence is important. Possible answer: *It lets the reader know what information they can expect to find in the paragraph. It also keeps the writer focused.*
7. In their Source Books, under topic sentence, have students define **Supporting details**: *Facts, details, quotes, etc. that support the topic sentence of your paragraph*. Discuss why supporting details are necessary. Possible answer: *It provides credibility to the writer's statements. Supporting details make the main idea found in the topic sentence stronger and clearer. Without supporting details, how does the reader know if what the author is saying is true?*

Model It

8. Ask students to identify the two categories they researched. Answer: *History and Significance*. Write the headings on the outline.
9. Model your thought process as you fill out your outline using your "Classification Research Guide." *How can you summarize the ideas surrounding your holiday? What idea is the most significant from the categories you chose? What details would fall under that paragraph?* See the "Classification Outline Sample" for a suggestion.
10. Ask students for feedback on your outline. Are your headings appropriate? Do your topic sentences provide the reader with a clear idea of what will be discussed in each paragraph? Do

SAMPLE

your supporting details support the topic sentence? Using feedback from the students, make any necessary changes.

Do It

11. Have students create an outline using their notes.

Share It

12. Have students share their outlines with partners. Partners should provide feedback on the the clarity of the topic sentences, the strength of the supporting details, and whether or not it all ties back into the topic. Ask for volunteers to share their outlines.

Wrap It Up

13. Review lesson objectives to determine the level of student understanding. Reteach if necessary.

Teacher Reflection

SAMPLE

Classification Outline

Topic:_____

Heading:_____

Topic Sentence:

_____

_____

Supporting Details:

_____

_____

_____

_____

Heading:_____

Topic Sentence:

_____

_____

Supporting Details:

_____

_____

_____

_____

SAMPLE

Classification Outline Sample

Topic: Memorial Day

Heading: History

Topic Sentence:

Memorial Day started over 100 years ago and is still celebrated today.

Supporting Details:

Memorial Day started in 1862 after the Civil War. General John A. Logan made the holiday to remember all those who had died during the war. He asked that May 30th be set aside as a day of remembrance. Memorial Day became a Federal holiday in 1968. People have parades, visit cemeteries, and have BBQ's or picnics to celebrate Memorial Day.

Heading: Significance

Topic Sentence:

Memorial Day is a very important holiday.

Supporting Details:

This is the only day set aside to remember the men and women who have died for our country. It gives families who have lost loved ones a special time to honor them. Because it is a Federal holiday, most people get the day off to honor these men and women. It is important to remember all the people who have died for or country.

SAMPLE

Classification
Lesson 4

Classification Genre Chart

- Engages the reader and has one clear topic
- Categorizes information with headings
- Develops topic with facts, definitions, and details
- Uses academic language that shows an awareness of audience
- Uses transitions and varies sentence beginnings
- Includes graph or illustration to aid comprehension
- Concludes with a restatement of the topic

Objectives

- Understand the importance of engaging the reader
- Write an engaging introduction

Materials

- Classification Genre Chart
- Classification Rubric
- Source Book
- "Engaging the Reader Sample Paragraphs"
- "Sample Rough Draft"

Review It

1. Ask students to take out their outlines. Have them look over details. Is there anything they would like to add? Do they feel like they have enough information to support their topic sentences? Do they need more facts or details anywhere? Give them time to make revisions.

Identify It

Genre Chart

2. Introduce lesson objectives. Point to engages the reader. *In this lesson, we will focus on writing our introductions with an engaging strategy.*

Six Traits Charts

3. Have them identify "engages the reader" on the Six Traits Charts. Discuss why "engages the reader" is on the Organization chart. Possible answer: *It appears in the introduction.*

Teach It

4. In their Source Books, under the Organization tab, ask students to find the "Engaging the Reader" page. If they have not created one yet, ask students to title a blank page, "Engaging the Reader." Have students define **Engages the Reader**: *A strategy used in the first paragraph that grabs the reader's attention and keeps them reading*. There are many different types of engaging strategies. Provide a quick review with definitions and a couple of examples. Refer to "Engaging the Reader Strategies" in the Resource section.
5. As a class, choose three that would work well for classification: shocking statement, list, anecdote, rhetorical question, and quote are possibilities.

Model It

6. Refer back to the outline, *what should your introduction include?* Answer: *Engaging strategy and introduction of the topic.*
7. Model writing an introduction for each of the strategies. Don't worry if it is difficult. Students need to see that the first draft is just a first draft. Read each strategy aloud to the class. *Which strategy was most effective and why? Did you introduce your topic clearly? Does everyone know exactly what your paper will be about?* Ask them to provide feedback. Refer to "Engaging the Reader Sample Paragraphs" for ideas. The sample paragraphs engage the reader and establish the topic.
8. Show "Sample Rough Draft" and ask students to score your engaging introduction using the rubric. Ask them to provide a reason for their score and suggestions for improvement.

Do It

9. Have students write an introduction using three strategies.

SAMPLE

Share It

10. Have students share their introductions in pairs. Provide feedback using the rubric.

Wrap It Up

11. Have students select the introduction they will use for their paper.
12. Review lesson objectives to determine the level of student understanding. Reteach if necessary.

Teacher Reflection

SAMPLE

Engaging the Reader Sample Paragraphs

Shocking Statement

Engaging Strategy

The Civil War took the lives of more soldiers than any other conflict the United States has ever been involved in. Because of the death of so many men, communities began to set aside one day a year to honor all those who were lost in battle. This celebration eventually became known as Memorial Day.

Intro of topic

Fact

Engaging Strategy

The United States lost more soldiers in the Civil War than any other conflict in U.S. history. Because of the death of so many men, communities began to set aside one day a year to honor all those who were lost in battle. This celebration eventually became known as Memorial Day.

Intro of topic

Riddle

Engaging Strategy

What holiday is fun and serious at the same time? Memorial Day. After the Civil War, many communities began to set aside one day a year to honor those who were lost in battle. This celebration eventually became known as Memorial Day.

Intro of topic

Question

Engaging Strategy

Why celebrate Memorial Day? What is the reason behind the holiday? Why do some people decorate grave sites and others go to parades? A long time ago the United States had a Civil War. More soldiers died in that war than any other conflict in U.S. history. Because of the death of so many men, communities began to set aside one day a year to honor all those who were lost in battle. This celebration eventually became known as Memorial Day.

Intro of topic

Onomatopoeia

Engaging Strategy

Bang! Clash! Guns fired. Swords were drawn. Many, many men died. The United States lost more soldiers in the Civil War than any other conflict in U.S. history. Because of the death of so many men, communities began to set aside one day a year to honor all those who were lost in battle. This celebration eventually became known as Memorial Day.

Intro of topic

SAMPLE

Sample Rough Draft

Bang! Clash! Guns fired. Swords were drawn. Many, many men died. The United States lost more soldiers in the Civil War than any other conflict in U.S. history. Because of the death of so many men, communities began to set aside one day a year to honor all those who were lost in battle. This celebration eventually became known as Memorial Day.

SAMPLE

Classification
Lesson 5

Objectives
- Compose a rough draft using an outline

Materials
- Classification Genre Chart
- Classification Rubric
- Completed Outlines

Classification Genre Chart
- Engages the reader and has one clear topic
- Categorizes information with headings
- Develops topic with facts, definitions, and details
- Uses academic language that shows an awareness of audience
- Uses transitions and varies sentence beginnings
- Includes graph or illustration to aid comprehension
- Concludes with a restatement of the topic

Review It
1. Review "engaging the reader."
2. Ask students to take out their introductions. Show your introduction to the class again. Model for students your thought process now that you have had some time to think about the introduction. *Should I change the introduction? Is this one still my favorite?* It is important that you are modeling continual revision for students.
3. *Now that you have had some time to think more about your introduction, would you like to change anything?*

Teach It
4. Introduce the lesson objective.
5. Tell students: *In this lesson, we will put all our thoughts on paper. It doesn't have to be perfect; it will be revised later. Don't forget, your outline is a guide for your whole paper.*
6. Ask students to take out their outlines. Show your outline to the class. Ask students: *We already have our engaging introduction. What paragraph should come next?* Point to the first heading, topic sentence, and supporting details on your outline. Explain to students: *Our whole paper is already laid out for us, now we just have to put it into paragraphs after the introduction. This is the body of our essay.*

Model It
7. Using your outline, model your thoughts aloud as you model writing one paragraph with the heading, topic sentence, and your supporting details.

Do It
8. Use the remainder of the period for students to write the entire rough draft. Let students know that you are available for conferencing if they get stuck. Make sure that you are not giving students answers, but asking them questions to help them think through their thoughts. This is a good time to help struggling students.

Wrap It Up
9. Review the lesson objective and provide a plan for students who did not complete the draft.

Teacher Reflection

SAMPLE

Classification
Lesson 6

Classification Genre Chart

- Engages the reader and has one clear topic
- Categorizes information with headings
- Develops topic with facts, definitions, and details
- Uses academic language that shows an awareness of audience
- Uses transitions and varies sentence beginnings
- Includes graph or illustration to aid comprehension
- Concludes with a restatement of the topic

Objectives

- Understand strategies used to write a conclusion
- Write a conclusion

Materials

- Classification Genre Chart
- Classification Rubric
- Source Book
- "Sample Rough Draft"

Review It

1. Review engaging introduction.
1. Have students take out their rough drafts.

Identify It

Genre Chart

2. Introduce lesson objective. Point to Concludes with a restatement of the topic. *In this lesson, we will write our conclusion.*

Six Traits Charts

3. Have students identify "conclusion" and "restatement" on the Six Traits Charts. Discuss why Conclusion is on the Organization chart. Possible answer: *It deals with the end of the paper.*

Teach It

4. In their Source Books, under the Organization tab title a page "Conclusions." Have students define **Conclusion**: *The last paragraph of an essay that brings the piece to an end*. There are many different types of conclusions. Do a quick review with definitions and examples. Refer to the "Conclusions" page in the Resource section.
5. As a class, discuss concluding by restating the topic. Emphasize the point that students need to state the information in a new and engaging way.

Model It

6. Using your outline and rough draft, model writing a conclusion that restates the topic. Ask yourself: *How can I best conclude this paper? How can I restate my topic in a different way?*
7. Ask for feedback using the rubric. See "Sample Rough Draft" for a suggestion.

Do It

8. Ask students to take out their outline. Have them ask themselves the same questions: *How could I best conclude this paper? How can I restate my topic in a different way?*
9. Have students write a conclusion that restates the topic for their essay.

Share It

10. Have students share their conclusion with the class. Provide feedback using the rubric.

Wrap It Up

11. If students did not complete their conclusion extend this lesson one more day or assign the conclusion as homework.

SAMPLE

Sample Rough Draft

Bang! Clash! Guns fired. Swords were drawn. Many, many men died. The United States lost more soldiers in the Civil War than any other conflict in U.S. history. Because of the death of so many men, communities began to set aside one day a year to honor all those who were lost in battle. This celebration eventually became known as Memorial Day.

History

Memorial Day started over a hundred years ago and is still celebrated today. Memorial Day first started in 1862 in the years following the Civil War. General John A. Logan understood the need to remember and honor those who had given their lives and asked that May 30th be a day set aside for all those who died in defense of their country. Memorial Day became a federal holiday. People still celebrate Memorial Day by decorating soldiers graves and having parades.

Significance

Memorial Day is a very important holiday. This is the only day set aside to remember the men and women who have died for our country. It gives families who have lost loved one a special time for remembering and honoring those they have lost. Because it is a Federal holiday everyone gets the day off just to honor these brave people. It is important to remember all the people who have died for our country.

Memorial Day first began to honor all those lost in battle and it continues to this day. There are many whose lives were cut short so that we can enjoy our freedom. It is important to give special honor to all of these people.

SAMPLE

Classification
Lesson 7

Classification Genre Chart

- Engages the reader and has one clear topic
- Categorizes information with headings
- Develops topic with facts, definitions, and details
- Uses academic language that shows an awareness of audience
- Uses transitions and varies sentence beginnings
- Includes graph or illustration to aid comprehension
- Concludes with a restatement of the topic

Objectives

- Develop the topic with facts, definitions, and details

Materials

- Classification Genre Chart
- Classification Rubric
- Source Book
- "Sample Rough Draft"

Review It

1. Review Conclusion.
2. Ask students to take out their conclusions. Say: *Now that you've had some time to reflect, would you like to change your conclusion? Does the one you chose really communicate your final thoughts?*

Identify It

Genre Chart

3. Introduce lesson objectives. Point to Develops topic with facts, definitions, and details. *In this lesson, we will develop the topic with facts, definitions, and details.*

Six Traits Charts

4. Have students identify "facts, definitions, and details" on the Six Traits Charts. Discuss why the terms are found on the Idea chart. Possible answer: *All of these strategies help clarify and establish the writer's ideas*.

Teach It

5. Discuss with students the different types of details used to develop topics. Ask questions like: *When might a writer use a definition*? Possible answers: *To explain a word that is not common knowledge. When would it be appropriate for a writer to use more detail?* Possible answers: *To provide support for a thought. To drive a point home. etc.*

Model It

6. With your rough draft, model looking through to see if there are any points that were made that were weak, or needed a little more information using facts, and details. Ask students to help you identify spots where you could use more support.
7. Next, look for words that might need clarification. Ask students to help you.

Do It

8. Ask students to take out their rough drafts. Have them read their papers quietly to themselves. Guiding questions: *Would my reader who has never researched this holiday really understand the history and significance? Did I explain myself well? Could I add more details?*

Share It

9. Have students share with a peer and use the rubric for scoring. Then have a few volunteers share.

Wrap It Up

10. If students did not finish developing their topics, extend this lesson one more day or assign it as homework.

SAMPLE

Sample Rough Draft

Bang! Clash! Guns fired. Swords were drawn. ~~Many, many men were dead~~. Over a half a million people were dead. The United States lost more soldiers in the Civil War than any other conflict in U.S. history. Because of the death of so many men, communities began to set aside one day a year to honor all those who were lost in battle. This celebration eventually became known as Memorial Day.

History

Memorial Day started over a hundred years ago and is still celebrated today. Memorial Day first started in 1862 in the years following the Civil War. General John A. Logan understood the need to remember and honor those who had given their lives and asked that May 30th be a day set aside for all those who died in defense of their country. In 1971, Memorial Day became a federal (national) holiday. People still celebrate Memorial Day by decorating soldiers graves and having parades.

Significance

Memorial Day is a very important holiday. This is the only day set aside to remember the men and women who have died for our country. It gives families who have lost loved one a special time for remembering and honoring those they have lost. Because it is a federal holiday ~~everyone gets~~ most people get the day off just to honor these brave people. It is important to remember all the people who have died for our country.

Memorial Day first began to honor all those lost in battle and it continues to this day. There are many whose lives were cut short so that we can enjoy our freedom. It important to give special honor to all of these people.

*All additions to Develop topic with facts, definitions, details, quotations, and examples are in green print.

SAMPLE

Classification
Lesson 8

Classification Genre Chart

- Engages the reader and has one clear topic
- Categorizes information with headings
- Develops topic with facts, definitions, and details
- Uses academic language that shows an awareness of audience
- Uses transitions and varies sentence beginnings
- Includes graph or illustration to aid comprehension
- Concludes with a restatement of the topic

Objectives

- Understand the purpose of academic language and discipline-specific language
- Replace common words with academic or discipline-specific words

Materials

- Classification Genre Chart
- Classification Rubric
- Source Book
- "Sample Rough Draft"
- Student copies of "Academic Language" and "Discipline-Specific Words" (Resource section)

Review It

1. Review facts, definitions, and details. Ask students: *Why is it important to include this information in our writing?* Possible answer: *To clarify our thoughts and ideas for the reader.*

Identify It

Genre Chart

2. Introduce lesson objectives. Point to Uses academic language that shows an awareness of audience. *In this lesson, we will use academic language that shows an awareness of our audience. Our audience is our classmates.*

Six Traits Charts

3. Have students identify "academic language" and "discipline-specific." Ask students: *Why are these strategies on the Word Choice chart.* Possible answer: *Academic language is about using vocabulary that is found in academic settings. Discipline-specific words are specific words used within a subject area.*

Teach It

4. In their Source Books, under the Voice tab, write the definition of audience. **Audience**: *The person or persons who are intended to read a piece of writing*. Ask students: *Why is it important to consider your audience when using academic and discipline-specific language?* Possible answers: *The audience might not have any background knowledge in the subject area. Terms may have to be explained or simplified. It also gives the writer more authority on the subject.*
5. In their Source Books, under the Word Choice tab, define **Academic language**: *language that is appropriate for school and professional settings*. Some academic language is used frequently regardless of the subject area. Examples: *Identify, analyze, discuss, explain, etc*.
6. Distribute and review "Academic Language" from the Resource section.
7. Using a classroom textbook, select a section to identify academic words. To make this activity more engaging, you can designate teams and have a competition.
8. In their Source Books, under the Word Choice tab, define **Discipline-specific language**: *words that are used within a particular subject area*. Example: *In English Language Arts, we use words such as: mood, tone, inference, allusion, sensory details, etc. These words are specific to English Language Arts*.
9. Distribute and review "Discipline-Specific Words" from the Resource section.

SAMPLE

Model It

10. With your rough draft, model your thoughts aloud as you add academic and discipline-specific language. The thought process might sound like this: *My paper is about Memorial Day. I need to make sure I am using the same vocabulary historians (someone who studies history) would use, such as: establish, battles, honor, freedom, etc. Some people who aren't familiar with social studies/history might need me to explain some of the terms I've used.* See the "Sample Rough Draft" for an example.
11. Ask students to provide feedback using the rubric.

Do It

12. Tell students: *Consider your audience. Did your topic holiday originate in another country? Would your reader understand the terms and traditions used to celebrate the holiday?* Have students use their list of academic and discipline specific words as possibilities for their revisions.

Share It

13. Ask students to share the words they added and why they added them. Ask students: *How did using academic and discipline-specific language affect your paper?* Possible answers: *It makes the writer sound like they really know what they are talking about. It also helps to slow down and consider whether the reader will know what these words mean.*
14. Have volunteers share their revisions. Provide feedback using the rubric.

Wrap It Up

15. Review lesson objectives to determine the level of student understanding. Reteach if necessary.

Teacher Reflection

SAMPLE

Sample Rough Draft

Bang! Clash! Guns fired. Swords were drawn. ~~Many, many men died.~~ Over a half a million people were dead. The United States lost more soldiers in the Civil War than any other conflict in U.S. history. Because of the death of so many men, communities began to set aside one day a year to honor all those who were lost in battle. This celebration eventually became known as Memorial Day.

History

Memorial Day ~~started~~ was created over a hundred years ago and is still celebrated today. Memorial Day first started in 1862 in the years following the Civil War. General John A. Logan understood the need to remember and honor those who had given their lives and asked that May 30th be a day set aside for all those who died in defense of their country. In 1971 Memorial Day became a federal (national) Holiday. People still celebrate Memorial Day by decorating soldiers graves and having parades.

Significance

Memorial Day is a very important holiday. This is the only day set aside to remember the men and women who have died for our country. It ~~gives~~ provides families who have lost loved one a special time for remembering and honoring those they have lost. Because it is a Federal holiday ~~everyone gets~~ most people get the day off just to honor these brave people. It is ~~important~~ vital to remember all the people who have died for our country.

Memorial Day ~~first began~~ was first established to honor all those lost in battle and it continues to this day. There are many whose lives were cut short so that we can enjoy our freedom. It important to give special honor to all of these people.

*All additions using academic language are in blue print.

SAMPLE

Classification
Lesson 9

Classification Genre Chart

- Engages the reader and has one clear topic
- Categorizes information with headings
- Develops topic with facts, definitions, and details
- Uses academic language that shows an awareness of audience
- Uses transitions and varies sentence beginnings
- Includes graph or illustration to aid comprehension
- Concludes with a restatement of the topic

Objectives

- Use transitions effectively
- Vary the sentence beginnings

Materials

- Classification Genre Chart
- Classification Rubric
- Source Book
- "Transition Practice"
- "Transition Practice: Answer Key"
- "Sample Rough Draft"
- Student copies of "Transitions" and "Varied Sentence Beginnings" (Resource section)

Review It

1. Everyone must have a rough draft for this lesson.
2. Review the Genre Chart, what have they learned so far?
3. Read through your rough draft with academic language additions. Model your thought process about your additions. *Did you use academic language? Does it fit your topic? Do you need to change anything?*
4. Have students quickly look over their additions and make changes.

Identify It

5. Introduce lesson objectives. Point to Uses transitions and varies sentence beginnings. *In this lesson, we will be adding transitions and varied sentence beginnings.* Have students find "transitions" and "sentence beginnings" on the Six Traits Charts. Discuss why these terms are found on the Sentence Fluency chart. Possible answer: *They help the flow of the writing from one sentence to the next.*

Teach It -- Transitions

6. In their Source Book, under the Sentence Fluency tab, have students title a page "Transitions." Define **transitions**: *words or phrases that help tie ideas together*. Emphasize that transitions are more than just a list of words, they are necessary to create a fluid, whole piece of writing. Examples: sequence, location, time, compare/contrast, cause/effect, emphasis, and summarize. Refer to the "Transitions" pages in the Resource section. Provide copies for students' writing folders.

Model It

7. Display your rough draft. Model the thought process involved in adding transitions.

Do It

8. Pair students and have them complete the "Transition Practice." When completed, have a few groups share their responses with the whole class.
9. Provide students time to add transitions to their draft. This is an important time to provide individual support as needed.

Teach It – Varied sentence beginnings

10. Tell students: *Now we need to make sure that the beginnings of our sentences are varied. You will need to look at the first word of each sentence and decide whether too many sentences start*

SAMPLE

the same. For example, let's say that I have 7 sentences that start with the word "The." I'll need to change some sentences so I have better sentence fluency.

Model It

11. Show your rough draft to the class. Model the thought process involved in varying sentence beginnings. Ask for feedback using the rubric.

Do It

12. Have students look at their rough draft. Give them time to vary sentence beginnings. This is an important time to provide individual support as needed.

Share It

13. Have students share their rough drafts with a partner. Provide feedback using the rubric.

Wrap It Up

14. Review the objectives. Check levels of student understanding and reteach if necessary.

Teacher Reflection

SAMPLE

Transition Practice

Circle the best transitions from the choices in parentheses. Explain why you made the choice you did.

1. He did not study. (Consequently/ Likewise/ In contrast), he failed the test.

2. The sergeant could not make a decision. (Furthermore/Meanwhile/First) the troops became impatient.

3. The culture embraces baseball; but (to conclude/ in a way/ most of all), soccer is the favored sport.

4. Congress could not agree on a decision. (Formerly/ Finally/ Before), the President decided to reopen the government.

5. The aquarium hosts a wide variety of fish, invertebrates, and amphibians. (In addition/ On the contrary/ Yet), it also nurtures many aquatic plants.

6. (Formerly/ Finally/ Before) the Mayor could present his solution, he needed to meet with city residents.

7. The team was having a successful season. (Furthermore/Meanwhile/First), the teammates were getting along quite well.

Now look at your paper. Do you have transitions connecting sentences? Add transitions to your paper to make it flow.

SAMPLE

Transition Practice: Answer Key

Circle the best transitions from the choices in parentheses. Explain why you made the choice you did.

1. He did not study. (Consequently/ Likewise/ In contrast), he failed the test.

   "Consequently" means "because of." He failed the test because he didn't study.

2. The sergeant could not make a decision. (furthermore/ meanwhile/ first) the troops became impatient.

   The troops became patient while the sergeant could not make a decision.

3. The culture embraces baseball; but (to conclude/ in a way/ most of all), soccer is the favored sport.

   "Most of all" signifies a favorite.

4. Congress could not agree on a decision. (Formerly/ Finally/ Before), the President decided to reopen the government.

   "Finally" signifies time -- after much debate, the President finally reopened the government.

5. The aquarium hosts a wide variety of fish, invertebrates, and amphibians. (In addition/ On the contrary/ Yet), it also nurtures many aquatic plants.

   The two sentences go together. "In addition" connects the first sentence with the second.

6. (Formerly/ Finally/ Before) the Mayor could present his solution, he needed to meet with city residents.
   In order for the Mayor to present, he needed to meet with the residents first.

7. The team was having a successful season. (Furthermore/Meanwhile/First), the teammates were getting along quite well.

   The statements go together. "Furthermore" connects them.

Now look at your paper. Do you have transitions connecting paragraphs? Do you have transitions connecting ideas within paragraphs? Add transitions to your paper.

SAMPLE

Sample Rough Draft

Bang! Clash! Guns fired. Swords were drawn. ~~Many, many men died.~~ Over a half a million people were dead. The United States lost more soldiers in the Civil War than any other conflict in U.S. history. Because of the death of so many men, communities began to set aside one day a year to honor all those who were lost in battle. This celebration eventually became known as Memorial Day.

History

Memorial Day ~~started~~ was created over a hundred years ago and is still celebrated today. Memorial Day first started in 1862 in the years following the Civil War. General John A. Logan understood the need to remember and honor those who had given their lives and asked that May 30th be a day set aside for all those who died in defense of their country. Later, In 1971 Memorial Day became a federal (national) holiday. Today, People still celebrate Memorial Day by decorating graves and having parades.

Significance

Memorial Day is a very important holiday. First, This is the only day set aside to remember the men and women who have died for our country. Second, It ~~gives~~ provides families who have lost loved one a special time for remembering and honoring those they have lost. Finally, Because it is a Federal holiday ~~everyone gets~~ most people get the day off just to honor these brave people. It is ~~important~~ vital to remember all the people who have died for our country.

Memorial Day ~~first began~~ was first established to honor all those lost in battle and it continues to this day. There are many whose lives were cut short so that we can enjoy our freedom. It important to give special honor to all of these people.

*All additions using transitions and varies sentence beginnings are in orange print.

SAMPLE

Classification
Lesson 10

Objectives
- Understand how illustrations can help aid comprehension
- Incorporate illustrations

Materials
- Classification Genre Chart
- Classification Rubric
- Source Book
- "Illustrations"

Classification Genre Chart
- Engages the reader and has one clear topic
- Categorizes information with headings
- Develops topic with facts, definitions, and details
- Uses academic language that shows an awareness of audience
- Uses transitions and varies sentence beginnings
- Includes graph or illustration to aid comprehension
- Concludes with a restatement of the topic

Review It
1. Everyone must have a rough draft for this lesson.
2. Review the Genre Chart: What have they learned so far?
3. Read through your rough draft with sentence fluency additions. Model your thought process about additions. Do you still think it works? Do you need to change anything?
4. Have students quickly look over their additions and make changes.

Identify It
5. Introduce lesson objectives. Point to Includes graph or illustrations to aid comprehension. *In this lesson, we will add appropriate illustrations to our essays.*
6. Have students find "graph" or "illustrations" on the Six Traits Charts. Discuss why this term is found on the Idea chart. Possible answer: *Graphs and illustrations can provide a visual picture for the reader and help them understand ideas more clearly.*

Teach It
8. Ask students: *Can I use any picture or graph I find interesting or neat?* Possible answer: *No, it should help to clarify or enhance information.*

Model It
10. Model your thought process as you consider what illustrations to add. Example: *My whole paper is about Memorial Day. I should try to find a picture that shows this celebration.* See "Illustrations" for an example.
11. Model how to copy/paste a photo from the Internet and label the photo with a description.
12. Explain that pictures need to cite the source. Show students how to cite the source under the photo.

Do It
13. Provide time for students to add a graph or illustration.

Share It
14. Have students share their graph or illustration with a partner. Provide feedback using the rubric.

Wrap It Up
15. Review lesson objectives to determine the level of student understanding. Reteach if necessary.

Teacher Reflection

SAMPLE

Illustrations

Graves at Arlington Cemetery on Memorial Day
(Photo by Remember, May 26, 2008)

Memorial Day Parade
(Photo by Remember, May 15, 2012)

SAMPLE

Classification
Lesson 11

Objectives
- Revise using the rubric

Materials
- Classification Genre Chart
- Classification Rubric
- Source Book
- "Revision: Classification"
- "Sample Rough Draft"

Classification Genre Chart
- Engages the reader and has one clear topic
- Categorizes information with headings
- Develops topic with facts, definitions, and details
- Uses academic language that shows an awareness of audience
- Uses transitions and varies sentence beginnings
- Includes graph or illustration to aid comprehension
- Concludes with a restatement of the topic

Introduce It

1. Introduce lesson objective.
2. Ask students to define **revision**: *"re" means again, "vision" means to see. Revision means to see your paper again. It requires us to: add, subtract, move, or change the text.* Ask students how revision is different from editing. Answer: *Editing deals with the surface of writing: spelling, capitalization, grammar, punctuation, etc. Revision focuses on the content, ideas, organization, voice, word choice, and sentence fluency.*

Teach It

4. Distribute "Revision: Personal Narrative." Review it as a class.

Model It

5. Show your rough draft to the class. Invite a student to help you model the revision process. Have the volunteer bring his/her paper with revision sheet. Tell students: *You and your partner will decide whose paper to revise first. Set aside the other person's paper and revision sheet so that each of you are looking at only* ***one paper*** *with the* ***Revision Sheet*** *and* ***rubric*** *at a time. One person will read the paper aloud, beginning to end. Together, find each rubric component listed on the revision sheet and determine a score using the rubric.* Model this process for the class. Tell students: *Do not rush through this process. It is important that each of you provide feedback to one another. When you have completed evaluating the first paper, follow the same process with the other person's paper.* The revision process can be continued with an additional partner if necessary.

Do It

6. Have students take out their rough drafts and rubric. Pair students by mixed ability.
7. Have them follow the revision process above. Remind them to check for sentence fluency.

Share It

8. Discuss as a class what was helpful and what was difficult.

Wrap It Up

9. Review lesson objectives to determine the level of student understanding. Reteach if necessary. This lesson may span two days to ensure that students aren't rushed through the process.

Teacher Reflection

SAMPLE

Revision: Classification

Name:_____ Date:_____

Peer Reviser 1:_____ Peer Reviser 2:_____

Rubric Score Peer 1	Rubric Score Peer 2	Genre Chart
_____	_____	Engages the reader and has one clear topic *Suggestion for improvement:*_____
_____	_____	Categorizes information with headings *Suggestion for improvement:*_____
_____	_____	Develops topic with facts, definitions, and details *Suggestion for improvement:*_____
_____	_____	Uses academic language that shows an awareness of audience *Suggestion for improvement:*_____
_____	_____	Uses transitions and varies sentence beginnings *Suggestion for improvement:*_____
_____	_____	Includes graph or illustration to aid comprehension *Suggestion for improvement:*_____
_____	_____	Concludes with a restatement of the topic *Suggestion for improvement:*_____

SAMPLE

Sample Rough Draft

Bang! Clash! Guns fired. Swords were drawn. ~~Many, many men died~~. Over a half a million people were dead. The United States lost more soldiers in the Civil War than any other conflict in U.S. history. Because of the death of so many ~~men~~, communities began to set aside one day a year to honor all those who were lost in battle. This celebration eventually became known as Memorial Day.

History

~~Memorial Day~~ ~~started~~ was created over a hundred years ago and is still celebrated today. ~~Memorial Day~~ It was first started in 1862 in the years following the Civil War. General John A. Logan understood the need to remember and honor those who had given their lives and asked that May 30th be a day set aside for all those who died in defense of their country. Later, In 1971 Memorial Day became a federal (national) holiday. Today, ~~People~~ **we** still celebrate Memorial Day **with parades and** ~~by~~ decorating graves **of soldiers**. ~~and having~~ ~~**with**~~ ~~parades~~.

Significance

Memorial Day is a very important holiday. First, ~~This~~ **it** is the only day set aside to remember the men and women who have died for our country. ~~Second, It gives provides families who have lost loved one a special time for remembering and honoring those they have lost~~. **Second, it provides families a special time for remembering and honoring loved ones they have lost.** Finally, Because it is a Federal holiday ~~everyone gets~~ most people get the day off just to honor these brave people. It is ~~important~~ vital to remember all the people who have died for our country.

Memorial Day ~~first began~~ was first established to honor all those lost in battle and ~~it~~ **the holiday** continues to this day. There are many whose lives were cut short so that we can enjoy our freedom. It important to ~~give~~ **dedicate a day in** special honor to all of these **special individuals** ~~people~~.

*All changes made in revision are in **bold** print.

SAMPLE

Illustrations

Graves at Arlington Cemetery on Memorial Day
(Photo by Remember, May 26, 2008)

Memorial Day Parade
(Photo by Remember, May 15, 2012)

SAMPLE

Classification
Lesson 12

Objectives
- Apply edits effectively

Materials
- Classification Genre Chart
- Classification Rubric
- Source Book
- "Editing Checklist"
- "Sample Rough Draft"

Classification Genre Chart
- Engages the reader and has one clear topic
- Categorizes information with headings
- Develops topic with facts, definitions, and details
- Uses academic language that shows an awareness of audience
- Uses transitions and varies sentence beginnings
- Includes graph or illustration to aid comprehension
- Concludes with a restatement of the topic

Introduce It

1. *This lesson is dedicated to the process of editing.*
2. Ask students to define **editing**: *to correct the surface details in writing such as spelling, grammar, sentence structure, format, and punctuation*. Remind them that editing focuses on the surface errors of their papers as opposed to re-thinking how to write something (revision process).

Teach It

3. Distribute and review the "Editing Checklist." On the last line, feel free to add an editing skill you have been addressing in your ELA curriculum.

Model It

4. Show your rough draft to the class. Invite a student to come up to the front to help you model the editing. Have the volunteer bring his/her paper with the editing checklist. Tell students: *We will model what you and your partner will do. You and your partner will decide whose paper you will edit first. Set aside the other person's paper and Editing Checklist so that you both are only looking at **one paper** with the **checklist** at a time. For each item on the editing checklist, you will check and correct the paper together.* Model this process for the class. Tell students: *When you have completed editing one paper, you will follow the same process with the other person's paper.* The editing process can be continued with a second partner if necessary.

Do It

5. Have students take out their rough draft. Distribute the "Editing Checklist." Pair students by mixed ability.
6. Have them follow the editing process.

Share It

7. Discuss as a class what was helpful and what was difficult.

Wrap It Up

8. Review lesson objectives to determine the level of student understanding. Reteach if necessary.
9. Designate time for students to type their final drafts. Reserve time in the computer lab if necessary.

Teacher Reflection

SAMPLE

3rd Grade

Editing Checklist

Name:_____ Date:_____

Peer Editor 1:_____ Peer Editor 2:_____

Peer 1	Peer 2		
_____	_____	1.	Paper includes name, teacher's name, class name, due date, and title
_____	_____	2.	Correct punctuation at the end of each sentence
_____	_____	3.	Correct capitalization (beginning of sentences and proper nouns)
_____	_____	4.	Correct spelling, including "No Excuse" words
_____	_____	5.	Paragraphs indented ½ inch
_____	_____	6.	Times New Roman, 12 pt. font, one-inch margins, double-spaced
_____	_____	7.	_____ *(Grammar focus for the class)*

3rd Grade

Editing Checklist

Name:_____ Date:_____

Peer Editor 1:_____ Peer Editor 2:_____

Peer 1	Peer 2		
_____	_____	1.	Paper includes name, teacher's name, class name, due date, and title
_____	_____	2.	Correct punctuation at the end of each sentence
_____	_____	3.	Correct capitalization (beginning of sentences and proper nouns)
_____	_____	4.	Correct spelling, including "No Excuse" words
_____	_____	5.	Paragraphs indented ½ inch
_____	_____	6.	Times New Roman, 12 pt. font, one-inch margins, double-spaced
_____	_____	7.	_____

SAMPLE

(Grammar focus for the class)

SAMPLE

Student Name

Teacher's Name

3rd Grade English

3 March 2020

A Day to Honor

Bang! Clash! Guns fired. Swords were drawn. ~~Many, many men died.~~ Over a half a million people were dead. The United States lost more soldiers in the Civil War than any other conflict in U.S. history. Because of the death of so many men, communities began to set aside one day a year to honor all those who were lost in battle. This celebration eventually became known as Memorial Day.

History

~~Memorial Day~~ It ~~started~~ was created over a hundred years ago and is still celebrated today. Memorial Day first started in 1862 in the years following the Civil War. General John A. Logan understood the need to remember and honor those who had given their lives and asked that May 30th be a day set aside for all those who died in defense of their country. Later, ~~I~~in 1971 Memorial Day became a Federal holiday. Today, ~~People~~ **we** still celebrate Memorial Day **with parades and** ~~by~~ decorating graves **of soldiers**. ~~and having~~ ~~**with**~~ ~~parades~~.

Significance

Memorial Day is a very important holiday. First, ~~This~~ **it** is the only day set aside to remember the men and women who have died for our country. ~~Second, It gives provides families who have lost loved one a special time for remembering and honoring those they have lost~~. **Second, it provides families a special time for remembering and honoring loved ones they have lost.** Finally, ~~B~~because it is a federal holiday, ~~everyone gets~~ most people get the day off just to honor these brave people. It is ~~important~~ vital to remember all the people who have died for our country.

SAMPLE

Memorial Day ~~first began~~ was first established to honor all those lost in battle and ~~it~~ **the holiday** continues to this day. There are many whose lives were cut short so that we can enjoy our freedom. It important to ~~give~~ **dedicate a day in** special honor to all of these **special individuals** ~~people~~.

*All changes made from editing are highlighted in gray.

SAMPLE

Classification
Lesson 13

Classification Genre Chart

- Engages the reader and has one clear topic
- Categorizes information with headings
- Develops topic with facts, definitions, and details
- Uses academic language that shows an awareness of audience
- Uses transitions and varies sentence beginnings
- Includes graph or illustration to aid comprehension
- Concludes with a restatement of the topic

Objectives

- Understand the purpose of a bibliography
- Write a bibliography

Materials

- Classification Genre Chart
- Classification Rubric
- Source Book
- "Bibliography"
- "Bibliography Sample"

Introduce It

1. Introduce lesson objectives.

Teach It

1. Ask students: *Did all the information for your holiday come from your own head*? Possible answer: *No*. Ask students: *Where did you get your information?* Possible answer: *Online or from a book.* Explain to students: *When we get information from somewhere else, we have to tell our readers where the information was found.*

Pretend you came up with a way to time travel. It was very exciting. You were so excited, you told a friend all about your new idea and invention. How would you feel if your friend told someone else and claimed the idea was their own? It wouldn't be fair or right to steal your idea! It is the same when we write papers. We have to tell the reader where we got our information so it isn't stolen.

2. Ask students: *Where do we list this information? Should it go in our paragraphs?* Possible answer*: It goes at the end; on its own paper*. In their Source Books under the Organization tab, write the definition of bibliography. **Bibliography**: *A list of the sources used to write an essay.*
3. Show students how to cite their sources by going to https://www.scribbr.com/mla/book-citation/ and click on different source types: Book, Website, Journal Article, etc.

Model It

4. Show your typed rough draft to the class. Explain to students: *I got my information from the history channel, so I need to give them credit.*
5. Show your Research Guide to the class. Point to Source Information. On a blank sheet of paper write "Bibliography" at the top. Using the format in the Scribbr website, say: *The article did not include an author, so I will write the title first. Then, I will write the website name. Other contributors are A&E Television Networks, so that goes next. The site didn't include a date, so I will write "Accessed" and include the date I accessed the information. I need to write the day first, then the month, then the year. Lastly, is the URL.*

Note: Bibliographies can be hand-written or typed. This is teacher's choice as bibliographies are not addressed in the Common Core for third grade.

Do It

6. Have students create their bibliography.

Share It

7. Ask students to show their partners their bibliography. Make sure it includes all the necessary information. Have students staple their bibliographies behind their final drafts.

Wrap It Up

SAMPLE

8. If students did not complete their bibliographies, extend this lesson one more day or assign the bibliography as homework.

Publish

9. Suggestions for acknowledging and encouraging students to celebrate their work:
    - Provide opportunities for students to read their writing to the class or a select audience
    - Post writing on a class blog
    - Publish a class book
    - Publish a book for the library
    - Display student work on classroom or prominent school walls
    - Begin a school-wide or local writing contest

Teacher Reflection

SAMPLE

Bibliography Sample

History.com Editors. "Memorial Day." *HISTORY*, 18 May 2020,

www.history.com/topics/holidays/memorial-day-history.

SAMPLE

Classification Assessment

Objectives

- Write an Informative essay that includes all the elements from the Classification Genre Chart

Classification Genre Chart

- Engages the reader and has one clear topic
- Categorizes information with headings
- Develops topic with facts, definitions, and details
- Uses academic language that shows an awareness of audience
- Uses transitions and varies sentence beginnings
- Includes graph or illustration to aid comprehension
- Concludes with a restatement of the topic

Consider providing students with an outline template to scaffold instruction.

Provide the rubric and the following prompt to complete independently.

Authentic Assessment

Write an informative paper describing your city and what makes your city unique (special).

Include the following:

At least two references of information from a book, article, or Internet
A graph or illustration

Check that your writing reflects level 4 in the rubric.

SAMPLE