Fourth Grade – Writing
Expository: Process Essay
Unit Plan

<table>
<thead>
<tr>
<th>Grade</th>
<th>Fourth Grade</th>
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<tbody>
<tr>
<td>Unit Title</td>
<td>Expository: Process Essay</td>
</tr>
<tr>
<td>Brief Description</td>
<td>In this unit, students will explore the structures of essays and the methods of developing process essays.</td>
</tr>
<tr>
<td>Time Frame</td>
<td>4 weeks</td>
</tr>
<tr>
<td>Key Concepts/Themes</td>
<td>Effective writers use the writing cycle to inform readers to understand a given process.</td>
</tr>
<tr>
<td>Classroom Routines</td>
<td>Mini-Lessons to explore the different forms of process essays. Independent writing to practice the essay writing craft. Conferring to monitor and guide individual student writing. Sharing student work to instruct, gain feedback, and celebrate.</td>
</tr>
</tbody>
</table>

**Grade Level Expectations**
- GLE 1A1-4 – Following the writing process from graphic organizer to publishing
- GLE 2F1 – Using complete sentences (declarative, imperative, exclamatory, and interrogative)
- GLE 3B1 – Identify concepts and ideas in written text to complete an organizer
- GLE 3C1-3 – Writing a expository text with a main idea, supporting points, and conclusion
- GLE 3E1 – Write with an audience and purpose in mind

**Enduring Understandings**
- Process essays have a structure, development, and message.
- Process essays describe a sequential series of events or actions that lead to a result using both facts and commentary.
- Process essays are expository in nature and contain controlling ideas and transitions.

**Essential Questions**
- What is the purpose of the process essay?
- How can I organize my information to inform my audience?
- How do writers add voice to information in their writing?
<table>
<thead>
<tr>
<th>Vocabulary</th>
<th>Audience: the author’s awareness of audience: writing for a specific purpose with a specific reader or group of readers in mind</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Author’s Purpose: the author’s intent or reason for writing: to explain or inform, to entertain, to persuade</td>
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<tr>
<td></td>
<td>Commentary: the writer’s personal thoughts and opinions about a topic, adding voice to a piece</td>
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<td></td>
<td>Essay: an expository text meant to inform using a controlling idea or point, offering supporting details, and paying</td>
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<td></td>
<td>attention to audience</td>
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<tr>
<td></td>
<td>Expository Text: presents facts, opinions, definitions of terms, and examples to inform the reader about a specific topic</td>
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<td></td>
<td>Main Idea: the implicit or explicit message; what a text is “mostly about”; the theme of the text.</td>
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<tr>
<td></td>
<td>Note-taking: use of a system (e.g., graphic organizer) to summarize concepts and ideas presented in print, verbal, and</td>
</tr>
<tr>
<td></td>
<td>nonverbal communications</td>
</tr>
<tr>
<td>Points of View:</td>
<td>the perspective from which a story is told</td>
</tr>
<tr>
<td></td>
<td>• first person point of view: the narrator participates in the action and refers to himself/herself as “I”</td>
</tr>
<tr>
<td></td>
<td>• second person point of view: not frequently used; the “you” in directions, explanations or arguments</td>
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<tr>
<td></td>
<td>• third person point of view: the narrator is not a character in the story, and refers to the characters as “he” or “she”</td>
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<tr>
<td></td>
<td>as the events are told</td>
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<tr>
<td></td>
<td>• limited omniscient point of view: the narrator relates the inner thoughts and feelings of just one character</td>
</tr>
<tr>
<td></td>
<td>• omniscient point of view: the narrator is all-knowing and can relate the inner thoughts and feelings of all the</td>
</tr>
<tr>
<td></td>
<td>characters</td>
</tr>
<tr>
<td>Process Essay:</td>
<td>essays written to inform readers to understand a given process</td>
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<tr>
<td>Purpose:</td>
<td>writing to explain or inform, to entertain, or to persuade.</td>
</tr>
<tr>
<td>Types of Sentences:</td>
<td>1. Declarative sentence: informs the reader; punctuated with a period</td>
</tr>
<tr>
<td></td>
<td>2. Exclamatory sentence: expresses strong feelings; punctuated with an exclamation point</td>
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<tr>
<td></td>
<td>3. Imperative sentence: commands, gives orders, makes requests; usually punctuated with a period, sometimes with</td>
</tr>
<tr>
<td></td>
<td>an exclamation point</td>
</tr>
<tr>
<td></td>
<td>4. Interrogative sentence: asks a question; punctuated with a question mark</td>
</tr>
<tr>
<td>Supporting Details:</td>
<td>examples provided to describe, explain, or reinforce the main idea</td>
</tr>
<tr>
<td>Voice:</td>
<td>The distinctive tone or style of a particular writer: a reflection of the personality of the writer.</td>
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<tr>
<td>Knowledge and</td>
<td>What students will know:</td>
</tr>
<tr>
<td>Skills:</td>
<td>• Writing Process (collect ideas, choose idea, nurture idea, draft, revise, edit, publish, celebrate)</td>
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<tr>
<td></td>
<td>• how to recognize the structures and purposes of process essays</td>
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<tr>
<td></td>
<td>• how to organize their writing sequentially and clearly</td>
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</tbody>
</table>
## Fourth Grade Writing: Process Essay

- how to effectively use transitions
- how to add voice, through commentary, to personalize their writing
- how to plan their writing around a controlling ideas with supporting paragraphs

### Assessment and Scoring Guides
- Process Essay Writing Checklist (see attached)
- Rubric for process essay writing piece (see attached)
- End-of-Unit assessment

### Resources

#### Professional Books:
- Nonfiction Craft Lessons by Fletcher
- Study Driven by Wood Ray
- Teaching the Qualities of Writing by Fletcher
- Lessons that Change Writers by Atwell

#### Anchor Texts:
- Kids Around the World Create! by Braman (Nonfiction Describing a Process 4-5)
- Attached process essay samples

### Teacher Notes

#### Writing Cycle:
During the collection phase of the writing cycle, students will be using part of writing time applying the collection strategy from the mini lesson and the remainder of writing time picking one topic to explore more in their writer’s notebook. During the nurturing phase of the cycle, the students will select a seed idea and nurture the seed through the use of graphic organizers, research (if needed), and writing long about key parts. At all steps of the writing cycle, students may choose to read anchor texts to understand the structure and language of process essays. It is recommended to have a tub of anchor texts for the students to choose from for this exploration (See Nonfiction Describing a Process section of the anchor texts).

#### Editing:
It is important for students to get into the routine of self-editing their work throughout the writing cycle, instead of leaving editing only for the few days at the end. It is recommended that teachers instruct students on editing techniques each day during the last five minutes of writing time, before debriefing begins. For example, the teacher may ask students to circle words they think may be spelled incorrectly and use a classroom resource or strategy to correct three of the words. Or, the teacher may have every student look for punctuation marks at the end of sentences and have students fix areas where end
marks are needed. The teacher may have students search for five verbs used in their notebooks and circle them. Then instruct the students to think of more vivid verbs that may be a better word choice.

**Strategy Group Work:**
After students select their seed idea, the teacher will need to work with small groups of students with similar essay structures. For example, those students selecting demonstration or how-to topics will need strategy group work on including materials or supplies in their essays. Strategy group work will also be needed for students selecting a seed that needs additional research. For example, a student may be fascinated by guitars and may choose to do a process essay on how guitars are made.

**Research**
This essay may require research that should be done before or during the nurturing stage of the writing cycle. Small groups of students needing research could benefit from strategy group work on how researchers find information, use their own words, and organize their information. The teacher should keep in mind that the focus of this unit is to understand and write process essays, not research skills. The teacher or parent may wish to provide more support for supplying information students need for background knowledge of their selected process so the students can concentrate the majority of their efforts on the enduring understandings of this unit.

**How-to vs. Process Essay**
The process essay goes a step further than the typical how-to essay. The process essay includes commentary, or the author’s opinions, as well as a clear description of the steps of the process. How-to essays usually include only the steps. Process essays go beyond demonstration like how to make a pie, typical of the how-to essay, but also includes how-did essays, like how voting evolved. Though some of the samples included use a 1) 2) 3) label, the teacher should encourage their students to write in essay form and use sentences and headings for transitions. Some students may need the scaffold of number labeling to begin their essay and can then revise their transitions later in the cycle.

**Sample Calendar**
See attached.
# Fourth Grade Writing: Process Essay

## Sample Calendar

<table>
<thead>
<tr>
<th>Week</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td><strong>Mini-Lesson</strong> Immersion: What is Process Essay?</td>
<td><strong>Mini-Lesson</strong> Immersion: Features of Process essay</td>
<td><strong>Mini-Lesson</strong> Collecting Ideas: Things I’m good at: Expert List</td>
<td><strong>Mini-Lesson</strong> Collecting Ideas: Fascinations</td>
<td><strong>Mini-Lesson</strong></td>
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<tr>
<td>Week 2</td>
<td><strong>Mini-Lesson</strong> Picking a Seed Double focus</td>
<td><strong>Mini-Lesson</strong> Nurturing: Storyboard/flowchart</td>
<td><strong>Mini-Lesson</strong> Nurturing: Write long</td>
<td><strong>Mini-Lesson</strong> Nurturing: Voice</td>
<td><strong>Mini-Lesson</strong> Nurturing: Voice</td>
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<tr>
<td>Week 3</td>
<td><strong>Mini-Lesson</strong> Drafting: Organization</td>
<td><strong>Mini-Lesson</strong> Drafting: Organization</td>
<td><strong>Mini-Lesson</strong> Revising: Transitions</td>
<td><strong>Mini-Lesson</strong> Revising: Leads or Conclusions</td>
<td><strong>Mini-Lesson</strong></td>
</tr>
<tr>
<td>Week 4</td>
<td><strong>Mini-Lesson</strong> Editing: commas</td>
<td><strong>Mini-Lesson</strong> Editing: Paragraphing</td>
<td><strong>Mini-Lesson</strong> Publish</td>
<td><strong>Mini-Lesson</strong> Celebrate</td>
<td><strong>Mini-Lesson</strong> End-of-Unit Assessment</td>
</tr>
</tbody>
</table>

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This blank calendar is attached for teachers to use as a template when planning the unit for their own classroom. When using this template, teachers may want to think about how long the unit is designed to take, plan for when to give the assessment and work backward to decide which lessons to teach for his/her classroom.

**Unit Calendar**

<table>
<thead>
<tr>
<th>Week 1</th>
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<tr>
<td></td>
<td>Mini-Lesson</td>
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<td>Mini-Lesson</td>
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<td>Mini-Lesson</td>
<td>Mini-Lesson</td>
<td>Mini-Lesson</td>
<td>Mini-Lesson</td>
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<tr>
<td>Week 3</td>
<td>Mini-Lesson</td>
<td>Mini-Lesson</td>
<td>Mini-Lesson</td>
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<tr>
<td>Week 4</td>
<td>Mini-Lesson</td>
<td>Mini-Lesson</td>
<td>Mini-Lesson</td>
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<tr>
<td>Week 5</td>
<td>Mini-Lesson</td>
<td>Mini-Lesson</td>
<td>Mini-Lesson</td>
<td>Mini-Lesson</td>
<td>Mini-Lesson</td>
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</tbody>
</table>

January 2008
**Mini-Lesson Topic**

<table>
<thead>
<tr>
<th>IMMERSION</th>
<th>Sample Mini-Lesson, Sample Teacher Language and/or Lesson Description</th>
</tr>
</thead>
</table>
| **What is a process essay?** | Mini-Lesson: What is a process essay?  
Link: “We have been studying many different genres this year. Some of the genres have been narratives, or stories, like personal narratives and some have been expository, or information, like when we wrote persuasively. We are going to begin another unit today that will explore more ways to use expository writing, or writing information.”  
**Teaching Point:** “We will be writing essays in this unit showing a process. A process is steps that show how something is done. I have many examples of process essays for you to explore today. As you read today, you will be taking notes on characteristics you notice about process essays.”  
**Model:** “Let me show you what I mean.” Select one of the process essays from the attachments to read aloud. Think aloud 3-4 characteristics of process essays and add to a class chart (see below).  
**Active Engagement:** “What other characteristics do you notice?” Add 2-3 more characteristics to the chart. |
| **The teacher will use half of the attached process essay examples today and half of the examples on day two.** | Characteristics of Process Essays  
In order (sequential)  
Shows how to do something  
Shows how something is done  
Helps readers understand something  
It’s true  
Includes facts  
No imaginary stuff  
Pictures look like photos  
May have drawings, graphs, or charts  
Topic seems important to the author  
Headings and subheadings  
Uses words like first, second, then |
### Characteristics of Process Essays

The students will need handout of chart from yesterday, “Characteristics of Process Essays,” and a packet of new process essays (see attachments.)

<table>
<thead>
<tr>
<th>Mini-Lesson: Characteristics of Process Essays</th>
</tr>
</thead>
<tbody>
<tr>
<td>Link: “Yesterday we explored characteristics of process essays.”</td>
</tr>
<tr>
<td>Teaching Point: “You all found wonderful characteristics yesterday, and we added them to our chart. Let’s take a look at our updated chart. Today, we are going to read even more process essays and see if these characteristics, or even more, exist in these new process essays. We can revise our list based on what we discover today.”</td>
</tr>
<tr>
<td>Model: Pick another article to read aloud. Think aloud some of the characteristics that you notice this essay has that appear on your anchor chart. “This essay does a great job of using words to make the order of events, or steps clear. I am going to put a star next to ‘uses words like first, second, then to show I found this characteristic. It will be interesting to see at the end of writing time today, which characteristics have the most stars.”</td>
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<tr>
<td>Active Engagement: “What other characteristics did you notice in this piece? Let’s add a star next to those on our anchor chart.”</td>
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<tr>
<td>Send-Off: “You will use your list of characteristics today as you read with a partner and star characteristics that you find in today’s process essays. Remember, if you find the same characteristic in all five pieces, that characteristic should have five stars. That would mean it must be very important for this genre. If you find a new characteristic you should add it to your chart.”</td>
</tr>
</tbody>
</table>

### COLLECTING

**Expert Bull’s Eye (See Attached)**

<table>
<thead>
<tr>
<th>Mini-Lesson: Expert Bull’s eye</th>
</tr>
</thead>
<tbody>
<tr>
<td>Link: “Now that we have a better understanding of what a process essay is, we are going to begin collecting for our own process essays.”</td>
</tr>
<tr>
<td>Teaching Point: “I noticed on our anchor chart that one characteristic of a process essay is the author seemed to know a lot about the process they were describing. You might even say they were an expert on that process. Let’s think about some things that we are experts at.”</td>
</tr>
<tr>
<td>Model: “I am going to use this graphic organizer of a bull’s eye to help me think about ways I am an expert.” In the little circle of self, the teacher may add “being organized”, or “eating...”</td>
</tr>
</tbody>
</table>

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**Fascinations**

A homework extension for this lesson is for students to interview their parents about the student’s own fascinations or expertise. Often parents can remind kids of interests and talents they have that they take for granted.

Some kids may need to visually see and discuss the difference between being an expert and fascinations. The teacher may wish to extend this lesson by taking the sample process essays and have students divide them into piles of EXPERT and FASCINATION and discuss why they placed them there. For example, The baseball sweetspot would be an expert essay and mummies would be a fascination healthy.” Under the family circle, the teacher may add “caring for my pet” or “keeping my room clean.” Under the school circle, the teacher may add “long division” or “getting along well with friends.” Under the community section, the teacher may be an expert at playing a sport or getting friends together at a book club. Under the world section, the teacher may be an expert at recycling or helping stray pets.

**Active Engagement:** “Turn and talk about what you may put in your expert bull’s eye.”

**Send-Off:** “You will each get your own expert bull’s eye to help you think and record your ideas. When you can’t think of any more, you can pick one from your bull’s eye to write more about in your notebook.”

**Mini-Lesson:** Fascinations

**Link:** “Thinking about ways you are an expert is a great way to collect seeds for a process essay.”

**Teaching Point:** “Another way to collect ideas for a process essay is to think about things that fascinate you. I find that when I am fascinated about a topic, I have spent a lot of time learning and exploring that topic and really enjoy thinking about it. Some questions that help writer’s activate their schema of fascinations are, ‘How do things work? How are things made? How have things changed over time?’ The teacher will display these questions for all to see.

**Model:** The teacher will think aloud and create a list of things she is fascinated about using the questions to prompt her. For example, she may be fascinated by how books are published, how to train her dog, or how the price of restaurant meals has increased over time.”

**Active Engagement:** “Turn and talk with a partner about things that fascinate you.”

**Send-Off:** “Use these questions to help you think about your fascinations and record them in your writer’s notebook. You may then pick one of your fascinations to write more about.”
PICKING AND NURTURING THE SEED

Double Focus

This strategy was used in the poetry unit (Teaching the Qualities of Writing D-14) for narrowing the focus of a piece. It can be modified to apply to process essay as well.

See attached “Questions to consider when picking a seed” for additional support.

If students select a focus in which they need research, the teacher may assign computer time and/or homework for these students at this time. They will need this information before being able to create their graphic organizer.

Suggested Resources:
“Find the Sweet Spot” (attached)
“The Process of Baseball Season Preparation” (attached)

Mini-Lesson: Double Focus
Link: “You have collected many great ideas the past few days in your writer’s notebook.”
Teaching Point: “Sometimes writers can find the potential for many essays from just one idea. The writer needs to choose a path, or a direction to take a piece. We will explore these possible paths today.”
Model: “As I look at the sample process essays we have been reading, I see a couple of the essays are about baseball. This would be the first focus of the essay. But from that point, the authors each took a different path. In the essay “The Process of Baseball Season Preparation,” the second focus is on the steps to prepare for a baseball season. However, the second focus in “Find the Sweet Spot,” is different. It focuses on how to use a baseball bat. Both authors wrote about baseball, but the processes they described were very different.
Active Engagement: “I noticed many of you were experts or fascinated with pets. Let’s think about what different paths we could choose as writers if we were to write a process essay with this focus.” Possible second focuses are: how to groom a pet, how to train a dog, how show dogs are bred, training pets as service animals, choosing a pet, preparing a show dog.
Send-Off: “Now you try this strategy today during writing time. Pick a seed and see what direction you want to go with your process. Try writing more about one of the paths to see if this is the direction you want to continue with your process essay.”
### Storyboard/flowchart
(See attachments)

The teacher may have students trim the graphic organizers and glue them into their notebooks for a reference. From that point forward, the students will draw the organizer themselves for notebook entries. This will show that a graphic organizer is a strategy to use, not just a worksheet to complete.

### Writing Long

**Anchor Text:**
Kids Around the World Create
(Nonfiction, Describing a Process 4-5)

### Mini-Lesson: Storyboard/flowchart

**Link:** “Now you have a seed idea and a focus for your seed.”

**Teaching Point:** “We are going to continue to nurture our seed by organizing our thinking on paper. Because process essays follow a progression of ideas, there are certain types of graphic organizers that writers often use with this genre such as the storyboard and the flowchart.”

**Model:** “Let’s take a look at how these can be helpful for a writer.” Select one of the attached graphic organizers to display. The teacher will complete the organizer based on his writing ideas while explaining his choices.

**Active Engagement:** The teacher will display a different organizer for the class. “Remember when we looked at the different directions we could write about pets. Let’s look back at those and select one to think through using another type of graphic organizer.” The students will brainstorm ways to complete this organizer.

**Send-Off:** “Select a graphic organizer that fits your focus and your writing style and begin planning on paper.”

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### Mini-Lesson: Writing Long

**Link:** “You’ve done a great job thinking through how to organize your process essay with the plan you’ve created on your graphic organizer.”

**Teaching Point:** “Sometimes it helps writers to talk to another person so they will know what more they need to say.”

**Model:** “Here is a process essay about how to make a depression era scrap bag (pg. 65-86).” Read aloud beginning introductions. “The author could have just said get scraps, sew them together, and make the bag. Let’s see how the author wrote long about the process to make the steps clear.” Discuss how the author wrote longer about some steps compared to other steps and inserted detailed diagrams when word directions could get confusing.

**Active Engagement:** “Talk with a partner about the plan you created yesterday. Ask each other questions about steps that are unclear and where you need more information.”

**Send-Off:** “As you write today, think about the questions your partner asked. Pick one step of your plan that is very important, or tricky, and write long about it. You may need to sketch a diagram to help clarify your words.”
<table>
<thead>
<tr>
<th>Voice (Two days)</th>
<th><strong>Voice</strong> (Two days)</th>
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</thead>
<tbody>
<tr>
<td><strong>Resources:</strong></td>
<td><strong>Resources:</strong></td>
</tr>
<tr>
<td><em>Nonfiction Craft Lessons</em>, Pgs. 22, 26, 27, 37, 40, 45, 47, 65, 99, 104)</td>
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<tr>
<td><strong>Teaching the Qualities of Writing</strong>, L-18</td>
<td><strong>Teaching the Qualities of Writing</strong>, L-18</td>
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<tr>
<td><em>Suggested Resources:</em></td>
<td><em>Suggested Resources:</em></td>
</tr>
<tr>
<td>“Preparing a Smashing Pumpkin Pudding” (attached)</td>
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</tr>
<tr>
<td>“Regular Recipe for Pumpkin Pudding” (attached)</td>
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<tr>
<td><strong>DRAFTING</strong></td>
<td><strong>DRAFTING</strong></td>
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<tr>
<td><strong>Organization (2 days)</strong></td>
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<tr>
<td><strong>Grouping the Items and Labeling the Groups</strong></td>
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</tr>
<tr>
<td><strong>Mini-Lesson:</strong> Voice</td>
<td><strong>Mini-Lesson:</strong> Voice</td>
</tr>
<tr>
<td><strong>Link:</strong> “Yesterday, you practiced writing long about important steps in the process you are writing about.”</td>
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<td><strong>Teaching Point:</strong> “As you write long about a topic, it is important that your personality shines throughout your essay. This personality, or voice, you add to your essay makes your essay original to you.”</td>
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</tr>
<tr>
<td><strong>Model:</strong> “Let’s look at the essay called “Preparing a Smashing Pumpkin Pudding” we read earlier in the unit. This author did a great job of bringing voice and personality to this piece. I feel like I get to know the author better by reading his essay. Listen as I read the first two paragraphs of this essay and highlight the words that add voice to this piece.” The teacher will read and highlight. “Think about how different that sounded from a regular recipe for pumpkin pudding.” Read aloud beginning of regular pumpkin pudding recipe (attached.)</td>
<td><strong>Model:</strong> “Let’s look at the essay called “Preparing a Smashing Pumpkin Pudding” we read earlier in the unit. This author did a great job of bringing voice and personality to this piece. I feel like I get to know the author better by reading his essay. Listen as I read the first two paragraphs of this essay and highlight the words that add voice to this piece.” The teacher will read and highlight. “Think about how different that sounded from a regular recipe for pumpkin pudding.” Read aloud beginning of regular pumpkin pudding recipe (attached.)</td>
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<tr>
<td><strong>Active Engagement:</strong> “Here is a copy of the essay “Preparing a Smashing Pumpkin Pudding”. With a partner, highlight other words you feel add voice to this piece.” The teacher will discuss with the students the words they highlighted. Compare this to the recipe of pumpkin pudding.</td>
<td><strong>Active Engagement:</strong> “Here is a copy of the essay “Preparing a Smashing Pumpkin Pudding”. With a partner, highlight other words you feel add voice to this piece.” The teacher will discuss with the students the words they highlighted. Compare this to the recipe of pumpkin pudding.</td>
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<td><strong>Send-Off:</strong> “As you write today, try adding voice to your writing just like this author did.”</td>
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“big” steps and that, for most of them, a “big” step will probably become a paragraph.
- Because the concepts of classification and subordination are somewhat abstract, demonstrate with a simple example, such as below. Put the following list of “little” steps on the board and ask the students where they feel lines should be drawn to separate these steps into groups.
- Then ask them if they can “label” the groups they had formed.

Results should be similar to the following:

<table>
<thead>
<tr>
<th>“Little” Steps</th>
<th>“Big” Steps (label)</th>
</tr>
</thead>
<tbody>
<tr>
<td>get out the bowl</td>
<td>Make the Cake</td>
</tr>
<tr>
<td>get out the beaters</td>
<td>_</td>
</tr>
<tr>
<td>get out measuring cups and spoons</td>
<td>Get the Ingredients Ready</td>
</tr>
<tr>
<td>get out the pan</td>
<td>_</td>
</tr>
<tr>
<td>get out and measure the flour</td>
<td>_</td>
</tr>
<tr>
<td>get out and measure the sugar</td>
<td>_</td>
</tr>
<tr>
<td>get out and measure the oil</td>
<td>_</td>
</tr>
<tr>
<td>get out and measure the flavorings</td>
<td>_</td>
</tr>
<tr>
<td>put the ingredients in the bowl</td>
<td>_</td>
</tr>
<tr>
<td>mix the ingredients with the beater</td>
<td>_</td>
</tr>
</tbody>
</table>

Since this grouping and labeling requires substantial consideration, it is best for the students to work on their lists on their own. It is helpful for the teacher to walk around the room, monitoring the students’ work and offering suggestions from time to time. Alternatively, this grouping and labeling can be done in regular class time or as homework.
Skilled writers do not always use topic sentences. The key to deciding if topic sentences are needed is by examining the controlling idea of the paragraph. Using topic sentences when they are not necessary can make writing feel forced or contrived. For example, a paragraph about feeding a dog may not need a topic sentence stating, “There are many steps to feeding your dog.” The controlling idea of a paragraph can be clear without a topic sentence such as, “Dogs will sometimes overeat when given the chance. Dogs should be fed at consistent times through the week. Some dogs eat both dry food and table scraps. It is important to monitor how your dog reacts to certain foods…”

Provided for the “big” steps could be very easily “turned into” the opening, or topic, sentences of the essay’s paragraphs.

- Quickly, and not too carefully, write sentences similar to the following. Intentional mistakes help students realize drafts are not final products.
- When you are as done, read through the sentences, underlining the first words in each sentence. Ask the students why the underlined words would be helpful to a reader.

Get out the Equipment
First, you should get together the utensils and equipment you will use.

Get the Ingredients Ready
Second, you will need to get out and measure the ingredients listed in the recipe.

Mix the Cake Batter
Next, it is time to mix the cake batter.

- End this demonstration by explaining how their lists of “big” step sentences will serve as excellent outlines or guides as they begin drafting their essays and that their original lists of “little” steps would help them describe the “big” step and develop their paragraphs. Caution the students, however, that they will probably have to add to these paragraphs to make them very clear and detailed. **Adding commentary will also be necessary (see teacher notes regarding the difference between how-to writing and process essays).**
- After the students have completed their own grouping and labeling as described above, they can convert their own labels into topic sentences.

**Additional organizational lessons:** Nonfiction Craft Lessons, pgs. 62, 90, Lessons that Change Writers, pgs. 178-179, Teaching the Qualities of Writing, I-14 and I-15

January 2008
<table>
<thead>
<tr>
<th>REVISION</th>
<th>Mini-Lesson: Transition Words</th>
</tr>
</thead>
</table>
| **Transition Words** | **Link:** “Yesterday, we explored ways to make the organization of our writing better.”  
**Teaching Point:** “One way to clearly move from one idea to another is to use certain transition words.” The teacher will display transition word lists.  
**Model:** “Let’s look at how the author of the essay ‘How to Prepare Kool-Aid’ used transition words effectively.” Read the first half of the essay and model the words used and when they were used. Notice the author did not overuse these words and they were not always at the beginning of a paragraph.  
**Active Engagement:** Read and discuss the second half together.  
**Send-Off:** “Look at your essay and see how you too can use transition words effectively.” |
| **Nonfiction Craft Lessons, pg. 93** | **Leads**  
**Lessons that Change Writers, pgs. 182-183**  
**Nonfiction Craft Lessons, pg. 129**  
**Conclusions**  
**Lessons that Change Writers, pgs. 185-185** |
| **The attached list of transition words should be cut and pasted into writing notebooks for future reference.** | **Teaching Point:** Writer’s craft their lead to grab the reader’s attention and add voice to their writing. Some types of leads to explore are: amazing facts, short story, or importance of the topic. |
| **Suggested Resource:**  
How to Prepare Kool-Aid (attached) | **Mini-Lesson:** Leads  
**Teaching Point:** Writers end their essays leaving their reader thinking, feeling, or both. Some types of conclusions to explore are: a short story, an opinion, a statement of hope, or the importance of the topic. |

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**PARKWAY SCHOOL DISTRICT**

January 2008
**Mini-Lesson: Paragraphing**

**Teaching Point:** Writers organize their writing into appropriate paragraphs. Process essays lend themselves to a sequential order in which each body paragraph is an important step of the process. The teacher may refer back to the lesson of using “big step labels” to remind students of when to begin a new paragraph.

**Publishing and Celebrating Suggestions:**
- Students may add diagrams or charts to clarify a step of the process.
- Students may add an “about the author” or “dedication” page.
- Students may share their process essays with younger students.
- A class book may be created.
- The teacher may consider giving the students the choice to submit their essays to Celebration of Young Writers essay contest. About half of those that apply are accepted. (The teacher will receive a free hard bound book if five students are chosen for publication. This book makes a great addition to the classroom library containing many student written essays for kids to explore.) Find out more at Creative Communication http://www.poeticpower.com/
### Characteristics of Process Essays

<table>
<thead>
<tr>
<th>Characteristics</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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<td></td>
<td></td>
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<tr>
<td></td>
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<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Expert Bull’s Eye
Questions to Consider When Picking a Seed

✓ About My Subject✓

☐ Is my subject interesting to me?

☐ What do I know about my subject? Is it enough?

☐ What is important about my subject?

☐ What is interesting about my subject?

☐ Is my subject the right “size” for the assignment?

✓ About My Audience ✓

☐ Who are my readers? Age, gender, education?

☐ What do my readers know about my subject?

☐ Are my readers interested in my subject?

☐ How can I interest my readers in my subject?

☐ What will my readers expect when they read my writing?

☐ How can I help my readers read my writing?
Pumpkin Pudding

- 2 cups pumpkin purée
- 3/4 cup light brown sugar, packed
- 1 teaspoon cinnamon
- 1/2 teaspoon nutmeg
- 1/2 teaspoon ginger
- 1/2 teaspoon salt
- 3 eggs, slightly beaten
- 1 cup heavy cream
- 3/4 cup milk

Blend all ingredients; pour into a buttered 1 1/2 quart casserole. Bake at 350° for 55 to 65 minutes or until a knife inserted near center comes out clean. Cool and garnish with dollops of whipped cream or whipped topping.

Click here to return to http://www.dianaskitchen.com/
Suggested Transition Words to Lead Readers Through Your Essay

Process essays are generally organized according to time: that is, they begin with the first step in the process and proceed in time until the last step in the process. It's natural, then, that transition words indicate that one step has been completed and a new one will begin. Some common transitional words used in process essays are listed below:

<table>
<thead>
<tr>
<th>One time</th>
<th>Transition</th>
<th>Another time</th>
</tr>
</thead>
<tbody>
<tr>
<td>TIME</td>
<td></td>
<td></td>
</tr>
<tr>
<td>After a few hours,</td>
<td>Immediately following,</td>
<td></td>
</tr>
<tr>
<td>Afterwards,</td>
<td>Initially,</td>
<td></td>
</tr>
<tr>
<td>At last</td>
<td>In the end,</td>
<td></td>
</tr>
<tr>
<td>At the same time,</td>
<td>In the future,</td>
<td></td>
</tr>
<tr>
<td>Before</td>
<td>In the meantime,</td>
<td></td>
</tr>
<tr>
<td>Before this,</td>
<td>In the meanwhile,</td>
<td></td>
</tr>
<tr>
<td>Currently,</td>
<td>Last, Last but not least, Lastly,</td>
<td></td>
</tr>
<tr>
<td>During</td>
<td>Later,</td>
<td></td>
</tr>
<tr>
<td>Eventually,</td>
<td>Meanwhile,</td>
<td></td>
</tr>
<tr>
<td>Finally,</td>
<td>Next, Soon after,</td>
<td></td>
</tr>
<tr>
<td>First, Second, Third, etc.</td>
<td>Previously,</td>
<td></td>
</tr>
<tr>
<td>First of all,</td>
<td>Simultaneously,</td>
<td></td>
</tr>
<tr>
<td>Formerly</td>
<td>Subsequently,</td>
<td></td>
</tr>
<tr>
<td>Immediately before,</td>
<td>Then,</td>
<td></td>
</tr>
</tbody>
</table>
### Process Essay Scoring Guide

<table>
<thead>
<tr>
<th>Criteria</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Process</strong></td>
<td>Strong evidence of effectively applying the steps of the writing process.</td>
<td>Evidence of effectively applying the steps of the writing process.</td>
<td>Some evidence of applying the steps of the writing process.</td>
<td>Lacks evidence of applying the steps of the writing process.</td>
</tr>
<tr>
<td><strong>Audience &amp; Purpose</strong></td>
<td>Clearly shows an awareness of audience through use of voice.</td>
<td>Shows an awareness of audience through use of voice.</td>
<td>Shows some awareness of audience through use of voice.</td>
<td>Lacks voice and shows little or no awareness of audience.</td>
</tr>
<tr>
<td><strong>Control</strong></td>
<td>Contains a clear controlling idea.</td>
<td>Contains a controlling idea.</td>
<td>Contains a general sense of direction, but lacks focus.</td>
<td>Is difficult to follow and/or lacks focus.</td>
</tr>
<tr>
<td><strong>Support</strong></td>
<td>Clearly provides specific and relevant details/examples/ transitions to describe a process.</td>
<td>Provides relevant details/examples/ transitions to describe a process.</td>
<td>Contains inconsistent details/examples/ transitions to describe a process.</td>
<td>Lacks details/examples/ transitions to describe a process.</td>
</tr>
<tr>
<td><strong>Word Choice</strong></td>
<td>Contains strong transition and descriptive words.</td>
<td>Contains transition and descriptive words.</td>
<td>Contains inconsistent transition and descriptive words.</td>
<td>Lacks transition and descriptive words.</td>
</tr>
<tr>
<td><strong>Sentences</strong></td>
<td>Consistently uses complete sentences.</td>
<td>Generally uses complete sentences.</td>
<td>Contains some incomplete sentences that may be distracting to the reader.</td>
<td>Includes incomplete sentences that are distracting to the reader.</td>
</tr>
<tr>
<td><strong>Structure</strong></td>
<td>Contains effective lead and conclusion; piece is written in a very organized, logical order.</td>
<td>Contains lead and conclusion; piece is written in an organized, logical order.</td>
<td>Attempts to include a lead and conclusion; piece is written in a somewhat organized order.</td>
<td>Lacks a lead and/or conclusion; piece is not written in an organized, logical order.</td>
</tr>
<tr>
<td><strong>Usage/ Mechanics</strong></td>
<td>Contains few errors in grammar/usage, punctuation, capitalization, and/or spelling.</td>
<td>May contain some errors in grammar/usage, punctuation, capitalization, and/or spelling that are not significantly distracting to the reader.</td>
<td>Contains errors in grammar/usage, punctuation, capitalization, and/or spelling that may be significantly distracting to the reader.</td>
<td>Contains repeated errors in grammar/usage, punctuation, capitalization, and/or spelling that may be significantly distracting to the reader.</td>
</tr>
</tbody>
</table>
Title: Process Essay Writing
Writing Assessment

Grade Level: 4
Subject Area: Communication Arts - Writing

Missouri Grade Level Content Expectation(s):
Reading 1G
Writing 2B, 2C, 2D, 2F and 2E

Show-Me Standards Addressed:
Knowledge(Content): Performance(Process):
CA 1, 2, 3 and 4 1.5, 1.6, 1.8, 2.1, 2.2

Materials Needed for Assessment Completion:
  o Copy of assessment – Part 1 – timed – multiple choice
  o Copy of assessment – Part 2 – untimed – prompt
  o Pencil

Pre-Assessment Instructions:
  o Students will have 22 minutes to complete Part 1 of the assessment.
Part 1
Read each sentence. Find the best word to complete each sentence.

1. Use the key to unlock ________ door.
   - O we
   - O me
   - O our
   - O they

2. ________ make a sandwich before school each day.
   - O He
   - O I
   - O Her
   - O Me

Find the sentence that is written correctly and is a complete sentence.

3. O I organize my desk daily.
   - O My dog eats two, cups of food in the morning.
   - O My shoes always come untied when I play.
   - O Brush my teeth before going to bed.

4. O What did you have for lunch.
   - O Will you sharpening my pencil?
   - O Catching a fly ball can be difficult.
   - O She will call her friend and invited her to the party.
5. O Did you look up that word in the dictionary?
   O My friend and me are going to the park.
   O I will not go to bed!
   O The baby cryed itself to sleep.

6. O First take the bowl out of the.
   O You should pour the oats then pour the water and stir.
   O Be sure, to use an oven mitt when cooking.
   O Finally, you may enjoy your hearty breakfast.

For numbers 7 and 8 find the word for each blank that best completes the story.

Learning to play the game of soccer takes time and practice. Many players _______ practicing as early as _______ three years old. If you are interested in _______ here are _______ some helpful tips.

7. O sometimes
   O begin
   O finish
   O always

8. O playful
   O , playing
   O playing
   O playing,
Use the paragraph below to answer the following questions.

1 Have you ever wanted to make a birthday cake for a loved one?  
2 It is easy to make a simple birthday cake that will be the highlight of any party.  
3 All you'll need is a little time, love, and a few items from the grocery store.

9. Choose the best way to write Sentence 1.
   O Have you ever wanted to make a birthday cake, for a loved one?
   O Have you ever wanted to make a birthday cake for a loved one.
   O Have you ever wanted 2 make a birthday cake for a loved 1?
   O best as is

10. Choose the best way to write Sentence 3.
    O All you’ll need is a little time love and a few items from the grocery store.
    O All you’ll need is a little time, love, and a few items from the grocery store.
    O All you will need is a little time, love and a few items from the grocery store.
    O best as is

Read each group of phrases. Mark the phrase that has an underlined word that is spelled wrong. If there are no underlined words that are spelled wrong, mark the space ‘All correct’.

11. O Their here
    O having friends
    O short stories
    O All correct
12. O separate rooms
   O best freinds
   O getting home
   O All correct

13. O alot of homework
    O enough food
    O believe in yourself
    O All correct

14. O forth grade
    O forty degrees
    O fourteen cupcakes
    O All correct

Read each sentence. Find the word that best completes each sentence.

15. The child is ________ an athlete.
    O became
    O becomes
    O become
    O becoming

16. He ________ his homework after eating his snack.
    O began
    O beginning
    O begin
    O beganed
17. I ________ a cookie for my brother.
   O makes
   O making
   O will make
   O maked

18. They were ________ pizza before the movie.
   O eat
   O eating
   O eaten
   O ate

Find the best word to complete each phrase.

19. car is to driving as plane is to ________
    O bird
    O wings
    O air
    O flying

20. paws are to dogs as ________ are to people
    O legs
    O feet
    O eyes
    O ears
Name___________________________
Date__________________

Part 2

Directions: Read the prompt in the box below.

Your brother is having difficulty getting ready each morning for school. Write a process essay informing him of a morning routine that can help him have a successful start to each day.

Directions: Use the space below for your prewriting. This may be a web, a list, or a graphic organizer.
Directions: Write the first draft of your piece. Look back at your prompt and your prewriting as you are drafting.

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
Directions: Now you need to revise and edit your draft. Reread your draft and use the Writer’s Checklist below to make sure your draft includes all of the items on the Writer’s Checklist. You may make checks in the boxes after you have checked your paper for each item.

**Writer’s Checklist**

- [ ] My paper has a beginning, middle and end.
- [ ] My paper stays on the topic.
- [ ] My paper includes details and examples.
- [ ] My paper uses complete sentences.
- [ ] My paper includes correct punctuation, capitalization, grammar and spelling.
Directions: Now it is time to write your final copy of your essay. When you write your final copy, make sure you include any changes you made when you revised and edited your draft.
Writing ‘Map Like’ Assessment Scoring

Scoring Guide for Multiple Choice (1 point each)

1. our  GLE: W2D.3
2. I  GLE: W2D.3
3. I organize my desk daily.  GLE: W2F.4
4. Catching a fly ball can be difficult.  GLE: W2F.4
5. I will not go to bed!  GLE: W2F.4
6. Finally, you may enjoy your hearty breakfast.  GLE: W2F.4
7. begin  GLE: R1G.4
8. playing,  GLE: R1G.4
9. best as is  GLE: W2B.4
10. All you’ll need is a little time, love, and a few items from the grocery store.  GLE: W2C.4
11. Their here  GLE: W2C.4
12. best freinds  GLE: W2B
13. a lot of homework  GLE: W2E.4, 2E.4
14. forth grade  GLE: W2E.4, 2E.4
15. becoming  GLE: W2E.4, 2E.4
16. began  GLE: W2E.4,2E.4
17. will make  GLE: W2D.3
18. eating  GLE: W2D.3
19. flying  GLE: R1E.4
20. feet  GLE: R1E.4

Scoring Guide for Prompt Writing
Prompt:  See attached District Scoring Guide (Grades 4-7)
# Elementary Writing
## An Analytical Scoring Guide for Classroom Use

<table>
<thead>
<tr>
<th>Criteria</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Structure</strong></td>
<td>Has an effective beginning, middle and end.</td>
<td>Has a beginning, middle, and end.</td>
<td>Has evidence of beginning, middle, and end.</td>
<td>May lack evidence of a beginning, middle, and/or end.</td>
</tr>
<tr>
<td><strong>Control</strong></td>
<td>Contains a clear controlling idea.</td>
<td>Contains a controlling idea.</td>
<td>Contains a general sense of direction, but lacks focus.</td>
<td>Is difficult to follow and/or lacks focus.</td>
</tr>
<tr>
<td><strong>Support</strong></td>
<td>Clearly addresses the topic and provides specific and relevant details/examples.</td>
<td>Addresses the topic and uses relevant details/examples.</td>
<td>Generally addresses the topic, but may contain some details that are not relevant.</td>
<td>Attempts to address topic, but lacks focus.</td>
</tr>
<tr>
<td><strong>Word Choice</strong></td>
<td>Contains words that are specific, accurate, and suited to the topic.</td>
<td>Contains some words that are specific, accurate, and related to the topic.</td>
<td>Uses words that tend to be repetitive, imprecise, and ordinary.</td>
<td>Uses words that are consistently repetitive, dull, and colorless.</td>
</tr>
<tr>
<td><strong>Sentences</strong></td>
<td>Consistently uses complete sentences.</td>
<td>Generally uses complete sentences.</td>
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<td><strong>Audience &amp; Purpose</strong></td>
<td>Clearly shows an awareness of audience and purpose.</td>
<td>Shows an awareness of audience and purpose.</td>
<td>Shows some awareness of audience and purpose.</td>
<td>Shows little or no awareness of audience and purpose.</td>
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