

**1. What is our purpose?**

**1a) To inquire into the following:**

- **transdisciplinary theme**

**How we express ourselves**

**An inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values**; the ways in which we reflect on, extend and enjoy our creativity, our appreciation of the aesthetic.

- **central idea**

**Change can result in creative expression and discoveries.**

Class/grade: 4th

Age group: 9-10

School: Poe Elementary

School code: 49497

Title:

Teacher(s): Lauren Baldwin, Elizabeth Finch, Laura Gonzalez, Troy Hall, Mary Haden Harris, Emily Hartzog

Date: Throughout the School Year

Proposed duration: number of hours: 9 months



### 1b) Summative assessment task(s):

What are the possible ways of assessing students' understanding of the central idea? What evidence, including student-initiated actions, will we look for?

**Throughout the year, students will be assessed on different forms of writing such as: poetry, autobiography, fiction, traditional tales, legends, expository text, persuasive writing**

#### Rubric:

\*Using the STAAR expository writing rubric

- 0- 50
- 1-70
- 2- 80
- 3- 90
- 4- 100

See Box 9 for Rubric

### 2. What do we want to learn?

What are the key concepts (form, function, causation, change, connection, perspective, and responsibility, reflection) to be emphasized within this inquiry?

**Key Concepts:** Form, Function, Perspective

**Related Concepts:** Communications, Structure, Opinion

#### What lines of inquiry: will define the scope of the inquiry into the central idea?

Ways elements of writing are used to communicate

Ways that writing evokes our emotions

How cultural identities can be reflected through writing

#### What teacher questions/provocations will drive these inquiries?

How can an author convey an idea to a reader?

How can the author's use of written language to influence what the reader thinks or does?

What figurative language helps the author convey their ideas effectively?

**Provocation: Students will read a speech and discuss emotions evoked. Then they will watch the speech spoken on Discovery Education and reflect.**

### 3. How might we know what we have learned?

*This column should be used in conjunction with "How best might we learn?"*

**What are the possible ways of assessing students' prior knowledge and skills? What evidence will we look for?**

**Students are Given different examples (Letter, email, news article, personal narrative, drama, and editorial, poetry, expository, persuasive) and can they identify the form and describe in what situation would be used for.**

**What are the possible ways of assessing student learning in the context of the lines of inquiry? What evidence will we look for?**

Students will be able to read a nonfiction text and summarize the main idea.

Students will be able to write a topic sentence that clearly conveys the main idea of their writing subject.

Students will revise and edit their own writing to clearly express their ideas.

### 4. How best might we learn?

**What are the learning experiences suggested by the teacher and/or students to encourage the students to engage with the inquiries and address the driving questions?**

**Students will write a fairy tale or myth to explain the reason why a natural cycle occurs. See HISD rubric**

Cooper's Lesson/My Diary From Here to There- make copies of selections. Have kids compare and contrast the paired selections.

Revision and editing practice. Students will revise and edit writing and identify the elements used in that specific genre of writing.

Students will identify types of figurative language and how it affects the message of the author.

Students will peer edit classmate's writing.

Students will identify the structural elements of drama and poetry. They will explain how the word choice and structure of the writing express their author's ideas.

Students will distinguish the differences between expository and narrative writing styles.

Students will read and compare different folk tales, legends, and myths.

SKILLS: Communication skills, Thinking Skills, Self-Management

Students will focus on communication. They will think of ways that values and ideas are communicated through thoughtful writing. Students will use self-management to stay on task as they edit their writing.

Attributes: Communicator, Reflective, Independence, Tolerance

Students will communicate through written expression. Students will reflect on their own writing through the writing process.

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**5. What resources need to be gathered?**  
What people, places, audio-visual materials, related literature, music, art, computer software, etc, will be available?

Novel study for books told in first person- like Because of Winn Dixie (revisit) Diary of Anne Frank style, HMH My Diary From Here to There

Other Diaries, Texas history has many diaries.

How will the classroom environment, local environment, and/or the community be used to facilitate the inquiry? Computer lab, classroom /school library;

The computer/ library will be used to assist with research skills.

Book display will be available.

Virtual Learning: MyOn, Destiny, and other online resources may be used for books. HMH textbooks have excellent diverse samples of types of writing.

## 6. To what extent did we achieve our purpose?

Assess the outcome of the inquiry by providing evidence of students' understanding of the central idea. The reflections of all teachers involved in the planning and teaching of the inquiry should be included.

The central idea was changed to exclude the elements of writing to make it a broad, global statement. Some aspects of the elements of writing do not convey ideas and emotions.

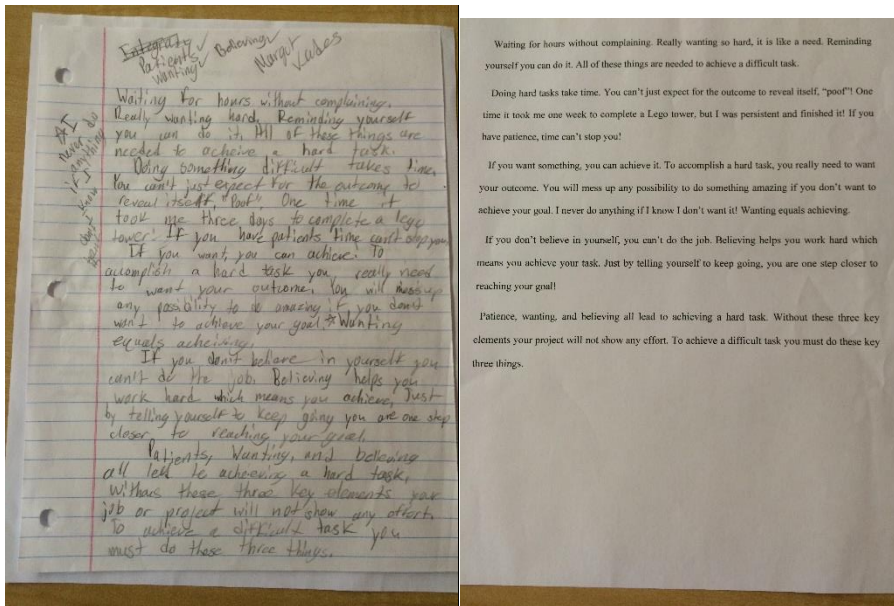
How you could improve on the assessment task(s) so that you would have a more accurate picture of each student's understanding of the central idea.

We are committed to using the STAAR Writing Rubric but will consider making a few unique updates for different genres of writing.

What was the evidence that connections were made between the central idea and the transdisciplinary theme?

### Change can result in creative expression and discoveries.

Students used written expression to explain the connection between the types of writing and the author's purpose. Students used their backgrounds, culture, and feelings to creatively write.



## 7. To what extent did we include the elements of the PYP?

What were the learning experiences that enabled students to:

- develop an understanding of the concepts identified in "What do we want to learn?"

Form, - students explored the structure and writing process. Students looked at punctuation, grammar, organization of writing a paragraph

Function- students justified their writing to their peers. They persuaded incoming 4<sup>th</sup> graders what skills they need to be successful next year in 4<sup>th</sup> grade.

Perspective – Students used figurative language and different genres to express their ideas to others.

Students focused on communication. They thought of ways that values and ideas are communicated through thoughtful writing. Students used self-management to stay on task as they edit their writing.

- demonstrate the learning and application of particular transdisciplinary skills? Communication - Students communicated their beliefs and values through written expression. Students shared in small and large groups.

Social – Students shared social experiences both celebratory and mistakes through life.

Thinking – Students went deeply into their emotions to exude thoughtful writing.

- develop particular attributes of the learner profile and/or attitudes?

Communicator: Students communicated through written expression.

Knowledgeable: Students reflected on their own writing through the writing process.

Inquirer: Writing is a personal journey that reflects their experiences and culture.

Principled: Writers report universal truth about civilization around the world

Reflecting on the inquiry

**8. What student-initiated inquiries arose from the learning?**

Record a range of student-initiated inquiries and student questions and highlight any that were incorporated into the teaching and learning.

How will we look back on the pandemic and what will we write?

Should we make a time capsule and put our writing in it?

Students inquired about experiences that may differ from class to class because students will have a different perspective based on their classroom teacher's teaching style and environment.

Students inquired about the incoming 4<sup>th</sup> graders being retained.

Kids wanted to explore figurative language.

Kids had an ah ha! Moment that song lyrics is expressing ideas (poetry).

**What student-initiated actions arose from the learning?**

This UOI was aimed at helping students become more creative with their writing. Students feel more comfortable writing.

At this point teachers should go back to box 2 "What do we want to learn?" and highlight the teacher questions/provocations that were most effective in driving the inquiries.

**9. Teacher notes**

Focus on types of writing other than persuasive writing.

Find multicultural writing examples: ( haikus)

Look at signs and symbols that are able to convey meaning

Show how writing has transformed throughout history.

Use leveled readers to explore different genres.

Liked the Super Hero Language extension- STAAR Creative Writing

Practice more summarization of works read.

They can analyze a popular song. Then they write their own lyrics that teaches content lesson.

Talk to drama teacher about students writing scripts and then being able to act it out.

Shift made to year round – Students especially liked creating pamphlets and small books with artistic renderings to accompany. Favorite writing seemed to be writing a myth to explain a natural phenomena. This was taught during virtual learning in March, 2019. Students also enjoyed writing recipes, cooking the recipes, and taking pictures of the recipe and showing on Google slides. Poetry about insects was also a big hit. Expository text was not appreciated by kids. We need to make it more alive to them.

	<b>Score1</b>	<b>Score 2</b>	<b>Score 3</b>	<b>Score 4</b>
<b>Organization and Progression</b>	<ul style="list-style-type: none"> <li>Form or structure is inappropriate to purpose or specific demands of prompt</li> <li>Absence of functional organizational structure causes lack clarity and direction</li> <li>Most ideas are generally related to topic specified in prompt, but central idea is missing, unclear, or illogical</li> <li>Fail to maintain focus on the topic (include extraneous information, shift abruptly from idea to idea)</li> <li>Progression of ideas is weak</li> <li>Repetition or wordiness causes serious disruptions in flow</li> <li>Ideas presented in a random or illogical</li> <li>Essay unclear or difficult to follow</li> </ul>	<ul style="list-style-type: none"> <li>Form or structure of the essay is evident but not always appropriate to purpose or specific demands of prompt</li> <li>Most ideas are generally related to topic specified in prompt, but central idea is weak or somewhat unclear</li> <li>Inclusion of irrelevant information interferes with focus and coherence</li> <li>Progression of ideas is not always logical and controlled</li> <li>Repetition or wordiness causes minor disruptions in flow</li> <li>Transitions and sentence-to-sentence connections are too perfunctory or weak to support flow or show relationships among ideas</li> </ul>	<ul style="list-style-type: none"> <li>Form or structure is for the most part appropriate to purpose and responsive to specific demands of the prompt</li> <li>Establishes a clear central idea</li> <li>Most ideas are related to central idea and are focused on topic specified in prompt</li> <li>Coherent but may not always be unified due to minor lapses in focus</li> <li>Progression of ideas is generally logical and controlled</li> <li>Transitions are meaningful, and sentence-to-sentence connections are sufficient to support flow essay and show relationships among ideas</li> </ul>	<ul style="list-style-type: none"> <li>Form or structure is appropriate to purpose and specific demands of the prompt</li> <li>Essay skillfully crafted using well- suited organizational strategies</li> <li>Establishes a clear central idea</li> <li>Ideas are strongly related to central idea and focused on topic</li> <li>Focus is sustained, creating a unified and coherent essay</li> <li>Progression of ideas is logical and well controlled</li> <li>Meaningful transitions and strong sentence-to-sentence</li> <li>Connections enhance flow</li> <li>Shows relationships among ideas</li> <li>Easy to follow</li> </ul>
<b>Development Of Ideas</b>	<ul style="list-style-type: none"> <li>Development is weak and ineffective because details and examples are inappropriate, vague, or insufficient</li> <li>Response is vague or confused</li> <li>Only weakly linked to the prompt</li> <li>Demonstrates a lack of understanding of the expository writing task</li> </ul>	<ul style="list-style-type: none"> <li>Development is minimal and remains at a surface level because details and examples are not always appropriate or briefly or partially presented</li> <li>Reflects little or no thoughtfulness</li> <li>Response is formulaic and demonstrates only a limited understanding of expository writing task</li> </ul>	<ul style="list-style-type: none"> <li>Development of ideas is sufficient</li> <li>Uses details and examples that are specific and add some substance to writing</li> <li>Reflects some thoughtfulness</li> <li>Response is original rather than formulaic</li> <li>Demonstrates a good understanding of expository writing task</li> </ul>	<ul style="list-style-type: none"> <li>Specific well-chosen details add substance to writing</li> <li>Essay is thoughtful and engaging</li> <li>Uses his/her unique experiences or view of the world as a basis for writing or to connect ideas in interesting ways</li> <li>Demonstrates a thorough understanding of expository writing task</li> </ul>
<b>Use of Language/Conventions</b>	<ul style="list-style-type: none"> <li>Word choice is vague or limited</li> <li>Reflects little or no awareness of the expository purpose and does not establish a tone appropriate to the task</li> <li>Word choice impedes quality and clarity</li> <li>Sentences are simplistic, awkward, or uncontrolled and limits the effectiveness of piece</li> <li>Little or no command of sentence boundaries, age-appropriate spelling, capitalization, punctuation, grammar, and usage conventions</li> <li>Serious and persistent errors disrupt fluency and interfere with meaning</li> </ul>	<ul style="list-style-type: none"> <li>Word choice is general or imprecise</li> <li>Reflects basic awareness of expository purpose but does little to establish appropriate tone</li> <li>Word choice may not contribute to quality and clarity</li> <li>Sentences are awkward and only somewhat controlled</li> <li>Demonstrates a partial command of sentence boundaries and age-appropriate spelling, capitalization, punctuation, grammar, and usage conventions</li> <li>Errors create minor disruptions in fluency or meaning</li> </ul>	<ul style="list-style-type: none"> <li>Word choice is for the most part clear and specific</li> <li>Reflects an awareness of purpose and establishes appropriate tone</li> <li>Word choice usually contributes to quality and clarity of essay</li> <li>Sentences are varied and adequately controlled</li> <li>Demonstrates an adequate command of sentence boundaries and age-appropriate spelling, capitalization, punctuation, grammar and usage conventions</li> <li>Errors create few if any disruptions in the fluency of the writing</li> <li>Errors do not affect the clarity of the piece</li> </ul>	<ul style="list-style-type: none"> <li>Word choice is purposeful and precise</li> <li>Reflects keen awareness of expository purpose and maintains a tone appropriate to the task</li> <li>Word choice strongly contributes to quality and clarity of essay</li> <li>Sentences are purposeful, varied, and well-controlled</li> <li>Demonstrates a consistent command of sentence boundaries and age-appropriate spelling, capitalization, punctuation, grammar and usage conventions</li> <li>Minor errors do not detract from fluency or clarity of writing</li> <li>Overall strength of conventions contributes to effectiveness of writing</li> </ul>