

Unit 3 Writing Grade 4- Informational Essay

Content Area: **Language Arts**
Course(s):
Time Period: **MP2-Week2**
Length: **February-April**
Status: **Published**

Unit 3 Informational Writing

Established Goals

Writer's Workshop: Lucy Calkins Unit of Study/Unit 3

Information Writing: Bringing History to Life

Bend/Mini Lesson:

Bend 1

- Session 1: Getting the Sense of Informational Books
- Session 2: Planning the Structure of Writing
- Session 3: Planning and Writing with Greater Independence
- Session 4: Teaching as a Way to Rehearse for Information Writing
- Session 5: Elaboration: The Details that Let People Picture what happened long ago and far away
- Session 6: Bringing Information Alive: Stories Inside Nonfiction Texts
- Session 7: Essays within Information Texts
- Session 8: Letter to Teachers: Taking Stock and Setting Goals: A Letter to Teachers

Bend II

- Session 9: Writers Plan for Their Research

- Session 10: The Intense Mind-Work for Note Taking
- Session 11: Letter to Teachers: Drafting is Like Tobogganing
- Session 12: Developing a Logical Structure Using Introductions and Transitions
- Session 13: Text Features: Popping Out the Important Information
- Session 14: Quotations Accentuate Importance: Voice Chime In to Make a Point
- Session 15: Letters to Teachers: Using All We Know to Craft Essay and Narrative Sections
- Session 16: The Other Side of the Story
- Session 17: Letters to Teachers: Self-Assessment and Goal Setting: Taking on New ChallengesBend III
- Session 18: Information Writing Gives Way to Idea Writing
- Session 19: Digging Deeper: Interpreting the Life Lessons that History Teaches
- Session 20: Using Confusions to Guide research
- Session 21: Questions without a Ready Research
- Session 22: Letter to Teachers: Editing
- Session 23: Letter to Teachers: A Final Celebration: An Expert Fair

Language:

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

Speaking and Listening

- Pose and respond to specific questions to clarify or follow-up on information, and make contributions to discussions and link to remarks of others
- Report on topic, tell a story, or recount an experience in an organized matter.
- Engage effectively in a range of collaborative discussions.

21st Century Life and Career Skills

- Utilize various resources in the classroom that when problems arise
- Use internet to research information

Standards & Indicators

CRP.K-12.CRP2	Apply appropriate academic and technical skills.
LA.4.L.4.1.C	Use modal auxiliaries (e.g., can, may, must) to convey various conditions.
TECH.8.1.5.A.CS1	Understand and use technology systems
LA.4.L.4.1.D	Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
LA.4.RF.4.3	Know and apply grade-level phonics and word analysis skills in decoding and encoding words.
CRP.K-12.CRP2.1	Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation.
LA.4.RF.4.3.A	Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.
LA.4.RL.4.7	Make connections between specific descriptions and directions in a text and a visual or oral representation of the text.
LA.4.L.4.1.E	Form and use prepositional phrases.
LA.4.L.4.1.F	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
LA.4.L.4.1.G	Correctly use frequently confused words (e.g., to, too, two; there, their).
CRP.K-12.CRP4	Communicate clearly and effectively and with reason.
TECH.8.1.5.A	Students demonstrate a sound understanding of technology concepts, systems and operations.
LA.4.L.4.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
LA.4.W.4.10	Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
LA.4.L.4.2.A	Use correct capitalization.
LA.4.L.4.2.B	Use commas and quotation marks to mark direct speech and quotations from a text.
CRP.K-12.CRP7.1	Career-ready individuals are discerning in accepting and using new information to make decisions, change practices or inform strategies. They use reliable research

	process to search for new information. They evaluate the validity of sources when considering the use and adoption of external information or practices in their workplace situation.
LA.4.L.4.2.C	Use a comma before a coordinating conjunction in a compound sentence.
LA.4.L.4.2.D	Spell grade-appropriate words correctly, consulting references as needed.
LA.4.SL.4.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
LA.4.SL.4.1.A	Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
LA.4.SL.4.1.B	Follow agreed-upon rules for discussions and carry out assigned roles.
LA.4.SL.4.1.C	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
LA.4.L.4.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
LA.4.SL.4.1.D	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
LA.4.L.4.3.A	Choose words and phrases to convey ideas precisely.
LA.4.SL.4.2	Paraphrase portions of a text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).
LA.4.L.4.3.B	Choose punctuation for effect.
LA.4.L.4.3.C	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).
CRP.K-12.CRP4.1	Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.
LA.4.SL.4.3	Identify the reasons and evidence a speaker provides to support particular points.
LA.4.W.4.2.A	Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
LA.4.L.4.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.
LA.4.W.4.2.B	Develop the topic with facts, definitions, concrete details, text evidence, or other information and examples related to the topic.
LA.4.L.4.4.A	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
LA.4.W.4.2.C	Link ideas within paragraphs and sections of information using words and phrases (e.g., another, for example, also, because).
LA.4.SL.4.4	Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

LA.4.L.4.4.B	Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).
LA.4.W.4.2.D	Use precise language and domain-specific vocabulary to inform about or explain the topic.
CRP.K-12.CRP7	Employ valid and reliable research strategies.
LA.4.L.4.4.C	Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
TECH.8.1.5.B.CS1	Apply existing knowledge to generate new ideas, products, or processes.
TECH.8.1.5.A.2	Format a document using a word processing application to enhance text and include graphics, symbols and/ or pictures.
LA.4.W.4.2.E	Provide a conclusion related to the information or explanation presented.
LA.4.SL.4.5	Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.
LA.4.SL.4.6	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.
LA.4.L.4.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
	Key Ideas and Details
	Craft and Structure
	Integration of Knowledge and Ideas
	Range of Reading and Level of Text Complexity
LA.4.RF	Reading Foundation Skills
	Phonics and Word Recognition
	Fluency
LA.4.SL	Speaking and Listening
	Comprehension and Collaboration
	Presentation of Knowledge and Ideas
	Knowledge of Language
	Vocabulary Acquisition and Use
LA.4.L.4.5.A	Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.
LA.4.L.4.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
LA.4.L.4.1.A	Use relative pronouns (who, whose, whom, which, that) and relative adverbs

	(where, when, why).
LA.4.RL.4.1	Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.
LA.4.L.4.1.B	Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses.
LA.4.RL.4.2	Determine a theme of a story, drama, or poem from details in the text; summarize the text.
LA.4.L.4.5.B	Recognize and explain the meaning of common idioms, adages, and proverbs.
LA.4.RL.4.3	Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).
LA.4.L.4.5.C	Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).
LA.4.W.4.4	Produce clear and coherent writing 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 above.)
LA.4.W.4.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
LA.4.L.4.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).
LA.4.W.4.6	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.
LA.4.RL.4.4	Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in literature.
LA.4.RL.4.5	Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.
TECH.8.1.5.E.1	Use digital tools to research and evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks.
TECH.8.1.5.A.1	Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems
TECH.8.1.5.A.CS2	Select and use applications effectively and productively.

Skills - Students will be skilled at...

- Summarizing the text, referring to main idea and supporting details
- Using context clues to determine the meaning of unfamiliar words
- Using text evidence to support answers

Strategies

Learning Opportunities/Strategies

Differentiated guided reading activities

Cooperative Learning/Think Pair Share

Analyzing of Mentor Text

Writing and reading mini lessons

RACE response

Anchor Charts

Post it Notes

Note taking

Graphic Organizers

Resources

Units of Writing - Unit 3 Bringing History to Life

A list of trade books on the American Revolution

Liberty!: How the Revolutionary War Began by Penner

The Eve of the Revolution by Barbara Burt

What's the Big Idea, Ben Franklin? By Jean Fritz

Can't You Make Them Behave , King George? By Jean Fritz