

# Grade 4- Unit 4 Writing - Combining Persuasive Moves to Build an Argument: How do actions and choices impact the world around us?

## Unit Focus

As students explore and evaluate nonfiction texts to determine the author's perspectives and form their own opinions, they will work as writers to develop and forward their own voices and perspectives as persuasive writers. They will work to convince an audience to join them in a cause for change.

## Stage 1: Desired Results - Key Understandings

Standard(s)	Transfer		
<p><b>Common Core</b> <i>English Language Arts: 4</i></p> <ul style="list-style-type: none"> <li>• Write opinion pieces on topics or texts, supporting a point of view with reasons and information. <i>(CCSS.ELA-LITERACY.W.4.1)</i> <ul style="list-style-type: none"> <li>○ Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose. <i>(CCSS.ELA-LITERACY.W.4.1.A)</i></li> <li>○ Provide reasons that are supported by facts and details. <i>(CCSS.ELA-LITERACY.W.4.1.B)</i></li> <li>○ Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition). <i>(CCSS.ELA-LITERACY.W.4.1.C)</i></li> <li>○ Provide a concluding statement or section related to the opinion presented. <i>(CCSS.ELA-LITERACY.W.4.1.D)</i></li> </ul> </li> <li>• Write informative/explanatory texts to examine a topic and convey ideas and information clearly. <i>(CCSS.ELA-LITERACY.W.4.2)</i> <ul style="list-style-type: none"> <li>○ 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. <i>(CCSS.ELA-LITERACY.W.4.2.A)</i></li> <li>○ Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. <i>(CCSS.ELA-LITERACY.W.4.2.B)</i></li> <li>○ Link ideas within categories of information using words and phrases (e.g., another, for example, also, because). <i>(CCSS.ELA-LITERACY.W.4.2.C)</i></li> <li>○ Use precise language and domain-specific vocabulary to inform about or explain the topic. <i>(CCSS.ELA-</i></li> </ul> </li> </ul>	<p><i>Students will be able to independently use their learning to...</i></p> <p>T1 Synthesize information from a variety of sources to take and support a position.</p> <p>T2 Use the writing process to thoughtfully produce and publish with a variety of tools for many intended audiences, purposes and messages.</p> <p>T3 Structure writing to prove a thesis/claim/opinion using and citing best evidence to convince the intended audience and support the argument.</p> <p>T4 Research and present information to expand knowledge and understanding of a topic.</p>		
	<b>Meaning</b>		
	<b>Understanding(s)</b>	<b>Essential Question(s)</b>	
	<p><i>Students will understand that...</i></p> <p>U1 Audience and purpose influence the structure, language, and style to achieve a goal effectively.</p> <p>U2 Writers choose organizational patterns and techniques to elicit an intended response from the reader.</p> <p>U3 Writers support and elaborate on their claims and ideas with description and detail.</p> <p>U4 Writers match their structure and style to their audience, purpose and message.</p>	<p><i>Students will keep considering...</i></p> <p>Q1 How does my audience influence what I write and the way I write?</p> <p>Q2 How do our actions and choices impact the world around us?</p> <p>Q3 How do I convince my audience and make them care about my topic enough to take action?</p> <p>Q4 How do readers analyze a problem and present their own position?</p>	
	<b>Acquisition of Knowledge and Skill</b>		
	<b>Knowledge</b>	<b>Skill(s)</b>	
<p><i>Students will know...</i></p> <p>K1 Writers know to write with a purpose,</p>	<p><i>Students will be skilled at...</i></p> <p>S1 Analyze examples of persuasive text</p>		

## Stage 1: Desired Results - Key Understandings

<ul style="list-style-type: none"> <li> <ul style="list-style-type: none"> <li>○ Provide a concluding statement or section related to the information or explanation presented. (<i>CCSS.ELA-LITERACY.W.4.2.E</i>)</li> </ul> </li> <li>• Writing             <ul style="list-style-type: none"> <li>○ 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.) (<i>CCSS.ELA-LITERACY.W.4.4</i>)</li> <li>○ With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (<i>CCSS.ELA-LITERACY.W.4.5</i>)</li> <li>○ Conduct short research projects that build knowledge through investigation of different aspects of a topic. (<i>CCSS.ELA-LITERACY.W.4.7</i>)</li> <li>○ Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources. (<i>CCSS.ELA-LITERACY.W.4.8</i>)</li> </ul> </li> <li>• Draw evidence from literary or informational texts to support analysis, reflection, and research. (<i>CCSS.ELA-LITERACY.W.4.9</i>)             <ul style="list-style-type: none"> <li>○ Apply grade 4 Reading standards to literature (e.g., "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]."). (<i>CCSS.ELA-LITERACY.W.4.9.A</i>)</li> <li>○ Apply grade 4 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text"). (<i>CCSS.ELA-LITERACY.W.4.9.B</i>)</li> </ul> </li> <li>• Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (<i>CCSS.ELA-LITERACY.L.4.1</i>)             <ul style="list-style-type: none"> <li>○ Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why). (<i>CCSS.ELA-LITERACY.L.4.1.A</i>)</li> <li>○ Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses. (<i>CCSS.ELA-LITERACY.L.4.1.B</i>)</li> <li>○ Use modal auxiliaries (e.g., can, may, must) to convey</li> </ul> </li> </ul>	<p>message, and audience in mind</p> <p>K2 Key vocabulary terms: audience, purpose, message, reason, example, persuasion</p> <p>K3 Persuasive writers use craft moves to convince their audience</p> <p>K4 Persuasive writing convinces the audience or makes a point</p> <p>K5 Vocabulary: relative pronouns (who, whose, whom, which, that), relative adverbs (where, when, why), verb tense, modal auxiliaries/conditional verbs (can, may, must), prepositional phrase, complete sentences, fragments, run-ons, homonyms, commas/quotation marks, compound sentence, conjunctions (FANBOYS—for, and, nor, but, or, yet, so).</p>	<p>to determine characteristics of persuasion</p> <p>S2 Compare and contrast information from multiple sources</p> <p>S3 Use the writing process appropriately</p> <p>S4 Recognize and use the characteristics of a persuasive letter</p> <p>S5 Construct a persuasive letter including an opinion, supporting examples and reasons, and a conclusion</p> <p>S6 Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why)</p> <p>S7 Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses.</p> <p>S8 Use modal auxiliaries (e.g., can, may, must) to convey various conditions.</p> <p>S9 Form and use prepositional phrases.</p> <p>S10 Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.</p> <p>S11 Correctly use frequently confused words (e.g., to, too, two; there, their).</p> <p>S12 Use commas and quotation marks to mark direct speech and quotations from a text.</p> <p>S13 Use a comma before a coordinating conjunction in a compound sentence</p> <p>S14 Choose punctuation for effect</p>
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## Stage 1: Desired Results - Key Understandings

- various conditions. *(CCSS.ELA-LITERACY.L.4.1.C)*
- Form and use prepositional phrases. *(CCSS.ELA-LITERACY.L.4.1.E)*
- Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.\* *(CCSS.ELA-LITERACY.L.4.1.F)*
- Correctly use frequently confused words (e.g., to, too, two; there, their).\* *(CCSS.ELA-LITERACY.L.4.1.G)*
- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. *(CCSS.ELA-LITERACY.L.4.2)*
  - Use commas and quotation marks to mark direct speech and quotations from a text. *(CCSS.ELA-LITERACY.L.4.2.B)*
  - Use a comma before a coordinating conjunction in a compound sentence. *(CCSS.ELA-LITERACY.L.4.2.C)*
- Use knowledge of language and its conventions when writing, speaking, reading, or listening. *(CCSS.ELA-LITERACY.L.4.3)*
  - Choose punctuation for effect.\* *(CCSS.ELA-LITERACY.L.4.3.B)*

### Student Growth and Development 21st Century Capacities Matrix

#### *Critical Thinking*

- Synthesizing: Students will be able to thoughtfully combine information/data/evidence, concepts, texts, and disciplines to draw conclusions, create solutions, and/or verify generalizations for a given purpose. *MM.1.3*

#### *Self-Direction*

- Reflection: Students will be able to analyze their performance to evaluate progress toward learning goals in order to determine next step(s). *MM.4.1*

#### *Global Thinking*

- Citizenship: Students will be able to identify and contribute to critical issues in society in an ethical and responsible manner. *MM.5.3*