



Grade 4 - Unit 5 Writing - How Writers Engage Readers

Unit Focus

Building off the reading unit, students will study two amazing nonfiction authors: Seymour Simon and Steve Jenkins. Students will explore the structures, craft moves and styles that these authors use to teach readers about interesting topics. Researching an animal of their choice, students will collect notes and create a mini informational book that includes pages in the style of Simon and Jenkins.

Stage 1: Desired Results - Key Understandings

Standard(s)	Transfer	
Standards <ul style="list-style-type: none">Common Core<ul style="list-style-type: none"><i>English Language Arts: 4</i>Write informative/explanatory texts to examine a topic and convey ideas and information clearly. (CCSS.ELA-LITERACY.W.4.2)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. (CCSS.ELA-LITERACY.W.4.2.A)Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. (CCSS.ELA-LITERACY.W.4.2.B)Link ideas within categories of information using words and phrases (e.g., another, for example, also, because). (CCSS.ELA-LITERACY.W.4.2.C)Use precise language and domain-specific vocabulary to inform about or explain the topic. (CCSS.ELA-LITERACY.W.4.2.D)Provide a concluding statement or section related to the information or explanation presented. (CCSS.ELA-LITERACY.W.4.2.E)WritingWith 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. (CCSS.ELA-LITERACY.W.4.6)Conduct short research projects that build knowledge through investigation of different aspects of a topic. (CCSS.ELA-LITERACY.W.4.7)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. (CCSS.ELA-LITERACY.W.4.8)	<i>Students will be able to independently use their learning to...</i> T1 Use the cyclical writing process to produce and publish clear and coherent writing in which the development and organization are appropriate to a variety of audiences, purposes and messages.	
	Meaning	
	Understanding(s)	Essential Question(s)
	<i>Students will understand that...</i> U1 Writers choose organizational patterns and techniques to elicit an intended response from the reader. U2 Writers use a cyclical process of planning, drafting, revising, editing, publishing, and reflecting. U3 Writers gather information about a topic based on prior knowledge. U4 Writers integrate their thoughts with evidence from authors/texts (and provide proper citations).	<i>Students will keep considering...</i> Q1 How do I present my ideas to engage my audience? Q2 How and why do writers use text structures and text features? Q3 How does following the writing process help a writer craft an effective piece of writing? Q4 What questions are important to ask? What is worth investigating? Q5 How do I collect, organize, and analyze information from multiple sources?
	Acquisition of Knowledge and Skill	
	Knowledge	Skill(s)
	<i>Students will know...</i> K1 Text features include all the components of a story or article that are not the main body of text. K2 Text structures refer to the way authors organize information in text.	<i>Students will be skilled at...</i> S1 Introducing a topic clearly using text features and structures.

Stage 1: Desired Results - Key Understandings

- Draw evidence from literary or informational texts to support analysis, reflection, and research. *(CCSS.ELA-LITERACY.W.4.9)*
- 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"). *(CCSS.ELA-LITERACY.W.4.9.B)*
- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. *(CCSS.ELA-LITERACY.L.4.1)*
- Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses. *(CCSS.ELA-LITERACY.L.4.1.B)*
- Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag). *(CCSS.ELA-LITERACY.L.4.1.D)*
- Form and use prepositional phrases. *(CCSS.ELA-LITERACY.L.4.1.E)*
- 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 correct capitalization. *(CCSS.ELA-LITERACY.L.4.2.A)*
- Spell grade-appropriate words correctly, consulting references as needed. *(CCSS.ELA-LITERACY.L.4.2.D)*
- 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. *(CCSS.ELA-LITERACY.L.4.4)*
- Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. *(CCSS.ELA-LITERACY.L.4.4.A)*
- Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph). *(CCSS.ELA-LITERACY.L.4.4.B)*
- 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. *(CCSS.ELA-LITERACY.L.4.4.C)*

Madison Public Schools Profile of a Graduate

Product Creation: Effectively use a medium to communicate important information. *(POG.3.2)*

K3 A writing style is an author's unique way of communicating with words.

K4 Facts are things that can be proven.

K5 Vocabulary: adjective order, progressive verb tenses, prepositional phrases

K6 Morphemes: Greek Prefix auto- = "self", Greek Prefix tele- = "far, from afar", Latin Suffix -ible, -able = "can or able to be done"

S2 Using facts, definitions, concrete details, quotations, or other information and examples related to the topic to develop writing.

S3 Using vocabulary to inform about or explain the topic.

S4 Providing a concluding statement or section related to the information or explanation presented.

S5 Creating texts using an author as a model.

S6 Ordering adjectives within sentences.

S7 Forming and using the progressive verb tenses.

S8 Forming and using prepositional phrases.

S9 Recognizing morphemes hold their own individual meaning.