Common Core Unit Map

Grade Level: 4 Subject: Writing

Trimester 2

| **Unit: Explanatory Informative** | **Unit Length: 5 weeks** |
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| Enduring Understanding(s):<br>Writers read closely to identify the main ideas and supporting details in a given text in order to plan for summary writing.<br><br>Writers study the elements of summary writing to learn how to write them well.<br><br>Writers paraphrase effectively so that a summary is written in their own words instead of the language of the original text.<br><br>Summaries are concise; they contain main ideas and supporting details and not the writer's personal opinion on a given topic. | Essential Question(s): |

| **Common Core Standards** | **Common Core en español** |
|---|---|
| Writing Standards<br>**Text Types and Purposes**<br>2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.<br>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.<br>b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.<br>c. Link ideas within categories of information using words and phrases (e.g., *another, for example, also, because*).<br>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.<br>e. Provide a concluding statement or section related to the information or explanation presented.<br>***Production and Distribution of Writing***<br>4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.<br>5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (<br>6. With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.<br>**Research to Build and Present Knowledge**<br>7. Conduct short research projects that build knowledge about a topic.<br>8. Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.<br>**Range of Writing**<br>10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. | Estándares de escritura y redacción<br>***Tipos de texto y sus propósitos***<br>2. Escriben textos informativos y explicativos para examinar un tema y transmitir ideas e información con claridad.<br>a. Presentan un tema con claridad y agrupan la información relacionada con el mismo en párrafos y secciones; incluyen el formateo (ejemplo: encabezados), ilustraciones y multimedia cuando son útiles para ayudar a la comprensión.<br>b. Desarrollan el tema con hechos, definiciones, detalles concretos, citas, u otra información y ejemplos relacionados con el tema.<br>c. Enlazan las ideas dentro de las categorías de información, usando palabras y frases (ejemplo: otro, por ejemplo, también, porque).<br>d. Usan lenguaje preciso y vocabulario de dominio específico para informar o explicar sobre el tema.<br>e. Ofrecen una declaración o conclusión relacionada con la información o explicación presentada.<br>***Producción y redacción***<br>4. Hacen escritos claros y coherentes (incluyendo textos de varios párrafos) en los cuales el desarrollo y organización son adecuados a la tarea, propósito y audiencia.<br>5. Con la orientación y el apoyo de compañeros y adultos, desarrollan y mejoran el escrito según sea necesario mediante la planeación, revisión y corrección.<br>6. Con algo de orientación y el apoyo de los adultos, usan la tecnología incluyendo el Internet, para crear y publicar escritos así como para interactuar y colaborar con los demás, y demostrar dominio suficiente de las habilidades con el teclado para escribir un mínimo de una página en una sola sesión.<br>**Investigación para la formación y presentación de conocimientos**<br>7. Llevan a cabo proyectos cortos de investigación que amplían sus conocimientos a través del estudio de diferentes aspectos sobre un tema.<br>8. Recuerdan información relevante de experiencias o recopilan información importante de materiales impresos y fuentes digitales; toman notas, parafrasean y ordenan la información en categorías y ofrecen una lista de las fuentes de información.<br>**Rango de escritura y redacción**<br>10. Escriben habitualmente durante periodos prolongados (tiempo para investigación, reflexión y revisión) y periodos cortos (una sola sesión o uno o dos días), para una serie de tareas específicas a una disciplina, propósito y audiencia. |

| **Assessment** | |
|---|---|
| Summative:<br>Authentic student work published at the end of the unit scored with a CST aligned 4th grade writing rubric. | Other Formative Assessments:<br>-Anecdotal conferring notes of students writing progress.<br>-Quick writes/Journal samples related to explanatory/informative writing |

Grade Level: 4 Subject: Writing
Trimester 2

## Learning Plan

**Mentor Texts for Summary Writing**

Authentic student summaries serve as "mentor texts" for this writing unit which you will find attached to this unit.

### English

Student will have 2-3 articles to read and summarize as they work on this writing unit. You can find high interest nonfiction articles online or in the teacher resources below.

National Geographic for Kids
Kids Discovery Magazine
Time for Kids

**Web articles from**
www.timeforkids.com,
www.ajkids.com/news.asp,
www.pbs.org/newshour/extra,
http://news.nationalgeographic.com/kids
http://teacher.scholastic.com/scholasticnews/

Teaching Students to Read Nonfiction: Grades 2–4: 20 Easy Lessons with Color Transparencies, High-Interest Passages, and Practice Pages—Everything You Need to Help Your Students Learn How to Read All Kinds of Nonfiction By Wiley Blevins and Alice Boynton

Teaching Students to Read Nonfiction: Grades 4 and Up: 22 Easy Lessons With Color Transparencies, High-Interest Passages, and Practice ... to Read Textbooks and Other Nonfiction Texts

By: Wiley Blevins and Alice Boynton

Nonfiction Passages With Graphic Organizers for Independent Practice: Grades 2-4: Selections With Graphic Organizers, Assessments, and Writing ... the Structures and Features of Nonfiction By: Wiley Blevins and Alice Boynton

### Español

### Resources

Mentor Texts: Teaching Writing Through Children's Literature, K-6 by Lynne R. Dorfman and Rose Cappelli

Nonfiction Mentor Texts: Teaching Informational Writing Through Children's Literature by Lynne R. Dorfman and Rose Cappelli

Nonfiction Craft Lessons: Teaching Information Writing K-8 by Joann Portalupi and Ralph Fletcher

***Lesson Planning Resources available online:***
Summary Resources created by Lisa Flevotomos will be posted on the HUSD Common Core Website.

Better Lesson Project
http://betterlesson.com/lesson/41400/summary-writing-project

Grade Level: 4 Subject: Writing
Trimester 2

# Grade Level Standards

| Common Core Standards | Common Core en español |
|---|---|
| Reading Standards<br>2. Determine the main idea of a text and explain how it is supported by key details; summarize the text.<br>3. Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text. | Estándares de lectura<br>2. Determinan la idea principal de un texto y explican la forma en que los detalles clave apoyan dicha idea; hacen un resumen del texto.<br>3. Explican los acontecimientos, procedimientos, ideas o conceptos en un texto histórico, científico o técnico, incluyendo lo que sucedió y por qué, basándose en la información específica en el texto. |
| Speaking & Listening<br>2. Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. | Audición y expresión oral<br>2. Parafrasean porciones de un texto leído en voz alta, o información presentada en diversos medios de comunicación y formatos, visuales, cuantitativos y orales. |
| Language Standards<br>**1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**<br>g. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.*<br><br>h. Correctly use frequently confused words (e.g., *to, too, two; there, their*).*<br><br>***2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing***.<br>a. Use correct capitalization. | Estándares de lenguaje<br>**1. Demuestran dominio de las normativas de la gramática del español y su uso al escribir y hablar.**<br>g. Forman oraciones completas, reconociendo y corrigiendo los fragmentos inadecuados y corridos o desconectados.*<br><br>h. Usan correctamente palabras que frecuentemente se confunden (ejemplo: tubo-tuvo; sabia/savia; cocer/coser).<br><br>***2. Demuestran domino de las normativas del español estándar para el uso de las letras mayúsculas, signos de puntuación y ortografía al escribir.***<br>a. Emplean correctamente las letras mayúsculas. |

Grade Level: 4 Subject: Writing
Trimester 2

| ELD Standards | | | |
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| Part 1: Interacting in Meaningful Ways | | | |
| | Emerging | Expanding | Bridging |
| **A. Collaborative** | ***2. Interacting via written English***<br>Collaborate with peers on joint writing projects of short informational and literary texts, using technology where appropriate for publishing, graphics, etc. | ***2. Interacting via written English***<br>Collaborate with peers on joint writing projects of longer informational and literary texts, using technology where appropriate for publishing, graphics, etc. | ***2. Interacting via written English***<br>Collaborate with peers on joint writing projects of a variety of longer informational and literary texts, using technology where appropriate for publishing, graphics, etc. |
| **B. Interpretive** | ***6. Reading/viewing closely***<br>a) Describe ideas, phenomena (e.g., volcanic eruptions), and text elements (main idea, characters, events, etc.) based on close reading of a select set of grade-level texts with substantial support. | ***6. Reading/viewing closely***<br>a) Describe ideas, phenomena (e.g., animal migration), and text elements (main idea, central message, etc.) in greater detail based on close reading of a variety of grade-level texts with moderate support. | ***6. Reading/viewing closely***<br>a) Describe ideas, phenomena (e.g., pollination), and text elements (main idea, character traits, event sequence, etc.) in detail based on close reading of a variety of grade-level texts with light support. |
| **C. Productive** | ***10. Composing/Writing***<br>a) Write short literary and informational texts (e.g., a description of a flashlight) collaboratively (e.g., joint construction of texts with an adult or with peers) and sometimes independently.<br>b) Write brief summaries of texts and experiences using complete sentences and key words (e.g., from notes or graphic organizers). | ***10. Composing/Writing***<br>a) Write longer literary and informational texts (e.g., an explanatory text on how flashlights work) collaboratively (e.g., joint construction of texts with an adult or with peers) and with increasing independence using appropriate text organization.<br>b) Write increasingly concise summaries of texts and experiences using complete sentences and key words (e.g., from notes or graphic organizers). | ***10. Composing/Writing***<br>a) Write longer and more detailed literary and informational texts (e.g., an explanatory text on how flashlights work) collaboratively (e.g., joint construction of texts with an adult or with peers) and independently using appropriate text organization and growing understanding of register.<br>b) Write clear and coherent summaries of texts and experiences using complete and concise sentences and key words (e.g., from notes or graphic organizers). |
| Part 2: Learning About How English Works | | | |
| **A. Structuring** | ***1. Understanding text structure***<br>Apply understanding of how different text types are organized to express ideas (e.g., how a narrative is organized sequentially) to comprehending texts and writing basic texts. | ***1. Understanding text structure***<br>Apply increasing understanding of how different text types are organized to express ideas (e.g., how a narrative is organized sequentially with predictable stages versus how an explanation is organized around ideas) to comprehending texts and writing texts with increasing cohesion. | ***1. Understanding text structure***<br>Apply understanding of how different text types are organized to express ideas (e.g., how a narrative is organized sequentially with predictable stages versus how opinions/arguments are structured logically, grouping related ideas) to comprehending texts and writing cohesive texts. |
| **B. Expanding** | ***3. Using verbs and verb phrases***<br>Use various verbs/verb types (e.g., doing, saying, being/having, thinking/feeling) and tenses appropriate for the text type and discipline (e.g., simple past for recounting an experience) for familiar topics. | ***3. Using verbs and verb phrases***<br>Use various verbs/verb types (e.g., doing, saying, being/having, thinking/feeling) and tenses appropriate for the task, text type, and discipline (e.g., simple past for retelling, timeless present for science explanation) for an increasing variety of familiar and new topics. | ***3. Using verbs and verb phrases***<br>Use various verbs/verb types (e.g., *doing, saying, being/having, thinking/feeling*) and tenses appropriate for the task and text type (e.g., timeless present for science explanation, mixture of past and present for historical information report) for a variety of familiar and new topics. |

Grade Level: 4 Subject: Writing

Trimester 2

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| **C. Connecting** | ***6. Connecting ideas***<br>Combine clauses in a few basic ways to make connections between and join ideas in sentences (e.g., creating compound sentences using coordinate conjunctions, such as *and, but, so*). | ***6. Connecting ideas***<br>Combine clauses in an increasing variety of ways (e.g., creating complex sentences using familiar subordinate conjunctions) to make connections between and join ideas in sentences, for example. to express cause/effect (e.g., The deer ran because the mountain lion came.) or to make a concession (e.g., She studied all night even though she wasn't feeling well.). | ***6. Connecting ideas***<br>Combine clauses in a wide variety of ways (e.g., creating complex sentences using a variety of subordinate conjunctions) to make connections between and join ideas, for example, to express cause/effect (e.g., *Since the lion was at the waterhole, the deer ran away.*), to make a concession, or to link two ideas that happen at the same time (e.g., *The cubs played while their mother hunted.*). |

Grade Level: 4 Subject: Writing

Trimester 2

Student Work Sample

Samples taken from The California Department of Education