Common Core Unit Map

Grade Level: 4 Subject: Writing

Trimester 3

Unit: Informative/Explanatory – Research Report **Unit Length: 5 weeks**

Enduring Understanding(s):

Nonfiction writers get ideas from their lives, their passions, and topics they have expertise in.

Nonfiction writers use interesting word choice, topic-specific vocabulary, various text structures and text features to convey their ideas.

Nonfiction writers apply the writing process to develop informational texts.
Nonfiction writers study mentor authors to learn how to write well

Nonfiction writers use details, pictures, diagrams, and other graphics to enhance the information presented in their writing piece.

Essential Question(s):

Common Core Standards

Writing Standards

Text Types and Purposes

2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
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.
b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
c. Link ideas within categories of information using words and phrases (e.g., *another, for example, also, because*).
d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
e. Provide a concluding statement or section related to the information or explanation presented.

Production and Distribution of Writing

4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.
5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (
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.

Research to Build and Present Knowledge

7. Conduct short research projects that build knowledge about a topic.
8. Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

Range of Writing

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.

Common Core en español

Estándares de escritura y redacción

Tipos de texto y sus propósitos

2. Escriben textos informativos y explicativos para examinar un tema y transmitir ideas e información con claridad. 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.
b. Desarrollan el tema con hechos, definiciones, detalles concretos, citas, u otra información y ejemplos relacionados con el tema.
c. Enlazan las ideas dentro de las categorías de información, usando palabras y frases (ejemplo: otro, por ejemplo, también, porque).
d. Usan lenguaje preciso y vocabulario de dominio específico para informar o explicar sobre el tema.
e. Ofrecen una declaración o conclusión relacionada con la información o explicación presentada.

Producción y redacción

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.
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.
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.

Investigación para la formación y presentación de conocimientos

7. Llevan a cabo proyectos cortos de investigación que amplían sus conocimientos a través del estudio de diferentes aspectos sobre un tema.
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.

Rango de escritura y redacción

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:
Authentic student work published at the end of the unit scored with a Common Core Aligned Rubric.

Other Formative Assessments:
-Anecdotal conferring notes of student's writing progress.
-Quick writes/Journal samples related to explanatory/informative writing

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Learning Plan

Mentor Texts for Nonfiction 4-6
A collection of nonfiction books and texts in appropriate languages at a variety of reading levels, including magazines, such as *Time for Kids*, *National Geographic for Kids, The Weekly Reader from Scholastic*, *Ranger Rick, or Highlights.*

The New York Times: www.nytimes.com/learning/students/index.html,
Scholastic: http://teacher.scholastic.com/scholasticnews/
National Geographic Kids: www.nationalgeographic.com/kids/index.html
Time for Kids www.timeforkids.com,
National Geographic for Kids http://news.nationalgeographic.com/kids

The mentor text list below is not exhaustive; it's intended to serve as a list of recommendations of texts to be read aloud, used for craft study, or help students identify the features of non fictions texts such as a table of contents, captions, italics, detailed diagrams etc. The mentor texts are not limited to picture books or magazine articles, they may also be published work by student writers.

English

All About Lizards by Jim Arnosky
If You Decide to Go to the Moon by Faith McNulty
The Top of the World by Steve Jenkins
Exploding Ants by *Joanne Settel*
Everglades by Jean Craighead George
Predator! By Bruce Books
The Honey Makers by Gail Gibbons
Wolves, by Seymour Simon
Earthquakes by Seymour Simon
Wildfires by Seymour Simon
Big Cats by Seymour Simon
Stars by Seymour Simon
Life in the Boreal Forest by Brenda Z. Guiberson
Earth: Feeling The Heat by Brenda Z. Guiberson
Soccer in Action by Nikki Walker and Sarah Dann.
Bats! Strange and Wonderful by Laurence Pringle
The Great Kapok Tree, by Lynne Cherry
Honeybees by Deborah Heiligman
How Big is It? A Big Book About Bigness by Ben Hillman
In My Family by Carmen Lomas Garza
In My Momma's Kitchen by Jerdine Nolen
In Our Backyard by Eileen Spinelli
Knucklehead by Jon Scieszka
The Honeymakers by Gail Gibbons
The Life and Times of the Honeybee by Charles Micucci
Weather by Seymour Simon
Urban Roosts Where Birds Nest in the City Barbara Bash
A Desert Scrapbook Virginia Frierson Wright
Sharks by Seymour Simon
Everglades Jean George Craig
A Drop of Water by Walter Wick
Earthquakes by Seymour Simon
The Math Curse by Jon Scieszka
1000 Facts About the Earth by Moria Butterfield
Pond Year by Kathryn Lasky
Sea Turtles by Gail Gibbons

Español

Caminos by Jose Marti
Voces by Luis Valdez, Judith Baca and Carlos Jinlay
Pasos by Rita Moreno
Cuadros de me Familia in mi Familia by Carmen Garza
Un paseo por el bosque Iluvioso by K. Pratt
Life in the Rainforest/La vida en las selvas by Lucy Baker (MM)
Mexico the Culture/Mexico: Su cultura by Bobbie Kalman
La vida en los océanos by Lucy Baker
La vida en los desiertos by Lucy Baker

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Culturally Relevant Texts

Marching to Freedom The Story of Martin Luther King, Jr. by Milton, Joyce
Aunt Harriet's Underground Railroad in the Sky by Faith Ringgold
Tar Beach by Faith Ringgold
Teammates by Peter Golenback
First in the Field: Baseball Hero Jackie Robinson by Derek Dingle
Henry's Freedom Box by Ellen Levine
Baseball Saved Us by Ken Mochizucki

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
Nonfiction Matters: Reading, Writing, and Research in Grades 3-8 by Stephanie Harvey
The Revision Toolbox by Georgia Heard

Lesson Planning Resources available online:

Link to The Michigan Association of Intermediate School Administrators (MAISA) writing units for K-6.
http://gomaisa-public.rubiconatlas.org/Atlas/Public/View/Default

Improving Informational Writing
http://frasercurriculum.weebly.com/uploads/7/9/3/1/7931998/improving_informational_writing_-_grade_4.doc

Improving our Research Writing
http://frasercurriculum.weebly.com/uploads/7/9/3/1/7931998/4th_grade_improving_our_research_unit_lesson_pkt_complete.doc

Informational Writing and Research grades 3-5
http://blogs.muskegonisd.org/writers3to6/files/2009/03/3-6-09-report-research-unit-of-study.pdf

K-6 Backwards Planning for Success with Writing and the Common Core Standards
http://www.knoxeducation.com/teaching-writing-common-core-standards

Portland Public Schools/K-5 Writing Units
See Grade 4 Unit 6
http://www.pps.k12.or.us/departments/curriculum/2022.htm

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Grade Level Standards

Common Core Standards	Common Core en español
Reading Standards 2. Determine the main idea of a text and explain how it is supported by key details; summarize the text. 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 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. 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 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 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 **1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.** e. Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag). f. Form and use prepositional phrases. g. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.*	Estándares de lenguaje **1. Demuestran dominio de las normativas de la gramática del español y su uso al escribir y hablar.** e. Ordenan una serie de adjetivos dentro de una oración de acuerdo a los patrones convencionales (ejemplo: una pequeña bolsa roja en lugar de una roja bolsa pequeña). f. Forman y usan frases preposicionales. g. Forman oraciones completas, reconociendo y corrigiendo los fragmentos inadecuados y corridos o desconectados.*

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ELD Standards			
Part 1: Interacting in Meaningful Ways			
	Emerging	Expanding	Bridging
A. Collaborative	***2. Interacting via written English*** 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*** 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*** 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*** 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*** 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*** 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*** 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. b) Write brief summaries of texts and experiences using complete sentences and key words (e.g., from notes or graphic organizers).	***10. Composing/Writing*** 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. 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*** 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. 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*** 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*** 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*** 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*** 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*** 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*** 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.

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C. Connecting	***6. Connecting ideas*** 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*** 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*** 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*.).