

Informational Writing: Grade 4

Stage 1 Desired Results

ESTABLISHED GOALS:

Competencies:

- ***Students will demonstrate the ability to compose informative text in order to clearly communicate new knowledge with a specific focus.***

Content Standards:

Text Types and Purposes

Production and Distribution of Writing

W.4.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

Production and Distribution of Writing

W.4.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

W.4.5 With guidance and support from adults and peers, develop and strengthen writing as needed by planning, revising, and editing.

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.

Research to Build and Present Knowledge

W.4.7 Conduct short research projects that build knowledge through investigation of different aspects of a topic.

W.4.8 Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, provide a list of sources.

W.4.9 Draw evidence from informational texts to support analysis, reflection, and research.

Range of Writing

W.4.10 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.

Conventions of Standard English

L.4.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Transfer

Students will be able to independently use their learning to gain information from their reading and communicate it effectively.

Meaning

ENDURING UNDERSTANDINGS

Students will understand that...

- producing clear ideas as a writer involves selecting appropriate style and structure for an audience and is strengthened through revision and technology.
- effective communication of ideas when speaking or writing relies on the appropriate use of language and conventions.
- writing should be purposefully focused, detailed, organized, and sequenced in a way that clearly communicates the ideas to the reader.
- effective research presents an answer to a question, demonstrates understanding of the inquiry, and properly cites information from multiple sources.

ESSENTIAL QUESTIONS

- ***Does it matter how information is organized?***

Acquisition

Students will know...

- that informational text is written for a specific purpose: to inform, describe, or explain.
- that informational text includes domain specific words or phrases.
- that illustrations outside the text deepen the understanding of a topic or answer a question relevant to the text.
- that graphic organizers are helpful for developing writing ideas.
- that technology can be used to produce and publish writing.
- the function of relative pronouns, relative adverbs, progressive verb tenses, modal auxiliary, adjectives, prepositional phrases, Greek and Latin affixes and roots in general,

Students will be skilled at...

- introducing a topic clearly and group related information in paragraphs and sections.
- including formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
- developing the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
- linking ideas within categories of information using words and phrases (e.g., another, for example, also, because).
- using precise language and domain-specific vocabulary to inform about or explain the topic.

L.4.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <u><i>Knowledge of Language</i></u> L.4.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.	but also their functions in particular sentences.	● providing a concluding statement or section related to the information or explanation presented. ● selecting a writing structure to match task, purpose, and/or audience. ● composing a clear and logical piece of writing that demonstrates an understanding of a specific writing style. ● using the writing process to plan, revise and edit informational writing. ● identifying and using digital tools to produce and publish writing. ● using digital tools to interact and collaborate/work with others. ● demonstrating keyboarding skills and typing a page in one sitting. ● using the research process to become more knowledgeable about a topic through investigation of different aspects. ● recalling and gathering relevant information from print and digital sources and providing a list of those sources. ● taking notes and categorizing information. ● drawing evidence from informational texts. ● writing for long or short periods of time depending on the task. ● using relative pronouns and relative adverbs. ● forming and using progressive verb tenses. ● using modal auxiliaries to convey various conditions. ● ordering adjectives within sentences according to conventional patterns. ● forming and using prepositional phrases. ● producing complete sentences and recognizing and correcting inappropriate fragments and run-ons. ● using frequently confused words correctly. ● using correct capitalization. ● using commas and quotation marks to mark direct speech and quotations from text. ● using a comma before a coordinating conjunction in a compound sentence. ● spelling grade appropriate words correctly, consulting references as necessary.
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		• choosing words and phrases to convey ideas precisely. • choosing appropriate punctuation for effect. • differentiating between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).
Content Area Literacy Standards		21st Century Skills
<i>not applicable</i>		• <i>communicate clearly</i> • <i>access and evaluate information</i> • <i>make judgements and decisions.</i> • <i>collaborate with others</i>

Stage 2 - Evidence

<i>Evaluative Criteria</i>	<i>Assessment Evidence</i>
	PERFORMANCE TASK(S):
	OTHER EVIDENCE:

Stage 3 – Learning Plan

Summary of Key Learning Events and Instruction

<i>Language Arts Integration</i>	<i>Mathematics Integration</i>
1.OA.1 Use	1.OA.1 Use
<i>Technology Integration</i>	<i>District Materials</i>
1.OA.1 Use	