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| **Unit Overview** |
| **Content Area:** English Language Arts |
| **Unit Title:** Unit 6 Informational Writing |
| **Grade Level:** 4 |
| **Duration:**Trimester 3 |
| **Description:**In this unit, students will focus on informational writing, concentrating on writing in the content areas. Students will have the opportunity to delve deeper into the content areas, immersing students in researching content area topics and acquiring new vocabulary. Research skills and note-taking strategies will be emphasized, as well as writing to teach others. Students will be taught how to create information books with organization and elaboration, building on the research. At the end of this unit, writers will revise with focus, organization, and elaboration in mind, as well as edit independently. |
| **Enduring Understandings** |
| **Concepts / Writing Skills:*** Research skills
* Notetaking
* Writing with a focus
* Organization
* Elaboration
* Word choice

**Grammar Skills:*** Use punctuation for effect.
* Use correct capitalization.
* Use correct end punctuation.
* Write in a paragraph structure.
* Use strategies to correct spelling.

**Understandings:** * Writers deepen their knowledge of content area topics through research.
* Writers develop research skills and note-taking strategies.
* Writers learn strategies to organize notes into sections.
* Writers plan and draft information books with focus, organization, and elaboration in mind.
* Writers think about word choice and include academic vocabulary.
* Writers learn strategies to revise and edit information books independently.
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| **Learning Targets**  |
| *New Jersey Student Learning Standards & Practices** W.4.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
* W.4.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
* 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 peers and adults, 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.
* 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, and provide a list of sources.
* W.4.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
* RI.4.1. Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.
* RI.4.2. Determine the main idea of a text and explain how it is supported by key details; summarize the text
* RI.4.3. 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.
* RI.4.4. Determine the meaning of general academic and domain specific words or phrases in a text relevant to a grade 4 topic or subject area.
* RI.4.5. Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.
* RI.4.7. Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears
* RI.4.9. Integrate and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) information from two texts on the same topic in order to write or speak about the subject knowledgeably
* RI.4.10. By the end of year, read and comprehend literary nonfiction at grade level text complexity or above, with scaffolding as needed.
* L.4.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
	+ Use correct capitalization.
	+ Use commas and quotation marks to mark direct speech and quotations from a text.
	+ Use a comma before a coordinating conjunction in a compound sentence.
	+ Spell grade-appropriate words correctly, consulting references as needed.
 | *Interdisciplinary New Jersey Student Learning Standards, Career Readiness Practices, SEL Competencies**World Language:** 7.1.NM.IPERS.4: Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.
* 7.1.NM.IPERS.5: Imitate gestures and intonation of the target culture(s) native speakers when greeting others, during leave-takings, and in daily interactions.

*Social Studies:** 6.1.5.CivicsHR.1: Describe how fundamental rights guaranteed by the United States Constitution and the Bill of Rights contribute to the improvement of  American democracy (i.e., freedom of expression, freedom of religion, freedom of the press, freedom of assembly, freedom of petition, the right to vote,and the right to due process).
* 6.1.5.CivicsHR.4: Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.
* 6.1.5.CivicsPD.3: Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges.
* 6.1.5.HistoryCC.1: Analyze key historical events from the past to explain how they led to the creation of the state of New Jersey and the United States.
* 6.1.5.HistoryCC.2: Use a variety of sources to illustrate how the American identity has evolved over time.
* 6.1.2.HistoryUP.6: Evaluate the impact of different interpretations of experiences and events by people with different cultural or individual perspectives. (Amistad/Asian American/Pacific Islanders)
* 6.1.5.HistoryUP.7: Describe why it is important to understand the perspectives of other cultures in an interconnected world. (Amistad/Asian American/Pacific Islanders)
* 6.1.5.CivicsDp.2: Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights (e.g., fairness, civil rights, human rights). (Diversity)

*Science:** 3-5-ETS1-2: Engineering Design: Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem.
* 3-5-ETS1-3: Engineering Design Plan and carry out fair tests in which variables are controlled and failure points are considered to identify aspects of a model or prototype that can be improved.
* 4-PS3-2: Energy Make observations to provide evidence that energy can be transferred from place to place by sound, light, heat, and electric currents.
* 4-PS3-4: Energy Apply scientific ideas to design, test, and refine a device that converts energy from one form to another.
* 4-PS4-3: Waves and Their Applications in Technologies for Information Transfer: Generate and compare multiple solutions that use patterns to transfer information.
* 4-PS4-1: Waves and Their Applications in Technologies for Information Transfer Develop a model of waves to describe patterns in terms of amplitude and wavelength and that waves can cause objects to move.
* 4-PS4-2: Waves and Their Applications in Technologies for Information Transfer Develop a model to describe that light reflecting from objects and entering the eye allows objects to be seen.
* 4-PS4-3: Waves and Their Applications in Technologies for Information Transfer Generate and compare multiple solutions that use patterns to transfer information.
* 4-LS1-1: From Molecules to Organisms: Structures and Processes Construct an argument that plants and animals have internal and external structures that function to support survival, growth, behavior, and reproduction. (Climate Change)

*Career Readiness Practices* * Act as a responsible and contributing citizen and employee
* Utilize critical thinking to make sense of problems and persevere in solving them.
* Work productively in teams while using cultural global competence.
* Demonstrate creativity and innovation.
* Use technology to enhance productivity, increase collaboration, and communicate effectively.

**Social Emotional Learning** * Social Awareness
* Responsible Decision Making
* Relationship Skills
* Self-Awareness
* Self-Management

**Computer Science:** **Interaction of Technology and Humans:*** 8.2.5.ITH.1: Explain how societal needs and wants influence the development and function of a product and a system.

**Life Literacies and Key Skills: Technology Literacy*** 9.4.5.TL.2: Sort and filter data in a spreadsheet to analyze findings.

**Life Literacies and Key Skills: Critical Thinking*** 9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global.
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| **Essential Questions** |
| * How do writers research a content area topic?
* How can writers share their expertise about a subject with others?
* How do writers take notes and organize them?
* How do writers plan an information book based on their research?
* How do writers draft an information book with focus, organization, and elaboration in mind?
* How do writers incorporate content area vocabulary and precise words?
* How do writers revise and edit information books?
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| **Student Learning Objectives** |
| ***Students will …*** * Research content area topics.
* Plan research on a topic.
* Take notes on a topic.
* Organize notes into categories.
* Plan and draft an information books based on research.
* Draft with focus and organization in mind.
* Write information books with elaboration incorporating text features.
* Think about important vocabulary.
* Revise and edit independently.
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| **Suggested Activities** |
| ***The following activities can be incorporated into the daily lessons:*** **Suggested Mini Lessons:*** **Writers think about possible content area topics to write information books about.** (Bringing History to Life,pg. 4)
	+ Brainstorm with the class possible topic choices and create a class list to choose from.
* **Writers think about a plan and organize note taking.**  (Bringing History to Life,pg. 10)
	+ Demonstrate how writers make a plan for notetaking.
* **Writers take notes, following their plan.**  (Bringing History to Life,pg. 11)
	+ Model how writers take notes with subheadings.
* **Writers use note-taking strategies to collect information about their topic.** (Bringing History to Life, pg. 14)
	+ Model how writers take notes in chronological order or on different categories within a topic.
* **Writers plan the structure of their writing.**  (Bringing History to Life,pg. 14)
	+ Demonstrate how writers make plans for their writing using subheadings, deciding what order it will follow.
* **Writers plan and write their information books, following their plan and using their notes.** (Bringing History to Life,pg. 22)
	+ Model how writers organize their notes and put them into sections as they write.
* **Writers teach others and think about their readers as they write information books.** (Bringing History to Life,pg. 30)
	+ Demonstrate how writers think about what needs more clarification as they write.
* **Writers elaborate and add details as they write.** (Bringing History to Life,pg. 38)
	+ Model how writers add details as they write by adding examples from their notes.
* **Writers plan and write their information books, following their plan and using their notes.** (Bringing History to Life,pg. 22)
	+ Model how writers organize their notes and put them into sections as they write.
* **Writers draft their work using a paragraph structure.** (Bringing History to Life,pg. 97)
	+ Demonstrate how writers write in paragraphs as they draft.
* **Writers write introductions.** (Bringing History to Life,pg. 102)
	+ Model how writers write introduction by looking at all the parts of their information book and laying it out.
* **Writers draft with transition words in mind.**
	+ Demonstrate how to use transition words in improve flow of writing.
* **Writers write conclusions.** (Bringing History to Life,pg. 110)
	+ Discuss ways to write conclusions.
* **Writers use text features to show important information.** (Bringing History to Life,pg. 113)
	+ Model how writers use text features to highlight what information is most important.
* **Writers use bold words to highlight important vocabulary.** (Bringing History to Life,pg. 122)
	+ Demonstrate how writers include and highlight important vocabulary in their writing.
* **Writers revise their writing by thinking about varied sentence structure.**
	+ Model how to combine short sentences with conjunctions.
* **Writers revise their writing by thinking about word choice.** (Bringing History to Life, pg. 195)
	+ Demonstrate how writers reread by using specific word choice.
* **Writers edit by using an editing checklist.** (Bringing History to Life, pg. 192)
	+ Model how writers reread their writing and edit using a checklist to guide them.
* **Writers edit by checking for capital letters and end punctuation.**
	+ Demonstrate how writers reread checking for correct capitalization and end punctuation.
* **Writers edit for paragraphs.**
	+ Model how writers check for the correct indenting for paragraphs.
* **Writers edit for spelling.**
	+ Demonstrate how writes use resources to check spelling.
* **Writers publish and celebrate.** (Bringing History to Life, pg. 197)
	+ Model how writers publish and share their information books at an expert fair, teaching others what they researched and learned about.

**Strategies for Differentiated Instruction:****English Language Learner (ELL):*** Provide visuals of writing process.
* Provide word wall visuals and vocabulary cards.
* Illustrate ideas on the graphic organizer to plan their writing.
* Provide different paper for students.
* Use highlighters to check for and highlight capitalization and punctuation.

**Special Education:*** Provide a checklist of writing process.
* Provide a checklist for editing.
* Model concrete examples on anchor charts.
* Brainstorm topics of interest, with prompting if necessary.
* Provide different paper for students.
* Use highlighters to check for and highlight capitalization and punctuation.

**At-risk:*** Provide checklists of the writing process.
* Provide concrete examples on anchor charts.
* Brainstorm topics of interest, with prompting if necessary.
* Provide different paper for students.
* Use highlighters to check for and highlight capitalization and punctuation.

**Gifted and Talented (G & T):** * Encourage the use of creativity. Ask higher-level questions.
* Provide opportunities for open ended, self- directed activities.
* Provide instruction in research skills needed to develop an independent study in student’s interest area.
* Use advanced supplementary/reading materials.
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| **Materials** |
| **Materials:** * Bringing History to Life by Lucy Calkins
* Writers’ notebooks
* Information writing checklists
* Information writing rubrics
* Chart paper
* Markers
* Anchor charts
* Research materials

  **Suggested** **Mentor Texts:** * Revolutionary War*(Cornerstones of Freedom series) by Josh Gregory*
* The Split History of The American Revolution: A Perspectives Flip Book by Michael Burgan (Diversity)
* Through My Eyes by Ruby Bridges (Amistad)
* For the Love of the Game: Michael Jordan and Me by Eloise Greenfield (Amistad)
* Suitcase by Mildred Pitts Walter (Amistad)
* Amina’s Voice by Hena Khan (Asian American/Pacific Islanders)
* More to the Story by Hena Khan (Asian American/Pacific Islanders)
* A Long Pitch Home by Natalie Dias Lorenzi (Asian American/Pacific Islanders)
* Chef Roy Choi and the Street Food Remix by Jacqueline Briggs Martin and June Jo Lee (Asian American/Pacific Islanders)
* Everything Weather by Kathy Furgang (Climate Change)
* Hurricane and Tornado by Jack Challoner (Climate Change)
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| **Assessments** |
| Formative: * Writer's Notebook
* Conferring Notes
* Peer Group Work
* Teacher Observations and Notes
* Teacher observations
* Grammar Assessment
* IXL open-ended assessments
* On-Demand personal narratives

Summative:* Units of Study Benchmark Assessments
* Personal Essay Rubric/published work
* Essay Rubric/published work
* Literary Essay Draft/published work
* Informative Essay/published work
* Opinion Essay/published work
* Teacher created tests
* District created inter-disciplinary assessments
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| **Modifications** |
| **English Language Learners*** + Create charts with pictures
	+ Scaffolding
	+ Word walls
	+ Sentence frames
	+ Bilingual translation
	+ Think aloud
	+ Read aloud
	+ Highlight key vocabulary
	+ Turn-and-talk
	+ Anchor charts
	+ Graphic organizers
	+ Modeling
	+ Working with partners
	+ Small group work (strategy lessons based upon skill/need)
	+ Pre-teach vocabulary
	+ Peer editing
	+ Paper choice
 | **Special Education*** Word walls
* Anchor charts with pictures
* Graphic organizers
* Leveled readers
* Extended time
* Highlighter
* Answer eliminator
* Small group work (strategy lessons based upon skill/need)
* Working with partners
* Modeling
* Flexible/preferential seating
* Peer editing
* Paper choice
 | **At Risk*** Teachers tutoring
* Peer tutoring
* Anchor charts / graphic organizer
* Extended time
* Parent communication
* Modified assignments
* Counseling
* Preferential seating
* Working with partners
* Modeling
* Word walls
* Leveled readers
* Small group work (strategy lessons based upon skill/need)
* Peer Editing
* Paper choice
 | **Gifted & Talented*** Challenge assignments
* Enrichment activities
* Tiered activities
* Independent research / inquiry
* Collaborative team work
* Higher level questioning
* Critical/Analytical thinking tasks
* Self-directed activities
* Leveled readers
* Above grade level texts
* Extended writing time
* Peer Editing
* Paper choice
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| **504 Modifications** |
| * Environmental Strategies:
	+ Provide a structured learning environment.
	+ Make separate “space” for different types of tasks
	+ Possible adapting of non-academic times such as lunch, recess, and physical education
	+ Change student seating
	+ Utilize a study carrel
	+ Alter location or personal or classroom supplies for easier access or to minimize distraction
	+ Provide sensory breaks
	+ Provide a written or picture schedule
	+ Allow extra time in between classes
	+ Avoid allergy-causing substances
	+ Adapt physical education curriculum
	+ Provide book caddie
	+ Implement movement to avoid stiffness
	+ Provide seating accommodations
* Organizational Strategies:
	+ Model and reinforce organizational systems
	+ Write out homework assignments, check student’s recording of assignments
	+ Tailor homework assignments toward student strengths
	+ Set time expectations for assignments
	+ Provide clues such as clock face indicating beginning and ending times
	+ Teach study/organizational skills
	+ Schedule before or after school tutoring/homework assistance
	+ Behavioral Strategies:
	+ Use behavioral management techniques consistently within a classroom and across classes
	+ Implement behavioral/academic contracts
	+ Utilize positive verbal and/or nonverbal reinforcements
	+ Utilize logical consequences
	+ Confer with the student’s parents and student as appropriate
	+ Establish a home/school communication system for behavior monitoring
	+ Post rules, procedures, and consequences for classroom behavior
	+ Put student on a daily/weekly progress report/contract
	+ Reinforce self-monitoring and self-recording of behaviors

“Section 504: Sample Accommodations and Modifications” Warmline Family Resource Center. http://www.warmlinefrc.org/uploads/5/9/5/8/5958794/section\_504\_accomodations.pdf  |