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| Name: CUSD #2 4th grade  Unit Title: Write Informative/Explanatory Texts  Date:2/24/14 | |
| * **Goal(s):** [CCSS.ELA-Literacy.W.4.2](http://www.corestandards.org/ELA-Literacy/W/4/2/) Write informative/explanatory texts to examine a topic and convey ideas and information clearly.   + [CCSS.ELA-Literacy.W.4.2a](http://www.corestandards.org/ELA-Literacy/W/4/2/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.   + [CCSS.ELA-Literacy.W.4.2b](http://www.corestandards.org/ELA-Literacy/W/4/2/b/) Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.   + [CCSS.ELA-Literacy.W.4.2c](http://www.corestandards.org/ELA-Literacy/W/4/2/c/) Link ideas within categories of information using words and phrases (e.g., *another*, *for example*, *also*, *because*).   + [CCSS.ELA-Literacy.W.4.2d](http://www.corestandards.org/ELA-Literacy/W/4/2/d/) Use precise language and domain-specific vocabulary to inform about or explain the topic.   + [CCSS.ELA-Literacy.W.4.2e](http://www.corestandards.org/ELA-Literacy/W/4/2/e/) Provide a concluding statement or section related to the information or explanation presented. | |
| **Essential Understandings:**  • Students will be able to write an informative or explanatory text that introduces a topic, group related information, and ends with a conclusion.  Students will use facts, definitions, and details to support the topic.  Students will learn to use linking words, such as *also, another, for example, and because*, to connect ideas.  Students will use precise language and subject vocabulary to explain the topic.  Students will learn specific language skills and use them in writing an informative or explanatory text. | **Essential Questions:**  **• How can I explain a topic in writing?** |
| Students will know:  • | Students will be able to:  • |

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| STAGE 2 – EVIDENCE | |
| **Key Evidence (Performance Based):**  Students ability to find main ideas and details by creating outlines that organize key points  Student’s rough and final drafts assessed by a rubric. | **Other Evidence (Formative):**  Students ability to identify parts of speech assessed by workbook pages 90-93 from Common Core Progress English Language Arts (Sadlier School)  Peer editing – Students writing skills assessed by checklist.  Teacher/student conferences – Students writing skills assessed by checklist. |

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| STAGE 3 – ACTION PLAN |
| 1. **Introduce students to informational texts on natural phenomenon.** 2. **Examine student models of an informational/explanatory text.** 3. **Introduce and practice outlining skills.** 4. **Create an outline draft of their own natural phenomenon essay.** 5. **Introduce language skills using workbook pages 90-93.** 6. **Students create rough draft of essay.** 7. **Peer conferences and teacher/student conferences to assess student writing skills.** 8. **Students will create and share a final draft of their essay on natural phenomenon.** |