

LA4 Unit 3: Informative/Explanatory Writing

Content Area: **Language Arts**
Course(s): **Language Arts 4**
Time Period: **Generic Time Period**
Length: **Ongoing**
Status: **Published**

Established Goals/Standards

Please choose the appropriate Goals/Standards from the Standards tab above.

LA.L.4.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
LA.L.4.1.A	Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).
LA.L.4.1.B	Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses.
LA.L.4.1.C	Use modal auxiliaries (e.g., can, may, must) to convey various conditions.
LA.L.4.1.D	Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
LA.L.4.1.E	Form and use prepositional phrases.
LA.L.4.1.F	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
LA.L.4.1.G	Correctly use frequently confused words (e.g., to, too, two; there, their).
LA.L.4.2.A	Use correct capitalization.
LA.L.4.2.B	Use commas and quotation marks to mark direct speech and quotations from a text.
LA.L.4.2.C	Use a comma before a coordinating conjunction in a compound sentence.
LA.L.4.2.D	Spell grade-appropriate words correctly, consulting references as needed.
LA.L.4.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
LA.L.4.3.A	Choose words and phrases to convey ideas precisely.
LA.L.4.3.B	Choose punctuation for effect.
LA.L.4.3.C	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).
LA.L.4.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.
LA.L.4.4.A	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
LA.L.4.4.B	Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).
LA.L.4.4.C	Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
LA.L.4.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

LA.W.4.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
LA.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.
LA.W.4.2.B	Develop the topic with facts, definitions, concrete details, text evidence, or other information and examples related to the topic.
LA.W.4.2.C	Link ideas within paragraphs and sections of information using words and phrases (e.g., another, for example, also, because).
LA.W.4.2.D	Use precise language and domain-specific vocabulary to inform about or explain the topic.
LA.W.4.2.E	Provide a conclusion related to the information or explanation presented.
LA.W.4.4	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
LA.W.4.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
LA.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.
LA.W.4.7	Conduct short research projects that build knowledge through investigation of different aspects of a topic.
LA.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.
LA.W.4.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
LA.W.4.9.B	Apply grade 4 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”).
LA.W.4.10	Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
LA.SL.4.2	Paraphrase portions of a text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).
LA.SL.4.3	Identify the reasons and evidence a speaker provides to support particular points.
LA.SL.4.4	Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
SEL.PK-12.1.3	Recognize one’s personal traits, strengths, and limitations
SEL.PK-12.1.4	Recognize the importance of self-confidence in handling daily tasks and challenges
SEL.PK-12.2.2	Recognize the skills needed to establish and achieve personal and educational goals
SEL.PK-12.2.3	Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one’s goals
SEL.PK-12.3.3	Demonstrate an understanding of the need for mutual respect when viewpoints differ
SEL.PK-12.3.4	Demonstrate an awareness of the expectations for social interactions in a variety of settings
SEL.PK-12.4.1	Develop, implement and model effective problem-solving, and critical thinking skills
SEL.PK-12.5.1	Establish and maintain healthy relationships

Essential Questions

Please add your Essential Questions by clicking on the Lists tab above.

- How does a writer cite the sources that he or she uses?
- How should a writer effectively collect information on a specific topic to generate an organized research paper?
- How should a writer select sources that provides appropriate support?
- What are the features of explanatory writing?
- What is plagiarism and how does a good writer avoid it?
- What is the best way to begin and end an explanatory paper?
- What is the difference between fact and opinion and how are they used to explain or inform a reader?
- What makes information true and relevant to an explanatory essay?

Enduring Understanding

Please add your Enduring Understandings by clicking on the Lists tab above.

- A good writer effectively collects information on a specific topic to generate an organized research paper by using outlines and graphic organizers.
- Facts are true and based on research, whereas opinions are formed based on what someone thinks or believes.
- Good explanatory essays will hook the reader with a strong thesis statement.
- Good writers understand that plagiarism is to take and use ideas, passages, etc., from (another's work) and are able to paraphrase effectively.
- Selecting solid sources will provide appropriate support.
- The purpose of Informative/explanatory writing is to increase the reader's knowledge, to help the reader better understand a procedure or process, or to increase the reader's comprehension of a concept.
- Works cited page in MLA style is essential to an effective research paper.

Content

Students will be able to:

- Write an introductory paragraph that uses creative techniques to grab the reader's attention.
- Write a strong concluding paragraph that summarizes the information from the body of the essay.
- Use texts and online resources to gather information for a research paper.
- Record information into an outline that allows students to organize and plan their writing.
- Cite resources in MLA format using a source such as EasyBib.com to created a works cited page.
- Successfully organize writing to support author's purpose.
- Use transitions and transitional phrases.

- Vary sentence structure.
- Structure paragraphs in an order that supports the flow of their writing.
- Write with sophisticated fourth grade vocabulary.
- Develop and strengthen writing through editing and revision.

Resources

- Google Drive
- Graphic organizers
- Teacher generated outlines
- Student generated essays
- Teacher generated essays
- Explanatory Essay rubric
- Research paper rubric
- Elements of Effective Writing Chart
- ActivBoard Flipcharts:
 - explanatory introduction
 - hooking the reader
 - model opening paragraph
 - graphic organizer
- Mentor text for explanatory writing
- Research Outline- organized into subtopics
- Wordly Wise Vocabulary
- Transition words and phrases list
- Thesaurus