Trimester 2 Writing

Content Area: **ELA**
Course(s):
Time Period: **MP1**
Length: **45**
Status: **Published**

NJSLS ELA

2nd Trimester: December 3 to March 12

Overarching Question: "How can we effectively research and organize information to create clear and informative explanations on various topics?"

Focus: Informative/Explanatory Writing/Short Response NJSLA Questions

December 3 - December 21: Introduction to Informative/Explanatory Writing

- December 3 - December 7: Overview of Informative/Explanatory Writing
    - Introduction to (W.4.2 standards - Write informative/explanatory texts to examine a topic and convey ideas and information clearly)

Rational: Clarity and Precision; Analytical Skills; Knowledge Sharing

- Discuss the purpose and structure of informative/explanatory texts.
- Read and analyze samples of informative/explanatory texts.
- W.4.4: Emphasis on clear and coherent writing.
- W.4.10: Write routinely over extended and shorter time frames.
- Introduction to W.4.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

Rational: Critical Thinking; Evidence-Based Arguments; Reflection and Personal Growth

- December 10 - December 14: Introducing a Topic Clearly (W.4.2A - 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)

Rational: Clear Communication; Logical Structure; Paragraph Development

- Lessons on how to introduce a topic clearly.
- Practice grouping related information in paragraphs and sections.
- Discuss and practice using formatting (headings), illustrations, and multimedia.
- Writing activities: Students draft introductory paragraphs with headings and multimedia.
- W.4.5: Planning and revising drafts with peer and adult support.

- Incorporate W.4.9B: 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”). Analyze examples of informative texts to see how authors support their points.

- F.4.3. Demonstrate command of the conventions of writing, including those listed under grade three foundational skills:

    A. Use basic paragraphing, including using paragraph indentations and using paragraphs in dialogue.
    B. Place adjectives and adverbs and form comparative and superlative adjectives and adverbs.
    C. Use independent clauses and coordinating conjunctions.
    D. Form irregular verbs; form and use progressive tenses.
    E. Form and use possessive nouns and pronouns.
    F. Capitalize the first word in quotations as appropriate, capitalize other important words (e.g., section headings).
    G. Use underlining, quotation marks, or italics for titles; use quotation marks for direct speech; use comma before a coordinating conjunction in a compound sentence.
    H. Use apostrophes for possession.

Rational: Deeper Understanding; Improved Comprehension; Effective Communication

- December 17 - December 21: Research and Planning

    - Lessons on how to research and gather information on a topic.

    - Practice note-taking and organizing information.

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

    - F.4.3. Demonstrate command of the conventions of writing, including those listed under grade three foundational skills:

        A. Use basic paragraphing, including using paragraph indentations and using paragraphs in dialogue.
        B. Place adjectives and adverbs and form comparative and superlative adjectives and adverbs.
        C. Use independent clauses and coordinating conjunctions.
        D. Form irregular verbs; form and use progressive tenses.
        E. Form and use possessive nouns and pronouns.
        F. Capitalize the first word in quotations as appropriate, capitalize other important words (e.g., section headings).
        G. Use underlining, quotation marks, or italics for titles; use quotation marks for direct speech; use comma before a coordinating conjunction in a compound sentence.
        H. Use apostrophes for possession.

        Rational: Engagement and Interest; Critical Thinking; Information Literacy

    - Writing activities: Students choose topics and begin researching.

    - W.4.6: Use technology for research and planning.

    - Reinforce W.4.9: Emphasize the importance of drawing evidence from their research to support their

writing.

Rational: Critical Analysis; Structured Writing; Preparation for Higher Education

January 3 - January 31: Developing the Topic (W.4.2B - Develop the topic with facts, definitions, concrete details, text evidence , or other information and examples related to the topic)

Rational: Depth and Clarity; Analytical Skills; Academic Preparedness

- January 3 - January 10: Using Facts, Definitions, and Details
    - Lessons on developing a topic with facts, definitions, and concrete details.
    - Practice finding and integrating text evidence and examples.
    - 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.

Rational: Information Literacy; Critical Analysis; Organizational Skills

- Writing activities: Students draft body paragraphs using facts, definitions, and details.
- W.4.5: Revising drafts with guidance and support.
- Emphasize W.4.9: Encourage students to draw evidence from their research to support their analysis and writing.

Rational: Critical Analysis; Structured Writing; Preparation for Higher Education

- January 14 - January 18: Organizing Information
    - Lessons on organizing information logically within paragraphs and sections.
    - Practice creating outlines and organizing notes.
    - Writing activities: Students revise their drafts to improve organization.
    - W.4.5: Continued development and strengthening of writing.
    - Continue W.4.9: Ensure students use evidence from texts to support their organization and content.
    - F.4.3. Demonstrate command of the conventions of writing, including those listed under grade three foundational skills:
        A. Use basic paragraphing, including using paragraph indentations and using paragraphs in dialogue.
        B. Place adjectives and adverbs and form comparative and superlative adjectives and adverbs.
        C. Use independent clauses and coordinating conjunctions.
        D. Form irregular verbs; form and use progressive tenses.
        E. Form and use possessive nouns and pronouns.

F. Capitalize the first word in quotations as appropriate, capitalize other important words (e.g., section headings).
G. Use underlining, quotation marks, or italics for titles; use quotation marks for direct speech; use comma before a coordinating conjunction in a compound sentence.
H. Use apostrophes for possession.

Rational: Critical Analysis; Structured Writing; Preparation for Higher Education

- January 21 - January 31: Linking Ideas (W.4.2C - Link ideas within paragraphs and sections of information using words and phrases (e.g., another, for example, also, because)

Rational: Depth and Clarity; Analytical Skills; Academic Preparedness

- Lessons on using linking words and phrases to connect ideas.
- Practice exercises on linking ideas within and between paragraphs.
- Writing activities: Students revise their drafts to include linking words and phrases.
- W.4.10: Continued writing practice.
- Integrate W.4.9B: Have students explain how authors use reasons and evidence to support their points in sample texts, then apply similar strategies in their own writing.
- F.4.3. Demonstrate command of the conventions of writing, including those listed under grade three foundational skills:

    A. Use basic paragraphing, including using paragraph indentations and using paragraphs in dialogue.
    B. Place adjectives and adverbs and form comparative and superlative adjectives and adverbs.
    C. Use independent clauses and coordinating conjunctions.
    D. Form irregular verbs; form and use progressive tenses.
    E. Form and use possessive nouns and pronouns.
    F. Capitalize the first word in quotations as appropriate, capitalize other important words (e.g., section headings).
    G. Use underlining, quotation marks, or italics for titles; use quotation marks for direct speech; use comma before a coordinating conjunction in a compound sentence.
    H. Use apostrophes for possession.

Rational: Understanding Argument Structure; Clarity and Coherence; Preparation for Advanced Academics

February 1 - February 21: Using Precise Language (W.4.2D - Use precise language and domain-specific vocabulary to inform about or explain the topic)

Rational: Clear Communication; Critical Thinking; Enhanced Communication

- February 1 - February 8: Domain-Specific Vocabulary
    - Lessons on using precise language and domain-specific vocabulary.

- Practice exercises on identifying and using domain-specific terms.
- Writing activities: Students revise their drafts to include precise language and vocabulary.
- W.4.5: Editing drafts with support from peers and adults.
- Include W.4.9: Encourage students to draw precise vocabulary and concepts from their research and readings.

Rational: Critical Analysis; Structured Writing; Preparation for Higher Education

- February 11 - February 21: Writing and Revising for Clarity
  - Lessons on revising for clarity and precision.
  - Peer review sessions focusing on language use and clarity.
  - Writing activities: Students make final revisions to improve clarity and precision.
  - W.4.5: Continued development and strengthening of writing.
  - Reinforce W.4.9: Students should use evidence to ensure their writing is clear and well-supported.
  - F.4.3. Demonstrate command of the conventions of writing, including those listed under grade three foundational skills:
    A. Use basic paragraphing, including using paragraph indentations and using paragraphs in dialogue.
    B. Place adjectives and adverbs and form comparative and superlative adjectives and adverbs.
    C. Use independent clauses and coordinating conjunctions.
    D. Form irregular verbs; form and use progressive tenses.
    E. Form and use possessive nouns and pronouns.
    F. Capitalize the first word in quotations as appropriate, capitalize other important words (e.g., section headings).
    G. Use underlining, quotation marks, or italics for titles; use quotation marks for direct speech; use comma before a coordinating conjunction in a compound sentence.
    H. Use apostrophes for possession.

Rational: Critical Analysis; Structured Writing; Preparation for Higher Education

February 24 - March 12: Writing Conclusions and Finalizing (W.4.2E - Provide a conclusion related to the information or explanation presented)

Rational: Closure; Summarization Skills; Academic Preparedness

- February 24 - February 28: Writing Conclusions
  - Lessons on writing effective conclusions related to the information presented.

- Practice writing different types of conclusions.
- Writing activities: Students draft and revise conclusions for their texts.
- W.4.4: Emphasis on clear and coherent conclusions.
- Emphasize W.4.9: Conclusions should reflect the evidence and analysis presented in the body of their texts.
- F.4.3. Demonstrate command of the conventions of writing, including those listed under grade three foundational skills:

    A. Use basic paragraphing, including using paragraph indentations and using paragraphs in dialogue.
    B. Place adjectives and adverbs and form comparative and superlative adjectives and adverbs.
    C. Use independent clauses and coordinating conjunctions.
    D. Form irregular verbs; form and use progressive tenses.
    E. Form and use possessive nouns and pronouns.
    F. Capitalize the first word in quotations as appropriate, capitalize other important words (e.g., section headings).
    G. Use underlining, quotation marks, or italics for titles; use quotation marks for direct speech; use comma before a coordinating conjunction in a compound sentence.
    H. Use apostrophes for possession.

Rational: Critical Analysis; Structured Writing; Preparation for Higher Education

- March 3 - March 7: Peer Review and Final Revisions
    - Peer review sessions: Students provide feedback on each other's work.
    - Final revisions based on feedback.
    - Writing activities: Students finalize their informative/explanatory texts.
    - W.4.6: Use technology to produce and publish texts.
    - Incorporate W.4.9: Ensure final revisions are supported by evidence and clear analysis

Rational: Critical Analysis; Structured Writing; Preparation for Higher Education

- March 10 - March 12: Publishing and Presenting
    - Publishing the writings (class book, bulletin board, etc.).
    - Oral presentations of informative/explanatory texts.
    - W.4.10: Write routinely for presentations and publications.
    - Include W.4.9: Presentations should highlight how their writing is supported by evidence and analysis.

Rational: Critical Analysis; Structured Writing; Preparation for Higher Education

Big Idea: “Students will develop their research and organizational skills to create clear, coherent, and well-supported informative/explanatory texts, emphasizing critical analysis, evidence-based writing, and effective communication.

Rationale and Transfer Goals

Rational: Clarity and Precision; Analytical Skills; Knowledge Sharing

Rational: Clear Communication; Logical Structure; Paragraph Development

Rational: Deeper Understanding; Improved Comprehension; Effective Communication

Rational: Engagement and Interest; Critical Thinking; Information Literacy

Rational: Critical Analysis; Structured Writing; Preparation for Higher Education

Rational: Depth and Clarity; Analytical Skills; Academic Preparedness

Rational: Information Literacy; Critical Analysis; Organizational Skills

Rational: Understanding Argument Structure; Clarity and Coherence; Preparation for Advanced Academics

Rational: Clear Communication; Critical Thinking; Enhanced Communication

Rational: Closure; Summarization Skills; Academic Preparedness

Enduring Understandings

Big Idea: “Students will develop their research and organizational skills to create clear, coherent, and well-supported informative/explanatory texts, emphasizing critical analysis, evidence-based writing, and effective communication.

Essential Questions

Overarching Question: "How can we effectively research and organize information to create clear and informative explanations on various topics?"

Content & Activities

Week	Suggested Lessons
Week 1 December 3 - December 7:	○ Examples of Expository or Opinion Writing Prompts: (wood) https://docs.google.com/document/d/15ssd3A_ikmc0UDtC_ruSQBGS9cOoADm6mOrBHrRw6M4/edit ○ Introduction to (W.4.2 standards - Write informative/explanatory texts to examine a topic and convey ideas and information clearly) ○ Discuss the purpose and structure of informative/explanatory texts. ○ Read and analyze samples of informative/explanatory texts. ○ W.4.4: Emphasis on clear and coherent writing. ○ W.4.10: Write routinely over extended and shorter time frames. ○ Introduction to W.4.9: Draw evidence from literary or informational texts to support analysis, reflection, and research. • Framing Your Thoughts ○ Review Substitute Namers for the Subject Unit 1, Skill 5 ○ Review Predicate Expanders Unit 2, Skills 1 & 2 ○ Form irregular verbs L.WF.4.3.D Additional Resources:

	Informative/Explanatory: https://drive.google.com/drive/folders/13UEvmsMZWp50STh63KmL-zfqw8VgxRnF Other Informative: https://drive.google.com/drive/folders/1QnQcL51bJJZmuShYWd77eV5HZrTgd2XL Informative/Research: https://drive.google.com/drive/folders/1g8gZLFqCSeoDtDs7mGhSTBIifi0L4lkM The Writing Process: https://drive.google.com/drive/folders/11e60jb4gh53tuz6PswnHuNtikNQ7AjEW
Week 2 December 10 - December 14:	○ Lessons on how to introduce a topic clearly. ○ Practice grouping related information in paragraphs and sections. ○ Discuss and practice using formatting (headings), illustrations, and multimedia. ○ Writing activities: Students draft introductory paragraphs with headings and multimedia. ○ W.4.5: Planning and revising drafts with peer and adult support. ○ Incorporate W.4.9B: 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"). Analyze examples of informative texts to see how authors support their points. ○ Various Grammar Activities (F.4.3) • Framing Your Thoughts ○ Review Mobility of Predicate Expanders Unit 2, Skill 3-6 ○ Form and use progressive tenses L.WF.4.3.D • Write in your writer's notebook daily Additional Resources: Informative/Explanatory: https://drive.google.com/drive/folders/13UEvmsMZWp50STh63KmL-zfqw8VgxRnF Other Informative: https://drive.google.com/drive/folders/1QnQcL51bJJZmuShYWd77eV5HZrTgd2XL Informative/Research: https://drive.google.com/drive/folders/1g8gZLFqCSeoDtDs7mGhSTBIifi0L4lkM The Writing Process: https://drive.google.com/drive/folders/11e60jb4gh53tuz6PswnHuNtikNQ7AjEW
Week 3 December 17 -	○ Lessons on how to research and gather information on a topic. ○ Practice note-taking and organizing information.

December 21:	○ W.4.7: Conduct short research projects that build knowledge through investigation of different aspects of a topic. ○ Writing activities: Students choose topics and begin researching. ○ W.4.6: Use technology for research and planning. ○ Reinforce W.4.9: Emphasize the importance of drawing evidence from their research to support their writing. • Various Grammar Activities (F.4.3) Focus - Writing Informational Texts • The Writing Mini-lesson book for each day • Writing Feature Article ○ Notice the qualities of good feature articles p. 240 ▪ 2 days of mentor texts • Identify audience, purpose, and intended length of composition before writing W.WP.4.4.A • Use specialized, topic-specific language appropriate for the audience, purpose and subject matter W.WP.4.4.B ▪ On-demand prompt • Writer's Notebook: Becoming an Expert ○ Make lists of topics you know, are interested in, and care about p. 574 ○ Use webs to explore and focus a topic p. 576 • Format of the Lesson ○ Mini-Lesson ○ Independent writing/conferencing - Narrative Focus ○ Closure/sharing Additional Resources: Informative/Explanatory: https://drive.google.com/drive/folders/13UEvmsMZWp50STh63KmL-zfqw8VgxRnF Other Informative: https://drive.google.com/drive/folders/1QnQcL51bJJZmuShYWd77eV5HZrTgd2XL Informative/Research:

	https://drive.google.com/drive/folders/1g8gZLFqCSeoDtDs7mGhSTBIifi0L4lkM The Writing Process: https://drive.google.com/drive/folders/11e60jb4gh53tuz6PswnHuNtikNQ7AjEW
Week 4 January 3 - January 10:	○ Lessons on developing a topic with facts, definitions, and concrete details. ○ Practice finding and integrating text evidence and examples. ○ 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. ○ Writing activities: Students draft body paragraphs using facts, definitions, and details. ○ W.4.5: Revising drafts with guidance and support. ○ Emphasize W.4.9: Encourage students to draw evidence from their research to support their analysis and writing. Focus - Writing Informational Texts • The Writing Mini-lesson book for each day ○ Writing Feature Articles ▪ Choose a topic and think about your point of view p. 242 ○ Writing Notebook: Becoming and Expert ▪ Make a list of questions and wondering about a topic p. 578 ▪ Take notes about your topic in your own words p. 580 ▪ Choose and sketch a few objects to represent the big ideas of your topic p.584 ▪ Use precise language and domain-specific vocabulary to inform about or explain the topic W.IW.4.2.D • Format of the Lesson ○ Mini-Lesson ○ Independent writing/conferencing - Narrative Focus ○ Closure/sharing Additional Resources: Informative/Explanatory: https://drive.google.com/drive/folders/13UEvmsMZWp50STh63KmL-zfqw8VgxRnF Other Informative:

	https://drive.google.com/drive/folders/1QnQcL51bJJZmuShYWd77eV5HZrTgd2XL Informative/Research: https://drive.google.com/drive/folders/1g8gZLFqCSeoDtDs7mGhSTBIifi0L4lkM The Writing Process: https://drive.google.com/drive/folders/11e60jb4gh53tuz6PswnHuNtikNQ7AjEW
Week 5 January 14 - January 18:	○ Lessons on organizing information logically within paragraphs and sections. ○ Practice creating outlines and organizing notes. ○ Writing activities: Students revise their drafts to improve organization. ○ W.4.5: Continued development and strengthening of writing. ○ Continue W.4.9: Ensure students use evidence from texts to support their organization and content. • Various Grammar Activities (F.4.3) Focus - Writing Informational Texts • The Writing Mini-lesson book for each day ○ Writing Feature Articles ▪ Find and collect information about your topic p. 244 ▪ Hook your reader from the beginning p. 246 ▪ Write with a strong voice p. 248 • Format of the Lesson ○ Mini-Lesson ○ Independent writing/conferencing - Narrative Focus ○ Closure/sharing Additional Resources: Informative/Explanatory: https://drive.google.com/drive/folders/13UEvmsMZWp50STh63KmL-zfqw8VgxRnF Other Informative: https://drive.google.com/drive/folders/1QnQcL51bJJZmuShYWd77eV5HZrTgd2XL Informative/Research: https://drive.google.com/drive/folders/1g8gZLFqCSeoDtDs7mGhSTBIifi0L4lkM The Writing Process:

	https://drive.google.com/drive/folders/11e60jb4gh53tuz6PswnHuNtikNQ7AjEW Expository/ Opinion Main Paragraph writing: (Wood) https://docs.google.com/document/d/1KssbBS4Cv5359mXOaTVqcXCW6QS2VvJDw1L4fNJCKMo/edit
Week 6 January 21 - January 31:	○ Lessons on using linking words and phrases to connect ideas. ○ Practice exercises on linking ideas within and between paragraphs. ○ Writing activities: Students revise their drafts to include linking words and phrases. ○ W.4.10: Continued writing practice. ○ Integrate W.4.9B: Have students explain how authors use reasons and evidence to support their points in sample texts, then apply similar strategies in their own writing. ○ Various Grammar Activities (F.4.3) Focus - Using Text Features in Nonfiction Writing • The Writing Mini-lesson book for each day ○ Writing Feature Articles ▪ Notice why authors use different text features p. 430 ▪ Use heading and subheadings to tell what a part is about p. 432 ▪ Use sidebars to give extra information p. 434 ▪ Write captions under the pictures p. 436 • Format of the Lesson ○ Mini-Lesson ○ Independent writing/conferencing - Narrative Focus ○ Closure/sharing Additional Resources: Informative/Explanatory: https://drive.google.com/drive/folders/13UEvmsMZWp50STh63KmL-zfqw8VgxRnF Other Informative: https://drive.google.com/drive/folders/1QnQcL51bJJZmuShYWd77eV5HZrTgd2XL Informative/Research:

	https://drive.google.com/drive/folders/1g8gZLFqCSeoDtDs7mGhSTBIifi0L4lkM The Writing Process: https://drive.google.com/drive/folders/11e60jb4gh53tuz6PswnHuNtikNQ7AjEW
Week 7 February 1 - February 8:	○ Lessons on using precise language and domain-specific vocabulary. ○ Practice exercises on identifying and using domain-specific terms. ○ Writing activities: Students revise their drafts to include precise language and vocabulary. ○ W.4.5: Editing drafts with support from peers and adults. ○ Include W.4.9: Encourage students to draw precise vocabulary and concepts from their research and readings. Focus - Using Text Features in Nonfiction Writing • The Writing Mini-lesson book for each day ○ Making Nonfiction writing Interesting ▪ Use descriptions to give readers a picture in their minds p. 442 ▪ Tell how two things are the same or different p. 444 ▪ Select fascinating facts p. 448 ▪ Learn from other writers a variety of ways to write good endings p. 370 • Format of the Lesson ○ Mini-Lesson ○ Independent writing/conferencing - Narrative Focus ○ Closure/sharing Additional Resources: Informative/Explanatory: https://drive.google.com/drive/folders/13UEvmsMZWp50STh63KmL-zfqw8VgxRnF Other Informative: https://drive.google.com/drive/folders/1QnQcL51bJJZmuShYWd77eV5HZrTgd2XL Informative/Research: https://drive.google.com/drive/folders/1g8gZLFqCSeoDtDs7mGhSTBIifi0L4lkM The Writing Process: https://drive.google.com/drive/folders/11e60jb4gh53tuz6PswnHuNtikNQ7AjEW

Week 8 February 11 - February 21:	○ Lessons on revising for clarity and precision. ○ Peer review sessions focusing on language use and clarity. ○ Writing activities: Students make final revisions to improve clarity and precision. ○ W.4.5: Continued development and strengthening of writing. ○ Reinforce W.4.9: Students should use evidence to ensure their writing is clear and well-supported. • Various Grammar Activities (F.4.3) Focus - Revising: Learning to Paragraph • The Writing Mini-lesson book for each day ○ Learning to Paragraph ▪ Notice how and why authors use paragraphs p. 520 ▪ Make a new paragraph for a new idea p. 522 ▪ Link ideas within paragraphs and sections of information using words and phrases W.IW.4.2.C ○ Editing: Capitals ▪ Notice how authors use capitalization p. 502 • Format of the Lesson ○ Mini-Lesson ○ Independent writing/conferencing - Narrative Focus Closure/sharing Additional Resources: Informative/Explanatory: https://drive.google.com/drive/folders/13UEvmsMZWp50STh63KmL-zfqw8VgxRnF Other Informative: https://drive.google.com/drive/folders/1QnQcL51bJJZmuShYWd77eV5HZrTgd2XL Informative/Research: https://drive.google.com/drive/folders/1g8gZLFqCSeoDtDs7mGhSTBIifi0L4lkM The Writing Process: https://drive.google.com/drive/folders/11e60jb4gh53tuz6PswnHuNtikNQ7AjEW

Week 9 February 24 - February 28:	○ Lessons on writing effective conclusions related to the information presented. ○ Practice writing different types of conclusions. ○ Writing activities: Students draft and revise conclusions for their texts. ○ W.4.4: Emphasis on clear and coherent conclusions. ○ Emphasize W.4.9: Conclusions should reflect the evidence and analysis presented in the body of their texts. • Various Grammar Activities (F.4.3) Publish, Share and Celebrate (3 days) • Publishing • Sharing • Celebrating ○ Students will read their created books to the class ○ Teacher go over agreed upon norms for giving feedback ○ Teachers will model feedback ▪ What went well? ▪ What questions are we left with? ○ Students will give feedback ○ Teacher will keep chart paper to document things students do in their writing that was explicitly taught ▪ ex) Writing had a clear beginning • Framing Your Thoughts ○ Review Subject Describers - Unit 3, Skill 1&2 Additional Resources: Informative/Explanatory: https://drive.google.com/drive/folders/13UEvmsMZWp50STh63KmL-zfqw8VgxRnF Other Informative: https://drive.google.com/drive/folders/1QnQcL51bJJZmuShYWd77eV5HZrTgd2XL Informative/Research:

	https://drive.google.com/drive/folders/1g8gZLFqCSeoDtDs7mGhSTBIifi0L4lkM The Writing Process: https://drive.google.com/drive/folders/11e60jb4gh53tuz6PswnHuNtikNQ7AjEW
Week 10 March 3 - March 7:	○ Peer review sessions: Students provide feedback on each other's work. ○ Final revisions based on feedback. ○ Writing activities: Students finalize their informative/explanatory texts. ○ W.4.6: Use technology to produce and publish texts. ○ Incorporate W.4.9: Ensure final revisions are supported by evidence and clear analysis Additional Resources: Informative/Explanatory: https://drive.google.com/drive/folders/13UEvmsMZWp50STh63KmL-zfqw8VgxRnF Other Informative: https://drive.google.com/drive/folders/1QnQcL51bJJZmuShYWd77eV5HZrTgd2XL Informative/Research: https://drive.google.com/drive/folders/1g8gZLFqCSeoDtDs7mGhSTBIifi0L4lkM The Writing Process: https://drive.google.com/drive/folders/11e60jb4gh53tuz6PswnHuNtikNQ7AjEW
Week 11 March 10 - March 12:	○ Publishing the writings (class book, bulletin board, etc.). ○ Oral presentations of informative/explanatory texts. ○ W.4.10: Write routinely for presentations and publications. ○ Include W.4.9: Presentations should highlight how their writing is supported by evidence and analysis Additional Resources: Informative/Explanatory: https://drive.google.com/drive/folders/13UEvmsMZWp50STh63KmL-zfqw8VgxRnF Other Informative: https://drive.google.com/drive/folders/1QnQcL51bJJZmuShYWd77eV5HZrTgd2XL Informative/Research: https://drive.google.com/drive/folders/1g8gZLFqCSeoDtDs7mGhSTBIifi0L4lkM The Writing Process: https://drive.google.com/drive/folders/11e60jb4gh53tuz6PswnHuNtikNQ7AjEW Additional Journal Writing Prompts: (Wood) https://docs.google.com/document/d/1vGYyCdaUMr8_HMfhJkWwuByR_RC2UcxodBDCBOH

	QUh0/edit

Assessments

Please Note: Assessments can be on-going and/or through student conferences too. Daily student writing samples can be used to assess any particular skills or overall writing ability. Your assessment does NOT need to be centered on a single continuous piece of writing, but rather multiple writings to give the students daily practice. The Formative and Summative assessments listed below are just suggestions for your consideration.

Formative Assessments

December 7 – Overview of Informative/Explanatory Writing (W.4.2, W.4.4, W.4.10)
Skills to Assess: Understanding the purpose and structure of informative/explanatory texts.
Assessment Type: Exit ticket or quick write summarizing the purpose and structure of informative/explanatory writing.

December 14 – Introducing a Topic Clearly (W.4.2A, W.4.9B)
Skills to Assess: Ability to introduce a topic clearly and group related information in paragraphs and sections, using formatting and multimedia.
Assessment Type: Short draft of an introductory paragraph with formatting and multimedia, followed by peer review using a checklist.

December 21 – Research and Planning (W.4.7, W.4.6)
Skills to Assess: Research skills, note-taking, and organizing information.
Assessment Type: Research notes and outline submission for feedback on organization and information gathering.

January 10 – Developing the Topic with Facts and Details (W.4.2B, W.4.8)
Skills to Assess: Ability to develop a topic with facts, definitions, and concrete details.
Assessment Type: Body paragraph draft using facts and details; teacher-student conferences for individual feedback.

January 18 – Organizing Information Logically (W.4.2A, W.4.5)
Skills to Assess: Logical organization of information within paragraphs and sections.
Assessment Type: Outline and paragraph revision exercise focusing on organization; peer review with a checklist on structure.

January 31 – Linking Ideas (W.4.2C, W.4.9B)

Skills to Assess: Use of linking words and phrases to connect ideas within and between paragraphs.
Assessment Type: Revision of draft to incorporate linking words and phrases; group feedback sessions.

February 8 – Using Precise Language and Vocabulary (W.4.2D, W.4.9)
Skills to Assess: Use of precise language and domain-specific vocabulary.
Assessment Type: Short revision activity focusing on replacing general language with domain-specific terms; teacher feedback on vocabulary use.

February 21 – Writing and Revising for Clarity (W.4.5, W.4.9)
Skills to Assess: Revising writing for clarity and precision.
Assessment Type: Peer review sessions focusing on clarity of language and content; final draft revisions based on feedback.

February 28 – Writing Effective Conclusions (W.4.2E, W.4.4)
Skills to Assess: Ability to write a conclusion that relates to the information presented.
Assessment Type: Draft and revision of a conclusion paragraph; teacher feedback on how well the conclusion summarizes the content.

Summative Assessments

January 31 – Full Draft with Topic Development (W.4.2A-E, W.4.5)
Skills to Assess: Ability to draft a complete informative/explanatory text with clear introduction, developed topic, linking ideas, and precise language.
Assessment Type: Submit a full draft of the informative/explanatory text for comprehensive feedback (rubric-based grading on development and clarity).

February 21 – Peer Review and Final Revisions (W.4.5, W.4.6)
Skills to Assess: Ability to revise based on peer feedback and use of technology in the writing process.
Assessment Type: Final submission after peer review with a self-assessment reflection on revisions made.

March 7 – Published Work and Oral Presentation (W.4.6, W.4.10)
Skills to Assess: Ability to produce a polished final piece and present it effectively.
Assessment Type: Publish the final informative/explanatory text and present it orally; rubric-based grading on both the final written work and the presentation skills.

Spiraling for Mastery

Content or Skill for this Unit	Spiral Focus from Previous Unit	Instructional Activity
Focus: Reinforcing students' ability to organize information logically in their writing. This review will ensure that as students use facts, definitions, and details, they effectively organize these elements to enhance clarity and coherence in their writing. (Suggested dates: January 8-9)		**Instructional Activities:** 1. **Mini-Lesson on Organizing Information:** Review the importance of organizing research and ideas logically. Discuss how well-organized information strengthens the clarity of their writing. 2. **Graphic Organizer Review:** Students revisit previously gathered research and use graphic organizers (such as concept maps or flowcharts) to reorder their information. Focus on how related facts can be grouped logically within paragraphs and sections. 3. **Peer Discussion:** In pairs, students share their graphic organizers and explain how they've structured their information. Peers provide feedback on clarity and logical organization. 4. **Reorganizing Drafts:** Students apply this feedback by reorganizing their

		drafts, ensuring that the information flows smoothly and logically. 5. **Exit Ticket:** Students write a brief reflection on how reorganizing their information helped make their writing clearer.
Focus: Reinforcing students' ability to link ideas within and between paragraphs using precise language and domain-specific vocabulary. This review will help students ensure their writing flows smoothly and effectively communicates complex ideas. (Suggested Dates: February 5-6)		**Instructional Activities:** • **Mini-Lesson on Linking Words and Vocabulary:** Review how linking words and domain-specific vocabulary can enhance the flow of writing. Provide examples of how precise language connects ideas and adds clarity. • **Peer Editing Session:** Students exchange drafts and focus on identifying linking words and domain-specific vocabulary. They highlight areas where their peer can improve the flow or clarity by adding more precise language. • **Revise and Strengthen Writing:** Based on peer feedback, students revise their drafts to include stronger linking words and

		more precise vocabulary. Encourage them to consider how vocabulary can make their writing clearer and more informative. • **Practice Activity:** Provide students with sample paragraphs that need revision. Have them add linking words and domain-specific terms to improve the text. • **Exit Ticket:** Students provide examples of how they used linking words and domain-specific vocabulary in their own writing, explaining how these choices improved clarity.

Career Awareness, Exploration, Preparation, and Training

This writing outline supports "career awareness, preparation, and training" by helping students develop essential skills such as research, organization, clear communication, and evidence-based writing, all of which are foundational for future careers. Through practicing these skills, students build critical thinking and effective presentation abilities that are vital in various professional fields.

Life Literacies & Key Skills

This writing outline is related to life literacy and key skills by teaching students how to gather and analyze information, think critically, and communicate ideas effectively, which are essential for problem-solving, decision-making, and navigating real-world challenges both in personal and professional contexts.

Interdisciplinary Connections

This writing outline allows for interdisciplinary connections by integrating research and writing skills with subjects like science, social studies, and technology, encouraging students to draw from various content areas to inform their writing and make connections between different fields of knowledge.