G&T Grade 4 Unit 2: Persuasive Writing and Multimedia

Content Area: **Gifted & Talented**
Course(s):
Time Period: **MP3**
Length: **20 days**
Status: **Published**

NJSLS

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.4.10	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.4.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
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.
LA.SL.4.5	Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.
LA.SL.4.6	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.
LA.L.4.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
LA.L.4.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
LA.L.4.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

Rationale and Transfer Goals

In collaborative teams, students will create a persuasive writing document in script format. Students will then video record a commercial that advertises their prior project as an item for (not actual) sale in which they will speak about their product in detail, while demonstrating it.

Enduring Understandings

Writing is a continuous process of review and revision.

The time needed for writing and its related revision process can be shorter or more lengthy depending upon what is being created.

When writing, the writer needs to keep task, purpose and audience in mind.

Persuasive writing is used to advertise products.

Working in collaborative teams is essential to gathering a wealth of ideas and diverse points of view for the creation and revision process.

There are situations where “formal” language is used and situations where “informal” language can be used, and it is essential to determine when it is correct and appropriate to employ either.

Technology can be employed to enhance writing with text, color, imagery and video.

Participating effectively in a range of conversations and collaborations with diverse partners can help to build on ideas and express ideas clearly and persuasively.

Information can be presented in diverse media formats, including visually, quantitatively, and orally.

Writing and speech apply to a variety of contexts and communicative tasks.

Words can have non-literal meaning, shades of meaning and relationships to other words.

Effective language use and vocabulary are important to reading, writing, speaking and listening.

Essential Questions

What is persuasive writing? How can persuasive writing be used to advertise a product?

Why should an advertisement include text, graphics and video? What tools can help create this?

What are the steps of the writing process and why are they important?

Why is it important to know when to use “formal” language and “non-formal” language

If there is something I need to know for this assignment, how can I find the answer? How do I analyze my writing for relevancy to my project? Why are constant review and revision necessary for a writing assignment?

What technology tools can be used for a writing assignment and/or project and how do I use them?

Why is it important to collaborate and how can I make sure another’s ideas are heard as well as my own?

What are good collaborative practices when working with others?

Content - What will students know?

- Writing is a multi-step process that can take a shorter or longer amount of time, depending upon what is being written and its intended purpose.
- It is important to use correct grammar and punctuation when writing.
- Persuasive writing is just one type of writing; it is used when advertising products and services.
- Multimedia can be used to with long term project that involves ideas, creation, testing and revision.
- Web searches can be used to answer questions about unknown things when writing. Example: properly spelling a word, or videos on examples of collaborative writing.
- Multimedia is ideal for advertising a product.
- Video can be recorded and edited for clarity and purpose.
- There are instances when “formal” language should be used and instances where it may not be necessary.
- When writing and creating for an audience, Information presented needs to be clear, coherent, and

appropriate to task, purpose, and audience with reference to style, development and language used.

- When working with others, there are social skills necessary to convey ideas and viewpoints.

Skills - What will students be able to do?

- Create and revise a persuasive writing piece in script format that advertises the item they built in a previous project.
- Record and edit video that advertises their project with the script.
- Use Google slides or other multimedia presentation format to "house" the video as part of this project.

Activities - How will we teach the content and skills?

- Review of the persuasive writing process, proper grammar, punctuation and spelling.
- Introduction/review of a "Script".
- Using Docs to create scripts.
- Introduction/review of video recording with proper speech and editing using chrome camera app and WeVideo or other.
- Review of expectations for commercials: (example) Demo the product, Discuss what it does and why a person needs it, Where it can be bought and how much it costs.
- Students create video commercial on their projects.

Evidence/Assessments - How will we know what students have learned?

- Daily observation of students' work
- Daily monitoring of writing process in collaborative groups
- Participation in collaborative conversations in groups
- Checking on advertisement project progress via inspection of videos and editing process
- Evaluation of final project

Key Resources

Chromebooks or other computing device

Google apps: Drive, Slides, Docs, Camera

WeVideo or other video editing site

21st Century Life and Careers

9.2.5.CAP.4	Explain the reasons why some jobs and careers require specific training, skills, and certification (e.g., life guards, child care, medicine, education) and examples of these requirements.

Career Readiness, Life Literacies, & Key Skills

9.4.5.CT.1	Identify and gather relevant data that will aid in the problem-solving process (e.g., 2.1.5.EH.4, 4-ESS3-1, 6.3.5.CivicsPD.2).
9.4.5.CT.3	Describe how digital tools and technology may be used to solve problems.
9.4.5.IML.2	Create a visual representation to organize information about a problem or issue (e.g., 4.MD.B.4, 8.1.5.DA.3).

Interdisciplinary Connections/Companion Standards

1.4.5.Cr1a	Create roles, imagined worlds and improvised stories in a drama/theatre work articulating the physical qualities of characters, visual details of imagined worlds, and given circumstances, of improvised stories in a drama/theatre work.
1.4.5.Cr1c	Imagine how a character's inner thoughts impact their actions and collaborate to determine how characters might move and speak to support the story and given circumstances in drama/theatre work.