

Ready Gen Unit 1- Informative; Explanatory Writing

Content Area: **Writing**
Course(s): **Writing 4**
Time Period: **September**
Length: **Trimester 1**
Status: **Published**

Unit Overview

Unit 1 will take approximately 12 weeks to complete. It is broken into two modules. -- Number of Instructional Days: 60

Unit 1: Module A has a total of 18 lessons. Each lesson has a learning focus and an independent practice. The unit ends with a performance-based task to assess the students' learning. The performance task requires students to do some research and will take several days to complete.

In this unit students will learn the elements of informative/explanatory writing, specifically focusing on the genre of biography. Students will complete a short investigative project about a scientist who made a difference. They will conduct research and use the research to write a biography based on the experiences of the scientist.

Unit 1 Module B has a total of 18 lessons. Each lesson has a learning focus and an independent practice. The unit ends with a performance-based task to assess the students' learning. The performance task requires students to do some research and will take several days to complete.

Students will conduct a short investigative project on an animal of their choice and create an infographic that indicates the key features of the animal. They will write an introduction and conclusion telling more about the animal.

Enduring Understanding

- Writers use evidence and events to depict a person's life.
- Writers use organizational structure, specific word choice, and evidence when explaining a topic.

Essential Question

- How do writers use evidence and events to write a biography?

- How do writers research and use ideas from informational texts?

Priority Standards

ELA.L.WF.4.2	Demonstrate command of the conventions of encoding and spelling.
ELA.L.WF.4.3	Demonstrate command of the conventions of writing, including those listed under grade three foundational skills:
ELA.L.KL.4.1	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
ELA.W.IW.4.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
ELA.W.WP.4.4	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

Learning Targets for Informative Writing (W 4.2)

Students can:

- introduce a topic clearly
- develop a topic with information and examples
- write informative/explanatory texts to examine the topic and information clearly
- use technology to produce and publish writing

- develop a topic with concrete details

- use precise language and domain-specific vocabulary to explain a topic
- organize an event sequence that unfolds naturally
- develop a topic with facts, details, quotations, and examples related to the topic
- develop writing with visuals related to the topic
- strengthen writing by planning and prewriting
- conduct research to build knowledge about a topic
- use concrete words and phrases to describe events precisely
- use clear organization when writing
- using words or phrases to link ideas
- provide a concluding statement or section when writing
- integrate information from several texts on the same topic within one writing
- develop and strengthen writing by revising and editing
- add visual displays to presentations when appropriate
- write to establish a purpose
- gather relative information from digital sources
- take notes
- pose and respond to specific questions to clarify information
- group related information when writing an informative/explanatory text

Learning Targets for Demonstrating command of English Grammar (L 4.1 and L 4.2)

Students can

- demonstrate command of the conventions of standard English grammar and usage when writing or speaking
- identify nouns
- form and use pronouns
- use relative pronouns
- use relative adverbs
- identify adjectives
- order adjectives in sentences according to conventional patterns
- form and use progressive verb tenses
- use modal auxiliaries to convey various conditions
- produce complete sentences recognizing fragments
- form and use prepositional phrases
- use correct capitalization
- use commas and quotation marks to punctuate dialogue and when quoting direct speech
- correctly use frequently misused words
- identify simple sentence
- identify compound sentences
- understand antecedent-pronoun agreement
- correct sentence fragments
- correct run-on sentences
- understand the function of nouns
- use a dictionary to clarify word meanings

Learning Plan Module A -- 30 Days

Teacher Guide	Lesson Focus	Independent Writing	Grammar Conventions
pages 18-21	Introduce a topic.	Write to support a topic.	Nouns
28-31	Establish a purpose	Write a paragraph with a clear purpose.	Pronouns
39-41	Research and write a biography	Write a short biography.	Use relative pronouns
48-51	Develop a topic with concrete details	Write an informative paragraph.	Simple verb tenses
68-71	Convey ideas and	Write and support a topic	Use relative adverbs

	information	sentence.	
78-81	Organize events in sequence	Retell events in sequential order.	Understand adjectives
88-91	Develop a topic with facts and examples	Research and write an essay.	Order adjectives
98-101	Use visuals to support writing	Create a visual and caption.	Form and use progressive verb tenses
108-111	Use precise language	Write a paragraph using precise language.	Use modal auxiliary verbs
118-121	Research a topic and take notes	Write a summary paragraph.	Complete sentences
128-131	Introduce a topic	Write a paragraph to introduce a person.	Complete Sentences
138-141	Planning and prewriting	Write a guiding question to guide your research.	Prepositional Phrases
148-151	Use concrete words and phrases	Write a draft using concrete words and phrases	Writing complete sentences
158-161	Organize information	Organize ideas in a draft.	Modal Auxiliaries
168-171	Use linking words and phrases	Strengthen the draft with linking words and phrases.	Use correct capitalization
178-181	Craft strong conclusions	Write an engaging conclusion.	Punctuate direct speech and quotes
188-191	Publish an present an informative paper	Format and publish an informative text.	Use frequently confused words correctly

Learning Plan Module B -- 30 Days

Teacher Guide	Learning Focus	Independent Writing	Grammar Conventions
Pages 218-221	Introduce a topic	Write an introductory paragraph	Form and use simple sentences
228-231	Establish a purpose	Write an informative paragraph	Compound sentences
238-241	Use linking words and phrases	Use linking words to compare and contrast	Complete Sentences
248-251	Use visuals to support a topic	Write a summary with an illustration	Understand and use pronouns
258-261	Research a topic	Summarize and Illustrate a	Pronoun-antecedent agreement

		researched topic	
268-271	Develop a topic with concrete details	Write a paragraph using concrete details	Use adjectives to compare
278-281	Group related information	Group related information in a paragraph	Sentence fragments
288-291	Establish a purpose	Create an infographic	Run-on sentences
298-301	Use precise language	Research and write using precise language	Complete sentences
308-311	Group related information	Group related information in a paragraph	Complete Sentences
318-321	Use domain-specific vocabulary	Use vivid, specific language	Modal auxiliaries
328-331	Plan and prewrite	Plan and prewrite for an informative text	Prepositional phrases
338-341	Introduce a topic clearly	Write an introduction	Nouns
348-351	Use visuals to support a topic	Add an infographic	Form and use progressive verb tenses
358-361	Use clear organization	Revise by reviewing the organization	Use modal auxiliaries
368-371	Edit and proofread	Edit and proofread the informative text	Frequently confused words
378-381	Publish and Present	Publish informative text	Using the dictionary
388-391	Develop a conclusion	Write a strong conclusion	Frequently confused words

Performance-Based Assessment

* Please note that performance-based tasks take several days to complete

Unit 1: Module A (Teacher guide P 1.192)

Students will complete a short investigative project about a scientist who made a difference. They will conduct research and use the research to write a biography based on the experiences of the scientist.

Unit 1: Module B (Teacher guide 1. 392)

Students will conduct a short investigative project on an animal of their choice and create an infographic that indicates the key features of the animal. They will write an introduction and conclusion telling more about the animal.