

Ready Gen Unit 2- Narrative; Opinion Writing

Content Area: **Writing**
Course(s): **Writing 4**
Time Period: **December**
Length: **Trimester 2**
Status: **Published**

Unit Overview

Unit 2 will take approximately 12 weeks to complete. It is broken into two modules. Each module is about 6 weeks in length. The first module focuses on narrative writing. The second module focuses on opinion writing.

Unit 2: 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 will take several days to complete.

Students will write a tall tale that includes an element of nature and displays the characteristics of the genre: larger-than-life characters, a problem that is solved in a humorous way, and exaggeration of characters and events.

Unit 2 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 will take several days to complete.

Students will think about the various Native American cultures they read about. They will then write an opinion essay explaining in which group they would have liked to grow up.

Enduring Understandings

- Writers understand that dialogue and description reveal character traits and story themes.
- Writers understand that they can draw evidence from literary and informational texts to state and support opinions.

Essential Questions

- How do writers use dialogue and description to develop the theme of a story?

- How do writers use evidence to support opinions?

Priority Standards

Please note the priority standards are W4.1 and W4.3. The strands are listed to provide clarity to instruction. They are not separate standards and do not have separate scales.

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.4.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
LA.W.4.1	Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
LA.W.4.1.A	Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.
LA.W.4.1.B	Provide reasons that are supported by facts from texts and/or other sources.
LA.W.4.1.C	Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).
LA.W.4.1.D	Provide a conclusion related to the opinion presented.
LA.W.4.3	Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences.
LA.W.4.3.A	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
LA.W.4.3.B	Use dialogue and description to develop experiences and events or show the responses of characters to situations.
LA.W.4.3.C	Use a variety of transitional words and phrases to manage the sequence of events.
LA.W.4.3.D	Use concrete words and phrases and sensory details to convey experiences and events precisely.
LA.W.4.3.E	Provide a conclusion that follows from the narrated experiences or events.
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.4.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
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.

Learning Targets for Narrative Writing (W 4.3)

Students can

- Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and a clear sequence of events
- Orient the reader by establishing a situation and introducing the narrator and characters
- Organize an event sequence that unfolds naturally
- Draw evidence from literary texts to support analysis
- Develop a topic with quotations
- Write a narrative using a third-person point of view
- Introduce and develop characters, showing their responses to situations
- Use concrete words and phrases to describe events and experiences
- Use sensory details to convey experiences and events precisely
- Use description to develop writing
- Use a variety of transitional words and phrases to sequence events in writing
- Use dialogue and description to show the responses of characters and situations
- Use description to write imagined experiences of a character
- Write narratives using figurative language
- Use description to develop characters
- Develop a plot when writing a narrative
- Provide a conclusion that follows from the narrated events
- Organize an event sequence that unfolds naturally
- Developing and strengthen writing by revising editing, and proofreading
- Use visual displays in presentations when appropriate to enhance the development of main idea or theme

Learning Targets for Opinion Writing (W4.1)

Students can

- Write an opinion piece and support it with reasons
- Form and state an opinion based on analyzing text
- Use text evidence in opinion writing
- Clearly state an opinion
- Create an organizational structure in which related ideas are grouped to support the writer's purpose
- Provide reasons that are supported with facts and details
- Write opinions on texts
- Develop a topic with quotations related to the topic
- Strengthen and develop writing using planning, prewriting, revising, and editing
- Link opinions and reasons using words and phrases
- Draw evidence from informational texts to support analysis
- Write a clear and strong introduction
- Provide a concluding statement or section related to the expressed opinion
- Use technology to publish writing

Learning Targets for Demonstrating Command of English Grammar (L4.1 and L 4.2)

Students can

- Demonstrate command and conventions of standard English grammar and usage when writing and speaking
- Order adjectives within sentences according to conventional patterns
- Use quotation marks to mark quotations from a text
- Produce complete sentences
- Correct fragments and run-ons
- Correctly punctuate compound sentences
- Form and use prepositional phrases
- Use relative pronouns correctly
- Form and use the progressive verb tense
- Correct and use frequently confused words
- Use commas and quotation marks to mark direct speech and quotations
- Consult dictionaries to determine or clarify definitions and spelling
- Use correct capitalization
- Demonstrate command of pronouns when writing
- Use positive, comparative, and superlative adjectives
- Form compound sentences
- Spell grade-appropriate words correctly in writing

Learning Plan- Module A -- 30 Days

Teacher Guide	Lesson Focus	Independent Writing	Grammar Conventions
2.18-2.21	Establish a situation	Write an opening paragraph for a narrative	Adjectives
2.28-2.31	Write to narrate	Write a narrative	Order adjectives
2.38-2.41	Use dialogue	Write a scene with dialogue	Use quotation marks for dialogue
2.48-2.51	Write about theme	State and support a theme	Use quotations from a text
2.58-2.61	Introduce and develop characters	Introduce two characters	Simple sentences
2.68-2.71	Establish tone and mood	Write a paragraph about characters	Complete sentences
2.78-2.81	Use concrete words and phrases	Describe a scene	Complete sentences
2.88-2.91	Use a sequence of events	Describe a tradition	Compound sentences
2.98-2.101	Use sensory details	Write a vivid, descriptive paragraph	Complete sentences

2.108-2.111	Use dialogue and description	Describe interactions between characters	Prepositional phrases
2.118-2.121	Use figurative language	Use figurative language to describe a character	Relative pronouns
2.128-2.131	Develop a plot	Plan a short narrative	Adverbs
2.138-2.141	Establish a situation and introduce characters	Prewrite and draft an introduction	Form progressive verb tenses
2.148-2.151	Use dialogue and description	Add dialogue and description	Frequently confused words
2.158-2.161	Use a sequence of events	Revise a narrative	Use possessive verb tenses
2.168-2.171	Develop a conclusion	Write a conclusion	Punctuate direct speech and quotations
2.178-2.181	Edit and proofread	Edit and proofread a narrative	Using dictionaries
2.188-2.191	Publish and present a narrative	Publish a narrative with a visual	Capitalize correctly

Learning Plan- Module B -- 30 Days

Teacher Guide	Lesson Focus	Independent Writing	Grammar Conventions
2.218-2.221	Form, state, and support an opinion	Support and opinion with evidence	Capitalize titles correctly
2.228-2.231	Include text evidence	Write an opinion paragraph	Use capitalization correctly
2.238-2.241	Organize and group related ideas	Group related ideas in paragraphs	Use capitalization correctly
2.248-2.251	Provide well-supported reasons	State and support reasons	Understand pronouns
2.258-2.261	Quote accurately from a text	Paraphrase and quote accurately from text	Correctly punctuate dialogue
2.268-2.271	Determine valid evidence	Determine valid evidence to support an opinion	Adjectives
2.278-2.281	Use evidence from the text	Write an opinion about a visual	Punctuate direct quotes

2.288-2.291	Create a plan	Plan and prewrite for an opinion piece	Punctuate dialogue
2.298-2.301	Using Linking words and phrases	Write to state and support an opinion	Complete sentences
2.308-2.311	Summarize	Write a summary that includes an opinion	Compound sentences
2.318-2.321	Use facts and details to support an opinion	State and support and opinion	Complete sentences
2.328-2.331	Create a plan	Plan and prewrite	Commas and coordinating conjunctions
2.338-2.341	Introduce a topic clearly	Write an introductory paragraph	Compound sentences
2.348-2.351	Use evidence from the text	Write an opinion paragraph about a visual	Progressive verb tenses
2.358-2.361	Use linking words to connect reasons and opinions	Organize by grouping related information	Commas and coordination conjunctions
2.368-2.371	Develop a conclusion	Write a concluding paragraph	Spell correctly
2.378-2.381	Improve your writing	Edit and proofread to strengthen writing	Spell correctly
2.388-2.391	Publish your writing	Publish and present an opinion Writing	Using the dictionary

Performance-based Assessments

Unit 2: Module A

Students will write a tall tale that includes an element of nature and displays the characteristics of the genre: larger-than-life characters, a problem that is solved in a humorous way, and exaggeration of characters and events.

Unit 2: Module B

Students will think about the various Native American cultures they read about. They will then write an opinion essay explaining in which group they would have liked to grow up.

