

Unit 2- Anchor 2	Unit 2 Informative/Explanatory	Approximate Pacing 6-7 weeks
<b>Unit Objectives/ Enduring Understanding</b>		
Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. The students will incorporate a hook to interest the reader, yet it will be more than a basic question. The students will use appropriate transitional words and or phrases that match the structure of their text. The students will include details that support the topic that they are writing about.		
<b>Priority CCSS</b>		
L.4.1, L.4.2, L.4.3, L.4.4, L.4.5, L.4.6		
Unit	Writing	Conventions
Unit 2	<p>W.4.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>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.</p> <p>W.4.2b Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p> <p>W.4.2c Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).</p> <p>W.4.2d Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>W.4.2e Provide a concluding statement or section related to the information or explanation presented.</p> <p>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.</p> <p>W.4.9 Draw evidence from literary or informational texts to support analysis, reflection, and research</p>	<p>W.4.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 4 here.)</p> <p>L.4.1.a Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why)</p> <p>L.4.1.b Form and use the progressive verb tenses 9 (e.g., I was walking; I am walking; I will be walking)</p> <p>L.4.2.b Use commas and quotation marks to mark direct speech and quotations from a text.</p> <p>L.4.2.c Use a comma before a coordinating conjunction in a compound sentence.</p> <p>L.4.2d Spell grade-appropriate words correctly, consulting references as needed.</p> <p>L.4.3.a Choose words and phrases to convey ideas precisely.</p> <p>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 discussions)</p> <p>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).</p>

Scope and Sequence	Journeys	The Common Core Writing Book	Additional Resources	Mentor Text	Academic Language
<b>Pre-Writing</b>	<p><b>HMH Common Core Handbook</b></p> <p>Explanatory Essay Deciding What, Why, and How Mini-lesson 17</p> <p>Organizing an Explanatory Essay Mini-lesson 18</p> <p>Brainstorming Ideas for Different Kinds of Writing Mini-lesson 70</p> <p>Organizing Informative and Persuasive Writing Mini-lesson 72</p>	<p><b>Anchor 2 begins on p. 37</b></p> <p>Finding a Meaningful Topic 54</p> <p>Organizing and Managing a Piece 54-56</p>	<p>Alaska Native Stories: Using Narrative to Introduce Expository Text <a href="http://www.readwritethink.org/classroom-resources/lesson-plans/alaska-native-stories-using-129.html">http://www.readwritethink.org/classroom-resources/lesson-plans/alaska-native-stories-using-129.html</a></p> <p><a href="http://www.nancyfetzer.com/pdf/reading/Expository_Analysis.pdf">http://www.nancyfetzer.com/pdf/reading/Expository_Analysis.pdf</a></p> <p>Prewriting: Choosing a Topic BrainPop: <a href="http://www.brainpop.com/english/writing/prewritingchoosingatopic/preview.weml">http://www.brainpop.com/english/writing/prewritingchoosingatopic/preview.weml</a></p> <p>Prewriting: Organizing your thoughts BrainPop: <a href="http://www.brainpop.com/english/writing/prewritingorganizingyourthoughts/preview.weml">http://www.brainpop.com/english/writing/prewritingorganizingyourthoughts/preview.weml</a></p> <p>BrainPop Games: Search Shark: <a href="http://www.brainpop.com/games/searchshark/">http://www.brainpop.com/games/searchshark/</a></p> <p>Learn Zillion: Plan for writing informational text - <a href="http://learnzillion.com/lessons/1088-plan-writing-for-an-informational-text">http://learnzillion.com/lessons/1088-plan-writing-for-an-informational-text</a></p>	<p>Using Supporting Details and Examples: Animal Dads, by Sneed B Collard III</p> <p>Putting the Reader into Your Writing: Are You a Snail?, by Judy Allen</p> <p>Describing Your Subject: Dakota Dugout, by Ann Turner</p> <p>Writing a Book Blurb: Fig Pudding, by Ralph Fletcher</p> <p>Mr. Putter and Tabby Pour the Tea, by Cynthia Rylant</p> <p>Day of the Dragon King, by Mary Pope Osborne</p> <p>Selecting Fascinating Facts: A Drop of Water: A Book of Science and Wonders, by Walter Wick</p> <p>Writing Subtitles That Teach: It's Disgusting and We Ate It! True Food Facts from Around the World and Throughout History, by James Solheim</p>	<p>Conjunctions</p> <p>Thesis</p> <p>Statement</p> <p>Explanatory</p> <p>Informative</p> <p>Main Idea</p> <p>Supporting Details</p> <p>Restatement</p> <p>Hook the Reader</p> <p>Push the Reader</p> <p>Intriguing Question</p>

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Drafting	Introducing Drafting Mini-lesson 63	Developing Content p 56 (Elaboration, Stretching Statement, Free writing, Read)	Write Smart Interactive Student Models: Compare and Contrast Essay Problem-Solution Essay Summary	Exploding Ants: Amazing Facts About How Animals Adapt,  by Joanne Settel
Introduction	Developing a Topic with Details and Examples Mini-lesson 13	Using Illustrations and Other Media p. 58	Learn Zillion: Writing an Introduction - <a href="http://learnzillion.com/lessons/1090-write-an-introduction-for-an-informational-text">http://learnzillion.com/lessons/1090-write-an-introduction-for-an-informational-text</a>	Using Repetition for Emphasis: Fish Face, by Norbert Wu
Body	Drafting an Informational Paragraph Mini-lesson 14	Crafting a Title p. 59	Learn Zillion: Drafting - <a href="http://learnzillion.com/lessons/1091-draft-a-informational-researchbased-writing">http://learnzillion.com/lessons/1091-draft-a-informational-researchbased-writing</a>	Creating a Glossary: Geography from A to Z: A Picture Glossary, by Jack Knowlton
Conclusion	Drafting an Explanation Mini-lesson 44	Crafting a Strong Introduction p. 59	Learn Zillion: Writing a conclusion - <a href="http://learnzillion.com/lessons/1093-write-a-conclusion-for-an-informational-text">http://learnzillion.com/lessons/1093-write-a-conclusion-for-an-informational-text</a>	Writing a Caption for a Photograph or Drawing: The Great Fire, by Jim Murphy
	Summarizing Information Mini-lesson 15	Providing Sense of Closure p. 60		Including Detailed Drawings: The Great Kapok Tree, by Lynne Cherry
	Using Facts to Explain Mini-lesson 43			Attending to Setting: Into the Sea, by Brenda Z. Guiberson
	Using Sequential Order Mini-lesson 45			Jazzing Up Your Title: It's Disgusting and We Ate It! True Food Facts from Around the
	Drafting a Procedural Composition			World and Throughout History, by James Solheim
	Understandin			Putting Voice into Nonfiction Writing: Wolves, by Seymour Simon
				Using Strong Verbs: Workshop, by Andrew Clements
				**Additional mentor texts can be found on page 61 of the

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g Cause and  
Effect  
Mini-lesson  
95

Understandin  
g the How-To  
Essay  
Mini-lesson  
101

Understandin  
g Problem  
and Solution  
Mini-lesson  
97  
Using Order  
of  
Importance  
Mini-lesson  
98

Understandin  
g the  
Compare-  
and-Contrast  
Essay  
Mini-lesson  
99

Revise/Edit

Revising for  
Exact Words  
Mini-lesson  
20

Using Your  
Own Words  
Mini-lesson  
41

Using Cause  
-and-Effect  
Transitions

Write Smart Interactive Revision  
Lessons:  
Transitions  
Formal and Informal Language  
Conclusions  
Coherence/Unity

Common Core Writing Book

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Publish	<p>Mini-lesson 96</p> <p>Using Transitions to Signal Comparisons and Contrasts</p> <p>Using Sequential Order Mini-lesson 102</p> <p>Review Writing Process pg. 11</p>	Anchor 6 pg. 152-163		
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**Evidence of Learning**

<b>Formative</b>	<p>Class record for Informative/Explanatory Writing: Grade 4 Common Core book pg. 212</p> <p>Class Record for Language Conventions: Common Core book pg. 200</p> <p>Writer's Notebook</p> <p>Anecdotal Records</p> <p>Peer Edits</p>
<b>Summative</b>	<p>District Benchmark Writing Prompt</p> <p>Published Informative/Explanatory Piece</p>

## Test Genre

W.4.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.  
 W.4.10 Write routinely over extended time frames (time for research, reflection, and revision and shorter time frames (a single setting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Scope and Sequence	Journeys HMH Common Core Writing Handbook	The Common Core Writing Book	Additional Resources	Mentor Texts	Academic Language
Test Prep  Explanatory/ Informative Prompts	Mini-lesson 89 (TE88) Writing to a Prompt  Understanding the Explanation Mini-lesson 103 Using Precise Words Mini-lesson 104  Organizing Information-Mini-lesson 62 Use IBC organizer  Introducing Rubrics Mini-lesson 91 (use NJASK rubric instead)		Pre-writing - I B C Introduction - Hook & Thesis Body - Supporting Details Conclusion - Restate & Push  Requirements of Explanatory Profile Chart  Powerful Openings & Closings (DATS) Dialogue, Action, Thought, Sound  Closings- Push the Reader Think or Do Something  Advanced Proficient Elements	Use graded samples from released NJASK samples	Prompt Explanatory Informative Thesis Statement Restate Push Proficient Advanced Proficient

<b>Evidence of Learning</b>	
<b>Formative</b>	<b>Class Record for Anchor 4: Grades 3-5</b> <b>Common Core Writing Book pg. 210</b> <b>Anecdotal Records</b> <b>Students Writer's Notebook</b> <b>Pre Informative/Explanatory Prompt</b>
<b>Summative</b>	<b>Post Informative/Explanatory Prompt</b>
<b>Response to Literature</b>	
<p>W.4.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>W.4.9a Apply grade 4 Reading standards to literature (e.g., “Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character’s thoughts, words, or actions].”).</p> <p>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”).</p>	

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Scope and Sequence	Journeys	The Common Core Writing Book
	Journeys Teacher's Guide	HMH Common Core Writing Handbook
Literature Response	Use T37 Text to Text Connections for a Compare & Contrast topic. Use T183 Text to Text for Compare & Contrast. Use T183 Text to Self for Explanatory topic. Use a fiction story from Unit 2 of your choosing, have students write a response about that requires informative/explanatory elements to the topic. Students may select a character from one of the stories and do a character description.	Response to Fiction: Using Examples from the Text Mini-lesson 51 Understanding the Character Description Minileson 111 Using Specific Details and Examples Mini-lesson 128  Anchor 9 (research to build and present knowledge) pg. 183-193
<b>Evidence of Learning</b>		
<b>Summative</b>	<b>Students will complete 1 Response to Literature Prompt</b>	