

Grade 4: Writing Text Types and Purposes Examples

Standards alignment:

W.4.1

Building:

Lincoln Elementary

Grade(s):

4

Quarter taught:

1 2 3 4

Team members:

Pam Smith, John Smith, Dr. Leonard Nimo, Aaron Jackson

Step 1

Standard:

W.4.1

Directions: Copy and paste from the vertical alignment tool.

Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

- a. Know the difference between fact and opinion.
- b. Introduce a topic or text clearly, state an opinion and create an organizational structure in which related ideas are grouped to
- c. Provide reasons that are supported by facts and details.
- d. Provide a concluding statement or section related to the opinion presented.

Step 2

Learning intentions:

Directions: In sequential steps, and in student friendly language, describe what the student will learn. Use as many sequential steps as needed.

- We are learning to write opinion pieces on topics and texts, in which we introduce the topic clearly, state an opinion, and organize the text so that our ideas are grouped to support our purpose. (4.1, 4.1b)
- We will be able to distinguish between fact and opinion (4.1a)
- We will be able to support the reasons we give with facts and details. (4.1c)
- We will be able to provide a concluding statement or section related to the opinion we present. (4.1d)

Step 3

Learning progressions:

Directions: Sequence the instructional steps that build upon one another and place them in order as they build in the unit.

- *What prior knowledge, vocabulary, and skills are needed?*

1. Analyze the standard (4.1) and go over vocabulary.
2. Analyze text types that support opinions using a model text.
3. Determine an opinion that can be supported
4. Collect evidence and formulate reasons that support the opinion.
5. Explore transitional words and phrases that make sense with opinion texts.
6. Develop a conclusion that supports the stated opinion.

Step 4

Who benefited, who did not:

Directions: Explain what teachers need to do when students need extended time to learn or additional opportunities to expand their thinking?

Share examples or descriptions of what and how you will respond.

- Mini lessons - determine what makes an opinion; Sorting fact and opinion cards
- Determine what is needed for a complete sentence.
- Practice determining the difference between fact and opinion
- Discuss “loaded words” and how they impact the text.
- Look at transitional words and determine where the words could be used within an opinion piece.

Step 5

Necessary vocabulary:

Directions: Identify necessary vocabulary that teachers need to identify for students to know and learn during the instructional unit.

- Fact
- Opinion
- Point of view
- Organizational structure
- Transitional words and phrases
- Concluding statement
- Concluding section
- Text types
- Analyze
- Distinguish
- Loaded words

Transitional words/phrases (e.g., Stating an opinion: in my opinion, I think, I feel, convinced, I believe, etc. For possible reasons: first, one reason to begin with, another reason is, in addition, finally, most importantly, lastly; For restating your opinion: All in all, clearly, obviously, as you can see, in conclusion).

Step 6

Instruction and rigor:

Directions: Identify the instructional strategies used to move students through learning.

- Knowing that (surface)
- Knowing how (deep)
- Knowing with (transfer)

Consider how checks for understanding and retrieval practices will be embedded.

Step 7

Success criteria:

Directions: Identify the success criteria.

What are the steps or features of the learning intentions?

- I can (include an example or description of proficient work) ...

Step 8

Common assessments:

Directions: Identify what assessments will be used to measure student mastery?

Step 9

District approved resources:

Directions: List or link district-approved resources, activities, and units.

Assessments:

Content:

Strategies:

Standards alignment: W.4.2 Building: Lincoln Elementary

Grade(s): 4 Quarter taught: 1 2 3 4 Team members: Pam Smith, John Smith, Dr. Leonard Nimo, Aaron Jackson

Step 1

Standard: W.4.2

Directions: Copy and paste from the vertical alignment tool.

Write informative/explanatory texts in which they name a topic and convey ideas and information clearly.

- a. 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.
- b. Develop the topic with facts, definitions, concrete details, quotations or other information and examples related to the topic.
- c. Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).
- d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- e. Provide a concluding statement or section related to the information or explanation presented.

Step 2

Learning intentions:

Directions: In sequential steps, and in student friendly language, describe what the student will learn. Use as many sequential steps as needed.

- We are learning to write informative/explanatory pieces on topics and texts, in which we introduce the topic and create an organizational structure that lists our reasons.
- We will be able to develop the topic with facts, (One paragraph per detail.)
- We will use linking words to connect ideas in categories.
- We will be able to use precise and specific language/vocabulary to share information about the topic. (Terms)
- We will learn to construct a concluding statement/paragraph.

Step 3

Learning progressions:

Directions: Sequence the instructional steps that build upon one another and place them in order as they build in the unit.

• *What prior knowledge, vocabulary, and skills are needed?*

1. Develop the topic with facts, definitions and details from texts on the selected topic.
2. Students will need to work with grouping information into logical categories.
3. Students will need to know and be able to use a variety of linking words for relevant purposes (emphasis, conclusion, sequence, etc.) Students will need guidance through a gradual release of responsibility using linking works and learning their proper placement.
4. Students will need guidance and practice with developing a concluding statement.

Step 4

Who benefited, who did not:

Directions: Explain what teachers need to do when students need extended time to learn or additional opportunities to expand their thinking?

Share examples or descriptions of what and how you will respond.

- Mini lesson to determine facts and details to be pulled from a mentor text that can be used in a writing piece.
- Grouping activity placing details and information into logical categories.
- Practice determining which linking words make sense and where to place them.
- Students should have instruction and practice in synthesizing information (for example, from multiple books on a single topic) and restating it in their own words.
- Students should have multiple opportunities to practice skills with feedback, and opportunities to revise work according to the feedback.

Step 5

Necessary vocabulary:

Directions: Identify necessary vocabulary that teachers need to identify for students to know and learn during the instructional unit.

- Informative
- Explanatory
- Topic
- Facts
- Concluding statement
- Organizational structure
- Linking words examples:
 - Also
 - Another
 - And
 - More
 - But
 - Because

Step 6

Instruction and rigor:

Directions: Identify the instructional strategies used to move students through learning.

- Knowing that (surface)
- Knowing how (deep)
- Knowing with (transfer)

Consider how checks for understanding and retrieval practices will be embedded.

Step 7

Success criteria:

Directions: Identify the success criteria.

What are the steps or features of the learning intentions?

- I can (include an example or description of proficient work) ...

Step 8

Common assessments:

Directions: Identify what assessments will be used to measure student mastery?

Step 9

District approved resources:

Directions: List or link district-approved resources, activities, and units.

Assessments:

Content:

Strategies:

Standards alignment:
W.4.3

Building:
Lincoln Elementary

Grade(s):
4

Quarter taught:
 1 2 3 4

Team members:
Pam Smith, John Smith, Dr. Leonard Nimo, Aaron Jackson

Step 1

Standard:
W.4.3

Directions: Copy and paste from the vertical alignment tool.

Write narratives to develop real or imagined experiences or events using effective technique, descriptive details and clear event sequences.

- a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
- b. Use dialogue and description to develop experiences and events or show the responses of characters to situations.
- c. Use a variety of transitional words and phrases to manage the sequence of events.
- d. Use concrete words and phrases and sensory details to convey experiences and events precisely.
- e. Provide a conclusion

Step 2

Learning intentions:

Directions: In sequential steps, and in student friendly language, describe what the student will learn. Use as many sequential steps as needed.

- We will be able to orient the reader by establishing a situation and introduce a narrator and/or characters (4.a)
- We will be able to organize an event using temporal words and phrases to signal sequence/order. (4.a and 4.c)
- We will be able to use dialogue and descriptive words to show characters thoughts and feelings within a situation. (4.b)
- We will be able to convey events using concrete words/phrases and sensory details with precision. (4.d)
- We will be able to provide a conclusion from narrated experiences/events. (4.e)

Step 3

Learning progressions:

Directions: Sequence the instructional steps that build upon one another and place them in order as they build in the unit.

- What prior knowledge, vocabulary, and skills are needed?
1. Identify the difference between a narrator and character.
 2. Understand sequence of events.
 3. Identify temporal words and phrases.
 4. Determine when to use dialogue.
 5. Identify how authors show thoughts and feelings of a character.
 6. Identify concrete words, phrases, and sensory details within events.
 7. Understand why conclusions are important.

Step 4

Who benefited, who did not:

Directions: Explain what teachers need to do when students need extended time to learn or additional opportunities to expand their thinking?

Share examples or descriptions of what and how you will respond.

- Mini lessons - sequencing events, identifying characters' feelings and thoughts,
- Identifying temporal words and phrases.
- Practice identifying and writing a complete conclusion.
- Identify dialogue in a text and then write sentences that contain dialogue.

Step 5

Necessary vocabulary:

Directions: Identify necessary vocabulary that teachers need to identify for students to know and learn during the instructional unit.

- Narrative
- Effective techniques
- Descriptive details
- Sequence of events
- Temporal words and phrases
- Concrete words/phrases
- Sensory details
- Narrated experiences
- Narrated events

Transitional words/phrases (e.g., first, next, after that, finally; initially, lastly, in addition to, second, etc.)

Step 6

Instruction and rigor:

Directions: Identify the instructional strategies used to move students through learning.

- Knowing that (surface)
- Knowing how (deep)
- Knowing with (transfer)

Consider how checks for understanding and retrieval practices will be embedded.

Step 7

Success criteria:

Directions: Identify the success criteria.

What are the steps or features of the learning intentions?

- I can (include an example or description of proficient work) ...

Step 8

Common assessments:

Directions: Identify what assessments will be used to measure student mastery?

Step 9

District approved resources:

Directions: List or link district-approved resources, activities, and units.

Assessments:

Content:

Strategies: