Grade Level	Content Area	Course Title *(For 9-12 Samples Only)*	Unit Title
Grade 4	English Language Arts-Writing		News Worthy

Length of Unit	Time of Year Taught	Expected Prior Knowledge
5 Lessons	3rd Quarter	Comprehension and use of narrative and persuasive texts, sequence vocabulary, essay composition.

Unit Description: The students will create a newspaper article about a current event. They also will write a review about a book, movie, or song of their choosing.

Standards: Common Core State Standards in ELA **Strand:** Writing Standards **Cluster**: Text Types and Purposes **Standard**: #2	**Standard**: #2 Write informative/explanatory texts to examine 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.
Summative Assessment *In addition to the description, include a copy of the summative assessment in the application package.*	Students will create newspaper pages or articles using informative and explanatory texts. The students will be able to write a clear, developed topic with detailed facts, definitions, and other information and examples as needed relating to the assigned topic.
Scoring for Summative Assessment *In addition to the description, include a copy of the answer key and scoring rubric (if applicable) for the summative assessment in the application package.*	Mastery level is set at 80%. Students can earn a maximum of 9 points. Students must earn at least 7 points for mastery.
Materials/Resources Needed *Include all items for the entire unit.*	Fendler, Donn, and Joseph B. Egan. Lost on a Mountain in Maine. Camden (Me.): Picton, 1993. Print. National geographic articles, newspaper articles, advertisement clippings, movie review clippings, graphic organizers, How-To map

	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
Instruction and Timeline	Lost on a Mountain in Maine *Key Vocabulary:* prepositional phrase, topic sentence, concluding sentence *Learning Context:* Small group writing activity following reading of "Lost on a Mountain in Maine" *Materials:* Lost on a Mountain in Maine, whiteboard, paper, pencils *Objective*: Students will write a "how to" paragraph. *Introduction:* Story: "Lost on a Mountain in Maine" *Instruction and Practice:* After having read "Lost on a Mountain in Maine" the teacher will encourage the class to brainstorm in small groups things what the main character would need to know how to do in order to survive in the wilderness. The teacher will explain that the class will need to write a guide on "how to" complete a survival task.	Volcano Disaster *Key Vocabulary*: Comparing and contrasting, Compare & Contrast Chart *Learning Context:* Small group activity *Materials:* National Geographic articles and current newspaper articles. Compare & Contrast Chart *Objective:* Students will compare and contrast two nonfiction texts. *Introduction:* Teacher grabs students' attention with Volcano Disaster story. *Instruction and Practice:* Teacher will then break the students into small groups and provide each group with one current newspaper article and one National Geographic article. The teacher will display a Compare and	Marketing *Key Vocabulary* Adjectives, adverbs *Learning Context*: Students will work in small groups *Materials:* Newspaper advertisements, paper, markers, pencils *Objective:* Students will create a ½ page advertisement promoting a new product *Introduction:* The teacher will provide the class with advertisement clippings. *Instruction and Practice:* The teacher will lead the class in a guided discussion about what makes good advertisements. The teacher will draw attention to the adjectives and adverbs used in the advertisements (i.e. best, bigger, and beautiful). The teacher will separate	Writing it Up *Key vocabulary:* introduction, conclusion, main idea, supporting details *Learning Context:* Students will work independently. *Materials:* Newspaper articles, internet resources, library resources *Objective* The students will write a well developed three to four paragraph article about a particular event using a strong introduction and conclusion. *Introduction*: The teacher will read a current events newspaper article. He or she will draw attention to the introduction and conclusion and ask students open ended questions regarding the text. The teacher will	Opinions *Key vocabulary:* opinion, comparing and contrasting, topic sentence, review *Learning Context:* Students will work in small groups. *Materials:* Newspaper articles, internet resources, library resources *Objective* Students will work independently on book or movie reviews. *Introduction:* To model, the teacher will read a movie review to the class, drawing attention to the critics' rating, and personal perspective through verbiage used. *Instruction and Practice:* The teacher will encourage the students to pick a current movie, book, or song to review.

	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
	The students will complete the first "how-to" as a class. The teacher will prompt the students to use step-by-step guides and prepositional phrases to make directions clearer. After the class example is complete, the students will break into groups. Each group will pick a different topic to write about. The group will need to create a "how-to" paragraph describing what is needed in order to complete the task. Students are encouraged to use the step-by-step guides and prepositional phrases to help prepare "how-to" paragraph. *Review and Assessment* The students will present their how-to guides to the class. The students will be able to identify the "prepositional phrases" within their paragraph when asked.	Contrast on the screen. The teacher will then use the Compare and Contrast Chart during a class brainstorming session to compare and contrast two concepts. The teacher will model how to fill in the information into the chart. The teacher will ask the students to read their articles as a group and then fill in the provided Compare and Contrast chart. Some students may find it easier to use a Venn Diagram to compare and contrast. *Review and Assessment*: The students will share their notes with the class. Teacher will check for understanding.	the class into groups and have each group create an advertisement for the newspaper. *Review and Assessment:* The students will share their advertisement with the class. The class will vote on which product they would most likely buy. Teacher makes observations and checks for understanding.	prompt the students with questions about what the article said, how it conveyed the information, and how accurate they think the information is. *Instruction and Practice*: The teacher will explain that the class will now be the newspaper writers. He or she will encourage the students to pick a school or local event to write about (i.e. recent assembly, graduation, park event). While the students work on their papers, the teacher will provide individual support. *Review and Assessment:* The students will submit work to the teacher review. The teacher will formally assess the work using a rubric	Samples critiques will be available from newspapers and other resources for students to read. The teacher will draw attention to verbiage and other tactics used within the sample critiques (formatting, headings, illustrations, persuasion, opinion, facts, comparisons, etc.). Students will create their own review. *Review and Assessment*: As students share their reviews within small group settings, teacher will listen and will observe to check for understanding.

	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
Student Activities and Timeline	*Instruction and Practice:* Students will complete the first "how-to" as a class. After the class example is complete, the students will break into groups. Each group will pick a different topic to write about. The group will need to create a "how-to" paragraph describing what is needed in order to complete the task. Students are encouraged to use the step-by-step guides and prepositional phrases to help prepare "how-to" paragraph. The students will present their how-to guides to the class. The students will be able to identify the "prepositional phrases" within their paragraph when asked.	*Instruction and Practice:* Students read provided texts within their small groups. They will brainstorm and write differences and similarities within a Compare and Contrast Chart about the texts. Students will use strong adjectives and adverbs while comparing and contrasting. The students will share their notes with the class.	*Instruction and practice:* Students will decide on a "product" as a group. The students will work as a group to write a creative advertisement using adjectives, adverbs, and product descriptions. The students will use graphics and pictures to support their advertisement. The students will share their advertisement with the class. The class will vote on which product they would most likely buy.	*Instruction and Practice:* The students will use a teacher created graphic organizer to prewrite their article. The students will write a well developed three to four paragraph article about a particular event using a strong introduction and conclusion. The students will be encouraged to use sequence vocabulary, descriptive words to enhance details, quotations as needed, and link ideas with words such as *because, also, for example.* Students will submit work to the teacher. The teacher will formally assess the work using a rubric.	*Instruction and Practice:* The students will work independently to create movie, book, or song reviews modeling after the sample reviews. The students must create a rating system and use descriptive vocabulary to critique the work. *Review and Assessment*: Students will share their reviews within small group settings. Any student who would like to share with the whole class will have that opportunity as well. Teacher will listen and observe as students share to check for understanding.

Compare and Contrast Diagram

Concept 1

Concept 2

HOW ALIKE?

HOW DIFFERENT?

	with regard to	

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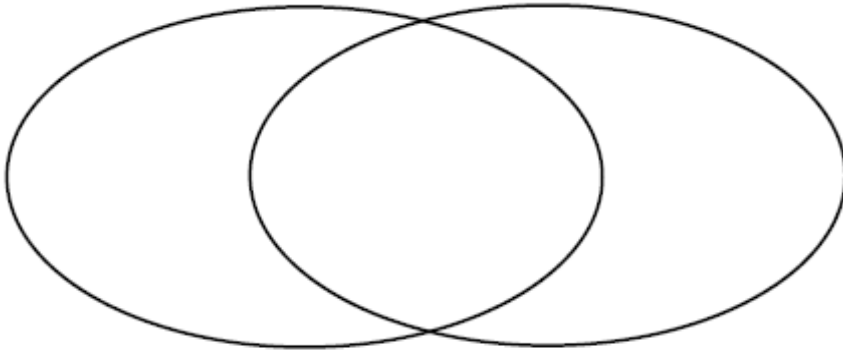
VENN DIAGRAM

and Summary Paragraph



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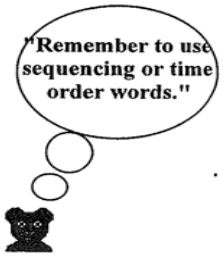
Summative Assessment: Students will create newspaper pages or articles using informative and explanatory texts. The students will be able to write a clear, developed topic with detailed facts, definitions, and other information and examples as needed relating to the assigned topic.

How To...

Introduction:

Materials:

Steps:



Conclusion:

Newspaper Scoring Rubric			
	1	**2**	**3**
Ideas and Content	There are no or few details. The topic is not clear.	The details are vague or general. Little new information is provided.	The topic was supported with details. The paper showed clear and logical organization with smooth flow between ideas.
Conventions	Frequent grammar, punctuation, and spelling errors are noted. There are no defined paragraphs.	At least one paragraph is present but others need editing or clarification. Spelling, grammar, and punctuation errors are noted. Spelling is correct on common words.	Paragraphs are used to show new ideas or subjects. Periods, commas, quotations, and capitals are in the correct places.
Word Choice	The paper lacked descriptive vocabulary. Details were not elaborated on.	The paper used some descriptive vocabulary, including adjectives and adverbs, to convey information about the topic.	The paper used adjectives, adverbs, and descriptive vocabulary to gain the readers interest and attention and elaborate on the topic.