## Common Core Unit Map

**Grade Level:** 4  
**Trimester:** 2

### Unit: Explanatory Informative

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<tr>
<th>Common Core Standards</th>
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</table>
| **Enduring Understanding(s):**  
Writers read closely to identify the main ideas and supporting details in a given text in order to plan for summary writing.  
Writers study the elements of summary writing to learn how to write them well.  
Writers paraphrase effectively so that a summary is written in their own words instead of the language of the original text.  
Summaries are concise; they contain main ideas and supporting details and not the writer’s personal opinion on a given topic. | **Essential Question(s):**  
2. Escriben textos informativos y explicativos para examinar un tema y transmitir ideas e información con claridad.  
a. Presentan un tema con claridad y agrupan la información relacionada con el mismo en párrafos y secciones; incluyen el formateo (ejemplo: encabezados), ilustraciones y multimedia cuando son útiles para ayudar a la comprensión.  
b. Desarrollan el tema con hechos, definiciones, detalles concretos, citas, u otra información y ejemplos relacionados con el tema.  
c. Enlazan las ideas dentro de las categorías de información, usando palabras y frases (ejemplo: otro, por ejemplo, también, porque).  
d. Usan lenguaje preciso y vocabulario de dominio específico para informar o explicar sobre el tema.  
e. Ofrecen una declaración o conclusión relacionada con la información o explicación presentada.  
**Producción y redacción**  
4. Hacen escritos claros y coherentes (incluyendo textos de varios párrafos) en los cuales el desarrollo y organización son adecuados a la tarea, propósito y audiencia.  
5. Con la orientación y el apoyo de compañeros y adultos, desarrollan y mejoran el escrito según sea necesario mediante la planeación, revisión y corrección.  
6. Con algo de orientación y el apoyo de los adultos, usan la tecnología incluyendo el Internet, para crear y publicar escritos así como para interactuar y colaborar con los demás, y demostrar dominio suficiente de las habilidades con el teclado para escribir un mínimo de una página en una sola sesión.  
**Investigación para la formación y presentación de conocimientos**  
7. Llevan a cabo proyectos cortos de investigación que amplíen sus conocimientos a través del estudio de diferentes aspectos sobre un tema.  
8. Recuerdan información relevante de experiencias o recopilan información importante de materiales impresos y fuentes digitales; toman notas, parafasean y ordenan la información en categorías y ofrecen una lista de las fuentes de información.  
**Rango de escritura y redacción**  
10. Escriben habitualmente durante periodos prolongados (tiempo para investigación, reflexión y revisión) y periodos cortos (una sola sesión o uno o dos días), para una serie de tareas específicas a una disciplina, propósito y audiencia. |

### Production and Distribution of Writing

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.  

### Text Types and Purposes

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.

### Research to Build and Present Knowledge

7. Conduct short research projects that build knowledge about a topic.  
8. Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

### Range of Writing

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

### Assessment

| Summative:  
Authentic student work published at the end of the unit scored with a CST aligned 4th grade writing rubric. | Other Formative Assessments:  
- Anecdotal conferring notes of students writing progress.  
- Quick writes/Journal samples related to explanatory/informative writing |

**Unit Length:** 5 weeks

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## Mentor Texts for Summary Writing

Authentic student summaries serve as “mentor texts” for this writing unit which you will find attached to this unit.

### English

Student will have 2-3 articles to read and summarize as they work on this writing unit. You can find high interest nonfiction articles online or in the teacher resources below.

- National Geographic for Kids
- Kids Discovery Magazine
- Time for Kids

**Web articles from**
- [www.timeforkids.com](http://www.timeforkids.com),
- [www.pbs.org/newshour/extra](http://www.pbs.org/newshour/extra),

**Teaching Students to Read Nonfiction: Grades 2–4: 20 Easy Lessons**
with Color Transparencies, High-Interest Passages, and Practice Pages—Everything You Need to Help Your Students Learn How to Read All Kinds of Nonfiction By Wiley Blevins and Alice Boynton

**Teaching Students to Read Nonfiction: Grades 4 and Up: 22 Easy Lessons With Color Transparencies, High-Interest Passages, and Practice ... to Read Textbooks and Other Nonfiction Texts**
By: Wiley Blevins and Alice Boynton

**Nonfiction Passages With Graphic Organizers for Independent Practice: Grades 2-4: Selections With Graphic Organizers, Assessments, and Writing ... the Structures and Features of Nonfiction**
By: Wiley Blevins and Alice Boynton

### Español

**Resources**

- Mentor Texts: Teaching Writing Through Children’s Literature, K-6 by Lynne R. Dorfman and Rose Cappelli
- Nonfiction Mentor Texts: Teaching Informational Writing Through Children’s Literature by Lynne R. Dorfman and Rose Cappelli
- Nonfiction Craft Lessons: Teaching Information Writing K-8 by Joann Portalupi and Ralph Fletcher

**Lesson Planning Resources available online:**

Summary Resources created by Lisa Flevotomos will be posted on the HUSD Common Core Website.

Better Lesson Project
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<thead>
<tr>
<th>Common Core Standards</th>
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<tr>
<td><strong>Reading Standards</strong></td>
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<tr>
<td>2. Determine the main idea of a text and explain how it is supported by key details; summarize the text.</td>
<td>2. Determinan la idea principal de un texto y explican la forma en que los detalles clave apoyan dicha idea; hacen un resumen del texto.</td>
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<td>3. Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.</td>
<td>3. Explican los acontecimientos, procedimientos, ideas o conceptos en un texto histórico, científico o técnico, incluyendo lo que sucedió y por qué, basándose en la información específica en el texto.</td>
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<tr>
<td><strong>Speaking &amp; Listening</strong></td>
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<td>2. Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</td>
<td>2. Parafrasean porciones de un texto leído en voz alta, o información presentada en diversos medios de comunicación y formatos, visuales, cuantitativos y orales.</td>
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<tr>
<td><strong>Language Standards</strong></td>
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<tr>
<td>1. Demonstrate command of the conventions of standard English grammar and usage when writing.</td>
<td>1. Demuestran dominio de las normativas de la gramática del español y su uso al escribir y hablar.</td>
</tr>
<tr>
<td>g. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.*</td>
<td>g. Forman oraciones completas, reconociendo y corrigiendo los fragmentos inadecuados y corridos o desconectados.*</td>
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<td>h. Correctly use frequently confused words (e.g., to, too, two; there, their).*</td>
<td>h. Usan correctamente palabras que frecuentemente se confunden (ejemplo: tubo-tuvo; sabia/savia; cocer/coser).</td>
</tr>
<tr>
<td>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</td>
<td>2. Demuestran dominio de las normativas del español estándar para el uso de las letras mayúsculas, signos de puntuación y ortografía al escribir.</td>
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<tr>
<td>a. Use correct capitalization.</td>
<td>a. Emplean correctamente las letras mayúsculas.</td>
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### Part 1: Interacting in Meaningful Ways

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<tbody>
<tr>
<td><strong>A. Collaborative</strong></td>
<td><strong>2. Interacting via written English</strong></td>
<td>Collaborate with peers on joint writing projects of short informational and literary texts, using technology where appropriate for publishing, graphics, etc.</td>
<td>Collaborate with peers on joint writing projects of longer informational and literary texts, using technology where appropriate for publishing, graphics, etc.</td>
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<td><strong>6. Reading/viewing closely</strong></td>
<td>a) Describe ideas, phenomena (e.g., volcanic eruptions), and text elements (main idea, characters, events, etc.) based on close reading of a select set of grade-level texts with substantial support.</td>
<td>a) Describe ideas, phenomena (e.g., animal migration), and text elements (main idea, central message, etc.) in greater detail based on close reading of a variety of grade-level texts with moderate support.</td>
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<tr>
<td><strong>B. Interpretive</strong></td>
<td><strong>10. Composing/Writing</strong></td>
<td>a) Write short literary and informational texts (e.g., a description of a flashlight) collaboratively (e.g., joint construction of texts with an adult or with peers) and sometimes independently.</td>
<td>a) Write longer literary and informational texts (e.g., an explanatory text on how flashlights work) collaboratively (e.g., joint construction of texts with an adult or with peers) and with increasing independence using appropriate text organization.</td>
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<td>b) Write brief summaries of texts and experiences using complete sentences and key words (e.g., from notes or graphic organizers).</td>
<td>b) Write increasingly concise summaries of texts and experiences using complete sentences and key words (e.g., from notes or graphic organizers).</td>
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<tr>
<td><strong>C. Productive</strong></td>
<td><strong>1. Understanding text structure</strong></td>
<td>Apply understanding of how different text types are organized to express ideas (e.g., how a narrative is organized sequentially) to comprehending texts and writing basic texts.</td>
<td>Apply understanding of how different text types are organized to express ideas (e.g., how a narrative is organized sequentially with predictable stages versus how an explanation is organized around ideas) to comprehending texts and writing texts with increasing cohesion.</td>
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<td><strong>3. Using verbs and verb phrases</strong></td>
<td>Use various verbs/verb types (e.g., doing, saying, being/having, thinking/feeling) and tenses appropriate for the text type and discipline (e.g., simple past for recounting an experience) for familiar topics.</td>
<td>Use various verbs/verb types (e.g., doing, saying, being/having, thinking/feeling) and tenses appropriate for the task and text type (e.g., simple past for retelling, timeless present for science explanation) for an increasing variety of familiar and new topics.</td>
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### Part 2: Learning About How English Works

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<tbody>
<tr>
<td><strong>A. Structuring</strong></td>
<td><strong>1. Understanding text structure</strong></td>
<td>Apply increasing understanding of how different text types are organized to express ideas (e.g., how a narrative is organized sequentially with predictable stages versus how an explanation is organized around ideas) to comprehending texts and writing texts with increasing cohesion.</td>
<td>Apply understanding of how different text types are organized to express ideas (e.g., how a narrative is organized sequentially with predictable stages versus how opinions/arguments are structured logically, grouping related ideas) to comprehending texts and writing cohesive texts.</td>
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<td><strong>3. Using verbs and verb phrases</strong></td>
<td>Use various verbs/verb types (e.g., doing, saying, being/having, thinking/feeling) and tenses appropriate for the task and text type (e.g., timeless present for science explanation, mixture of past and present for historical information report) for a variety of familiar and new topics.</td>
<td>Use various verbs/verb types (e.g., doing, saying, being/having, thinking/feeling) and tenses appropriate for the task and text type (e.g., timeless present for science explanation, mixture of past and present for historical information report) for a variety of familiar and new topics.</td>
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<td>Combine clauses in a few basic ways to make connections between and join ideas in sentences (e.g., creating compound sentences using coordinate conjunctions, such as <em>and</em>, <em>but</em>, <em>so</em>).</td>
<td>Combine clauses in an increasing variety of ways (e.g., creating complex sentences using familiar subordinate conjunctions) to make connections between and join ideas in sentences, for example, to express cause/effect (e.g., The deer ran because the mountain lion came.) or to make a concession (e.g., She studied all night even though she wasn’t feeling well.).</td>
<td>Combine clauses in a wide variety of ways (e.g., creating complex sentences using a variety of subordinate conjunctions) to make connections between and join ideas, for example, to express cause/effect (e.g., <em>Since the lion was at the waterhole, the deer ran away.</em>), to make a concession, or to link two ideas that happen at the same time (e.g., <em>The cubs played while their mother hunted.</em>).</td>
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Student Work Sample
Samples taken from The California Department of Education