W1. Writing Assignment

Grade level: 4

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| Essential StandardsW1: a-d | CCSSCircle W1 Any other CCSS Connections |

Task Title: A Traffic Letter to Your City Mayor

Task: Bad car traffic situation in charlotte has been causing many accidents. Write a letter to your city mayor to make suggestions for improving the traffic situation. Provide clear introduction in which you state your opinion; put at least three reasons in logical order, link them using words, phrases, or clauses (e.g.: for instance, in order to, in addition), write a concluding section

Critical attributes of the answer (Content expectations)

Discipline-Specific Topic/Content: accurate and precise, thorough and complete

Academic vocabulary: Accurate and precise; purposeful and relevant; using linking words, phrases, or clauses (e.g.: for instance, in order to, in addition)

Supporting details: Thorough, highly relevant to ideas presented;

Organization: Very easy to follow; purposeful format; and concluding section

Conventions: Few errors that do not impact meaning

**Objectives for Instruction:**

**W.1** Write opinion pieces by supporting point of view with reasons and information.

4.MD.1. Know relative sizes of measurement units within one system of units including km, m, cm; kg, g; lb, oz.; l, ml; hr, min, sec. Within a single system of measurement, express measurements in a larger unit in terms of a smaller unit. Record measurement equivalents in a two-column table. For example, know that 1 ft is 12 times as long as 1 in. Express the length of a 4 ft snake as 48 in. Generate a conversion table for feet and inches listing the number pairs (1, 12), (2, 24), (3, 36)

4.MD.2. Use the four operations to solve word problems involving distances, intervals of time, including problems involving simple fractions or decimals, and problems that require expressing measurements given in a larger unit in terms of a smaller unit. Represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale.

4.MD.4. Make a line plot to display a data set of measurements in fractions of a unit (1/2, 1/4, 1/8). Solve problems involving addition and subtraction of fractions by using information presented in line plots. For example, from a line plot find and interpret the difference in length between the longest and shortest specimens in an insect collection.

**Chinese Language:**

NM.CLL.2 Understand words and concepts presented in the language.

NM.CLL.2.1 Understand the meaning of memorized phrases and questions about familiar topics and surroundings.

NM.CLL.2.2 Understand the meaning of memorized words and phrases in sentences.

NM.CLL.2.4 Infer conclusions from simple spoken and written passages about familiar topic using context clues and cognates.

NM.CLL.3 Use the language to present information to an audience.

NM.CLL.3.1 Use memorized words and phrases in presentations on familiar topics, such as likes, dislikes, emotions, everyday activities, and immediate surroundings

NM.CLL.3.3 Use appropriate pronunciation and voice inflection in spoken presentations.

**Information and Technology:**

4.TT.1 Use technology tools and skills to reinforce classroom concepts and activities.

4.TT.1.3 Use technology tools to present data and information (multimedia, audio and visual recording, online collaboration tools, etc

4.TT.1.2 Use a variety of technology tools to organize data and information (e.g., word processor, graphic organizer, audio and visual recording, online collaboration tools, etc.).

4.RP.1 Apply a research process as part of collaborative research.

4.RP.1.1 Implement a research process by collaborating effectively with other students.

**Student Friendly Objectives:**

1. I can write opinion pieces by supporting point of view with reasons and information

2. I can write informative/explanatory texts to share ideas and information clearly.

3. I know relative sizes of measurement units within one system of units including km, m, cm; hr, min, sec. Within a single system of measurement, I can express measurements in a larger unit in terms of a smaller unit. Record measurement equivalents in a two-column table. For example, know that 1 ft is 12 times as long as 1 in. Express the length of a 4 ft snake as 48 in. Generate a conversion table for feet and inches listing the number pairs (1, 12), (2, 24), (3, 36)

4. I can use the four operations to solve word problems involving distances, intervals of time, including problems involving simple fractions or decimals, and problems that require expressing measurements given in a larger unit in terms of a smaller unit. I can represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale.

5. I can make a line plot to display a data set of measurements in fractions of a unit (1/2, 1/4, 1/8). I can solve problems involving addition and subtraction of fractions by using information presented in line plots. For example, from a line plot find and interpret the difference in length between the longest and shortest specimens in an insect collection.

6. Chinese language:

NM.CLL.2 I can understand words and concepts presented in the language.

NM.CLL.2.1 I can understand the meaning of memorized phrases and questions about familiar topics and surroundings.

NM.CLL.2.2 I can understand the meaning of memorized words and phrases in sentences.

NM.CLL.2.4 I can infer conclusions from simple spoken and written passages about familiar topic using context clues and cognates.

NM.CLL.3 I can use the language to present information to an audience.

NM.CLL.3.1 I can use memorized words and phrases in presentations on familiar topics, such as likes, dislikes, emotions, everyday activities, and immediate surroundings

NM.CLL.3.3 I can use appropriate pronunciation and voice inflection in spoken presentations.

7. Information and Technology:

4.TT.1.3 I can use technology tools to present data and information (create word document or Power Point slides

4.TT.1.2 I can use a variety of technology tools to organize data and information (e.g., present power point slides, etc.).

**Reflection of My Traffic Project**

Name of the Group: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Presented on \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**There are two activities in this lesson:**

**Activity One:** Two students will read their informational writing and argumentative writing in Chinese.

**Activity Two:** Five groups will reflect their experiences of the traffic project:

Group A: Data Collection process using Power Point slides show

Group B: Data Conversion process using Power Point slides show

Group C: Choosing appropriate data format to analyze the data using Power Point slides show

Group D: Composing informational text experiences using Power Point slides show

Group E: Composing argumentative text experiences using Power Point slides show

 **Grading Rubric:**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Group collaboration (25%) | Accuracy of information provided in the slides (25%) | Logical sequence of the data presented (25%) | Demonstration of mastery of essential argumentative writing skills | Demonstration of mastery of essential informational writing skills | Total Scores |
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