

Writing - Grade 4 - Unit 2: Boxes and Bullets (Opinion/Persuasive)

Content Area: **ELA**
Course(s):
Time Period: **Marking Period 2**
Length: **8 weeks**
Status: **Published**

Course Pacing Guide

Bend 1: Writing to Learn

- Writers use an essay frame to help structure their writing.
- Writers free-write and use several strategies to grow insightful ideas.
- Writers extend their initial thinking to develop more fully formed ideas and thesis statements through conversation, elaboration prompts, and searching their lives for insights.
- Writers support their thesis by developing different types of reasons.

Bend 2: Raising the Level of Essay Writing

- Writers gather a lot of different material to write their essays, including lists and mini-stories.
- Writers organize for drafting by checking that their evidence is supportive and varied, sequencing information logically, and incorporating transition words and repeated phrases.
- Writers open and close essays in different ways.
- Writers edit their work by correcting run-on sentences and sentence fragments.

Bend 3: Personal to Persuasive

- Writers are brave and turn their personal essays into persuasive opinions. (p. 146)
- Writers transfer all they know about one genre of writing to another genre and ask themselves, “What is similar about personal essay writing and persuasive essay writing?” (p. 157)
- Writers link their evidence to their reasons and thesis statement so that there are no gaps in their logic or reasoning. (p. 172)
- Writers get their essays ready for the world by carefully checking their spelling, punctuation, and other conventions. (p. 182)

Unit Overview

In this unit, authors begin by freewriting based on personal experience and progress to the more formal essay structure in order to state their opinion about something that is important to them and try to convince the reader to agree with their ideas. Authors use a variety of more sophisticated strategies for introducing their topics, use persuasive language, provide strong reasons to convince the readers to agree with their point of view, and incorporate facts and details to elaborate on these reasons.

NOTE: This unit focuses on teaching a few key qualities of essay writing, such as structure and elaboration. Writers will learn to collect evidence, but it is not research evidence. That skill is instead taught in the literary essay unit.

Enduring Understandings

1. Using specific structures, language conventions and strategies helps my readers to better understand my ideas, when I am writing a persuasive essay.
2. Using a specific format when developing nonfiction writing helps a writer to organize their ideas and keep their reader interested.
3. Nonfiction writing can be thought provoking and interesting. Writers must use strategies to hold their reader's interest and bring information to life.
4. When writers are developing ideas they must go back and revisit their ideas and evidence to make sure that it supports their claims and thesis. Supporting our claims with specific evidence gives our ideas strength.
5. Persuasive essays have much in common with personal essays. When writing a persuasive essay we are now developing an opinion about a specific topic, and using the skills we learned about writing personal essays to share our ideas.

Essential Questions

1. How can I raise the level of my personal and persuasive essay writing, in particular by working on structure, development and language conventions?
2. How can I learn to use a boxes and bullet, traditional essay format to share my ideas?
3. How can I also learn to write non fiction with compelling content and ideas?
4. How can I gather and revise my evidence so that it is angled to support my claim/thesis?
5. How can I draw on everything I know about writing personal essays to now write a persuasive essay that incorporates text-based evidence?

New Jersey Student Learning Standards (No CCS)

LA.W.4.1.B	Provide reasons that are supported by facts from texts and/or other sources.
LA.W.4.1.C	Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).
LA.W.4.3	Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences.
LA.W.4.4	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
LA.W.4.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
LA.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.
LA.W.4.8	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.
LA.W.4.9.A	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].”).
LA.4.W.4.1.A	Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related idea the writer’s purpose.

Amistad Integration

- Teach district mandated diversity lessons throughout the year
- Incorporate Responsive Classroom Program into classroom community daily

Holocaust/Genocide Education

- Teach district mandated diversity lessons throughout the year
- Incorporate Responsive Classroom Program into classroom community daily

Interdisciplinary Connections

LA.RL.4.1	Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.
LA.RL.4.3	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).
LA.RL.4.4	Determine the meaning of words and phrases as they are used in a text, including those

	that allude to significant characters found in literature.
LA.RL.4.10	By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, with scaffolding as needed.
LA.RI.4.1	Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.
LA.RI.4.2	Determine the main idea of a text and explain how it is supported by key details; summarize the text.
LA.RI.4.3	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.
LA.RI.4.4	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.
LA.RF.4.3	Know and apply grade-level phonics and word analysis skills in decoding and encoding words.
LA.RF.4.4	Read with sufficient accuracy and fluency to support comprehension.
LA.SL.4.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
LA.SL.4.2	Paraphrase portions of a text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).
LA.SL.4.3	Identify the reasons and evidence a speaker provides to support particular points.
LA.SL.4.4	Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
LA.L.4.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
LA.L.4.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
LA.L.4.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
LA.L.4.3.A	Choose words and phrases to convey ideas precisely.
LA.L.4.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
LA.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).

Technology Standards

TECH.8.1.5.A.1	Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.
TECH.8.1.5.A.2	Format a document using a word processing application to enhance text and include graphics, symbols and/or pictures.
TECH.8.1.5.A.3	Use a graphic organizer to organize information about problem or issue.
TECH.8.1.5.A.CS1	Understand and use technology systems
TECH.8.1.5.A.CS2	Select and use applications effectively and productively.

TECH.8.1.5.B.CS1	Apply existing knowledge to generate new ideas, products, or processes.
TECH.8.1.5.B.CS2	Create original works as a means of personal or group expression.
TECH.8.1.5.C.CS1	Interact, collaborate, and publish with peers, experts, or others by employing a variety of digital environments and media
TECH.8.1.5.C.CS4	Contribute to project teams to produce original works or solve problems
TECH.8.1.5.D.CS2	Demonstrate personal responsibility for lifelong learning
TECH.8.1.5.D.CS3	Exhibit leadership for digital citizenship.

21st Century Themes/Careers

CAEP.9.2.8.B.3	Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.
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Financial Literacy Integration

PFL.9.1.4.A.1	Explain the difference between a career and a job, and identify various jobs in the community and the related earnings.
PFL.9.1.4.B.1	Differentiate between financial wants and needs.
PFL.9.1.4.E.1	Determine factors that influence consumer decisions related to money.
PFL.9.1.4.E.2	Apply comparison shopping skills to purchasing decisions.
PFL.9.1.4.F.2	Explain the roles of philanthropy, volunteer service, and charitable contributions, and analyze their impact on community development and quality of living.

Instructional Strategies & Learning Activities

- Create and refer to anchor charts from Units of Study Writing Book 2: Boxes and Bullets - Personal and Persuasive Essays
- Create and refer to anchor charts.
- Study pages from exemplar writer's notebooks.
- Provide and present mentor texts as models.
- Teach children to read like writers using mentor texts
- Provide checklists to assess and develop ongoing goals.
- Use booklets, pages, and/or writer's notebooks for daily writing.
- Understand and explain the structure of essay (intro, reasons, conclusion)
- Add examples to reasons via: lists, mini-stories, "not" lists
- Set mini goals to revise and edit as you move through writing pieces.

- Tap, sketch, or jot across the pages as a way of planning stories, books.
- Explore and try a variety of beginnings and endings to your writing piece
- Write long and strong to build stamina.
- Teach that sentences are used to group one idea and paragraphs are used to group similar ideas.
- Use technology to research information about a specific topic.
- Use technology to publish a piece of writing.
- Plan to celebrate the conclusion of classroom writing projects

Differentiated Instruction

- Curriculum Mapping
- Inquiry/Problem-Based Learning
- Learning preferences integration (visual, auditory, kinesthetic)
- Sentence & Discussion Stems
- Tiered Learning Targets
- Learning Through Play
- Meaningful Student Voice & Choice
- Relationship-Building & Team-Building
- Self-Directed Learning
- Choice Boards
- Debate
- The Hot Seat/Role-Play
- Student Data Inventories
- Mastery Learning (feedback toward goal)
- Goal-Setting & Learning Contracts
- Grouping
- Rubrics
- Learning Menus
- Jigsaws
- Learning Through Workstations
- Concept Attainment
- Flipped Classroom
- Mentoring
- Assessment Design & Backwards Planning
- Student Interest & Inventory Data

Formative Assessments

Fall District Writing Assessment

Conferencing

Checklist

Anecdotal Records

Previous Spring DWA

Summative Assessment

Published end-of-unit essay

Opinion Writing Checklist (completed by teacher)

Benchmark Assessments

Published Writing for the Unit with Teacher Response Checklist (from Heineman)

Alternate Assessments

On-Demand writing

Flash draft writing

Resources & Technology

- Heinemann <https://www.heinemann.com/>
- Writing Strategies-Jennifer Serravello
- TCRWP - Teachers College Reading & Writing Project

<http://tc.readingandwritingproject.com>

- Chromebooks for publishing

BOE Approved Texts

Student sample writing pieces from Heineman website

Closure

Such as:

- Silent Celebration - students each have their published writing on desks and a Complement Sheet with blank squares for peer feedback. Each student rotates around the room to an empty seat and reads the essay at the desk. They then leave a complement based on the writer's writing strategies. They stand up when finished and rotate to another empty seat. This continues until each student has read and complemented on about 3 (or more) essays.
- Grade 4 Publishing Celebration - students meet with peers from another class and share their published personal essays. They give each other peer feedback in a "Glow and Grow" response sheet.
- Snowstorm - Students write down what they learned on a piece of scratch paper and wad it up. Given a signal, they throw their paper snowballs in the air. Then each learner picks up a nearby response and reads it aloud.
- Parent Hotline - Give students an interesting question about the lesson without further discussion. Email their guardians the answer so that the topic can be discussed over dinner.
- DJ Summary - Learners write what they learned in the form of a favorite song. Offer to let one or two sing their summary.
- Gallery Walk - On chart paper, small groups of students write and draw what they learned. After the completed works are attached to the classroom walls, others students affix post-its to the posters to extend on the ideas, add questions.
- Sequence It - create timelines of major events discussed
- Low-Stakes Quizzes - Give a short quiz using technologies like Kahoot or a Google form.
- Have students write down three quiz questions (to ask at the beginning of the next class).
- Question Stems - Have students write questions about the lesson on cards, using [question stems framed around Bloom's Taxonomy](#). Have students exchange cards and answer the question they have acquired.
- Kids answer the following prompts: "What takeaways from the lesson will be important to know three years from now? Why?"
- Have students dramatize a real-life application of a skill.
- Ask a question. Give students ten seconds to confer with peers before you call on a random student to answer. Repeat.
- Have kids orally describe a concept, procedure, or skill in terms so simple that a child in first grade would get it.
- Direct kids to raise their hands if they can answer your questions. Classmates agree (thumbs up) or disagree (thumbs down) with the response.
- Have kids create a cheat sheet of information that would be useful for a quiz on the day's topic.

- Kids write notes to peers describing what they learned from them during class discussions.
- Ask students to summarize the main idea in under 60 seconds to another student acting as a well-known personality who works in your discipline. After summarizing, students should identify why the famous person might find the idea significant.
- Have students complete the following sentence: "The [concept, skill, word] is like _____ because _____."
- Ask students to write what they learned, and any lingering questions on an "exit ticket". Before they leave class, have them put their exit tickets in a folder or bin labeled either "Got It," "More Practice, Please," or "I Need Some Help!"
- After writing down the learning outcome, ask students to take a card, circle one of the following options, and return the card to you before they leave: "Stop (I'm totally confused. Go (I'm ready to move on.)" or "Proceed with caution (I could use some clarification on . . .)"

*Add to or remove any of these as you see fit.

ELL

- Alternate Responses
- Advance Notes
- Extended Time
- Teacher Modeling
- Simplified Written and Verbal Instructions
- Frequent Breaks
- E-Dictionaries
- Google Translate

Special Education

- Shorten assignments to focus on mastery of key concepts.
- Substitute alternatives for written assignments (clay models, posters, panoramas, collections, etc.)
- Specify and list exactly what the student will need to learn to pass.
- Evaluate the classroom structure against the student's needs (flexible structure, firm limits, etc.).
- Keep workspaces clear of unrelated materials.
- Keep the classroom quiet during intense learning times.
- Reduce visual distractions in the classroom (mobiles, etc.).
- Provide a computer for written work.
- Seat the student close to the teacher or a positive role model.
- Use a study carrel. (Provide extras so that the student is not singled out.)
- Provide an unobstructed view of the chalkboard, teacher, movie screen, etc.
- Keep extra supplies of classroom materials (pencils, books) on hand.
- Maintain adequate space between desks.
- Give directions in small steps and in as few words as possible.

- Number and sequence the steps in a task.
- Have student repeat the directions for a task.
- Provide visual aids.
- Go over directions orally.
- Provide a vocabulary list with definitions.
- Permit as much time as needed to finish tests.
- Allow tests to be taken in a room with few distractions (e.g., the library).
- Have test materials read to the student, and allow oral responses.
- Divide tests into small sections of similar questions or problems.
- Allow the student to complete an independent project as an alternative test.
- Give progress reports instead of grades.
- Grade spelling separately from content.
- Show a model of the end product of directions (e.g., a completed math problem or finished quiz).
- Stand near the student when giving directions or presenting a lesson.
- Mark the correct answers rather than the incorrect ones.
- Permit a student to rework missed problems for a better grade.
- Average grades out when assignments are reworked, or grade on corrected work.
- Use a pass-fail or an alternative grading system when the student is assessed on his or her own growth.

504

- preferential seating
- extended time on tests and assignments
- reduced homework or classwork
- verbal, visual, or technology aids
- modified textbooks or audio-video materials
- behavior management support
- adjusted class schedules or grading
- verbal testing
- excused lateness, absence, or missed classwork
- pre-approved nurse's office visits and accompaniment to visits
- occupational or physical therapy as needed or consult

At Risk

- Have student restate information
- Provision of notes or outlines
- Concrete examples and models
- Assistance in maintaining uncluttered space

- Weekly home-school communication tools (notebook, daily log, phone calls or email messages)
- No penalty for spelling errors or sloppy handwriting
- Follow a routine/schedule
- Teach time management skills
- Verbal and visual cues regarding directions and staying on task
- Adjusted assignment timelines
- Visual daily schedule
- Immediate feedback
- Work-in-progress check
- Pace long-term projects
- Pass/no pass option
- Cue/model expected behavior
- Use de-escalating strategies
- Use peer supports and mentoring
- Chart progress and maintain data

Gifted and Talented

- Offer choice
- Speak to Student Interests
- Allow G/T students to work together
- Tiered learning
- Encourage risk taking