

Writing - Grade 4 - Unit 3:Literary Essay

Content Area: **ELA**
Course(s):
Time Period: **Marking Period 3**
Length: **8 weeks**
Status: **Published**

Course Pacing Guide

BEND I F Writing about Reading: Literary Essays

1. Close Reading To Generate Ideas about a Text In this session, you'll teach students that reading with an attentiveness to detail can spark ideas and that writing can be a vehicle for developing those ideas.
2. Gathering Writing by Studying Characters In this session, you'll teach children that experts know that certain aspects of their subjects merit special attention. Literary essayists know it pays off, for example, to study characters.
3. Elaborating on Written Ideas Using Prompts In this session, you'll teach students one way writers elaborate on their ideas—using simple prompts.
4. Finding and Testing a Thesis In this session, you'll teach students that writers select ideas to craft into theses. You'll show writers ways to question and revise their theses, making sure these are supported by the whole text.
5. Using Stories as Evidence In this session, you'll teach children ways that essayists select mini-stories as evidence to support their ideas.
6. Citing Textual Evidence In this session, you'll teach children that writers use direct quotes to support their claims about a text. You'll teach them ways writers are discerning, choosing only the quotes that best support their ideas.
7. Using Lists as Evidence In this session, you'll teach students that writers not only uses stories and quotes as evidence, they also use lists to support their claims.
8. Putting It All Together In this session, you'll teach children some of the ways that writers create drafts out of collections of evidence. You'll also teach children ways to study published literary essays to find structures for their own literary essays.

BEND II F Raising the Quality of Literary Essays 9. Writing to Discover What a Story Is Really About In this session, you'll teach children that writers seek out patterns in their books or short stories, using those patterns to develop ideas about the story's theme or message.

10. Adding Complexity to Our Ideas In this session, you'll teach children that essayists look at all the sides of a text and form complex ideas, adding depth to their writing.
11. Flash-Drafting Literary Essays In this session, you'll teach children that essayists flash-draft essays, getting their thoughts down quickly on paper so they can later revise.
12. Beginnings and Endings In this session, you'll teach children that essayists think carefully about their introductions and conclusions, giving readers the larger context for their claim in their introduction and leaving their readers with something to think about in their conclusion.
13. Using Descriptions of an Author's Craft as Evidence In this session, you'll teach children that writers find evidence to support their claims by studying the choices authors make in their texts.
14. Editing In this session, you could teach students that literary essayists check their writing for many things, including making sure they have written in the present tense and that all their pronoun references are correct.

BEND III F Writing Compare and Contrast Essays

15. Building the Muscles to Compare and Contrast In this session, you'll teach students that essayists notice the similarities and differences between texts and categorize their observations into patterns or ideas, in preparation to write a compare and contrast essay.

16. Comparing and Contrasting Familiar Texts In this session, you'll teach children that essayists write compare-and-contrast essays by looking at similar themes across texts, or similar characters, and naming how the texts approach the themes differently or how the characters are similar and different.

17. Using Yesterday's Learning, Today and Always In this session, you'll teach children that essayists draw on all they know about essay writing as they tackle new projects. You'll remind children that compare-and-contrast essays are a kind of literary essay, so they can use prior learning as they continue to draft and revise their essays.

18. Developing Distinct Lines of Thought In this session, you'll teach children that writers elaborate on each of their distinct, individual supporting ideas, ensuring they have developed their essay with enough evidence for their claim.

19. Exploring Commas In this session, you could teach students that writers get their writing ready for readers by editing and polishing up their writing. One thing writers make sure to check is their punctuation, including comma usage.

20. A Celebration In this celebration, you and your community of writers will celebrate the literary essays that your children have completed.

Unit Overview

The unit of literary essay works in conjunction with the unit on test prep. Literary essay offers a bridge between reading and writing. Students will learn that writing can be a way to not only hold onto one's thinking about a particular subject or text but also to elaborate this thinking. In addition, students will become more skilled in opinion writing as they analyze and respond to texts. The goal of this unit is to ensure that students are fluent in essay writing and will be prepared to write essays at the drop of the hat. This unit will start with students writing a flash essay on day one, and to continue this "drop of a hat" practice throughout the unit continuously revising so that they internalize the form and voice of the literary essay. Since this unit follows the interpretation text sets unit in the reading workshop will allow students to devote themselves to the work of developing accountable theories about texts. It is important to note that students' work in partnerships in both reading and writing workshops, and listen to each other's ideas to notice when a partner says a claim, it is a thesis-a box. As teachers, we will coach into helping the partnership or club to talk about the idea at some length, "speaking in essays." Next, these conversations will come to include the work of finding and elaborating on evidence, and retelling a part of the story in a way that is angled to show how this part of the story substantiates a claim. The more fluent students become in "speaking essay" the more they will internalize the essay writing process and enhance their essay writing skills. This unit will start with quick essays. With students continuously writing or revising another essay every day, so that they become accustomed to writing fluently and with increasing structure, coherency, and precision. Finally, the quick drafts of essays will be revised repeatedly, as they learn to incorporate new and more advanced moves into their texts. The final goal is for students to master the essay form with the same ease with which they have mastered personal narrative.

Enduring Understandings

Delete this and replace with your enduring understandings:

- Statements summarizing important ideas and core processes that are central to a discipline and have lasting value beyond the classroom.
- Synthesize what students should understand—not just know or do—as a result of studying a particular content area.
- Articulate what students should “revisit” over the course of their lifetimes in relationship to the content area.
- Frame the big ideas that give meaning and lasting importance to such discrete curriculum elements as facts and skills
- Can transfer to other fields as well as adult life
- Provide a conceptual foundation for studying the content area
- Deliberately framed as declarative sentences that present major curriculum generalizations and recurrent ideas.

Essential Questions

- How do I think deeply about my text?
- How does sharing my thinking about reading deepen my understanding of text?
- How does writing about reading help me explore my thinking about characters and theme in literature?
- How do writers use the writing process to craft a literary essay?

New Jersey Student Learning Standards (No CCS)

LA.W.4.1.A	Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer’s purpose.
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.4.1.D	Provide a conclusion related to the opinion presented.
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.4.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
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].”).

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

List at least one specific standard

No general statements

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.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.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

through school, home, work, and extracurricular activities for use in a career.

Financial Literacy Integration

9.1.4.B.1 Differentiate between financial wants and needs.

9.1.4.B.2 Identify age-appropriate financial goals.

9.1.4.B.3 Explain what a budget is and why it is important.

9.1.4.B.4 Identify common household expense categories and sources of income.

9.1.4.B.5 Identify ways to earn and save.

9.1.4.C.1 Explain why people borrow money and the relationship between credit and debt.

9.1.4.C.2 Identify common sources of credit (e.g., banks, credit card companies) and types of credit (e.g., loans, credit cards, mortgages).

9.1.4.C.3 Compare and contrast credit cards and debit cards and the advantages and disadvantages of using each.

9.1.4.C.4 Determine the relationships among income, expenses, and interest.

9.1.4.C.5 Determine personal responsibility related to borrowing and lending.

9.1.4.C.6 Summarize ways to avoid credit problems.

9.1.4.D.1 Determine various ways to save.

9.1.4.D.2 Explain what it means to “invest.”

9.1.4.D.3 Distinguish between saving and investing.

9.1.4.E.1 Determine factors that influence consumer decisions related to money.

9.1.4.E.2 Apply comparison shopping skills to purchasing decisions.

9.1.4.F.1 Demonstrate an understanding of individual financial obligations and community financial obligations.

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.

9.1.4.G.1 Describe how valuable items might be damaged or lost and ways to protect them.

Instructional Strategies & Learning Activities

- Create and refer to anchor charts from UoS Writing Book 1.
- 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.
- Make mental movies and act out a story to make writing come alive.
- Use "sparkle" words to improve description in writing pieces and to improve description of characters and setting.
- Add dialogue to make characters come to life.
- 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

Conferenciing

Checklist

Anecdotal Records

Summative Assessment

Published Piece with Opinion/Persuasive Checklist

Benchmark Assessments

DWA Fall

Alternate Assessments

- Flash Draft
- On Demand

Resources & Technology

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

<http://tc.readingandwritingproject.com>

BOE Approved Texts

Fox by Margaret Wild

Closure

- 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 thier 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 . . .)"

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