Unit 3 Writing: Literary Essay

Content Area: **English Language Arts**
Course(s):
Time Period: **Trimester 2**
Length: **5-6 Weeks**
Status: **Published**

Brief Summary of Unit

In this unit, students will begin by developing and defending basic ideas about literature with a special emphasis on the challenges presented when one writes about a text, rather than life. Later students will be challenged to lift the level of their essays by writing more complicated theses. They will write about ideas that are more complex, nuanced, and interpretive, and support those ideas with various forms of textual evidence. Students will also learn to analyze author's craft, in service of supporting their ideas. Finally, students will move from writing about one text to crafting compare and contrast essays about two pieces of literature.

This unit is designed to be part of a developmental progression across grade levels and make interdisciplinary connections across content areas including physical and social sciences, technology, career readiness, cultural awareness, and global citizenship. During this course, students are provided with opportunities to develop skills that pertain to a variety of careers.

Revision Date: June 2022

Pacing Guide

Please refer to this Language Arts Reading and Writing Workshop Pacing Guide for grade 4; Sentence Study is paced and aligned within the Syntax, Style, Grammar and Conventions section. Please refer tothis folder for the scope and sequence as well as specific lessons and materials.

A sample K-5 Literacy Schedule Across a Week is accessible in instructional materials section of the Grades K-5 folder.

Standards

The identified standards reflect a developmental progression across grades/ levels and make interdisciplinary connections across content areas including social sciences, technology, career readiness, cultural awareness and global citizenship. The standards that follow are relevant to this course in addition to the associated content-based standards listed below.

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.4.6	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.4.9.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.W.4.9.B	Apply grade 4 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”).
LA.W.4.10	Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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.SL.4.6	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.
LA.L.4.1.E	Form and use prepositional phrases.
LA.L.4.1.F	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
LA.L.4.1.G	Correctly use frequently confused words (e.g., to, too, two; there, their).
LA.L.4.2.A	Use correct capitalization.
LA.L.4.2.B	Use commas and quotation marks to mark direct speech and quotations from a text.
LA.L.4.2.C	Use a comma before a coordinating conjunction in a compound sentence.
LA.L.4.2.D	Spell grade-appropriate words correctly, consulting references as needed.
LA.L.4.3.A	Choose words and phrases to convey ideas precisely.
LA.L.4.3.C	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).

LA.L.4.4.A	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
LA.L.4.4.B	Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).
LA.L.4.4.C	Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
LA.L.4.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
LA.L.4.5.A	Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.
LA.L.4.5.B	Recognize and explain the meaning of common idioms, adages, and proverbs.
LA.L.4.5.C	Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).
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).
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.
WRK.9.2.5.CAP.1	Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.
WRK.9.2.5.CAP.4	Explain the reasons why some jobs and careers require specific training, skills, and certification (e.g., life guards, child care, medicine, education) and examples of these requirements.
TECH.9.4.5.CI.3	Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity (e.g., 8.2.5.ED.2, 1.5.5.CR1a).
TECH.9.4.5.CT.4	Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3).
TECH.9.4.5.DC.1	Explain the need for and use of copyrights.
TECH.9.4.5.DC.4	Model safe, legal, and ethical behavior when using online or offline technology (e.g., 8.1.5.NI.2).
TECH.9.4.5.TL.3	Format a document using a word processing application to enhance text, change page formatting, and include appropriate images graphics, or symbols.
TECH.9.4.5.GCA.1	Analyze how culture shapes individual and community perspectives and points of view (e.g., 1.1.5.C2a, RL.5.9, 6.1.5.HistoryCC.8).
TECH.9.4.5.IML.1	Evaluate digital sources for accuracy, perspective, credibility and relevance (e.g., Social Studies Practice - Gathering and Evaluating Sources).
TECH.9.4.5.IML.6	Use appropriate sources of information from diverse sources, contexts, disciplines, and cultures to answer questions (e.g., RI.5.7, 6.1.5.HistoryCC.7, 7.1.NM. IPRET.5).

Essential Questions/ Enduring Understandings

- How can I learn to write literary essays that not only have a thesis that is based on close reading of the text, but that also contain passages from the text (quoted and paraphrased) to support the thesis? Can I write these essays about characters and also about themes, sometimes even writing about two texts in one essay?
- How can I draw on everything I have learned about literary essay writing in order to write a compare

and contrast essay that discusses how two texts address the same theme similarly and differently?
- How is reading closely connected to being an essayist?
- How does using specific details from the text effect essay writing?
- Why might an essayist's ideas and opinions change as they work on a piece of writing?

- As essayists, we read texts closely and respond to them in writing. This close reading helps us to better understand concepts and to develop our thinking in these ideas.
- Using specific details from the text we have read helps essay writers to support their ideas. By supporting our ideas with clear evidence, we make it easy for our audience to see the truth in our ideas.
- Essayists develop ideas and use information they have read to support their writing. As essayists, we must be open to revisiting, and revising our ideas. This means that our understanding and thinking about what we have read can and might change to reflect new understandings.

Students Will Know/ Students Will Be Skilled At

- How to write opinion pieces on topics or texts, supporting a point of view with reasons and information.
- How to produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
- How to, with guidance and support, develop and strengthen writing as needed by planning, revising, and editing.
- How to, with some guidance and support, 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.
- How to draw evidence from literary or informational texts to support analysis, reflection, and research.
- How to 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.

- Students will write in-depth responses about their reading.
- Students will analyze and interpret what a story is really about through writing.
- Students will generate a claim by reviewing their written responses.
- Students will collect a wide variety of evidence to support their claims.
- Students will use transitional words and phrases to make their essays flow more smoothly.
- Students will organize their examples so that they are logical and provide strong support for their claim.
- Students will be able to craft introductions that set their essays within larger, more global contexts.
- Students will be able to craft conclusions that leave readers with something to ponder.

Evidence/Performance Tasks

Students demonstrate differentiated proficiency through both formative and summative assessments in the

classroom. Based on individual student readiness and performance, assessments can be implemented as formative and/or summative.

Developmental progression across years in both reading and writing is evidenced by multiple benchmark assessment screeners, administered three times per year. Follow up diagnostic assessments are used to target skill remediation. Student proficiency allows for additional or alternative assessment based on demonstration or absence of skill.

The performance tasks listed below are examples of the types of assessments teachers may use in the classroom and the data collected by the district to track student progress.

Formative:

- Answer essential questions
- Teacher observations/conferring notes
- Turn and talks
- Partnerships rehearsing their writing
- Peer Conferences
- Writer's Notebook (quick writes/drafts/prewrites)
- Teacher checklists using mini-lessons for measurable skills
- Writing Conferences: Individual and small group
- Writing Partnership work and discussions
- Writing folders with student work
- Writing pieces to note the growth need of the writer
- Observations
- Listening in on partnership discussion of writing piece
- Drafts online (Google Docs)
- Writing Club work and discussions

Summative:

- Students should have 2-3 final pieces to score not including the post assessment.
- Published pieces
- Score grammar and spelling in final drafts only
- Student portfolios
- During publishing students read their piece to assess oral speaking and reading skills
- Teachers College Reading and Writing Project Learning Progressions
- Teachers College Reading and Writing Project Rubrics and Student Samples
- Rubrics: created for the standards-based report card as well as teacher-created.
- Standards should be addressed as reported on the Standards-Based Report Card and should reflect this work:

*Orients the reader by establishing a situation (introduction)

*Organize your writing into a sequence that unfolds naturally and uses a variety of transitional words

*Provides an appropriate end to their writing piece

*Elaborates by using precise details and descriptions

Benchmark:

- Benchmark writing assessments: opinion, narrative, and informational, scored using rubrics, district-created and provided.
- Located in the shared Grades K-8 Language Arts folder on the Google Drive, reported three times per year

Learning Plan

Our upper elementary writing instruction follows a balanced literacy approach including a number of strategies and techniques in Writing Workshop. These include mini-lessons, shared writing, independent writing, small group strategy instruction, one-to-one conferencing, partnerships and/or writing clubs. Writing Workshop emphasizes immersion, independence, and choice. Individual conferences with each student will address specific needs of the writer. Each unit ends with a celebration of learning where children share their writing with others in the school community.

Lessons should follow the mini-lesson format:

- Teaching point(s) for each lesson
- Connection: Connects new learning to previous learning/lessons
- Teach/Modeling: Uses 'think alouds' when modeling what you expect students to do
- Guided Practice/Active Engagement: Guides students through practice of the teaching point
- Link to Independent Practice: Helps writers understand the purpose for the writing they are about to do and the skills/craft they will be practicing/applying independently as good writers
- Independent Writing/Student Conferences: Provides time for students to do independent writing while teacher confers with individual students, works with small groups, or writing clubs.
- Closure/Sharing: Pull students back together and recognize the work they have done relating to the teaching point.

The architecture of a writing conference includes:

- Research
- Decide
- Teach and Coach with guided practice
- Link

A writing club is like a book club. It is a group of students that meet to discuss one student in the group's piece at a time. The students listen to the piece read aloud. If on Google Docs, it can be shared with the group and they can follow along. (This takes a lot coaching in the beginning.) Students provide feedback to the writer, first what they did really well, and provide evidence from the piece that supports it. Then they provide something that they can use to enhance their piece and evidence as to why it can be changed. The writer that

shared can use the advice. Developing trust in the group and valuable advice takes time. Over time groups can run on their own.

*This unit of writing fits with the historical unit of reading. Students can use their book club books and read alouds to support their literary essay during reading workshop.

It will be helpful to have some quick writes or flash drafts to help students think of ideas for opinion writing.

Teachers may personalize instruction during this unit and address the distinct learning needs, interests, aspirations, or cultural backgrounds of individual students.

Suggested Teaching Points and Possible Lessons

These Teaching Points can be broken up between the different Literary Essays you write. Start with a simple essay and move to more complex as the students develop an understanding of what literary essays are.

Bend 1: Generating Ideas for Literary Essays
Writers understand that literary essays are different from summaries.

- One way to do this is to revisit a story the students previously read. Have them write a summary about that story noting that a summary retells the main points of a story keeping in mind: Characters, setting, problem, main events and solution. Next show a literary essay of the same story (you can use an essay written from a student last year or one from a story they know). Read it to the students and have them compare and contrast the summary with the literary essay. Chart the similarities and differences between the two.

Reading with attention to detail can spark ideas and writing can be a vehicle for developing those ideas.

- One way you can do this is to choose a story, it can be a current read-aloud or a story the class has heard previously. Reread this familiar story to students. Remind students that this time when we read this story we are turning our minds on as writers and looking for moments or details that strike us as important to the whole text, and when we find them, let's stop and talk. Ask students to put their thumbs up when they find a moment or a detail in the story that seems worthy of growing ideas about. This detail is usually one that may be related to the big ideas of the story. Model for students as you find parts in the story that stand out to you. Use this opportunity to explain to students that when you are growing your ideas about characters, you keep an eye out for words that seem unusual or like they don't belong. While doing this you might want to use post-it notes to annotate the text making notes that say things like, "Why this word?" or "Does this mean...". You will revisit these notes in later lessons. You can use the chart: Questions Writers Ask of Texts to gather ideas. You can also create a chart: How to Write a Literary Essay. List the following: Grow Ideas about a topic and use thought prompts to help you.
- Another way to do this is to choose a short story that has a clear message. (Stories such as The Other

Side, or Freedom Summer lend themselves to this idea.) Read the story aloud. Have partners turn and talk about the important idea in the story. Have a few students share their ideas with the class. Pick out one important idea in the story (ex: In the story, The Other Side, the children find ways to connect even when grown-ups are trying to keep them apart.) Write a thesis statement on a chart and read it aloud. (Ex Jacqueline Woodson's picture book, The Other Side, teaches readers that children find ways to connect even when grown-ups are trying to keep them apart.) In this lesson students would be focusing on starting ideas. We will spend more time developing these ideas as the unit progresses. You could have students share their ideas with their partners. Then you could begin to have students share out their evidence encouraging them to share their evidence in sequential order.

Writers create drafts out of collections of evidence. One way they do this, is by studying published literary essays to find structures for their own literary essay.

- It might be easier for some students to study each section of a literary essay individually. Therefore you can break it into introduction, body and closing paragraphs and this teaching point can go across a few days.
- There are many literary essay examples in the Literary Essay Lucy Calkins unit as well as online (you could also use the one you used to compare and contrast a literary essay and summary). Chose a simple essay to share with the class. Read it aloud to the students. After reading model using the introduction what you notice about the piece and name it.
- One way you can do this to collect a literary essay written by an older student (possibly even yourself) based on a story that students are familiar with. Make copies for each student and distribute. Remind students that today they will be reading as writers. The teacher will read the essay out loud, modeling areas where she/he saw the author elaborate or made connections to the text. Students will now go to their own space and begin drafting an outline, using the structure they have seen in the example text.
- Another way to do this to collect a literary essay written by an older student (possibly even yourself) based on a story that students are familiar with. Make copies for each student and distribute. Pair students out into partnerships.

  Have partner 1 read the introduction and conclusion, looking for quotations, strong connections and evidence.
  Have partner 2 read the body of the essay, looking for the same things. Give time for students to share out their finding with the class. Send students off to develop their introduction.

Bend 2: Analyzing Characters in Literary Essays

Experts know that certain aspects of their subjects merit special attention. Literary essayists know it pays off, for example, to study characters.

- One way you can do this is to share with students the How to Write a Literary Essay chart made previously, adding several points on to it. (Ask Questions of texts and pay attention to characters in a story, especially noting their traits, motivations, struggles, changes and relationships) In this lesson students learn that when reading fiction, it pays to think about characters in general, and specifically, it pays to think about a character's traits, motivations, struggles, changes and relationships. Using the same story you used in the previous lesson, model for students how you might zoom in on one character and focus on their traits. Ask students to help you find points in the story that show a deeper understanding of the character. Provide students with examples from the text of how the words that the character says, and actions that they take tell us about the character's motivations, traits or struggles. Add these notations to the book or your anchor chart and save them for future lessons.
- Another way to do this would be share with students the How to Write a Literary Essay chart from a

previous lesson, adding several points to it. Talk to student about the fact that when we read fiction, we can empathize with a character in ways that let us see the world through the character's eyes. Empathy is one way that we might growth our ideas. Remind students that reading with empathy helps us to feel what the characters might feel as they are going through their story. Have students practice this with the story from yesterday. Pull out pieces from the story where they are able to feel what the character is struggling with in the story.

Essayists look at all sides of a text and form complex ideas, adding depth to their writing.

- One way you can do this is to help students understand that people in real life and characters have many different sides. By better understanding their sides, we get to better understand what drives and motivates them. Explain to students that while before you might have said a character was _____ that now they know the character is usually much more complex than that. (Ex. In the story Fox we might have said that Magpie is fickle, but there is an underlying reason that Magpie always wants what she doesn't have. What does that tell us about her?) You could now use the Tips for Developing More Complex Ideas anchor chart to help students understand ways that essayists work to make their theses more complex. You may also want to use the To Develop Complex Ideas anchor chart to walk students through the process of developing an idea. Give students time to work through this process.

Writers elaborate on their ideas is by using simple prompts.

- One way you can do this is by sharing with students the Prompts to Push our Thinking and Talking anchor chart. Point out to students different ways that they might use the prompts to take ideas and build them up. Revisit a familiar story. A story from earlier in the week or earlier in the week will work. Share with students that when zooming in on and developing ideas, it is best if the ideas are central to the text, realizing however that the truly central things are sometimes whispered not announced. Tell students that finding what is important might mean that we have to let go of our first ideas. The more we learn about a situation or a character, the more likely it is that our ideas about them might change. Model this for students by finding a point in the story where you might have had to revise your original thought. (Ex. In Fox, early on Magpie seems to be the kind of character who always see the negative side of things. Many pieces of the story support this, the way that she reacts to her burnt wing, the fact that she doesn't want Dog to help her, the way she crawls under the shadows of a rock and tries to melt into the blackness. But the more we read, the more we have to think about what parts of the text don't fit with the idea of her being so negative, and why. During this time you could refer to the portion of the book where Magpie says, I will be your missing eye and you will be my missing wing. Asking students to use the prompts to think about what this tells us about Magpie.) Add these notations to the book and save for future lessons. Ask students to think about this as they go to their writing, looking for places where they can use the prompts to dig deeper into what their characters have experienced and what it teaches us.

Writers use direct quotes to support their claims about a text. Writers are discerning, choosing only the quotes that best support their claims.

- If you did the previous lesson you can use the same chart and examples. Explain that our opinions and ideas are stronger when we can support our evidence with direct quotes from the book. Be sure to explain that a quote from the text does NOT have to be the character speaking (this is a common fourth grade misconception), but it would be what the narrator is saying. Share an example of each with the students and then model gathering quotes to match the scenes/examples gathered from the story you shared yesterday. If using Stone Fox, locate a quote about Little Willy harvesting the potatoes or telling Doc Smith he won't leave his family. While students are working, remind them that quote has to support the example they wrote. Some students might realize that their examples aren't strong or don't fit the big idea, so encourage them to revise, as writers revise as they work. You can also

introduce this chart: Ways to Bring Quotes into an Essay

Essayists think carefully about their introductions and conclusions, giving readers the larger context for their claim in their introduction and leaning their readers with something to think about in their conclusion.

- Writers find evidence to support their claims by studying the choices authors make in their texts.

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.

Essayists notice the similarities and difference between texts and categorize their observations into patterns or ideas, in preparation to write a compare-and-contrast essay.

Bend 3: Analyzing Theme in Literary Essays

Writers define themes in the story and select one theme to write about.

- Share that you have been reading many stories and determining the big ideas of them. Thinking about them and changing our thinking. Create a chart with some of the big ideas discussed and other possible ideas. (family, risk, surprise, determination, kindness, bravery, etc.) Explain that writers take these big ideas and create a thesis statement to use in their writing. Share many examples with the students. For example, Determination helps you overcome obstacles you never thought you could. Family understands you better than other people. Children can solve adult problems., Taking risks can lead to great things., Courage allows you to accomplish what you never thought you could, etc. Have the students work in groups or partnerships that have similar big ideas and allow them to work together to come up with their thesis statement. This is challenging for some students so one suggestion would be to have students use the definition of the theme word to help them develop a sentence. For instance: Courage means to do something that frightens you. In the story, Stone Fox, ten-year-old Little Willy had the courage to save his family farm and his Grandfather's life.

Writers locate scenes or examples in the text that support their theme.

- In a previous lesson you developed thesis statements. Model using a read aloud how to gather evidence for that theme. For example, in novel Stone Fox, Little Willy had determination. On a chart separated into three section: Scene from book, Quote to match scene, Explanation. Focus one day on just gathering evidence/scene. For example, Little Willy was determined to makes Grandfather better by harvesting the potatoes, etc. By the end of the lesson, students should have at least three scenes. Have students check that their scenes from different parts of the book. Allow students with similar themes and stories to work together or to check their work with each other.

Writers seek out patterns in their books or short stories, using those patterns to develop ideas about the story's theme or message.

- One way you can do this is to get students thinking about patterns. Give students a series of numbers and ask them to look for the pattern in this series of numbers (ex. 1, 2, 3, 5, 8, 13, 21...). Give students time to talk amongst themselves and whisper about possible solutions. Once student start to notice the pattern (1+2=3, 2+3=5, 3+5=8, etc.) encourage them to talk about how they found the spaces between

the numbers to look for what happened over and over again. Remind students that the pattern was right there in front of them all along, but they had to look at the numbers, think about the patterns and try ideas out to find the answer. Encourage students to now do the same thing with the text they are going to be interpreting. Remind students that we look for patterns the author has placed in their writing. Model this for students by looking for patterns in a shared text. Lay out the plot of the shared text across your fingers. (Ex. In Fox, Dog saves Magpie, Magpie refuses Dog's help and wants to be left alone, Magpie and Dog get back together and Dog helps her fly, Fox comes, Magpie is first scared of Fox but then goes off with him, abandoning Dog, Fox abandons Magpie.) Ask students, "What issues or events or feelings keep occurring again and again? What are you thinking?" Encourage students to turn and talk about their thinking. (Ex. In Fox there is a pattern of friends rejecting each other over and over again.) Now you will guide students through thinking about what that pattern tells us, or teaches us. (Ex. In Fox this pattern might teach us that some friends are wishy-washy, while others are true blue.) Students will now use the text they selected to think about the events that keep happening over and over again in their text and identify the patterns in their text. If students are struggling with this, guide them to work through the plot and look for the patterns this way.

Writers elaborate on each of their distinct, individual supporting ideas, ensuring they have developed their essay with enough evidence for their claim.

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.

Writers celebrate their writing with their peers.

- One way you can do this Have students collect their finished work and share the text they reflected on with the class. Encourage students to look for classmates who have written about similar theme, characters, or text. Work with students to develop several different anthologies (ex. Our Favorite Books, Essays about Fox, Friendship in Trouble). Let students know that they may print multiple copies of their essays and have those shared in multiple places if they fit.
- Another way to do this is to seek out other classes who are using some of the books chosen in their reading. Invite students to send their essays to these classes to allow other students to read them and use them as they are developing their ideas.

Bend 4 (optional): Writing Compare and Contrast Literary Essays

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.

- One way you can do this is to choose several stories read this year. Have the class practice making theme-based comparisons. Choose one text and work to have students identify other texts that share similar characters or themes. Encourage students to use the structures that were introduced in previous lessons as they write responses that compare the two texts.
- Another way to do this is to choose a familiar short story or poem. Have the class practice making theme-based comparisons. Choose one text and work to have students identify other texts that share similar characters or themes. Encourage students to use the structures that were introduced in previous lessons as they write responses that compare the two texts. The anchor chart Finding Text to Compare in Deep Ways might help students that are struggling with this idea.

Essayists draw on all they know about essay writing as they tackle new projects. Compare-and-contrast essays are a kind of literary essay, so prior learning can be used as drafting and revising continue.

- One way you can do this is to encourage students that even though they have only been learning about compare and contrast for two days, they have been training all year for this type of work. Model for students how they can revisit their work to make sure they are doing all of the things that they have learned to do as a writer. Ask a student who you have conferred with if you can share the work they did with the class. Point out how writers go back to look for places where they can push their thinking and add to the ideas they have formed. (This would be a great time to revisit the Ways to Push Our Thinking anchor chart.)
- *On page 168 of the Grade 4 Unit 4 Opinion text, there is a short lesson titled Being Critical Friends. While it may not be enough information for a full lesson, this lesson might be helpful if your students are struggling to help each other edit and revise their work.

Learning Plan: Grammar and Conventions

Infuse Grammar during the writing process but you can have a stronger focus during the revision and editing process) Some of these skills will be repeated in other units.

Students should be held accountable for previous lessons in addition to the following:

You can use mentor sentences to model the grammar skills. Examples are below.

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- Students should be applying the grammar rules being taught in their conversations and published pieces. All skills up until this point could be assessed. Teacher discretion.

Form and use prepositional phrases.

- She laughs and dumps all of the cherries onto the geranium plant in front of the parrot.~Cherries and Cherry Pits by Vera B. Williams
- Winn-Dixie took the mouse over to the preacher and dropped it at his feet. -Because of Winn Dixie (pg. 37) -prepositional phrases

Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.

- Review using compound and simple sentences. Remind students that a compound sentence is not a run-on sentence.

Review how to use coordinating conjunctions to combine independent clauses.

- FANBOY: for, and, nor, but, or, yet, so

- The swimming hole was dark and muddy, and we sometimes saw snakes, but we jumped in anyway. When I Was Young in the Mountains by Cynthia Rylant

Uses correct capitalization

- Historical events/places

Correctly use frequently confused words (e.g., to, too, two; there, their).

- For this unit focus on the words:
- Where, wear, were, we're
- Hear, here, heard, herd

Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).

- Follow the scope and sequence set by the district.

Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

- Using word study words set forth by the district.

Spell grade-appropriate words correctly, consulting references as needed.

- Assess spelling on final pieces or when you tell them you will be looking for correct spelling.
- Hold students accountable for using the syllable types and the spelling patterns you have covered at the time of assessment.

Materials

The materials used in this course allow for integration of a variety of instructional, enrichment, and intervention materials that support student learners at all levels in the school and home environments. Associated web content and media sources are infused into the unit as applicable and available.

Materials used for grammar and convention study include the following: Patterns of Power: Inviting Young Writers into the Conventions of Language by Jeff Anderson.

Instructional Materials

Student Literary Essay samples from the Lucy Calkins book/Heinemann online

Classroom Student work Samples

Use book club books and read-alouds for mentor texts.

Historical Fiction Read Alouds

- *Ruth and the Green Book* by Calvin A. Ramsey
- *White Socks Only* by Evelyn Coleman
- *The Other Sid*e by Jacqueline Woodson
- *Coming On Home Soon* by Jacqueline Woodson
- *Freedom Summe*r by Deborah Wiles
- *Fishing Day* by Andrea Davis Pinkney
- *One Crazy Summer* by Garcia
- *Star Fisher* by Yep
- *Butterfly* by Patricia Polacco
- *Stone Fox* (Whole Class Read/Read Aloud) by John Reynolds Gardiner

Other Mentor Texts that have been used:

- *Eleven*
- *The Marble Champ*
- *Brave Irene*
- *Thank You Mr. Falker*
- *Fox*
- *Wednesday Surprise*
- *Retired*
- *The Giving Tree*
- *The Race*

Possible Book Clubs

Civil War/Slavery: Levels RST

- *Ajeemah and His Son* by James Berry
- *Which Way Freedom?* By Joyce Hansen
- *Freedom Crossing* by Margaret Goff Clark

Colony/American Revolution: Levels PQR

- *A Lion to Guard Us* by Clyde Robert Bulla
- *Matchlock Gun* by Walter D. Edmonds
- *Felicity Saves the Day* by Valerie Tripp
- *Phoebe the Spy* by Judith Griffin
- *Riding Freedom* by Ryan

WW2: Level O

- *The Night Crossing* by Karen Ackerman
- *Mieko and the Fifth Treasure* by Eleanor Coerr
- *When the Soldiers Were Gone* by Vera W. Propp

Westward Movement: Levels LMN

- *Clouds of Terror* by Catherine A Welch
- *Twister on Tuesday* by Mary Pope Osborne
- *Pioneer Sisters* by Laura Ingalls Wilder
- *Prairie School* by Avi

Potential Teaching Charts:

Summaries Vs. Literary Essays

Questions Writers Ask of Texts:

- What does this teach about the character in this text? About life?
- What does the author want readers to know about this?
- What does this make me realize?
- What surprises me about this?
- Does this text connect to others I've read?
- What issues or life topics does this connect to?
- What is the important thing about this text?

How to write a Literary Essay

- Grow ideas about a text.
- Use thought prompts
- Ask questions of texts
- Pay attention to the characters in a story, especially noting their traits, motivations, struggles, changes and relationships.
- Find a BIG idea that is really important to you, then write a thesis.
- Test your thesis by asking questions.
- Does this opinion relate to more than one piece of the text?
- Is there enough evidence to support it?

Parts of a Literary Essay

Notice and Name Literary Essay (post mentor essays and read them aloud to have students notice and name the craft being used)

Prompts to Push our Thinking and Talking

- For example…
- Another example is…
- To add on…
- This makes me realize…
- This is important because…
- This gives me the idea that…
- The reason for this is…
- This connects with…
- On the other hand…
- I partly agree, but…
- Could it also be that…
- Could the reason be…
- This is similar to…
- This is different from…
- I think ____ repeats because…
- This might be here because…
- Many people think___, but I think…
- I used to think ____but now…

Growing Ideas About a Text

Possible Templates That Can Support Thesis Statements for Literary Essays

- When I first read this, I thought..., but now as I reread it, I realize that...
- To many people, this seems to be about… this makes sense but the text is really about
- So and so is…____ because of A, B, and most of all C
- This text teaches readers that when (time are bad , you are alone,-whatever the problem is in the first half of the text), then (there will be a friend, things will get better, you can grow stronger from it-whatever the solution is in the second half of the text).
- Early in the text, (the characters have this problem)
- Later in the text, (the character learns...).
- My ideas on ...are complicated. On the on hand I think (A)...On the other hand I think (the opposite of A).

Big Idea/Theme Words

Tips for Developing More Complex Ideas

- Understand that things are never just one way—something that seems all good, all bad, is probably more complicated, more many-sided.
- Understand that what things appear to be on the outside is not necessarily what they are on the inside.
- Understand that things change across a story. Characters change. People's responses change. And those changes are at the heart of the story.
- Understand that when a character acts in certain ways, the author is probably trying to show that in life, some people act in those ways.

Theme Sentence/Thesis Statement

To Develop Complex Ideas

- Take a starting idea, and decide you are going to rewrite it.
- Use one of the tips for developing more complex ideas.
- Come up with a bunch of possibilities, including unsupportable ones.
- Go back to the book and think about the specific details of it.
- If you get an idea that is beginning to feel supportable, say it in different ways.

Evidence Charts: Scene, Quote, Explanation of example

Ways to Bring Quotes into an Essay

- In the text, it says... (Ex. In the text, it says, "And so Dog runs...")
- Give a mini-summary to set up the quote. [Ex. Magpie discovers that running feels like flying, it says, "and so Dog runs..."]
- Tell, who from what text you are quoting and what that character is aiming to do, and then add his or her exact words. [Ex.The narrator in Fox conveys the setting by saying...]
- Use just a few words in the middle of a sentence. [Ex. Dog does what makes Magpie happy "every day" for months!]

Transition Words

Finding Text to Compare in Deep Ways

- Think about the larger theme of one text, list other texts that address the same theme, and choose a second text that seems to especially "go".
- Think about how the two texts both address the same theme. How are they similar? "How do they

address the theme differently? Why is this significant?"
- Look at two similar characters from different books and think about how they are similar. Do they both learn similar lessons?

Teacher Resources

- *Units of Study for Teaching Writing*, Lucy Calkins with Colleagues from the Reading and Writing Project, Grade 4 Heinemann, 2013.
- Resources for Teaching Writing CD, Grade 4, Heinemann, 2013.
- *The Writing Strategies Book*, Jennifer Serravallo
- *Feedback that Moves Writers Forward,* Patty McGee
- *Patterns of Power*, Jeff Anderson
- *Mechanically Inclined*, Jeff Anderson
- *The Story of My Thinking*, Gretchen Bernabei
- Trail of Breadcrumbs Website
- Two Writing Teachers Blog
- *Assessing Writers*, Carl Anderson
- Cranford Public School Grades K-8 Google Folder for instructional materials
- Crosswalk (suggested IRA titles and Mini Lesson numbers)

Suggested Strategies for Modifications and Accommodations

Content specific accommodations and modifications as well as Career Ready Practices are listed here for all students, including: Special Education, English Language Learners, At Risk of School Failure, Gifted and Talented, Students with 504 plans.

The structure of writing workshop is designed to differentiate and address specific goals and learning for each reader:

- The unit includes presentation of material through multiple modalities such as visual, auditory, and kinesthetic to address the unique learning styles of all students.
- The teacher will assign, assess and modify if necessary to address the specific needs of the learner.
- Students have individualized choice of topics within each unit.
- Individual conferences with each student will address specific needs of the writer.

Possible accommodations during writing workshop include, but are not limited to:

- Use visual presentations of all materials to include organizers, charts, word walls.
- Allow students to set individual goals for writing.
- Work in partnerships
- Give responses in a form (verbal or written) that is easier for the student
- Take additional time to compete a task or project
- Take frequent breaks
- Use an alarm to help with time management
- Mark text with a highlighter or other manipulative such as a post-it
- Receive help coordinating assignments
- Answering fewer questions or completing shorter tasks
- Create alternate assignments or homework
- Provide distinct steps in a process; eliminate unnecessary steps, as needed.
- Manage executive function by scaffolding process and amending deadlines
- Access speech to text function on computer

For possible modifications to content during writing workshop, please . . .

- Adhere to all modifications and accommodations as prescribed in IEP and 504 plans.

- Refer to Strategies for striving students

- Refer to the Pathways to Intervention documents in the K-5 folder for specific appropriate interventions.

- Consult with Cranford Problem Solving Team (CPST), as needed.