

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.

For additional information regarding the unit please see Units of Study for Teaching Writing Grade 4 Book 4 and the Writing Workshop Book in the kits.

Overarching Standards Aligning with Grade 4 Unit 3, <i>The Literary Essay: Writing About Fiction</i>				
Session	Writing Standards	Reading Standards	Speaking & Listening Standards	Language Standards
1	W.4.1, W.4.4, W.4.7, W.4.8, W.4.9.a	RL.4.1, RL.4.4 , RL.4.10, RFS.4.4, RL.5.1		L.4.1, L.4.2, L.4.3.a, L.4.4.a, L.4.5.a,b
2	W.4.1, W.4.7, W.4.8, W.4.9.a	RL.4.1, RL.4.3		L.4.1, L.4.2, L.4.3.a, L.4.6
3	W.4.3, W.4.4 , W.4.5, W.4.9.a	RL.4.1, RL.4.3	SL.4.1	L.4.1, L.4.2, L.4.3.a
4	W.4.1.a,b,, W.4.4, W.4.5, W.4.8	RL.4.1 , RL.4.2, RL.4.3	SL.4.1	L.4.1, L.4.2, L.4.3.a
5	W.4.1.b,c , W.4.3.a,b, W.4.9.a	RL.4.1, RL.4.3 , RL.4.4		L.4.1, L.4.2, L.4.3.a, L.4.6
6	W.4.1.b,c, W.4.9.a	RL.4.1, RL.5.1		L.4.1.e,f, L.4.2,a,b,c , L.4.3, L.4.6
7	W.4.1.b,c, W.4.9.a	RL.4.1		L.4.1.d,f, L.4.2, L.4.3
8	W.4.1.a,b,c,d, W.4.4 , W.4.5, W.4.10	RL.4.1, RL.4.2, RL.4.3	SL.4.3	L.4.1, L.4.2, L.4.3.a, L.4.6
9	W.4.1, W.4.7, W.4.8, W.4.9.a	RL.4.1, RL.4.2		L.4.1, L.4.2, L.4.3, L.4.6
10	W.4.1.a,b , W.4.5	RL.4.2		L.4.1, L.4.2, L.4.3.a
11	W.4.1, W.4.4, W.4.10	RL.4.1, RL.4.2		L.4.1, L.4.2, L.4.3, L.4.6
12	W.4.1.a,d , W.4.5	RL.4.2		L.4.1, L.4.2, L.4.3.a,c, L.4.6
13	W.4.1.b, W.4.5	RL.4.1, RL.4.4		L.4.1, L.4.2, L.4.3, L.4.5.a,b,c
14	W.4.1, W.4.5	RFS.4.4		L.4.1, L.4.2, L.4.3
15	W.4.1.b, W.4.4, W.4.7, W.4.8	RL.4.9		L.4.1, L.4.2, L.4.3
16	W.4.1.a , W.4.4	RL.4.1, RL.4.2, RL.4.9		L.4.1, L.4.2, L.4.3, L.4.6
17	W.4.1 , W.4.5, W.4.10	RL.4.1, RL.4.9 , RL.5.1		L.4.1, L.4.2, L.4.3, L.4.6
18	W.4.1.b,c, W.4.5	RL.4.1, RFS.4.4		L.4.1, L.4.2, L.4.3, L.4.6
19	W.4.4 , W.4.5	RFS.4.4		L.4.1, L.4.2.b,c, L.4.3
20	W.4.4	RFS.4.4		L.4.3.c

*Bold indicates Priority Standards that are a major emphasis.

Overarching Standards Aligning with Grade 4 Unit 3, <i>The Literary Essay: Writing About Fiction</i>			
Session	Writing Standards	Reading Standards	Language Standards
1	W.4.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.	<p>RL.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>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 mythology (e.g., <i>Herculean</i>).</p>	L.4.5.a,b Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
2	W.4.9.a Draw evidence from literary or informational texts to support analysis, reflection, and research.	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).	
3	<p>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.)</p> <p>W.4.9.a Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	<p>RL.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>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).</p>	L.4.3. Use knowledge of language and its convention when writing, speaking, reading, or listening.
4	W.4.1.a,b Write opinion pieces on topics or texts, supporting a point of view with reasons and information.	RL.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	
5	W.4.1.b,c Write opinion pieces on topics or texts, supporting a point of view with reasons and information.	<p>RL.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>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).</p>	
6	<p>W.4.1.b,c Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <p>W.4.9.a Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	<p>RL.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>RL.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p>	<p>L.4.1.e,f, Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>e. Form and use prepositional phrases.</p> <p>f. Produce complete sentences, recognizing and</p>

			correcting inappropriate fragments and run-ons.* L.4.2,a,b,c Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
7	W.4.1.b,c Write opinion pieces on topics or texts, supporting a point of view with reasons and information. W.4.9.a Draw evidence from literary or informational texts to support analysis, reflection, and research.	RL.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	
8	W.4.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. W.4.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.		
9	W.4.9.a Draw evidence from literary or informational texts to support analysis, reflection, and research.	RL.4.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.	
10	W.4.1.a,b Write opinion pieces on topics or texts, supporting a point of view with reasons and information.	RL.4.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.	
11	W.4.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. W.4.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.		
12	W.4.1.a,d Write opinion pieces on topics or texts, supporting a point of view with reasons and information.]		L.4.3.a,c Use knowledge of language and its conventions when writing, speaking, reading, or listening. 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., <i>quizzed</i> , <i>whined</i> , <i>stammered</i>) and that are basic to a particular topic (e.g., <i>wildlife</i> , <i>conservation</i> , and <i>endangered</i> when discussing animal preservation).
13	<p>W.4.1.b Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <p>W.4.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p>	<p>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 mythology (e.g., <i>Herculean</i>).</p>	<p>L.4.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>L.4.5.a,b,c Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>
14	<p>W.4.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p>		<p>L.4.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.4.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.4.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p>
15	<p>W.4.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</p> <p>W.4.7 Conduct short research projects that build knowledge through investigation of different aspects of a topic.</p> <p>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.</p>		
16	<p>W.4.1.a Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p>	<p>RL.4.9 Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures</p>	
17	<p>W.4.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p>	<p>RL.4.9 Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures</p>	
18	<p>W.4.1.b,c Write opinion pieces on topics or texts,</p>		<p>L.4.1 Demonstrate command of the conventions of</p>

	<p>supporting a point of view with reasons and information.</p> <p>W.4.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p>		<p>standard English grammar and usage when writing or speaking.</p>
19	<p>W.4.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</p>		<p>L.4.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.4.2.b,c Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.4.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p>

Enduring Understandings	Essential Questions	Performance Expectations
<ul style="list-style-type: none"> Writers respond to a text with a reasoned, well-crafted piece of writing that reflects the framework of essays. Students become more skilled in opinion writing by forming their own ideas about topics. 	<ul style="list-style-type: none"> How do writers respond to a text with a reasoned, well-crafted piece of writing? How do students become more skilled in opinion writing? 	<ul style="list-style-type: none"> Students will respond to a text with a reasoned, well-crafted piece of writing. Students will become more skilled in opinion writing.
Suggested Strategies	Suggested Differentiation Methods	Suggested Materials/Resources
<ul style="list-style-type: none"> 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 on-going 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. 	<p><i>The design of writing workshop allows for individualized instruction and independent growth for every child.</i></p> <ul style="list-style-type: none"> provide support as needed during individual teaching sessions. provide feedback in small group setting. provide personal copies of teaching charts. provide modified and/or alternate grade level checklists and rubrics. provide modified writing paper. provide appropriate writing partners. 	<p>Mentor Text</p> <ul style="list-style-type: none"> Suggestions from UoS Writing Book 4.

<ul style="list-style-type: none">● 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		
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Assessments

Assessment in this unit takes three forms: diagnostic, formative, and summative. There are downloadable, digital versions of the assessment tools available through the online resources at; www.readingandwritingproject.org/resources.

Student self-assessment and peer assessment should take place whenever possible--again, in all three forms: diagnostic, formative, and summative. Removing the traditional emphasis on teacher assessment enables students to take more initiative and become self-directed.

On-going teacher assessment will take place in the context of a conference. Conferences, both small group and one- to-one conferring, are used to reinforce expectations, provide advice and/or assistance, and ultimately, to support growth.

Suggested Assessment Methods		
Diagnostic Assessments	Formative Assessments	Summative Assessments
<ul style="list-style-type: none"> ● <i>Writing Pathways: Performance Assessments and Learning Progressions, K-5</i> ● Spelling Inventory ● Conferring 	<ul style="list-style-type: none"> ● Teacher-student conferences including: individual, small group, strategy group, and guided writing. ● Daily observation of students' participation during the active engagement segment of each mini-lesson. Students' conversation with partners during Turn and Talk segment of mini-lessons. ● Observation of daily writing progress in writing notebooks or folders. ● Use of student checklist(s). 	<ul style="list-style-type: none"> ● Teacher-student conferences ● Published work ● On-demand prompts and growth on learning progressions. ● Completed unit writing projects ● and other evidence of students improving skills.

Scope and Sequence of Teaching Points

The following teaching points and activities are adapted from Units of Study for Teaching Writing Grade 4 (Calkins et al., 2015) and serve as a loose framework for teachers, who will add and/or emphasize based on their students' needs.