

Grade 4- Unit 2 Writing - Literary Essay

Unit Focus

Reading and writing are tightly aligned in this unit as students will write about reading by building on analysis and interpretation of character feelings, traits, and problems to understand the themes and messages that authors write about. Students will transfer and build writing about reading to the literacy essay as the reading and thinking work will be matched between characters in Reader’s Workshop to writing about reading with evidence. This will meaningfully prepare students to write their literary essay. In Bend I, the class will work collaboratively to write a model literary essay; this scaffolding readies the student for writing. In Bend II, students will write their own literary essays.

Stage 1: Desired Results - Key Understandings

Standard(s)	Transfer	
<p>Common Core <i>English Language Arts: 4</i></p> <ul style="list-style-type: none"> Write opinion pieces on topics or texts, supporting a point of view with reasons and information. <i>(CCSS.ELA-LITERACY.W.4.1)</i> <ul style="list-style-type: none"> Provide reasons that are supported by facts and details. <i>(CCSS.ELA-LITERACY.W.4.1.B)</i> Write informative/explanatory texts to examine a topic and convey ideas and information clearly. <i>(CCSS.ELA-LITERACY.W.4.2)</i> <ul style="list-style-type: none"> Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. <i>(CCSS.ELA-LITERACY.W.4.2.A)</i> Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. <i>(CCSS.ELA-LITERACY.W.4.2.B)</i> Link ideas within categories of information using words and phrases (e.g., another, for example, also, because). <i>(CCSS.ELA-LITERACY.W.4.2.C)</i> Use precise language and domain-specific vocabulary to inform about or explain the topic. <i>(CCSS.ELA-LITERACY.W.4.2.D)</i> Provide a concluding statement or section related to the information or explanation presented. <i>(CCSS.ELA-LITERACY.W.4.2.E)</i> Write narratives to develop real or imagined experiences or events using 	<p><i>Students will be able to independently use their learning to...</i></p> <p>T1 Synthesize information from a variety of sources to take and support a position.</p> <p>T2 Use specific vocabulary, conventions, and grammar to present ideas to readers with credibility and clarity. (Product Creation, Analyzing)</p> <p>T3 Use the writing process to thoughtfully produce and publish with a variety of tools for many intended audiences, purposes and messages.</p>	
	Meaning	
	Understanding(s)	Essential Question(s)
	<p><i>Students will understand that...</i></p> <p>U1 Writers grow and change their thinking about read texts by writing about their ideas and sharing them with other readers.</p> <p>U2 Writers prove their theories, reactions, opinions and ideas about read texts with evidence from the text and the world.</p> <p>U3 Writers compare and contrast texts to choose a topic to write about and support their thinking.</p> <p>U4 Writers create thinking trails during and after reading to get ideas and opinions.</p>	<p><i>Students will keep considering...</i></p> <p>Q1 How and why do writers write about reading?</p> <p>Q2 How do I prove my claims?</p> <p>Q3 How do readers gather ideas and evidence to write about?</p>

Stage 1: Desired Results - Key Understandings

	Acquisition of Knowledge and Skill	
	Knowledge	Skill(s)
<p>effective technique, descriptive details, and clear event sequences. <i>(CCSS.ELA-LITERACY.W.4.3)</i></p> <ul style="list-style-type: none"> ○ Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. <i>(CCSS.ELA-LITERACY.W.4.3.A)</i> ○ Use dialogue and description to develop experiences and events or show the responses of characters to situations. <i>(CCSS.ELA-LITERACY.W.4.3.B)</i> ○ Use a variety of transitional words and phrases to manage the sequence of events. <i>(CCSS.ELA-LITERACY.W.4.3.C)</i> ○ Use concrete words and phrases and sensory details to convey experiences and events precisely. <i>(CCSS.ELA-LITERACY.W.4.3.D)</i> ○ Provide a conclusion that follows from the narrated experiences or events. <i>(CCSS.ELA-LITERACY.W.4.3.E)</i> <ul style="list-style-type: none"> ● Writing <ul style="list-style-type: none"> ○ Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. <i>(CCSS.ELA-LITERACY.W.4.4)</i> ○ With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. <i>(CCSS.ELA-LITERACY.W.4.5)</i> ○ 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. <i>(CCSS.ELA-LITERACY.W.4.6)</i> ○ 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. <i>(CCSS.ELA-LITERACY.W.4.10)</i> ● Draw evidence from literary or informational texts to support analysis, reflection, and research. <i>(CCSS.ELA-LITERACY.W.4.9)</i> <ul style="list-style-type: none"> ○ 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]."). <i>(CCSS.ELA-LITERACY.W.4.9.A)</i> ● Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <i>(CCSS.ELA-LITERACY.L.4.1)</i> <ul style="list-style-type: none"> ○ Use modal auxiliaries (e.g., can, may, must) to convey various 	<p style="text-align: center;"><i>Students will know...</i></p> <p>K1 Writers prove their thinking by reading closely when they react to a text;</p> <p>K2 Writers use the writing process when thinking and writing about reading;</p> <p>K3 Writers work with partners to grow and change their thinking about read texts;</p> <p>K4 Writers come to discussions prepared with evidence and open to learning from other readers and writers;</p> <p>K5 Writing about reading includes persuasive and expository writing moves;</p> <p>K6 Writers think about and compare the perspectives of characters, narrators and authors with their own experiences to think deeply about texts.</p> <p>K7 Vocabulary: modal auxiliaries, complete sentences, sentence fragments, run-ons, homonyms (i.e. to, too, two, their, there, they're), capitalization, commas and quotations, direct speech and quotations, comma, coordinating conjunction, compound sentence.</p>	<p style="text-align: center;"><i>Students will be skilled at...</i></p> <p>S1 Introducing a topic clearly;</p> <p>S2 Providing reasons that are supported by text evidence, facts and details;</p> <p>S3 Using transition words to link and introduce ideas;</p> <p>S4 Using the writing process including planning, drafting, revising, editing, publishing, reflecting;</p> <p>S5 Using quotation marks to cite a direct quote from a text;</p> <p>S6 Including a concluding statement that supports the main topic clearly;</p> <p>S7 Using boxes and bullets to take notes and plan literary essays</p> <p>S8 Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.</p> <p>S9 Use modal auxiliaries (can, may, must) to convey various conditions</p> <p>S10 Correctly use frequently confused words (to, too, two, their, there)</p> <p>S11 Use commas and quotations to mark direct speech and quotations from a text.</p> <p>S12 Correct Capitalization</p> <p>S13 Use a comma before a coordinating conjunction in a compound sentence</p>

Stage 1: Desired Results - Key Understandings

- conditions. *(CCSS.ELA-LITERACY.L.4.1.C)*
 - Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.* *(CCSS.ELA-LITERACY.L.4.1.F)*
 - Correctly use frequently confused words (e.g., to, too, two; there, their).* *(CCSS.ELA-LITERACY.L.4.1.G)*
- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. *(CCSS.ELA-LITERACY.L.4.2)*
 - Use correct capitalization. *(CCSS.ELA-LITERACY.L.4.2.A)*
 - Use commas and quotation marks to mark direct speech and quotations from a text. *(CCSS.ELA-LITERACY.L.4.2.B)*
 - Use a comma before a coordinating conjunction in a compound sentence. *(CCSS.ELA-LITERACY.L.4.2.C)*

Student Growth and Development 21st Century Capacities Matrix

Critical Thinking

- Analyzing: Students will be able to examine information/data/evidence to make inferences and identify possible underlying assumptions, patterns, and relationships. *MM.1.2*

Collaboration/Communication

- Product Creation: Students will be able to effectively use a medium to communicate important information (findings, ideas, feelings, issues, etc.) for a given purpose. *MM.3.2*