



Grade 4 - Unit 4 - Personal Essay

Unit Focus

The personal essay unit allows students to consider who is important in their life. The unit begins by introducing the students to a variety of personal essay examples. This unit takes the students through the essay writing process; picking a topic, paragraph structure, and drafting a five-paragraph essay. During the unit, students will learn how to use a graphic organizer to develop well-written paragraphs, which helps lay the foundation of structure and organization to transfer into a well-written essay. In addition, students will learn the process of revising and editing a written piece. Modeling the writing process gives students a window into our thinking as a writer and allows students to see the messiness within the writing process.

Stage 1: Desired Results - Key Understandings

Standard(s)	Transfer	
Standards <ul style="list-style-type: none">Common Core<ul style="list-style-type: none">English Language Arts: 4<ul style="list-style-type: none">Write opinion pieces on topics or texts, supporting a point of view with reasons and information. (CCSS.ELA-LITERACY.W.4.1)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. (CCSS.ELA-LITERACY.W.4.1.A)Provide reasons that are supported by facts and details. (CCSS.ELA-LITERACY.W.4.1.B)Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition). (CCSS.ELA-LITERACY.W.4.1.C)Provide a concluding statement or section related to the opinion presented. (CCSS.ELA-LITERACY.W.4.1.D)Writing<ul style="list-style-type: none">With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (CCSS.ELA-LITERACY.W.4.5)Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS.ELA-LITERACY.L.4.1)Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why). (CCSS.ELA-LITERACY.L.4.1.A)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)	<i>Students will be able to independently use their learning to...</i> T1 Use the cyclical writing process to produce and publish clear and coherent writing in which the development and organization are appropriate to a variety of audiences, purposes and messages. T2 Through the intentional use of elaboration and author's craft techniques, develop ideas to engage the intended audience for a specific purpose.	
	Meaning	
	Understanding(s)	Essential Question(s)
	<i>Students will understand that...</i> U1 Writers support and elaborate on their claims or ideas with appropriate evidence, description, and detail. U2 Writing is strengthened through a cyclical process involving planning, revising, editing, and rewriting, or trying a new approach.	<i>Students will keep considering...</i> Q1 How does following the writing process help a writer craft an effective piece of writing? Q2 What revisions/edits do I need to make to improve my writing?
	Acquisition of Knowledge and Skill	
	Knowledge	Skill(s)
<i>Students will know...</i> K1 A thesis statement is what you believe and intend to explain or prove. K2 The structure of a paragraph: topic sentence, reasons, and closing sentence.	<i>Students will be skilled at...</i> S1 Developing a thesis statement. S2 Writing an introduction and conclusion that supports the thesis.	

Stage 1: Desired Results - Key Understandings

- Use correct capitalization. *(CCSS.ELA-LITERACY.L.4.2.A)*
- Spell grade-appropriate words correctly, consulting references as needed. *(CCSS.ELA-LITERACY.L.4.2.D)*
- Use knowledge of language and its conventions when writing, speaking, reading, or listening. *(CCSS.ELA-LITERACY.L.4.3)*
- Choose punctuation for effect.* *(CCSS.ELA-LITERACY.L.4.3.B)*
- Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies. *(CCSS.ELA-LITERACY.L.4.4)*
- Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. *(CCSS.ELA-LITERACY.L.4.4.A)*
- Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph). *(CCSS.ELA-LITERACY.L.4.4.B)*
- 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. *(CCSS.ELA-LITERACY.L.4.4.C)*

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Design: Engaging in a process to refine a product for an intended audience and purpose. *(POG.2.2)*

K3 Ways to elaborate in their writing by extending, connecting and contrasting.

K4 Vocabulary: personal essay, hook, thesis, transition, craft, parallel structure, topic sentence, closing sentence, paragraph, glued sounds, advanced suffixes, relative pronouns, relative adverbs, dash, hyphen, punctuation

K5 Morphemes: Base terr = “land ground, earth”, Base trac, tract = “pull, drag, draw”, Latin Prefix trans- = “across, change”

S3 Organizing paragraphs with a topic sentence and closing sentence.

S4 Elaborating and adding detail to paragraphs to support thesis.

S5 Using feedback to edit and revise writing.

S6 Using relative pronouns and relative adverbs.

S7 Choosing punctuation for effect.

S8 Recognizing morphemes hold their own individual meaning.