Unit Planner: 4. Literary Essay
Writing 4

OaklandSchools Monday, January 20, 2020, 3:04PM

OS/MAISA > 2019-2020 > Grade 4 > English Language Arts > Writing 4 (**OS/MAISA**) > Week 17 - Week 21

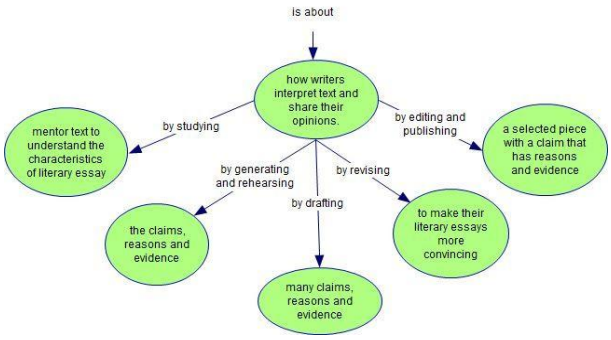
4. Literary Essay

Unit of Study

Overarching Questions and Enduring Understandings

How do writers interpret and write their opinions of literature by stating their claim with reasons and evidence to support their thinking?

Graphic Organizer



Graphic Organizer

Unit Abstract

Fourth graders have already written using their opinion strategies with Unit 2: Persuasive Essays. This unit aims to utilize and build upon these strengths in students. Writers will make a personal interpretation of a text (short story) they have read and talked about during read aloud with accountable talk or on their own. They will use literary essays to showcase their opinions/interpretations and reasons that support their thinking. This unit is geared to run alongside the MAISA Reading Unit 4 – Interpretative and Analytic Reading. Unit 4 in Reading and Unit 4 in Writing may be taught in tandem. Reading unit sessions 1-5 are taught while Immersion sessions 1-5 are occurring in the writing unit of study. It is planned that Session 6 of the reading unit would align with session 1 of this unit. (See Session 1 for more information.) The focus will be around building strong readers and writers of literary essays that include a claim with reasons and convincing evidence.

Through a study of mentor texts, which are teacher and student written, fourth grade writers will learn how opinion writers structure their literary essays in order to share their interpretations or claims with their readers. They will learn to choose evidence that supports their reasons for their interpretations. They will look at the qualities of writing that make opinion writing powerful and move the reader to have lasting thoughts and conversations about a piece of text. They will further develop and strengthen their writing by cycling through the process of planning, revising, editing, and publicly sharing their opinions with an interested audience.

Content Expectations/Standards

MI: ELA & Literacy in History/Social Studies, Science, & Technical Subjects K-5

MI: Grade 4

Writing

Text Types and Purposes

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

Unit Level Standards

W.4.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

W.4.1a. 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.

W.4.1b. Provide reasons that are supported by facts and details.

W.4.1c. Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).

W.4.1d. Provide a concluding statement or section related to the opinion presented.

Production and Distribution of Writing
4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

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.)

5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

W.4.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

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.

9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

W.4.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

W.4.9a. 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].").

Range of Writing
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 tasks, purposes, and audiences.

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.

Language

2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.4.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.4.2a. Use correct capitalization.

Knowledge of Language
3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

L.4.3a. Choose words and phrases to convey ideas precisely.*

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Essential/Focus Questions

1. How do writers use mentor text to study characteristics of Literary Essay writing and generate writing ideas?
2. How do writers generate and rehearse their literary essays?
3. How do writers plan and draft their literary essays?
4. How do writers grow their thinking for literary essay?
5. How do writers revise and edit to make their pieces more effective?
6. How do writers independently plan and publish their literary essay?

Key Concepts

claim
partnership
opinion
qualities of good writing
rehearsal strategies
structure of an essay
text evidence
text interpretation
the writing process

Assessment Tasks

General Assessment Background Information

Please note that assessments were not created for the MAISA 3-5 writing units of study. Instead, Oakland Schools highly recommends using *Writing pathways: Performance assessments and learning progressions, grade K-8*by Lucy Calkins as an assessment resource.*Writing Pathways* was designed to work with any curriculum aligned to the Common Core State Standards. This toolkit has comprehensive resources available, as well as possible mentor text. Each 3rd

Intellectual Processes

Applying the qualities of good writing
Developing a claim
Implementing the writing process (generating, drafting, revising, editing, publishing)
Interpreting text and expressing an opinion
Supporting claims with text evidence
Using rehearsal strategies

through 5th grade MAISA unit is generally aligned with *Writing Pathways'* learning progressions and teaching rubrics. Using Calkins' assessment tools (versus developing your own), allows more time to be devoted to studying the assessment measures, analyzing data collected, and planning for future needs (e.g. student, class, grade level and district).

Lesson Sequence

Concept I: Writers use mentor text to study characteristics of Literary Essay writing and generate writing ideas.

Concept II: Writers generate and rehearse their literary essays.
Session 1 Writers think across their reading and reflect on themes jotted within their readers' notebooks to list essay ideas.
Session 2 Writers create a strong claim.
Session 3 Writers develop support for their claims.
Session 4 Writers use boxes and bullets to help organize their ideas for literary essays.

Concept III Writers plan and draft their literary essays.
Session 5 Writers craft micro-stories from the text as evidence.
Session 6 Teacher choice based on students' needs.
Session 7 Writers choose types of convincing evidence by citing text.
Session 8 Writers use lists with repetition to build convincing evidence for their claims.
Session 9 Teacher choice based on students' needs.
Session 10 Writers plan the essays they'll draft.
Session 11 Writers draft by organizing their Boxes and Bullets into paragraphs.
Session 12 Writers use a checklist to look over their writing and set goals.
Session 13 Writers reread their essays listening for a convincing and clear voice.

Optional: Assessment of 1st literary

Concept IV Writers grow the elements of literary essay.
Session 14 Writers see patterns in stories to add complex ideas to their claims.
Session 15 Writers see all sides of a story to create complex claims.
Session 16 Writers plan essays with complex claims using boxes and bullets.

Concept V: Writers revise and edit to make their pieces more effective.
Session 17 Writers work independently using flash drafts and a process journey checklist.
Session 18 Teacher choice based on students' needs.
Session 19 Writers revise their introductions.
Session 20 Writers use words and phrases to link each part of the essay.
Session 21 Writers write conclusions that leave readers thinking.

Resources

Professional Resources

- Angeillo, Janet. (2003) *Writing About Reading.* Portsmouth, NH: Heinemann.
- Calkins, Lucy. (2015) *Writing Pathways: Performance Assessments and Learning Progressions*. Portsmouth, NH: Heinemann.
- Calkins, Lucy. (2013) *The Literary Essay: Writing about Fiction.* Portsmouth, NH: Heinemann.
- Calkins, Lucy. (2013). *Units of Study in Opinion, Information, and Narrative Writing Elementary Series: A Common Core Workshop Curriculum.* Portsmouth, NH: Heinemann.
- Calkins, Lucy. (2011). *A Curricular Plan for The Writing Workshop.* Portsmouth, NH: Heinemann.

Resource Materials Packet
Student Samples
Teacher Samples
Boxes & Bullets Samples
Teacher Created Materials
Immersion Phase Part 1 - Background Information
Immersion Phase Part 2 – 3rd Grade Appendices
Immersion Phase Part 2 - 4-5 Appendices
Video 1 - Immersion in Action: Goal 1 Develop Background Knowledge – Using a Notice/Name/Why Chart
Video 2 - Immersion in Action: Goal 1 Develop Background Knowledge – Noticings Using Specific Lenses
Video 3 - Immersion in Action: Goal 2 Generating Ideas – Developing Writing Ideas from Studying Lite
Immersion Excursion Lessons

Session 22 Writers revise by cross-checking for structure and basic elements of a text type. Session 23 Writers edit their writing with care. Session 24 Writers use present tense when writing about literature. **Concept V Writers independently plan and publish their literary essay.** Session 25 Writers re-evaluate their writing using their student checklist. Session 26 Celebration: Writers share their work with pride. Session 27 Writers reflect on their writing growth. Lesson Plans	

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