

Unit 4 Writing Grade 4 - Literature/Literary Essay(Opinion Essay)

Content Area: **Language Arts**
Course(s):
Time Period: **MP2-Week3**
Length: **April-June**
Status: **Published**

Unit 4 - Literary Essay

Writing Goals

Writing Workshop: Units of Study/Unit 4

Writing: Opinion: The Literary Essay/Writing About FictionBend/Mini Lesson:

Bend 1

- Session 1: Close Reading to Generate Ideas about a Text
- Session 2: Gathering Writing by Studying Characters
- Session 3: Elaborating on Written Ideas Using Prompts
- Session 4: Finding and Testing a Thesis
- Session 5: Using Stories as Evidence
- Session 6: Citing Textual Evidence
- Session 7: Using Lists as Evidence
- Session 8: Putting It All Together: Constructing Literary Essays
- Bend II
- Session 9: Writing to Discover What a Story is Really About
- Session 10: Adding Complexity to Our Ideas
- Session 11: Flash-Drafting Literary Essays
- Session 12: Beginnings and Endings
- Session 13: Using Descriptions of an Author's Craft as Evidence

- Session 14: Letter to Teachers: Ending
- Bend II
- Session 15: Building the Muscles to Compare and Contrast
- Session 16: Comparing and Contrasting Familiar Texts
- Session 17: Using Yesterday's Learning, Today and Always
- Session 18: Developing Distinct Lines of Thought
- Session 19: Letter to Teachers: Exploring Commas
- Session 20: Letter to Teachers: A Celebration

Language

- Acquire and use accurately domain-specific words and actions including those that signal precise actions and emotions
- Explain meaning of simple similes and metaphors and adages

21st Century Skills

- Use the internet to research and draw conclusions about topics

Standards & Indicators

LA.4.RL.4.6	Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.
CRP.K-12.CRP2	Apply appropriate academic and technical skills.
TECH.8.1.5.A.CS1	Understand and use technology systems
LA.4.L.4.1.D	Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
LA.4.RF.4.3	Know and apply grade-level phonics and word analysis skills in decoding and encoding words.
CRP.K-12.CRP2.1	Career-ready individuals readily access and use the knowledge and skills acquired

through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation.

LA.4.RF.4.3.A	Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.
LA.4.RL.4.7	Make connections between specific descriptions and directions in a text and a visual or oral representation of the text.
LA.4.L.4.1.E	Form and use prepositional phrases.
LA.4.L.4.1.F	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
LA.4.RL.4.8	(Not applicable to literature)
LA.4.L.4.1.G	Correctly use frequently confused words (e.g., to, too, two; there, their).
LA.4.RF.4.4	Read with sufficient accuracy and fluency to support comprehension.
CRP.K-12.CRP4	Communicate clearly and effectively and with reason.
TECH.8.1.5.A	Students demonstrate a sound understanding of technology concepts, systems and operations.
LA.4.RL.4.10	By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity (See Appendix A) or above, with scaffolding as needed.
LA.4.RF.4.4.A	Read grade-level text with purpose and understanding.
LA.4.L.4.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
LA.4.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.4.L.4.2.A	Use correct capitalization.
LA.4.RF.4.4.C	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
LA.4.L.4.2.B	Use commas and quotation marks to mark direct speech and quotations from a text.
LA.4.L.4.2.C	Use a comma before a coordinating conjunction in a compound sentence.
LA.4.L.4.2.D	Spell grade-appropriate words correctly, consulting references as needed.
LA.4.SL.4.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
LA.4.SL.4.1.A	Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
LA.4.SL.4.1.B	Follow agreed-upon rules for discussions and carry out assigned roles.
LA.4.SL.4.1.C	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
LA.4.L.4.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
LA.4.SL.4.1.D	Review the key ideas expressed and explain their own ideas and understanding in

	light of the discussion.
LA.4.L.4.3.A	Choose words and phrases to convey ideas precisely.
LA.4.SL.4.2	Paraphrase portions of a text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).
LA.4.L.4.3.B	Choose punctuation for effect.
LA.4.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).
CRP.K-12.CRP4.1	Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.
LA.4.SL.4.3	Identify the reasons and evidence a speaker provides to support particular points.
LA.4.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.
TECH.8.1.5.A.2	Format a document using a word processing application to enhance text and include graphics, symbols and/ or pictures.
LA.4.SL.4.5	Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.
LA.4.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.4.L.4.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
LA.4.RL	Reading Literature Text Key Ideas and Details Craft and Structure Integration of Knowledge and Ideas Range of Reading and Level of Text Complexity
LA.4.RF	Reading Foundation Skills Phonics and Word Recognition Fluency
LA.4.SL	Speaking and Listening Comprehension and Collaboration

Presentation of Knowledge and Ideas

LA.4.L

Language

Knowledge of Language

LA.4.L.4.5.A

Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.

LA.4.3.3.4 D.4

Maintain audience interest during formal presentations, incorporating adequate volume, proper pacing, and clear enunciation.

LA.4.L.4.1

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

LA.4.L.4.1.A

Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).

LA.4.RL.4.1

Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.

LA.4.L.4.1.B

Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses.

LA.4.RL.4.2

Determine a theme of a story, drama, or poem from details in the text; summarize the text.

LA.4.L.4.5.B

Recognize and explain the meaning of common idioms, adages, and proverbs.

LA.4.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).

LA.4.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.4.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.4.W.4.5

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

LA.4.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.4.6

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.4.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 literature.

LA.4.RL.4.5

Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.

TECH.8.1.5.A.1

Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems

TECH.8.1.5.A.CS2

Select and use applications effectively and productively.

Skills - Students will be skilled at...

- Using text details to draw conclusions
- Using context clues to determine meaning of new words
- Summarizing a passage by using main ideas
- Effective use of literary analysis to support a claim

Evidence

-Published Writing

-Writing Notebooks

Strategies

Learning Opportunities/Strategies

Differentiated guided reading activities

Cooperative Learning/Think Pair Share

Writer's Workshop

Writing and reading mini lessons

RACE response

Anchor Charts

Post it Notes

Note taking

Resources

Unit of Writing - Unit 4 Literary Essay

Fox by Margaret Wild and Ron Brooks

Fly Away Home by Eve Bunting