|  |
| --- |
| **Unit Overview** |
| **Content Area:** English Language Arts |
| **Unit Title:** Unit 5 LiteraryEssay  |
| **Grade Level:** 4 |
| **Duration:**Trimester 3  |
| **Description:**This unit focuses on opinion writing, building on the foundation of literary essay.  During writing workshop, students will explore a variety of ways to think about literature in an essay structure. The students will be taught strategies to collect ideas about literature, as well as craft thesis statements and supporting reasons.   Drafting introductions, body paragraphs, and conclusions will also be emphasized, as well as using text evidence to support their thinking. At the end of this unit, students will build on their repertoire of revision and editing strategies. |
| **Enduring Understandings** |
| **Concepts / Writing Skills:*** Writing about reading
* Writing with a focus / thesis statement about literature
* Supporting ideas with reasons
* Citing text evidence
* Planning with an essay graphic organizer
* Elaboration
* Using transition words
* Introductions and conclusions

**Grammar Skills:*** Writers write with capital letters at the beginnings of sentences, proper nouns, and in titles.
* Writers use correct end punctuation and capitalization.
* Writers use resources to check spelling.
* Writers write in complete sentences.
* Writers use commas in complex sentences.
* Writers use quotation marks to cite text evidence.
* Writers use paragraphs to organize their writing.

**Understandings:** * Writers write to share ideas about literature.
* Writers create thesis statements about literature.
* Writers support thesis statements with reasons and examples.
* Writers cite text evidence to support reasons.
* Writers plan literary essays with a boxes and bullets essay structure.
* Writers draft introductions, body paragraphs, and conclusions with elaboration in mind.
* Writers think about paragraphs as they draft literary essays.
* Writers revise and edit persuasive essays independently.
 |
| **New Jersey Student Learning Standards**  |
| *New Jersey Student Learning Standards & Practices**Connecting literacy with additional content areas. The standards below will be addressed within this unit.** W.4.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
* W.4.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
* W.4.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
* 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.
* 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.
* W.4.9. Draw evidence from 1-2 Days 23 literary or informational texts to support analysis, reflection, and research.
* 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.
* L.4.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
* L.4.1.B Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses.
* L.4.1.C Use modal auxiliaries (e.g., can, may, must) to convey various conditions.
* L.4.1.D Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
* L.4.1.E Form and use prepositional phrases.
* L.4.1.F Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. \*
* L.4.1.G Correctly use frequently confused words (e.g., to, too, two; there, their). \*
* L.4.2. Demonstrate command of the conventions of standard 3English capitalization, punctuation, and spelling when writing.
* L.4.2.A Use correct capitalization.
* L.4.2.B Use commas and quotation marks to mark direct speech and quotations from a text.
* L.4.2.C Use a comma before a coordinating conjunction in a compound sentence.
* L.4.2.D Spell grade-appropriate words correctly, consulting references as needed.
* L.4.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
* L.4.3.A Choose words and phrases to convey ideas precisely. \*
* L.4.3.B Choose punctuation for effect. \*
* 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).
 | *Interdisciplinary New Jersey Student Learning Standards, Career Readiness Practices, SEL Competencies**World Language:** 7.1.NM.IPERS.4: Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.
* 7.1.NM.IPERS.5: Imitate gestures and intonation of the target culture(s) native speakers when greeting others, during leave-takings, and in daily interactions.

*Social Studies:** 6.1.5.CivicsDP.2: Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights (e.g., fairness, civil rights, human rights). (Diversity)

*Career Readiness Practices* * Act as a responsible and contributing citizen and employee
* Utilize critical thinking to make sense of problems and persevere in solving them.
* Work productively in teams while using cultural global competence.
* Demonstrate creativity and innovation.
* Use technology to enhance productivity, increase collaboration, and communicate effectively.

**Social Emotional Learning** * Social Awareness
* Responsible Decision Making
* Relationship Skills
* Self-Awareness
* Self-Management

**Computer Science:** **Interaction of Technology and Humans*** 8.2.5.ITH.4: Describe a technology/tool that has made the way people live easier or has led to a new business or career.

**Engineering Design*** 8.2.5.ED.2: Collaborate with peers to collect information, brainstorm to solve a problem, and evaluate all possible solutions to provide the best results with supporting sketches or models.

**Life Literacies and Key Skills:** **Technology Literacy*** 9.4.5.TL.1: Compare the common uses of at least two different digital tools and identify the advantages and disadvantages of using each.

**Critical Thinking and Problem Solving** * 9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global

**Creativity and Innovation*** 9.4.5.CI.2: Use appropriate communication technologies to collaborate with individuals with diverse perspectives about a local and/or global climate change issue and deliberate about possible solutions
 |
| **Essential Questions** |
| * How do writers write about their reading?
* How do writers collect ideas about literature?
* How do writers create thesis statements about literature?
* How do writers collect evidence and text evidence to support their thinking?
* How do writers plan literary essays with a boxes and bullets graphic organizer?
* How do writers draft introductions, body paragraphs, and conclusions?
* How do writers write literary essays with paragraphs in mind?
* How do writers edit persuasive essays?
 |
| **Student Learning Objectives** |
| *Students will …* * Write about ideas in literature.
* Write thesis statements with supporting reasons.
* Plan their literary essay with a boxes and bullets structure.
* Elaborate to support their reasons using text evidence.
* Write introductions and conclusions.
* Revise and edit independently.
 |
| **Suggested Activities** |
| ***The following activities can be incorporated into the daily lessons:*** **Suggested Mini Lessons:** * **Writers use close reading strategies to generate ideas about texts.** (The Literary Essay,pg. 2)
	+ Create a class chart of questions writers ask of texts while close reading.
* **Writers gather writing by studying characters.** (The Literary Essay,pg. 14)
	+ Model how writers pay attention to characters’ traits, struggles, and motivations to gather ideas.
* **Writers use thought prompts and textual evidence to grow their thinking.** (The Literary Essay,pg. 25)
	+ Demonstrate how writers use prompts to push their thinking and write more.
* **Writers find possible thesis statements.** (The Literary Essay,pg. 36)
	+ Model how writers reread all of their ideas and find possible thesis statements.
* **Writers test out thesis statements to choose one to write about.** (The Literary Essay,pg. 39)
	+ Demonstrate how writers test out thesis statements by making sure there is enough evidence to support it.
* **Writers plan their literary essay with boxes and bullets.** (The Literary Essay,pg. 42)
	+ Model how writers think about reasons to support their thesis statements.
* **Writers collect text evidence to support their reasons.** (The Literary Essay,pg. 48)
	+ Demonstrate how writers collect text evidence by using words from the texts.
* **Writers cite textual evidence using direct quotes. (**The Literary Essay, pg. 60)
	+ Model how writers cite direct quotes to give examples from texts to support their thinking.
* **Writers use transitional phrases to introduce quotes**. (The Literary Essay, pg. 67)
	+ Demonstrate how to use lists of examples to illustrate topic sentence bullets.
* **Writers write literary essays by thinking about the parts of a literary essay**. (The Literary Essay, pg. 78)
	+ Conduct a class inquiry to study the parts of a literary essay.
* **Writers write literary essays by following their plan**.
	+ Demonstrate how writers follow their literary essay plan as they draft.
* **Writers draft with paragraphs in mind.**
	+ Demonstrate how writers indent each paragraph as they draft.
* **Writers revise by thinking about introductions.** (The Literary Essay, pg. 117)
	+ Model how writers revise beginnings.
* **Writers revise conclusions.** (The Literary Essay, pg.125)
	+ Model ways writers write conclusions.
* **Writers edit by checking for capitalization.** (The Literary Essay, pg. 135)
	+ Demonstrate how writers reread their writing for capital letters, paying extra attention to the names of characters and book titles.
* **Writers edit their work by thinking about complex sentences by using commas.** (The Literary Essay, pg. 177)
	+ Review rules for comma use in complex sentences.
* **Writers check spelling.**
	+ Demonstrate how writers check spelling using resources.
* **Writers publish and celebrate their literary essays.**

**Strategies for Differentiated Instruction:****English Language Learner (ELL):*** Provide visuals of writing process.
* Provide word wall visuals and vocabulary cards.
* Illustrate ideas on the graphic organizer to plan their writing.

**Special Education:*** Provide a checklist of writing process.
* Model concrete examples on anchor charts.
* Perfect strong thesis statements.
* Practice writing a strong paragraph.

**At-risk:*** Provide a checklist of writing process.
* Provide a checklist for editing.
* Provide concrete examples on anchor charts.
* Revise and edit one-on-one or in a small group.

**Gifted and Talented (G & T):** * Encourage the use of creativity. Ask higher-level questions.
* Provide opportunities for open ended, self- directed activities.
* Introduce above-grade-level skills to enhance their writing and grow as a writer.
 |
| **Materials** |
| **Materials:** * The Literary Essay by Lucy Calkins
* Writers notebooks
* Writing folders
* Opinion writing rubrics and checklists
* Chart paper
* Markers
* Anchor chart post- its
* Smart Board activities

  **Suggested** **Mentor Texts:** * Fireflies by Julie Brinkloe
* Pecan Pie Baby by Jacqueline Woodson
* Fox by Margaret Wild and Ron Brooks
* Our Diversity Makes Us Stronger by Elizabeth Cole (Diversity)
* Eleven by Sandra Cisneros (SEL)
 |
| **Assessments** |
| Formative: * Writer's Notebook
* Conferring Notes
* Peer Group Work
* Teacher Observations and Notes
* Teacher observations
* Grammar Assessment
* IXL open-ended assessments
* On-Demand personal narratives

Summative:* Units of Study Benchmark Assessments
* Personal Essay Rubric/published work
* Essay Rubric/published work
* Literary Essay Draft/published work
* Informative Essay/published work
* Opinion Essay/published work
* Teacher created tests
* District created inter-disciplinary assessments
 |
| **Modifications** |
| **English Language Learners*** + Create charts with pictures
	+ Scaffolding
	+ Word walls
	+ Sentence frames
	+ Bilingual translation
	+ Think aloud
	+ Read aloud
	+ Highlight key vocabulary
	+ Turn-and-talk
	+ Anchor charts
	+ Graphic organizers
	+ Modeling
	+ Working with partners
	+ Small group work (strategy lessons based upon skill/need, guided reading groups)
	+ Pre-teach vocabulary
	+ Retell parts of your favorite story by pictures, written responses, or both
	+ Peer Editing
 | **Special Education*** Word walls
* Anchor charts with pictures
* Graphic organizers
* Leveled readers
* Extended time
* Highlighter
* Answer eliminator
* Small group work (strategy lessons based upon skill/need, guided reading groups)
* Working with partners
* Modeling
* Flexible/preferential seating
* Retell parts of your favorite story by pictures, written responses, or both
* Peer Editing
 | **At Risk*** Teachers tutoring
* Peer tutoring
* Anchor charts / graphic organizer
* Extended time
* Parent communication
* Modified assignments
* Counseling
* Preferential seating
* Working with partners
* Modeling
* Word walls
* Leveled readers
* Small group work (strategy lessons based upon skill/need, guided reading groups)
* Retell parts of your favorite story by pictures, written responses, or both
* Peer Editing
 | **Gifted & Talented*** Challenge assignments
* Enrichment activities
* Tiered activities
* Independent research / inquiry
* Collaborative team work
* Higher level questioning
* Critical/Analytical thinking tasks
* Self-directed activities
* Leveled readers
* Above grade level texts
* Extended writing time
* Peer Editing
 |
| **504 Modifications** |
| * Environmental Strategies:
	+ Provide a structured learning environment.
	+ Make separate “space” for different types of tasks
	+ Possible adapting of non-academic times such as lunch, recess, and physical education
	+ Change student seating
	+ Utilize a study carrel
	+ Alter location or personal or classroom supplies for easier access or to minimize distraction
	+ Provide sensory breaks
	+ Provide a written or picture schedule
	+ Allow extra time in between classes
	+ Avoid allergy-causing substances
	+ Adapt physical education curriculum
	+ Provide book caddie
	+ Implement movement to avoid stiffness
	+ Provide seating accommodations
* Organizational Strategies:
	+ Model and reinforce organizational systems
	+ Write out homework assignments, check student’s recording of assignments
	+ Tailor homework assignments toward student strengths
	+ Set time expectations for assignments
	+ Provide clues such as clock face indicating beginning and ending times
	+ Teach study/organizational skills
	+ Schedule before or after school tutoring/homework assistance
	+ Behavioral Strategies:
	+ Use behavioral management techniques consistently within a classroom and across classes
	+ Implement behavioral/academic contracts
	+ Utilize positive verbal and/or nonverbal reinforcements
	+ Utilize logical consequences
	+ Confer with the student’s parents and student as appropriate
	+ Establish a home/school communication system for behavior monitoring
	+ Post rules, procedures, and consequences for classroom behavior
	+ Put student on a daily/weekly progress report/contract
	+ Reinforce self-monitoring and self-recording of behaviors

“Section 504: Sample Accommodations and Modifications” Warmline Family Resource Center. http://www.warmlinefrc.org/uploads/5/9/5/8/5958794/section\_504\_accomodations.pdf  |