

Unit Overview

The Unit Boxes and Bullets: Personal and Persuasive Essay is designed so that students become writers who provide support for a claim in ways that chunk the supportive evidence into logically grouped categories. Writers will be choosing topics that they know well and can write well about in order to ensure the unit is about powerful expository writing and not just research collecting. It is important to push students to truly develop their thinking and to tell students that thought prompts actually push writers to think new things. First writers will choose an idea, learn how to write it as a thesis and build the structure and support for an essay. Writers will then use transitional words, such as “for instance” “in order to” and “specifically”. In addition, writers should also be able to draw on detailed specifics to support their claims. It will be important to teach students that some people divide the world of texts into two categories: narrative and expository writing. This ensures that students understand the ways narrative and expository (Essay, opinion, persuasive) writing is different from each other.

- Narrative writing is a story told in a clear sequence of events. It includes a main character, setting, conflict, and resolution.
- Expository writing is used to inform a reader about a topic.

The main goal for this unit is ensuring that personal essays are structured in a main-claim/supportive examples or reasons fashion. This unit starts with students writing flash essays, in conjunction with on demand performance assessments. Once students have a strong foundation in personal essay the unit will shift into persuasive essays, probably written about the same topic as the personal essay. Students will draft both handwritten pieces as well as pieces using appropriate technology.

For additional information regarding the unit please see Units of Study for Teaching Writing Grade 4 Book 2 and the Writing Workshop Book in the kits.

Overarching Standards Aligning with Grade 4 Unit 2, Boxes and Bullets: Personal and Persuasive Essays				
Session	Writing Standards	Reading Standards	Speaking & Listening Standards	Language Standards
1	W.4.1, W.4.4 , W.4.5, W.4.10	RI.4.1, RI.4.2	SL.4.1, SL.4.3	L.4.1, L.4.2, L.4.3
2	W.4.1, W.4.3	RI.4.2	SL.4.1, SL.4.3, SL.4.4	L.4.1, L.4.2, L.4.3
3	W.4.1, W.4.5 , W.4.8, W.4.10	RL.4.1, RL.4.4	SL.4.1	L.4.1, L.4.2, L.4.3, L.4.5
4	W.4.1, W.4.5 , W.4.10	RL.4.1, RL.4.3, RL.4.10	SL.4.1, SL.4.4	L.4.1, L.4.2, L.4.3
5	W.4.1.a,b , W.4.3, W.4.5 , W.4.8	RFS.4.4	SL.4.1	L.4.1, L.4.2.d, L.4.3
6	W.4.1.a,b, W.4.5	RI.4.2, RL.4.3	SL.4.1	L.4.1, L.4.2, L.4.3
7	W.4.1, W.4.5	RFS.4.4	SL.4.1, SL.4.4	L.4.1, L.4.2, L.4.3
8	W.4.1.a,b, W.4.3, W.4.5 , W.4.9.a	RI.4.2	SL.4.1, SL.4.3 , SL.4.4	L.4.1, L.4.2, L.4.3.a , L.4.6
9	W.4.1.b , W.4.3, W.4.5, W.4.7, W.4.8	RI.4.2, RL.4.3	SL.4.1	L.4.1, L.4.2, L.4.3.a
10	W.4.1 , W.4.3, W.4.4, W.4.5	RI.4.2, RL.4.3	SL.4.1, SL.4.3, SL.4.4	L.4.1, L.4.2, L.4.3
11	W.4.1.a,b,c , W.4.5	RI.4.2	SL.4.1	L.4.1, L.4.2, L.4.3.a
12	W.4.1.a,c, W.4.2.a, W.4.5, W.4.10	RI.4.2	SL.4.1	L.4.1, L.4.2, L.4.3
13	W.4.1.a,d, W.5.1.a,d , W.4.5	RI.4.2	SL.4.2	L.4.1, L.4.2, L.4.3
14	W.4.1, W.4.5	RFS.4.4	SL.4.1	L.4.1, L.4.2, L.4.3, L.4.5
15	W.4.1, W.4.5	RFS.4.4	SL.4.1	L.4.1, L.4.2, L.4.3
16	W.4.1 , W.4.4, W.4.9, W.4.10	RI.4.2, RL.4.3	SL.4.1, SL.4.3	L.4.1, L.4.2, L.4.3, L.4.5
17	W.4.1, W.4.4, W.4.5, W.4.10	RI.4.2	SL.4.1	L.4.1, L.4.2, L.4.3
18	W.4.1.b,c , W.4.5, W.4.10	RI.4.2, RI.4.4	SL.4.1, SL.4.3	L.4.1, L.4.2, L.4.3, L.4.6
19	W.4.1.b,c , W.4.5, W.4.10, W.5.1.b	RI.4.2, RI.4.5	SL.4.1, SL.4.3	L.4.1, L.4.2, L.4.3
20	W.4.1, W.4.5 , W.4.6	RFS.4.3, RFS.4.4	SL.4.1	L.4.1, L.4.2 , L.4.3
21	W.4.1, W.4.6	RI.4.2	SL.4.1	L.4.1, L.4.2, L.4.3

*Bold indicates Priority Standards that are a major emphasis.

Overarching Standards Aligning with Grade 4 Unit 2, <i>Boxes and Bullets: Personal and Persuasive Essays</i>			
Session	Writing Standards	Speaking & Listening Standards	Language Standards
1	<p>W.4.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <p>W.4.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</p>		
2	<p>W.4.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <p>W.4.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p>		
3	<p>W.4.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p> <p>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.</p>		
4	<p>W.4.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p>		
5	<p>W.4.1.a,b Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <p>W.4.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p>		
6	<p>W.4.1.a,b Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <p>W.4.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p>		
7	<p>W.4.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p>		
8	<p>W.4.1.a,b Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <p>W.4.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p>	<p>SL.4.3 Identify the reasons and evidence a speaker provides to support particular points.</p>	<p>L.4.3.a Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p>

	W.4.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.		
9	W.4.1.b Write opinion pieces on topics or texts, supporting a point of view with reasons and information. W.4.7 Conduct short research projects that build knowledge through investigation of different aspects of a topic. 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.		L.4.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. L.4.3.a Use knowledge of language and its conventions when writing, speaking, reading, or listening.
10	W.4.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information. W.4.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.	SL.4.3 Identify the reasons and evidence a speaker provides to support particular points. 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.	
11	W.4.1.a,b,c Write opinion pieces on topics or texts, supporting a point of view with reasons and information.		L.4.3.a Use knowledge of language and its conventions when writing, speaking, reading, or listening.
12	W.4.1.a,c Write opinion pieces on topics or texts, supporting a point of view with reasons and information. W.4.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly. W.4.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. 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.		
13	W.4.1.a,d Write opinion pieces on topics or texts, supporting a point of view with reasons and information. W.5.1.a,d Write opinion pieces on topics or texts, supporting a point of view with reasons and information.		
14	W.4.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.		L.4.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

			<p>L.4.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.4.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>L.4.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>
15	W.4.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.		<p>L.4.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.4.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.4.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p>
16	W.4.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.	SL.4.3 Identify the reasons and evidence a speaker provides to support particular points.	<p>L.4.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>L.4.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>
18	W.4.1.b,c Write opinion pieces on topics or texts, supporting a point of view with reasons and information.	SL.4.3 Identify the reasons and evidence a speaker provides to support particular points.	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., <i>quizzed</i> , <i>whined</i> , <i>stammered</i>) and that are basic to a particular topic (e.g., <i>wildlife</i> , <i>conservation</i> , and <i>endangered</i> when discussing animal preservation).
19	W.4.1.b,c Write opinion pieces on topics or texts, supporting a point of view with reasons and information.	SL.4.3 Identify the reasons and evidence a speaker provides to support particular points.	
20	W.4.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.		L.4.1 Demonstrate command of the conventions of standard English grammar and usage when

			<p>writing or speaking.</p> <p>L.4.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>
21	<p>W.4.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <p>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.</p>	<p>SL.4.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 4 topics and texts</i>, building on others' ideas and expressing their own clearly.</p>	

Enduring Understandings	Essential Questions	Performance Expectations
<ul style="list-style-type: none"> ● A writing partner is helpful during the writing process. ● Expository writing is used to inform a reader about a topic. ● Narrative writing is a story told in a clear sequence of events. It includes a main character, setting, conflict, and resolution. ● There is a difference between expository and narrative writing. ● Writers generate lists and select one item and generate ideas around it to grow thoughts in their Writer’s Notebook. ● Writers learn a variety of strategies for living like an essayist. ● Writers use and understand the conventions of standard English grammar and usage when writing. ● Writers use correct grammar and punctuation in their published work. 	<ul style="list-style-type: none"> ● How do writers learn a variety of strategies for living like an essayist? ● How do writers generate lists and select one item to develop ideas around it? ● What is the difference between expository and narrative writing? ● How do writers become helpful partners to each other during the writing process? ● 	<ul style="list-style-type: none"> ● Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. ● Demonstrate command of the conventions of standard English grammar and usage when writing. ● Demonstrate understanding of figurative language, word relationships, and nuances in word meanings ● Form and use the progressive verb tense. ● 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. ● Link opinion and reasons using words and phrases (e.g. for instance, in order to, in addition). ● Provide a concluding statement or section related to the opinion presented. ● Provide reasons that are supported by facts and details. ● Use knowledge of language and its conventions when writing ● Use relative pronouns and adverbs in their writing. ● Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
<p>Suggested Strategies</p>	<p>Suggested Differentiation Methods</p>	<p>Suggested Materials/Resources</p>

<ul style="list-style-type: none"> ● Create and refer to anchor charts from UoS Writing Book 1. ● Create and refer to anchor charts. ● Study pages from exemplar writer's notebooks. ● Provide and present mentor texts as models. ● Teach children to read like writers using mentor texts ● Provide checklists to assess and develop on-going goals. ● Use booklets, pages, and/or writer's notebooks for daily writing. ● Make mental movies and act out a story to make writing come alive. ● Use "sparkle" words to improve description in writing pieces and to improve description of characters and setting. ● Add dialogue to make characters come to life. ● Set mini goals to revise and edit as you move through writing pieces. ● Tap, sketch, or jot across the pages as a way of planning stories, books. ● Explore and try a variety of beginnings and endings to your writing piece 	<p><i>The design of writing workshop allows for individualized instruction and independent growth for every child.</i></p> <ul style="list-style-type: none"> ● provide support as needed during individual teaching sessions. ● provide feedback in small group setting. ● provide personal copies of teaching charts. ● provide modified and/or alternate grade level checklists and rubrics. ● provide modified writing paper. ● provide appropriate writing partners. 	<p>Mentor Text</p> <ul style="list-style-type: none"> ● Suggestions from UoS Writing Book 2.
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<ul style="list-style-type: none">• Write long and strong to build stamina..• Teach that sentences are used to group one idea and paragraphs are used to group similar ideas.• Use technology to research information about a specific topic.• Use technology to publish a piece of writing.• Plan to celebrate the conclusion of classroom writing projects		
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Assessments

Assessment in this unit takes three forms: diagnostic, formative, and summative. There are downloadable, digital versions of the assessment tools available through the online resources at; www.readingandwritingproject.org/resources.

Student self-assessment and peer assessment should take place whenever possible--again, in all three forms: diagnostic, formative, and summative. Removing the traditional emphasis on teacher assessment enables students to take more initiative and become self-directed.

On-going teacher assessment will take place in the context of a conference. Conferences, both small group and one- to-one conferring, are used to reinforce expectations, provide advice and/or assistance, and ultimately, to support growth.

Suggested Assessment Methods		
Diagnostic Assessments	Formative Assessments	Summative Assessments
<ul style="list-style-type: none"> ● <i>Writing Pathways: Performance Assessments and Learning Progressions, K-5</i> ● Spelling Inventory ● Conferring 	<ul style="list-style-type: none"> ● Teacher-student conferences including: individual, small group, strategy group, and guided writing. ● Daily observation of students' participation during the active engagement segment of each mini-lesson. Students' conversation with partners during Turn and Talk segment of mini-lessons. ● Observation of daily writing progress in writing notebooks or folders. Use of student checklist(s). 	<ul style="list-style-type: none"> ● Teacher-student conferences ● Published work ● On-demand prompts and growth on learning progressions. ● Completed unit writing projects ● and other evidence of students improving skills.

Scope and Sequence of Teaching Points

The following teaching points and activities are adapted from Units of Study for Teaching Writing Grade 4 (Calkins et al., 2015) and serve as a loose framework for teachers, who will add and/or emphasize based on their students' needs.