

Literary Essay: Grade 4

Writing Unit 5



Unit Title: Literary Essay	Duration: 3 weeks
Concepts: <ol style="list-style-type: none"> 1. Essayists read texts closely and respond to them in writing. 2. Essayists understand the content and structure of a literary essay. 3. Writers learn strategies for revising their literary essays. 4. Writers learn strategies for editing their literary essays. 5. Writers publish and share their literary essays. 	
Materials: <ol style="list-style-type: none"> 1. <i>On-Demand Literary Essay Pre-Assessment</i> 2. Writer's notebooks 3. Writing folders 4. Anchor charts: <ul style="list-style-type: none"> ➤ <i>Comparing Narratives and Essays</i> ➤ <i>Prompts for Writing a Literary Essay</i> 5. Enlarged copies of the following: <ul style="list-style-type: none"> ➤ <i>"Doing the Right Thing"</i> sample essay ➤ <i>"The Marble Champ,"</i> Gary Soto ➤ <i>"A Bad Road for Cats,"</i> Cynthia Rylant ➤ <i>"Slower Than the Rest,"</i> Cynthia Rylant 6. Individual copies of the following: <ul style="list-style-type: none"> ➤ <i>"Retired"</i> Cynthia Rylant ➤ <i>"The Marble Champ,"</i> Gary Soto ➤ <i>"A Bad Road for Cats,"</i> Cynthia Rylant ➤ <i>"Slower Than the Rest,"</i> Cynthia Rylant ➤ <i>Literary Essay Revision/Editing Checklist</i> ➤ Special paper for final drafts ➤ <i>Literary Essay Conferring Checklist</i> ➤ <i>Literary Essay Assessment Rubric</i> 	Resources: <ol style="list-style-type: none"> 1. <i>Lucy Calkins Units of Study for Teaching Writing, Grades 3-5, Book 5: Literary Essays: Writing About Reading,</i> Lucy Calkins 2. <i>A Curricular Plan for the Writing Workshop, Grade 4, 2011-2012,</i> Lucy Calkins 3. <i>The Other Side,</i> Jacqueline Woodson 4. <i>Baseball in April and Other Stories,</i> Gary Soto 5. <i>Every Living Thing,</i> Cynthia Rylant 6. <i>Assessing Writers,</i> Carl Anderson 7. <i>Notebook Know-How: Strategies for the Writer's Notebook,</i> Aimee Buckner
Notes: <ol style="list-style-type: none"> 1. Spend more than one day for a session if necessary. 2. Create permanent classroom anchor charts by adding new strategies as you go. If you choose to use a document camera to share the anchor charts from this unit, also create classroom anchor charts so students can refer to them later. 3. Use the <i>Conferring Checklist</i> located at the end of this unit. 	

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On-Demand Literary Essay Pre-Assessment

Instructions

Students should be at their regular writing seats and will need loose-leaf paper and pencils. They need to be able to add pages if they want. Distribute copies of the short story, “Retired” and read it aloud to the students. Explain that the story is about companionship.

Tell students:

“Let’s each write an essay about the big idea in this short story - a piece that shows our best work. You will have an hour to write your thoughts about the big idea in this story and to use evidence from the story to support your thoughts. Use everything you know about good writing.”

Have students begin their literary essays.

Note

This on-demand assessment shows what students know about essay writing to write about a short story. Score these essays using the *Literary Essay Assessment Rubric* located at the end of this unit. Use the same rubric to score their published essays at the end of this unit to show what they have learned.

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Session 1	
Concept	Essayists read texts closely and respond to them in writing.
Teaching Point	Writers learn the structure of a literary essay and create a literary essay with the teacher.

References	Materials
<ul style="list-style-type: none"> • <i>Lucy Calkins Units of Study for Teaching Writing, Grades 3-5, Book 5: Literary Essays: Writing About Reading</i>, Lucy Calkins • <i>A Curricular Plan for the Writing Workshop, Grade 4, 2011-2012</i>, Lucy Calkins 	<ul style="list-style-type: none"> • Writer’s notebooks • Anchor charts: <ul style="list-style-type: none"> ➤ <i>Comparing Narratives and Essays</i> ➤ <i>Prompts for Writing a Literary Essay</i> • An enlarged copy of the sample Essay: “<i>Doing the Right Thing</i>” • <i>The Other Side</i>, Jacqueline Woodson

Notes	<ul style="list-style-type: none"> • Post on the daily schedule or verbally ask students to bring their writer’s notebook and a pencil to the meeting area. • Today, students will write an essay that is low-level and straightforward enough that it is accessible to almost everyone in the class.
Connection	<ul style="list-style-type: none"> • Explain that students will begin a new unit of study today. They will be writing literary essays about short texts that they have read closely, reread, and discussed.

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<p>Demonstration/ Teaching</p>	<ul style="list-style-type: none"> Review the structure of an essay as you refer to the <i>Comparing Narratives and Essays</i> chart and an enlarged copy of the sample essay “<i>Doing the Right Thing.</i>” Label the parts of the sample essay using the following terms: introduction, elaboration, opinion statement, evidence, linking words, and conclusion. Explain that a literary essay is organized in a similar way. Explain that literary essays are built around the important ideas in stories. You are going to read a story aloud. Have students listen closely and think about the important idea that the story conveys. Then the class will write a literary essay together.
<p>Active Engagement</p>	<ul style="list-style-type: none"> Introduce, “<i>The Other Side,</i>” as a story about two girls, one white and one black, who gradually get to know each other as they sit on a fence that divides their town. Read the story aloud. Have partners turn and talk about the important idea in the story. Have a few students share their ideas with the class. Explain that one important idea in the story, “<i>The Other Side,</i>” is that children find ways to connect even when grown-ups are trying to keep them apart. Write the following thesis statement on a chart and read it aloud. <i>Jacqueline Woodson’s picture book, The Other Side, teaches readers that children find ways to connect even when grown-ups are trying to keep them apart.</i> Explain to the students that this will be the thesis statement, or claim, for a class essay that you will be writing together. They will need to think of relevant evidence in the form of reasons or examples from the story to support this thesis. Continue writing the class essay with the transition, <i>Early in the story, the children connect with each other. For example, ...</i> <ul style="list-style-type: none"> Have students think of a part in the story that clearly supports the thesis statement and completes the transition. Then have students share their ideas with their partners. Have one student contribute a relevant idea that will complete the transition and serve as evidence that supports the thesis statement. Add this evidence to the class essay. Continue by restating the same transition, as follows: <i>Later in the story, the children connect with each other. For example, ...</i> Have another student contribute a second idea that will complete the transition. Your goal is to help all students write whole essays today, even though they are rudimentary ones. You will want to be sure that they all grasp the basic structure of an essay and the importance of finding relevant evidence. Summarize the process for the students.
<p>Link</p>	<p><i>Writers, today you will write your own literary essays independently. You can either write the essay the class has been working on together, or take another idea about the text and follow the same template, writing a similarly structured essay about a different idea.</i></p>
<p>Writing and Confering</p>	<ul style="list-style-type: none"> Support students’ efforts at writing their own literary essays. Remind students to indent each paragraph and use transitions for each body paragraph.

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Share	<ul style="list-style-type: none"> • Convene students in the meeting area. • Have two or three students share their essays. Summarize the thinking the students used.
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Comparing Narratives and Essays	
Narrative	Essay
<ul style="list-style-type: none"> • Organized in sequence. 	<ul style="list-style-type: none"> • Organized around an important idea.
<ul style="list-style-type: none"> • Begins with character, setting, and problem. 	<ul style="list-style-type: none"> • Begins with an important idea and an opinion, or perspective.
<ul style="list-style-type: none"> • Characters are developed across the whole text. 	<ul style="list-style-type: none"> • Important idea is developed across the whole text.
<ul style="list-style-type: none"> • Ends with a resolution to the problem. 	<ul style="list-style-type: none"> • Ends by returning to the important idea.
<ul style="list-style-type: none"> • Written so the reader can participate in the experience. 	<ul style="list-style-type: none"> • Written so the reader can think about the important idea.

Prompts for Writing A Literary Essay
<ul style="list-style-type: none"> • Start the essay with a thesis statement/claim. • Locate places in the text that support your claim. • Begin each body paragraph with a transition: <ul style="list-style-type: none"> ➤ Early/late in the text, (restate your claim) ... For example, one time ...

Doing the Right Thing

Some people in the world judge others by what they look like instead of what is on the inside. Kids are sometimes treated unfairly or avoided because they look different. Some kids even get their friends to treat them badly, too. When people say and do mean things to others because of how they look, it hurts them deep inside.

One time a boy I know had a stain on his shirt, and he was sitting by himself at lunch. I saw that other kids were making fun of him. They said he should go out and get some new clothes. He was really sad that kids were making fun of him. I just sat there and felt bad for him. But then another boy I know went up and sat next to him, and pretty soon they were talking and laughing. I wish I had been the one who chose to do the right thing.

Another time a boy who wore glasses wanted to play basketball with some of us kids who were already playing. A couple of my friends made fun of him just because he was wearing glasses. I could tell that his feelings were hurt. I hurried over and said that I knew he was good at basketball and that he could play on my side. His face lit up, and my friends stopped teasing him. Later he told me how happy he was that I stood up for him. It made me feel so good to do the right thing.

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Now I realize how important it is to help others who are being treated unfairly. I have talked to some of my friends about how we should include everyone who wants to be included and stick up for people who are being teased. It is not that hard to do the right thing. In fact, it makes you and everyone around you feel really good inside.

Session 2	
Concept	Essayists understand the content and structure of a literary essay.
Teaching Point	Writers use paragraphing and transitions to structure their essays.

References	Materials
<ul style="list-style-type: none"> • <i>Lucy Calkins Units of Study for Teaching Writing, Grades 3-5, Book 5: Literary Essays: Writing About Reading</i>, Lucy Calkins • <i>A Curricular Plan for the Writing Workshop, Grade 2, 2011-2012</i>, Lucy Calkins 	<ul style="list-style-type: none"> • Writer's notebooks • Anchor charts: <ul style="list-style-type: none"> ➢ <i>Prompts for Writing a Literary Essay</i> • <i>The Other Side</i>, Jacqueline Woodson

Notes	<ul style="list-style-type: none"> • Post on the daily schedule or verbally ask students to bring their writer's notebook and a pencil to the meeting area. • Today, students will revise their essays from yesterday's session, focusing on the structure of a literary essay.
Connection	<ul style="list-style-type: none"> • Explain that the first thing that essayists check for is the structure of their essays.

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Demonstration/ Teaching	<ul style="list-style-type: none"> • Demonstrate using the class essay, and then have students check their own essays, to make sure they have indented, used transitions, and restated their claim at the start of each body paragraph. Sometimes students remember to do this in their first example, and then forget to do so in their second example. • Have a student volunteer who omitted paragraphing in his writing share his essay with the class. Demonstrate how to put a box around each paragraph to show the separate parts of the essay. • Demonstrate how to check for, and rewrite if necessary, transitions and a restatement of the claim at the beginning of each paragraph. • Have students turn and tell a partner what you just demonstrated.
Active Engagement	<ul style="list-style-type: none"> • Have students who have omitted paragraphing in their essays also put a box around each paragraph. Have students underline the transitions in each body paragraph.
Link	<i>Writers, today you will rewrite your own literary essays, working on structure. Make sure to indent each paragraph. Include transitions and restate your claim at the beginning of each body paragraph.</i>
Writing and Conferring	<ul style="list-style-type: none"> • Support students' efforts at rewriting their own literary essays, focusing on structure. Make sure that students indent, use transitions, and restate their claim.
Share	<ul style="list-style-type: none"> • Convene students in the meeting area. • Have two or three students share their essays. Summarize the thinking the students used.

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Session 3	
Concept	Essayists understand the content and structure of a literary essay.
Teaching Point	Writers create a second literary essay with more elaboration and greater independence.

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References	Materials
<ul style="list-style-type: none"> • <i>Lucy Calkins Units of Study for Teaching Writing, Grades 3-5, Book 5: Literary Essays: Writing About Reading</i>, Lucy Calkins • <i>A Curricular Plan for the Writing Workshop, Grade 4, 2011-2012</i>, Lucy Calkins • <i>Baseball in April and Other Stories</i>, Gary Soto 	<ul style="list-style-type: none"> • Writer’s notebooks • Writing folders • Anchor charts: <ul style="list-style-type: none"> ➢ <i>Prompts for Writing a Literary Essay</i> • Enlarged copy of “<i>The Marble Champ</i>,” Gary Soto • Copies of the following short story for each student: <ul style="list-style-type: none"> ➢ “<i>The Marble Champ</i>,” Gary Soto

Notes	<ul style="list-style-type: none"> • Post on the daily schedule or verbally ask students to bring their writer’s notebook and a pencil to the meeting area. • You will distribute copies of the first of three short stories to the students today. Have them keep them in their writing folders. • Today, students will write a second essay, with greater independence, building on the work they have done in the first two sessions.
Connection	<ul style="list-style-type: none"> • Explain that students will listen to a short story today and write another literary essay. They will be building stronger paragraphs by adding information to each supporting paragraph.
Demonstration/ Teaching	<ul style="list-style-type: none"> • Review the structure of an essay as you refer to the chart <i>Prompts for Writing a Literary Essay</i>. • Explain that students are going to learn how to build stronger paragraphs by adding information. Read your own essay or a good example from a student volunteer. • Reread the first paragraph. Demonstrate how you elaborate on this example by including detailed actions and words that support the idea. • Then demonstrate how the evidence connects with the claim using the following words, <i>This shows that ...</i> • Add these steps to the <i>Prompts for Writing a Literary Essay</i>.

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<p>Active Engagement</p>	<ul style="list-style-type: none"> • Distribute a copy of the short story, “<i>The Marble Champ</i>,” to each student. • Explain that you are going to read a short story aloud, and the students can follow along in their own copies. Then the class is going to say, rather than write, each part of an essay about the story to their partners. • Explain that in most stories, characters have motivations or struggles. Characters also change from the beginning to the end of the story. Students should pay attention to these aspects of characters because they are central to the important ideas in stories. • Remind students to listen closely and think about the character’s motivation and struggles and the important idea in the story. • Introduce, “<i>The Marble Champ</i>,” as a story about a girl who wants to be good at a sport. Read the story aloud. • Have partners turn and talk about the character’s motivation and struggles and the important idea in the story. Have a few students share their ideas with the class. • Explain that one important idea in the story, “<i>The Marble Champ</i>,” is that children find ways to succeed when they really want to win. • Suggest the following thesis statement aloud: <i>Gary Soto’s short story, “The Marble Champ,” teaches readers that children find ways to succeed when they really want to win.</i> • Have students provide examples as relevant evidence for this thesis statement and complete the following transition aloud, <i>Early in the story, Lupe found ways to succeed. For example, ...</i> • Have students share their ideas with their partners, and then have one or two students share with the class. • Remind students that they will need to elaborate on this example by including detailed actions and words that support the idea. Have students share their ideas with their partners, and then have one or two students share with the class. • Remind students that they will also need to explain how their evidence connects with the claim. Have them support their ideas using the following words by sharing with their partners, <i>This shows that ...</i> • Have students share their ideas with their partners, and then have one or two students share with the class. • Summarize the process for the students.
<p>Link</p>	<p><i>Writers, today you will write your own literary essays independently. Essay writers take a moment to think over the writing that they are going to be doing and remind themselves of how this kind of writing goes. As you work, refer to the Prompts for Writing a Literary Essay chart. Remember; don’t just say that a part supports your idea. Show how it supports your idea by including detailed actions or words, and then explain how those actions or words connect with your claim.</i></p>
<p>Writing and Conferring</p>	<ul style="list-style-type: none"> • Support students’ efforts at writing their own literary essays.

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Mid-Workshop Teaching Point	<ul style="list-style-type: none">• Demonstrate that after writing an essay, writers need to shift from being writers to being readers. Read over your draft and check to make sure that each paragraph is well structured, referring to the <i>Prompts for Writing a Literary Essay</i> chart. Rewrite parts that need revision.• Have students read over their drafts in the same way and rewrite parts that need revision.
Share	<ul style="list-style-type: none">• Convene students in the meeting area.• Have two or three students share their essays. Summarize the thinking the students used.

Prompts for Writing A Literary Essay

- Start the essay with a thesis statement/claim.
- Locate places in the text that support your claim.
- Begin each body paragraph with a transition:
 - Early/later in the text, (restate your claim) ...
For example, one time ...
- Elaborate by including detailed actions and words.
- Explain how the evidence links back to the claim as follows:
 - This shows ... (and refer back to your claim)

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Session 4	
Concept	Essayists understand the content and structure of a literary essay.
Teaching Point	Writers create a conclusion that illustrates the significance of the thesis statement.

References	Materials
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<ul style="list-style-type: none"> • <i>Lucy Calkins Units of Study for Teaching Writing, Grades 3-5, Book 5: Literary Essays: Writing About Reading</i>, Lucy Calkins • <i>A Curricular Plan for the Writing Workshop, Grade 4, 2011-2012</i>, Lucy Calkins • <i>Baseball in April and Other Stories</i>, Gary Soto 	<ul style="list-style-type: none"> • Writer's notebooks • Writing folders • Anchor charts: <ul style="list-style-type: none"> ➢ <i>Prompts for Writing a Literary Essay</i> • Enlarged copy of "<i>The Marble Champ</i>," Gary Soto • Copies of the following short story for each student: <ul style="list-style-type: none"> ➢ "<i>The Marble Champ</i>," Gary Soto
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Notes	<ul style="list-style-type: none"> • Post on the daily schedule or verbally ask students to bring their writer's notebook and a pencil to the meeting area.
Connection	<ul style="list-style-type: none"> • Explain that essayists always summarize their claims in a conclusion.
Demonstration/ Teaching	<ul style="list-style-type: none"> • Review the structure of an essay as you refer to the chart <i>Prompts for Writing a Literary Essay</i>. • Explain that readers can use what characters do, say, and think to determine their traits. Students should think about a character's traits to understand the important ideas in stories and to help them write about the character in an essay. • Explain that students are now going to learn how to add a conclusion to their essays. Read your own essay or a good example from a student volunteer. Demonstrate how to create a final paragraph that pulls the examples together and advances your claim. Consider using the character's traits to help you bring your ideas to a close. You might start this paragraph using the following, <i>Now, as I think about my idea that (restate your claim), I realize that ...</i> • Explain the importance of illustrating the significance of the thesis statement and/or relating it to real life. Determine what the idea in the story means to you or to others in the world. Leave the reader with a powerful idea. • Add this step to the <i>Prompts for Writing a Literary Essay</i> chart. • Have students turn and tell a partner what you just demonstrated.
Active Engagement	<ul style="list-style-type: none"> • Explain that students will now open their writer's notebooks and begin their final paragraph, using the words posted on the <i>Prompts for Writing a Literary Essay</i> chart. • Have students turn and talk with their partners about their thoughts on how to effectively conclude their essays. Have them try to determine what their claim means to them or to others in the world.
Link	<p><i>Writers, today you will add a conclusion to your literary essays. Make sure to indent the final paragraph. Refer to the Prompts for Writing a Literary Essay chart to help you get started. Think about what your claim means to you or to others in the world.</i></p>
Writing and Conferencing	<ul style="list-style-type: none"> • Support students' efforts at writing their concluding paragraphs.

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Mid-Workshop Teaching Point	<ul style="list-style-type: none">• Suggest to students who finish that they should revisit their previous essays and revise them with each new strategy that is learned.
Share	<ul style="list-style-type: none">• Convene students in the meeting area.• Have two or three students share their essay conclusions. Summarize the thinking the students used.

Prompts for Writing A Literary Essay

- Start the essay with a thesis statement/claim.
- Locate places in the text that support your claim.
- Begin each body paragraph with a transition:
 - Early/later in the text, (restate your claim) ...
For example, one time ...
- Elaborate by including detailed actions and words.
- Explain how the evidence links back to the claim as follows:
 - This shows ... (and refer back to your claim)
- Conclude by pulling the examples together and advancing your claim as follows:
 - Now, as I think about my idea that (restate your claim), I realize that ...
 - In my life ... *OR* In the world ...

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Session 5	
Concept	Essayists understand the content and structure of a literary essay.
Teaching Point	Writers create a third literary essay with specific details and greater independence.

References	Materials
<ul style="list-style-type: none"> • <i>Lucy Calkins Units of Study for Teaching Writing, Grades 3-5, Book 5: Literary Essays: Writing About Reading</i>, Lucy Calkins • <i>A Curricular Plan for the Writing Workshop, Grade 4, 2011-2012</i>, Lucy Calkins • <i>Every Living Thing</i>, Cynthia Rylant 	<ul style="list-style-type: none"> • Writer’s notebooks • Writing folders • Anchor charts: <ul style="list-style-type: none"> ➤ <i>Prompts for Writing a Literary Essay</i> • Enlarged copy of “<i>A Bad Road for Cats</i>,” from <i>Every Living Thing</i> • Copies of the following short story for each student: <ul style="list-style-type: none"> ➤ “<i>A Bad Road for Cats</i>,” from <i>Every Living Thing</i>

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Notes	<ul style="list-style-type: none"> • Post on the daily schedule or verbally ask students to bring their writer’s notebook and a pencil to the meeting area. • Today, students will write a third essay, with greater independence, and build on the work they have done so far in this unit.
Connection	<ul style="list-style-type: none"> • Explain that students will listen to another short story today and write another literary essay. They will be learning how to build even stronger body paragraphs by including specific details from the story.
Demonstration/ Teaching	<ul style="list-style-type: none"> • Review the structure of an essay as you refer to the chart <i>Prompts for Writing a Literary Essay</i>. • Explain that students are going to learn how to build even stronger body paragraphs by including specific details, such as proper names, exact quotes, and precise actions, from the story. Specifics really matter. • Read your own essay or a good example from a student volunteer. Demonstrate how you go back to the text, underline specific details and other key words and phrases, and bring those into the literary essays. • Add this step to the <i>Prompts for Writing a Literary Essay</i> chart.
Active Engagement	<ul style="list-style-type: none"> • Distribute a copy of the short story, “<i>A Bad Road for Cats</i>,” to each student. • Explain that you are going to read a short story aloud, and the students can follow along in their own copies. Then the class is going to say, rather than write, each part of an essay about the story to their partners. • Remind students to listen closely and think about the character’s motivation, struggles, changes, and traits and the important idea in the story. • Introduce “<i>A Bad Road for Cats</i>” as a story about a woman who loses her cat. Read the story aloud. • Have partners turn and talk about the character’s motivation, struggles, changes, and traits and the important idea in the story. Have a few students share their ideas with the class. • Explain that one important idea in the story, “<i>A Bad Road for Cats</i>,” is that most people have empathy for others. • Suggest the following thesis statement: <i>Cynthia Rylant’s short story, “A Bad Road for Cats,” teaches readers that most people have empathy for others.</i> • Have students provide examples as relevant evidence for this thesis statement and complete the following transition aloud, <i>Early in the story, Magda shows empathy for others. For example, ...</i> <ul style="list-style-type: none"> • Have students share their ideas with their partners, and then have one or two students share with the class. • Remind students to go back to the text, underline specific details and other key words and phrases, and bring those into their conversations. Have students share their ideas with their partners, and then have one or two students share with the class. • Summarize the process for the students.
Link	<p><i>Writers, today you will write another literary essay independently. As you work, you will need to refer to the Prompts for Writing a Literary Essay chart. Remember; go back to the text, underline specific details and other key words and phrases, and bring those into your essays.</i></p>

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Writing and Conferring	<ul style="list-style-type: none">• Support students' efforts at writing their own literary essays.
Mid-Workshop Teaching Point	<ul style="list-style-type: none">• Teach students how to properly cite quotations from a text.
Share	<ul style="list-style-type: none">• Convene students in the meeting area.• Have two or three students share their essays. Summarize the thinking the students used.

Prompts for Writing A Literary Essay

- Start the essay with a thesis statement/claim.
- Locate places in the text that support your claim.
- Begin each body paragraph with a transition:
 - Early/later in the text, (restate your claim) ...
For example, one time ...
- Elaborate by including detailed actions and words.
- Explain how the evidence links back to the claim as follows:
 - This shows ... (and refer back to your claim)
 - In my life ... OR In the world ...
- Underline specific details in the story, such as proper names, exact quotes, and precise actions, and add these to your essay.

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Session 6	
Concept	Essayists understand the content and structure of a literary essay.
Teaching Point	Writers create an introductory paragraph to prepare readers for their thesis statement.

References	Materials
<ul style="list-style-type: none"> • <i>Lucy Calkins Units of Study for Teaching Writing, Grades 3-5, Book 5: Literary Essays: Writing About Reading</i>, Lucy Calkins • <i>A Curricular Plan for the Writing Workshop, Grade 4, 2011-2012</i>, Lucy Calkins • <i>Every Living Thing</i>, Cynthia Rylant 	<ul style="list-style-type: none"> • Writer’s notebooks • Writing folders • Anchor charts: <ul style="list-style-type: none"> ➤ <i>Prompts for Writing a Literary Essay</i> • “<i>A Bad Road for Cats</i>,” from <i>Every Living Thing</i> • Copies of the following short story for each student: <ul style="list-style-type: none"> • “<i>A Bad Road for Cats</i>,” from <i>Every Living Thing</i>

Notes	<ul style="list-style-type: none"> • Post on the daily schedule or verbally ask students to bring their writer’s notebook and a pencil to the meeting area.
Connection	<ul style="list-style-type: none"> • Explain that essayists write more than just their thesis statement, or claim, in the beginning of their essay. To prepare their readers, they write an introductory paragraph that begins by putting their thesis statement into the context of the story and ends with their thesis statement.
Demonstration/ Teaching	<ul style="list-style-type: none"> • Review the structure of an essay as you refer to the chart <i>Prompts for Writing a Literary Essay</i>. • Explain that students are now going to learn how to expand their essay introductions. Read your own essay or a good example from a student volunteer. • Add the steps for writing the introductory paragraph to the <i>Prompts for Writing a Literary Essay</i> chart. • Demonstrate how to create an introductory paragraph by creating a parallel structure and summarizing the text using the templates on the <i>Prompts for Writing a Literary Essay</i> chart. • Have students turn and tell a partner what you just demonstrated.
Active Engagement	<ul style="list-style-type: none"> • Explain that students will now open their writer’s notebooks and create their own introductory paragraphs, using the templates posted on the <i>Prompts for Writing a Literary Essay</i> chart. • Have students turn and talk with their partners about their thoughts on how to effectively introduce their essays.

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Link	<i>Writers, today you will expand your introduction to your literary essays. Make sure to indent your paragraph. Refer to the Prompts for Writing a Literary Essay chart to help you get started.</i>
Writing and Conferring	<ul style="list-style-type: none">• Support students' efforts at writing their introductory paragraphs.
Mid-Workshop Teaching Point	<ul style="list-style-type: none">• Teach students how to use the correct conventions to indicate titles of picture books (use underlining for handwriting and italics for typing) and short stories (use quotation marks).
Share	<ul style="list-style-type: none">• Convene students in the meeting area.• Have two or three students share their essay introductions. Summarize the thinking the students used.

Prompts for Writing A Literary Essay

Literary Essay: Grade 4 Writing Unit 5

- Start the essay with a thesis statement/claim.
 - Locate places in the text that support your claim.
 - Begin each body paragraph with a transition:
 - Early/late in the text, (restate your claim) ...
For example, one time ...
 - Elaborate by including detailed actions and words.
 - Explain how the evidence links back to the claim as follows:
 - This shows ... (and refer back to your claim)
 - In my life ... *OR* In the world ...
 - Underline specific details in the story, such as proper names, exact quotes, and precise actions, and add these to your essay.
 - Conclude by pulling the examples together and advancing your claim as follows:
 - Now, as I think about my idea that (restate your claim), I realize that ...
 - In my life ... *OR* In the world ...
 - Use one of the following templates in your introductory paragraph:
 - I used to think But now I believe ...
 - Some people think ... But I believe ...
 - When I first read ... I thought ... But now as I reread it, I realize ...
- Also include a tiny summary of the text using the following template:
- (Somebody) wants ... and so ... but ... in the end ...

Literary Essay: Grade 4
Writing Unit 5

Session 7	
Concept	Essayists understand the content and structure of a literary essay.
Teaching Point	Writers choose a short story and begin their final literary essay.

References	Materials
<ul style="list-style-type: none"> • <i>Lucy Calkins Units of Study for Teaching Writing, Grades 3-5, Book 5: Literary Essays: Writing About Reading</i>, Lucy Calkins • <i>A Curricular Plan for the Writing Workshop, Grade 4, 2011-2012</i>, Lucy Calkins • <i>Every Living Thing</i>, Cynthia Rylant 	<ul style="list-style-type: none"> • Writer’s notebooks • Writing folders and writing paper • Anchor charts: <ul style="list-style-type: none"> ➢ <i>Prompts for Writing a Literary Essay</i> ➢ <i>Boxes and Bullets</i> • “<i>Slower Than the Rest</i>,” from <i>Every Living Thing</i> • Copies of the following short story for each student: <ul style="list-style-type: none"> ➢ “<i>Slower Than the Rest</i>,” from <i>Every Living Thing</i>

Notes	<ul style="list-style-type: none"> • Post on the daily schedule or verbally ask students to bring their writer’s notebook and a pencil to the meeting area. • Today, students will begin a final literary essay, building on the work they have done so far in this unit. They will transfer their ideas from their writer’s notebooks to their writing folders.
Connection	<ul style="list-style-type: none"> • Explain that students will listen to another short story today and then choose which short story they want to use for their literary essay.
Demonstration/ Teaching	<ul style="list-style-type: none"> • Review the structure of an essay as you refer to the chart <i>Prompts for Writing a Literary Essay</i>. • Reread two or three student essays aloud and review the content and structure of a literary essay.

Literary Essay: Grade 4
Writing Unit 5

<p>Active Engagement</p>	<ul style="list-style-type: none"> • Distribute a copy of the short story, “<i>Slower Than the Rest</i>,” to each student. • Explain that you are going to read a short story aloud, and the students can follow along in their own copies. Then the class is going to say, rather than write, the first part of the essay aloud to their partners. • Remind students to listen closely and think about the character’s motivation, struggles, changes, and traits, and the important idea in the story. • Introduce the story, “<i>Slower Than the Rest</i>,” as a story about a boy who has difficulty learning in school. Read the story aloud. • Have partners turn and talk about the character’s motivation, struggles, changes, and traits and the important idea in the story. Have a few students share their ideas with the class. • Have partners turn and tell each other their thesis statement, or claim. Have two or three students share their ideas with the class. • Have partners turn and tell each other examples of relevant evidence for their thesis statement. Have two or three students share their ideas with the class. • Remind students that they organized their ideas for their personal essays with parallel structure by using Boxes and Bullets. They will be using this same framework for organizing their literary essays. Explain that their thesis statements belong in the Boxes, and their examples belong next to the Bullets. • Summarize the process for the students.
<p>Link</p>	<p><i>Writers, today you will choose which of the three short stories you want to use for your final literary essay. Begin by recording your ideas on a Boxes and Bullets organizer. As you work, you will need to refer to the Prompts for Writing a Literary Essay chart. If you choose a short story that you have already written about, you will need to start again. Start at the beginning. Indent your paragraph. Make sure that you have a strong introduction. Then continue writing each body paragraph using carefully chosen words and phrases so that your writing is clear.</i></p>
<p>Writing and Conferring</p>	<ul style="list-style-type: none"> • Support students’ efforts at writing their own literary essays.
<p>Mid-Workshop Teaching Point</p>	<ul style="list-style-type: none"> • Reorient students who are struggling with this process to follow the steps on the Prompts for Writing a Literary Essay chart. The goal should be that everyone completes their introductory paragraphs today, however many students will have completed their essays.
<p>Share</p>	<ul style="list-style-type: none"> • Convene students in the meeting area. • Have two or three students share their essays. Summarize the thinking the students used.

Prompts for Writing A Literary Essay

Literary Essay: Grade 4
Writing Unit 5

- Start the essay with a thesis statement/claim.
 - Locate places in the text that support your claim.
 - Begin each body paragraph with a transition:
 - Early/late in the text, (restate your claim) ...
For example, one time ...
 - Elaborate by including detailed actions and words.
 - Explain how the evidence links back to the claim as follows:
 - This shows ... (and refer back to your claim)
 - In my life ... OR In the world ...
 - Underline specific details in the story, such as proper names, exact quotes, and precise actions, and add these to your essay.
 - Conclude by pulling the examples together and advancing your claim as follows:
 - Now, as I think about my idea that (restate your claim), I realize that ...
 - In my life ... OR In the world ...
 - Use one of the following templates in your introductory paragraph:
 - I used to think But now I believe ...
 - Some people think ... But I believe ...
 - When I first read ... I thought ... But now as I reread it, I realize ...
- Also include a tiny summary of the text using the following template:
- (Somebody) wants ... and so ... but ... in the end ...

Boxes and Bullets

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Literary Essay: Grade 4
 Writing Unit 5

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Session 8	
Concept	Essayists understand the content and structure of a literary essay.
Teaching Point	Writers understand that essayists sometimes storytell and sometimes paraphrase their evidence.

References	Materials
<ul style="list-style-type: none"> • <i>Lucy Calkins Units of Study for Teaching Writing, Grades 3-5, Book 5: Literary Essays: Writing About Reading</i>, Lucy Calkins • <i>A Curricular Plan for the Writing Workshop, Grade 4, 2011-2012</i>, Lucy Calkins 	<ul style="list-style-type: none"> • Writing folders • Anchor charts: <ul style="list-style-type: none"> ➤ <i>Prompts for Writing a Literary Essay</i>

Literary Essay: Grade 4
Writing Unit 5

Note	<ul style="list-style-type: none"> Post on the daily schedule or verbally ask students to bring their writing folders and a pencil to the meeting area.
Connection	<ul style="list-style-type: none"> Explain that essay writers sometimes choose to storytell their examples by writing the tiny details of an event step-by-step. But other times, they decide to paraphrase.
Demonstration/ Teaching	<ul style="list-style-type: none"> Read aloud your own essay. Demonstrate how you might storytell (writing the tiny details of an event step-by-step) one example in your essay, and then paraphrase (using your own words to make a brief summary) another example. Make sure that you explain how you are angling this evidence to support your thesis statement, and not just retelling the events. Summarize the process for the students.
Active Engagement	<ul style="list-style-type: none"> Have the students do this same work using an essay from a student volunteer. Have the class work together with you and the volunteer to first storytell and then paraphrase a section of the text that is used as an example.
Link	<p><i>Writers, today you will do this same work independently as you refine your own body paragraphs. Remember that when you storytell, you are writing the tiny details of an event step-by-step. When you paraphrase, you are using your own words to make a brief summary. Essay writers choose which way they want to present their evidence.</i></p>
Writing and Conferencing	<ul style="list-style-type: none"> Conduct individual conferences to support students' efforts at storytelling and paraphrasing examples they are using as evidence.
Mid-Workshop Teaching Point	<ul style="list-style-type: none"> Have students share their examples of paragraphs using storytelling and paraphrasing.
Share	<ul style="list-style-type: none"> Convene students in the meeting area. Bring closure to today's workshop by having several students share their revised paragraphs. Summarize the thinking the students used. Have students recall and share one thing that they learned.

Literary Essay: Grade 4
Writing Unit 5

Prompts for Writing A Literary Essay

- Start the essay with a thesis statement/claim.
 - Locate places in the text that support your claim.
 - Begin each body paragraph with a transition:
 - Early/later in the text, (restate your claim) ...
For example, one time ...
 - Elaborate by including detailed actions and words.
 - Explain how the evidence links back to the claim as follows:
 - This shows ... (and refer back to your claim)
 - In my life ... *OR* In the world ...
 - Underline specific details in the story, such as proper names, exact quotes, and precise actions, and add these to your essay.
 - Conclude by pulling the examples together and advancing your claim as follows:
 - Now, as I think about my idea that (restate your claim), I realize that ...
 - In my life ... *OR* In the world ...
 - Use one of the following templates in your introductory paragraph:
 - I used to think But now I believe ...
 - Some people think ... But I believe ...
 - When I first read ... I thought ... But now as I reread it, I realize ...
- Also include a tiny summary of the text using the following template:
- (Somebody) wants ... and so ... but ... in the end ...
- Decide whether you want to storytell or paraphrase your examples:
 - Storytelling - writing the tiny details of an event step-by-step
 - Paraphrasing - using your own words to make a brief summary

Literary Essay: Grade 4
Writing Unit 5

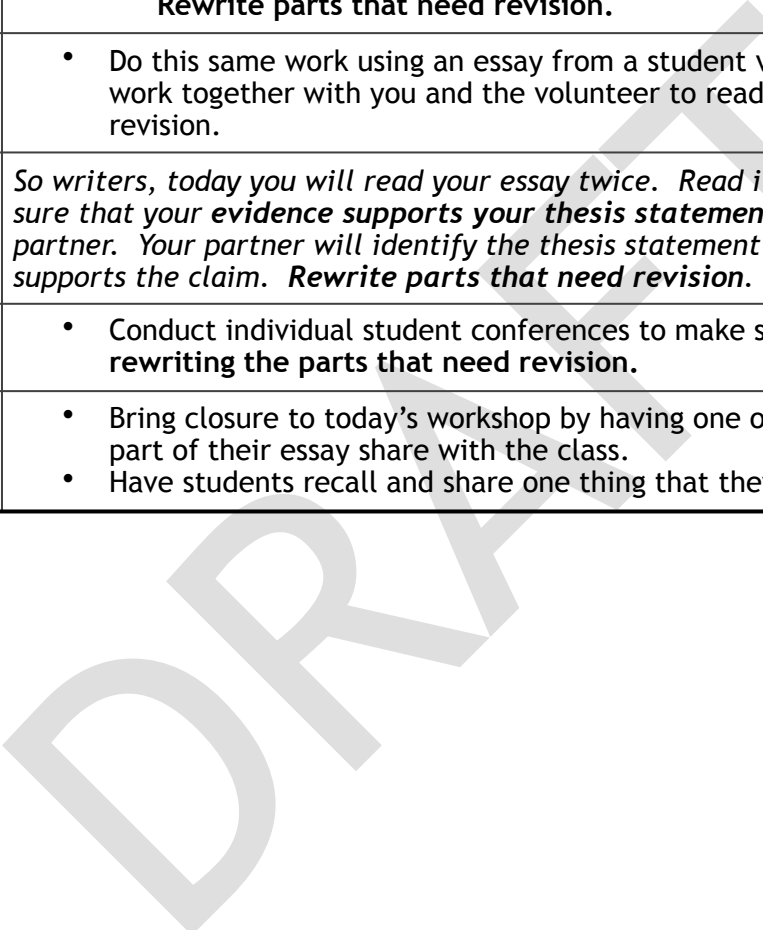
Session 9	
Concept	Writers learn strategies for revising their literary essays.
Teaching Point	Writers revise their literary essays for meaning and clarity.

References	Materials
<ul style="list-style-type: none"> • <i>Lucy Calkins Units of Study for Teaching Writing, Grades 3-5, Book 5: Literary Essays: Writing About Reading</i>, Lucy Calkins • <i>A Curricular Plan for the Writing Workshop, Grade 4, 2011-2012</i>, Lucy Calkins 	<ul style="list-style-type: none"> • Writing folders • Anchor charts: <ul style="list-style-type: none"> ➤ <i>Prompts for Writing a Literary Essay</i>

Note	<ul style="list-style-type: none"> • Post on the daily schedule or verbally ask students to bring their writing folders and a pencil to the meeting area.
Connection	<ul style="list-style-type: none"> • Honor student writing by complimenting their focused efforts at creating their literary essays. • Explain that today students will be rereading their essays to make sure that their thesis statements are clearly stated and that their evidence supports their claim.

Literary Essay: Grade 4
Writing Unit 5

<p>Demonstration/ Teaching</p>	<ul style="list-style-type: none"> • Demonstrate how to revise for meaning and clarity as you: <ul style="list-style-type: none"> ➤ Reread your essay aloud to yourself one paragraph at a time. Refer to the <i>Prompts for Writing a Literary Essay</i> chart. Make sure that the information in each paragraph all goes together and all supports the thesis statement. Rewrite parts that need revision. ➤ Then read your essay aloud to a partner. Have your partner identify the thesis statement after listening to your introduction. Then, have your partner explain how the evidence supports the claim after listening to each body paragraph. Rewrite parts that need revision.
<p>Active Engagement</p>	<ul style="list-style-type: none"> • Do this same work using an essay from a student volunteer. Have the class work together with you and the volunteer to read and rewrite parts that need revision.
<p>Link</p>	<p><i>So writers, today you will read your essay twice. Read it first to yourself to make sure that your evidence supports your thesis statement. Then read it to your partner. Your partner will identify the thesis statement and explain how the evidence supports the claim. Rewrite parts that need revision.</i></p>
<p>Writing and Conferring</p>	<ul style="list-style-type: none"> • Conduct individual student conferences to make sure that the students are rewriting the parts that need revision.
<p>Share</p>	<ul style="list-style-type: none"> • Bring closure to today’s workshop by having one or two students who revised a part of their essay share with the class. • Have students recall and share one thing that they learned.



Prompts for Writing A Literary Essay

Literary Essay: Grade 4

Writing Unit 5

- Start the essay with a thesis statement/claim.
 - Locate places in the text that support your claim.
 - Begin each body paragraph with a transition:
 - Early/late in the text, (restate your claim) ...
For example, one time ...
 - Elaborate by including detailed actions and words.
 - Explain how the evidence links back to the claim as follows:
 - This shows ... (and refer back to your claim)
 - In my life ... OR In the world ...
 - Underline specific details in the story, such as proper names, exact quotes, and precise actions, and add these to your essay.
 - Conclude by pulling the examples together and advancing your claim as follows:
 - Now, as I think about my idea that (restate your claim), I realize that ...
 - In my life ... OR In the world ...
 - Use one of the following templates in your introductory paragraph:
 - I used to think But now I believe ...
 - Some people think ... But I believe ...
 - When I first read ... I thought ... But now as I reread it, I realize ...
- Also include a tiny summary of the text using the following template:
- (Somebody) wants ... and so ... but ... in the end ...
- Decide whether you want to storytell or paraphrase your examples:
 - Storytelling - writing the tiny details of an event step-by-step
 - Paraphrasing - using your own words to make a brief summary

Literary Essay: Grade 4
Writing Unit 5

Session 10	
Concept	Writers learn strategies for editing their literary essays.
Teaching Point	Writers use revision/editing checklists to edit their writing.

References	Materials
<ul style="list-style-type: none"> • <i>Lucy Calkins Units of Study for Teaching Writing, Grades 3-5, Book 5: Literary Essays: Writing About Reading</i>, Lucy Calkins • <i>A Curricular Plan for the Writing Workshop, Grade 4, 2011-2012</i>, Lucy Calkins 	<ul style="list-style-type: none"> • Writing folders • Anchor charts: <ul style="list-style-type: none"> ➢ <i>Prompts for Writing a Literary Essay</i> • Revision/Editing Checklist for each student • Chart-sized Revision/Editing Checklist

Note	<ul style="list-style-type: none"> • Put a Revision/Editing Checklist inside each student’s writing folder.
Connection	<ul style="list-style-type: none"> • Remind students that they have been learning strategies that writers use to write literary essays. Today students will learn a strategy to edit their writing.
Demonstration/ Teaching	<ul style="list-style-type: none"> • Explain that students will be revising their essays today to make sure that the evidence delivers on the promise that was set forth in the thesis statement. • Demonstrate how to reread your essay for each item on a Revision/Editing Checklist through a separate lens that focuses on one item at a time. <ul style="list-style-type: none"> ➢ Read the first item on the checklist (Will this make sense to a stranger?) ➢ Pretend you know nothing about the essay idea. Read and mark places that are confusing. ➢ Go back and rewrite parts that need revision those parts so they are clearer.
Active Engagement	<ul style="list-style-type: none"> • Continue reading through the lens of each item on the Revision/Editing Checklist, and then edit your essay with the students’ input.
Link	<p><i>So writers, as you work today, find the Revision/Editing Checklist in your writing folders and use each item as a lens when you edit your own essays. Reread with that lens and revise or edit your work. This is your last chance to make the writing as perfect as you can get it.</i></p>

Literary Essay: Grade 4
Writing Unit 5

Writing and Conferring	<ul style="list-style-type: none">• Conduct individual student conferences to support students' efforts using a <i>Revision/Editing Checklist</i>.
Share	<ul style="list-style-type: none">• Have students show each other what they've done, what they've learned, and what they've resolved to do next.
Note	<i>Say, Tonight I'm going to look over the literary essays that you've edited today. I'll be your copy editor. Tomorrow, every minute of the day will be reserved for making final copies of our literary essays.</i>

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Literary Essay: Grade 4

Writing Unit 5

Name: _____

Title of Writing: _____

Student Writing Checklist (Literary Essay)

Reread your writing carefully. Put a check mark in each box under the "Author" column as you complete each task. Once you have finished, share with your writing partner and have them do the same thing. Finally, attach this sheet to your draft and turn it in to your teacher.

Revision and Editing Checklist	Author	Writing Partner	Teacher
Thesis Statement - Do I have a thesis statement that relates to the topic?			
Experience - Did I include a detailed personal experience that supports my thesis?			
Reading Evidence - Did I include a connection between my personal experience and the text? Did I quote the text in my response to support my thesis?			
Lesson Learned - Did I include a connection between my personal experience and the moral or lesson learned from the text?			
Character Evidence - Did I include a connection with the character - traits, feelings, actions? Did I analyze how the character changes to support my thesis?			
Word Choice - Did I use interesting words to keep my reader interested?			
Punctuation - Did I check my capital letters and end each sentence with punctuation? (period, question mark, exclamation point)			
Paragraphs - Did I indent my paragraphs? Are my paragraphs complete?			
Spelling - Did I spell my words correctly? Did I use my writing dictionary to help me with words I was unsure about?			

REMEMBER: If you do not check a box, you should try to revise this part of your writing to include what is missing!

Literary Essay: Grade 4
Writing Unit 5

Literary Essay Revision/Editing Checklist

Name _____ Date _____

Title _____

Reread your writing carefully. Put a check in each box under **Author** as you complete each item. Once all the boxes are checked, give this checklist to the teacher for the final edit.

Revise and edit for the following:	Author	Teacher
1. Clarity. Ask yourself, "Is my thesis statement clearly stated?" "Does my evidence support my thesis statement?" Rewrite parts that need revision.		
2. Introduction and conclusion. Ask yourself, "Is my introduction complete?" "Does my conclusion show why the claim is significant?" Rewrite parts that need revision.		
3. Effective use of words and phrases. Ask yourself, "Have I used the most effective words and phrases?" "Have I used transitions effectively?" Rewrite parts that need revision.		
4. Capitalization. Use capitals at the beginning of each sentence and for every name. Use capitals for titles. Make corrections if necessary.		

Literary Essay: Grade 4
Writing Unit 5

<p>5. Punctuation. Use periods, exclamation points, and question marks. Use commas and quotation marks in direct speech and quotations. Use quotation marks for titles of short stories. Use underlining (handwriting) or italics (typing) for titles of books. Make corrections if necessary.</p>		
<p>6. Spelling of grade appropriate words. Refer to various resources. Make corrections if necessary.</p>		

Sessions 11 and 12	
Concept	Writers publish and share their literary essays.
Teaching Point	A writing community celebrates.

References	Materials
<ul style="list-style-type: none"> • <i>Assessing Writers</i>, Carl Anderson • <i>Notebook Know-How: Strategies for the Writer's Notebook</i>, Aimee Buckner • <i>Lucy Calkins Units of Study for Teaching Writing, Grades 3-5, Book 5: Literary Essays: Writing About Reading</i>, Lucy Calkins • <i>A Curricular Plan for the Writing Workshop, Grade 4, 2011-2012</i>, Lucy Calkins 	<ul style="list-style-type: none"> • Writer's notebooks • Special paper for final drafts

Day 12 Publishing	<ul style="list-style-type: none"> • Have students rewrite their revised and edited literary essays on special paper.

Literary Essay: Grade 4
Writing Unit 5

Day 13 Celebration	<ul style="list-style-type: none"> • Seat the students who have written about a particular text sit together in a circle. Have them take turns reading their essays aloud in their groups. • Post student writing to celebrate the achievements of each student. You might consider having a gallery walk so writers get feedback from other writers. One way to give feedback is to leave a post-it note with a specific compliment next to another writer’s work. • Assess students’ literary essays using the <i>Literary Essay Assessment Rubric</i>. • Consider assessing the students’ writer’s notebooks.
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Literary Essay Conferring Checklist	
Student Name:	
Practice Essay: Writes first literary essay.	
Practice Essay: Revises structure of first literary essay.	
Practice Essay: Writes second essay with more elaboration.	
Practice Essay: Revises essay by adding a conclusion.	

**Literary Essay: Grade 4
Writing Unit 5**

Practice Essay: Writes third essay by adding specific details.	
Practice Essay: Writes an introduction.	
Final Essay: Uses Boxes and Bullets to organize ideas.	
Final Essay: Storytells and paraphrases evidence.	
Revision Strategy: Revises for meaning and clarity.	
Editing Strategy: Uses a revision/editing checklist.	

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Literary Essay Assessment Rubric

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Literary Essay: Grade 4
Writing Unit 5

<p>Ideas/ Content</p>	<p>The writer develops an exceptionally clear thesis. The thesis and conclusion are well developed and supported by a variety of evidence based on facts and details. Relevant evidence is angled to support the thesis.</p>	<p>The writer develops a generally clear thesis. The thesis and conclusion are developed and supported by facts and details. Evidence is angled to support the thesis.</p>	<p>The writer develops a somewhat clear thesis. The thesis and conclusion are underdeveloped and weakly supported by facts with few details. Evidence somewhat supports the thesis.</p>	<p>The writer develops a weak thesis. The thesis and conclusion are not developed or supported. Evidence does not support the thesis.</p>
<p>Organization</p>	<p>The writing is exceptionally clear and organized. The writer uses an effective organizational structure that frames the essay. Linking words and phrases and parallel structure are used effectively to connect the thesis and evidence.</p>	<p>The writing is generally clear and organized. The writer uses an organizational structure that generally frames the essay. Linking words and phrases and parallel structure are used to connect the thesis and evidence.</p>	<p>The writing shows little evidence of organization. Parts of the essay may be missing. Some linking words and phrases and/or minimal parallel structure are used to connect the thesis and evidence.</p>	<p>The writing lacks recognizable organization. Parts of the essay are missing. Few or no linking words and phrases and/or ineffective or no parallel structure are used to connect thesis and evidence.</p>
<p>Style</p>	<p>The writing includes an effective use of words and phrases.</p>	<p>The writing includes a somewhat effective use of words and phrases.</p>	<p>The writing includes a basic use of words and phrases.</p>	<p>The writing includes an ineffective use of words and phrases.</p>

Literary Essay: Grade 4
Writing Unit 5

<p>Conventions</p>	<p>Conventions of Standard English* for grammar, usage, spelling, capitalization, and punctuation for the grade level are consistently used. Paragraphs are indented</p>	<p>Conventions of Standard English* for grammar, usage, spelling, capitalization, and punctuation for the grade level are usually used. Paragraphs are indented.</p>	<p>Conventions of Standard English* for grammar, usage, spelling, capitalization, and punctuation for the grade level are rarely used. Few paragraphs are indented.</p>	<p>Conventions of Standard English* for grammar, usage, spelling, capitalization, and punctuation for the grade level are not used. Paragraphs are not indented.</p>
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*Standard English is the form of English most widely accepted as being clear and proper.

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Literary Essay: Grade 4
Writing Unit 5

Rubric - Notebook Entries for Literary Essays

Name: _____

Mentor Text: _____

Session	Title of Session	Expectations	A	B	C	D	No attempt to write.
1	Writing Inside the Story	Lifted a line from text; wrote a visualization using feelings, thinking; using senses, details, and wondering; writing related to story.					
	Writing as a Wide Awake Reader						
2-3	Growing a Big Idea	Chose a character from text; Line lifted to form new ideas; gathered more information about character, comes to new idea					
4	Gathering Writing through Close Reading	Notice lines/details others pass by; writing questions to prompt; using chart prompts; writing deeper with details and relations about character					
5	Gathering Writing by Studying Characters	How to think about character; using questions from prompt chart; Lift line, zooming in; visualize, live in character's shoes; connections					
6	Prompts to Push your Thinking New prompts added onto chart; some are contrasting questions or prompts	What is different, what is same; what are needs, wants and desires of character? used examples and details to back up response					

Literary Essay: Grade 4
Writing Unit 5

7	<p>Developing Provocative Ideas</p> <p>What is this story really about?</p>	<p>New questions to stop and think- what story is about. Finds sections related to what the whole story is about; what character learns in the story? How does he/she change? 1-4-9 questions</p>					
8	<p>Developing Provocative Ideas</p> <p>How does this Story Intersect with My Life?</p>	<p>Reread own entries in whole notebook; find similar themes or topics; How does my topic help me understand my mentor text? How can this story relate/deal with my own life; looking for connections and places life and book intersect</p>					
9	<p>Finding and Testing a Thesis Statement</p>	<p>Collect materials from notebook that could be possible thesis statements. Each possible statement is tested to see if there is relevant and reasonable evidence to support it from both the beginning and end of the story. Choose a thesis to work with.</p>					
10	<p>Framing Essays</p> <p>“Boxes and Bullets”</p>	<p>Revise thesis statement. Generate topic sentences to connect the thesis to the body of the essay. Use boxes and bullets to organize ideas.</p>					

**Literary Essay: Grade 4
Writing Unit 5**

11	Using Stories as Evidence	Reread the text to find evidence to support the thesis. Quote the text in the essay. Tell the story with an angle.					
12	Using Summaries as Evidence	Demonstrate comprehension of the text and be able to summarize a short episode. Use this strategy to locate evidence to support thesis from text.					
13	Using Lists as Evidence	Use the thesis as a repeating chorus throughout the essay. Use the list strategy to hold the essay together.					
14	Using Descriptions of Author's Craft as Evidence	Pay attention to an author's craftsmanship techniques to highlight deeper meaning. Highlight evidence that connects to thesis.					

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