Writing about Reading Unit: Literary Essay
4th grade

Prepared Graduate Competency
- Implement the writing process successfully to plan, draft, revise, and edit written work
- Apply standard English conventions to effectively communicate with written language

Big Ideas:
- Readers think about text in meaningful ways.
- Writers understand that writing about reading is responding to text in meaningful ways.

Concept/Evidence Outcomes
1. The recursive writing process is used to create a variety of literary genres for an intended audience
   a. Write opinion pieces on topics or texts, supporting a point of view with reasons and information. (CCSS: W.4.1)
      i. 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. (CCSS: W.4.1a)
      ii. Provide reasons that are supported by facts and details. (CCSS: W.4.1b)
      iii. Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition). (CCSS: W.4.1c)
      iv. Provide a concluding statement or section related to the opinion presented. (CCSS: W.4.1d)
2. Informational and persuasive texts use the recursive writing process
   a. Write informative/explanatory texts to examine a topic and convey ideas and information clearly. (CCSS: W.4.2)
      i. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. (CCSS: W.4.2a)
      ii. Choose planning strategies to support text structure and intended outcome
      iii. Identify a text structure appropriate to purpose (sequence, chronology, description, explanation, comparison-and-contrast
      iv. Organize relevant ideas and details to convey a central idea or prove a point
      v. Use precise language and domain-specific vocabulary to inform about or explain the topic. (CCSS: W.4.2d)

Enduring Understandings
- Readers go beyond the literal meaning in a text in order to explore important ideas.
- Readers understand that by sharing their thinking, it deepens their understanding of text
- Writers write about their reading in meaningful ways in order to explore important ideas
- Writers use the writing process to craft writing that meets the purpose and intended audience

Possible Essential Questions
- How do I think deeply about my text?
- How does sharing my thinking about reading deepen my understanding of text?
- How does writing about reading help me explore my thinking about characters and theme in literature?
- How do writers use the writing process to craft a literary essay?
Standards

Colorado Academic Standards
http://www.cde.state.co.us/scripts/allstandards/COStandards.asp?glid=6&stid2=6&glid2=0

Standard: 3. Writing and Composition
Concepts and skills students master:
1. The recursive writing process is used to create a variety of literary genres for an intended audience

Evidence Outcomes
Students can:
a. Write opinion pieces on topics or texts, supporting a point of view with reasons and information. (CCSS: W.4.1)
   i. 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. (CCSS: W.4.1a)
   ii. Provide reasons that are supported by facts and details. (CCSS: W.4.1b)
   iii. Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition). (CCSS: W.4.1c)
   iv. Provide a concluding statement or section related to the opinion presented. (CCSS: W.4.1d)

Concepts and skills students master:
2. Informational and persuasive texts use the recursive writing process

Evidence Outcomes
Students can:
a. Write informative/explanatory texts to examine a topic and convey ideas and information clearly. (CCSS: W.4.2)
   i. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. (CCSS: W.4.2a)
   ii. Choose planning strategies to support text structure and intended outcome
   iii. Identify a text structure appropriate to purpose (sequence, chronology, description, explanation, comparison-and-contrast
   iv. Organize relevant ideas and details to convey a central idea or prove a point
   v. Use precise language and domain-specific vocabulary to inform about or explain the topic. (CCSS: W.4.2d)

Concepts and skills students master:
3. Correct sentence formation, grammar, punctuation, capitalization, and spelling are applied to make the meaning clear to the reader

Evidence Outcomes
Students can:
a. Produce clear and coherent writing in which the development and organization are
appropriate to task, purpose, and audience. (CCSS: W.4.4)
b. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (CCSS: W.4.5)
c. 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. (CCSS: W.4.6)
d. Use correct format (indenting paragraphs, parts of a letter, poem, etc.) for intended purpose
e. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
f. (CCSS: L.4.3)
g. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.4.1)
h. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (CCSS: L.4.2)

**Standard: 4. Research and Reasoning**

**Concepts and skills students master:**
1. Comprehending new information for research is a process undertaken with discipline both alone and within groups

**Evidence Outcomes**

**Students can:**
b. 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. (CCSS: W.4.8)
   i. Identify relevant sources for locating information
   ii. Locate information using text features, (appendices, indices, glossaries, and table of content)
   iii. Gather information using a variety of resources (reference materials, trade books, online resources, library databases, print and media resources)
   iv. Read for key ideas, take notes, and organize information read (using graphic organizer)
   v. Interpret and communicate the information learned by developing a brief summary with supporting details
   vi. Develop relevant supporting visual information (charts, maps, diagrams, photo evidence, models)

c. Draw evidence from literary or informational texts to support analysis, reflection, and research. (CCSS: W.4.9)
   i. Apply grade 4 Reading standards to literature (e.g., "Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character's thoughts, words, or actions]."). (CCSS: W.4.9.a)
   ii. Apply grade 4 Reading standards to informational texts (e.g., "Explain how an
## Writing about Reading Unit: Literary Essay

### 4th grade

<table>
<thead>
<tr>
<th>Stages of the Writer Connections:</th>
<th><strong>Reading</strong> Big Idea: Readers think about text in meaningful ways.</th>
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</thead>
<tbody>
<tr>
<td><strong>21st century skills</strong></td>
<td><strong>Enduring Understandings/Essential Questions/Learner Outcomes</strong></td>
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<tr>
<td><strong>Big Idea</strong></td>
<td>● (EU) Readers go beyond the literal meaning in a text in order to explore important ideas.</td>
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<td><strong>Enduring Understandings (EU)</strong></td>
<td>● (EQ) How do I think deeply about my text?</td>
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<td><strong>Essential Questions (EQ)</strong></td>
<td>● (LO) Students are making meaning of the text using reading strategies to support literal comprehension</td>
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<td><strong>Learner Outcomes (LO)</strong></td>
<td>● (LO) Students are using deeper reading strategies to interpret and reflect on the theme and characters in text</td>
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<td><strong>21st century skills</strong></td>
<td><strong>Writing</strong> Big Idea: Writers understand that writing about reading is responding to text in meaningful ways.</td>
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<td><strong>Essential Questions (EQ)</strong></td>
<td>● (EQ) How does writing about reading help me explore my thinking about characters and theme in literature?</td>
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<td><strong>Learner Outcomes (LO)</strong></td>
<td>● (LO) Students generate writing by studying characters and analyzing theme</td>
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<td><strong>21st century skills</strong></td>
<td>● (LO) Students select thought-provoking ideas to craft into thesis statements</td>
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<tr>
<td><strong>Connections:</strong></td>
<td>● (LO) Students structure their essay using evidence to support their thesis</td>
</tr>
<tr>
<td><strong><a href="http://instruction.aurorak12.org/files/2010/06/Stages-of-a-Writer-6-3-10.pdf">http://instruction.aurorak12.org/files/2010/06/Stages-of-a-Writer-6-3-10.pdf</a></strong></td>
<td>● (EU) Writers use the writing process to craft writing that meets the purpose and intended audience</td>
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**Concepts and skills students master:**
2. Identifying implications, concepts, and ideas enriches reasoning skills

**Evidence Outcomes:**

**Students Can:**
- Consider negative as well as positive implications of their own thinking or behavior, or others thinking or behavior
- State, elaborate, and give an example of a concept (for example, state, elaborate, and give an example of friendship or conflict)
- Identify the key concepts and ideas they and others use
- Ask primary questions of clarity, significance, relevance, accuracy, depth, and breadth

*See more detailed evidence outcomes by clicking the link below*

[http://www.cde.state.co.us/scripts/allstandards/COStandards.asp?glid=6&stid2=6&glid2=0](http://www.cde.state.co.us/scripts/allstandards/COStandards.asp?glid=6&stid2=6&glid2=0)
# Writing about Reading Unit: Literary Essay

## 4th grade

| LO | Students understand that by sharing their thinking, it deepens their understanding of text.
|   | (EQ) How does sharing my thinking about reading deepen my understanding of text?
|   | (LO) Students will build on each other’s thinking about character and theme.
|   | (LO) Students revise their thinking through purposeful talk with others about texts.
|   | (EQ) How do writers use the writing process to craft a literary essay?
|   | (LO) Writers study mentor texts of literary essays to see how authors use evidence to support their claims and construct their essay.
|   | (LO) Writers draft an essay using supporting evidence (i.e. stories, summaries, lists) to justify their claim.
|   | (LO) Writers test their thesis statements and revise as needed.
|   | (LO) Writers edit their citations using quotation marks and ellipsis for the most pertinent information.
|   | (LO) Writers share their literary essay with others to explore important ideas.

## Assessment: Assessment For and Of Learning

Formative assessment in the writer’s workshop is ongoing, based on the Teaching/Learning Cycle, and supports decision-making in standards-based education.

Opportunities to gather formative assessment data that show growth toward and movement beyond the standards are threaded throughout the workshop. Regular monitoring is essential within a standards-based educational system.

### Students’ self assessment

Teachers use student self-assessment information as part of a body of evidence reflecting student learning and informing teacher instruction. Throughout the study, students are asking themselves questions and conferring with each other on their revisions.

- How am I developing myself as a critical thinker of literature?
- What kinds of reading strategies am I using and how is this helping me to interpret the characters and theme?
- How am I thinking about ideas and lessons learned in this text?
- How am I connecting the ideas and lessons learned in this text to my own life?
- How does sharing my interpretation of text with others deepen my understanding?
- How have I revised my thinking about a text through discussion and reflection?
- How am I developing myself as a literary essayist?
- How am I supporting my claim with evidence from the text?
- How am I using what I’ve learned from other literary essayists?
- How am I revising and editing my essay for my intended audience?

### Monitoring

Teachers maintain a daily monitoring system to build a growing body of evidence about each student’s growth as a reader, and they use the monitoring notes to develop instructional next
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4th grade

steps.
Monitor students for:
- literal comprehension of literature
- their interpretations of character and theme
- discussion that deepens their understanding of a text
- building on and/or revising their thinking as a result of purposeful talk
- collection of important ideas from text
- generation of writing about characters and theme
- craft of thesis statements that might be revised in the study
- their use of evidence to support the thesis
- their use of mentor texts to improve their essay
- their use of revision and editing to create a published essay
- their sharing of their essays with an authentic audience

**Conferring**
Conferring provides an opportunity to differentiate instruction and teach at the student’s point of need.

***Use monitoring notes to support conferring.***

<table>
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<tr>
<th>Planning for Instruction:</th>
<th>Process Outcomes</th>
<th>Product Outcomes</th>
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| **Topic Selection**      | **Writers will:**
|                          | • Explore abstract topics and themes |
| **Audience**             | **Writers will:**
|                          | • Use audience and purpose to determine tone and register |
| **Planning**             | **Writers will:**
|                          | • Synthesize relevant information from a variety of sources to create a well-developed plan based on purpose, audience, and intended form
|                          | • Select which literary elements, vocabulary, and word choice to be used based on purpose, audience, and intended form |
| **Drafting**             | **Writers will:**
|                          | • Use a mentor text to expand my ideas about how to write
|                          | • Write with intended purpose, audience, |

*Writers will:*
- Plan for the layout of my essay
- Develop a multi-paragraph essay with a clear thesis
- Use of evidence to support and justify the claim
- Use precise vocabulary including literary terms
- Use and cite a variety of resources to check and confirm relevant information
- Prepare a legible, error-free final copy
### Writing about Reading Unit: Literary Essay

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<th><strong>Revision</strong></th>
<th><strong>Proofreading</strong></th>
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<td><strong>Writers will:</strong></td>
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<td>- Use knowledge of the writing process to formulate own questions for revision</td>
<td>- Check and correct writing based on learned grammatical structures, punctuation, capitalization, spelling, and complete sentences</td>
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<td>- Add, cut, reword, and rearrange as needed to create a fluid text</td>
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<tr>
<td>- Share draft with others to receive feedback and make adjustments</td>
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<tr>
<td>- Use resources to expand word choices and choose precise vocabulary</td>
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### Students are expected to try on the focus of the demonstration and make decisions about when and how to use the new learning in their own writing. Periodically throughout this process, students and teacher notice and name the effects of the author’s craft, writing process strategies they’ve been trying on.

#### Whole Group Instruction:

**Model:**
- Demonstrate how a readers think deeply about text
- Study literary essays to see how authors use evidence to support their claim
- Create charts with the class that students can use for writing and conferring

#### After the Workshop Share
- Students choose an aspect of their essay they want to share with the class
- Teacher selects a student’s writing to demonstrate what writers do

#### Small Group and Individual Conferences:
- Cluster students in small groups based on evaluation of writing for both process and product teaching points
- Support children to consider their role in a conference
Specifically tell students what you want them to learn in the conference, provide examples and note how they can change their writing
Teach punctuation if students need more support
Conference with students about planning for a multi paragraph essay with supporting evidence if needed
Ask the child what they have been working on as a writer and give feedback

**Independent Practice:**

Students need *daily* opportunities for independent reading and writing
Homework suggestions in the text provide opportunity for growth while using the writing process.

**References/Professional Resources:**

- [www.kidsread.com](http://www.kidsread.com)
- [www.amazon.com](http://www.amazon.com)
- [http://mgfx.com/kidlitt/kids/artlit/reviews](http://mgfx.com/kidlitt/kids/artlit/reviews)
- [www.pathway2books.com/bookrevs.html](http://www.pathway2books.com/bookrevs.html)


*Bolded resources strongly suggested for support on this unit.*