

Pacing Guide  
Grade: 4<sup>th</sup> Grade

Unit 1- Launching the Writing Workshop

GLCEs

**Students will ...**

**W.GN.04.01** Students will write a cohesive narrative piece such as a myth, legend, fantasy, or adventure creating relationships among setting, characters, theme, and plot.

**W.PR.04.01** Students will set a purpose, consider audience, and replicate authors' styles and patterns when writing a narrative or informational piece.

**W.PR.04.02** Students will apply a variety of pre-writing strategies for both narrative and informational writing (e.g., graphic organizers such as maps, webs, Venn diagrams) in order to generate, sequence, and structure ideas (e.g., plot, setting, conflicts/resolutions, definition/description, or chronological sequence).

**W.PR.04.03** Students will draft focused ideas using a variety of drafting techniques composing coherent and mechanically sound paragraphs when writing compositions.

**W.PR.04.04** Students will revise drafts based on constructive and specific oral and written responses to writing by identifying sections of the piece to improve sequence and flow of ideas (e.g., arranging paragraphs, connecting main and supporting ideas, transitions).

**W.PR.04.05** Students will proofread and edit writing using appropriate resources (e.g., dictionary, spell check, grammar check, grammar references, writing references) and grade-level checklists both individually and in groups.

**W.PS.04.01** Students will exhibit personal style and voice to enhance the written message (e.g., in narrative text: strong verbs, figurative language, sensory images; in informational text: precision, established importance, transitions).

**W.GR.04.01** Students will in the context of writing, correctly use simple and compound sentences; direct and indirect objects; prepositional phrases; adjectives; common and proper nouns as subjects and objects; pronouns as antecedents; regular and irregular verbs; hyphens between syllables; apostrophes in contractions; and commas in salutations to set off words; phrases and dialogue; quotation marks or italics to identify titles or names.

**W.SP.04.01** Students will in the context of writing, correctly spell frequently encountered words (e.g., roots, inflections, prefixes, suffixes, multi-syllabic); for less frequently encountered words, use structural cues (e.g., letter/sound, rimes, morphemic) and environmental sources (e.g., word walls, word lists, dictionaries, spell checkers).

**W.AT.04.01** Students will be enthusiastic about writing and learning to write.

**What *BIG IDEAS* will be considered?**

- Writing workshop and writing conferences have a structure.
- Writers build, carry with them, and use a repertoire of writing strategies.
- Writers revise and edit their work.
- To improve your writing you can study and imitate the published authors.

Week	Essential Questions	Scaffolding Questions  * Note: Scaffolded questions horizontally align with Calkins Sessions and Key Writing Vocabulary for instructional purposes. *	Genre/ Calkins Sessions  *see note on page 3 *	Key Writing Vocabulary
Week #2	<ul style="list-style-type: none"> <li>• How does knowing some writing strategies help a writer?</li> <li>• What is a small moment?</li> <li>• How do writers craft small moment (personal narrative stories)?</li> <li>• Why do writers study the work of other authors?</li> <li>• How does a writing conference go?</li> <li>• How does the writing process go?</li> </ul>	<p>What are some strategies personal narrative writers use to help them figure out what to write about?</p> <p>What are the qualities of a good personal narrative story?</p> <p>What is the writer’s job in a writing conference? What is the teacher’s job in a writing conference? What are ways writers talk about their writing?</p> <p>How are small moments organized? What are some strategies for drafting small moments? How does making a movie in your mind help you write your small moment story?</p> <p>How do small moment writers use their writer’s notebook?</p> <p>How do writers use a timeline to help them draft their story?</p> <p>How do writers write by reliving? (mind movie or writing inside the memory)</p> <p>How do writers bring out more in their stories by using paragraphs?</p>	<p><b>Genre:</b> Personal Narrative</p> <p>Session I Session II</p> <p>Session III</p> <p>Session IV</p> <p>Session V Session VIII</p> <p>Session VI</p> <p>Session XI Session XII</p> <p>Session XIII</p> <p>Session XIV</p>	<p>Writing Workshop Writing process Personal Narrative Strategies Brainstorm Writer’s Notebook Entries</p> <p>Small Moment</p> <p>Writing Conference</p> <p>Drafting Discovery Drafts A movie in your mind</p> <p>Writers Notebook Entries</p> <p>Timeline</p> <p>Mind movie</p> <p>Paragraphs</p>

	<p>Where can we look when we want to learn what a kind of writing looks and sounds like? What are some questions can we ask ourselves when studying the writing of others? What makes a good lead? What are some strategies for writing leads?</p>	Session VII	Texts Mentor Authors Leads
	<p>What makes a good ending? What are some strategies for writing endings?</p>	Session IX	Important dialogue Images
	<p>How do writers keep track of their work? How do writers know when to continue with a story and when to move on to the next?</p>	Session X	Writing process
	<p>What kinds of questions do writers ask of themselves, ask of their writing when revising?</p>	Session XV	Revision Heart of the story
	<p>What do writers do when they edit? How can an editing checklist help a writer clean up their work?</p>	Session XVI	Editing Editing checklist
	<p>How can writers share their stories? What is an author's celebration? (or "Publishing Party")</p>	Session XVII	Publishing Author celebration

**Note:** In this unit, writers are asked and taught to call upon strategies they already know for generating personal narrative; therefore the teacher needs to discover what they have internalized from previous instruction. The teacher can do this by getting a fresh writing sample from each student. Teachers can ask their students to write a personal narrative (with no support) then collect and assess the pieces. These beginning of the year writing samples will help teachers determine if their group of writers (could be the whole class or small groups) would benefit from a re-teaching of sessions from unit 1- *Launching the Writing Workshop*.

## Unit 2- Raising the Quality of Narrative Writing

### GLCEs

#### Students will ...

**W.GN.04.01** Students will write a cohesive narrative piece such as a myth, legend, fantasy, or adventure creating relationships among setting, characters, theme, and plot.

**W.PR.04.01** Students will set a purpose, consider audience, and replicate authors' styles and patterns when writing a narrative or informational piece.

**W.PR.04.02** Students will apply a variety of pre-writing strategies for both narrative and informational writing (e.g., graphic organizers such as maps, webs, Venn diagrams) in order to generate, sequence, and structure ideas (e.g., plot, setting, conflicts/resolutions, definition/description, or chronological sequence).

**W.PR.04.03** Students will draft focused ideas using a variety of drafting techniques composing coherent and mechanically sound paragraphs when writing compositions.

**W.PR.04.04** Students will revise drafts based on constructive and specific oral and written responses to writing by identifying sections of the piece to improve sequence and flow of ideas (e.g., arranging paragraphs, connecting main and supporting ideas, transitions).

**W.PR.04.05** Students will proofread and edit writing using appropriate resources (e.g., dictionary, spell check, grammar check, grammar references, writing references) and grade-level checklists both individually and in groups.

**W.PS.04.01** Students will exhibit personal style and voice to enhance the written message (e.g., in narrative text: strong verbs, figurative language, sensory images; in informational text: precision, established importance, transitions).

**W.GR.04.01** Students will in the context of writing, correctly use simple and compound sentences; direct and indirect objects; prepositional phrases; adjectives; common and proper nouns as subjects and objects; pronouns as antecedents; regular and irregular verbs; hyphens between syllables; apostrophes in contractions; and commas in salutations to set off words; phrases and dialogue; quotation marks or italics to identify titles or names.

**W.SP.04.01** Students will in the context of writing, correctly spell frequently encountered words (e.g., roots, inflections, prefixes, suffixes, multi-syllabic); for less frequently encountered words, use structural cues (e.g., letter/sound, rimes, morphemic) and environmental sources (e.g., word walls, word lists, dictionaries, spell checkers).

**W.AT.04.01** Students will be enthusiastic about writing and learning to write.

#### What **BIG IDEAS** will be considered?

- Writers build, carry with them, and use a repertoire of writing strategies.
- What you learn from writing past pieces will help you write better new (and future) pieces.
- Powerful personal narrative stories use emotion and have a story arc.
- Personal narrative stories are actually several small moments linked together.
- Writers revise.
- To improve your writing you can study and imitate the published authors.

Weeks	Essential Questions	Scaffolding Questions	Genre/ Calkins Sessions	Key Writing Vocabulary
Weeks #3-7	<ul style="list-style-type: none"> <li>• What is a personal narrative?</li> <li>• What writing strategies do personal narrative writers use?</li> <li>• Why do writers study the work of other authors?</li> <li>• How do personal narrative writers revise and edit?</li> <li>• What is revising and editing?</li> </ul>	<p>* Note: Scaffolded questions horizontally align with Calkins Sessions and Key Writing Vocabulary for instructional purposes. *</p> <p>What is a strategy writers use when they want to make their own writing more powerful? What did this author do that I could do also in order to make my writing more powerful?</p> <p>How can mentor authors and texts help you draft and revise your lead? What are strategies for writing personal narrative leads?</p> <p>What strategies for writing personal narrative do you already know? How do writers using turning points to brainstorm story ideas for personal narratives? What questions do writers ask themselves to find turning points?</p> <p>How can thinking of strong feelings and emotions help personal narrative writers find story ideas?</p> <p>How can point of view effect the power of your personal narrative? Why write from the narrators point of view?</p> <p>What is a story arc? What does a story arc look like? How does/can a story arc help a writer write a personal narrative? How do writers create a story arc?</p>	<p><b>Genre:</b> Personal Narrative</p> <p>Session I</p> <p>Session VII</p> <p>Session II</p> <p>Session III</p> <p>Session VIII</p> <p>Session IX</p>	<p>Personal Narrative Mentor Authors Mentor Texts Writing Strategies</p> <p>Leads Drafting Revising</p> <p>Strategies Entries Seed ideas Turning points Listing Sketch/Sketching Drafting</p> <p>Narrator Point of View 1<sup>st</sup> person</p> <p>Internal story Story arc</p>

	<p>Why should a personal narrative have a story arc? How is a story arc connected to the emotion of a piece?</p> <p>How do writers use time travel in their narrative? How/when and where can writers add remembering and fantasizing to their personal narrative?</p> <p>What things did you learn about writing while working on a past piece that will help you write a new piece?</p> <p>How do writers know when to continue with a story and when to move on to the next? How do writing partners work? How can a partner help you during your writing process?</p> <p>What kinds of questions do writers ask of themselves, ask of their writing when revising? What are some strategies for revising? What are some tools for revising?</p> <p>How can I use a timeline or story arc to help me revise my personal narrative?</p> <p>What are some strategies or craft techniques narrative writers use when writing endings? What do endings do for the reader?</p> <p>What do writers do when they edit? How can editing for punctuation help me tighten</p>	<p>Session X</p> <p>Session IV</p> <p>Session V</p> <p>Session VI</p> <p>Session XI</p> <p>Session XII</p> <p>Session XIII</p>	<p>Flashback Flash forward</p> <p>Revision/Revising Writing process</p> <p>Writing Partners</p> <p>Seed Ideas Entries Drafts Timeline Story arc</p> <p>Resolve a problem Change our feelings Learn a lesson</p> <p>Editing Punctuation</p>
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		<p>and clean up my writing? How can I learn about punctuation from mentor authors/mentor texts?</p> <p>How can writers share their stories? What is an author's celebration? (or "Publishing Party")</p>	<p>Session XIV</p>	<p>Commas</p> <p>Publishing Author celebration Audience</p>
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<b>Unit 3- Breathing Life Into Essays</b>
GLCEs

**Students will ...**

**W.GN.04.04** Students will use the writing process to produce and present a research project using a teacher-approved topic; find and narrow research questions; use a variety of resources; take notes; and organize relevant information to draw conclusions.

**W.PR.04.01** Students will set a purpose, consider audience, and replicate authors' styles and patterns when writing a narrative or informational piece.

**W.PR.04.02** Students will apply a variety of pre-writing strategies for both narrative and informational writing (e.g., graphic organizers such as maps, webs, Venn diagrams) in order to generate, sequence, and structure ideas (e.g., plot, setting, conflicts/resolutions, definition/description, or chronological sequence).

**W.PR.04.03** Students will draft focused ideas using a variety of drafting techniques composing coherent and mechanically sound paragraphs when writing compositions.

**W.PR.04.04** Students will revise drafts based on constructive and specific oral and written responses to writing by identifying sections of the piece to improve sequence and flow of ideas (e.g., arranging paragraphs, connecting main and supporting ideas, transitions).

**W.PR.04.05** Students will proofread and edit writing using appropriate resources (e.g., dictionary, spell check, grammar check, grammar references, writing references) and grade-level checklists both individually and in groups.

**W.PS.04.01** Students will exhibit personal style and voice to enhance the written message (e.g., in narrative text: strong verbs, figurative language, sensory images; in informational text: precision, established importance, transitions).

**W.GR.04.01** Students will in the context of writing, correctly use simple and compound sentences; direct and indirect objects; prepositional phrases; adjectives; common and proper nouns as subjects and objects; pronouns as antecedents; regular and irregular verbs; hyphens between syllables; apostrophes in contractions; and commas in salutations to set off words; phrases and dialogue; quotation marks or italics to identify titles or names.

**W.SP.04.01** Students will in the context of writing, correctly spell frequently encountered words (e.g., roots, inflections, prefixes, suffixes, multi-syllabic); for less frequently encountered words, use structural cues (e.g., letter/sound, rimes, morphemic) and environmental sources (e.g., word walls, word lists, dictionaries, spell checkers).

**W.AT.04.01** Students will be enthusiastic about writing and learning to write.

**What *BIG IDEAS* will be considered?**

- Essayists have a set of strategies they use to write an essay.
- Essayists observe the world around them closely to find topic ideas.
- Essays are organized and held together by ideas.
- Essayists support their claim (or thesis).
- Essayists use the writing process. They brainstorm, draft, revise, edit and publish their essays.

Weeks	Essential Questions	Scaffolding Questions	Genre/ Calkins Sessions	Key Writing Vocabulary
Weeks #8-16	<ul style="list-style-type: none"> <li>• What is an essay?</li> <li>• What is an essay and how are essays organized?</li> <li>• Where do essay ideas come from?</li> <li>• What are strategies writers use to compose essays?</li> <li>• What types of evidence do essayists use to support their claims?</li> <li>• Why do writers write essays?</li> </ul>	<p>* Note: Scaffolded questions horizontally align with Calkins Sessions and Key Writing Vocabulary for instructional purposes. *</p> <p>Where do essayists find topics or ideas for their writing? How can I observe the world around me to find ideas for essays? What kinds of questions can I ask myself to push my observations into ideas or thoughts?</p> <p>What are some strategies for growing (generating) essay ideas? How do essayists push themselves from noticing to thinking?</p> <p>How are essays organized? How are essays different from personal narratives? What is the difference between narratives and non-narratives (like essays)?</p> <p>What phrases can I ask myself to push my observations into ideas or thoughts?</p> <p>How can essayists revisit their narrative writing to search for essay ideas (or topics)? What questions can essayists ask about their narrative writing to help them find potential ideas for essays?</p> <p>What are the parts of an essay?</p>	<p><b>Genre:</b> Essay/ Personal Essay (non-narrative)</p> <p>Session I</p> <p>Session II</p> <p>Session III</p> <p>Session IV</p> <p>Session V</p> <p>Session VI</p>	<p>Essay Essayists Observations Entries</p> <p>Observing</p> <p>Essay Narrative Non-Narrative Reasons Examples Categories</p> <p>Conversational prompts/phrases</p> <p>Rereading Reflecting</p> <p>Rereading</p>

		<p>What is a thesis statement?          What do thesis statements sound like?          How do essayists write thesis statement?          What questions can you ask while rereading to find your seed idea?</p> <p>How do essayists plan their essay ideas before they draft?          What graphic organizers might essayists use?          How can the boxes and bullets strategy help an essayist get organized (or frame their essay) before they draft?</p> <p>When can I reread and revise my essay?          What do writers do to challenge, clarify, and test their essay ideas?</p> <p>What are the parts of an essay?          How do essayists support their thesis statements (or claims)?          What craft techniques do essayists use to prove their thesis statement?          Why do/How can essayists use mini-stories to support their essay's thesis statement?</p> <p>What are the parts of an essay?          How do essayists support their thesis statements (or claims)?          What craft techniques do essayists use to prove their thesis statement?          How can/why do essayists use outside sources to support their essay's thesis statement?</p> <p>How can repeating a key phrase add support to your thesis statement?</p>	<p>Session VII (*page 106 has more examples of ways to support thesis statements)</p> <p>Session VIII</p> <p>Session IX (*page 106 has more examples of ways to support thesis statements)</p> <p>Session X</p> <p>Session XI</p>	<p>Thesis statement          Seed idea</p> <p>Boxes and Bullets          Frame your essay          Reasons (using because)</p> <p>Thesis statement          Claim          Support          Mini-stories</p> <p>Thesis statement          Claim          Support          Outside Sources</p> <p>Thesis statement          Claim          Support          Parallelism</p>
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		<p>How do essayists reach out and tell the exact truth?  Why is it important to revise the exact truth into your essay?  What can essayists do to their essay to help revise in truth?  What questions can essayists ask of their writing?</p>	Session XII	<p>Key Phrase Listing</p> <p>Revising</p>
		<p>What are other strategies essayists use to support their thesis statement (or claim)?  Where can support for thesis statements be found or come from?  How can you use what you've observed, or an interview, or statistics you've gathered to support your thesis statement (or claim)?</p>	Session XIII	<p>Thesis statement  Claim  Support  Observations  Interviews  Statistics</p>
		<p>How do essayists get organized and ready to draft their essay?  What kind of thinking do essayists do before they draft?  What questions do essayists ask of the writing they've collected before they organize it into a draft?</p>	Session XIV	Draft/Drafting
		<p>How do essayists organize their draft into a cohesive essay?  What craft techniques help hold (glue) an essay together?</p>	Session XV	<p>Order of ideas  Repeating Phrases  Transitions  Transitional Words</p>
		<p>How do essayists begin and end their essays?  What are some craft techniques for</p>	Session XVI	<p>Introductions  Conclusions</p>

		<p>introductions and conclusions?  How do introductions and conclusions sound?  What should the introduction and conclusion do for the essay or for the reader?</p> <p>How can writers share their essays?  What is an author's celebration? (or "Publishing Party")</p>	<p>Session XVII</p>	<p>Phrases</p> <p>Publishing  Author  celebration  Audience</p>
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## Unit 4- Writing Fiction: Big Dreams, Tall Ambitions

### GLCEs

#### Students will ...

**W.GN.04.01** Students will write a cohesive narrative piece such as a myth, legend, fantasy, or adventure creating relationships among setting, characters, theme, and plot.

**W.PR.04.01** Students will set a purpose, consider audience, and replicate authors' styles and patterns when writing a narrative or informational piece.

**W.PR.04.02** Students will apply a variety of pre-writing strategies for both narrative and informational writing (e.g., graphic organizers such as maps, webs, Venn diagrams) in order to generate, sequence, and structure ideas (e.g., plot, setting, conflicts/resolutions, definition/description, or chronological sequence).

**W.PR.04.03** Students will draft focused ideas using a variety of drafting techniques composing coherent and mechanically sound paragraphs when writing compositions.

**W.PR.04.04** Students will revise drafts based on constructive and specific oral and written responses to writing by identifying sections of the piece to improve sequence and flow of ideas (e.g., arranging paragraphs, connecting main and supporting ideas, transitions).

**W.PR.04.05** Students will proofread and edit writing using appropriate resources (e.g., dictionary, spell check, grammar check, grammar references, writing references) and grade-level checklists both individually and in groups.

**W.PS.04.01** Students will exhibit personal style and voice to enhance the written message (e.g., in narrative text: strong verbs, figurative language, sensory images; in informational text: precision, established importance, transitions).

**W.GR.04.01** Students will in the context of writing, correctly use simple and compound sentences; direct and indirect objects; prepositional phrases; adjectives; common and proper nouns as subjects and objects; pronouns as antecedents; regular and irregular verbs; hyphens between syllables; apostrophes in contractions; and commas in salutations to set off words; phrases and dialogue; quotation marks or italics to identify titles or names.

**W.SP.04.01** Students will in the context of writing, correctly spell frequently encountered words (e.g., roots, inflections, prefixes, suffixes, multi-syllabic); for less frequently encountered words, use structural cues (e.g., letter/sound, rimes, morphemic) and environmental sources (e.g., word walls, word lists, dictionaries, spell checkers).

**W.AT.04.01** Students will be enthusiastic about writing and learning to write.

#### What **BIG IDEAS** will be considered?

- Fiction writers have strategies that help them find stories everywhere.
- Fiction writers take time to rehearse their stories, get to know their characters, and thoughtfully create a story mountain—all before drafting!!
- Character, setting, and plot are the key elements in writing fiction.
- Writers do their best to show not just tell the story.
- Writers revise (and even edit) several times as they draft-- each time rereading with a specific lens.

Weeks	Essential Questions	Scaffolding Questions	Genre/ Calkins Sessions	Key Writing Vocabulary
Weeks #17-23	<ul style="list-style-type: none"> <li>• What are strategies fiction writers use to find ideas for their stories?</li> <li>• How do fiction writers rehearse and plan a piece of fiction before they draft?</li> <li>• What are strategies for drafting fiction (including writing leads and endings)?</li> <li>• How and when do writers revise and edit?</li> <li>• Why do writers study the work of other writers-often published authors?</li> </ul>	<p>* Note: Scaffolded Questions horizontally align with Calkins Sessions and Key Writing Vocabulary for instructional purposes. *</p> <p>Where do fiction writers get ideas for stories? How can what writers observe turn into a piece of fiction?</p> <p>What kinds of stories (books) do you wish existed in the world? How can issues in our own lives become story ideas?</p> <p>How do fiction writers develop characters that are believable? What are internal characteristics? What are external characteristics? Why is it important for fiction writers to spend time bringing their characters to life?</p> <p>What are some other things writers need to consider when creating a character? What are your characters wants? What keeps your character from getting what they want? How do fiction writers show not tell their character's wants?</p> <p>How do fiction writers plan out their story before drafting? What is a story mountain? How does a writer create a story mountain? How do fiction stories usually go?</p>	<p><b>Genre:</b> Realistic Fiction</p> <p>Session I</p> <p>Session II</p> <p>Session III</p> <p>Session IV</p> <p>Session V</p>	<p>Fiction Realistic Fiction Writer's Notebook Entries</p> <p>Rehearse Believable Characters Internal Features External Features</p> <p>Struggles Motivations Scenes Vignettes</p> <p>Timelines Plotting Plot Lines Story Mountain Story Arc</p>

	<p>What are the parts of the story mountain?</p> <p>How are scenes in a fiction story like small moments?</p> <p>What is a story scene?</p> <p>What strategies do fiction writers use to create scenes in their story?</p> <p>What is the difference between a summary and a scene?</p>	Session VI	<p>Small Moments</p> <p>Scenes</p> <p>Drama or Dramatic</p> <p>Dialogue</p> <p>Action</p> <p>Summary</p> <p>Showing not Telling</p>
	<p>How do fiction writers help their reader experience their story?</p> <p>How does pretending to be the character they created help fiction writers draft?</p>	Session VII	<p>Point of View</p> <p>First Person</p> <p>Pretending</p>
	<p>What can I learn by reading the works of other fiction writers?</p> <p>How do fiction writers craft leads?</p> <p>What are some strategies writers use to craft leads for their stories/scenes?</p>	Session VIII	<p>Mentor Texts</p> <p>Mentor Authors</p> <p>Leads</p> <p>Revise or Revision</p>
	<p>Why is the setting in a piece of fiction important?</p> <p>How do writers draw the setting out in their fiction stories?</p>	Session IX	<p>Setting</p> <p>“stay in scene”</p>
	<p>What can I learn by reading the works of other fiction writers?</p> <p>How do fiction writers craft endings?</p> <p>What is the role (job) of an ending in a piece of fiction?</p> <p>What are some strategies writers use to craft endings for their stories/scenes?</p> <p>What key questions do writers consider when drafting and revising potential story endings?</p>	Session X	<p>Endings</p>

		<p>What does it mean for a writer to reread with (or looking through) a lens?  How do writers revise this way?  What lenses could you reread your piece with?</p>	Session XI	Revision with a lens
		<p>How do writers create spaces for their work?  Why is it important to have a writing space?  What lessons have you learned about writing that you bring to write every new piece?  How do writers use their writer's notebook as a resource?</p>	Session XII	Writing spaces
		<p>What can I learn by reading the works of other fiction writers?  How do writers show rather than tell in their writing?  Where can you add actions and revealing details in your piece of fiction?</p>	Session XIII	Actions Revealing Details
		<p>What does it mean for a writer to reread with (or looking through) a lens?  How do writers edit this way?  What lenses could you reread your piece with?</p>	Session XIV	Editing with a lens
		<p>How can writers celebrate and share their work?  What is an anthology?</p>	Session XV	Publishing Anthology

Unit 5- Literary Essays: Writing About Reading

## GLCEs

### Students will ...

**W.GN.04.04** Students will use the writing process to produce and present a research project using a teacher-approved topic; find and narrow research questions; use a variety of resources; take notes; and organize relevant information to draw conclusions.

**W.PR.04.01** Students will set a purpose, consider audience, and replicate authors' styles and patterns when writing a narrative or informational piece.

**W.PR.04.02** Students will apply a variety of pre-writing strategies for both narrative and informational writing (e.g., graphic organizers such as maps, webs, Venn diagrams) in order to generate, sequence, and structure ideas (e.g., plot, setting, conflicts/resolutions, definition/description, or chronological sequence).

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**W.PR.04.04** Students will revise drafts based on constructive and specific oral and written responses to writing by identifying sections of the piece to improve sequence and flow of ideas (e.g., arranging paragraphs, connecting main and supporting ideas, transitions).

**W.PR.04.05** Students will proofread and edit writing using appropriate resources (e.g., dictionary, spell check, grammar check, grammar references, writing references) and grade-level checklists both individually and in groups.

**W.PS.04.01** Students will exhibit personal style and voice to enhance the written message (e.g., in narrative text: strong verbs, figurative language, sensory images; in informational text: precision, established importance, transitions).

**W.GR.04.01** Students will in the context of writing, correctly use simple and compound sentences; direct and indirect objects; prepositional phrases; adjectives; common and proper nouns as subjects and objects; pronouns as antecedents; regular and irregular verbs; hyphens between syllables; apostrophes in contractions; and commas in salutations to set off words; phrases and dialogue; quotation marks or italics to identify titles or names.

**W.SP.04.01** Students will in the context of writing, correctly spell frequently encountered words (e.g., roots, inflections, prefixes, suffixes, multi-syllabic); for less frequently encountered words, use structural cues (e.g., letter/sound, rimes, morphemic) and environmental sources (e.g., word walls, word lists, dictionaries, spell checkers).

**W.AT.04.01** Students will be enthusiastic about writing and learning to write.

### What *BIG IDEAS* will be considered?

- Essayists have a set of strategies they use to write an essay.
- Essayists read and think about books to find topic ideas.
- Essays are organized and held together by ideas.
- Essayists support their claim (or thesis).
- Essayists use the writing process. They brainstorm, draft, revise, edit and publish their essays.

Weeks	Essential Questions	Scaffolding Questions	Genre/ Calkins Sessions	Key Writing Vocabulary
Weeks #24-29	<ul style="list-style-type: none"> <li>• What is a literary essay?</li> <li>• What are strategies literary essayists use to write in response to their reading?</li> <li>• What kind of thinking, reading and writing do literary essayists do?</li> <li>• What are strategies writers use to compose literary essays?</li> <li>• What types of evidence do essayists use to support their claims?</li> <li>• Why do writers write literary essays?</li> </ul>	<p>* Note: Scaffolded Questions horizontally align with Calkins Sessions and Key Writing Vocabulary for instructional purposes. *</p> <p>What does it mean to read deeply? What strategies do readers and writers use to help them read deeply?</p> <p>What do literary essayists pay attention to as they read? How do literary essayists extend their thinking about their reading?</p> <p>What do literary essayists pay attention to as they read? How do literary essayists study the characters of fiction stories? How do literary essayists think about characters in fiction stories?</p> <p>How do literary essayists grow ideas for their essays? What prompts help literary essayists think more about their reading?</p> <p>What questions do literary essayists ask themselves to help them think more about the text they are reading?</p> <p>How do literary essayists connect the text big ideas to their own lives?</p>	<p><b>Genre:</b> Literary Essay (non-narrative)</p> <p>Session I</p> <p>Session II</p> <p>Session III</p> <p>Session IV</p> <p>Session V</p> <p>Session VI</p>	<p>Literary Essay</p> <p>Big ideas about text</p> <p>Character's traits Character's motivations Character's struggles Character's changes</p> <p>Pushing your thinking prompts</p>

		<p>How do literary essayists choose a seed idea to write their thesis statement?          What is the difference between an idea and a fact from the story?          What questions can literary essayists ask to test and revise their seed ideas towards thesis statements?</p>	Session VII	Seed idea Thesis statement Ideas not facts
		<p>What questions can literary essayists ask to test and revise their seed ideas towards thesis statements?          What graphic organizers might literary essayists use?          How can the boxes and bullets strategy help a literary essayist get organized (or frame their essay) before they draft?</p>	Session VIII	Rereading Revision Boxes and Bullets Supporting ideas
		<p>How do essayists use small moments from the text to support their thesis statement (or claim)?          How do essayists write small moments into their essay so they support the point they are making?</p>	Session IX	Support the points of your essay Small moment Retell Timeline
		<p>How do essayists use summaries of the text to support their thesis statement?          How do essayists write summaries into their essay so they support the point they are making?          What do literary essayists do when they want to summarize an episode to use as evidence to prove an idea (or point)?</p>	Session X	Summary Episode Evidence
		<p>How can repeating a key phrase add support to your thesis statement or a point you are wanting to make in your essay?</p>	Session XI	Thesis statement Claim Support Parallelism Repeating key

		<p>What are literary devices?  Where in your text did the writer use craft to help show the reader the big idea of the story?  How can literary essayists use the authors craft (literary devices) to support claims in their essay?</p>	Session XII	<p>phrases  Listing  Echo Lines</p> <p>Author's craft  Literary devices</p>
		<p>How can reading other literary essays help you write your own?  How are literary essays organized?  What are the parts of a literary essay?  How do literary essayists organize their draft into a cohesive essay?</p>	Session XIII	Body paragraph
		<p>What craft techniques help hold (glue) an literary essay together?  How do essayists begin and end their literary essays?  What are some craft techniques for introductions and conclusions?  How do introductions and conclusions sound?  What should the introduction and conclusion do for the literary essay or for the reader?</p>	Session XIV	<p>Big picture/wide view/  generalization  Journey down a road of thought  Introductions  Conclusions</p>
		<p>Why do writers write literary essays?  Who can writers share their literary essays with?  How can writers share their literary essays?</p>	Session XV	<p>Anthology  Forward  Audience  Book Clubs</p>

## Unit 6- Memoir: The Art of Writing Well

### GLCEs

#### Students will ...

**W.GN.04.01** Students will write a cohesive narrative piece such as a myth, legend, fantasy, or adventure creating relationships among setting, characters, theme, and plot.

**W.PR.04.01** Students will set a purpose, consider audience, and replicate authors' styles and patterns when writing a narrative or informational piece.

**W.PR.04.02** Students will apply a variety of pre-writing strategies for both narrative and informational writing (e.g., graphic organizers such as maps, webs, Venn diagrams) in order to generate, sequence, and structure ideas (e.g., plot, setting, conflicts/resolutions, definition/description, or chronological sequence).

**W.PR.04.03** Students will draft focused ideas using a variety of drafting techniques composing coherent and mechanically sound paragraphs when writing compositions.

**W.PR.04.04** Students will revise drafts based on constructive and specific oral and written responses to writing by identifying sections of the piece to improve sequence and flow of ideas (e.g., arranging paragraphs, connecting main and supporting ideas, transitions).

**W.PR.04.05** Students will proofread and edit writing using appropriate resources (e.g., dictionary, spell check, grammar check, grammar references, writing references) and grade-level checklists both individually and in groups.

**W.PS.04.01** Students will exhibit personal style and voice to enhance the written message (e.g., in narrative text: strong verbs, figurative language, sensory images; in informational text: precision, established importance, transitions).

**W.GR.04.01** Students will in the context of writing, correctly use simple and compound sentences; direct and indirect objects; prepositional phrases; adjectives; common and proper nouns as subjects and objects; pronouns as antecedents; regular and irregular verbs; hyphens between syllables; apostrophes in contractions; and commas in salutations to set off words; phrases and dialogue; quotation marks or italics to identify titles or names.

**W.SP.04.01** Students will in the context of writing, correctly spell frequently encountered words (e.g., roots, inflections, prefixes, suffixes, multi-syllabic); for less frequently encountered words, use structural cues (e.g., letter/sound, rimes, morphemic) and environmental sources (e.g. word walls, word lists, dictionaries, spell checkers).

**W.AT.04.01** Students will be enthusiastic about writing and learning to write.

#### What *BIG IDEAS* will be considered?

- Writers call upon all strategies they've learned.
- Writers reread, rethink, question, and revise often to make their writing more powerful.
- Writers take charge of their writing. They use a writing process that works best for them.
- Memoirists have strategies for discovering life-topics and for writing about them in depth.
- Memoirists look to other memoirists to discover how they might craft their own memoir.

Weeks	Essential Questions	Scaffolding Questions  * Note: Scaffolded Questions horizontally align with Calkins Sessions and Key Writing Vocabulary for instructional purposes. *	Genre/ Calkins Sessions	Key Writing Vocabulary
Weeks #30-36	<ul style="list-style-type: none"> <li>• What writing strategies work best for you?</li> <li>• How do writers take charge of their writing?</li> <li>• How can studying mentor texts help writers with their own writing?</li> <li>• How do writers craft memoirs?</li> <li>• What are ways writers reveal the internal story</li> </ul>	<p>How do writers find the themes that surface again and again in their writing? What strategies might you use?</p> <p>How do writers use seed stories to write about bigger life topics? How do writers use life-topics to find and write about the seed stories within? What strategies might you use?</p> <p>What strategies do memoirists use to help them write with depth? What questions do writers ask of themselves to help them write with depth?</p> <p>How can reading other powerful texts help us with our own writing? What can we learn from mentor authors and mentor texts?</p> <p>What strategies do memoirists use to help them discover and then write about possible life-topics and seed ideas?</p>	<p><b>Genre:</b> Memoir</p> <p>Session I</p> <p>Session II</p> <p>Session III</p> <p>Session IV</p> <p>Session V</p>	<p>Memoir Life topics Writing life</p> <p>Watermelon topics Seed stories</p> <p>Depth</p> <p>Mentor text Mentor author</p> <p>“blob idea” Connections Patterns</p>

	line of a memoir?	<p>What strategies do you know that will help you plan, draft, and revise your memoir?</p> <p>How can reading other memoirs help writers as they are planning for and drafting their own memoir?</p> <p>What are some structures or ways memoirs can be organized?</p>	Session VI	<p>Categorize</p> <p>Structure Organization Chunks or sections of text</p>
		<p>How do writers work as their own writing teachers?</p> <p>What questions do writers ask themselves?</p> <p>What do writers do to keep their writing moving forward?</p>	Session VII	<p>Writing conference</p>
		<p>How do writers inspire themselves to write better than ever-- before they draft?</p>	Session VIII	<p>Inspire</p>
		<p>What is an internal story line?</p> <p>How do internal story lines affect the central character, you, in a memoir?</p> <p>How do writers craft stories with internal story lines?</p>	Session IX	<p>External events Internal feelings Internal story line Parallel sequence of re-actions</p>
		<p>What is another strategy writers use to create an internal story line?</p> <p>How do writers use specific details to spotlight the central character, themselves, in a memoir?</p>	Session X	<p>Details</p>
		<p>How do writers go about crafting the sections of</p>	Session XI	<p>Structure</p>

	<p>their memoir that aren't stories? How can parts of memoirs be structured?</p> <p>How can reading your writing help you know what revision it needs? How do writers examine their writing as they read back over it?</p> <p>What is a metaphor? How do memoirists use metaphor? What tiny detail can you use to represent the whole big message of your memoir?</p> <p>How do writers write for their reader's ears? How do writers use text structure, words and punctuation to convey the mood, tone of feeling of their piece? What do you want your reader to understand or feel as they are reading your piece?</p> <p>Who can memoirists share their pieces with? How can writers share their memoirs?</p>	<p>Session XII</p> <p>Session XIII</p> <p>Session XIV</p> <p>Session XV</p>	<p>Chunk of texts</p> <p>Writing Process Revision Examine Notes in the margins</p> <p>Metaphor Represent Tiny Detail Big Message</p> <p>Mood Tone Feeling</p> <p>Author Celebration</p>
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