

**Units of Study in Opinion, Information and Narrative Writing  
Grade 4 Pacing Guide**

**Unit 2 - Boxes and Bullets: Personal and Persuasive Essays**

Wk	On Demand Narrative Assignment, Found in Writing Pathways Assessment Book, Page 86													
<b>Bend 1: Writing to Learn</b>														
Wk	Session	Mini-Lesson	Pg	Teaching Point	Pg	Active Engagement	Pg	Link	Pg	Conferring	Pg	Share	Pg	CCSS
1	1	Essay Structure Boot Camp	2	"When writers write essays about their opinions, they structure their essays so that they communicate their thesis statement-their idea- and their reasons for their thesis statement. Sometimes writers refer to this as boxes and bullets"	6	Channel students to write-in-the-air and then to flash draft the essay each has just written in the air	8	Send writers off to finish flash-drafting the shared essay	9	Voiceover and Coaching to Ratchet Up the Level of Student Work	10	Pushing Students to Meet and Exceed Goals from the Start	11	W4.1, W4.4, W4.5, W4.10, RI4.1, RI4.2, SL4.1, SL4.3, L4.1, L4.2, L4.3
1	2	Collecting Ideas as Essayists	14	"One strategy that essayists use to gather entries is to think of a person who matters to you, and then list specific ideas about that person. Then take one of those ideas and write an entry in which you think about that idea"	17	Set writers up to choose an idea and talk long about it with a partner	19	Get students started writing while sitting in the meeting area, sending individuals off once they're writing	19	Anticipate Ways to Keep Students Working, Despite the Brevity of Their Entries	20	Generating Ideas Through Reflection	23	W4.1, W4.3, RI4.2, SL4.1, SL4.3, SL4.4, L4.1, L4.2, L4.3
2	3	Writing to Learn	25	"The question we will be researching today is 'What is good freewriting?' And what exactly, does a writer do to do a great job at this kind of writing?"	27	Remind students that to inquire into the characteristics of writing, it is important to study an example of that kind of writing, asking "What did the writer do to make this?" Let students discuss what the writer did and chart results	27	Launch student directly into freewriting, charging them with transferring and applying all that they have just noticed	30	Providing Guided Practice	31	Freewriting to Generate New Ideas	33	W4.1, W4.5, W4.8, W4.10, RL4.1, RL4.4, SL4.1, L4.1, L4.2, L4.3, L4.5



**Bend 2: Raising the Level of Essay Writing**

Wk	Session	Mini-Lesson	Pg	Teaching Point	Pg	Active Engagement	Pg	Link	Pg	Conferring	Pg	Share	Pg	CCSS
4	8	Composing and Sorting Mini-Stories	74	"Some of the most important materials that writers collect when writing essays are - stories!"	78	Set students up to try telling a story step-by-step and ask them to think of a mini-story they can tell to support their first bullet	80	Restate the teaching point and remind students of the metaphor you established earlier describing their upcoming work	80	Grouping Students to Tackle the Hard Parts	81	Self-Assessment for Writing Mini-Stories	84	W4.1, W4.3, W4.5, W4.9, RI4.2, SL4.1, SL4.3, SL4.4, L4.1, L4.2, L4.3, L4.6
5	9	Creating Parallelism in Lists	86	"Just as builders build with boards and lumber and windowpanes too, so, too, writers build with not only stories , but with other stuff as well. And lists are one of the most important materials that writers use when building essays"	87	Set children up to turn their collections of possible mini-stories into lists	88	Remind writers of the importance of gathering a variety of materials for their essays	89	Making List Items Parallel	90	Balancing Details and Parallelism	92	W4.1, W4.3, W4.5, W4.7, W4.8, RI4.2, RL4.3, SL4.1, L4.1, L4.2, L4.3
5	10	Organizing for Drafting	94	"Before writers put any project together, they organize their materials and make sure they have the right amount of materials. They test out whether all of the materials really fit with the project plan"	95	Set writers up to reread one of their stories, underlining the parts that support their reason, then coach them to revise those stories so they are more angled	98	Restate the teaching point. In this case, remind students that they'll be checking and revising their materials before they draft, making sure their evidence actually supports their reasons	98	Revising Evidence to Support the Reason and Claim	99	Teaching Our Topics	101	W4.1, W4.3, W4.4, W4.5, RI4.2, RL4.3, SL4.1, SL4.3, SL4.4, L4.1, L4.2, L4.3
6	11	Building a Cohesive Draft	104	"Writers put materials together by using a few techniques. First, they arrange their writing pieces in an order that they choose for a reason. Second, they use transitional words, like cement between bricks, holding one bit of material onto the next. And third, they repeat key words from their thesis statement or their topic sentence"	105	Set writers up to practice ordering their own evidence from least to most powerful. Have writers turn and talk to discuss which system feels more right for their evidence	107	Send writers off to order their evidence and tape material together	107	Help Students Make Decisions	108	Selecting Words to Make the Organization Strong	110	W4.1, W4.5, RI4.2, SL4.1, L4.1, L4.2, L4.3



Bend 3: Personal to Persuasive														
Wk	Session	Mini-Lesson	Pg	Teaching Point	Pg	Active Engagement	Pg	Link	Pg	Conferring	Pg	Share	Pg	CCSS
8	16	Moving from Personal to Persuasive	146	"When you are writing persuasive essays you need to be brave. You need to be willing to take risks and develop strong opinions that others could disagree with"	149	Involve writers in helping turn your personal thesis into a persuasive one. Convene writers and highlight what you heard, choosing to show an example that you want others to follow	150	Set up kids to develop persuasive thesis statements	150	Providing Children with Both Support and Enrichment	151	Crafting Reasons with Audience in Mind	154	W4.1, W4.4, W4.9, W4.10, RI4.2, RL4.3, SL4.1, SL4.3, L4.1, L4.2, L4.3, L4.5
9	17	Persuasive Inquiry into Essay	157	"You'll study a section of persuasive writing and ask yourself, 'What do persuasive essay writers do that is similar to personal essay writers?' Keep that question in mind as you listen to the beginning of this piece"	160	Read a section of persuasive text to students and let them look for what is similar to what they have already learned to do when writing their personal essays. Convene writers and elicit moves they have noticed that are similar to moves they have learned while writing personal essays. Chart these moves	161	Get writers ready to start developing their own persuasive pieces	161	Using Data to Guide Your Small-Group Instruction	163	Considering What is Unique to Persuasive Writing	165	W4.1, W4.4, W4.5, W4.10, RI4.2, SL4.1, L4.1, L4.2, L4.3
9	18	Letter to Teachers: Broader Evidence	167											
10	19	Connecting Evidence, Reason, and Thesis	172	"One of the greatest and most important responsibilities an essayist has: to leave no cracks. One way that essayists make sure that every part of their essay is sealed tightly together is to make sure to link every piece of evidence directly to their thesis statement"	173	Writers can practice linking the evidence in their first body paragraph to their reasons and theses. Writers can then share their revised paragraphs with a partner. Convene writers and highlight an example of what you heard	175	Send writers off to continue adding connections between their evidence, reasons, and theses	176	Conveying Urgency in Meeting Deadlines	177	Transferring New Learning to Previous Writing	180	W4.1, W4.5, W4.10, W5.1, RI4.2, RI4.5, SL4.1, SL4.3, L4.1, L4.2, L4.3

