

Overview for Grade 4 Unit 2, *Boxes and Bullets: Personal and Persuasive Essays*

Session/Minilesson		Conferring and Small-Group Work	Mid-Workshop Teaching	Share
Bend I: Writing to Learn				
1	Essay Structure Boot Camp	Voiceover and Coaching to Ratchet Up the Level of Student Work		Pushing Students to Meet and Exceed Goals from the Start
2	Collecting Ideas as Essayists	Anticipate Ways to Keep Students Working, Despite the Brevity of Their Entries	Generating Ideas by Thinking of a Place or an Object	Generating Ideas through Reflection
3	Writing to Learn	Providing Guided Practice	Learning from Writers	Freewriting to Generate New Ideas
4	Using Elaboration Prompts to Grow Ideas	Noting Qualities of Good Essay Writing in Children's Work	Moving Up and Down the Ladder of Abstraction	Celebrating Extended Thinking
5	Mining Our Writing	Encouraging Children to Make Choices	Choosing a Seed Idea for an Essay	Developing a Seed Idea into a Thesis Statement
6	Boxes and Bullets : Framing Essays	Anticipating Predictable Problems	Finding Alternative Ways to Support a Thesis	Revising Our Thesis Statements
7	Letter to Teachers: Return to Boot Camp			
Bend II: Raising the Level of Essay Writing				
8	Composing and Sorting Mini-Stories	Grouping Students to Tackle the Hard Parts	Angling Stories to Support Thesis Statements	Self-Assessment for Writing Mini-Stories
9	Creating Parallelism in Lists	Making List Items Parallel	Revising Lists	Balancing Details and Parallelism
10	Organizing for Drafting	Revising Evidence to Support the Reason and Claim	Organizing Writing for Varied Information	Teaching Our Topics
11	Building a Cohesive Draft	Help Students Make Decisions	Ordering Reasons as Well as Evidence	Selecting Words to Make the Organization Strong
12	Becoming Our Own Job Captains	Small-Group Work on Paragraphing, Using Transition Words, and Revising	Solve Your Own Problems	Qualities of Good Writing
13	Writing Introductions and Conclusions	Turning Scraps of Paper into an Outline	Revising Introductions	Writing Conclusions
14	Revising Our Work with Goals in Mind	Keeping Writers Focused on Their Goals as They Work	Voice Over So as Not to Stop Momentum	Transferring Revision Plans to Earlier Drafts
15	Letter to Teachers: Correcting Run-On Sentences and Sentence Fragments			
BEND III: Personal to Persuasive				
16	Moving from Personal to Persuasive	Providing Children with Both Support and Enrichment	Strategies Writers Use to Generate Persuasive Opinion	Crafting Reasons with Audience in Mind
17	Persuasive Inquiry into Essay	Using Data to Guide Your Small-Group Instruction	Using an Anchor Chart to Guide Our Process	Considering What is Unique to Persuasive Writing
18	Letter to Teachers: Broader Evidence			
19	Connecting Evidence, Reason, and Thesis	Conveying Urgency in Meeting Deadlines	Every Part Must Connect: Thinking Backward Between the Piece and the Introduction	Transferring New Learning to Previous Writing
20	Getting Ready to Put Your Opinions into the World	Supporting Writers in Grammar and Spelling Work	Evaluate Essays against the Opinion Writing Checklist	Publishing Persuasive Essays
21	Letter to Teachers: Hey World, Listen Up!: Sharing Our Opinions Loudly and Proudly			