Unit 5: Fantasy Writing

Content Area: **English Language Arts**
Course(s): **English Language Arts**
Time Period: **Marking Period 4**
Length: **April - Mid-May**
Status: **Published**

Unit Overview

In this unit, students will use qualities from past units, especially narrative, and take a fantasy piece through the writing process. It will be important to revisit the importance of a good lead and ending, show not tell, and storytelling rather than summarizing. Writers will spend time thinking of characters, settings, and problems that fantasy stories can include and will then make thoughtful choices to piece them together. Writers will want to try some of the craft ideas they read in fantasy stories such as fantastical worlds and magical objects or characters. Students will draft both handwritten pieces as well as pieces using appropriate technology.

Standards

LA.W.5.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
LA.W.5.3.A	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
LA.W.5.3.B	Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.
LA.W.5.3.C	Use a variety of transitional words, phrases, and clauses to manage the sequence of events.
LA.W.5.3.D	Use concrete words and phrases and sensory details to convey experiences and events precisely.
LA.W.5.3.E	Provide a conclusion that follows from the narrated experiences or events.
LA.W.5.4	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
LA.W.5.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
LA.W.5.6	With some guidance and support from adults and peers, 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 two pages in a single sitting.
LA.W.5.10	Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
LA.SL.5.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.

LA.L.5.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
LA.L.5.2.E	Spell grade-appropriate words correctly, consulting references as needed.
LA.L.5.3.A	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.

Essential Questions

- How do writers draw on all they know to craft effective stories?
- How do fiction writers write in various genres?
- How do writers utilize a variety of strategies to develop their stories and convey their experiences more precisely and effectively?

Application of Knowledge: Students will know that...

- certain terminology and story elements are associated with various genres
- fantasy writers have to suspend disbelief in order to write the best fantasy story
- just like other genres of writing, fantasy writing should have an appropriate organization and flow
- the use of quality writing traits from past units can help in various genres
- writers of fantasy need to be thoughtful with their choices of characters, settings, and problems

Application of Skills: Students will be able to...

- analyze published authors and exemplar texts to emulate in their writing
- apply the basic skills of spelling, capitalization, and punctuation properly to their writing
- develop and revise writing with support from teacher and peers
- engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners, building on others' ideas and expressing their own clearly
- establish a situation and introduce a narrator or characters
- expand, combine, and reduce sentences for meaning, reader/listener interest, and style
- incorporate elements of fantasy such as magical lands or characters into personal narratives
- produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience
- provide a conclusion that follows from the narrated experiences or events
- suspend disbelief to write the best fantasy story
- use a variety of transitional words, phrases, and clauses to manage the sequence of events
- Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.
- use technology to publish writing

- write to develop imagined experiences or events using effective technique, descriptive details, and clear event sequences
- write with independence

Teaching Points and Suggested Activities

The following teaching points are adapted from *Units of Study If...Then...Curriculum* by Lucy Calkins. Teachers will adjust based on students' needs.

- Today I want to teach you that writers of fantasy get ideas for stories by studying their own lives.
- Today I want to teach you that writers may begin collecting ideas for fantasy by thinking about possible plots or quests.
- Today I want to teach you that fantasy writers may also begin collecting ideas for stories by thinking about characters from other kinds of fiction.
- Today I want to teach you that if you want to begin or end up in a magical place, you can imagine that setting as if it were our world and all that it entails but different somehow. Fantasies have very purposeful settings.
- Today I want to teach you to take your seed ideas and begin to develop other elements of the story. Writers pick a character, a setting, and begin to develop them together.
- Today I want to teach you that like all writers, writers of fantasy plan out their stories. Sometimes writers will create a story booklet or time line or sketch a map.
- Today I want to teach you that one of the best ways for writers to begin drafting fantasy stories is to close our eyes and allow ourselves to get lost in the stories we are about to write. Let our imaginations picture every little thing we are about to draft and then begin to write.
- Today I want to teach you that fantasy writers draft knowing that they have to be convincing to their readers, suspend disbelief, and make a world that sounds true.
- Today I want to teach you that it's important that a writer stays in the moment whenever possible, by writing in scene with action, dialogue, and thoughts.
- Today I want to teach you that a huge part of fantasy is 'passage of time.'
- Today I want to teach you that in addition to the usual fixing up, we can also edit for craft.
- Today I want to teach you that fantasy stories have a very identifiable sound and language. Writers use vocabulary that stands out.
- Today I want to teach you that when fantasy writers edit, they pay special attention to spelling. Nothing pulls a fantasy reader out of a story faster than a misspelled word.
- Today I want to teach you that writers publish with an audience in mind.

Suggested Activities

- practice integrating fantasy elements into personal narrative seeds
- show pictures of different settings- "good and evil" ex: dark, scary woods and also magical and bright; a castle, an abandoned house, etc.
- have students close their eyes and imagine their zoomed in story
- have students sketch a map of their magical land
- create a time line or list of events
- show a variety of transitional words and phrases- passage of time
- model and integrate figurative language into fantasies
- create and reference anchor charts
- share pages from students' writing journal as a model
- present and study mentor texts
- daily writing
- review narrative techniques: show a variety of leads and endings, dialogue, vivid details, zoomed in stories
- use technology to publish writing
- plan a celebration of student writing

Assessments

Assessment in this unit takes three forms: diagnostic, formative, and summative. Assessment rubrics are available in Lucy Calkins' Reading and Writing Project resource kits, but teachers may also develop their own rubrics in order to include more specific elements of knowledge and skills listed in this unit summary.

Student self-assessment and peer assessment should take place whenever possible--again, in all three forms: diagnostic, formative, and summative. Removing the traditional emphasis on teacher assessment enables students to take more initiative and become self-directed.

On-going teacher assessment will take place in the context of a conference. Conferences, both small group and one-to-one conferring, are used to reinforce expectations, provide advice and/or assistance, and ultimately, to support growth.

<u>Diagnostic Assessments</u>

Review of student's portfolio from the previous school year, particularly narrative projects

On-demand piece- Teacher can choose to give the generic narrative on-demand or alter it so that you are inviting students to flash-draft a fantasy piece (Example Fantasy from *If...Then...Curriculum by Lucy Calkins*:

"Our next unit is going to be fantasy, and I would love to know what you already know about writing fantasy stories. Would you please write a scene or two of a fantasy story, including everything you know about writing strong narratives and everything you know about fantasy?"

*Rubrics: Teachers can use the narrative rubric from the *Units of Study Narrative Writing*. They may choose to make changes pertinent to incorporating fantasy elements. The fifth grade narrative checklist can be use for assessing the on-demand as well as self and peer evaluation.

Formative Assessments (Informal)

Daily observation of students' participation and products during the active participation segment of each mini-lesson.

Students' questions, comments, suggestions to teacher

Journaling assignments which are intended to practice teacher-selected skills

Comments, corrections, and records from peer conferences between students

Formative Assessments (Formal)

Teacher-student conferences

Summative Assessment

Summative writing will take the form of both handwritten pieces and pieces generated using appropriate technology.

Published narratives

On-demand narrative (Same prompt as the diagnostic on-demand)

Activities to Differentiate Instruction

The design of Writer's Workshop allows for individualized instruction and independent growth for every child. At the heart of differentiation in Writer's Workshop is data and the analysis of data. Through the usage of monitoring student progress during independent writing, analysis of student writing using the learning progressions and writing checklists, teachers should be able to delineate which students are in need of additional supports, in what areas those supports should be targeted at, and which students are ready to be pushed further in their writing work.

Some methods to use to support struggling writers as well as advanced writers:

- Encourage student choice in topics to ensure that they are writing on topics that are meaningful for them
- Provide support as needed through conferencing
- Provide support as needed through strategy groups
- Provide modified and/or alternate grade level checklists and rubrics to scaffold or stretch learning
- Scaffold or stretch learning through the use of various strategies

- Provide appropriate writing partners
- Utilize charts to provide a visual reminder for students throughout the mini-lesson.
    - Add drawings and visuals to charts
    - Provide individualized copies of teaching charts
    - Depending on the concept, the chart may be most effective to visually break the concept into parts and touch each part during a demonstration
- For students needing more support at the end of the mini-lesson, keep them at the rug for an extra minute after dispersing the rest of the class and clarify the main topic of the mini-lesson or work one-on-one with them to start their writing
- Set writing goals for students and follow-up with the writing goals after an appropriate amount of time.
- Create group and one-on-one conferring calendars to ensure that students are being met with on a regular basis and working toward individualized goals
- As the unit progresses, the teacher, in coordination with the students, will develop a word wall that will highlight vocabulary specific to the topic chosen
- Assign roles to partners (Partner 1/Partner 2) to help scaffold which student should speak first and avoid one partner dominating the conversation and the other partner becoming a passive listener
    - For ELL students, creating a triad instead of partnership may be beneficial
- Demonstrate for students how to use writing checklists to set goals for their writing and also self-assess

Supports for ELL students:

- Provide consistent teaching structures
- Use consistent teaching language
- Offer plentiful opportunities for reading practice
- Provide access to a broad variety of texts
- Use assessment to provide extra support
- Support students in the preproduction and early production stages of learning English
- Use visual examples in your teaching
- Modify our mini-lessons to be as concise as possible
- Provide extra ?active engagement? time in mini-lessons for extra practice
- Provide readers with topic-based text sets
- Provide opportunities for listening and learning the social language of the reading workshop
- Provide opportunities to read in both their home language and in English
- Plan instruction with the ELL teacher
- Extend the language ELLs are producing through questioning
- Provide explicit instruction in tenses, pronoun references, and connectives
- Support students in building vocabulary using their own reading as the context
- As the unit progresses, the teacher, in coordination with the students, will develop a word wall that will highlight vocabulary specific to the topic chosen

In order to support this differentiation work, teachers may want to consult the following materials:

- Units of Study books at lower or higher levels for teaching strategies that are appropriate to the support needed.
- *The Writing Strategies* Book by Jennifer Serravallo
- If. . . Then. .. Curriculum book for alternate units or teaching points to support the individual reading levels.
- *A Guide to the Writing* Workshop (Primary Grades) chapter 14 for more in-depth information on differentiation

Integrated/Cross-Disciplinary Instruction

- Students will use their background knowledge from all contents to imagine characters, problems, and setting to use in their fantasy stories.
    - Reading- teach unit in conjunction with a fantasy read-aloud and use as mentor text
    - Science- Journey to the Center of the Earth, include dinosaurs in modern day
    - Greek Mythology- gods and goddesses
    - Social Studies- recreate ancient times or early US history

- Use technology to publish writing and possibly create a comic or illustration to bring their story to life

Suggested Mentor Texts and Other Resources

Mentor Texts

- *The Frog Prince Continued* by Jon Scieszka
- *The Paperbag Princess* by Robert Munsch
- *Princess Smartypants* by Babette Cole
- *The Dragon and the Unicorn* by Lynn Cherry
- *The Kingdom Keepers- Disney After Dark* by Ridley Pearson
- *Merlin and the Dragons* by Jane Yolen
- *Stranger in the Mirror* by Allan Say
- *Raising Dragons* by Jerdine Nolan
- Short stories from anthologies such as: *Fire and Wings* by Marianne Carus, *But That's Another Story* edited by Sandy Asher, or *A Glory of Unicorns* by Bruce Coville

Other Resources

Units of Study in Opinion, Information, and Narrative Writing:

- *Crafting True Stories* by Lucy Calkins and Marjorie Martinelli
- *Launching the Writing Workshop*, Grades 3-5; Lucy Calkins and Marjorie Martinelli
- *A Guide to the Common Core Writing Workshop*, Intermediate Grades; Lucy Calkins
- *Writing Pathways, Grades K-8, Performance Assessments and Learning Progressions*; Lucy Calkins
- *If...Then... Curriculum*, Grade 5 (Assessment-Based Instruction); Lucy Calkins; Julia Mooney; and Colleagues From the TCRWP
- *Resources for Teaching Writing* (DVD) Units of Study in Opinion, Information, and Narrative Writing; Lucy Calkins

21st Century Skills

CRP.K-12.CRP2.1	Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation.
CRP.K-12.CRP4.1	Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready

	individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.
CRP.K-12.CRP11.1	Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.