Z Oct. WRITING: How Writers Work

Content Area: **English**
Course(s):
Time Period: **October**
Length: **6-8 Weeks**
Status: **Obsolete**

Unit Overview

This unit was created to help students understand the writing process and get to know how and why writers write in the ways they do. Students will find out all of the different reasons why we write and have the opportunity to build their own writing identities. The books in the study will help students read closely, think about the authors' purposes, and understand them as people as well as writers. The texts span multiple genres, styles, structures, and themes. The topics will allow students to connect to the authors' experiences and share their own. For your writing workshop to run smoothly, students need to know what they are expected to do. Procedural conversations—such as how the writing workshop will go, what the writing tools are and how they will be used, and what students should do if they think they're done writing—are also presented in this unit.

Enduring Understandings

Professional writers have different reasons to write, but they all use certain processes that we can follow to be successful.

Essential Questions

How do writers work, and how can we learn to write like a professional through writers workshop?

Instructional Strategies & Learning Activities

Immersion: Interactive Read-Aloud Lessons
Day 1:
Why Is Writing Important?
uses all mentor texts, focusing on Miz Berlin Walks by Jane Yolen.
Rationale: Students will engage effectively in a range of collaborative discussions as they contemplate the importance of writing and the power of storytelling.
Common Core State Standards: W.3.1, W.3.3, W.3.4, W.3.5, W.3.7, W.3.8,

W.3.10, SL.3.1, SL.3.2, SL.3.3, SL.3.4, SL.3.6, L.3.1, L.3.2, L.3.3, L.3.4, L.3.5, L.3.6

Day 2:
You Are A Writer!
uses If You Were a Writer by Joan Lowery Nixon.
Rationale: Students will develop and explain their ideas about why writers write and how writers work as they discuss the mentor text by Joan Lowery Nixon.
Common Core State Standards: W.3.2, W.3.3, W.3.4, W.3.5, W.3.7, W.3.8, W.3.10, SL.3.1, SL.3.2, SL.3.3, SL.3.4, SL.3.6, L.3.1, L.3.2, L.3.3, L.3.4, L.3.5, L.3.6

Day 3:
Writing To Remember
uses The Paperboy by Dav Pilkey.
Rationale: Writers reflect on their past experiences and meaningful events that they can develop into stories. Students will explain and reflect on their own memories and how a Writer's Notebook is a place to keep these special stories.
Common Core State Standards: W.3.3, W.3.4, W.3.5, W.3.7, W.3.8, W.3.10, SL.3.1, SL.3.2, SL.3.3, SL.3.4, SL.3.6, L.3.1, L.3.2, L.3.3, L.3.4, L.3.5, L.3.6

Day 4:
Writing To Persuade
uses I Wanna Iguana by Karen Kaufman Orloff.
Rationale: Students will understand how writers use the written word to persuade others as they listen to and
discuss the book I Wanna Iguana.
Common Core State Standards: W.3.1, W.3.3, W.3.4, W.3.5, W.3.7, W.3.8, W.3.10, SL.3.1, SL.3.2, SL.3.3, SL.3.4, SL.3.6, L.3.1, L.3.2, L.3.3, L.3.4, L.3.5, L.3.6

Day 5:
A Writer's Life
uses You Have to Write by Janet S. Wong.
Rationale: Students will discuss the meaning and message behind Janet Wong's poetic text, and connect these ideas with their own experiences of being a writer.
Common Core State Standards: W.3.3, W.3.4, W.3.5, W.3.7, W.3.8, W.3.10, SL.3.1, SL.3.2, SL.3.3, SL.3.4, SL.3.6,
L.3.1, L.3.2, L.3.3, L.3.4, L.3.6

Mini-Lessons
Generating Ideas I: Meaningful Memories
uses The Paperboy by Dav Pilkey.
Rationale: Writers think about memories from their pasts that create strong emotions. Students will think

about
powerful memories in their own lives to generate ideas for writing.
Common Core State Standards: W.3.3, W.3.4, W.3.5, W.3.8, W.3.10, SL.3.1, SL.3.2, SL.3.3, SL.3.4, SL.3.6,
L.3.1,
L.3.2, L.3.3, L.3.4, L.3.5, L.3.6

Generating Ideas II: The Power Of Persuasion
uses I Wanna Iguana by Karen Kaufman Orloff.
Rationale: Writers create meaningful entries by writing about persuasive topics that they care deeply or
passionately about. Students will think about the purpose and power of persuasive writing as they generate
ideas in
their Writers' Notebooks.
Common Core State Standards: W.3.1, W.3.4, W.3.5, W.3.7, W.3.8, W.3.10, SL.3.1, SL.3.2, SL.3.3, SL.3.4,
SL.3.6,
L.3.1, L.3.2, L.3.3, L.3.4, L.3.6

Selecting: Choosing "The One"
uses students' Writers' Notebooks.
Rationale: Writers thoughtfully select an idea to expand into a longer piece by thinking about certain criteria.
Students will thoughtfully read through their Writers' Notebooks to select an idea they will develop and
publish.
Common Core State Standards: W.3.1, W.3.4, W.3.5, W.3.8, W.3.10, SL.3.1, SL.3.2, SL.3.3, SL.3.4, SL.3.6,
L.3.1,
L.3.2, L.3.3, L.3.4, L.3.5, L.3.6

Collecting: Gathering More About Your Idea
uses If You Were a Writer by Joan Lowery Nixon.
Rationale: Once writers have selected an idea, they need time to further explore their thinking. Students will
collect
examples of descriptive language around their ideas to draw out specific details for their pieces.
Common Core State Standards: W.3.1, W.3.3, W.3.4, W.3.5, W.3.7, W.3.8, W.3.10, SL.3.1, SL.3.2, SL.3.3,
SL.3.4,
SL.3.6, L.3.1, L.3.2, L.3.3, L.3.4, L.3.5, L.3.6

Drafting: What Do I Keep? Mapping Out My Piece
uses The Paperboy by Dav Pilkey.
Rationale: Writers must decide which parts of their collected ideas are integral to their pieces by sifting
through
their collected work to determine what would make for balanced pieces. Students will draft pieces with
sensible
beginnings, middles, and ends/conclusions.
Common Core State Standards: W.3.1, W.3.3, W.3.4, W.3.5, W.3.8, W.3.10, SL.3.1, SL.3.2, SL.3.3, SL.3.4,
SL.3.6,
L.3.1, L.3.2, L.3.3, L.3.4, L.3.5, L.3.6

Revising: Captivate Your Audience

uses Miz Berlin Walks by Jane Yolen, The Paperboy by Dav Pilkey, and You Have to Write by Janet S. Wong.

Rationale: Writers reread their work to make it more interesting for their readers. Students will work with their writing partners and use a revision checklist to ensure that their pieces are engaging.

Common Core State Standards: W.3.3, W.3.4, W.3.5, W.3.7, W.3.8, W.3.10, SL.3.1, SL.3.2, SL.3.3, SL.3.4, SL.3.6,

L.3.1, L.3.2, L.3.3, L.3.4, L.3.5, L.3.6

Editing: Checking My Conventions

uses Miz Berlin Walks by Jane Yolen.

Rationale: Writers get their writing prepared for their readers by checking their capitalization, punctuation, and

spelling. Students will edit their pieces to demonstrate command of the conventions of standard English capitalization, punctuation, and spelling to make sure their piece is easy to read.

Common Core State Standards: W.3.1, W.3.3, W.3.4, W.3.5, W.3.6, W.3.7, W.3.8, W.3.10, SL.3.1, SL.3.2, SL.3.3,

SL.3.4, SL.3.6, L.3.1, L.3.2, L.3.3, L.3.4, L.3.6

Publishing: Showing Off My Work

uses all mentor texts from the unit.

Rationale: Writers include various publishing techniques when presenting their work and to help their readers understand their purpose. Students will create Dedication and/or About the Author pages to give their readers some

insight into their purposes and/or inspiration.

Common Core State Standards: W.3.2, W.3.4, W.3.5, W.3.6, W.3.8, W.3.10, SL.3.1, SL.3.2, SL.3.3, SL.3.4, SL.3.5,

SL.3.6, L.3.1, L.3.2, L.3.3, L.3.4, L.3.6

Integration of Career Readiness, Life Literacies and Key Skills

Students will explore the career of professional writers.

WRK.9.2.5.CAP.1	Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.
WRK.9.2.5.CAP.2	Identify how you might like to earn an income.
WRK.9.2.5.CAP.3	Identify qualifications needed to pursue traditional and non-traditional careers and occupations.
TECH.9.4.5.DC	Digital Citizenship
TECH.9.4.5.DC.1	Explain the need for and use of copyrights.
TECH.9.4.5.DC.2	Provide attribution according to intellectual property rights guidelines using public domain or creative commons media.
TECH.9.4.5.DC.3	Distinguish between digital images that can be reused freely and those that have copyright

	restrictions.
TECH.9.4.5.DC.4	Model safe, legal, and ethical behavior when using online or offline technology (e.g., 8.1.5.NI.2).
TECH.9.4.5.GCA.1	Analyze how culture shapes individual and community perspectives and points of view (e.g., 1.1.5.C2a, RL.5.9, 6.1.5.HistoryCC.8).
	Curiosity and a willingness to try new ideas (intellectual risk-taking) contributes to the development of creativity and innovation skills.
	Culture and geography can shape an individual's experiences and perspectives.
	Collaboration with individuals with diverse perspectives can result in new ways of thinking and/or innovative solutions.
	Intellectual property rights exist to protect the original works of individuals. It is allowable to use other people's ideas in one's own work provided that proper credit is given to the original source.

Technology and Design Integration

Students will interact with the SmartBoards, Chromebooks, and Document Camera.

CS.3-5.8.1.5.CS.1	Model how computing devices connect to other components to form a system.
CS.3-5.8.1.5.CS.2	Model how computer software and hardware work together as a system to accomplish tasks.
CS.3-5.8.1.5.CS.3	Identify potential solutions for simple hardware and software problems using common troubleshooting strategies.
	Software and hardware work together as a system to accomplish tasks (e.g., sending, receiving, processing, and storing units of information).
	Shared features allow for common troubleshooting strategies that can be effective for many systems.

Interdisciplinary Connections

Mentor texts and personal choice texts make interdisciplinary connections in math, science, social studies, technology and the arts.

Differentiation

- Understand that gifted students, just like all students, come to school to learn and be challenged.
- Pre-assess your students. Find out their areas of strength as well as those areas you may need to address before students move on.
- Consider grouping gifted students together for at least part of the school day.
- Plan for differentiation. Consider pre-assessments, extension activities, and compacting the curriculum.
- Use phrases like "You've shown you don't need more practice" or "You need more practice" instead of words like "qualify" or "eligible" when referring to extension work.

- Encourage high-ability students to take on challenges. Because they're often used to getting good grades, gifted students may be risk averse.

- **Definitions of Differentiation Components**:

  - Content – the specific information that is to be taught in the lesson/unit/course of instruction.
  - Process – how the student will acquire the content information.
  - Product – how the student will demonstrate understanding of the content.
  - Learning Environment – the environment where learning is taking place including physical location and/or student grouping

  Differentiation occurring in this unit:

Students will be able to choose personal mentor texts based on reading levels

Teacher will re-teach in small group instruciton, as needed

Students will have choice on writing topics, with supporting materials as needed.

Modifications & Accommodations

Refer to QSAC EXCEL SMALL SPED ACCOMMOCATIONS spreadsheet in this discipline.

Modifications and Accommodations used in this unit:

IEP accomodations will be implemented.

Additional support will be available, including small group instruction outside the classroom

Benchmark Assessments

Benchmark Assessments are given periodically (e.g., at the end of every quarter or as frequently as once per month) throughout a school year to establish baseline achievement data and measure progress toward a standard or set of academic standards and goals.

Schoolwide Benchmark assessments:

Aimsweb benchmarks 3X a year

Linkit Benchmarks 3X a year

DRA

Additional Benchmarks used in this unit:

Beginning of the Year Writing Assessment

End of the Year Writing Assessment

Formative Assessments

Assessment allows both instructor and student to monitor progress towards achieving learning objectives, and can be approached in a variety of ways. **Formative assessment** refers to tools that identify misconceptions, struggles, and learning gaps along the way and assess how to close those gaps. It includes effective tools for helping to shape learning, and can even bolster students' abilities to take ownership of their learning when they understand that the goal is to improve learning, not apply final marks (Trumbull and Lash, 2013). It can include students assessing themselves, peers, or even the instructor, through writing, quizzes, conversation, and more. In short, formative assessment occurs throughout a class or course, and seeks to improve student achievement of learning objectives through approaches that can support specific student needs (Theal and Franklin, 2010, p. 151).

Formative Assessments used in this unit:

discussion

Teacher conferences

Worksheets in the Schoolwide unit

Anecdotal notes

teacher made materials for assessment

Summative Assessments

Summative assessments evaluate student learning, knowledge, proficiency, or success at the conclusion of an instructional period, like a unit, course, or program. Summative assessments are almost always formally graded and often heavily weighted (though they do not need to be). Summative assessment can be used to great effect in conjunction and alignment with formative assessment, and instructors can consider a variety of ways to combine these approaches.

Summative assessments for this unit:

Student Self-Reflection
uses students' Writers' Notebooks, published pieces, and a self-reflection handout for students to complete.
Rationale: Reflection is an important part of the writing process because a writer's work is never truly finished.
Having students reflect on their learning and set goals for the future enables them to become independent writers.

Teacher made assessments

Assessments associated with the unit

Final written pieces

Instructional Materials

Schoolwide, Inc. "How Writers Work" teacher instructional unit

Mentor Texts
I Wanna Iguana
by Karen Kaufman Orloff
If You Were a Writer
by Joan Lowery Nixon
Miz Berlin Walks
by Jane Yolen
The Paperboy
by Dav Pilkey
You Have to Write
by Janet S. Wong

Student choice leveled reader texts

Standards

LA.3.CCSS.ELA-Literacy.CCRA.SL5	Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
CCSS.ELA-Literacy.L.3.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
CCSS.ELA-Literacy.L.3.1.a	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
CCSS.ELA-Literacy.L.3.1.b	Form and use regular and irregular plural nouns.
CCSS.ELA-Literacy.L.3.1.c	Use abstract nouns (e.g., childhood).
CCSS.ELA-Literacy.L.3.1.d	Form and use regular and irregular verbs.
CCSS.ELA-Literacy.L.3.1.e	Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.
CCSS.ELA-Literacy.L.3.1.f	Ensure subject-verb and pronoun-antecedent agreement.

CCSS.ELA-Literacy.L.3.1.g	Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.
CCSS.ELA-Literacy.L.3.1.h	Use coordinating and subordinating conjunctions.
CCSS.ELA-Literacy.L.3.1.i	Produce simple, compound, and complex sentences.
CCSS.ELA-Literacy.L.3.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CCSS.ELA-Literacy.L.3.2.a	Capitalize appropriate words in titles.
CCSS.ELA-Literacy.L.3.2.b	Use commas in addresses.
CCSS.ELA-Literacy.L.3.2.c	Use commas and quotation marks in dialogue.
CCSS.ELA-Literacy.L.3.2.d	Form and use possessives.
CCSS.ELA-Literacy.L.3.2.e	Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).
CCSS.ELA-Literacy.L.3.2.f	Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.
CCSS.ELA-Literacy.L.3.2.g	Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.
CCSS.ELA-Literacy.L.3.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
CCSS.ELA-Literacy.L.3.3.a	Choose words and phrases for effect.
CCSS.ELA-Literacy.L.3.3.b	Recognize and observe differences between the conventions of spoken and written standard English.
CCSS.ELA-Literacy.L.3.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.
CCSS.ELA-Literacy.L.3.4.a	Use sentence-level context as a clue to the meaning of a word or phrase.
CCSS.ELA-Literacy.L.3.4.b	Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).
CCSS.ELA-Literacy.L.3.4.c	Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).
CCSS.ELA-Literacy.L.3.4.d	Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.
CCSS.ELA-Literacy.L.3.5	Demonstrate understanding of word relationships and nuances in word meanings.
CCSS.ELA-Literacy.L.3.5.a	Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).
CCSS.ELA-Literacy.L.3.5.b	Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).
CCSS.ELA-Literacy.L.3.5.c	Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).
CCSS.ELA-Literacy.L.3.6	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).
CCSS.ELA-Literacy.W.3.1	Write opinion pieces on topics or texts, supporting a point of view with reasons.
CCSS.ELA-Literacy.W.3.1.a	Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.
CCSS.ELA-Literacy.W.3.1.b	Provide reasons that support the opinion.

CCSS.ELA-Literacy.W.3.1.c	Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.
CCSS.ELA-Literacy.W.3.1.d	Provide a concluding statement or section.
CCSS.ELA-Literacy.W.3.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
CCSS.ELA-Literacy.W.3.2.a	Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
CCSS.ELA-Literacy.W.3.2.b	Develop the topic with facts, definitions, and details.
CCSS.ELA-Literacy.W.3.2.c	Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.
CCSS.ELA-Literacy.W.3.2.d	Provide a concluding statement or section.
CCSS.ELA-Literacy.W.3.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
CCSS.ELA-Literacy.W.3.3.a	Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.
CCSS.ELA-Literacy.W.3.3.b	Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.
CCSS.ELA-Literacy.W.3.3.c	Use temporal words and phrases to signal event order.
CCSS.ELA-Literacy.W.3.3.d	Provide a sense of closure.
CCSS.ELA-Literacy.W.3.4	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.
CCSS.ELA-Literacy.W.3.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
CCSS.ELA-Literacy.W.3.6	With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.
CCSS.ELA-Literacy.W.3.7	Conduct short research projects that build knowledge about a topic.
CCSS.ELA-Literacy.W.3.8	Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.
CCSS.ELA-Literacy.SL.3.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.
CCSS.ELA-Literacy.SL.3.1.a	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
CCSS.ELA-Literacy.SL.3.1.b	Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
CCSS.ELA-Literacy.SL.3.1.c	Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
CCSS.ELA-Literacy.SL.3.1.d	Explain their own ideas and understanding in light of the discussion.
CCSS.ELA-Literacy.SL.3.2	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
CCSS.ELA-Literacy.SL.3.3	Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
CCSS.ELA-Literacy.SL.3.4	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.

CCSS.ELA-Literacy.SL.3.5	Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.
CCSS.ELA-Literacy.SL.3.6	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.