Oct. Gr. 5 Writing How writers work

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

Unit Overview

This unit is developed to have students understand the process good writers use when developing thier writing, and use it in thier own writing.

Enduring Understandings

Good writers use rituals and process to develop thier writing, collaborate successfully with others, personalize thier writing, use techniques, and plan and revise thier work before publishing to a purpose and audience.

Essential Questions

How do good writers:

- Learn the rituals, routines, and resources of writing workshop;
- Identify reasons why writers write;
- Establish a community of writers who collaborate through listening, sharing, and responding;
- Think about the writer and his or her process and craft when reading mentor texts;
- Recognize writing is a process that takes hard work and time to create pieces of writing that are meaningful;
- Learn about themselves as writers by constructing a writing inventory;
- Personalize and share their Writers' Notebooks to build community;
- Learn about a number of authors, looking at where, what, why, and how they write;
- Use descriptive details and other narrative techniques when developing and organizing narrative texts;
- Develop and strengthen writing as needed by planning, researching, revising, editing, and publishing; and
- Produce and publish a clear piece of writing in which development and organization are appropriate to purpose and audience.

Instructional Strategies & Learning Activities

Week 1 Immersion:

Objective: Read, discuss, and learn from mentor authors and texts. Create a writing environment.

Activities/Tasks/Materials:

- Day 1: A Reading and Writing Community (21-22)
- Showcase all of the unit books
- Appendix 1 "My Writing Interest Interview"
- Appendix 2 "As a Community of Writers We…"
- **Discuss goals for writing and using reading as guides/prompts.**
    - Day 2: The Power and Purpose of a Writer's Notebook (23-24)
    - *A Writer's Notebook* by Ralph Fletcher
    - *Amelia Writes Again* by Marrissa Moss
    - Appendix 3 "What is a Writer's Notebook?"
    - Appendix 4 "Letter to Parents"
    - **Prepare a Writer's Notebook.**
        - Day3: Writers' Notebooks: A Place to Collect (25-27)
        - *A Desert Scrapbook* by Virginia Wright-Frierson
        - Students' Writers' Notebooks
        - **Make the connection between sketching and writing. Practice this.**
        - **Take outside classroom to another location to sketch observations**
            - Day 4: Read like a Writer (28-29)
            - *Saturdays and Teacakes* by Lester Laminack
            - Appendix 5 "Sample Craft Chart"
            - **Use evidence from the text to engage in collaborative conversations about Laminack's process.**
                - Day 5: Writer's Notebooks: A Place to Celebrate (30-31)
                - *I'm in Charge of Celebrations* by Byrd Baylor
                - Students' Writers' Notebooks
                - Use textual evidence and own schema to share ideas and build on the ideas of others.
                - Write in Writers' Notebooks about small things or experiences that are valued and worth celebrating.

Week 2: **Generating Ideas : Write often and write for various reasons**

Day 6: Generating Ideas I: Times We Will Never Forget (39-41)

- *Saturdays and Teacakes* by Lester Laminack
- Students' Writers' Notebooks
- Appendix 1 "Times We Will Never Forget
- **Students will recall and write about their unforgettable memories, using descriptive details to convey these experiences.**
- Independent Writing and Teacher conferring
    - Day 7: Generating Ideas II: Strategies That Keep Us Going (43-44)
    - *A Writer's Notebook* by Ralph Fletcher
    - Students' Writers' Notebooks
    - Chart Paper
    - Appendix "What to Do If I'm Done or Stuck"
    - **Students will learn to "write small," make lists, and use the anchor charts from around the room as sources of inspiration.**

- Independent Writing and Teacher Conferring

Selecting: Find subjects that matter and are relevant to the purpose and intention.

Day 8: Selecting: Deciding What to Publish (46-47)

- Students' Writers' Notebooks
- Sticky Notes
- *A Writer's Notebook* by Ralph Fletcher (Chap 11)
- Appendix "Selecting a Piece to Publish."
- **Students will reread their entries and choose one to stick with, keeping in mind their audience and purpose for writing.**
- Independent writing and Teacher Conferring

Collecting: Research, explore, and gather information about your topic using different sources.

Days 9 & 10: Collecting: Sketch to Stretch (49-51)

- Students' Writers' Notebooks
- *A Desert Scrapbook* by Virginia Wright-Frierson
- *Amelia Writes Again* by Marissa Moss
- Appendix "Sketching Frames."
- **Students will sketch and zoom in on small details as a way to develop and explore their seed ideas.**
- Independent Writing and Teacher Conferring

Drafting: Plan, envision, and organize text.

Days 11 & 12: Drafting: Ideas and Their Order (53-55)

- Students' Writers' Notebooks
- Drafting Folders
- Lined Paper
- Highlighters
- *Saturdays and Teacakes* by Lester Laminack
- Appendix 1 "Transition Words and Phrases That Move Readers Through Time"
- Appendix 2 "Let's Get Organized"
- Appendix 3 "When Drafting We..."
- **Students will use transition words and/or phrases that move readers through time in order to sequence events, including a beginning, middle, and conclusion to their stories.**

Revising: Reread and craft your piece to fit the genre and purpose.

- Days 13 & 14: Revising: Bringing Out Your Voice (59-60)
- Students' Drafts
- *I'm in Charge of Celebrations* by Byrd Baylor
- Appendix "Dialogue and Internal Thinking"
- **Students will consider their purposes as they add dialogue and internal thinking to give voice to their narratives.**

Editing: Use convention to get meaning across.

- Day 15: Editing: What Is Editing?(62-64)
- Colored Pens
- Students' Drafts
- Spelling Resources
- Appendix "CUPS Editing Checklist."
- A student's draft with some capitalization, punctuation, and spelling errors.
- **Students will use an editing checklist independently and with a partner to ensure that they have correctly applied the conventions of standard English grammar and usage, capitalization, punctuation, and spelling.**

Publishing: Prepare texts for an audience of readers.

Day 16: Publishing: What Is Publishing? (66-67)

- Author's Note from *I'm in Charge of Celebrations* by Byrd Baylor
- Dedication from *Amelia Writes Again* by Marissa Moss
- Illustrations from *Saturdays and Teacakes* by Lester Laminack and *A Desert Scrapbook* by Virginia Wright-Frierson
- Appendix 1: "Author's Note/Dedication"
- Appendix 2: "Ways to Celebrate"
- Appendix 3: "Readers' Comments
- **Students will prepare a final copy of their piece, either neatly handwritten or typed on a computer, and may include illustrations, a Dedication, and/or an Author's Note.**

Assessment: Self assessment and teacher assessment.

Day 17: Assessment: Student Self-Reflection

- Students' Writers' Notebooks
- Students' Drafts
- Students' Published Pieces
- Appendix "How Far Have I Come?"
- **Students will reflect on their writing processes and strategies they've used in order to achieve their writing goals.**

Celebration:

October 1st-- Writers' Celebration and Workshop with Author Marissa Moss

YouTube video part 1 of Amelia's Notebook: https://youtu.be/4V_eYHCbqMw

Part 2 https://youtu.be/mKPsi5eJ1fs

Integration of Career Readiness, Life Literacies and Key Skills

Students will learn about the career of a professional writer.

	Collaboration with individuals with diverse perspectives can result in new ways of thinking and/or innovative solutions.
9.4.5.CI.1	Use appropriate communication technologies to collaborate with individuals with diverse perspectives about a local and/or global climate change issue and deliberate about possible solutions (e.g., W.4.6, 3.MD.B.3,7.1.NM.IPERS.6).
9.2.5.CAP.1	Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.
9.2.5.CAP.2	Identify how you might like to earn an income.
9.2.5.CAP.3	Identify qualifications needed to pursue traditional and non-traditional careers and occupations.
	Curiosity and a willingness to try new ideas (intellectual risk-taking) contributes to the development of creativity and innovation skills.
9.2.5.CAP.4	Explain the reasons why some jobs and careers require specific training, skills, and certification (e.g., life guards, child care, medicine, education) and examples of these requirements.
9.4.5.CI.4	Research the development process of a product and identify the role of failure as a part of the creative process (e.g., W.4.7, 8.2.5.ED.6).
	The ability to solve problems effectively begins with gathering data, seeking resources, and applying critical thinking skills.
9.4.5.DC.4	Model safe, legal, and ethical behavior when using online or offline technology (e.g., 8.1.5.NI.2).
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).

Technology and Design Integration

SMARTboard Integration

Google Applications (Docs, Presentation, Classroom)

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

Interdisciplinary Connections

1.2.2.Pr4a	With guidance and moving towards independence, combine art forms and media content into media artworks such as an illustrated story or narrated animation.
1.2.2.Pr4b	Practice combining varied academic, arts and media content to form media artworks.

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:

Differentiated through topic selection, paragraph construction, additional challenges as needed, support as needed.

Modifications & Accommodations

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

Modifications and Accommodations used in this unit:

Modifications and accommodations in accordance with individual IEP's.

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:

AIMS Web Testing and Writing Samples

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:

Pre-writing activities embedded in the lessons.

Rough draft construction.

successful writing process progression.

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:

Final writing product, graded by a rubric.

Instructional Materials

Schoolwide, Inc. Unit on "How Writers Work", and materials provided in the unit.

Worksheets provided in the unit.

Standards

CCSS.ELA-Literacy.W.4.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
CCSS.ELA-Literacy.W.4.3.a	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
CCSS.ELA-Literacy.W.4.3.b	Use dialogue and description to develop experiences and events or show the responses of characters to situations.
CCSS.ELA-Literacy.W.4.3.c	Use a variety of transitional words and phrases to manage the sequence of events.
CCSS.ELA-Literacy.W.4.3.d	Use concrete words and phrases and sensory details to convey experiences and events precisely.
CCSS.ELA-Literacy.W.4.4	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
CCSS.ELA-Literacy.W.4.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
CCSS.ELA-Literacy.W.4.6	With some guidance and support from adults, 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 one page in a single sitting.
CCSS.ELA-Literacy.W.4.8	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.
CCSS.ELA-Literacy.W.4.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
CCSS.ELA-Literacy.W.4.9.a	Apply grade 4 Reading standards to literature (e.g., “Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character’s thoughts, words, or actions].”).
CCSS.ELA-Literacy.W.4.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.