Sept. SW: WRITING: How Writers Work

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

Unit Overview

Students will learn the functioning of a Writer's Workshop in the 5th grade classroom. Students will understand how to work with a partner, how to listen and share respectfully and what to do if you are stuck or if you think you're done. Students will explore new and familiar ways to use a Writer's Notebook and be encouraged to write daily. Students will learn to understand the writing process and get to know how and why writers write in the ways that they do.

Enduring Understandings

Writer's Workshop is a classroom process that helps us to work together to become better writers.

By studying other writers, we can learn how to emulate the writing process in different genres.

Essential Questions

How does the Writer's Workshop format help me become a better, more independent writer?

What techniques do good writers use when they write?

Instructional Strategies & Learning Activities

Immersion: Interactive Read-Aloud Lessons

Day 1:
What Type of Writer Are You?
uses Come On, Rain! by Karen Hesse, The Other Way to Listen by Byrd Baylor, Amelia’s 5th-Grade Notebook by Marissa Moss, and How Writers Work by Ralph Fletcher.
Rationale: Students will think about their writing histories and identities and engage in one-on-one or small-group conversations as they make connections with the mentor authors, books, and each other.
Common Core State Standards: W.5.3, W.5.4, W.5.5, W.5.7, W.5.8, W.5.9, W.5.10, SL.5.1, SL.5.2, SL.5.3, SL.5.4, SL.5.6, L.5.1, L.5.2, L.5.3, L.5.4, L.5.6

Day 2:
Writer's Notebook: A Place to Catch Ideas
uses How Writers Work by Ralph Fletcher and Amelia's 5th-Grade Notebook by Marissa Moss..
Rationale: Use How Writers Work by Ralph Fletcher and Amelia's 5th-Grade Notebook by Marissa Moss to help students envision and explore notebook possibilities.
Common Core State Standards: W.5.1, W.5.2, W.5.3, W.5.4, W.5.5, W.5.7, W.5.8, W.5.9, W.5.10, SL.5.1, SL.5.2, SL.5.3, SL.5.4, SL.5.5, SL.5.6, L.5.1, L.5.2, L.5.3, L.5.4, L.5.6

Day 3:
Stories With Images
uses Come On, Rain! by Karen Hesse.
Rationale: Use Come On, Rain! by Karen Hesse to discuss how writers tell stories their readers can clearly visualize. Students will sketch images and descriptions from their mind's eye.
Common Core State Standards: W.5.3, W.5.4, W.5.5, W.5.8, W.5.9, W.5.10, SL.5.1, SL.5.2, SL.5.3, SL.5.4, SL.5.5, SL.5.6, L.5.1, L.5.2, L.5.3, L.5.4, L.5.5, L.5.6

Day 4:
Stories With a Message
uses The Other Side by Jacqueline Woodson.
Rationale: Use The Other Side by Jacqueline Woodson to illustrate how writers tell stories that make us think, wonder, and connect. Students will explore more possible writing ideas and topics from the mentor text.
Common Core State Standards: W.5.3, W.5.4, W.5.5, W.5.8, W.5.9, W.5.10, SL.5.1, SL.5.2, SL.5.3, SL.5.4, SL.5.6, L.5.1, L.5.2, L.5.3, L.5.4, L.5.5, L.5.6

Day 5:
A Writer's Ear
uses The Other Way to Listen by Byrd Baylor.
Rationale: Use Byrd Baylor's The Other Way to Listen to discuss how listening to each other's stories and the world around us can inspire writing.
Common Core State Standards: W.5.3, W.5.4, W.5.5, W.5.7, W.5.8, W.5.9, W.5.10, SL.5.1, SL.5.2, SL.5.3, SL.5.4,
SL.5.6, L.5.1, L.5.2, L.5.3, L.5.4, L.5.5, L.5.6

Mini-Lessons
Generating Ideas I: Author's Inspiration
uses Come On, Rain! by Karen Hesse, The Other Way to Listen by Byrd Baylor, and The Other Side by Jacqueline
Woodson.
Rationale: Writers are inspired by different things they experience, see, hear, and feel. Students will revisit mentor
texts that will inspire them to write.
Common Core State Standards: W.5.3, W.5.4, W.5.5, W.5.7, W.5.8, W.5.9, W.5.10, SL.5.1, SL.5.2, SL.5.3,

SL.5.4,
SL.5.6, L.5.1, L.5.2, L.5.3, L.5.5, L.5.6

Generating Ideas II: Help! I Have Writer's Block
uses How Writers Work by Ralph Fletcher.
Rationale: Writers need strategies to help them brainstorm ideas when they are faced with blank pages. Students
will learn strategies to combat writer's block.
Common Core State Standards: W.5.1, W.5.2, W.5.3, W.5.4, W.5.5, W.5.7, W.5.8, W.5.9, W.5.10, SL.5.1, SL.5.2,
SL.5.3, SL.5.4, SL.5.6, L.5.1, L.5.2, L.5.3, L.5.6

Selecting: Is This the One?
uses The Other Side by Jacqueline Woodson, The Other Way to Listen by Byrd Baylor, and Come On, Rain! by
Karen Hesse.
Rationale: Writers consider the text type or genre, audience, and purpose when selecting a piece to publish. Students will reread their entries and choose one, thinking about the text type, audience, and purpose for writing.
Common Core State Standards: W.5.3, W.5.4, W.5.5, W.5.7, W.5.8, W.5.9, W.5.10, SL.5.1, SL.5.2, SL.5.3, SL.5.4,
SL.5.6, L.5.1, L.5.2, L.5.3, L.5.6

Collecting: Zooming in on Important Details
uses Amelia's 5th-Grade Notebook by Marissa Moss.
Rationale: Writers use narrative techniques such as dialogue and description to create images and emphasize the
true emotions and meanings of their pieces. Students will collect those details in their Writers' Notebooks.
Common Core State Standards: W.5.3, W.5.4, W.5.5, W.5.8, W.5.9, W.5.10, SL.5.1, SL.5.2, SL.5.3, SL.5.4, SL.5.5,
SL.5.6, L.5.1, L.5.2, L.5.3, L.5.5, L.5.6

Drafting: Coming out of the Notebook
uses Come On, Rain! by Karen Hesse.
Rationale: Writers draft with purpose, organization, and clarity in mind. Students will reread their entries, highlight
the ideas they will keep, and use transition words and phrases to organize these ideas.
Common Core State Standards: W.5.3, W.5.4, W.5.5, W.5.8, W.5.9, W.5.10, SL.5.1, SL.5.2, SL.5.3, SL.5.4, SL.5.6,
L.5.1, L.5.2, L.5.3, L.5.4, L.5.5, L.5.6

Revising: Precise Words
uses Come On, Rain! by Karen Hesse and students' drafts.
Rationale: Writers choose well-crafted words to create pictures in the reader's mind and evoke emotion in the reader's heart. Students will revise their pieces using concrete words and phrases and descriptive language.
Common Core State Standards: W.5.3, W.5.4, W.5.5, W.5.8, W.5.9, W.5.10, SL.5.1, SL.5.2, SL.5.3, SL.5.4, SL.5.6,

L.5.1, L.5.2, L.5.3, L.5.4, L.5.5, L.5.6

Editing: Nobody's Perfect
uses students' drafts and an editing checklist.
Rationale: Writers edit their writing so it is easy to read and follow. Students will reread their writing for errors in
spelling, punctuation, capitalization, and paragraphing.
Common Core State Standards: W.5.3, W.5.4, W.5.5, W.5.8, W.5.9, W.5.10, SL.5.1, SL.5.2, SL.5.3, SL.5.4, SL.5.6,
L.5.1, L.5.2, L.5.3, L.5.4, L.5.5, L.5.6

Publishing: Adding an Author's Note
uses The Other Way to Listen by Byrd Baylor and The Other Side by Jacqueline Woodson.
Rationale: Writers work on the looks or presentations of their pieces when publishing. Students will add an Author's Note to their final drafts and then neatly handwrite or type their final pieces on a computer.
Common Core State Standards: W.5.1, W.5.2, W.5.3, W.5.4, W.5.5, W.5.6, W.5.7, W.5.8, W.5.9, W.5.10, SL.5.1,
SL.5.2, SL.5.3, SL.5.4, SL.5.5, SL.5.6, L.5.1, L.5.2, L.5.3, L.5.5, L.5.6

Integration of 21st Century Themes and Career Exploration

Students meet these standards by conferencing, interacting, brainstorming, and formulating a final effective piece. This process enhances the students' communication skills.

Students will learn about writing careers and how these professionals work.

9.4.5.CI	Creativity and Innovation
9.2.5.CAP	Career Awareness and Planning
	Collaboration with individuals with diverse perspectives can result in new ways of thinking and/or innovative solutions.
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.
9.4.5.CI.3	Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity (e.g., 8.2.5.ED.2, 1.5.5.CR1a).
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.

	Income and benefits can vary depending on the employer and type of job or career.
9.4.5.CT	Critical Thinking and Problem-solving
9.2.5.CAP.5	Identify various employee benefits, including income, medical, vacation time, and lifestyle benefits provided by different types of jobs and careers.
9.2.5.CAP.6	Compare the characteristics of a successful entrepreneur with the traits of successful employees.
9.2.5.CAP.7	Identify factors to consider before starting a business.
9.4.5.CT.4	Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3).
9.4.5.DC	Digital Citizenship
	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.
9.4.5.DC.1	Explain the need for and use of copyrights.
9.4.5.DC.2	Provide attribution according to intellectual property rights guidelines using public domain or creative commons media.
9.4.5.DC.3	Distinguish between digital images that can be reused freely and those that have copyright restrictions.
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.DC.5	Identify the characteristics of a positive and negative online identity and the lasting implications of online activity.
9.4.5.GCA	Global and Cultural Awareness
	Culture and geography can shape an individual's experiences and perspectives.
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).
9.4.5.IML	Information and Media Literacy
9.4.5.IML.1	Evaluate digital sources for accuracy, perspective, credibility and relevance (e.g., Social Studies Practice - Gathering and Evaluating Sources).

Technology Integration

Students use technology to brainstorm and publish a final piece.

TECH.8.1.5.A	Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations.
TECH.8.1.5.A.1	Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.
TECH.8.1.5.A.2	Format a document using a word processing application to enhance text and include graphics, symbols and/or pictures.
TECH.8.1.5.A.CS1	Understand and use technology systems
TECH.8.1.5.B.CS2	Create original works as a means of personal or group expression.

Interdisciplinary Connections

"How Writers work" teaches writing skills that can be applied to all disciiplines. Students will encounter connections to science, social studies and more through the anchor texts and individual choice of topics.

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:

Through choices, students will be able to recieve differentiated instruction, both for high level and stuggling students.

High level learners will be encouraged to utilize more advanced methods of research to expand thier writing and exercise thier writing skills.

Modifications to writing projects will be offered to students needing support.

Modifications & Accommodations

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

Modifications and Accommodations used in this unit:

IEP's will be followed, and additional support and practice will be supplemented for students in need.

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:

LInkit 3 X a year, AimsWeb 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:

Worksheets associated with the unit

Conferences

Discussion

rough drafts and revisions

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 a self reflection questionaire

Rationale: Writers become independent learners as they take part in the evaluation process. Students will refect on the writing process and strategies they used.

Instructional Materials

Mentor Texts:

Amelia's 5th grade Notebook by Marissa Moss

Come On, Rain!
by Karen Hesse
How Writers Work
by Ralph Fletcher
The Other Side
by Jacqueline Woodson
The Other Way to Listen by Byrd Baylor

Standards

CCSS.ELA-Literacy.W.5.1	Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
CCSS.ELA-Literacy.W.5.1.a	Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.
CCSS.ELA-Literacy.W.5.1.b	Provide logically ordered reasons that are supported by facts and details.
CCSS.ELA-Literacy.W.5.1.c	Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).
CCSS.ELA-Literacy.W.5.1.d	Provide a concluding statement or section related to the opinion presented.
CCSS.ELA-Literacy.W.5.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
CCSS.ELA-Literacy.W.5.2.a	Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
CCSS.ELA-Literacy.W.5.2.b	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
CCSS.ELA-Literacy.W.5.2.c	Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).
CCSS.ELA-Literacy.W.5.2.d	Use precise language and domain-specific vocabulary to inform about or explain the topic.
CCSS.ELA-Literacy.W.5.2.e	Provide a concluding statement or section related to the information or explanation presented.

CCSS.ELA-Literacy.W.5.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
CCSS.ELA-Literacy.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.
CCSS.ELA-Literacy.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.
CCSS.ELA-Literacy.W.5.3.c	Use a variety of transitional words, phrases, and clauses to manage the sequence of events.
CCSS.ELA-Literacy.W.5.3.d	Use concrete words and phrases and sensory details to convey experiences and events precisely.
CCSS.ELA-Literacy.W.5.3.e	Provide a conclusion that follows from the narrated experiences or events.
CCSS.ELA-Literacy.W.5.4	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
CCSS.ELA-Literacy.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.
CCSS.ELA-Literacy.W.5.6	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 two pages in a single sitting.
CCSS.ELA-Literacy.W.5.7	Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
CCSS.ELA-Literacy.W.5.8	Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
CCSS.ELA-Literacy.W.5.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
CCSS.ELA-Literacy.W.5.9.a	Apply grade 5 Reading standards to literature (e.g., “Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]”).
CCSS.ELA-Literacy.W.5.9.b	Apply grade 5 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]”).
CCSS.ELA-Literacy.W.5.10	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.
CCSS.ELA-Literacy.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.
CCSS.ELA-Literacy.SL.5.1.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.5.1.b	Follow agreed-upon rules for discussions and carry out assigned roles.
CCSS.ELA-Literacy.SL.5.1.c	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
CCSS.ELA-Literacy.SL.5.1.d	Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.
CCSS.ELA-Literacy.SL.5.2	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

CCSS.ELA-Literacy.SL.5.3	Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.
CCSS.ELA-Literacy.SL.5.4	Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
CCSS.ELA-Literacy.SL.5.5	Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.
CCSS.ELA-Literacy.SL.5.6	Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.
CCSS.ELA-Literacy.L.5.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
CCSS.ELA-Literacy.L.5.1.a	Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.
CCSS.ELA-Literacy.L.5.1.c	Use verb tense to convey various times, sequences, states, and conditions.
CCSS.ELA-Literacy.L.5.1.d	Recognize and correct inappropriate shifts in verb tense.
CCSS.ELA-Literacy.L.5.1.e	Use correlative conjunctions (e.g., either/or, neither/nor).
CCSS.ELA-Literacy.L.5.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CCSS.ELA-Literacy.L.5.2.a	Use punctuation to separate items in a series.
CCSS.ELA-Literacy.L.5.2.b	Use a comma to separate an introductory element from the rest of the sentence.
CCSS.ELA-Literacy.L.5.2.c	Use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Steve?).
CCSS.ELA-Literacy.L.5.2.d	Use underlining, quotation marks, or italics to indicate titles of works.
CCSS.ELA-Literacy.L.5.2.e	Spell grade-appropriate words correctly, consulting references as needed.
CCSS.ELA-Literacy.L.5.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
CCSS.ELA-Literacy.L.5.3.a	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
CCSS.ELA-Literacy.L.5.3.b	Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.
CCSS.ELA-Literacy.L.5.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.
CCSS.ELA-Literacy.L.5.4.a	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
CCSS.ELA-Literacy.L.5.4.b	Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).
CCSS.ELA-Literacy.L.5.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
CCSS.ELA-Literacy.L.5.5.a	Interpret figurative language, including similes and metaphors, in context.
CCSS.ELA-Literacy.L.5.5.b	Recognize and explain the meaning of common idioms, adages, and proverbs.
CCSS.ELA-Literacy.L.5.5.c	Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.
CCSS.ELA-Literacy.L.5.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).