

NEW HANOVER TOWNSHIP



ENGLISH LANGUAGE ARTS - WRITING THIRD GRADE – FIFTH GRADE

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Revisions approved :

Unit Overview	
Content Area: English Language Arts – Writing	
Unit Title: Unit 1: Launching the Writer’s Workshop	
Grade Level: Third to Fifth Grade	
Unit Summary: In this unit, students will write two focused narrative stories and then select one for further revision, editing, and publication.	
Learning Targets	
<p>Common Core Standards:</p> <ul style="list-style-type: none"> • W.3.3a Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. • W.3.3d Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. • W.3.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. • W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. • W.3.10 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. • W.4.3a Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally • W4.3e Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally • W.4.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. • W.4.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing • 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 • W.5.3a Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally • W.5.3e Provide a conclusion that follows from the narrated experiences or events • W.5.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. • 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 • 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 	
<p>Unit Essential Questions:</p> <ul style="list-style-type: none"> • How do writers generate ideas? • What are qualities of good writing? 	<p>Unit Enduring Understandings:</p> <ul style="list-style-type: none"> • Small moments in your life can be compelling stories.

<ul style="list-style-type: none"> • How do writers tell stories? • What strategies make leads and endings interesting? • How do timelines help organize writing? 	
<p>Unit Learning Targets: <i>Students will...</i></p> <ul style="list-style-type: none"> • learn a variety of strategies for entries and begin to live like writers, collecting lots of focused, detailed entries in their writer’s notebook (small moment stories) • choose an entry to function as a “seed idea” and they will write various lead sentences and story tell as ways to rehearse for rewriting this entry, this time as a rough draft, outside the notebook, in a story-booklet • collect more entries drawing on previously learned strategies and on new strategies, and they again select a seed idea • rehearse for drafting by making and revising a timeline as well as by writing and selecting between leads and storytelling • write a draft of their second story after making a movie in his/her mind, envisioning story as it unfolds • write in a step-by-step fashion • select favorite piece and revise, edit, and recopy draft 	
Evidence of Learning	
<p>Summative Assessment:</p> <ul style="list-style-type: none"> • Published piece • Assessment Rubric for Launching the Writing Workshop 	
<p>Formative Assessments:</p> <ul style="list-style-type: none"> • Writing folder • Daily Writing • Participation • Conference notes 	
Lesson Plans	
Lesson	Timeframe
Baseline Writing Assessment	One Day
<ul style="list-style-type: none"> • Session 1: Starting the Writing Workshop • Session 2: Generating More Writing • Session 3: Qualities of Good Writing: Focus, Detail, and Structure • Session 4: The Writer’s Job in a Conference • Session 5: Building Stories Step-by-Step • Session 6: Choosing a Seed Idea • Session 7: Revising Leads: Learning from Published Writing • Session 8: Writing Discovery Drafts • Session 9: Revising Endings: Learning from Publish Writing • Session 10: Taking Charge of Our Writing Work: Starting a Second Piece • Session 11: Timelines as Tools for Planning 	Six Weeks

<p>Stories</p> <ul style="list-style-type: none"> • Session 12: Timelines as Tools for Developing Stories • Session 13: Writing from Inside a Memory • Session 14: Writing in Passages of Thought: Paragraphing to Support Elaboration • Session 15: Developing the Heart of a Story: Revision • Session 16: Using Editing Checklists • Session 17: Publishing: A Writing Community Celebrates 	
Additional Resources	
<p>Student Resources:</p> <ul style="list-style-type: none"> • Notebooks • Writing Folders • Pencils • Partner Spots • Tool Containers (pencils, colored pens, scissors, tape) • Conference questions list • Storyboard templates • Booklets (4-5 pages) • Paperclips • “Monitor My Writing Process Checklist” • Writer’s Notepad (for home) 	
<p>Teacher Resources:</p> <ul style="list-style-type: none"> • Launching the Writing Workshop (Heinemann, 2006) • Resource CD-Rom(editing checklist) • The Conferring Handbook • Chart paper, markers • Anchor Chart: “Strategies for Generating Personal Narrative Writing” (see pg. 3, 20) • <i>Shortcut; Big Mama’s</i> by Donald Crews • Storage baskets for notebooks • Anchor Chart: “Qualities of Good Personal Narrative Writing” (see pg. 29, 34, 74, 96, 140) • Topic ideas • Selected books with great leads (<i>Salt Hands, The Paper Boy, Shortcut</i>) • Anchor Chart: “Monitoring My Writing Process Checklist” (see pg. 105) • Anchor Chart: “Paragraph Formatting” • Bulletin board with tacks • Stickers 	

Unit Overview	
Content Area: English Language Arts – Writing	
Unit Title: Unit 2: Raising the Quality of Narrative Writing	
Grade Level: Third to Fifth Grade	
Unit Summary: In this unit, students improve their personal narrative writing skills by bringing forth more significance to their topics, details, and structures.	
Learning Targets	
Common Core Standards: <ul style="list-style-type: none"> • W.3.3a Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. • W.3.3d Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. • W.3.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. • W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. • W.3.10 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. • W.4.3a Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally • W4.3e Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally • W.4.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. • W.4.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing • 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 • W.5.3a Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally • W.5.3e Provide a conclusion that follows from the narrated experiences or events • W.5.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. • 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 • 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 	
Unit Essential Questions: <ul style="list-style-type: none"> • How do writers create powerful narratives? 	Unit Enduring Understandings: <ul style="list-style-type: none"> • Writers carry with them and draw from a cumulative repertoire of strategies.

<ul style="list-style-type: none"> • How can ideas be developed effectively? • What are the strategies writers use to enhance their storytelling skills? 	
<p>Unit Learning Targets: <i>Students will...</i></p> <ul style="list-style-type: none"> • examine texts that resemble what they hope to write in order to write more powerful personal narratives • include new strategies for generating ideas • select a seed idea and rehearse for the draft they will write • draft, writing fast and strong and trying to maintain a point of view • utilize strategies for revision (bringing out the internal story, moving forwards and backwards in time, weaving actions, dialogue, and thoughts together) • use the story mountain to revise draft • edit drafts 	
Evidence of Learning	
<p>Summative Assessment:</p> <ul style="list-style-type: none"> • Published piece • Assessment Rubric for Raising the Quality of Narrative Writing 	
<p>Formative Assessments:</p> <ul style="list-style-type: none"> • Writing folder • Daily Writing • Participation • Conference notes 	
Lesson Plans	
Lesson	Timeframe
<ul style="list-style-type: none"> • Session 1: Reading with a Writer’s Eye • Session 2: Starting with Turning Points • Session 3: Starting with Strong Feelings • Session 4: Yesterday’s Revisions Become Today’s Standard Practice • Session 5: Listening for Significance in Seed Ideas • Session 6: Writers Ask, “What Am I Really Trying to Say?” • Session 7: Studying and Creating Leads • Session 8: Telling the Story from Inside It • Session 9: Bringing Forth the Internal Story • Session 10: Adding Scenes from the Past and Future • Session 11: Bringing Forth the Story Arc • Session 12: Ending Stories • Session 13: Editing: The Power of Commas • Session 14: Reading Aloud Our Writing: A Ceremony of Celebration 	Six Weeks
Additional Resources	
<p>Student Resources:</p>	

- Writer's Notebook
- Writer's Folder
- "Eleven" by Sandra Cisneros (see pg. 4-5)
- "Monitoring My Writing Process Checklist [Un. 1]"
- Lined paper

Teacher Resources:

- Raising the Quality of Narrative Writing (Heinemann, 2006)
- Resource CD-Rom
- The Conferring Handbook
- Anchor Chart: "Lessons from Mentor Personal Narratives" (see pg. 6-8, 12)
- Anchor Chart: "Strategies for Generating Personal Narrative Writing [Un. 1]" (see pg. 22, 35, 40)
- Anchor Chart: "Questions to Ask to Find Turning Points" (see pg. 21)
- Chart paper, markers
- Anchor Chart: "When to Use Paragraphs in Narrative Writing" (see pg. 37)
- Anchor Chart: "Qualities of Good Personal Narrative Writing [Un. 1]" (see pg. 96)
- Anchor Chart: "Strategies for Learning from Previous Writing" (see pg. 54)
- "Monitoring My Writing Process Checklist [Un. 1]" (see pg. 73, 86)
- Conference area
- "Little by Little" by Jean Little
- *Owl Moon* by Jane Yolen
- Samples of Writing
- Anchor Chart: "Author's Lead: What the Author Has Done; Our Lead Using the Same Technique" (see pg. 85)
- *Homesick* by Jean Fritz
- *Olive's Ocean* by Kevin Henkes
- *Peter's Chair* by Ezra Jack Keats
- *Shortcut* by Donald Crews
- Anchor Chart: "How Stories Tend to Go" (see pg. 129)
- Anchor Chart: "Story Mountain – Peter's Chair" (see pg. 130)
- Anchor Chart: "Examples of Commas in Mentor Text, What Does the Comma Do?, Using the Comma in My Own Writing" (see pg. 149-150)
- Refreshments for celebration

Unit Overview
<p>Content Area: English Language Arts – Writing</p>
<p>Unit Title: Unit 3: Breathing Life into Essays</p>
<p>Grade Level: Third to Fifth Grade</p>
<p>Unit Summary: In this unit, students will write a traditional, thesis-driven essay. They must decide what they really want to say so that their writing contains a main idea and several compelling, parallel supporting ideas.</p>
Learning Targets
<p>Common Core Standards:</p> <ul style="list-style-type: none"> • W.3.2a Introduce a topic and group related information together; include illustrations when useful to aiding comprehension • W.3.2b Develop the topic with facts, definitions, and details. • W.3.2c Use linking words and phrases (e.g., <i>also</i>, <i>another</i>, <i>and</i>, <i>more</i>, <i>but</i>) to connect ideas within categories of information • W.3.2d Provide a concluding statement or section. • W.3.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose • W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing • W.3.7 Conduct short research projects that build knowledge about a topic. • W.3.10 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 • W.4.2a Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. • W. 4.2b Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic • W.4.2c Link ideas within categories of information using words and phrases (e.g., <i>another</i>, <i>for example</i>, <i>also</i>, <i>because</i>). • W.4.2d Use precise language and domain-specific vocabulary to inform about or explain the topic. • W.4.2e Provide a concluding statement or section related to the information or explanation presented. • W.4.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. • W.4.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing • W.4.7 Conduct short research projects that build knowledge through investigation of different aspects of a topic • 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 • W.5.2a Introduce a topic clearly, provide a general observation and focus, and group related

<p>information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.</p> <ul style="list-style-type: none"> • W.5.2b Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic • W.5.2c Link ideas within and across categories of information using words, phrases, and clauses (e.g., <i>in contrast</i>, <i>especially</i>). • W.5.2d Use precise language and domain-specific vocabulary to inform about or explain the topic • W.5.2e Provide a concluding statement or section related to the information or explanation presented. • W.5.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. • 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 • W.5.7 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic • 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 	
<p>Unit Essential Questions:</p> <ul style="list-style-type: none"> • How do writers get ideas for expository writing? • What structures do writers use in their essays? • What is parallelism? • How are essays organized? • What strategies do writers use to create cohesion in drafts? • How do writers commonly open and close essays? 	<p>Unit Enduring Understandings:</p> <ul style="list-style-type: none"> • Ideas for personal narratives can become the basis of an expository essay.
<p>Unit Learning Targets: <i>Students will...</i></p> <ul style="list-style-type: none"> • learn a variety of strategies to live like essayists, focusing on observation . • generate lists of people, places, issues, and passion. • select one idea to develop in a notebook entry • revisit previous writing to generate new ideas • use conversational prompts to elaborate on their ideas • create a plan for an essay by considering ways to elaborate on their thesis • revise material • construct one portion of an essay at a time • write introductory and concluding paragraphs 	
<p>Evidence of Learning</p>	
<p>Summative Assessment:</p> <ul style="list-style-type: none"> • Published piece • Assessment Rubric for Breathing Life into Essays 	
<p>Formative Assessments:</p>	

- Writing folder
- Daily Writing
- Participation
- Conference notes

Lesson Plans

Lesson	Timeframe
<ul style="list-style-type: none"> • Session 1: Collecting Ideas as Essayists • Session 2: Growing Essay Ideas in Notebooks • Session 3: Contrasting Narrative and Non-Narrative Structures • Session 4: Using Conversational Prompts to Spur Elaboration • Session 5: Generating Essay Writing from Narrative Writing • Session 6: Finding and Crafting Thesis Statements • Session 7: Boxes and Bullets: Framing Essays • Session 8: Learning to Outgrow a First Thesis • Session 9: Composing and Sorting Mini-Stories • Session 10: Seeking Outside Sources • Session 11: Creating Parallelisms in Lists • Session 12: Revising Toward Honesty • Session 13: Gathering a Variety of Information • Session 14: Organizing for Drafting • Session 15: Building a Cohesive Draft • Session 16: Writing Introductions and Conclusions • Session 17: Celebrating Journeys of Thought 	<p style="text-align: center;">Six Weeks</p>

Additional Resources

Student Resources:

- Writer's Notebooks
- Writer's Folder
- Colored File Folder
- Several manila folders (1 per supporting topic sentence)

Teacher Resources:

- Breathing Life into Essays (Heinemann, 2006)
- Resource CD-Rom
- The Conferring Handbook
- Writing Samples
- Anchor Chart: "Strategies for Generating Personal Narrative Writing [Un. 1 and 2]"

- Anchor Chart: “What I Notice; What it Makes Me Think” (see pg. 17)
- Anchor Chart: “Strategies for Generating Essay Entries” (see pg. 19, 22, 62, 64)
- Anchor Chart: “Characteristics of Non-Narratives/Essays” (see pg. 31)
- Anchor Chart: “Pushing Out Thinking” (see pg. 49)
- Anchor Chart: “Questions Writers Ask of Earlier Entries” (see pg. 59)
- Anchor Chart: “Questions Writers Ask of Theses” (see pg. 76)
- “Monitoring My Writing Process Checklist”
- Class thesis statement
- Set of folders for demonstration
- Anchor Chart: “Guidelines for Writing Essays” (see pg. 119)
- Anchor Chart: “Guidelines for Writing Supporting Stories for Essays” (see pg. 120)
- Anchor Chart: “Questions to Ask of Writing Before We Draft” (see pg. 173)
- Anchor Chart: “Transitional Words”
- Anchor Chart: “Common Ways to Begin an Essay” (see pg. 197)
- Anchor Chart: “Ways to End an Essay” (see pg. 198)
- Refreshments for celebrations
- Assessment Rubric for Breathing Life into Essays

Unit Overview
<p>Content Area: English Language Arts – Writing</p>
<p>Unit Title: Unit 4: Writing Fiction: Big Dreams, Tall Ambitions</p>
<p>Grade Level: Third to Fifth Grade</p>
<p>Unit Summary: In this unit, students collect story ideas in their writing notebooks, learning to flesh the ideas out a bit so that they contain some elements of an effective story. They take tiny details and big issues of their lives and speculate on how that could become stories.</p>
Learning Targets
<p>Common Core Standards:</p> <ul style="list-style-type: none"> • W.3.3a Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally • W.3.3b Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. • W.3.3c Use temporal words and phrases to signal event order • W.3.3d Provide a sense of closure • W.3.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose • W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. • W.3.10 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. • W.4.3a Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally • W.4.3b Use dialogue and description to develop experiences and events or show the responses of characters to situations. • W.4.3c Use a variety of transitional words and phrases to manage the sequence of events • W.4.3d Use concrete words and phrases and sensory details to convey experiences and events precisely • W.4.3e Provide a conclusion that follows from the narrated experiences or events • W.4.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience • W.4.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. • 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. • W.5.3a Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally • W.5.3b Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations. • W.5.3c Use a variety of transitional words, phrases, and clauses to manage the sequence of events

<ul style="list-style-type: none"> • W.5.3d Use concrete words and phrases and sensory details to convey experiences and events precisely • W.5.3e Provide a conclusion that follows from the narrated experiences or events • W.5.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. • 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 • 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. 	
Unit Essential Questions: <ul style="list-style-type: none"> • How do writers generate ideas for fiction writing? • What are protagonist and secondary characters? • How do writers create rising action? • What are effective ways to begin and end a fiction writing selection? • What are effective strategies for revising and editing fictional writing? • How do writers convey the mood, content, tone, and feeling of a fiction piece? 	Unit Enduring Understandings: <ul style="list-style-type: none"> • Fiction writers get ideas for their stories by paying attention to the moments and issues of their lives.
Unit Learning Targets: <i>Students will...</i> <ul style="list-style-type: none"> • collect story ideas for realistic fiction writing • rehearse for the story they will write • develop a protagonist and secondary characters • plot story on a story mountain, focusing on two or three seeds (short story, not a novel) • draft, revise, edit, and publish stories • write story-booklets with one page for each dot on the story mountain • create rising action and making problems worse • evaluate characters, setting, and resolution for depth and sophistication • write with a variety of sentence types 	
Evidence of Learning	
Summative Assessment: <ul style="list-style-type: none"> • Published piece • Assessment Rubric for Writing Fiction: Big Dreams, Tall Ambitions 	
Formative Assessments: <ul style="list-style-type: none"> • Writing folder • Daily Writing • Participation • Conference notes 	
Lesson Plans	
Lesson	Timeframe
<ul style="list-style-type: none"> • Session 1: Imagining Stories from Ordinary Moments 	Six Weeks

- Session 2: Imagining Stories We Wished Existed in the World
- Session 3: Developing Believable Characters
- Session 4: Giving Characters Struggles and Motivations
- Session 5: Plotting with a Story Mountain
- Session 6: Show, Don't Tell: Planning and Writing Scenes
- Session 7: Feeling and Drafting the Heart of Your Story
- Session 8: Studying Published Text to Write Leads
- Session 9: Orienting Readers with Setting
- Session 10: Writing Powerful Endings
- Session 11: Revision: Rereading with a Lenses
- Session 12: Making a Space for Writing
- Session 13: Using Mentor Texts to Flesh Out Characters
- Session 14: Editing with Various Lenses
- Session 15: Publishing Anthologies: A Celebration

Additional Resources

Student Resources:

- Writer's Notebook
- Writer's Folder

Teacher Resources:

- Writing Fiction: Big Dreams, Tall Ambitions (Heinemann, 2006)
- Resource CD-Rom
- The Conferring Handbook
- Writing Samples
- Chart paper, markers
- Anchor Chart: "How to Find Ideas for Fiction" (see pg. 19, 21)
- Fairy tale stories
- Anchor Chart: "Developing My Character T-Chart" (see pg. 30, 34, 57)
- Anchor Chart: "Advice for Developing a Character" (see pg. 32, 49)
- Anchor Chart: "We Can Develop Characters by Thinking About Their..." (see pg. 44)
- Anchor Chart: "Qualities of Good Personal Narrative Writing [Un. 1 and 2]"
- Anchor Chart: "Story Mountain for Peter's Chair [Un. 2]"
- Anchor Chart: "Things Writers Include in Scenes" (see pg. 83)
- Anchor Chart: "Key Questions Fiction Writers Consider in Revising Endings" (see pg. 136)
- Anchor Chart: "Ways to Re-See Our Stories" (see pg. 151)
- Bound anthologies of students' stories including "About the Author" for each writer
- Reader Feedback sheets for each author ("Critics Agree")
- Refreshments/decorations for celebration

Unit Overview
<p>Content Area: English Language Arts – Writing</p>
<p>Unit Title: Unit 5: Literary Essays: Writing About Reading</p>
<p>Grade Level: Third to Fifth Grade</p>
<p>Unit Summary: In this unit, students improve their reading comprehension skills by writing and developing arguments about a reading selection.</p>
Learning Targets
<p>Common Core Standards:</p> <ul style="list-style-type: none"> • W.3.1a Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons. • W.3.1b Provide reasons that support the opinion • W.3.1c Use linking words and phrases (e.g., <i>because, therefore, since, for example</i>) to connect opinion and reasons • W.3.1d Provide a concluding statement or section • W.3.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose • W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. • W.3.10 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. • W.4.1a Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer’s purpose • W.4.1b Provide reasons that are supported by facts and details. • W.4.1c Link opinion and reasons using words and phrases (e.g., <i>for instance, in order to, in addition</i>). • W.4.1d Provide a concluding statement or section related to the opinion presented • W.4.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience • W.4.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. • 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. • W.5.1a 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. • W.5.1b Provide logically ordered reasons that are supported by facts and details. • W.5.1c Link opinion and reasons using words, phrases, and clauses (e.g., <i>consequently, specifically</i>). • W.5.1d Provide a concluding statement or section related to the opinion presented. • W.5.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. • W.5.5 With guidance and support from peers and adults, develop and strengthen writing as

<p>needed by planning, revising, editing, rewriting, or trying a new approach</p> <ul style="list-style-type: none"> 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. 	
<p>Unit Essential Questions:</p> <ul style="list-style-type: none"> How do good readers flesh out stories? How do writers organize supporting information for literary essays? How are conversational prompts useful as writing prompts? How are ideas developed? Where does evidence for literary essays come from? 	<p>Unit Enduring Understandings:</p> <ul style="list-style-type: none"> Writing about reading improves comprehension.
<p>Unit Learning Targets: <i>Students will...</i></p> <ul style="list-style-type: none"> read from a packet of short stories and write entries responding to their reading select an idea for a literary essay write a thesis statement develop a system to collect supporting information for each topic sentence angle mini-stories to make an argument collect lists, quotations, and other materials to support their arguments as essayists do evaluate ideas and sequence them appropriately, rewriting as necessary, to make a rough draft use transition words repeat key words from thesis and topic sentences edit and recopy work for publication 	
Evidence of Learning	
<p>Summative Assessment:</p> <ul style="list-style-type: none"> Published piece Assessment Rubric for Literary Essays: Writing About Reading 	
<p>Formative Assessments:</p> <ul style="list-style-type: none"> Writing folder Daily Writing Participation Conference notes 	
Lesson Plans	
Lesson	Timeframe
<ul style="list-style-type: none"> Session 1: Writing Inside the Story Session 2: Gathering Writing by Close Reading Session 3: Gathering Writing by Studying Characters Session 4: Elaborating on Written Ideas Using Conversational Prompts Session 5: Developing Provocative Ideas: What Is This Story <i>Really</i> About? Session 6: Developing Provocative Ideas: 	Six Weeks

<p>How Does This Story Intersect With My Life?</p> <ul style="list-style-type: none"> • Session 7: Finding and Testing a Thesis Statement • Session 8: Framing Essays • Session 9: Using Stories as Evidence • Session 10: Using Summaries as Evidence • Session 11: Using Lists as Evidence • Session 12: Using Descriptions of Author’s Craftsmanship as Evidence • Session 13: Putting It All Together – Constructing Literary Essays • Session 14: Packaging and Polishing Literary Essays • Session 15: A Celebration: Publishing as Literary Scholars 	
<p>Additional Resources</p>	
<p>Student Resources:</p> <ul style="list-style-type: none"> • Writer’s Notebook • Writer’s Folders • Accessible text, marked with stopping points • Handout: “Prompts for Pushing Our Thinking About Reading” (see pg. 53) • Manila file folders • Handout: “Tips and Tools for Writing a Thesis and Topic Sentences for a Literary Essay” • Anthology of essays 	
<p>Teacher Resources:</p> <ul style="list-style-type: none"> • Literary Essays: Writing About Reading (Heinemann, 2006) • Resource CD-Rom • The Conferring Handbook • “Spaghetti” by Cynthia Rylant • Anchor Chart: “Write Inside the Story to Help You Read Well” (see pg. 5) • Writing samples and ideas • Anchor Chart: “Strategies for Writing in Response to Reading” (see pg. 25, 41, 71) • “The Marble Champ” by Gary Soto • Anchor Chart: “Thinking About Characters” (see pg. 41) • Anchor Chart: “Prompts for Pushing Our Thinking About Reading” (see pg. 53) • Anchor Chart: “Interpretation: What Is This Story Really About?” (see pg. 69) • Anchor Chart: “Questions Essayists Ask of a Thesis Statement” (see pg. 98, 104, 112) • Anchor Chart: “Tips and Tools for Writing a Thesis and Topic Sentences for a Literary Essay” (see pg. 117-118) • Anchor Chart: “How to Angle a Story to Make a Point” (see pg. 130) • Anchor Chart: “Transitional Phrases to Link Evidence” • Anchor Chart: “Types of Evidence to Support Claims” (see pg. 153) • “Things” by Eloise Greenfield • Assessment Rubric for Literary Essays: Writing About Reading 	

Unit Overview
<p>Content Area: English Language Arts – Writing</p>
<p>Unit Title: Unit 6: Memoir: The Art of Writing Well</p>
<p>Grade Level: Third to Fifth Grade</p>
<p>Unit Summary: In this unit, students utilize all of the skills they have learned throughout the year. They will develop a collection of small moment stories around a central theme to complete their individual memoirs.</p>
Learning Targets
<p>Common Core Standards:</p> <ul style="list-style-type: none"> • W.3.2a Introduce a topic and group related information together; include illustrations when useful to aiding comprehension • W.3.2b Develop the topic with facts, definitions, and details. • W.3.2c Use linking words and phrases (e.g., <i>also, another, and, more, but</i>) to connect ideas within categories of information • W.3.2d Provide a concluding statement or section. • W.3.3a Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally • W.3.3b Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. • W.3.3c Use temporal words and phrases to signal event order • W.3.3d Provide a sense of closure • W.3.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose • W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. • 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. • 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. • W.3.10 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. • W.4.2a Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. • W. 4.2b Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic • W.4.2c Link ideas within categories of information using words and phrases (e.g., <i>another, for example, also, because</i>). • W.4.2d Use precise language and domain-specific vocabulary to inform about or explain the topic. • W.4.2e Provide a concluding statement or section related to the information or explanation presented. • W.4.3a Orient the reader by establishing a situation and introducing a narrator and/or

characters; organize an event sequence that unfolds naturally

- W.4.3b Use dialogue and description to develop experiences and events or show the responses of characters to situations.
- W.4.3c Use a variety of transitional words and phrases to manage the sequence of events
- W.4.3d Use concrete words and phrases and sensory details to convey experiences and events precisely
- W.4.3e Provide a conclusion that follows from the narrated experiences or events
- W.4.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience
- W.4.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
- 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.
- 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.
- 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.
- W.5.2a 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.
- W.5.2b Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic
- W.5.2c Link ideas within and across categories of information using words, phrases, and clauses (e.g., *in contrast*, *especially*).
- W.5.2d Use precise language and domain-specific vocabulary to inform about or explain the topic
- W.5.2e Provide a concluding statement or section related to the information or explanation presented.
- W.5.3a Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally
- W.5.3b Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.
- W.5.3c Use a variety of transitional words, phrases, and clauses to manage the sequence of events
- W.5.3d Use concrete words and phrases and sensory details to convey experiences and events precisely
- W.5.3e Provide a conclusion that follows from the narrated experiences or events
- W.5.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
- 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
- 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.
- W.5.8 Recall relevant information from experiences or gather relevant information from print

<p>and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.</p> <ul style="list-style-type: none"> 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. 	
<p>Unit Essential Questions:</p> <ul style="list-style-type: none"> How do writers find a theme for a memoir? How do apply learned strategies to a big project? How does reading literature help a writer write about his/her own topics? What questions help writers reach goals? How do writers craft stories that include internal journeys? 	<p>Unit Enduring Understandings:</p> <ul style="list-style-type: none"> Writers can compose not only pieces of writing, but also lives in which writing matters.
<p>Unit Learning Targets: <i>Students will...</i></p> <ul style="list-style-type: none"> find life topics from blob ideas write-to-learn in order to explore the significance of their developing focus use strategies to write and think with depth read other memoirs for style and craft draft with honesty, power, and intimacy reflect on what they have written revise and edit to explore different ways to structure text make writing powerful and graceful 	
<p>Evidence of Learning</p>	
<p>Summative Assessment:</p> <ul style="list-style-type: none"> Published piece Assessment Rubric for Memoir: The Art of Writing Well 	
<p>Formative Assessments:</p> <ul style="list-style-type: none"> Writing folder Daily Writing Participation Conference notes 	
<p>Lesson Plans</p>	
<p>Lesson</p>	<p>Timeframe</p>
<ul style="list-style-type: none"> Session 1: Uncovering Life Topics Session 2: Writing Small About Big Topics Session 3: Expecting Depth from Our Writing Session 4: Reading Literature to Inspire Writing Session 5: Choosing and Developing a Seed Idea Session 6: Studying Memoir Structures Session 7: Being Our Own Teachers 	<p>Six Weeks</p>

- Session 8: Finding Inspiration Before Drafting
- Session 9: The Internal and External Journey of a Story
- Session 10: Choosing Emblematic Details
- Session 11: Writing About Ideas
- Session 12: Letting Our Pages Lead Our Vision
- Session 13: Metaphors and Meanings
- Session 14: Editing to Match Sound to Meaning
- Session 15: An Author’s Final Celebration: Placing Our Writing in the Company of Others

Additional Resources

Student Resources:

- Writer’s Notebook (new)
- Writer’s Folder
- Handout “List of Conversational Prompts [Un. 3]”

Teacher Resources:

- Memoir: The Art of Writing Well (Heinemann, 2006)
- Resource CD-Rom
- The Conferring Handbook
- Examples of memoirs
- Writing samples
- Anchor Chart: “Strategies for Writing with Depth” (see pg. 32, 36, 48)
- Anchor Chart: “Ways to Structure a Memoir” (see pg. 76, 79)
- Anchor Chart: “Questions Writing Teachers Ask” (see pg. 93)
- “Mama’s Sewing” by Eloise Greenfield
- Anchor Chart: “Timelines in ‘Mama’s Sewing’” (see pg. 118)
- Anchor Chart: “Communicating Ideas Through the Sound of Our Sentences” (see pg. 190)
- Assessment Rubric for Memoir: The Art of Writing Well