

Woodland Park School District

# Writing Curriculum

English Language Arts

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## K-8 Curriculum Map

	September	October	November	December	January	February	March	April	May	June
<b>K</b>	Building a Talking Community	Launch Writing	Launch Writing	Writers are Readers	Writers are Readers	How-To Books	How-To Books	Persuasive Writing	Persuasive Writing	Persuasive Writing
<b>1</b>	Launch/Small Moments	Launch/Small Moments How-To Writing	How-To Writing	How-To Writing	Writing Non-Fiction	Writing Non-Fiction	Opinion Writing	Opinion Writing Realistic Fiction	Realistic Fiction	Realistic Fiction Poetry
<b>2</b>	Narrative Writing	Narrative Writing	Writing About Reading	Writing About Reading	Writing About Reading	Lab Reports and Science Books	Lab Reports and Science Books	Lab Reports and Science Books Poetry	Poetry	If..Then...
<b>3</b>	Routines	Crafting True Stories	Crafting True Stories	The Art of Information Writing	The Art of Information Writing	Changing The World	Changing the World	Once Upon a Time	Once Upon a Time	Poetry
<b>4</b>	Routines	Arc of Story	Arc of Story Personal/ Persuasive	Personal/ Persuasive	Bringing History to Life	Bringing History to Life Literary Essay- Fiction	Literary Essay- Fiction Mythology/ Folk Lore	Mythology/ Folk Lore	Poetry/Drama Prose	Poetry/Drama Prose
<b>5</b>	Launch/ Fan Favorites	Fan Favorites	Informational Writing	Informational Writing	Informational Writing Research Based Argument Essay	Research Based Argument Essay	Research Based Argument Essay Career Speeches	Career Speeches	Fantasy	Fantasy
<b>6</b>	Narrative Realistic Fiction	Narrative Realistic Fiction	Argument- Literary Essay	Argument – Literary Essay	Argument – Literary Essay	Teaching Books	Teaching Books	Biography	Biography Poetry	Poetry
<b>7</b>	Launch/ Realistic Fiction	Realistic Fiction	Journalism	Journalism	Journalism	Argument	Argument	Poetry	Social Issues	Social Issues
<b>8</b>	Realistic Fiction	Realistic Fiction	Argument Writing	Argument Writing	Argument Writing	Informational Writing	Informational Writing	Memoir	Memoir	Poetry

## Kindergarten Writing Curriculum

<b>Pacing Guide</b>	
Content Area: Writing-Language Arts	
Grade Level: Kindergarten	
Building a Talking Community: Oral Language	September
Unit 1: Launch Writing	October-November
Unit 2: Writers are Readers	December-January
Unit 3: How-To Books	February-March
Unit 4: Persuasive Writing	April-June

Unit Title: Building a Talking Community: Oral Language		Grade Level: Kindergarten		Time Frame: September			
Standards: W.K.3, W.K.8 SL.K.1 SL.K.2 SL.K.3 SL.K.4 SL.K.6 L.K.1, RF.K.1, L.K.1B, L.K.2.C, L.K.4, L.K.6							
<b>Essential Questions:</b> <ul style="list-style-type: none"> <li>How do writers become a community of writers?</li> <li>How do writers think and choose a topic?</li> <li>How do writers recite their stories?</li> </ul>			<b>Unit Goals/Enduring Understandings:</b> <ul style="list-style-type: none"> <li>Writers work together to become a community.</li> <li>Writers learn how to choose a topic.</li> <li>Writers recite their stories to an audience.</li> </ul>				
<b>Skills:</b> <ul style="list-style-type: none"> <li>Speaking</li> <li>Listening</li> <li>Rehearsal</li> </ul>		<ul style="list-style-type: none"> <li>Partner share</li> <li>Story teller/Story telling</li> <li>Community</li> <li>Audience</li> </ul>		<b>Demonstration of Learning:</b> <ul style="list-style-type: none"> <li>Informal-Formal assessment/notes-checklist</li> <li>Writing charts/routines</li> <li>Oral language</li> <li>Conferring</li> </ul>			
<b>Mentor Texts:</b> Too Many Toys by David Shannon Titch I Love School When I get Bigger		<b>Resources:</b> <b>**refer to "Writing Pathways K-5/ A Guide To The Common Core Writing Workshop/A Guide To The Common Core Writing Workshop by Lucy Calkins *</b> <b>Mastering Mechanics Guidebook</b> <a href="http://www.readingandwritingproject.com">www.readingandwritingproject.com</a> Assessment Tools Read aloud Anchor charts		<b>Structures:</b> <ul style="list-style-type: none"> <li>Minilessons</li> <li>Independent Writing</li> <li>Interactive Writing (K-1 only)</li> <li>Conferencing</li> <li>Shared Writing/Reading</li> <li>Strategy Groups Partner Conversations</li> <li>Mid-Workshop Teaching Point</li> <li>Teaching Share</li> </ul>		<b>Writing Process K-2</b> <ul style="list-style-type: none"> <li>Generate Ideas (Think)</li> <li>Rehearse (Say)</li> <li>Plan (Sketch)</li> <li>Draft</li> <li>Revise</li> <li>Edit</li> <li>Publish</li> <li>Celebrate</li> </ul>	
<b>Cross Curricular Connections:</b> Social Studies- Communities, Rules and Laws Health- Social Emotional Skills Science-		<b>21<sup>st</sup> Century Themes</b> Global Awareness <b>21<sup>st</sup> Century Skills</b> Learning and Innovation Skills Critical Thinking and Problem Solving Communication and Collaboration Life and Career Skills Social and Cross-Cultural Skills		<b>Modifications/Accommodations:</b> <ul style="list-style-type: none"> <li>Small group/One to one</li> <li>Large print textbooks</li> <li>Additional time</li> <li>Review of directions</li> <li>Student restates information</li> <li>Student provides oral responses</li> <li>Concrete examples</li> <li>Support auditory presentations with visuals</li> <li>Assistance in maintaining uncluttered space</li> <li>Space for movement or breaks</li> <li>Extra visual and verbal cues and prompts</li> </ul>		<ul style="list-style-type: none"> <li>Quiet space to calm down/relax</li> <li>Preferential seating</li> <li>Reduction of distractions</li> <li>Hands-on activities</li> <li>Follow a routine/schedule</li> <li>Alternate quiet and active time</li> <li>Teach time management skills</li> <li>Rest breaks</li> <li>Verbal and visual cues regarding directions and staying on task</li> <li>Checklists</li> <li>Immediate feedback</li> <li>Work-in-progress check</li> <li>Personalized examples</li> <li>Books on tape</li> </ul>	

Unit Title: Building a Talking Community: Oral Language		Grade Level: Kindergarten	Time Frame: September
Goals	Suggested Mini lessons	Teacher's Notes/Ideas	
<p><b>1. Writers work together to become a community.</b></p>	<ul style="list-style-type: none"> <li>• Writers will learn how to follow routines and procedures on the carpet. (May span up to a week.) *Infuse Morning Message on chart paper</li> <li>• Writers tell a story about things they know how to do.</li> <li>• Writers learn how to use a “speaking voice” and look at audience when talking about things they know how to do.</li> <li>• Writers actively listen to others when telling about things they know how to do.</li> <li>• Writers take turns being both a listener and speaker. (Spans over 2 days)</li> <li>• Writers listen and learn how to respond to the speaker.</li> </ul>	<ul style="list-style-type: none"> <li>*Refer to Mentor texts</li> <li>*Anchor charts</li> <li>*Set classroom writing routine</li> <li>*refer to Mastering Mechanics pg40-60-70-132</li> <li>*Trade book: Titch, I Love School, When I Get Bigger</li> </ul>	
<p><b>2. Writers learn how to choose a topic.</b></p>	<ul style="list-style-type: none"> <li>• Writers use experiences to generate ideas.</li> <li>• Writers share meaningful experiences.</li> <li>• Writers think, share, and rehearse to self.</li> </ul>	<ul style="list-style-type: none"> <li>*Anchor charts</li> </ul>	
<p><b>3. Writers recite their stories to an audience.</b></p>	<ul style="list-style-type: none"> <li>• Writers think, picture, and say their story.</li> </ul>	<ul style="list-style-type: none"> <li>*Anchor charts (think-picture-say )</li> </ul>	



Unit 1: Launch Writing		Grade Level: Kindergarten	Time Frame: October-November
Standards: W.K.3 W.K.5 SL.K.1 SL.K.3 SL.K.4 SL.K.5 L.K.2			
<b>Essential Questions:</b> <ul style="list-style-type: none"> <li>• How do writers learn to write?</li> <li>• How do writers add more pages to their story?</li> <li>• How do writers tell a story before writing?</li> <li>• How do writers publish?</li> </ul>		<b>Unit Goals/Enduring Understandings:</b> <ul style="list-style-type: none"> <li>• <b>Writers learn how to write a story.</b></li> <li>• <b>Writers add more pages to story.</b></li> <li>• <b>Writers tell a story.</b></li> <li>• <b>Writers prepare for publication.</b></li> </ul>	
<b>Skills:</b> <ul style="list-style-type: none"> <li>• Edit</li> <li>• Publish</li> <li>• Routines/procedures</li> <li>• Writing process</li> <li>• Rehearsal (partners-audience)</li> </ul>		<b>Demonstration of Learning:</b> <ul style="list-style-type: none"> <li>• Assessment/checklist-notes</li> <li>• Conferring</li> <li>• Writing folders</li> </ul>	
<b>Mentor Texts:</b> Freight Train Creak! Said the Bed	<b>Resources:</b> <b>*Unit 1-Launching the Writing Workshop by Lucy Calkins</b> <b>* "Writing Pathways K-5/ A Guide To The Common Core Writing Workshop/A Guide To The Common Core Writing Workshop by Lucy Calkins *</b> CD-ROM "Resources for Teaching Writing Anchor charts Post-its Pens-paper-date stamper*(Writing Tools)	<b>Structures:</b> <ul style="list-style-type: none"> <li>• Minilessons</li> <li>• Independent Writing</li> <li>• Interactive Writing (K-1 only)</li> <li>• Conferencing</li> <li>• Shared Writing/Reading</li> <li>• Strategy Groups Partner Conversations</li> <li>• Mid-Workshop Teaching Point</li> <li>• Teaching Share</li> </ul>	<b>Writing Process K-2</b> <ul style="list-style-type: none"> <li>• Generate Ideas (Think)</li> <li>• Rehearse (Say)</li> <li>• Plan (Sketch)</li> <li>• Draft</li> <li>• Revise</li> <li>• Edit</li> <li>• Publish</li> <li>• Celebrate</li> </ul>
<b>Cross Curricular Connections:</b> Social Studies- Communities, Rules and Laws Health- Social Emotional Skills Science-	<b>21<sup>st</sup> Century Themes</b> Global Awareness <b>21<sup>st</sup> Century Skills</b> Learning and Innovation Skills Critical Thinking and Problem Solving Communication and Collaboration Life and Career Skills Social and Cross-Cultural Skills	<b>Modifications/Accommodations:</b> <ul style="list-style-type: none"> <li>• Small group/One to one</li> <li>• Large print textbooks</li> <li>• Additional time</li> <li>• Review of directions</li> <li>• Student restates information</li> <li>• Student provides oral responses</li> <li>• Concrete examples</li> <li>• Support auditory presentations with visuals</li> <li>• Assistance in maintaining uncluttered space</li> <li>• Space for movement or breaks</li> <li>• Extra visual and verbal cues and prompts</li> <li>• Personalized examples</li> <li>• Books on tape</li> </ul>	<ul style="list-style-type: none"> <li>• Quiet space to calm down/relax</li> <li>• Preferential seating</li> <li>• Reduction of distractions</li> <li>• Hands-on activities</li> <li>• Follow a routine/schedule</li> <li>• Alternate quiet and active time</li> <li>• Teach time management skills</li> <li>• Rest breaks</li> <li>• Verbal and visual cues regarding directions and staying on task</li> <li>• Checklists</li> <li>• Immediate feedback</li> <li>• Work-in-progress check</li> </ul>

Unit 1: Launch Writing	Grade Level: Kindergarten	Time Frame: October-November
Goals	Suggested Mini lessons	Teacher's Notes/Ideas
<ul style="list-style-type: none"> <li>• <b>Writers learn how to write a story.</b></li> </ul>	<ul style="list-style-type: none"> <li>• Writers put ideas on paper with pictures and words. We think about what we know and want to tell other people.</li> <li>• Writers look back and add more. Writers <b>“Revise”</b></li> <li>• Writers solve unknowns in writing procedures. Writers think to themselves, if there is something I don't know I can figure out a way to solve it on my own. WE realize we are the boss of our own writing and make the choice not to waste any time.</li> <li>• Writers sketch their stories with details. We think about the story we want to tell and imagine the details in our heard. We then turn the picture in our minds into words or pictures on paper.</li> <li>• Writers stretch out words slowly and write the sounds we hear.</li> <li>• Writers try their best even when it is difficult and never give up.</li> </ul>	<ul style="list-style-type: none"> <li>*Anchor charts</li> <li>*Model sample</li> <li>*Anchor Charts “When We Are Done, We Have Just Begun”</li> <li>*Stretchy the Snake</li> </ul>
<ul style="list-style-type: none"> <li>• <b>Writers add more pages to story.</b></li> </ul>	<ul style="list-style-type: none"> <li>• Writers add more pages when they want to teach more about what they are writing. We can turn our pages into a book by stapling each page together.</li> <li>• Writers plan and write a whole book.</li> <li>• Writing partners can help us add to our work. When we share what we wrote, our partners may have questions. We can then add to what we wrote to help answer those questions and then teach even more about our topic.</li> <li>• Writers stretch out words to write all the sounds. Writers also use words stuck in our memory to help with writing our stories (sight words)</li> <li>• Writers recall what strategies good writers use in order to write and add more details without wasting time. We may talk with our partners and keep a checklist of things we can do to make our writing the best it can be.</li> </ul>	<ul style="list-style-type: none"> <li>*Partnership chart/Anchor chart</li> <li>*I Can Revise MY Teaching.../Anchor charts</li> <li>*pg. 54 figures for writing</li> <li>*Refer to “Coaching” pg61</li> <li>*Word wall/Student name chart</li> <li>*Information writing checklist pg83</li> </ul>

<ul style="list-style-type: none"> <li>• <b>Writers tell a story.</b></li> </ul>	<ul style="list-style-type: none"> <li>• Writers get ready to write by first telling their stories. We use as much details in our stories including what other people said and did.</li> <li>• Writers plan stories page by page to show that good stories build up slowly. Each time there is a new part to our story we turn the page.</li> <li>• Writers add details to stories. (Who-What-Where)</li> <li>• Writers recall how to stretch sounds in words.</li> <li>• Writers use speech bubbles.</li> <li>• Writers proofread.</li> </ul>	<p>*Anchor Charts pg. 94</p> <p>*Narrative Checklist (CD-ROM) pg. 131</p> <p>*Anchor Charts “How to Write a True Story” pg129</p>
<ul style="list-style-type: none"> <li>• <b>Writers prepare for publication.</b></li> </ul>	<ul style="list-style-type: none"> <li>• Writers reread and rewrite work.</li> <li>• Writers celebrate published stories.</li> </ul>	<p>*Anchor Charts-Model work</p>

Unit 2: Writers are Readers		Grade Level: Kindergarten	Time Frame: December-January
<b>Standards:</b> W.K.3 W.K.5 W.K.6 W.K.7 RFS.K.1 RFS.K.2 RFS.K.3 RFS.K.4 SL.K.1 SL.K.2 SL.K.3 SL.K.4 SL.K.5 SL.K.6 L.K.1 L.K.2 L.K.4			
<b>Essential Questions:</b>		<b>Unit Goals/Enduring Understandings:</b>	
<ul style="list-style-type: none"> <li>• How do writers read their stories?</li> <li>• How do writers use tools?</li> <li>• How do writers make stories fun?</li> <li>• How do writers get ready for publication?</li> </ul>		<ul style="list-style-type: none"> <li>• <b>Writers learn how to read their own work.</b></li> <li>• <b>Writers use tools.</b></li> <li>• <b>Writers make stories fun to read.</b></li> <li>• <b>Writers prepare to publish.</b></li> </ul>	
<b>Skills:</b>		<b>Demonstration of Learning:</b>	
<ul style="list-style-type: none"> <li>• Edit</li> <li>• Publish</li> <li>• Routines/procedures</li> <li>• Writing process</li> </ul>	<ul style="list-style-type: none"> <li>• Rehearsal (partners-audience)</li> <li>• Illustrations</li> <li>• Getting topics</li> <li>• Texts</li> </ul>	<ul style="list-style-type: none"> <li>• Assessment/notes-checklist</li> <li>• Use of strategies</li> <li>• Conferencing-group work</li> <li>• Writing work in folders</li> </ul>	
<b>Mentor Texts:</b>	<b>Resources:</b>	<b>Structures:</b>	<b>Writing Process K-2</b>
Shortcut by Donald Crews A Day with Daddy by Nikky Grimes The Snowy Day by Ezra Jack Keats Don't let the Pigeon Drive the Bus by Mo Willems A Chair for My Mother by Vera B. Williams Owl Moon by Jane Yolen When Sophie Gets Angry...Really Really Angry by Molly Bang	<b>*Unit 2-Writing For Readers * Lucy Calkins</b> <b>* Writing Pathways K-5/ A Guide To The Common Core Writing Workshop/A Guide To The Common Core Writing Workshop by Lucy Calkins *</b>  CD-ROM Teaching Writing Anchor charts Post-its Pens-paper-date stamper*(Writing Tools)	<ul style="list-style-type: none"> <li>• Minilessons</li> <li>• Independent Writing</li> <li>• Interactive Writing (K-1 only)</li> <li>• Conferencing</li> <li>• Shared Writing/Reading</li> <li>• Strategy Groups Partner Conversations</li> <li>• Mid-Workshop Teaching Point</li> <li>• Teaching Share</li> </ul>	<ul style="list-style-type: none"> <li>• Generate Ideas (Think)</li> <li>• Rehearse (Say)</li> <li>• Plan (Sketch)</li> <li>• Draft</li> <li>• Revise</li> <li>• Edit</li> <li>• Publish</li> <li>• Celebrate</li> </ul>
<b>Cross Curricular Connections:</b>	<b>21<sup>st</sup> Century Themes</b>	<b>Modifications/Accommodations:</b>	
Social Studies- Communities, Rules and Laws Health- Social Emotional Skills Science-	Global Awareness <b>21<sup>st</sup> Century Skills</b> Learning and Innovation Skills Critical Thinking and Problem Solving Communication and Collaboration Life and Career Skills Social and Cross-Cultural Skills	<ul style="list-style-type: none"> <li>• Small group/One to one</li> <li>• Large print textbooks</li> <li>• Additional time</li> <li>• Review of directions</li> <li>• Student restates information</li> <li>• Student provides oral responses</li> <li>• Concrete examples</li> <li>• Support auditory presentations with visuals</li> <li>• Assistance in maintaining uncluttered space</li> <li>• Space for movement or breaks</li> <li>• Extra visual and verbal cues and prompts</li> </ul>	<ul style="list-style-type: none"> <li>• Quiet space to calm down/relax</li> <li>• Preferential seating</li> <li>• Reduction of distractions</li> <li>• Hands-on activities</li> <li>• Follow a routine/schedule</li> <li>• Alternate quiet and active time</li> <li>• Teach time management skills</li> <li>• Rest breaks</li> <li>• Verbal and visual cues regarding directions and staying on task</li> <li>• Checklists</li> <li>• Immediate feedback</li> <li>• Work-in-progress check</li> <li>• Personalized examples</li> <li>• Books on tape</li> </ul>

Unit 2: Writers are Readers		Grade Level: Kindergarten	Time Frame: December-January
Goals	Suggested Mini lessons	Teacher's Notes/Ideas	
<p><b>1. Writers learn how to read their own work.</b></p>	<ul style="list-style-type: none"> <li>Writers reread our stories. If we have trouble getting through it, we fix it up so that others don't have the same problem.</li> <li>Writers write personal stories using what they have learned.</li> <li>Writers share work and draw to tell their story.</li> <li>Writers write sentences that match pictures. (Use of punctuation in speech bubbles)</li> <li>Writers reread often.</li> </ul>	<p>*Anchor charts</p> <p>*refer to chart on pg24</p> <p>*refer to chart pg. 32 "What Makes Reading Hard To Read"</p> <p>*refer to Pigeon Books for speech bubbles</p> <p>*refer to chart pg. 45 "What Makes Writing Easy To Read"</p>	
<p><b>2. Writers use tools.</b></p>	<ul style="list-style-type: none"> <li>Writers use a checklist.</li> <li>Writers use vowels to help with middle sounds in writing. (Use chart)</li> <li>Writers use "snap" words/word wall.</li> <li>Writers use story telling words. (First/Next/Last &amp;-use descriptive words)</li> <li>Writers use partners as tools. (Turn and Talk)</li> <li>Writers engage with partners to clarify and edit work.</li> <li>Writers reflect on work to make it readable. (Guided Inquiry Lesson)</li> </ul>	<p>* Narrative Writing Checklist &amp; vowel chart on CD-ROM</p> <p>*Anchor Charts</p> <p>*Word Wall (High Frequency Words)</p> <p>*Teach children to use periods</p>	
<p><b>3. Writers make stories fun to read.</b></p>	<ul style="list-style-type: none"> <li>Writers visualize and sketch to make stories better.</li> <li>Writers use tools to make writing better.</li> <li>Writers refer to mentor texts to write strong beginnings.</li> <li>Writers work with partners to revise work.</li> </ul>	<p>*Model Revision Strategy</p> <p>*Use writing "Revision Flaps"</p> <p>*Writing for Readers Unit2-Fig. 15-1 pg127 (Storytelling Transitions)</p> <p>* A Chair for My Mother by Vera B. Williams</p> <p>Owl Moon by Jane Yolen</p> <p>*Student Conferring Centers</p>	
<p><b>4. Writers prepare to publish.</b></p>	<ul style="list-style-type: none"> <li>Writers prepare for celebration.</li> <li>Writers use "feeling" words to write a strong ending.</li> <li>Writers make their stories beautiful. (Add color, check words, be neat)</li> <li>Writers celebrate.</li> </ul>	<p>*Anchor Charts/ Edit tools</p> <p>*Anchor chart about feelings</p> <p>*Sophie gets Angry....by Molly Bang</p>	

Unit 3: How-To Books		Grade Level: Kindergarten		Time Frame: February-March			
Standards: W.K.2 W.K.5 W.K.6 W.K.7 W.K.8 RI.K.1 RI.K.2 RI.K.3 RF.K.1 RF.K.2 RF.K.3 SL.K.1 SL.K.2 SL.K.3 SL.K.4 SL.K.5 SL.K.6 L.K.1 L.K.2 L.K.5 L.K.6							
<b>Essential Questions:</b> <ul style="list-style-type: none"> <li>How do writers use text to create How-To topics?</li> <li>Why do we revisit and revise our work?</li> <li>Why should we keep the reader in mind when writing?</li> <li>How do writers prepare for publication?</li> </ul>			<b>Unit Goals/Enduring Understandings:</b> <ul style="list-style-type: none"> <li>Writers use text to write How-To stories.</li> <li>Writers revise and revisit writing.</li> <li>Writers keep readers in mind while writing.</li> <li>Writers publish work.</li> </ul>				
<b>Skills:</b> <ul style="list-style-type: none"> <li>Informational</li> <li>Procedures</li> <li>Sequence</li> </ul>		<ul style="list-style-type: none"> <li>Revise-Revisit</li> <li>Turn and talk</li> <li>Tone</li> <li>Text Features</li> </ul>		<b>Demonstration of Learning:</b> <ul style="list-style-type: none"> <li>Assessment/notes-checklist</li> <li>Use of strategies</li> <li>Conferring-group work</li> <li>Writing work in folders</li> </ul>			
<b>Mentor Texts:</b> Choice of “How-to” books <b>My First Soccer Game (in Unit of Study)</b>		<b>Resources:</b> *Unit 3-How-To Books * Lucy Calkins * Writing Pathways K-5/ A Guide To The Common Core Writing Workshop/A Guide To The Common Core Writing Workshop by Lucy Calkins * <a href="http://www.arthubforkids.com">www.arthubforkids.com</a> CD-ROM Teaching Writing Anchor charts Post-its Pens-paper-date stamper*(Writing Tools)		<b>Structures:</b> <ul style="list-style-type: none"> <li>Minilessons</li> <li>Independent Writing</li> <li>Interactive Writing (K-1 only)</li> <li>Conferencing</li> <li>Shared Writing/Reading</li> <li>Strategy Groups Partner Conversations</li> <li>Mid-Workshop Teaching Point</li> <li>Teaching Share</li> </ul>		<b>Writing Process K-2</b> <ul style="list-style-type: none"> <li>Generate Ideas (Think)</li> <li>Rehearse (Say)</li> <li>Plan (Sketch)</li> <li>Draft</li> <li>Revise</li> <li>Edit</li> <li>Publish</li> <li>Celebrate</li> </ul>	
<b>Cross Curricular Connections:</b> Social Studies- Communities, Rules and Laws Health- Social Emotional Skills Science-		<b>21<sup>st</sup> Century Themes</b> Global Awareness <b>21<sup>st</sup> Century Skills</b> Learning and Innovation Skills Critical Thinking and Problem Solving Communication and Collaboration Life and Career Skills Social and Cross-Cultural Skills		<b>Modifications/Accommodations:</b> <ul style="list-style-type: none"> <li>Small group/One to one</li> <li>Large print textbooks</li> <li>Additional time</li> <li>Review of directions</li> <li>Student restates information</li> <li>Student provides oral responses</li> <li>Concrete examples</li> <li>Support auditory presentations with visuals</li> <li>Assistance in maintaining uncluttered space</li> <li>Space for movement or breaks</li> <li>Extra visual and verbal cues and prompts</li> <li>Personalized examples</li> </ul>		<ul style="list-style-type: none"> <li>Quiet space to calm down/relax</li> <li>Preferential seating</li> <li>Reduction of distractions</li> <li>Hands-on activities</li> <li>Follow a routine/schedule</li> <li>Alternate quiet and active time</li> <li>Teach time management skills</li> <li>Rest breaks</li> <li>Verbal and visual cues regarding directions and staying on task</li> <li>Checklists</li> <li>Immediate feedback</li> <li>Work-in-progress check</li> <li>Books on Tape</li> </ul>	

Unit 3: How-To Books		Grade Level: Kindergarten	Time Frame: February-March
Goals	Suggested Mini lessons	Teacher's Notes/Ideas	
<b>1. Writers use text to write How-To stories.</b>	<ul style="list-style-type: none"> <li>• Writers “think” before they write.</li> <li>• Writers use their senses across the page.</li> <li>• Writers reread writing and make changes along the way.</li> <li>• Writers collaborate with partners to ensure sequences are clear.</li> <li>• Writers label their diagrams.</li> <li>• Writers write more.</li> <li>• Writers set goals.</li> </ul>	<ul style="list-style-type: none"> <li>*My First Soccer Game (in Unit of Study)</li> <li>*Anchor Chart “How-To style” pg. 10</li> <li>*CD-ROM paper sample-3-5pg booklets</li> <li>*Fig. 7-1 pg. 49</li> <li>“Information Writing Checklist”</li> </ul>	
<b>2. Writers revise and revisit writing.</b>	<ul style="list-style-type: none"> <li>• Writers use informational text to add to writing.</li> <li>• Writers write for readers using second person pronoun (you).</li> <li>• Writers use “just right” words for how-to books.</li> <li>• Writers elaborate giving the reader tips/suggestions/warnings in their how-to process.</li> <li>• Writers clarify directions by imagining.</li> </ul>	<ul style="list-style-type: none"> <li>*My First Soccer Game</li> <li>*Anchor Charts Unit3-Fig8-1 pg63 “Learning From a Mentor/How-To Text”</li> <li>*Visualize steps</li> <li>*Refer to Unit 3-pg88 “Share”</li> </ul>	
<b>3. Writers keep readers in mind while writing.</b>	<ul style="list-style-type: none"> <li>• Writers get ideas from everyday experiences.</li> <li>• Writers gather information on a topic for how-to writing.</li> <li>• Writers can write introductions and conclusions.</li> <li>• Writers use strategies to make stories easy to read.</li> </ul>	<ul style="list-style-type: none"> <li>*Refer to class favorites book tub</li> <li>*Teach the Writer, Not the Writing</li> </ul>	
<b>4. Writers publish work.</b>	<ul style="list-style-type: none"> <li>• Writers create, publish, and dedicate their writing to a person.</li> <li>• Writers prepare with editing checklist to publish and share.</li> <li>• Writers celebrate.</li> </ul>	<ul style="list-style-type: none"> <li>*Editing tools</li> <li>*CD-ROM edit checklist &amp; dedication page</li> <li>*Fig 18-1 pg. 141</li> </ul>	

Unit 4: Persuasive Writing		Grade Level: Kindergarten	Time Frame: April-June
Standards: W.K.1 W.K.2 W.K.5 W.K.6 W.K.8 RI.K.1 RI.K.2 RI.K.8 RI.K.10 RL.K.1 RL.K.2 RL.K.3 RL.K.7 RL.K.8 RL.K.10 RFS.K.1 RFS.K.2 RFS.K.3 SL.K.1 SL.K.2 SL.K.3 SL.K.4 SL.K.5 SL.K.6 L.K.1 L.K.2 L.k.6			
<b>Essential Questions:</b> <ul style="list-style-type: none"> <li>• What does it mean to have an opinion about something?</li> <li>• What do letters represent?</li> <li>• Why would you want to try to persuade someone to like what you like?</li> </ul>		<b>Unit Goals/Enduring Understandings:</b> <ul style="list-style-type: none"> <li>• <b>Writers write their opinion.</b></li> <li>• <b>Writers write letters to help make a change.</b></li> <li>• <b>Writers write persuasive writing.</b></li> </ul>	
<b>Skills:</b> <ul style="list-style-type: none"> <li>• Opinion/Persuasive/letter writing</li> <li>• Procedures</li> <li>• Revise-Revisit</li> </ul>	<ul style="list-style-type: none"> <li>• Tone</li> <li>• Text Features</li> <li>• Grammar</li> <li>• Turn and talk</li> </ul>	<b>Demonstration of Learning:</b> <ul style="list-style-type: none"> <li>• Assessment/notes-checklist</li> <li>• Handles book correctly.</li> <li>• Use of strategies</li> </ul>	
<b>Mentor Texts:</b> <b>Click Clack Moo, Cows That Type by Doreen Cronin</b> <b>Corduroy Writes A Letter by Alison Inches</b>	<b>Resources:</b> <b>*Unit 4-Persuasive Writing of all Kinds Lucy Calkins</b> <b>* Writing Pathways K-5/ A Guide To The Common Core Writing Workshop/A Guide To The Common Core Writing Workshop by Lucy Calkins *</b> CD-ROM Teaching Writing Anchor charts Post-its Pens-paper-date stamper*(Writing Tools)	<b>Structures:</b> <ul style="list-style-type: none"> <li>• Minilessons</li> <li>• Independent Writing</li> <li>• Interactive Writing (K-1 only)</li> <li>• Conferencing</li> <li>• Shared Writing/Reading</li> <li>• Strategy Groups Partner Conversations</li> <li>• Mid-Workshop Teaching Point</li> <li>• Teaching Share</li> </ul>	<b>Writing Process K-2</b> <ul style="list-style-type: none"> <li>• Generate Ideas (Think)</li> <li>• Rehearse (Say)</li> <li>• Plan (Sketch)</li> <li>• Draft</li> <li>• Revise</li> <li>• Edit</li> <li>• Publish</li> <li>• Celebrate</li> </ul>
<b>Cross Curricular Connections:</b> Social Studies- Communities, Rules and Laws Health- Social Emotional Skills Science-	<b>21<sup>st</sup> Century Themes</b> Global Awareness <b>21<sup>st</sup> Century Skills</b> Learning and Innovation Skills Critical Thinking and Problem Solving Communication and Collaboration Life and Career Skills Social and Cross-Cultural Skills	<b>Modifications/Accommodations:</b> <ul style="list-style-type: none"> <li>• Small group/One to one</li> <li>• Large print textbooks</li> <li>• Additional time</li> <li>• Review of directions</li> <li>• Student restates information</li> <li>• Student provides oral responses</li> <li>• Concrete examples</li> <li>• Support auditory presentations with visuals</li> <li>• Assistance in maintaining uncluttered space</li> <li>• Space for movement or breaks</li> <li>• Extra visual and verbal cues and prompts</li> <li>• Personalized examples</li> </ul>	<ul style="list-style-type: none"> <li>• Quiet space to calm down/relax</li> <li>• Preferential seating</li> <li>• Reduction of distractions</li> <li>• Hands-on activities</li> <li>• Follow a routine/schedule</li> <li>• Alternate quiet and active time</li> <li>• Teach time management skills</li> <li>• Rest breaks</li> <li>• Verbal and visual cues regarding directions and staying on task</li> <li>• Checklists</li> <li>• Immediate feedback</li> <li>• Work-in-progress check</li> <li>• Books on Tape</li> </ul>



Unit 4: Persuasive Writing	Grade Level: Kindergarten	Time Frame: April-June
Goals	Suggested Mini lessons	Teacher's Notes/Ideas
<p><b>1. Writers write their opinion.</b></p>	<ul style="list-style-type: none"> <li>• Writers know that their words can be used like magic wands. We can use our words to help others understand things better. Sometimes we can use our words to help other understand ways to help make the world a better place. We can do this by thinking or a problem and then a way to solve that problem.</li> <li>• Writers give reasons to convince reader. We come up with reasons why the problem we are facing should be solved.</li> <li>• Writers write a variety of genres for their audience.</li> <li>• Writers reread and revise.</li> <li>• Writers use many strategies to spell difficult words.</li> <li>• Writers share their opinions.</li> </ul>	<p>*Anchor Charts Unit- pg4 “Writers Write To Make The World Better”</p> <p>*Audio recording: “If I Had A Hammer” by Pete Seeger</p> <p>*Anchor Chart Unit 4 pg23- “Writers Can Make...”</p> <p>*Anchor Chart Reading and Writing Strategies</p>
<p><b>2. Writers write letters to help make a change</b></p>	<ul style="list-style-type: none"> <li>• Writers write letters for the reader.</li> <li>• Writers reference mentor texts to enhance their writing.</li> <li>• Writers write to many audiences.</li> <li>• Writers use problem solving skills in their writing.</li> <li>• Writers celebrate.</li> </ul>	<p>*Click Clack Moo, Cows That Type</p> <p>*Anchor Chat Unit4 pg84 “How Can We Be Convincing”</p>
<p><b>3. Writers write persuasive writing.</b></p>	<ul style="list-style-type: none"> <li>• Writers use what they know about persuasive writing.</li> <li>• Writers use facts to make writing more persuasive.</li> <li>• Writers add more facts to persuasive writing.</li> <li>• Writers write how-to books with detailed information to solve problems.</li> <li>• Writers edit and include punctuation in writing.</li> <li>• Writers plan what they will write and share about.</li> <li>• Writers revise and edit work using a checklist.</li> <li>• Writers celebrate.</li> </ul>	<p>*CD-ROM for variety of paper choices</p> <p>*Anchor charts</p> <p>*Video Clip: mentor speechmaker  <a href="http://www.youtube.com/watch?v=ealvk1cSyG8">http://www.youtube.com/watch?v=ealvk1cSyG8</a></p> <p>*Fig. 17-1 Unit4-pg131</p> <p>*Anchor Chart pg137 “Make people Really Listen”</p> <p>*CD-ROM: Super Checklist</p>

First Grade Writing Curriculum

**Pacing Guide**

**Content Area:** Language Arts

**Course Title:** Writing

**Grade Level:** First

Unit 1: Launching/ Small Moments

September – October

Unit 2: How-To Writing

October – December

Unit 3: Writing Non-Fiction

January-February

Unit 4: Opinion Writing

March-April

Unit 5: Realistic Fiction

April-June

Unit 6: Poetry

June



Unit 1 Title: Launching/ Small Moments (Narrative)		Grade Level: First		Time Frame: September – October			
<b>Standards:</b> <ul style="list-style-type: none"> <li>W.1.1, W.1.2, W.1.3</li> <li>SL.1.1, SL.1.2, SL.1.4, SL.1.6</li> <li>L.1.1, L.1.2, L.1.4, L.1.5, L.1.6</li> </ul>		<b>Cross Curricular Connections:</b> Social Studies- Communities, Rules and Laws Health- Social Emotional Skills Science-		<b>21<sup>st</sup> Century Themes</b> Global Awareness 21 <sup>st</sup> Century Skills Learning and Innovation Skills Critical Thinking and Problem Solving Communication and Collaboration Life and Career Skills Social and Cross-Cultural Skills			
<b>Essential Questions:</b> <ul style="list-style-type: none"> <li>How do we create a community?</li> <li>How do we work independently?</li> <li>How do we get ideas for our writing?</li> <li>In what ways can we support each other?</li> <li>How do we bring small moment stories to life?</li> <li>How do we study the craft of other writers?</li> </ul>		<b>Unit Goals/Enduring Understandings:</b> <ul style="list-style-type: none"> <li>Writers create a community</li> <li>Writers work independently with stamina</li> <li>Writers gather ideas from experiences</li> <li>Writers bring small moment stories to life</li> <li>Writers work in partnerships</li> <li>Writers zoom in on one moment of their lives</li> <li>Writers model other authors' work</li> <li>Writers revise, edit, check and celebrate their work</li> </ul>					
<b>Knowledge and Skills:</b> <ul style="list-style-type: none"> <li>Narrative Writing (Small Moment)</li> <li>Using Pictures to Tell the Story</li> <li>Writing Across Pages</li> <li>Inventive Spelling</li> <li>Writers Checklist</li> <li>Revising</li> <li>Editing: punctuation, capitalization</li> </ul>		<b>Demonstration of Learning/Assessment:</b> <ul style="list-style-type: none"> <li>Checklist</li> <li>Conference Notes</li> <li>Rubric</li> <li>Writing Folder</li> <li>Published Work</li> <li>Post-it Notes</li> <li>Post workshop Share of Skills and Strategies</li> <li>Writing Celebrating</li> </ul>		<b>Structures:</b> <ul style="list-style-type: none"> <li>Writer's Workshop</li> <li>Whole group minilesson</li> <li>Independent writing/conferencing</li> <li>Mid-workshop Teaching</li> <li>Teaching Share</li> <li>Partner Talk</li> <li>Partner Writing</li> <li>Guided Writing</li> <li>Strategy Group</li> <li>Shared Writing</li> <li>Read aloud</li> </ul>		<b>Writing Process:</b> <ul style="list-style-type: none"> <li>Generate ideas (Think)</li> <li>Rehearse (Touch &amp; Tell)</li> <li>Plan (Sketch)</li> <li>Write</li> <li>Revise</li> <li>Edit</li> <li>Publish</li> <li>Celebrate</li> </ul>	
<b>Mentor Texts:</b> "Night of the Veggie Monster" – George McClements Suggested: "Big Mama's" - Donald Crews "Shortcut"- Donald Crews Rollercoaster" – Maria Frazee "Elephant and Piggy" – Mo Williams (speech bubbles) "Knuffle Bunny" – Mo Willaims		<b>Resources:</b> <ul style="list-style-type: none"> <li>Lucy Calkins Units of Study for Teaching Writing: Unit 1 "Narrative"</li> <li>Units of Study Anchor Chart Notes</li> <li>Lucy Calkins Units of Study for Teaching Writing: "If . . . Then"</li> </ul> Differentiating instruction for individuals and small groups/conferring; <b>Narrative Structure and Cohesion Table</b> (p 68-77)		<b>Modifications/Accommodations:</b> Small group/One to one <ul style="list-style-type: none"> <li>Large print textbooks</li> <li>Additional time</li> <li>Review of directions</li> <li>Student restates information</li> <li>Student provides oral responses</li> <li>Concrete examples</li> <li>Support auditory presentations with visuals</li> <li>Assistance in maintaining uncluttered space</li> <li>Space for movement or breaks</li> <li>Extra visual and verbal cues and prompts</li> </ul>		<ul style="list-style-type: none"> <li>Quiet space to calm down/relax</li> <li>Preferential seating</li> <li>Reduction of distractions</li> <li>Hands-on activities</li> <li>Follow a routine/schedule</li> <li>Alternate quiet and active time</li> <li>Teach time management skills</li> <li>Rest breaks</li> <li>Verbal and visual cues regarding directions and staying on task</li> <li>Checklists</li> <li>Immediate feedback</li> </ul>	

Unit Title: Launching/ Small Moments (Narrative)		Grade Level: First	Time Frame: September – October
Goals	Suggested Minilessons	Teacher’s Notes	
Writers create a community	<ul style="list-style-type: none"> <li>• Building a writing community takes practice.</li> <li>• Writing time is a quiet and peaceful time to gather ideas on paper.</li> <li>• Writers reread their writing and relate illustrations to their favorite writing</li> <li>• Writers learn from other writers through sharing with one another.</li> <li>• Writers get ideas about new writing from the stories they read</li> <li>• It is important to remember to write from left to right and leave spaces between words.</li> <li>• Writers reread their writing, illustrate their writing, and write left to write while leaving words between spaces.</li> <li>• Writers make mental images to help them visualize and add to the illustrations for their writing</li> <li>• Writers share their own writing to get to know other members of the writing community</li> </ul> <p>Writers work with other writers to help improve their own writing skill</p>	<p>Refer to <b>GETTING READY</b> notes at beginning of each session</p> <p>Teacher Tool-Kit (folder)          -Published Small Moment          - Small Moment pieces in progress          (All teacher made)</p>	
<p>Writers work independently with stamina</p> <p>Writers gather ideas from experiences</p> <p>Writers zoom in on one moment of their lives</p>	<ol style="list-style-type: none"> <li>1. Writers create an idea booklet that they can refer to for ideas throughout the unit</li> <li>2. Writers use events from their lives- things they do or things that have happened to them- to write small moment stories. <b>AC:</b> How to Write a Story</li> <li>3. Writers plan what they want to write about before they start writing (touch and tell, sketch, then write) <b>AC:</b> How to Write a Story</li> <li>4. Writers remember “when you’re done, you’ve just begun”. Writers go back and add more to pictures and words. <b>AC:</b> How to Write a Story</li> <li>5. Writers spell by stretching out each word listening for all the sounds and recording what they hear <b>AC:</b> Ways to Spell Words</li> <li>6. Writers write with focus (watermelon and seed) <b>AC:</b> Watermelon Seed (google this chart)</li> <li>7. Writers talk to other writers about their writing, story telling their ideas out loud <b>AC:</b> Storytelling with a Partner</li> <li>8. Writers reread their writing checking that it is clear and “fixing up” as necessary. <b>AC:</b> “Fix UP” “Fancy Up” (google this chart)</li> </ol>	<p>Refer to <b>GETTING READY</b> notes at beginning of each session</p> <p><b>Starting with lesson 2:</b> Student Narrative Writing Checklist</p>	

<p>Writers bring small moment stories to life</p>	<ol style="list-style-type: none"> <li>1. Writers bring their stories to life by making their characters move and speak <b>AC:</b> Ways to Being Stories to LIFE! (unfreeze people)</li> <li>2. Writers bring their stories to life by unfolding the action bit by bit <b>AC:</b> Ways to Being Stories to LIFE! (tell small steps/tell story across your fingers)</li> <li>3. Writers bring their stories to life by making characters think and feel <b>AC:</b> Ways to Being Stories to LIFE! (bring out the inside)</li> <li>4. Writers act out their stories with a partner to notice what they need to add</li> <li>5. Writers use words they know to spell new and more challenging words <b>AC:</b> Ways to Spell Words</li> <li>6. Writers use punctuation to help readers read it better (capitals/ending marks)</li> </ol>	<p>Refer to <b>GETTING READY</b> notes at beginning of each session</p> <p>Student Narrative Writing Checklist</p>
<p>Writers model other authors' work</p>	<ol style="list-style-type: none"> <li>1. Writers study other authors' craft, seeing what special things the authors do that they can try in their own writing <b>AC:</b> Learning Craft Moves from a Mentor Author or We Can Write Like Other Authors</li> <li>2. Writers try other author's moves in their own writing, they can try telling the exact actions people do. <b>AC:</b> Learning Craft Moves from a Mentor Author or We Can Write Like Other Authors</li> <li>3. Writers use other author's craft moves like: big, bold words and different shapes to show the words are important and should be read with a strong voice. <b>AC:</b> Learning Craft Moves from a Mentor Author or We Can Write Like Other Authors</li> <li>4. Writers can find their own mentor authors and try out a new craft <b>AC:</b> Learning Craft Moves from a Mentor Author or We Can Write Like Other Authors</li> </ol>	<p>Refer to <b>GETTING READY</b> notes at beginning of each session</p>
<p>Writers revise, edit, check and celebrate their work</p>	<ol style="list-style-type: none"> <li>1. Writers publish by choosing a story they want to share then they fix it up.</li> <li>2. Writers make sure their writing is easy to read by using an editing checklist</li> <li>3. Writers get their books ready for the library by adding titles, detailed pictures and a cover.</li> <li>4. Writers celebrate!</li> </ol>	<p>Refer to <b>GETTING READY</b> notes at beginning of each session</p> <p>FIG 19-1 Kid-Friendly version of editing checklist</p>

Unit 2: How-To Writing		Grade Level: First	Time Frame: November - December
<b>Standards:</b> <ul style="list-style-type: none"> <li>W.1.2, W.7</li> <li>SL.1.1</li> <li>L.1.1 L.1.2, L.1.5d</li> </ul>		<b>Cross Curricular Connections:</b> Social Studies- Communities, Rules and Laws Health- Social Emotional Skills Science-	<b>21<sup>st</sup> Century Themes</b> Global Awareness 21 <sup>st</sup> Century Skills Learning and Innovation Skills Critical Thinking and Problem Solving Communication and Collaboration Life and Career Skills Social and Cross-Cultural Skills
<b>Essential Questions:</b> <ul style="list-style-type: none"> <li>How can we learn to do a different kind of writing, so that we use diagrams and words to teach people how to do something, step by step?</li> <li>How can we learn ways to make our how to books even better by studying what a published author did in his/her book?</li> <li>How can we do a better job of making sure that readers understand what we are saying?</li> </ul>		<b>Unit Goals/Enduring Understandings:</b> <ul style="list-style-type: none"> <li>Writers tap into their inner expert</li> <li>Writers notice the procedure and steps involved in things they do</li> <li>Writers consider their audience as well as their purpose for writing by using mentor texts as models for how-to components</li> <li>Writers revise texts, make new texts better and share</li> </ul>	
<b>Knowledge and Skills:</b> <ul style="list-style-type: none"> <li>Step-by-step Writing</li> <li>Generating Topics/Ideas</li> <li>Use of Transitional Words (First, Next, Then, After That, Last)</li> <li>Writing to Teach Readers</li> <li>Think, Touch and Tell, Sketch</li> <li>Writing Across Pages</li> <li>Inventive Spelling</li> <li>Writers Checklist</li> <li>Revising</li> <li>Editing: punctuation, comma, capitalization</li> </ul>	<b>Demonstration of Learning/Assessment:</b> <ul style="list-style-type: none"> <li>Checklist</li> <li>Conference Notes</li> <li>Rubric</li> <li>Writing Folder</li> <li>Published Work</li> <li>Post-it Notes</li> <li>Post workshop Share of Skills and Strategies</li> <li>Writing Celebrating</li> </ul>	<b>Structures:</b> <ul style="list-style-type: none"> <li>Writer’s Workshop</li> <li>Whole group minilesson</li> <li>Independent writing/conferencing</li> <li>Mid-workshop Teaching</li> <li>Teaching Share</li> <li>Partner Talk</li> <li>Partner Writing</li> <li>Guided Writing</li> <li>Strategy Group</li> <li>Shared Writing</li> <li>Read aloud</li> </ul>	<b>Writing Process:</b> <ul style="list-style-type: none"> <li>Generate ideas (Think)</li> <li>Rehearse (Touch &amp; Tell)</li> <li>Plan (Sketch)</li> <li>Write</li> <li>Revise</li> <li>Edit</li> <li>Publish</li> <li>Celebrate</li> </ul>
<b>Mentor Texts:</b> Suggested: <ul style="list-style-type: none"> <li>“How to Potty Train Your Monster”-</li> <li>“How a House is Built” – Gail Gibbons</li> <li>“How to Babysit a Grandpa”-</li> <li>“How to Teach a Slug to Read”-</li> </ul>	<b>Resources:</b> <ul style="list-style-type: none"> <li>Lucy Calkins Units of Study for Teaching Writing: “If . . . Then . . .” (p 30- 40)</li> <li>Units of Study Anchor Chart Notes</li> <li>Lucy Calkins Units of Study for Teaching Writing: “If . . . Then” - Differentiating instruction for individuals and small groups/conferring;  <b>Informational Structure and Cohesion Table</b> (p 79-84)</li> </ul>	<b>Modifications/Accommodations:</b> Small group/One to one <ul style="list-style-type: none"> <li>Large print textbooks</li> <li>Additional time</li> <li>Review of directions</li> <li>Student restates information</li> <li>Student provides oral responses</li> <li>Concrete examples</li> <li>Support auditory presentations with visuals</li> <li>Assistance in maintaining uncluttered space</li> <li>Space for movement or breaks</li> <li>Extra visual and verbal cues and prompts</li> </ul>	<ul style="list-style-type: none"> <li>Quiet space to calm down/relax</li> <li>Preferential seating</li> <li>Reduction of distractions</li> <li>Hands-on activities</li> <li>Follow a routine/schedule</li> <li>Alternate quiet and active time</li> <li>Teach time management skills</li> <li>Rest breaks</li> <li>Verbal and visual cues regarding directions and staying on task</li> <li>Checklists</li> <li>Immediate feedback</li> </ul>

Unit Title: How-To Writing		Grade Level: First	Time Frame: November- December
Goals	Suggested Minilessons	Teacher's Notes	
Writers notice the procedure and steps involved in things they do	<ol style="list-style-type: none"> <li>1. Writers create an idea booklet that they can refer to for ideas throughout the unit</li> <li>2. Writers can teach others through their how-to books <b>AC:</b> How-to anchor chart (google this chart)</li> <li>3. Writers act out how-to unpack a backpack to show they can teach others how-to do something (shared writing)</li> <li>4. Writers use transitional and sequential words to show order <b>AC:</b> How-to anchor chart (google this chart)</li> </ol>	<p>Student How-to Writing Checklist</p> <p>Refer to <b>GETTING READY</b> notes at beginning of each session</p>	
Writers write in such a way that readers read the text and follow the directions	<ol style="list-style-type: none"> <li>1. Writers use their idea booklet to choose a "How-To" topic.</li> <li>2. Writers use transitional and sequential words to show the steps of their topic</li> <li>3. Writers have partners read their how-to writing and partner acts out the steps</li> <li>4. Writers have partners read their how-to writing and help decide what can be added or fixed up</li> <li>5. Writers use punctuation to help readers read it better (capitals/ending marks)</li> </ol>	<p>Refer to <b>GETTING READY</b> notes at beginning of each session</p>	
Writers consider their audience as well as their purpose for writing by using mentor texts as models for how-to components	<ol style="list-style-type: none"> <li>1. Writers make sure every step is there and maintain voice and clarity</li> <li>2. Writers zoom in to add labels, arrows, speech bubbles to include directions for how to books</li> </ol>	<p>Refer to <b>GETTING READY</b> notes at beginning of each session</p>	
Writers revise texts, make new texts better and share	<ol style="list-style-type: none"> <li>1. Writers publish by choosing a story they want to share then they fix it up.</li> <li>2. Writers make sure their writing is easy to read by using an editing checklist</li> <li>3. Writers get their books ready for the library by adding titles, detailed pictures and a cover.</li> <li>4. Writers celebrate!</li> </ol>	<p>Refer to <b>GETTING READY</b> notes at beginning of each session</p>	



Unit 3: Writing Non-Fiction (Information)		Grade Level: First		Time Frame: January - February			
<b>Standards:</b> <ul style="list-style-type: none"> <li>W.1.2, W.1.5, W.1.7, W.1.8</li> <li>SL.1.1, SL.1.2, SL.1.3, SL.1.4, SL.1.6</li> <li>L.1.1, L.1.2, L.1.4, L.1.6</li> </ul>		<b>Cross Curricular Connections:</b> Social Studies- Communities, Rules and Laws Health- Social Emotional Skills Science-		<b>21<sup>st</sup> Century Themes</b> Global Awareness 21 <sup>st</sup> Century Skills Learning and Innovation Skills Critical Thinking and Problem Solving Communication and Collaboration Life and Career Skills Social and Cross-Cultural Skills			
<b>Essential Questions:</b> <ul style="list-style-type: none"> <li>How can we use writing to teach others?</li> <li>What ways can we organize nonfiction books?</li> <li>What does it mean to work independently?</li> </ul>		<b>Unit Goals/Enduring Understandings:</b> <ul style="list-style-type: none"> <li>Writers can teach others through informational books</li> <li>Writers can teach their readers through a variety of chapters</li> <li>Writers use all they know to with independence</li> </ul>					
<b>Knowledge and Skills:</b> <ul style="list-style-type: none"> <li>Writing Nonfiction Chapter Books</li> <li>Generating Topics/Ideas</li> <li>Writing to Teach Readers</li> <li>Using Nonfiction Text Features</li> <li>Think, Touch and Tell, Sketch</li> <li>Writing Across Pages</li> <li>Inventive Spelling</li> <li>Writers Checklist</li> <li>Revising</li> <li>Editing: punctuation, comma, capitalization</li> </ul>		<b>Demonstration of Learning/Assessment:</b> <ul style="list-style-type: none"> <li>Checklist</li> <li>Conference Notes</li> <li>Rubric</li> <li>Writing Folder</li> <li>Published Work</li> <li>Post-it Notes</li> <li>Post workshop Share of Skills and Strategies</li> <li>Writing Celebrating</li> </ul>		<b>Structures:</b> <ul style="list-style-type: none"> <li>Writer’s Workshop</li> <li>Whole group minilesson</li> <li>Independent writing/conferencing</li> <li>Mid-workshop Teaching</li> <li>Teaching Share</li> <li>Partner Talk</li> <li>Partner Writing</li> <li>Guided Writing</li> <li>Strategy Group</li> <li>Shared Writing</li> <li>Read aloud</li> </ul>		<b>Writing Process:</b> <ul style="list-style-type: none"> <li>Generate ideas (Think)</li> <li>Rehearse (Touch &amp; Tell)</li> <li>Plan (Sketch)</li> <li>Write</li> <li>Revise</li> <li>Edit</li> <li>Publish</li> <li>Celebrate</li> </ul>	
<b>Mentor Texts:</b> Suggested: <ul style="list-style-type: none"> <li>“Sharks” – Anne Scheiber</li> </ul>		<b>Resources:</b> <ul style="list-style-type: none"> <li>Lucy Calkins Units of Study for Teaching Writing: Unit 2 “Information”</li> <li>Units of Study Anchor Chart Notes</li> <li>FIG. 20-1, 20-2 Student Samples (p 140) Unit 2 “Information”</li> <li>Lucy Calkins Units of Study for Teaching Writing: “If . . . Then”</li> </ul> Differentiating instruction for individuals and small groups/conferring; <b>Informational Structure and Cohesion Table</b> (p 78-84)		<b>Modifications/Accommodations:</b> Small group/One to one <ul style="list-style-type: none"> <li>Large print textbooks</li> <li>Additional time</li> <li>Review of directions</li> <li>Student restates information</li> <li>Student provides oral responses</li> <li>Concrete examples</li> <li>Support auditory presentations with visuals</li> <li>Assistance in maintaining uncluttered space</li> <li>Space for movement or breaks</li> <li>Extra visual and verbal cues and prompts</li> </ul>		<ul style="list-style-type: none"> <li>Quiet space to calm down/relax</li> <li>Preferential seating</li> <li>Reduction of distractions</li> <li>Hands-on activities</li> <li>Follow a routine/schedule</li> <li>Alternate quiet and active time</li> <li>Teach time management skills</li> <li>Rest breaks</li> <li>Verbal and visual cues regarding directions and staying on task</li> <li>Checklists</li> <li>Immediate feedback</li> </ul>	

Unit Title: Writing Non-Fiction (Information)	Grade Level: First	Time Frame: January-February
Goals	Suggested Minilessons	Teacher's Notes
<p>Writers can teach others through informational books</p>	<ol style="list-style-type: none"> <li>1. Writers become teachers and teach readers all about a topic we are experts in. We teach one thing and then another. We can use our fingers to help us organize our information.</li> <li>2. Writers know that before we write a book, we plan how the book will go. We know that we can use our fingers to organize information, but then we can sketch it out on paper. <b>AC-</b> How to Write a Teaching Book</li> <li>3. Writers who are teachers do more than just plan. Writers think about their students. We ask, <i>Who are we teaching to?</i> Then we think about what kind of questions they may have. This helps us add more to our teaching. <b>AC-</b>How Can I Teach My Readers</li> <li>4. Writers use illustrations in our teaching books to help teach readers. We understand that these illustrations are different than the ones in picture books because they may be labeled or showing us something in greater detail. <b>AC-</b>How Can I Teach My Readers</li> <li>5. Nonfiction writers use fancy words to teach others about a topic. We think about the spelling of these fancy words syllable by syllable and do our best to spell based on the sounds we hear <b>AC-</b>How Can I Teach My Readers</li> <li>6. Writers need readers to help point out places in our books that may not make sense. These parts may not make sense because of missing words or information or we may have added things that don't belong.</li> <li>7. Writers take a moment to think about the things we did really well with our books and what things we may still need to work on to make the book the best it can be.</li> <li>8. Editing- Writers know we need to check for capitalization, punctuation, and spelling.</li> </ol>	<p>Refer to <b>GETTING READY</b> notes at beginning of each session</p>
<p>Writers can teach their readers through a variety of chapters</p>	<ol style="list-style-type: none"> <li>9. Writing books that teach something can be longer than most of the books written so far. Writers create a <b>table of contents</b> to help with organizing all the information in our books.</li> <li>10. Writers know that we can use our fingers to help us organize our chapter books the same way we used it when writing our teaching books.</li> <li>11. Writers don't just tell the fact (detail). We also help readers picture the fact so that readers can better understand why it matters. One way we can do this is by using <b>comparisons</b>. <b>AC-</b>How Can I Teach My Readers</li> <li>12. Writers think about what kind of writing we are writing.( Different paper How to and list paper)</li> <li>13. Writers know to add beginnings and ending to our writing. (<b>Introductions and Conclusions</b>)</li> <li>14. Writers pretend to be the reader to fix up our work. We check for mistakes (<b>Revise</b>) <b>AC-</b> Ways to Spell Words</li> </ol>	<p>Refer to <b>GETTING READY</b> notes at beginning of each session</p>

<p>Writers use all they know to with independence</p>	<p>15. Writers study tools (<b>charts, published nonfiction books, and other writers</b>) around us to help us write new chapter books or revise old ones. We think to ourselves, <i>How can I try that in my writing?</i>  <b>AC-</b> How to Write a Teaching Book  <b>AC-</b>How Can I Teach My Readers</p> <p>16. Writers <b>research</b>. We look for photographs or pictures that are connected to their topics. We study the pictures closely and then we put into words what we have learned and add it to our writing.  <b>AC-</b>How Can I Teach My Readers</p> <p>17. Editing- Using different punctuation marks, <b>periods, question marks, exclamation marks, commas and colons</b>. (Make a punctuation anchor chart)</p> <p>18. Writers use speech bubbles to help give more information.  <b>AC-</b>How Can I Teach My Readers</p> <p>19. Writers create an editing checklist to help make revisions in our writing.</p> <p>20. Writers revise, edit, check and celebrate their work (Fix up and Fancy)</p>	<p>Refer to <b>GETTING READY</b> notes at beginning of each session</p>
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Unit 4: Opinion Writing		Grade Level: First	Time Frame: March - April
<b>Standards:</b> <ul style="list-style-type: none"> <li>W.1.3</li> <li>SL.1.1, SL.1.2, SL.1.3, SL.1.4, SL.1.6</li> <li>L.1.1, L.1.2, L.1.4, L.1.6</li> </ul>		<b>Cross Curricular Connections:</b> Social Studies- Communities, Rules and Laws Health- Social Emotional Skills Science-	<b>21<sup>st</sup> Century Themes</b> Global Awareness 21 <sup>st</sup> Century Skills Learning and Innovation Skills Critical Thinking and Problem Solving Communication and Collaboration Life and Career Skills Social and Cross-Cultural Skills
<b>Essential Questions:</b> <ul style="list-style-type: none"> <li>How can we make judgments/critique about a topic or item?</li> <li>How can we persuade readers with our reviews?</li> </ul>		<b>Unit Goals/Enduring Understandings:</b> <ul style="list-style-type: none"> <li>Writers convey opinions that critique their own collections</li> <li>Writers use thoughtful ideas in persuasive reviews</li> <li>Writers express opinions about books read through thoughtful persuasive reviews</li> </ul>	
<b>Knowledge and Skills:</b> <ul style="list-style-type: none"> <li>Opinion Pieces <ul style="list-style-type: none"> <li>Collection Critique</li> <li>Persuasive Review</li> <li>Book Review</li> </ul> </li> <li>Think, Touch and Tell, Sketch</li> <li>Writing Across Pages</li> <li>Inventive Spelling</li> <li>Writers Checklist</li> <li>Revising</li> <li>Editing: punctuation, comma, capitalization</li> </ul>	<b>Demonstration of Learning/Assessment:</b> <ul style="list-style-type: none"> <li>Checklist</li> <li>Conference Notes</li> <li>Rubric</li> <li>Writing Folder</li> <li>Published Work</li> <li>Post-it Notes</li> <li>Post workshop Share of Skills and Strategies</li> <li>Writing Celebrating</li> </ul>	<b>Structures:</b> <ul style="list-style-type: none"> <li>Writer’s Workshop</li> <li>Whole group minilesson</li> <li>Independent writing/conferencing</li> <li>Mid-workshop Teaching</li> <li>Teaching Share</li> <li>Partner Talk</li> <li>Partner Writing</li> <li>Guided Writing</li> <li>Strategy Group</li> <li>Shared Writing</li> <li>Read aloud</li> </ul>	<b>Writing Process:</b> <ul style="list-style-type: none"> <li>Generate ideas (Think)</li> <li>Rehearse (Touch &amp; Tell)</li> <li>Plan (Sketch)</li> <li>Write</li> <li>Revise</li> <li>Edit</li> <li>Publish</li> <li>Celebrate</li> </ul>
<b>Mentor Texts:</b> “Click-Clack Moo” “The Day the Crayons Quit” “Don’t Let the Pigeon Stay Up Late” – Mo Williams Suggestion: “I Wanna Iguana” – “Spoon”-	<b>Resources:</b> <ul style="list-style-type: none"> <li>Lucy Calkins Units of Study for Teaching Writing: Unit 3 “Opinion”</li> <li>Units of Study Anchor Chart Notes</li> <li>FIG. 17-1, 17-2, 18-1, 18-2, 18-3 Student Samples (p 139-145) Unit 3 “Opinion”</li> <li>Lucy Calkins Units of Study for Teaching Writing: “If . . . Then”</li> </ul> Differentiating instruction for individuals and small groups/conferencing; <b>Opinion Structure and Cohesion Table</b> (p 85-90)	<b>Modifications/Accommodations:</b> Small group/One to one <ul style="list-style-type: none"> <li>Large print textbooks</li> <li>Additional time</li> <li>Review of directions</li> <li>Student restates information</li> <li>Student provides oral responses</li> <li>Concrete examples</li> <li>Support auditory presentations with visuals</li> <li>Assistance in maintaining uncluttered space</li> <li>Space for movement or breaks</li> <li>Extra visual and verbal cues and prompts</li> </ul>	<ul style="list-style-type: none"> <li>Quiet space to calm down/relax</li> <li>Preferential seating</li> <li>Reduction of distractions</li> <li>Hands-on activities</li> <li>Follow a routine/schedule</li> <li>Alternate quiet and active time</li> <li>Teach time management skills</li> <li>Rest breaks</li> <li>Verbal and visual cues regarding directions and staying on task</li> <li>Checklists</li> <li>Immediate feedback</li> </ul>

Unit Title: Opinion Writing	Grade Level: First	Time Frame: March-April
Goals	Suggested Minilessons	Teacher's Notes
Writers convey opinions that critique their own collections	<ol style="list-style-type: none"> <li>1. People who know a lot about a something, like a collection, think about what is their favorite. Writers write about it and even try to convince others to like it, too. WE give reason why to support our opinions. <b>CP- Judge Fairly</b></li> <li>2. Writers give a couple of examples why we feel a certain way about something. We say things like, <i>For example, ...or I think because.....</i> Phrases like that help us to add details to our writing. <b>CP- Convince Your Reader</b></li> <li>3. Writers know it is important to know the kind of writing we are creating. We use checklists to help us stay organized and to think about what we are really trying to do. (Opinion Checklist)</li> <li>4. Writers don't always agree. We can agree or disagree and both are ok. When we don't agree with someone we write down why and give backup reasons to support it. <b>CP- Convince Your Reader</b></li> <li>5. Optional- Awarding prizes</li> <li>6. Writers use lots of strategies to help convince readers of their opinion. One way they may do this is by using a <b>quote</b> that someone else has written. <b>CP- Convince Your Reader</b></li> <li>7. Writers edit and publish our work</li> </ol>	Refer to <b>GETTING READY</b> notes at beginning of each session
Writers use thoughtful ideas in persuasive reviews	<ol style="list-style-type: none"> <li>8. Writers write reviews about different things to help convince others. <b>AC-Think Outside the Box</b></li> <li>9. Writers use voice that talks write to their readers in our reviews. We can do this by explaining what our topic is, where to find it and when to go. <b>AC-Important Information</b> <b>AC-Think Outside the Box</b></li> <li>10. Writers sometimes compare their work with other work. We think about how our topic is better or worse than others and we use this in our writing. (ex. Compare vanilla to chocolate)</li> <li>11. Writers use introductions to hook their readers. One way we can do this is by talking to our reader right from the start and <b>ask a question in our introduction.</b></li> <li>12. Writing partners can work together to give each other writing checkups. WE can use editing checklist to make sure our partner's piece is easy to read. If we see something</li> </ol>	Refer to <b>GETTING READY</b> notes at beginning of each session

	<p>we can help fix it up, or write a note giving our partner ways they can make their writing better.</p> <p>13. Anthology Celebration- optional-Celebration</p>	
<p>Writers express opinions about books read through thoughtful persuasive reviews</p>	<p>14. Writers write reviews on books we have read to convince or recommend other readers to read that title.</p> <p>15. Writers give sneak peek summaries in their reviews, but don't give too much information on the book. We make the reader curious about the book without spoiling it. We can do this by giving a little bit of information and follow up with a question.</p> <p>16. Writers check our work to make sure their sentences are just right and not too long or too short. We make sure we use the right punctuation to break up the sentences.</p> <p>17. Writers use a checklist to make sure their writing is as strong as it could be by checking every part of our writing.</p> <p>18. Celebrate!</p>	<p>Refer to <b>GETTING READY</b> notes at beginning of each session</p>

Unit 5: Realistic Fiction		Grade Level: First		Time Frame: May- June	
<b>Standards:</b> <ul style="list-style-type: none"> <li>W.1.3, W.1.8</li> <li>SL.1.1, SL.1.2, SL.1.4, SL.1.6</li> <li>L.1.1, L.1.2, L.1.4, L.1.6</li> </ul>		<b>Cross Curricular Connections:</b> Social Studies- Communities, Rules and Laws Health- Social Emotional Skills Science-		<b>21<sup>st</sup> Century Themes</b> Global Awareness 21 <sup>st</sup> Century Skills Learning and Innovation Skills Critical Thinking and Problem Solving Communication and Collaboration Life and Career Skills Social and Cross-Cultural Skills	
<b>Essential Questions:</b> <ul style="list-style-type: none"> <li>How can we write realistic fiction?</li> <li>How can we build strong characters?</li> <li>How can we extend our characters through a series?</li> </ul>		<b>Unit Goals/Enduring Understandings:</b> <ul style="list-style-type: none"> <li>Writers use pretending, dialogue and feeling to write realistic fiction</li> <li>Writers introduce characters, setting, develop dialogue and include a problem and solution</li> <li>Writers write more than one story about a character in their series</li> </ul>			
<b>Knowledge and Skills:</b> <ul style="list-style-type: none"> <li>Realistic Fiction Writing: <ul style="list-style-type: none"> <li>Characters</li> <li>Setting</li> <li>Plot</li> <li>Problem/Solution</li> <li>Dialogue</li> </ul> </li> <li>Revising</li> <li>Editing</li> </ul>	<b>Demonstration of Learning/Assessment:</b> <ul style="list-style-type: none"> <li>Checklist</li> <li>Conference Notes</li> <li>Rubric</li> <li>Writing Folder</li> <li>Published Work</li> <li>Post-it Notes</li> <li>Post workshop Share of Skills and Strategies</li> <li>Writing Celebrating</li> </ul>	<b>Structures:</b> <ul style="list-style-type: none"> <li>Writer’s Workshop</li> <li>Whole group minilesson</li> <li>Independent writing/conferencing</li> <li>Mid-workshop Teaching</li> <li>Teaching Share</li> <li>Partner Talk</li> <li>Partner Writing</li> <li>Guided Writing</li> <li>Strategy Group</li> <li>Shared Writing</li> <li>Read aloud</li> </ul>		<b>Writing Process:</b> <ul style="list-style-type: none"> <li>Generate ideas (Think)</li> <li>Rehearse (Touch &amp; Tell)</li> <li>Plan (Sketch)</li> <li>Write</li> <li>Revise</li> <li>Edit</li> <li>Publish</li> <li>Celebrate</li> </ul>	
<b>Mentor Texts: Suggested:</b> “Knuffle Bunny”- Mo Williams “When the Relatives Came” – Cynthia Rylant “Kitchen Dance” – Maurie J. Manning “Owl Moon” “Peter’s Chair” “Short Cuts” “Fire Flies” “Big Mama’s” A Chair for My Mother” “Too Many Tamales” “Amazing Grace”	<b>Resources:</b> <ul style="list-style-type: none"> <li>Lucy Calkins Units of Study for Teaching Writing: Unit 4 “Realist Fiction”</li> <li>Units of Study Anchor Chart Notes</li> <li>Lucy Calkins Units of Study for Teaching Writing: “If . . . Then”</li> <li>Differentiating instruction for individuals and small groups/conferencing</li> </ul>	<b>Modifications/Accommodations:</b> Small group/One to one <ul style="list-style-type: none"> <li>Large print textbooks</li> <li>Additional time</li> <li>Review of directions</li> <li>Student restates information</li> <li>Student provides oral responses</li> <li>Concrete examples</li> <li>Support auditory presentations with visuals</li> <li>Assistance in maintaining uncluttered space</li> <li>Space for movement or breaks</li> <li>Extra visual and verbal cues and prompts</li> </ul>		<ul style="list-style-type: none"> <li>Quiet space to calm down/relax</li> <li>Preferential seating</li> <li>Reduction of distractions</li> <li>Hands-on activities</li> <li>Follow a routine/schedule</li> <li>Alternate quiet and active time</li> <li>Teach time management skills</li> <li>Rest breaks</li> <li>Verbal and visual cues regarding directions and staying on task</li> <li>Checklists</li> <li>Immediate feedback</li> </ul>	

Unit Title: Realistic Fiction	Grade Level: First	Time Frame: May- June
Goals	Suggested Minilessons	Teacher's Notes
Writers will use pretending, dialogue and feeling to write realistic fiction	<ol style="list-style-type: none"> <li>1. When writers write realistic fiction, we can imagine a pretend character. WE can imagine where the character is, what the character does, and the problem the character might run into. We can tell the story across our fingers to help organize it. <b>AC-How to Writer Realistic Fiction</b></li> <li>2. Writers take charge of our own writing and we give ourselves goals. We think about what we need to do next. We whisper to ourselves what steps we need to take next.</li> <li>3. Writers know that readers enjoy happy endings. Writers give readers happy ending by telling about what happened to their character. We tell how the character solved the problem he/she was facing.</li> <li>4. Writers know to use fancy words in our stories to keep the readers interest. We use strategies to help us remember how to spell those fancy words. <b>AC- Ways to Spell Words</b></li> <li>5. Writers use a narrative writing checklist to make sure our writing is where it needs to be.</li> </ol>	
Writers introduce characters, setting, develop dialogue and include a problem and solution	<ol style="list-style-type: none"> <li>6. Writers sometimes create characters we really like and stick with them. One way we can do this is by writing more than one story with the same character. This is called writing stories in a series. <b>AC- How to Write Series Books</b></li> <li>7. Writers who write in a series give a lot of information about the character in the very first book. This helps the reader understand the character better.</li> <li>8. Writers use dialogue in our stories to show the characters speaking to each other just like in real life.</li> <li>9. Writers fancy up their books. We can do this by getting ideas from other authors we like and see what kinds of things they do in their book that we may want to try in our own.</li> <li>10. Writers celebrate!</li> </ol>	



<p>Writers will write more than one story about a character in their series</p>	<ol style="list-style-type: none"><li>11. Writers study ways to make our writing more real. One way we do this is asking ourselves, what about this writing makes it feel real.</li><li>12. Writers use pictures to show readers what is happening in the story by adding lots of realistic details to their story so that readers can picture it, too.</li><li>13. Fiction writers include chapters in our books. We can do this by splitting our stories into three parts: beginning, middle and end</li><li>14. Writers use patterns to help stretch out our writing.</li><li>15. Writers publish and celebrate our writings (BEND IV)</li></ol>	
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Unit 5: Poetry		Grade Level: First	Time Frame: May- June
<b>Standards:</b> <ul style="list-style-type: none"> <li>W.1.1, W.1.2, W.1.3, W.1.5, W.1.5</li> <li>SL.1.4, SL.1.5</li> </ul>		<b>Cross Curricular Connections:</b> Social Studies- Communities, Rules and Laws Health- Social Emotional Skills Science-	<b>21<sup>st</sup> Century Themes</b> Global Awareness 21 <sup>st</sup> Century Skills Learning and Innovation Skills Critical Thinking and Problem Solving Communication and Collaboration Life and Career Skills Social and Cross-Cultural Skills
<b>Essential Questions:</b> <ul style="list-style-type: none"> <li>What can we learn about poems and songs by reading them?</li> <li>How do we write our own songs and poetry by studying rhythm?</li> <li>How can we write meaningful songs and poems?</li> </ul>		<b>Unit Goals/Enduring Understandings:</b> <ul style="list-style-type: none"> <li>Writers will read and reread poems and songs noticing characteristics of the genre and the author’s purpose</li> <li>Writers will study the rhythm and voice of songs and poetry to help them write their own</li> <li>Writers will write meaningful songs and poems</li> </ul>	
<b>Knowledge and Skills:</b> <ul style="list-style-type: none"> <li>Exploring Songs and Poems</li> <li>Poetry Writing</li> <li>Song Writing</li> <li>Author’s Purpose</li> <li>Rhythm and Voice</li> <li>Poetry Genre</li> <li>Acrostic</li> <li>Rhyme and Repetition</li> <li>Imagery</li> <li>Alliteration</li> <li>Free Verse</li> <li>Revising</li> <li>Editing</li> </ul>	<b>Demonstration of Learning/Assessment:</b> <ul style="list-style-type: none"> <li>Checklist</li> <li>Conference Notes</li> <li>Rubric</li> <li>Writing Folder</li> <li>Published Work</li> <li>Post-it Notes</li> <li>Post workshop Share of Skills and Strategies</li> <li>Writing Celebrating</li> </ul>	<b>Structures:</b> <ul style="list-style-type: none"> <li>Writer’s Workshop</li> <li>Whole group minilesson</li> <li>Independent writing/conferencing</li> <li>Mid-workshop Teaching</li> <li>Teaching Share</li> <li>Partner Talk</li> <li>Partner Writing</li> <li>Guided Writing</li> <li>Strategy Group</li> <li>Shared Writing</li> <li>Read aloud</li> </ul>	<b>Writing Process:</b> <ul style="list-style-type: none"> <li>Generate ideas (Think)</li> <li>Rehearse (Touch &amp; Tell)</li> <li>Plan (Sketch)</li> <li>Write</li> <li>Revise</li> <li>Edit</li> <li>Publish</li> <li>Celebrate</li> </ul>
<b>Mentor Texts:</b> Suggested: <b>Mentor Texts:</b> Suggested: “Honey, I Love The” “Do You See What I See?”  Shel Silverstien Books Jack Prelutsky Current Pop Music  “lf . . . Then” Text reference guide (p 17-18)	<b>Resources:</b> <ul style="list-style-type: none"> <li>Lucy Calkins Units of Study for Teaching Writing: “If . . . Then” (p 16- 29)</li> <li>Units of Study Anchor Chart Notes</li> </ul>	<b>Modifications/Accommodations:</b> Small group/One to one <ul style="list-style-type: none"> <li>Large print textbooks</li> <li>Additional time</li> <li>Review of directions</li> <li>Student restates information</li> <li>Student provides oral responses</li> <li>Concrete examples</li> <li>Support auditory presentations with visuals</li> <li>Assistance in maintaining uncluttered space</li> <li>Space for movement or breaks</li> <li>Extra visual and verbal cues and prompts</li> </ul>	<ul style="list-style-type: none"> <li>Quiet space to calm down/relax</li> <li>Preferential seating</li> <li>Reduction of distractions</li> <li>Hands-on activities</li> <li>Follow a routine/schedule</li> <li>Alternate quiet and active time</li> <li>Teach time management skills</li> <li>Rest breaks</li> <li>Verbal and visual cues regarding directions and staying on task</li> <li>Checklists</li> <li>Immediate feedback</li> </ul>

<b>Unit Title:</b> Poetry		<b>Grade Level:</b> First	<b>Time Frame:</b> June
<b>Goals</b>	<b>Suggested Minilessons</b>		<b>Teacher's Notes</b>
Writers will read and reread poems and songs noticing characteristics of the genre and the author's purpose	<ul style="list-style-type: none"> <li>• Writers understand that we can use familiar poems as mentor texts</li> <li>• Writers understand that poetry is a way to communicate in sensory images about everyday life</li> <li>• Writers know that there are different kinds of poems</li> <li>• Writers know that not all poems follow a rhyming pattern</li> </ul>		
Writers will study the rhythm and voice of songs and poetry to help them write their own	<ul style="list-style-type: none"> <li>• Writers understand poetry as a unique way to communicate about and describe thoughts and feelings</li> <li>• Writers understand that poems can be created from other kinds of text</li> </ul>		
Writers will write meaningful songs and poems	<ul style="list-style-type: none"> <li>• Writers notice and use language that "sound like" a poem</li> <li>• Writers understand the way print and space work in poems and use this knowledge when writing our own poems</li> </ul>		

Pacing Guide	
Content Area: Language Arts	
Course Title: Writing	Grade Level: Second
Unit 1: Narrative Writing	September – October
Unit 2: Writing About Reading	November - January
Unit 3: Lab Reports and Science Books	February- March
Unit 4: Poetry	March-April
Unit 5: If Then Curriculum	June

Unit Title: Narrative Writing/Small Moments	Grade Level: Two	Time Frame: 4-6 weeks	
<b>Standards:</b> <ul style="list-style-type: none"> <li>W.2.3, W.2.5, W.2.7, W.2.8, W.2.10, W.3.3, W.3.10, SL.2.1, SL.2.1a, SL.2.2, SL.2.3, SL.2.4, SL.2.6, L.2.1, L.2.2, L.2.3, L.2.5, L.2.6, L.3.3, L.3.5a</li> </ul>			
<b>Essential Questions:</b> <ol style="list-style-type: none"> <li>1. What strategies can we use to develop ideas into meaningful narratives?</li> <li>2. How can we study a published text and the authors' techniques to help us raise the level of our own writing?</li> <li>3. How can we use the guidance of a mentor author and transfer those skills to our own writing?</li> <li>4. What role does revising and editing play in making our writing as powerful as it can be?</li> </ol>	<b>Unit Goals/Enduring Understandings:</b> <ol style="list-style-type: none"> <li>1. Writers explore and implement strategies to generate topics and develop good habits for writing.</li> <li>2. Writers study published texts to learn from authors' techniques in order to raise the level of their own writing.</li> <li>3. Writers use the guidance of mentor authors to craft their own pieces.</li> <li>4. Writers revise and edit their writing aiming to make their writing as clear and powerful as it can be.</li> </ol>		
<b>Knowledge and Skills:</b> <ul style="list-style-type: none"> <li>• State a clear purpose and maintain focus; sharpen ideas</li> <li>• Rearrange words and sentences to improve meaning and focus</li> <li>• Use strategies, such as tone, style and consistent point of view to achieve a sense of completeness</li> <li>• Write coherent paragraphs that develop a central idea and have topic sentences and facts and details</li> <li>• Use clear, precise and appropriate language</li> <li>• Use figurative language and vivid words</li> <li>• Use correct word order</li> <li>• Use correct spelling, grammar; capitalize and punctuate correctly</li> <li>• Correct sentence fragment</li> <li>• Revise</li> <li>• Edit and proofread</li> <li>• Publish</li> <li>• Narrative and writing such as personal narratives and stories</li> </ul>	<b>Demonstration of Learning/Assessment:</b> <ul style="list-style-type: none"> <li>• Writing Notebook</li> <li>• Conference Notes</li> <li>• Teacher Created Assessment</li> <li>• Small Group Observations</li> </ul>		<b>Modifications/Accommodations:</b> Small group/One to one <ul style="list-style-type: none"> <li>• Large print textbooks</li> <li>• Additional time</li> <li>• Review of directions</li> <li>• Student restates information</li> <li>• Student provides oral responses</li> <li>• Concrete examples</li> <li>• Support auditory presentations with visuals</li> <li>• Assistance in maintaining uncluttered space</li> <li>• Space for movement or breaks</li> <li>• Extra visual and verbal cues and prompts</li> </ul> <ul style="list-style-type: none"> <li>• Quiet space to calm down/relax</li> <li>• Preferential seating</li> <li>• Reduction of distractions</li> <li>• Hands-on activities</li> <li>• Follow a routine/schedule</li> <li>• Alternate quiet and active time</li> <li>• Teach time management skills</li> <li>• Rest breaks</li> <li>• Verbal and visual cues regarding directions and staying on task</li> <li>• Checklists</li> <li>• Immediate feedback</li> </ul>

<p><b>Mentor Texts:</b> Owl Moon by Jane Yolen The Leaving Morning by Angela Johnson</p> <p><b>Suggested Mentor Texts:</b> Diary of a Wimpy Kid by Jeff Kinney Alexander and the Terrible, Horrible, No Good, Very Bad Day by Judith Viorst</p>	<p><b>Structures:</b></p> <ul style="list-style-type: none"> <li>• Minilessons</li> <li>• Independent Writing</li> <li>• Conferencing</li> <li>• Shared Writing/Reading</li> <li>• Strategy Groups Partner Conversations</li> <li>• Mid-Workshop Teaching Point</li> <li>• Teaching Share</li> </ul>	<p><b>Writing Process K-2</b></p> <ul style="list-style-type: none"> <li>• Generate Ideas (Think)</li> <li>• Rehearse (Say)</li> <li>• Plan (Sketch)</li> <li>• Draft</li> <li>• Revise</li> <li>• Edit</li> <li>• Publish</li> <li>• Celebrate</li> </ul>
<p>Resources :</p> <p>Units of Study in Opinion, Information and Narrative Writing by Lucy Calkins Unit 1 Narrative Writing</p>	<p><b>Cross Curricular Connections:</b></p> <p>Social Studies- Communities, Rules and Laws Health- Social Emotional Skills Science-</p>	<p><b>21<sup>st</sup> Century Themes</b></p> <p>Global Awareness 21<sup>st</sup> Century Skills Learning and Innovation Skills Critical Thinking and Problem Solving Communication and Collaboration Life and Career Skills Social and Cross-Cultural Skills</p>

Unit: Narrative Writing/Small Moments	Grade Level: Two	Time Frame: 4-6 weeks
Goals	Suggested Minilessons	Teacher's Notes
	<p><b><u>To prepare for this unit:</u></b></p> <ul style="list-style-type: none"> <li>• <b><u>Set up a writing center to include five page booklets, single sheets of paper, revision strips and flaps, writing caddies with pens, staplers, post it notes and date stamps</u></b></li> <li>• <b><u>Read Owl Moon, by Jane Yolen</u></b></li> <li>• <b><u>Read The Leaving Morning by Angela Johnson</u></b></li> <li>• <b><u>"Tiny Topic" notepads</u></b></li> <li>• <b><u>Writing folders</u></b></li> </ul>	
<ul style="list-style-type: none"> <li>• Writers explore and implement strategies to generate topics and develop good habits for writing.</li> </ul>	<ol style="list-style-type: none"> <li>1. Writers choose meaningful stories to write by hearing stories from master authors.</li> </ol>	<ul style="list-style-type: none"> <li>• "Tiny Topic" notepads</li> </ul>
	<ul style="list-style-type: none"> <li>• Writers choose meaningful stories by paying attention to the kinds of stories mentor authors tell.</li> </ul>	<ul style="list-style-type: none"> <li>• Two Jane Yolen quotations (from <u>Owl Moon</u>)</li> <li>• Tiny Topic notepads</li> <li>• Pens</li> <li>• Construction paper</li> </ul>
	<ul style="list-style-type: none"> <li>• Writers develop a topic into a stories by planning and thinking.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher's "Tiny Topic" notepad prepared with details</li> <li>• Teacher five-page booklet</li> <li>• Owl Moon by Jane Yolen</li> </ul>
	<ul style="list-style-type: none"> <li>• Writers generate ideas by collecting details and jotting them down.</li> </ul>	<ul style="list-style-type: none"> <li>• Objects for observation (ex: seashells)</li> <li>• Magnifying glasses</li> </ul>
	<ul style="list-style-type: none"> <li>• Writers develop strong endings to their stories by examining how professional writers craft their endings.</li> </ul>	<ul style="list-style-type: none"> <li>• Good endings anchor chart</li> <li>• Endings of Owl Moon and The Leaving Morning projected on Smart Board of chart paper</li> </ul>

	<ul style="list-style-type: none"> <li>Writers makes sure their writing makes sense by rereading and looking for punctuation.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstration writing that includes some misspellings</li> </ul>
	<ul style="list-style-type: none"> <li>Writers achieve writing goals by making plans and setting goals.</li> </ul>	<ul style="list-style-type: none"> <li>Quote from Jane Yolen</li> <li>Narrative Writing Checklist (enlarged)</li> <li>“Things That Make Us Stronger Writers” chart</li> <li>“Writing Goals” chart</li> </ul>
2. Writers study published texts to learn from authors’ techniques in order to raise the level of their own writing.	<ul style="list-style-type: none"> <li>Writers revise their writing by trying a few different ways to see what feels right and matches what they want their readers to take away.</li> </ul>	<ul style="list-style-type: none"> <li>Any story intended to make students laugh (ex: <u>Diary of a Wimpy Kid</u> by Jeff Kinney)</li> <li>Any story intended to make writers feel despair (ex: <u>Alexander and the Terrible, Horrible, No Good, Very Bad Day</u> by Judith Viorst)</li> </ul>
	<ul style="list-style-type: none"> <li>Writers model their own writing by studying different parts of mentor texts.</li> </ul>	<ul style="list-style-type: none"> <li>Powerful parts of texts, such as Owl Moon, marked with a post it.</li> <li>“Learning Writing Moves From Our Favorite Authors” chart</li> </ul>
	<ul style="list-style-type: none"> <li>Writers make their writing more powerful by trying out craft moves that mentor authors use.</li> </ul>	<ul style="list-style-type: none"> <li>Anchor chart</li> </ul>
	<ul style="list-style-type: none"> <li>Writers model their own writing by matching their writing with a published text.</li> </ul>	<ul style="list-style-type: none"> <li>Owl Moon, by Jane Yolen</li> <li>Anchor chart</li> </ul>
	<ul style="list-style-type: none"> <li>Writers revise their writing for craft moves they chosen from a mentor text by questioning “does this move make sense” for my own writing.</li> </ul>	<ul style="list-style-type: none"> <li>“Language Choices Jane Yolen Made” anchor chart</li> </ul>
	<ul style="list-style-type: none"> <li>Writers revise their writing focusing on how their writing sounds by examining mentor authors word choices.</li> </ul>	
	<ul style="list-style-type: none"> <li>Writers prepare to share their writing with an audience by examining the editing they’ve done to make sure it is correct.</li> </ul>	<ul style="list-style-type: none"> <li>Editing checklist</li> </ul>



3. Writers use the guidance of mentor authors to craft their own pieces.	<ul style="list-style-type: none"> <li>Writers learn from mentor authors by choosing their own mentor texts and studying them.</li> </ul>	<ul style="list-style-type: none"> <li>“How to Learn Writing Moves from a Mentor Text” chart</li> <li>The Leaving Morning by Angela Johnson</li> <li>Basket of mentor texts for students use</li> </ul>
	<ul style="list-style-type: none"> <li>Writers write in new, bold ways by choosing a specific strategy and practicing it.</li> </ul>	
4. Writers revise and edit their writing aiming to make their writing as clear and powerful as it can be.	<ul style="list-style-type: none"> <li>Writers revise their writing for accuracy by utilizing the opinions of their partners.</li> </ul>	<ul style="list-style-type: none"> <li>Narrative Writing Checklist</li> </ul>
	<ul style="list-style-type: none"> <li>Writers get their writing ready for publication by revising their writing for spelling, punctuation and word choice.</li> </ul>	<ul style="list-style-type: none"> <li>White boards/ markers</li> <li>Editing Checklist</li> </ul>
	<ul style="list-style-type: none"> <li>Writers acknowledge their achievements by preparing for a writing celebration.</li> </ul>	

Unit Title: Writing About Reading	Grade Level: Second	Time Frame: 4-6	
<b>Standards:</b> <ul style="list-style-type: none"> <li>• W 2.1, W 2.5, W 2.6, W 2.7,</li> <li>• RL 2.1, RL 2.2, RL 2.3, RL 2.4, RL 2.5, RL 2.10, RL2.3, RL 3.1, RL 3.3</li> <li>• SL 2.1, SL 2.2, SL 2.3, SL 2.4, SL 2.4 , L 2.1, L 2.2, L2.3</li> </ul>			
<b>Essential Questions:</b> <ul style="list-style-type: none"> <li>• As writers, how do we write about our reading to closely Writers write about their reading by closely evaluating their books and keeping their audience in mind.</li> <li>• As writers, how do we use more sophisticated elaborative techniques to raise the level of our opinion writing?</li> <li>• As writers, how do we support our opinions with text evidence to write nominations for our favorite books?</li> </ul>	<b>Unit Goals/Enduring Understandings:</b> <ul style="list-style-type: none"> <li>• Writers write about their reading by closely evaluating their books and keeping their audience in mind.</li> <li>• Writers raise the level of their opinion writing through deeper analysis of texts and the use of more sophisticated elaborative techniques.</li> <li>• Writers write nominations by supporting their opinions with text evidence</li> </ul>		
<b>Knowledge and Skills:</b> <ul style="list-style-type: none"> <li>• Response to literature</li> <li>• State a clear purpose and maintain focus; sharpen ideas</li> <li>• Rearrange words and sentences to improve meaning an focus</li> <li>• Use clear, precise, and appropriate language</li> <li>• Combine, elaborate, and vary sentences</li> <li>• Use correct spelling and grammar; capitalize and punctate correctly</li> <li>• Correct sentence fragments and run-ons</li> <li>• Revise drafts for varied purposes</li> <li>• Edit and proofread for correct spelling, grammar, usage, and mechanics</li> <li>• Publish own work</li> </ul>	<b>Demonstration of Learning/Assessment:</b> <ul style="list-style-type: none"> <li>• Writing notebook</li> <li>• Conference notes</li> <li>• Teacher created assessments</li> <li>• Small Group Observations</li> </ul>		<ul style="list-style-type: none"> <li>• Quiet space to calm down/relax</li> <li>• Preferential seating</li> <li>• Reduction of distractions</li> <li>• Hands-on activities</li> <li>• Follow a routine/schedule</li> <li>• Alternate quiet and active time</li> <li>• Teach time management skills</li> <li>• Rest breaks</li> <li>• Verbal and visual cues regarding directions and staying on task</li> <li>• Checklists</li> <li>• Immediate feedback</li> </ul>
	<b>Modifications/Accommodations:</b> Small group/One to one <ul style="list-style-type: none"> <li>• Large print textbooks</li> <li>• Additional time</li> <li>• Review of directions</li> <li>• Student restates information</li> <li>• Student provides oral responses</li> <li>• Concrete examples</li> <li>• Support auditory presentations with visuals</li> <li>• Assistance in maintaining uncluttered space</li> <li>• Space for movement or breaks</li> </ul>		

	<ul style="list-style-type: none"> <li>• Extra visual and verbal cues and prompts</li> </ul>	
<p><b>Mentor Texts:</b>  <b>Suggested Texts:</b>  Any text with favorite/familiar characters (Henry and Mudge, Pinky and Rex, Harry the Dirty Dog)  Pinky and Rex and the Bully  -Mercy Watson to the Rescue  Poppleton by Cynthia Rylant</p>	<p><b>Structures:</b></p> <ul style="list-style-type: none"> <li>• Minilessons</li> <li>• Independent Writing</li> <li>• Conferencing</li> <li>• Shared Writing/Reading</li> <li>• Strategy Groups Partner Conversations</li> <li>• Mid-Workshop Teaching Point</li> <li>• Teaching Share</li> </ul>	<p><b>Writing Process K-2</b></p> <ul style="list-style-type: none"> <li>• Generate Ideas (Think)</li> <li>• Rehearse (Say)</li> <li>• Plan (Sketch)</li> <li>• Draft</li> <li>• Revise</li> <li>• Edit</li> <li>• Publish</li> <li>• Celebrate</li> </ul>
<p><b>Resources :</b>  Units of Study in Opinion, Information and Narrative Writing by Lucy Calkins  Unit 2 Opinion</p>	<p><b>Cross Curricular Connections:</b>  Social Studies-  Health-  Science-</p>	<p><b>21<sup>st</sup> Century Themes</b>  Global Awareness  21<sup>st</sup> Century Skills  Learning and Innovation Skills  Critical Thinking and Problem Solving  Communication and Collaboration  Life and Career Skills  Social and Cross-Cultural Skills</p>

Unit Writing About Reading		Grade Level: second	Time Frame: 4-6 weeks
Goals	Suggested Minilessons	Teacher's Notes	
<ul style="list-style-type: none"> <li>Writers write about their reading by closely evaluating their books and keeping their audience in mind.</li> </ul>	<ol style="list-style-type: none"> <li>Writers who love stories share their opinions by writing letters to each other about favorite characters.</li> </ol>	<ul style="list-style-type: none"> <li>Familiar books: <u>Henry and Mudge</u>, <u>Pinky and Rex</u>, <u>Harry the Dirty Dog</u></li> <li><u>Mercy Watson to the re Rescue</u></li> <li>Envelopes with labels/addresses saying "Reader in Room ___"</li> <li>Anchor chart: "Uncovering our Opinions About Books"</li> </ul>	
	<ol style="list-style-type: none"> <li>Writers rehearse for their writing with a partner by talking through the big ideas they are having about their books and add smaller details in as they begin to write.</li> </ol>	<ul style="list-style-type: none"> <li>-Student model for demonstration (prepped beforehand)</li> <li><u>Mercy Watson to the Rescue</u></li> </ul>	
	<ol style="list-style-type: none"> <li>Writers uncover additional details beyond the text by analyzing the pictures in books.</li> </ol>		
	<ol style="list-style-type: none"> <li>Writers retell parts of the story to help their readers understand their opinion when writing about books.</li> </ol>	Sample Sentences that leave out a needed retelling	
	<ol style="list-style-type: none"> <li>Writes choose the content of their letters by keeping the audience in mind.</li> </ol>	<ul style="list-style-type: none"> <li>Chart paper with opinion letter already written</li> <li>2<sup>nd</sup> chart paper with a second version of the opinion letter written.</li> </ul>	

	6. Writers check their work to be certain it is their best work by revising and editing their writing.	Opinion Writing Checklist
<ul style="list-style-type: none"> <li>Writers raise the level of their opinion writing through deeper analysis of texts and the use of more sophisticated elaborative techniques.</li> </ul>	7. Writers make their letter writing stronger by writing opinions about more than one part of the book and planning for the different parts of their letter before drafting.	<ul style="list-style-type: none"> <li>Multiple pages of letter –writing paper stapled together to create a letter writing booklet.</li> <li>Anchor chart “Make it stronger, longer, and more convincing”</li> <li><u>Pinky and Rex and the bully</u> by James Howe.</li> </ul>
	8. Writers read books closely to be certain to notice all of the details in order to write more detailed letters and grow new ideas.	<ul style="list-style-type: none"> <li>“Uncovering Our Opinions about Books”</li> <li>Writing booklet</li> <li>Chart paper and marker</li> </ul>
	9. Writers support their opinions by looking for multiple pieces of evidence from the text.	<ul style="list-style-type: none"> <li>Excerpt from <u>Pinky and Rex</u> enlarged</li> <li>Helpful Linking Words chart</li> <li>Anchor charts</li> </ul>
	10. Writers inquire into how and when to use capital letters by looking into mentor texts.	<ul style="list-style-type: none"> <li>Clipboards</li> <li>Chart “ We use Capitals in our Writing..”</li> <li>Excerpt from a text that highlights the use of capital letters.</li> </ul>
	11. Writers draw in and entertain their readers by adding in fun details to fancy up their writing.	<ul style="list-style-type: none"> <li>Small stack of familiar books with interesting features</li> <li>Chart paper “extra, extra, read all about it.”</li> <li>Copies of editing section of the checklist and other editing tools</li> </ul>

		<ul style="list-style-type: none"> <li>Stationery or index cards and markers, so children can write compliment cards” to each other</li> </ul>
<ul style="list-style-type: none"> <li>Writers write nominations by supporting their opinions with text evidence.</li> </ul>	12. Writers of nominations choose topics that they have strong opinions about by analyzing books and evaluating how they can support their opinion with reasons and details.	<ul style="list-style-type: none"> <li>Books the students may want to “nominate” for awards</li> <li>Nomination paper</li> <li>“Make it Stronger, Longer, and More Convincing” chart.</li> </ul>
	13. Writers support their opinions by using specific evidence from the text and use quotations marks when necessary.	<ul style="list-style-type: none"> <li>Pinky and Rex and the Bully by James Howe (or other mentor text)</li> <li>Revising strips and tape</li> <li>“Using a Quote” chart</li> </ul>
	14. Writers support their opinions by comparing characters, series, or kinds of books to explain why they think one is better than the other.	
	15. Writers use mid-sentence punctuation to write longer and stronger sentences.	<ul style="list-style-type: none"> <li>3 column chart paper</li> <li>Revision strips</li> <li>Adhesive labels and colored pencils</li> </ul>
	16. Writers read and study the work of other writers by trying to incorporate what they have learned in their own writing.	<ul style="list-style-type: none"> <li>Chart paper with labeled Venn diagram</li> <li>Student writing from early in the year</li> <li>Revision flaps and strips</li> </ul>
	17. Writers critique their writing to determine their strengths and weaknesses by using assessment tools.	<ul style="list-style-type: none"> <li>Opinion writing checklist</li> </ul>
	18. Writers work hard toward their goals, and when they meet those goals they reexamine their writing and set brand-new goals.	<ul style="list-style-type: none"> <li>Process chart illustrating this ongoing cycle of work.</li> </ul>

Unit Title: Lab Reports and Science Books	Grade Level: Second	Time Frame: 4-6 weeks	
<b>Standards:</b> <ul style="list-style-type: none"> <li>• W 2.2, W 2.5, W 2.7, W 2.8, W 3.2, W 3.4, W 3.5, W 3.72</li> <li>• RI 2.1, RI 2.4, RI 2.5, RI 2.7, RI 2.8 RI 3.1, W3.3</li> <li>• SL 2.1, SL 2.2, SL 2.3, SL 2.4, SL 3.1, SL3. 4</li> <li>• L 2.1, L 2.2, L2.3, L2.4, L2.5, L2.6</li> </ul>			
<b>Essential Questions:</b> <ul style="list-style-type: none"> <li>• How do writers analyze the details before, during, and after an experiment to compose a lab report?</li> <li>• How do writers deepen their writing skills by exploring and examining their experiments?</li> <li>• How do writers analyze mentor texts to compare ideas to organize their informational writing?</li> </ul>		<b>Unit Goals/Enduring Understandings:</b> <ul style="list-style-type: none"> <li>• Writers use a procedural writing format to like a scientist by analyzing the details before, during and after an experiment.</li> <li>• Scientific Writers deepen their writing skills by exploring and examining their experiments.</li> <li>• Writers analyze mentor texts to compare ideas to organize their informational writing.</li> </ul>	
<b>Knowledge and Skills:</b> <ul style="list-style-type: none"> <li>• State a clear purpose and maintain focus; sharpen ideas</li> <li>• Rearrange words and sentences to improve meaning an focus</li> <li>• Use clear, precise, and appropriate language</li> <li>• Combine, elaborate, and vary sentences</li> <li>• Use correct spelling and grammar; capitalize and punctate correctly</li> <li>• Correct sentence fragments and run-ons</li> <li>• Revise drafts for varied purposes</li> <li>• Edit and proofread for correct spelling, grammar, usage, and mechanics</li> <li>• Publish own work</li> </ul>		<b>Demonstration of Learning/Assessment:</b> <ul style="list-style-type: none"> <li>• Writing notebook</li> <li>• Conference notes</li> <li>• Teacher created assessments</li> <li>• Small Group Observations</li> </ul>	<b>Modifications/Accommodations:</b> Small group/One to one <ul style="list-style-type: none"> <li>• Large print textbooks</li> <li>• Additional time</li> <li>• Review of directions</li> <li>• Student restates information</li> <li>• Student provides oral responses</li> <li>• Concrete examples</li> <li>• Support auditory presentations with visuals</li> <li>• Assistance in maintaining uncluttered space</li> <li>• Space for movement or breaks</li> <li>• Extra visual and verbal cues and prompts</li> </ul> <ul style="list-style-type: none"> <li>• Quiet space to calm down/relax</li> <li>• Preferential seating</li> <li>• Reduction of distractions</li> <li>• Hands-on activities</li> <li>• Follow a routine/schedule</li> <li>• Alternate quiet and active time</li> <li>• Teach time management skills</li> <li>• Rest breaks</li> <li>• Verbal and visual cues regarding directions and staying on task</li> <li>• Checklists</li> <li>• Immediate feedback</li> </ul>

<p><b>Mentor Texts:</b>          Forces and Motion by John Graham          Suggested texts:          Suggested texts: <u>Incredible Cross Sections</u> by Stephen Biesty</p>	<p><b>Structures:</b></p> <ul style="list-style-type: none"> <li>• Mini-lessons</li> <li>• Independent Writing</li> <li>• Conferencing</li> <li>• Shared Writing/Reading</li> <li>• Strategy Groups Partner Conversations</li> <li>• Mid-Workshop Teaching Point</li> <li>• Teaching Share</li> </ul>	<p><b><u>Writing Process K-2</u></b></p> <ul style="list-style-type: none"> <li>• Generate Ideas (Think)</li> <li>• Rehearse (Say)</li> <li>• Plan (Sketch)</li> <li>• Draft</li> <li>• Revise</li> <li>• Edit</li> <li>• Publish</li> <li>• Celebrate</li> </ul>
<p><b>Resources :</b>          Lab Reports and Science Books (Lucy Calkins, Unit 2 Information Writing)          Be prepared to write a “demonstration information book” using many nonfiction books</p>	<p><b>Cross Curricular Connections:</b>          Social Studies-          Health-          Science-</p>	<p><b>21<sup>st</sup> Century Themes</b>          Global Awareness          21<sup>st</sup> Century Skills          Learning and Innovation Skills          Critical Thinking and Problem Solving          Communication and Collaboration          Life and Career Skills          Social and Cross-Cultural Skills</p>



Unit Lab Reports and Science Books (Nonfiction Writing)		Grade Level: Second	Time Frame: 4-6 Weeks
Goals	Suggested Minilessons		Teacher's Notes
Writers use a procedural format to write like a scientist by analyzing the details before, during and after an experiment.	1. Scientist write by using a specific format, a lab report, where they record all the details before, during, and after an experiment.		<ul style="list-style-type: none"> <li>• 4-5 page stapled booklets (Pages should have a picture box and 6-12 lines for writing)</li> <li>• Materials for whole class experiment (ramp, carpet, several meter sticks or yardsticks and a toy car)</li> <li>• Chart with Scientific Process (Question, Hypothesis, Procedures, results, and conclusion)</li> <li>• Anchor Chart: "To Write like a Scientist"</li> </ul>
	2. Writers study mentor texts when learning to write a new genre, (procedural writing), by asking what the author has done that they could try as well.		<ul style="list-style-type: none"> <li>• <u>Forces and Motion</u> by John Graham</li> <li>• "Floating and Sinking Experiment"</li> <li>• Information Writing Checklist (enlarged and regular size)</li> </ul>
	3. Scientific writers come up with their own ideas for what to write about by deciding on a question they want to find out about and then planning and testing their question with an experiment and recording all the steps as they go along.		<ul style="list-style-type: none"> <li>• Various tools students can use to create experiments</li> <li>• Anchor Chart " To Write like a Scientist"</li> <li>• A pointer</li> </ul>
	4. Writers think deeply about their conclusions by asking themselves, "Why?" and then offering the best explanation they can based on their results.		<ul style="list-style-type: none"> <li>• Prompts to support partner talk</li> <li>• Draft or a student sample of a conclusion page to display.</li> <li>• "In conclusions.." charts</li> <li>• Prompts to support writing circle talk about hypotheses.</li> </ul>
	5. Scientific writers improve their writing by learning more about their topic and then revising their writing based on their new knowledge.		<ul style="list-style-type: none"> <li>• Chart with scientific vocabulary</li> <li>• See List on page 36 of manual.</li> </ul>

	6. Writers self-assess by making sure their writing reflects all they know how to do, and then set goals based on their analysis.	<ul style="list-style-type: none"> <li>• Information writing checklist</li> <li>• “Words science Experts Use.</li> </ul>
GOAL 2 Scientific Writers deepen their writing skills by exploring and examining their experiments.	7. Scientific writers use all that they know by focusing not only on their scientific knowledge but also the writing process.	<ul style="list-style-type: none"> <li>• Space for catapult experiment</li> <li>• “baggie of supplies for experiment”</li> <li>• Meter sticks and yard sticks</li> </ul>
	8. Scientific writers strengthen their writing by looking toward mentors for exemplary writing.	
	9. Scientific writers grow and extend their thinking by comparing the results of their experiments against other scientists’ results.	<ul style="list-style-type: none"> <li>• Set up new writing partnerships</li> <li>• Sources related to the science of catapults</li> </ul>
	10. Scientists use their initial results and writing to generate new experiments by revisiting their initial experiments and asking, “What do I still wonder?”	<ul style="list-style-type: none"> <li>• 5 page science booklets for writing</li> <li>• Supplies for experiment (see page 73)</li> </ul>
	11. Scientists show their audience they are experts in their field by using domain-specific language when speaking and writing about their topics.	
GOAL III: Writers analyze mentor texts to compare ideas to organize their informational writing.	12. Writers plan to write information books by planning how their information will go and choosing topics they know a lot about.	<ul style="list-style-type: none"> <li>• Copies of blank tables for contents pages in the writing center</li> <li>• Mentor “table of contents”</li> <li>• Mentor “forces and motion-related topic and corresponding subtopics to share with the class.</li> </ul>
	13. Writers draft the chapters of their books by looking back at their tables of contents and their plans and deciding what they will write first, then next.	
	14. Writers look to mentor texts to find ideas for their own writing by investigating how authors integrate scientific information into their writing.	<ul style="list-style-type: none"> <li>• Suggested texts: <u>Incredible Cross Sections</u> by Stephen Biesty</li> </ul>
	15. Writers use comparisons in their informational books by comparing something that is new for their readers, to something they already know.	

<p>16. Scientific writers use strategies to share hard-to-understand concepts with their readers by slowing down their writing, magnifying pictures or images, and drawing pictures to show the insides of objects.</p>	<ul style="list-style-type: none"> <li>• “Hidden story” is a stretched out version of writing to focus on the details of an event.</li> <li>• Example of “hidden story”</li> <li>• Forces and motion “hidden story”</li> </ul>
<p>17. Writers explore mentor texts to determine how to write introductions and conclusions.</p>	<ul style="list-style-type: none"> <li>• Sample introduction and conclusions for mentor text</li> </ul>
<p>18. Writers edit their books by rereading and making their writing easier to read, inserting capitals, commas, and apostrophes where appropriate.</p>	<ul style="list-style-type: none"> <li>• Children’s dictionaries</li> <li>• 2 chapters of teacher-created or student example of informational writing, written on chart paper, that can be edited for conventions listed on the Information writing checklist.</li> </ul>
<p>19. As scientific writers, we share our work with various audiences.</p>	<ul style="list-style-type: none"> <li>• Finished work</li> </ul>

Unit Title: Poetry	Grade Level: Two	Time Frame: 4-6 weeks	
<b>Standards:</b> <ul style="list-style-type: none"> <li>W.2.3, W.2.5, W.2.8, W.2.6, W.3.3b, W3.10, RL.2.4, RL.2.5 RL.2.10, RFS.2.3, RFS.2.4, RFS.3.5, SL.2.1, SL.2.2, SL.2.3, SL.2.4, L.2.1, L2.2, L.2.3, L.2.4, L.2.5, L.2.6, L.3.3, L.3.3a</li> </ul>			
<b>Essential Questions:</b> <ul style="list-style-type: none"> <li>As poets, how do we analyze the structures of poetry to determine the role that observations of our everyday life, our feelings and sounds play within the genre?</li> <li>As poets, how can we experiment with language, word choice and sound to create meaning in our poems?</li> <li>As poets, how do structures (the specific way of putting a poem together) relate to the sound and meaning of poems?</li> <li>As poets, what strategies can we use to revise and edit our poems?</li> </ul>	<b>Unit Goals/Enduring Understandings:</b> <ul style="list-style-type: none"> <li>Poets analyze the structures of poetry to see poetry through the “eyes of a poet.”</li> <li>Poets experiment with language, word choice and sound to generate ideas for writing meaningful poems.</li> <li>Poets gain an understanding of how sound and structure relates to the meaning of their poems.</li> <li>Poems develop strategies to revise and edit their poems.</li> </ul>		
<b>Knowledge and Skills:</b> <ul style="list-style-type: none"> <li>Figurative language</li> <li>Repetition</li> <li>Word Choice</li> <li>Line breaks</li> <li>Sound</li> <li>Patterns</li> <li>Imagery</li> <li>Structure</li> <li>Revision</li> <li>Editing</li> </ul>	<b>Demonstration of Learning/Assessment:</b> <ul style="list-style-type: none"> <li>Writing Notebook</li> <li>Conference Notes</li> <li>Teacher Created Assessments</li> <li>Small Group Instruction</li> <li>Small Group Observations</li> </ul>		
	<b>Modifications/Accommodations:</b> Small group/One to one <ul style="list-style-type: none"> <li>Large print textbooks</li> <li>Additional time</li> <li>Review of directions</li> <li>Student restates information</li> <li>Student provides oral responses</li> <li>Concrete examples</li> <li>Support auditory presentations with visuals</li> <li>Assistance in maintaining uncluttered space</li> <li>Space for movement or breaks</li> </ul>	<ul style="list-style-type: none"> <li>Quiet space to calm down/relax</li> <li>Preferential seating</li> <li>Reduction of distractions</li> <li>Hands-on activities</li> <li>Follow a routine/schedule</li> <li>Alternate quiet and active time</li> <li>Teach time management skills</li> <li>Rest breaks</li> <li>Verbal and visual cues regarding directions and staying on task</li> <li>Checklists</li> <li>Immediate feedback</li> </ul>	

	<ul style="list-style-type: none"> <li>• Extra visual and verbal cues and prompts</li> </ul>	
<p><b>Mentor Texts:</b></p> <ul style="list-style-type: none"> <li>• Old Elm Speaks by Kristine O’Connell George</li> <li>• Printable versions of suggested poems in the notes can be found on the CD-ROM included in the Units of Study kits</li> </ul>	<p><b>Structures:</b></p> <ul style="list-style-type: none"> <li>• Minilessons</li> <li>• Independent Writing</li> <li>• Conferencing</li> <li>• Shared Writing/Reading</li> <li>• Strategy Groups Partner Conversations</li> <li>• Mid-Workshop Teaching Point</li> <li>• Teaching Share</li> </ul>	<p><b>Writing Process K-2</b></p> <ul style="list-style-type: none"> <li>• Generate Ideas (Think)</li> <li>• Rehearse (Say)</li> <li>• Plan (Sketch)</li> <li>• Draft</li> <li>• Revise</li> <li>• Edit</li> <li>• Publish</li> <li>• Celebrate</li> </ul>
<p>Resources :</p> <p>Units of Study in Opinion, Information, and Narrative Writing by Lucy Calkins</p> <p>Unit 4 Poetry</p>	<p><b>Cross Curricular Connections:</b></p> <p>Social Studies-</p> <p>Health-</p> <p>Science-</p>	<p><b>21<sup>st</sup> Century Themes</b></p> <p>Global Awareness</p> <p>21<sup>st</sup> Century Skills</p> <p>Learning and Innovation Skills</p> <p>Critical Thinking and Problem Solving</p> <p>Communication and Collaboration</p> <p>Life and Career Skills</p> <p>Social and Cross-Cultural Skills</p>

Unit Poetry		Grade Level: 2	Time Frame: 4-6 weeks
Goals	Suggested Minilessons		Teacher's Notes
<p><b><u>To Prepare for this unit:</u></b></p> <ul style="list-style-type: none"> <li>• <b><u>Feature Poetry Around Room</u></b></li> <li>• <b><u>Baskets of Poems available for student use</u></b></li> <li>• <b><u>Baskets of various objects (some for teacher only and some for student use)</u></b></li> <li>• <b><u>Poetry Folders</u></b></li> <li>• <b><u>Printable versions of suggested poems can be found on the CD-ROM included in the Units of Study kits</u></b></li> </ul>			
Poets analyze the structures of poetry to see poetry through the "eyes of a poet."	1. Poets examine the craft of a poet by looking at things closely, caring about what they see and sometimes by making comparisons.	<ul style="list-style-type: none"> <li>• "Pencil Sharpener" by Zoe Ryder White enlarged on chart (unit 2 pg. 6)</li> <li>• "Ceiling" by Zoe Ryder White enlarged on chart paper (unit 2 pg. 8)</li> <li>• Reading Poetry Like a Poet anchor chart</li> <li>• Baskets of various different objects for student exploration</li> </ul>	
	2. Poets examine the craft of poetry by paying attention to line breaks within the poem.	<ul style="list-style-type: none"> <li>• "Aquarium" on pg. 16 enlarged with page breaks</li> <li>• Anchor chart</li> </ul>	
	3. Poets generate ideas for their poems by choosing topics that mean a lot to them and zooming in on one small thing, moment, object or image.	<ul style="list-style-type: none"> <li>• Tiny notepads</li> <li>• Excerpt from "Valentine for Ernest Mann" by Naomi Nye</li> <li>• Strategies Poets Use to Write Poems</li> </ul>	
	4. Poets formulate ideas for poems by asking themselves, "Does this idea contain both strong feelings and concrete details?"	<ul style="list-style-type: none"> <li>• Anchor charts</li> </ul>	

	5. Poets edit their poems by paying close attention to spelling and draw on strategies to fix their errors.	<ul style="list-style-type: none"> <li>• Model poem with spelling errors</li> <li>• “Give it a Shot” spelling chart</li> </ul>
Poets experiment with language, word choice and sound to generate ideas for writing meaningful poems.	6. Poets think carefully about word choice by choosing words that match what they are trying to say.	<ul style="list-style-type: none"> <li>• “Poetry Decisions that Strengthen Meaning” anchor chart</li> <li>• Index cards</li> <li>• “Lullaby” by Kristine O’Connell George enlarged on chart paper</li> </ul>
	7. Poets make their poems clear by using repetition of words, sounds and lines.	<ul style="list-style-type: none"> <li>• “Go Wind” by Lillian Moore enlarged on chart paper</li> <li>• Anchor chart</li> </ul>
	8. Poets consider the mood of their poems by asking themselves, “Does the mood match the meaning?”	<ul style="list-style-type: none"> <li>• “Way Down in the Music” by Eloise Greenfield enlarged</li> <li>• “Poem” by Langston Hughes enlarged</li> </ul>
	9. Poets clarify feelings and ideas in poems by using comparisons	<ul style="list-style-type: none"> <li>• Comparison Chart: “Ordinary Language” and “Comparative Language”</li> <li>• Anchor chart</li> <li>• “Inside My Heart” by Zoe Ryder White enlarged on chart paper</li> </ul>
	10. Poets can stretch a comparison all the way through a poem by including actions that go along with it.	<ul style="list-style-type: none"> <li>• “Lullaby” by Kristine O’Connell George enlarged</li> <li>• Anchor charts</li> </ul>
Poets gain an understanding of how sound and structure relates to the meaning of their poems.	11. Poets experiment with different structures, specifically conversation and list poems, for writing poems by studying mentor poets.	<ul style="list-style-type: none"> <li>• Anchor chart</li> <li>• “Maples in October” by Amy Ludwig VanDerwater enlarged</li> <li>• Destiny by Kristine O’Connell George</li> </ul>

		<ul style="list-style-type: none"> <li>• Bag of assorted items</li> </ul>
	12. Poets revise poems by noticing what mentor authors have done and considering doing similar things within their own writing.	<ul style="list-style-type: none"> <li>• Enlarged poems</li> <li>• Reading a Poem with a Poet’s Eyes” anchor chart</li> <li>• Student folders filled with mentor poems in a variety of structures</li> </ul>
	13. Poets chose structures for their poem by understanding the relationship between structure and meaning.	<ul style="list-style-type: none"> <li>• Two teacher written poems</li> <li>• Samples of student work</li> </ul>
	14. Poets write from a different point of view, other than their own by dropping their own voice and taking on the voice of another person or thing.	<ul style="list-style-type: none"> <li>• Waiting Room Fish by Any Ludwig VanDerwater enlarged</li> <li>• Mentor poems written from different points of view</li> </ul>
Poems develop strategies to revise and edit their poems	15. Poets revise their poems by asking themselves, “How can I make this work even better?” and look for opportunities to show, not tell.”	<ul style="list-style-type: none"> <li>• Teacher written poems</li> </ul>
	16. Poets edit their poems looking or trouble spots by asking themselves, “Does this sound right?”	<ul style="list-style-type: none"> <li>• Teacher written poems that can be edited for sound</li> </ul>
	17. Poets celebrate their poetry writing by reading their poems to various audiences.	



## Third Grade Writing Curriculum

<b>Pacing Guide</b>	
Content Area: English Language Arts	
Grade Level: Third	
<b>Establishing Rules and Building Routines</b>	September
<b>Unit 1: Crafting True Stories</b>	October - November
<b>Unit 2: The Art of Information Writing</b>	December - January
<b>Unit 3: Changing the World</b>	February – March
<b>Unit 4: Once Upon a Time</b>	April - May
<b>Unit 5: Poetry</b>	June

Unit Title: Routines: Launching the Writing Workshop		Grade Level: Third	Time Frame: September
<b>Standards:</b> <b>W.3.1, W.3.2, W.3.3</b> <b>SL.3.1, SL.3.2, SL.3.3, SL.3.4, SL.3.5, SL.3.6</b> <b>L.3.1, L.3.2, L.3.3, L.3.4, L.3.5, L.3.6</b>			
<b>Essential Questions:</b> <ul style="list-style-type: none"> <li>• What role do readers have in building a community of readers?</li> <li>• How can discussing a book with a partner help us better understand what we read?</li> <li>• Why is it important to choose a just right book?</li> </ul>		<b>Unit Goals/Enduring Understandings:</b> <ul style="list-style-type: none"> <li>• Establish roles and routines of Writers Workshop</li> </ul>	
<b>Skills:</b> <ul style="list-style-type: none"> <li>• Partner share</li> <li>• Stamina</li> <li>• Setting up notebooks</li> </ul>		<b>Demonstration of Learning:</b> <ul style="list-style-type: none"> <li>• Conference Notes</li> <li>• Teacher Created Assessments</li> <li>• Small Group Observations</li> </ul>	
<b>Mentor Texts:</b>  <b>Resources:</b> Anchor charts		<b>Structures:</b> <ul style="list-style-type: none"> <li>• Minilessons</li> <li>• Independent Writing</li> <li>• Conferencing</li> <li>• Shared Writing/Reading</li> <li>• Strategy Groups Partner Conversations</li> <li>• Mid-Workshop Teaching Point</li> <li>• Teaching Share</li> </ul>	<u><b>Writing Process</b></u> <ul style="list-style-type: none"> <li>• Prewrite</li> <li>• Draft</li> <li>• Revise</li> <li>• Edit</li> <li>• Publish</li> <li>• Celebrate</li> </ul>
<b>Cross Curricular Connections:</b> Social Studies- Health- Science-		<b>21<sup>st</sup> Century Themes</b> Global Awareness 21 <sup>st</sup> Century Skills Learning and Innovation Skills Critical Thinking and Problem Solving Communication and Collaboration Life and Career Skills Social and Cross-Cultural Skills	<b>Modifications/Accommodations:</b> Small group/One to one <ul style="list-style-type: none"> <li>• Large print textbooks</li> <li>• Additional time</li> <li>• Review of directions</li> <li>• Student restates information</li> <li>• Student provides oral responses</li> <li>• Concrete examples</li> <li>• Support auditory presentations with visuals</li> <li>• Assistance in maintaining uncluttered space</li> <li>• Space for movement or breaks</li> <li>• Extra visual and verbal cues and prompts</li> </ul>
			<ul style="list-style-type: none"> <li>• Quiet space to calm down/relax</li> <li>• Preferential seating</li> <li>• Reduction of distractions</li> <li>• Hands-on activities</li> <li>• Follow a routine/schedule</li> <li>• Alternate quiet and active time</li> <li>• Teach time management skills</li> <li>• Rest breaks</li> <li>• Verbal and visual cues regarding directions and staying on task</li> <li>• Checklists</li> <li>• Immediate feedback</li> </ul>

Unit Title: Routines: Launching the Writing Workshop	Grade Level: Third	Time Frame: September
<ul style="list-style-type: none"> <li>• <b>Writers write every day.</b></li> </ul>	<ul style="list-style-type: none"> <li>• Writers use small moments and questions to write responses.</li> <li>• Writers work on their stamina while writing about small moments or thoughts.</li> </ul>	
<ul style="list-style-type: none"> <li>• <b>Writers follow routines and procedures.</b></li> </ul>	<ul style="list-style-type: none"> <li>• Writers establish a gathering place for reading-Introducing Transitions               <ol style="list-style-type: none"> <li>Teachers- use this to build rules and routines for gathering on the rug for Read A louds and Mini-lesson</li> </ol> </li> <li>• Writers continually self-monitor and assess their writing.               <ol style="list-style-type: none"> <li>Teachers- use this goal to build routines for independent writing</li> </ol> </li> <li>• Writers keep a writing journal of works.               <ol style="list-style-type: none"> <li>Teachers introduce writing notebooks to students- (First 20)</li> </ol> </li> <li>• Writers write responses to reading               <ol style="list-style-type: none"> <li>Introduce Reading Notebook</li> </ol> </li> <li>• Readers turn and talk with a partner to discuss ideas               <ol style="list-style-type: none"> <li>Create anchor chart for Turn and Talk procedures-</li> </ol> </li> <li>• Good writers write with purpose.               <ol style="list-style-type: none"> <li>Create anchor chart for writing with purpose-</li> </ol> </li> <li>• Writers participate in accountable talk-               <ol style="list-style-type: none"> <li>Create anchor chart for accountable talk during turn and talk</li> </ol> </li> <li>• Writers with a partner-model with a student expectation               <ol style="list-style-type: none"> <li>Teachers-create anchor chart for expected behaviors for Partner Writing and editing</li> </ol> </li> </ul>	<ul style="list-style-type: none"> <li>*Create class stamina graph.</li> <li>*Picture read/retell/read words</li> <li>*Anchor charts</li> </ul>
<ul style="list-style-type: none"> <li>• <b>Writers work with others to revise and Edit their writers.</b></li> </ul>	<ul style="list-style-type: none"> <li>• Writing partners share their writing with one another. We listen to each other and think only about what our partner is saying. We hold what we want to share until after we are finished with our partner’s writing. We respond to what our partner has shared. We don’t just move on.</li> </ul>	<ul style="list-style-type: none"> <li>*Anchor charts</li> </ul>

<b>Unit Title: Unit 1 Crafting True Stories</b>		<b>Grade Level: Third</b>	<b>Time Frame: October- November</b>
<b>Standards: W.3.3, W.3.4, W.3.5, W.3.8, W.3.10, L.3.1, L.3.2, L.3.3, L.3.6, SL.3.1, SL.3.2, SL.3.3, SL.3.4, SL.3.6</b>			
<b>Essential Questions:</b> <ul style="list-style-type: none"> <li>• How can I draw on a special experience to tell a captivating story?</li> <li>• How can I organize and balance my writing in a way that is clear to the reader, interests the reader, and emphasizes the heart of the story?</li> <li>• How do I revise and edit while independently crafting a personal narrative?</li> </ul>		<b>Unit Goals/Enduring Understandings:</b> <ul style="list-style-type: none"> <li>• Writers write personal narratives with independence and stamina.</li> <li>• Writers become a storyteller through writing.</li> <li>• Writers craft a second piece with newly gained independence.</li> <li>• Writers improve their work through revision and editing.</li> </ul>	
<b>Skills:</b> <ul style="list-style-type: none"> <li>• Self-assessment (checklist)</li> <li>• Dialogue</li> <li>• Writing structure</li> <li>• Paragraph writing</li> <li>• Personal narrative writing</li> </ul>	<ul style="list-style-type: none"> <li>• Writing process</li> <li>• Discussion</li> <li>• Drawing on prior experiences</li> <li>• Stamina</li> </ul>	<b>Demonstration of Learning:</b> <ul style="list-style-type: none"> <li>• Conference Notes</li> <li>• Teacher Created Assessments</li> <li>• Small Group Observations</li> <li>• Drafts</li> <li>• Published personal narrative</li> </ul>	
<b>Mentor Texts:</b> <ul style="list-style-type: none"> <li>• Come on, Rain!</li> </ul> <b>Resources:</b> <ul style="list-style-type: none"> <li>• Units of Study for Teaching Writing</li> <li>• Anchor charts</li> <li>• Mentor Text(s)</li> </ul>		<b>Structures:</b> <ul style="list-style-type: none"> <li>• Minilessons</li> <li>• Independent Writing</li> <li>• Conferencing</li> <li>• Shared Writing/Reading</li> <li>• Strategy Groups Partner Conversations</li> <li>• Mid-Workshop Teaching Point</li> <li>• Teaching Share</li> </ul>	<b>Writing Process</b> <ul style="list-style-type: none"> <li>• Prewrite</li> <li>• Draft</li> <li>• Revise</li> <li>• Edit</li> <li>• Publish</li> <li>• Celebrate</li> </ul>
<b>Cross Curricular Connections:</b> Social Studies- Health- Science-	<b>21<sup>st</sup> Century Themes</b> Global Awareness 21 <sup>st</sup> Century Skills Learning and Innovation Skills Critical Thinking and Problem Solving Communication and Collaboration Life and Career Skills Social and Cross-Cultural Skills	<b>Modifications/Accommodations:</b> Small group/One to one <ul style="list-style-type: none"> <li>• Large print textbooks</li> <li>• Additional time</li> <li>• Review of directions</li> <li>• Student restates information</li> <li>• Student provides oral responses</li> <li>• Concrete examples</li> <li>• Support auditory presentations with visuals</li> <li>• Assistance in maintaining uncluttered space</li> <li>• Space for movement or breaks</li> <li>• Extra visual and verbal cues and prompts</li> </ul>	<ul style="list-style-type: none"> <li>• Quiet space to calm down/relax</li> <li>• Preferential seating</li> <li>• Reduction of distractions</li> <li>• Hands-on activities</li> <li>• Follow a routine/schedule</li> <li>• Alternate quiet and active time</li> <li>• Teach time management skills</li> <li>• Rest breaks</li> <li>• Verbal and visual cues regarding directions and staying on task</li> <li>• Checklists</li> <li>• Immediate feedback</li> </ul>

Unit Title: Unit 1 Building a Reading Life		Grade Level: Third	Time Frame: October - November
Goals	Suggested Mini lessons		Teacher's Notes/Ideas
1. Students will write personal narratives with independence and stamina.	<ul style="list-style-type: none"> <li>• Writers make and set goals for themselves. They also brainstorm types of writing they would like to explore.</li> <li>• Writers brainstorm by thinking of small moments spent with special people.</li> <li>• Writers think of a place, the small moments that happened in that place, and select one to write about.</li> <li>• Writers understand the difference between a story and a summary. They tell a story in scenes.</li> <li>• Writers stop to self-monitor and consider what is going well and how they can improve to bring their writing to the next level.</li> <li>• Writers edit as they write.</li> </ul>		
2. Students will become a storyteller through writing.	<ul style="list-style-type: none"> <li>• Writers rehearse writing through discussion with a partners. They will consider multiple possible leads.</li> <li>• Writers write with stamina and passion to capture their visualizations on paper.</li> <li>• Writers study and take note of an author's craft and apply these techniques to their own writing. They take notice of how an author hooks a reader at the beginning and uses particular language for interest.</li> <li>• Writers identify the most important part of a story and develop that section.</li> <li>• Writers revise by grouping sentences into paragraphs to support sequencing, dialogue, and allow for elaboration of the story.</li> </ul>		<i>Additional instruction may be needed for final lesson (on paragraph writing).</i>
3. Students will craft a second piece with newly gained independence.	<ul style="list-style-type: none"> <li>• Writers refer to their first draft for guidance on how to independently begin a second piece. They will set new goals for moving forward.</li> <li>• Writers revise as they write so their writing reflects all they know.</li> <li>• Writers replay life events to relive the experience and then write about these experiences in a way that allows the reader to feel it.</li> <li>• Writers think carefully about the kinds of details they add to their writing, balancing dialogue with action, thoughts, and details about the setting.</li> <li>• Writers correctly punctuate dialogue.</li> </ul>		
4. Students will improve their work through revision and editing.	<ul style="list-style-type: none"> <li>• Writers revise to provide clarity and purpose. They get rid of extra words and focus on the heart of the story.</li> <li>• Writers learn from mentor texts in order to make endings more powerful.</li> <li>• Writers edit their writing and use checklists to self-monitor and improve their writing.</li> <li>• Writers celebrate and share their published writing.</li> </ul>		<i>Plan for additional day(s) to publish writing piece.</i>

<b>Unit Title: Unit 2: The Art of Information Writing</b>		<b>Grade Level: Third</b>	<b>Time Frame: December- January</b>	
<b>Standards: W.3.2, W.3.4, W.3.5, W.3.7, W.3.8, W.3.10, L.3.1, L.3.2, L.3.3, L.3.6, SL.3.1, SL.3.2, SL.3.3, SL.3.4, SL.3.6</b>				
<b>Essential Questions:</b>		<b>Unit Goals/Enduring Understandings:</b>		
<ul style="list-style-type: none"> <li>• How can I teach someone else about a topic I have researched?</li> <li>• What strategies do writers use when writing an informational book?</li> <li>• What can I learn from a mentor text to help me write an information book?</li> </ul>		<ul style="list-style-type: none"> <li>• Writers organize information to assist them in the writing process.</li> <li>• Writers use mentor texts, make connections within and across chapters, and research topics to enhance their writing.</li> <li>• Writers use a variety of revising and editing strategies to ensure accuracy of facts and clarification for reads.</li> <li>• Writers transfer gained knowledge from longer research projects and apply it to shorter ones.</li> </ul>		
<b>Skills:</b>		<b>Demonstration of Learning:</b>		
<ul style="list-style-type: none"> <li>• Research process</li> <li>• Text structure</li> <li>• Text features</li> <li>• Self-assessment</li> </ul>		<ul style="list-style-type: none"> <li>• Writing structure</li> <li>• Paragraph writing</li> <li>• Stamina</li> <li>• Writing process</li> <li>• Activating and using prior knowledge</li> </ul>		<ul style="list-style-type: none"> <li>• Conference Notes</li> <li>• Teacher Created Assessments</li> <li>• Small Group Observations</li> <li>• Drafts</li> <li>• Published pieces</li> </ul>
<b>Mentor Texts:</b>		<b>Structures:</b>		<b>Writing Process</b>
<ul style="list-style-type: none"> <li>• Deadliest Animals</li> <li>• VIP Pass to a Pro Baseball Game Day (use disc)</li> </ul>		<ul style="list-style-type: none"> <li>• Minilessons</li> <li>• Independent Writing</li> <li>• Conferencing</li> <li>• Shared Writing/Reading</li> <li>• Strategy Groups Partner Conversations</li> <li>• Mid-Workshop Teaching Point</li> <li>• Teaching Share</li> </ul>		<ul style="list-style-type: none"> <li>• Prewrite</li> <li>• Draft</li> <li>• Revise</li> <li>• Edit</li> <li>• Publish</li> <li>• Celebrate</li> </ul>
<b>Resources:</b>		<b>Modifications/Accommodations:</b>		
<ul style="list-style-type: none"> <li>• Units of Study for Teaching Writing</li> <li>• Anchor charts</li> <li>• Mentor Text(s)</li> </ul>		<ul style="list-style-type: none"> <li>• Small group/One to one</li> <li>• Large print textbooks</li> <li>• Additional time</li> <li>• Review of directions</li> <li>• Student restates information</li> <li>• Student provides oral responses</li> <li>• Concrete examples</li> <li>• Support auditory presentations with visuals</li> <li>• Assistance in maintaining uncluttered space</li> <li>• Space for movement or breaks</li> <li>• Extra visual and verbal cues and prompts</li> </ul>		<ul style="list-style-type: none"> <li>• Quiet space to calm down/relax</li> <li>• Preferential seating</li> <li>• Reduction of distractions</li> <li>• Hands-on activities</li> <li>• Follow a routine/schedule</li> <li>• Alternate quiet and active time</li> <li>• Teach time management skills</li> <li>• Rest breaks</li> <li>• Verbal and visual cues regarding directions and staying on task</li> <li>• Checklists</li> <li>• Immediate feedback</li> </ul>
<b>Cross Curricular Connections:</b>		<b>21<sup>st</sup> Century Themes</b>		
Social Studies- Health- Science-		Global Awareness 21 <sup>st</sup> Century Skills Learning and Innovation Skills Critical Thinking and Problem Solving Communication and Collaboration Life and Career Skills Social and Cross-Cultural Skills		

Unit Title: Unit 2 The Art of Information Writing		Grade Level: Third	Time Frame: December - January
Goals	Suggested Mini lessons		Teacher's Notes/Ideas
<p>1. Students will organize information to assist them in the writing process.</p>	<ul style="list-style-type: none"> <li>• Writers understand that information writing is writing to teach someone else about a topic.</li> <li>• Writers organize their writing by structuring their writing into subtopics.</li> <li>• Writers explore various writing structures that will allow them to understand varying the structure helps them think about a topic in a new, exciting way.</li> <li>• Writers layer the information of their subtopics in a way that makes sense so the reader can understand as much as they can about the topic.</li> <li>• Writers utilize a table of contents to help them plan their writing. They understand this helps their readers understand their writing.</li> </ul>		
<p>2. Students will use mentor texts, make connections within and across chapters, and research topics to enhance their writing.</p>	<ul style="list-style-type: none"> <li>• Writers use mentor texts to elaborate by incorporating various nonfiction text features.</li> <li>• Writers use different transitional strategies and phrases to connect information in their chapters. They find ideas in mentor texts to best transition in their own writing.</li> <li>• Writers balance interesting facts with an engaging style. They do this through structure and word choice that enhances their voice.</li> <li>• Writers conduct further research to ensure text accuracy and find more information to enhance their informational books.</li> <li>• Writers revise their writing by reflecting on revisions already made, identifying parts that need clarification, and adding information.</li> <li>• Writers reflect on mentor text introductions in order to write their own powerful introductions.</li> </ul>		

<p><b>3.</b> Students will use a variety of revising and editing strategies to ensure accuracy of facts and clarification for reads.</p>	<ul style="list-style-type: none"> <li>• Writers review their information writing by using a checklist and planning for the revision process.</li> <li>• Writers use additional revision strategies to clarify confusion in their work. They do this by imaging different perspectives and roleplaying with a partner.</li> <li>• Writers are selective and aware of which text features best enhance their informational writing.</li> <li>• Writers ensure accuracy of all facts by double checking their research.</li> <li>• Writers edit their work by organizing information into paragraphs.</li> </ul>	<p><i>Additional instruction may be needed for final lesson (on paragraph writing).</i></p> <p><i>Plan for additional day(s) to publish long writing piece and celebrate.</i></p>
<p><b>4.</b> Students will transfer gained knowledge from longer research projects and apply it to shorter ones.</p>	<ul style="list-style-type: none"> <li>• Writers transfer previously learned strategies to plan and draft a content specific information piece.</li> <li>• Writers use different strategies and self-assessments to revise their original plan for writing.</li> <li>• Writers use previously learned skills about writing informational books to write other types of information writing (speech, brochure, catalogue).</li> <li>• Writers use all the information they have learned about a topic to wrap up a project.</li> <li>• Writers celebrate publishing a project by teaching others about their topic, using the knowledge and expertise they have gained.</li> </ul>	<p><i>Plan for additional day(s) to publish short writing piece.</i></p>



Unit Title: Unit 3 Changing the World		Grade Level: Third	Time Frame: February - March
Standards: W.3.1, W.3.2, W.3.4, W.3.5, W.3.7, W.3.8, W.3.10, L.3.1, L.3.2, L.3.3, L.3.6, SL.3.1, SL.3.2, SL.3.3, SL.3.4, SL.3.6			
<b>Essential Questions:</b> <ul style="list-style-type: none"> <li>• What strategies can I use to persuade others to agree with my opinion?</li> <li>• What types of persuasive and opinion writing are there?</li> <li>• How can I organize my evidence to make it the most convincing to my audience?</li> </ul>		<b>Unit Goals/Enduring Understandings:</b> <ul style="list-style-type: none"> <li>• Writers persuade readers through speech writing.</li> <li>• Writers raise the level of their persuasive writing.</li> <li>• Writers explore transforming persuasive speech into different forms of opinion writing (letters, petitions, editorials).</li> <li>• Writers work together to research, write, and inform others about a cause.</li> </ul>	
<b>Skills:</b> <ul style="list-style-type: none"> <li>• Research process</li> <li>• Text structure</li> <li>• Self-assessment</li> <li>• Writing structure</li> </ul>	<ul style="list-style-type: none"> <li>• Paragraph writing</li> <li>• Stamina</li> <li>• Writing process</li> <li>• Activating and using prior knowledge</li> <li>• Persuasive and opinion writing</li> </ul>	<b>Demonstration of Learning:</b> <ul style="list-style-type: none"> <li>• Conference Notes</li> <li>• Teacher Created Assessments</li> <li>• Small Group Observations</li> </ul>	
<b>Mentor Texts:</b> <i>*Please note that the mentor texts are teacher’s choice. These are suggestions if you need them.</i> <b>Resources:</b> <ul style="list-style-type: none"> <li>• Units of Study for Teaching Writing</li> <li>• Anchor charts</li> <li>• Mentor Text(s)</li> </ul>		<b>Structures:</b> <ul style="list-style-type: none"> <li>• Minilessons</li> <li>• Independent Writing</li> <li>• Conferencing</li> <li>• Shared Writing/Reading</li> <li>• Strategy Groups Partner Conversations</li> <li>• Mid-Workshop Teaching Point</li> <li>• Teaching Share</li> </ul>	<b>Writing Process</b> <ul style="list-style-type: none"> <li>• Prewrite</li> <li>• Draft</li> <li>• Revise</li> <li>• Edit</li> <li>• Publish</li> <li>• Celebrate</li> </ul>
<b>Cross Curricular Connections:</b> Social Studies- Health- Science-	<b>21<sup>st</sup> Century Themes</b> Global Awareness 21 <sup>st</sup> Century Skills Learning and Innovation Skills Critical Thinking and Problem Solving Communication and Collaboration Life and Career Skills Social and Cross-Cultural Skills	<b>Modifications/Accommodations:</b> Small group/One to one <ul style="list-style-type: none"> <li>• Large print textbooks</li> <li>• Additional time</li> <li>• Review of directions</li> <li>• Student restates information</li> <li>• Student provides oral responses</li> <li>• Concrete examples</li> <li>• Support auditory presentations with visuals</li> <li>• Assistance in maintaining uncluttered space</li> <li>• Space for movement or breaks</li> <li>• Extra visual and verbal cues and prompts</li> </ul>	<ul style="list-style-type: none"> <li>• Quiet space to calm down/relax</li> <li>• Preferential seating</li> <li>• Reduction of distractions</li> <li>• Hands-on activities</li> <li>• Follow a routine/schedule</li> <li>• Alternate quiet and active time</li> <li>• Teach time management skills</li> <li>• Rest breaks</li> <li>• Verbal and visual cues regarding directions and staying on task</li> <li>• Checklists</li> <li>• Immediate feedback</li> </ul>

Unit Title: Unit 3 Changing the World		Grade Level: Third	Time Frame: Mid-December to Mid-January
Goals	Suggested Mini lessons	Teacher's Notes/Ideas	
1. Students will begin working on persuasive speeches.	<ul style="list-style-type: none"> <li>• Writers immerse themselves into persuasive speech writing by flash-drafting a speech.</li> <li>• Writers understand that persuasive speech writers gather, choose between, and try out different ideas for changes they would like to see in the world.</li> <li>• Writers write persuasively to get others to look at what's beautiful, not what's broken.</li> <li>• Writers address the audience directly as a strategy to be more persuasive.</li> <li>• Writers edit as they write, considering their audience and taking time to spell what they know to ensure clarity.</li> <li>• Writers understand that in order to get better at something, they should stop, self-assess, and make plans for their writing.</li> </ul>		
2. Students will raise the level of their persuasive writing.	<ul style="list-style-type: none"> <li>• Writers gather all of the information they know about a topic and plan for research in order to collect evidence for their opinions.</li> <li>• Writers organize and categorize their evidence.</li> <li>• Writers provide examples as a way to show what they are saying and make speeches more persuasive.</li> <li>• Writers consider their audience and what effect they want their speech to have. They collect the most convincing material.</li> <li>• Writers use paragraphs and transition words to organize drafts.</li> <li>• Writers revise as they write, choosing words that are the most effective.</li> <li>• Writers use an editing checklist to proofread their own writing. They work with a writing partner to catch errors in their writing.</li> </ul>		
3. Students will explore transforming their persuasive speech into different forms of opinion writing (letters, petitions, editorials).	<ul style="list-style-type: none"> <li>• Writers understand that persuasive speeches are just one of many forms of opinion writing (letters, petitions, editorials).</li> <li>• Writers hold themselves accountable and making plans for their work.</li> <li>• Writers collect evidence in a variety of ways. They can conduct surveys and interviews.</li> <li>• Writers revise as they write. They can revise their introductions and conclusions in order to determine what will have the biggest influence on their audience.</li> <li>• Writers self-assess by using a checklist or goal sheet and setting new goals.</li> </ul>		
4. Students will be grouped together to research, write, and inform others about a cause.	<ul style="list-style-type: none"> <li>• Writers understand that different audiences can help them address their cause.</li> <li>• Writers conduct further research about a cause and consider how it changes what they already know and think.</li> <li>• Writers revise as they write, in order to reflect all they know and can do.</li> <li>• Writers proofread their work in order to have their opinion taken seriously.</li> <li>• Writers celebrate their published work by sharing it with a real audience.</li> </ul>	<i>Students need to be put into "cause groups."</i>	

Unit Title: Unit 4 Once Upon a Time		Grade Level: Third	Time Frame: April - May
<b>Standards:</b> <b>W.3.3a, W3.3b, W.3.4 W.3.5, W.3.6 W.3.7, W.3.8</b> <b>RL.3.1, RL.3.2, RL.3.4,</b> <b>SL.3.1, SL3.2, SL3.3, SL3.4, SL.3.6</b> <b>L3.1, L3.23c, L3.2f, L.3.3, L3.3a, L.3.5a, L3.6</b>			
<b>Essential Questions:</b> <ul style="list-style-type: none"> <li>•</li> </ul>		<b>Unit Goals/Enduring Understandings:</b> <ul style="list-style-type: none"> <li>• Writers adapt classic stories in hopes to make it better</li> <li>• Writers build and adapt on tales by writing with independence</li> <li>• Writers use literary elements to create an original fairytale</li> </ul>	
<b>Skills:</b> <ul style="list-style-type: none"> <li>• Literary Elements</li> <li>• Compare and contrast tales from different cultures</li> <li>• Comprehend basic plots from tales around the world</li> <li>• Use correct convention appropriate for third grade</li> <li>• Revise/ Edit</li> </ul>		<b>Demonstration of Learning:</b> <ul style="list-style-type: none"> <li>• Conference Notes</li> <li>• Teacher Created Assessments</li> <li>• Small Group Observations</li> </ul>	
<b>Mentor Texts:</b> <i>*Please note that the mentor texts are teacher's choice. These are suggestions if you need them.</i> <b>Little Red Riding Hood</b> <b>Three Billy Goats Gruff</b> <b>Resources:</b> <ul style="list-style-type: none"> <li>• Units of Study for Teaching Writing</li> <li>• Anchor charts</li> <li>• Mentor Text(s)</li> </ul>		<b>Structures:</b> <ul style="list-style-type: none"> <li>• Minilessons</li> <li>• Independent Writing</li> <li>• Conferencing</li> <li>• Shared Writing/Reading</li> <li>• Strategy Groups Partner Conversations</li> <li>• Mid-Workshop Teaching Point</li> <li>• Teaching Share</li> </ul>	<b>Writing Process</b> <ul style="list-style-type: none"> <li>• Prewrite</li> <li>• Draft</li> <li>• Revise</li> <li>• Edit</li> <li>• Publish</li> <li>• Celebrate</li> </ul>
<b>Cross Curricular Connections:</b> Social Studies- Health- Science-	<b>21<sup>st</sup> Century Themes</b> Global Awareness 21 <sup>st</sup> Century Skills Learning and Innovation Skills Critical Thinking and Problem Solving Communication and Collaboration Life and Career Skills Social and Cross-Cultural Skills	<b>Modifications/Accommodations:</b> Small group/One to one <ul style="list-style-type: none"> <li>• Large print textbooks</li> <li>• Additional time</li> <li>• Review of directions</li> <li>• Student restates information</li> <li>• Student provides oral responses</li> <li>• Concrete examples</li> <li>• Support auditory presentations with visuals</li> <li>• Assistance in maintaining uncluttered space</li> <li>• Space for movement or breaks</li> <li>• Extra visual and verbal cues and prompts</li> </ul>	<ul style="list-style-type: none"> <li>• Quiet space to calm down/relax</li> <li>• Preferential seating</li> <li>• Reduction of distractions</li> <li>• Hands-on activities</li> <li>• Follow a routine/schedule</li> <li>• Alternate quiet and active time</li> <li>• Teach time management skills</li> <li>• Rest breaks</li> <li>• Verbal and visual cues regarding directions and staying on task</li> <li>• Checklists</li> <li>• Immediate feedback</li> </ul>

Unit Title: Unit 4 Once Upon a Time		Grade Level: Third	Time Frame: April - May
Goals	Suggested Mini lessons		Teacher's Notes/Ideas
<ul style="list-style-type: none"> <li>Writers adapt classic stories in hope to make it better</li> </ul>	<ul style="list-style-type: none"> <li>Writers write adaptations often. They take a classic story and write a different version of it.</li> <li>Writers plan how an adaptation of a story will go. We can do this by first deciding on a change that we think will improve the story and then we make sure the change leads to other changes in the story.</li> <li>Writers rehearse stories to bring the story to life.</li> <li>Writers know that they can rehearse the story in the middle just like we do at the start. It helps to tell and retell the story</li> <li>Writers of fairy tales use narration, or telling in some important way, to introduce the story, to stitch one scene to the next, and to end the story</li> <li>Writers are their own tough critic. We reread our stories judging our own work and thinking of ways to make it better.</li> </ul>		
<ul style="list-style-type: none"> <li>Writers build and adapt on tales by writing with independence</li> </ul>	<ul style="list-style-type: none"> <li>Writers plan not only their writing, but also the process for writing, We use our imagination and do it in reality</li> <li>Writers know that fairy tales are written to be read aloud, or story told in ways that make the listeners excited to read. Writers write stories in ways that ensure the reader is feeling what the writer intended them to feel.</li> <li>Serious writers revise work early on and use those revisions to lift what is already written.</li> <li>Writers support dialogue with an action.</li> <li>Writers revise their fairy tales by using what they know about language to paint pictures in the minds of their readers</li> <li>Writers create their own style of writing by experimenting with different types of sentences. We turn sentences into smoother, more precise and well-paced sentences</li> </ul>		
<ul style="list-style-type: none"> <li>Writers use literary elements to create an original fairytale</li> </ul>	<ul style="list-style-type: none"> <li>Writers know that to write a fairytale we need a formula. We need a character with traits and wants, a problem, more trouble, magic, and then a resolution.</li> <li>Writers sometimes focus characters' actions around an object that's important to that main character, which makes those actions more meaningful.</li> <li>Writers live in the world of their stories. We add tiny bits of description. We really show the actions of the character by carefully choosing words that help show what is being said.</li> <li>Writers know that in fairytales, magic needs to connect to the heart of the story. Magic is most prominent when trouble arises and usually helps to solve the problem.</li> <li>Writers celebrate their stories!</li> </ul>		

Unit Title: Unit 5 Poetry		Grade Level: Third	Time Frame: June
<b>Standards: W.3.4 W.3.5, W.3.6 W.3.7, W.3.8</b> <b>RL.3.1, RL.3.2, RL.3.4,</b> <b>SL.3.1, SL3.2, SL3.3, SL3.4, SL.3.6</b> <b>L3.1, L3.23c, L3.2f, L.3.3, L3.3a, L.3.5a, L3.6</b>			
<b>Essential Questions:</b> <ul style="list-style-type: none"> <li>•</li> </ul>		<b>Unit Goals/Enduring Understandings:</b> <ul style="list-style-type: none"> <li>• Writers view the world as a poet</li> <li>• Poets use language and sound to create meaning in poetry</li> <li>• Poets use mentors to discover and use the craft of structure and point of view to create meaning in poetry</li> </ul>	
<b>Skills:</b> <ul style="list-style-type: none"> <li>• Revise/ Edit</li> <li>• Understand poetry is one way to communicate about and describe feelings, sensory images, events, or ideas</li> <li>• Understand the purpose of white space and line breaks</li> <li>• Know the difference between poetic language and ordinary language</li> </ul>		<b>Demonstration of Learning:</b> <ul style="list-style-type: none"> <li>• Conference Notes</li> <li>• Teacher Created Assessments</li> <li>• Small Group Observations</li> </ul>	
<b>Mentor Texts:</b> <i>*Please note that the mentor texts are teacher's choice. T</i> <b>Little Red Riding Hood</b> <b>Three Billy Goats Gruff</b> <b>Resources:</b> <ul style="list-style-type: none"> <li>• Units of Study for Teaching Writing</li> <li>• Anchor charts</li> <li>• Mentor Text(s)</li> </ul>		<b>Structures:</b> <ul style="list-style-type: none"> <li>• Minilessons</li> <li>• Independent Writing</li> <li>• Conferencing</li> <li>• Shared Writing/Reading</li> <li>• Strategy Groups Partner Conversations</li> <li>• Mid-Workshop Teaching Point</li> <li>• Teaching Share</li> </ul>	<b>Writing Process</b> <ul style="list-style-type: none"> <li>• Prewrite</li> <li>• Draft</li> <li>• Revise</li> <li>• Edit</li> <li>• Publish</li> <li>• Celebrate</li> </ul>
<b>Cross Curricular Connections:</b> Social Studies- Health- Science-	<b>21<sup>st</sup> Century Themes</b> Global Awareness 21 <sup>st</sup> Century Skills Learning and Innovation Skills Critical Thinking and Problem Solving Communication and Collaboration Life and Career Skills Social and Cross-Cultural Skills	<b>Modifications/Accommodations:</b> Small group/One to one <ul style="list-style-type: none"> <li>• Large print textbooks</li> <li>• Additional time</li> <li>• Review of directions</li> <li>• Student restates information</li> <li>• Student provides oral responses</li> <li>• Concrete examples</li> <li>• Support auditory presentations with visuals</li> <li>• Assistance in maintaining uncluttered space</li> <li>• Space for movement or breaks</li> <li>• Extra visual and verbal cues and prompts</li> </ul>	<ul style="list-style-type: none"> <li>• Quiet space to calm down/relax</li> <li>• Preferential seating</li> <li>• Reduction of distractions</li> <li>• Hands-on activities</li> <li>• Follow a routine/schedule</li> <li>• Alternate quiet and active time</li> <li>• Teach time management skills</li> <li>• Rest breaks</li> <li>• Verbal and visual cues regarding directions and staying on task</li> <li>• Checklists</li> <li>• Immediate feedback</li> </ul>

Unit Title: Unit 5 Poetry	Grade Level: Third	Time Frame: June
Goals	Suggested Mini lessons	Teacher's Notes/Ideas
Writers view the world as a poet	<ul style="list-style-type: none"> <li>• Poets look at things with their hearts and minds by looking at them from different angles and considering what they resemble</li> <li>• Writers slow down and notice more about the world. We don't stop at our first ideas, we ask questions and look at objects in another way to develop new ideas and insights. ***Students are invited to bring in treasures from home, outside, inside the classroom.</li> <li>• Poets make decisions about line breaks and word placement by studying mentors and place line breaks with our reader in mind.</li> <li>• Poets try writing their line breaks in different ways and make decisions about which matches the poem they want to write. We may write it three different ways and choose the best.</li> <li>• Poets can start with big ideas and write small about them. That is we think about a moment or an object that can represent a big feel. We do this by thinking about the big feeling, closing our eyes and imaging moments and objects that relate.</li> <li>• Poets write down poetry ideas throughout their day and use those ideas for writing. Poets are sure to think about both strong feelings and concrete details.</li> <li>• We ask: <i>Does this idea have a big feeling?, Have I found specific moments, details or objects that hold that feeling for me?</i></li> <li>• Partners support each other in the writing process. We can go to them as poetry teachers and get advice.</li> <li>• Poets edit their poems paying close attention to spelling. We circle words that we want to edit for spelling and we use our fix-up strategies to spell them. We write our word three times and then consult a dictionary if necessary.</li> </ul>	
Poets use language and sound to create meaning in poetry	<ul style="list-style-type: none"> <li>• Poets think carefully about the words that they choose. They search for exact honest words, words that match what they are trying to say. (Perhaps create a poetry wall, adding all the precise language under the words they replace)</li> <li>• Poets repeat words, sounds, and lines to give their poems music and to make the meaning of their poems more clear.</li> <li>• Partners read aloud their poetry looking for places to revise</li> <li>• Poets consider the mood they want their poems to convey. They write, thinking about the mood, and they reread their poems considering, <i>Does the mood match the meaning?</i></li> <li>• Poets know that the mood of a poem does not have to be constant throughout a poem. We may want to try to change the mood throughout the poem. (ex. Excitement, fear, excitement, fear)</li> </ul>	

	<ul style="list-style-type: none"> <li>• Poets try their poems from different points of view. We might write poems about how we love to read books and we might also try it out from the book’s point of view - how the book loves to be read.</li> <li>• Poets can use similes or other comparative language to convey meaning. We compare an object or feeling to something else. We use comparative language.</li> <li>• Poets stick with comparisons to make them stronger. We can carry the comparison throughout a poem. One way to do this is to include action that go along with the comparison.</li> <li>• Poets reflect on their growth as a poet and the growth of their poetry. Poets set new goals and plans for their writing.</li> </ul>	
<p>Poets use mentors to discover and use the craft of structure and point of view to create meaning in poetry</p>	<ul style="list-style-type: none"> <li>• Poets study mentors to reflect on structure. Poets experiment with different structures in their poems. We read with a partner and by ourselves to hear how the structure conveys meaning.</li> <li>• Poets make decisions about structure. We might ask, <i>What kind of structure will work best for what I have to say?</i> <ul style="list-style-type: none"> <li>○ Conversation poems</li> <li>○ List poems</li> <li>○ Story poems</li> <li>○ Mask poems</li> <li>○ Poems of address</li> <li>○ Riddle Poems</li> </ul> </li> <li>• Poets try different structures for story poems. We might try, <ul style="list-style-type: none"> <li>○ Tell a story bit by bit</li> <li>○ Focus on a small moment</li> <li>○ Add detail</li> <li>○ Spice it up with strong words</li> </ul> </li> <li>• Poets revise by replacing vague feelings with images that show rather than tell.</li> <li>• Poets sketch out their feelings on a subject to support their writing.</li> </ul>	

## Fourth Grade Writing Curriculum

<b>Pacing Guide</b>	
Content Area: English Language Arts	
Grade Level: 4	
<b>Routines: Launching the Writers Workshop</b>	<b>September</b>
<b>Unit 1: Arc of Story</b>	<b>October-November</b>
<b>Unit 2: Boxes and Bullets-Personal/Persuasive</b>	<b>November-December</b>
<b>Unit 3: Bringing History to Life</b>	<b>January-February</b>
<b>Unit 4: Literary Essay- Fiction Writing</b>	<b>February-March</b>
<b>Unit 5: Myths and Folklore</b>	<b>March-April</b>
<b>Unit 6: Poetry</b>	<b>April-June</b>



<b>Unit Title:</b> Routines: Launching the Writing Workshop		<b>Grade Level:</b> 4	<b>Time Frame:</b> September-October
<b>Standards:</b> <b>W.4.1, W.4.2, W.4.3</b> <b>SL.4.1, SL.4.2, SL.4.3, SL.4.4, SL.4.5, SL.4.6</b> <b>L.4.1, L.4.2, L.4.3, L.4.4, L.4.5, L.4.6</b>			
<b>Essential Questions:</b> <ul style="list-style-type: none"> <li>• What role does a writer have in the community of writers?</li> <li>• How does what I am reading influence how I can write?</li> <li>• How can I establish positive writing goals?</li> </ul>		<b>Unit Goals/Enduring Understandings:</b> <ul style="list-style-type: none"> <li>• Writers write every day.</li> <li>• Writers follow routines and procedures.</li> <li>• Writers work with others to revise and edit their writing.</li> </ul>	
<b>Skills:</b> <ul style="list-style-type: none"> <li>• Book handling</li> <li>• Listening</li> <li>• Sitting/Reading Quietly</li> <li>• Partner share</li> </ul>		<b>Demonstration of Learning:</b> <ul style="list-style-type: none"> <li>• Writing Notebooks</li> <li>• Conference Notes</li> <li>• Teacher Created Assessments</li> <li>• Open-ended responses.</li> </ul>	
<b>Mentor Texts:</b>  <b>Resources:</b> First 25 days of Reading Workshop First 20 Days of Independent Reading		<b>Structures:</b> <ul style="list-style-type: none"> <li>• Minilessons</li> <li>• Independent Writing</li> <li>• Conferencing</li> <li>• Shared Writing/Reading</li> <li>• Strategy Groups Partner Conversations</li> <li>• Mid-Workshop Teaching Point</li> <li>• Teaching Share</li> </ul>	<b>Writing Process</b> <ul style="list-style-type: none"> <li>• Prewrite</li> <li>• Draft</li> <li>• Revise</li> <li>• Edit</li> <li>• Publish</li> <li>• Celebrate</li> </ul>
<b>Cross Curricular Connections:</b> Social Studies- Health- Science-	<b>21<sup>st</sup> Century Themes</b> Global Awareness 21 <sup>st</sup> Century Skills Learning and Innovation Skills Critical Thinking and Problem Solving Communication and Collaboration Life and Career Skills Social and Cross-Cultural Skills	<b>Modifications/Accommodations:</b> Small group/One to one <ul style="list-style-type: none"> <li>• Large print textbooks</li> <li>• Additional time</li> <li>• Review of directions</li> <li>• Student restates information</li> <li>• Student provides oral responses</li> <li>• Concrete examples</li> <li>• Support auditory presentations with visuals</li> <li>• Assistance in maintaining uncluttered space</li> <li>• Space for movement or breaks</li> <li>• Extra visual and verbal cues and prompts</li> </ul>	<ul style="list-style-type: none"> <li>• Quiet space to calm down/relax</li> <li>• Preferential seating</li> <li>• Reduction of distractions</li> <li>• Hands-on activities</li> <li>• Follow a routine/schedule</li> <li>• Alternate quiet and active time</li> <li>• Teach time management skills</li> <li>• Rest breaks</li> <li>• Verbal and visual cues regarding directions and staying on task</li> <li>• Checklists</li> <li>• Immediate feedback</li> </ul>

<b>Unit Title: Routines: Launching the Writing Workshop</b>		<b>Grade Level: 4</b>	<b>Time Frame: September-October</b>
<b>Goals</b>	<b>Suggested Mini lessons</b>		<b>Teacher's Notes/Ideas</b>
<ul style="list-style-type: none"> <li>• <b>Writers write every day.</b></li> </ul>	<ul style="list-style-type: none"> <li>• Writers use small moments and questions to write responses.</li> <li>• Writers work on their stamina while writing about small moments or thoughts.</li> </ul>		
<ul style="list-style-type: none"> <li>• <b>Writers follow routines and procedures.</b></li> </ul>	<ul style="list-style-type: none"> <li>• Writers establish a gathering place for reading-Introducing Transitions               <ol style="list-style-type: none"> <li>Teachers- use this to build rules and routines for gathering on the rug for Read A louds and Mini-lesson</li> </ol> </li> <li>• Writers continually self-monitor and assess their writing.               <ol style="list-style-type: none"> <li>Teachers- use this goal to build routines for independent writing</li> </ol> </li> <li>• Writers keep a writing journal of works.               <ol style="list-style-type: none"> <li>Teachers introduce writing notebooks to students- (First 20)</li> </ol> </li> <li>• Writers write responses to reading               <ol style="list-style-type: none"> <li>Introduce Reading Notebook</li> </ol> </li> <li>• Readers turn and talk with a partner to discuss ideas               <ol style="list-style-type: none"> <li>Create anchor chart for Turn and Talk procedures-</li> </ol> </li> <li>• Good writers write with purpose.               <ol style="list-style-type: none"> <li>Create anchor chart for writing with purpose-</li> </ol> </li> <li>• Writers participate in accountable talk-               <ol style="list-style-type: none"> <li>Create anchor chart for accountable talk during turn and talk</li> </ol> </li> <li>• Writers with a partner-model with a student expectation               <ol style="list-style-type: none"> <li>Teachers-create anchor chart for expected behaviors for Partner Writing and editing</li> </ol> </li> </ul>		<ul style="list-style-type: none"> <li>*Create class stamina graph.</li> <li>*Picture read/retell/read words</li> <li>*Anchor charts</li> </ul>
<ul style="list-style-type: none"> <li>• <b>Writers work with others to revise and Edit their writers.</b></li> </ul>	<ul style="list-style-type: none"> <li>• Writing partners share their writing with one another. We listen to each other and think only about what our partner is saying. We hold what we want to share until after we are finished with our partner's writing. We respond to what our partner has shared. We don't just move on.</li> </ul>		<ul style="list-style-type: none"> <li>*Anchor charts</li> </ul>

Unit Title: Unit 1: Arc of Story		Grade Level: 4	Time Frame: October-November
<b>Standards:</b> <b>W.4.3, W.4.5, W.4.6, W.4.8, W.4.9a ,SL 4.1, SL 4.2, SL 4.3, SL 4.4, SL 4.5, SL 4.6, L.4.1, L.4.2, L.4.3, L.4.4, L.4.5, L.4.6</b>			
<b>Essential Questions:</b> <ul style="list-style-type: none"> <li>• How do writers study mentor text to identify characteristics of effective fiction pieces and frame their writing?</li> <li>• How do writers craft stories and characters for realistic fiction?</li> <li>• How does drafting and revising our work help us to build believable characters and stories?</li> <li>• How do writers think about an audience as they prepare to publish?</li> <li>• How do writers independently plan and publish realistic fiction?</li> </ul>		<b>Unit Goals/Enduring Understandings:</b> <ul style="list-style-type: none"> <li>• <b>Creating and Developing stories and characters that feel real</b></li> <li>• <b>Drafting and revising focusing on believability.</b></li> <li>• <b>Preparing for publication for an audience.</b></li> <li>• <b>Using learned information to write fiction.</b></li> </ul>	
<b>Skills:</b> <ul style="list-style-type: none"> <li>• Concepts of Print for Writing</li> <li>• Organization and Paragraph</li> <li>• Character Development</li> <li>• Clearly communicate main points</li> <li>• Engage the reader</li> </ul>	<ul style="list-style-type: none"> <li>• Purpose/Genre</li> <li>• The Writing Process</li> <li>• Use Literary Language</li> <li>• Sentence Structure <ul style="list-style-type: none"> <li>○ Dialogue</li> <li>○ Complex sentences, using all forms of tenses</li> </ul> </li> <li>• Use language to show feeling</li> </ul>	<b>Demonstration of Learning:</b> <ul style="list-style-type: none"> <li>• Writing Project</li> <li>• Writing Notebooks</li> <li>• Conference Notes</li> <li>• Teacher Created Assessments</li> <li>• Open-ended responses.</li> </ul>	
<b>Mentor Texts:</b> Three Billy Goats Gruff Fireflies Pecan Pie Baby Pippi Goes on Board	<b>Resources:</b> <b>Units of Study for Teaching Writing, Lucy Calkins</b> <b>Unit 1: The Arc of Story-<i>Writing Realistic Fiction</i></b> Book Basket/ Book Boxes-Bags Books Read aloud Anchor charts	<b>Structures:</b> <ul style="list-style-type: none"> <li>• Minilessons</li> <li>• Independent Writing</li> <li>• Conferencing</li> <li>• Shared Writing/Reading</li> <li>• Strategy Groups Partner Conversations</li> <li>• Mid-Workshop Teaching Point</li> <li>• Teaching Share</li> </ul>	<b>Writing Process</b> <ul style="list-style-type: none"> <li>• Prewrite</li> <li>• Draft</li> <li>• Revise</li> <li>• Edit</li> <li>• Publish</li> <li>• Celebrate</li> </ul>
<b>Cross Curricular Connections:</b> Social Studies- Health- Science-	<b>21<sup>st</sup> Century Themes</b> Global Awareness 21 <sup>st</sup> Century Skills Learning and Innovation Skills Critical Thinking and Problem Solving Communication and Collaboration Life and Career Skills Social and Cross-Cultural Skills	<b>Modifications/Accommodations:</b> Small group/One to one <ul style="list-style-type: none"> <li>• Large print textbooks</li> <li>• Additional time</li> <li>• Review of directions</li> <li>• Student restates information</li> <li>• Student provides oral responses</li> <li>• Concrete examples</li> <li>• Support auditory presentations with visuals</li> <li>• Assistance in maintaining uncluttered space</li> <li>• Space for movement or breaks</li> <li>• Extra visual and verbal cues and prompts</li> </ul>	<ul style="list-style-type: none"> <li>• Quiet space to calm down/relax</li> <li>• Preferential seating</li> <li>• Reduction of distractions</li> <li>• Hands-on activities</li> <li>• Follow a routine/schedule</li> <li>• Alternate quiet and active time</li> <li>• Teach time management skills</li> <li>• Rest breaks</li> <li>• Verbal and visual cues regarding directions and staying on task</li> <li>• Checklists</li> <li>• Immediate feedback</li> </ul>

Unit 1: Arc of Story		Grade Level: 4	Time Frame: October-November
Goals	Suggested Mini lessons		Teacher's Notes/Ideas
<ul style="list-style-type: none"> <li>• <b>Creating and Developing stories and characters that feel real</b></li> </ul>	<ul style="list-style-type: none"> <li>• Writers get ideas for stories from small moments in their lives.</li> <li>• Writers get ideas by imagining the books they wish existed.</li> <li>• Writers need to choose a seed idea and then begin to develop characters by traits.</li> <li>• Writers can develop characters' motivations and struggles.</li> <li>• Writers sketch out possible plot lines for stories.</li> </ul>		
<ul style="list-style-type: none"> <li>• <b>Drafting and revising focusing on believability.</b></li> </ul>	<ul style="list-style-type: none"> <li>• Writers write scenes creating drama. We can do this using a dialogue or a small action.</li> <li>• Writers create drafts by letting the story unfold as it happens.</li> <li>• Writers study texts and reread literature to help their writing evolve.</li> <li>• Writers "stay in scene" by keeping true in their setting.</li> <li>• Writers create endings that flow and create consistency with their story.</li> </ul>		
<ul style="list-style-type: none"> <li>• <b>Preparing for publication for an audience.</b></li> </ul>	<ul style="list-style-type: none"> <li>• Writers revise, not just reread but reread with a lens.</li> <li>• Writers create their own work spaces.</li> <li>• Writers study other authors, and show not just tell.</li> <li>• Writers reread their writing with various lenses and numerous times and edit as they go.</li> <li>• Writers "publish" their work and receive constructive criticism.</li> </ul>		
<ul style="list-style-type: none"> <li>• <b>Using learned information to write fiction.</b></li> </ul>	<ul style="list-style-type: none"> <li>• Writers take what they've learned about writing fiction into new projects.</li> <li>• Writers plan and draft for a new project.</li> <li>• Writers use their reading experience to revise.</li> <li>• Writers can use visualization to become inspired to use different angles or points of view.</li> <li>• Writers use punctuation for effect and to ensure the reader understands.</li> <li>• Writers reflect on their work and celebrate their accomplishments.</li> </ul>		

<b>Unit Title:</b> Unit 2: Boxes and Bullets: Personal and Persuasive		<b>Grade Level:</b> 4	<b>Time Frame:</b> November-December
<b>Standards:</b> W.4.2, W.4.4, W.4.6, W.4.7, W.4.8, W.4.9.b, SL.4.1, SL.4.2, SL.4.3, SL.4.4, SL.4.5, SL.4.6, L.4.1, L.4.2, L.4.3, L.4.4, L.4.5, L.4.6			
<b>Essential Questions:</b> <ul style="list-style-type: none"> <li>• How can we learn from our writing?</li> <li>• How can writers collect ideas for their writing?</li> <li>• What structures can writers use to frame their writing?</li> <li>• What kinds of problems can writers anticipate and how can they overcome them?</li> <li>• How can writers improve their writing by utilizing transition words with an introduction and conclusion?</li> <li>• Why is it important to build a strong argument and justify our stance?</li> <li>• How do we organize our thoughts to be more persuasive?</li> </ul>		<b>Unit Goals/Enduring Understandings:</b> <ul style="list-style-type: none"> <li>• <b>Writing write to learn</b></li> <li>• <b>Raising the level of Essay Writing</b></li> <li>• <b>Personal to Persuasive</b></li> </ul>	
<b>Skills:</b> <ul style="list-style-type: none"> <li>• Pre-writing/seed stories</li> <li>• Writing structure</li> <li>• Introductions and Conclusions</li> <li>• Partner revising</li> <li>• Connecting evidence, reasoning and thesis.</li> </ul>		<b>Demonstration of Learning:</b> <ul style="list-style-type: none"> <li>• Writing Conferences</li> <li>• Drafts</li> <li>• Use of strategies</li> <li>• Final Writing Pieces</li> </ul>	
<b>Mentor Texts:</b> <b>Resources:</b> <b>Units of Study for Teaching Writing, Lucy Calkins</b> <b>Unit 2: Boxes and Bullets: Personal and Persuasive Essays</b> Book Basket Books Read aloud Anchor charts Word Wall		<b>Structures:</b> <ul style="list-style-type: none"> <li>• Minilessons</li> <li>• Independent Writing</li> <li>• Conferencing</li> <li>• Shared Writing/Reading</li> <li>• Strategy Groups Partner Conversations</li> <li>• Mid-Workshop Teaching Point</li> <li>• Teaching Share</li> </ul>	<b>Writing Process</b> <ul style="list-style-type: none"> <li>• Prewrite</li> <li>• Draft</li> <li>• Revise</li> <li>• Edit</li> <li>• Publish</li> <li>• Celebrate</li> </ul>
<b>Cross Curricular Connections:</b> Social Studies- Health- Science-	<b>21<sup>st</sup> Century Themes</b> Global Awareness 21 <sup>st</sup> Century Skills Learning and Innovation Skills Critical Thinking and Problem Solving Communication and Collaboration Life and Career Skills Social and Cross-Cultural Skills	<b>Modifications/Accommodations:</b> Small group/One to one <ul style="list-style-type: none"> <li>• Large print textbooks</li> <li>• Additional time</li> <li>• Review of directions</li> <li>• Student restates information</li> <li>• Student provides oral responses</li> <li>• Concrete examples</li> <li>• Support auditory presentations with visuals</li> <li>• Assistance in maintaining uncluttered space</li> <li>• Space for movement or breaks</li> <li>• Extra visual and verbal cues and prompts</li> </ul>	<ul style="list-style-type: none"> <li>• Quiet space to calm down/relax</li> <li>• Preferential seating</li> <li>• Reduction of distractions</li> <li>• Hands-on activities</li> <li>• Follow a routine/schedule</li> <li>• Alternate quiet and active time</li> <li>• Teach time management skills</li> <li>• Rest breaks</li> <li>• Verbal and visual cues regarding directions and staying on task</li> <li>• Checklists</li> <li>• Immediate feedback</li> </ul>

Unit 2: Boxes and Bullets: Personal and Persuasive		Grade Level: 4	Time Frame: November-December
Goals	Suggested Mini lessons		Teacher's Notes/Ideas
<b>Writing to Learn</b>	<ul style="list-style-type: none"> <li>• Writers use an essay frame to help structure their writing.</li> <li>• Writers use multiples tactics for growing ideas including people, places and things that are important in their lives.</li> <li>• Writers will work on writing to learn and use free writing to grow new ideas.</li> <li>• Writers take time developing ideas by asking themselves questions and continue working on their writing.</li> <li>• Writers dig into their entries and their lives to form thesis statements and ideas.</li> <li>• Writers support their thesis by developing different types of reasons.</li> <li>• Writers focus on form and content gathering evidence to support their opinions within the essay format.</li> </ul>		
<b>Raising the Level of Essay Writing.</b>	<ul style="list-style-type: none"> <li>• Writers use narrative writing and mini-stories to develop the ideas they have.</li> <li>• Writers use many different materials to help them write.</li> <li>• Writers prepare for drafting by checking that their evidence is supportive and wide-ranging.</li> <li>• Writers take charge and solve their own problems, take ownership of the process and grow their own ways.</li> <li>• Writers use introductions and conclusions to open and close their writing pieces and write a few version of each before deciding what works best.</li> <li>• Students will self-check their writing using the opinion writing checklist and will create a new revised draft.</li> <li>• Writers will correct run-on sentences and fragments as part of revising.</li> </ul>		
<b>Personal to Persuasive</b>	<ul style="list-style-type: none"> <li>• Writers will turn personal essays into persuasive opinions and generate ideas for persuasive essay writing.</li> <li>• Writers will connect all they've learned about personal essay writing to persuasive essay writing and find similarities.</li> <li>• Writers use evidence from many sources to persuade and convince the audience of their opinion.</li> <li>• Writers connect their evidence and their reasons so as to make the most sense to the reader.</li> <li>• Writers edit their essays by checking spelling, punctuation and conventions and make appropriate changes.</li> <li>• Writers "publish" their writing and are careful to be sure they have the right audience.</li> </ul>		

Unit Title: Unit 3: Bringing History to Life		Grade Level: 4	Time Frame: January-February
Standards: W.4.1, W.4.2, W.4.2.a,b,c,d,e, W.4.3, W.4.4, W.4.5, W.4.6, W.4.7, W.4.8, W.4.9, W.4.10, SL 4.1, SL 4.2, SL 4.3, SL 4.4, SL 4.5, SL 4.6, L.4.1, L.4.2, L.4.3, L.4.4.a, L.4.5, L.4.6			
<b>Essential Questions:</b> <ul style="list-style-type: none"> <li>• How can you share your expertise about a subject with others?</li> <li>• How do information books help us to become a “short-term expert”?</li> <li>• What things can you do to become a more independent writer?</li> <li>• How can we build ideas in informational writing?</li> </ul>		<b>Unit Goals/Enduring Understandings:</b> <ul style="list-style-type: none"> <li>• <b>Informational Books:</b></li> <li>• <b>Becoming a more independent writer.</b></li> <li>• <b>Building Ideas in Informational Writing</b></li> </ul>	
<b>Skills:</b> <ul style="list-style-type: none"> <li>• Concepts of Print for Writing</li> <li>• Organization and Paragraph</li> <li>• Purpose/Genre</li> <li>• The Writing Process</li> </ul>	<ul style="list-style-type: none"> <li>• Conventions</li> <li>• Word Choice/details</li> <li>• Mechanics</li> <li>• Research/Study Skills</li> </ul>	<b>Demonstration of Learning:</b> <ul style="list-style-type: none"> <li>• Writer’s Notebook</li> <li>• Writing Conferences</li> <li>• Drafts</li> <li>• Writing Project</li> </ul>	
<b>Mentor Texts:</b> <b>Resources:</b> <b>Units of Study for Teaching Writing, Lucy Calkins</b> <b>Unit 3: Bringing History to Life: Information</b> Book Basket/ Book Boxes-Bags Books Read aloud Anchor charts		<b>Structures:</b> <ul style="list-style-type: none"> <li>• Minilessons</li> <li>• Independent Writing</li> <li>• Conferencing</li> <li>• Shared Writing/Reading</li> <li>• Strategy Groups Partner Conversations</li> <li>• Mid-Workshop Teaching Point</li> <li>• Teaching Share</li> </ul>	<u><b>Writing Process</b></u> <ul style="list-style-type: none"> <li>• Prewrite</li> <li>• Draft</li> <li>• Revise</li> <li>• Edit</li> <li>• Publish</li> <li>• Celebrate</li> </ul>
<b>Cross Curricular Connections:</b> Social Studies- Health- Science-	<b>21<sup>st</sup> Century Themes</b> Global Awareness 21 <sup>st</sup> Century Skills Learning and Innovation Skills Critical Thinking and Problem Solving Communication and Collaboration Life and Career Skills Social and Cross-Cultural Skills	<b>Modifications/Accommodations:</b> Small group/One to one <ul style="list-style-type: none"> <li>• Large print textbooks</li> <li>• Additional time</li> <li>• Review of directions</li> <li>• Student restates information</li> <li>• Student provides oral responses</li> <li>• Concrete examples</li> <li>• Support auditory presentations with visuals</li> <li>• Assistance in maintaining uncluttered space</li> <li>• Space for movement or breaks</li> <li>• Extra visual and verbal cues and prompts</li> </ul>	<ul style="list-style-type: none"> <li>• Quiet space to calm down/relax</li> <li>• Preferential seating</li> <li>• Reduction of distractions</li> <li>• Hands-on activities</li> <li>• Follow a routine/schedule</li> <li>• Alternate quiet and active time</li> <li>• Teach time management skills</li> <li>• Rest breaks</li> <li>• Verbal and visual cues regarding directions and staying on task</li> <li>• Checklists</li> <li>• Immediate feedback</li> </ul>

Unit 3:Bringing History to Life		Grade Level: 4	Time Frame: January-February
Goals	Suggested Mini lessons		Teacher’s Notes/Ideas
<b>Informational Books.</b>	<p>Writers use their imagination to picture the text they are going to make. They think about the writing in its entirety and in pieces and make a plan for writing.</p> <ul style="list-style-type: none"> <li>• Writers make a plan for the structure of their writing and use this plan when taking notes and researching.</li> <li>• Writers use learned strategies and apply them to the new form of writing becoming more independent.</li> <li>• Writers can improve their writing to teach by actually teaching a bit about the subject to fellow students.</li> <li>• Writers use details, including sensory to improve their writing and help readers picture the past time in their mind.</li> <li>• Writers use all the information they have learned about writing essays, their structure and supports including research to support their ideas.</li> <li>• Writers reflect on their progress and ask themselves what they can still do to improve and what have they done so far.</li> </ul>		
<b>Becoming a more Independent Writer.</b>	<ul style="list-style-type: none"> <li>• Writers make a plan for their research.</li> <li>• Writers take notes and need to understand what they are taking notes about so that they can explain to others.</li> <li>• Writers use their prior knowledge of information writing to draft a new information book.</li> <li>• Writers need to organize information when writing informational text and use their introduction to introduce their plan.</li> <li>• Writers use text features to highlight the most important information that they want to deliver.</li> <li>• Writers use quotations to emphasize the central idea.</li> <li>• Writers pull their knowledge of other genres to create chapters in their informational book based on those genres.</li> <li>• Writers of history need to look at more than one side of the historical story.</li> <li>• Writers look back at their growth as writers particularly when being challenged by new writing so they can set new goals for impending work.</li> </ul>		



**Building Ideas in  
Information Writing**

- Writers of history grow their own ideas about the information they encounter as they research.
- Writers use ideas as well as facts when writing about history. History writers convey larger ideas about a people, a nation or a time. They also think about what type of life lessons can be learned from this information and write about them.
- Writers of non-fiction often start out with a thought about a topic and build on that thought by asking questions and researching the answer to become “short-term” experts on their particular topic.
- Writers and historians cannot always find the answer to all the questions they may have but they use what they have learned and their schema to infer possible answers or scenarios.
- Writers edit their pieces to be sure they are ready for the reader.
- Writers share their writing with an audience and help them to learn what the writer now knows about the particular topic.

Unit Title: Unit 4: Literary Essay: Fiction Writing		Grade Level: 4	Time Frame: February-March
Standards: W.4.1, W.4.1.a,b,c,d, W.4.3, W.4.3.a,b, W.4.4, W.4.5, W.4.7, W.4.8, W.4.9, W.4.9.a, W.4.10, SL 4.1, SL 4.2, SL 4.3, SL 4.4, SL 4.6, L.4.1, L.4.2, L.4.2.a,b,c, L.4.3, L.4.3.a,b,c, L.4.4.a, L.4.5.a,b,c, L.4.6			
<b>Essential Questions:</b> <ul style="list-style-type: none"> <li>• What strategies can I use to uncover what the book I am reading is <i>really</i> about?</li> <li>• How do I create and develop theories about characters and stories?</li> <li>• How do I deepen my theories about characters and stories in writing?</li> <li>• What types of evidence can I collect to help support my claim?</li> <li>• How can I find the similarities and differences in multiple texts?</li> </ul>		<b>Unit Goals/Enduring Understandings:</b> <ul style="list-style-type: none"> <li>• <b>Writing about reading</b></li> <li>• <b>Raising the quality of the literary essay.</b></li> <li>• <b>Writing Compare-and-Contrast essays.</b></li> </ul>	
<b>Skills:</b> <ul style="list-style-type: none"> <li>• Concepts of Print for Writing</li> <li>• Organization and Paragraph</li> <li>• Purpose/Genre</li> <li>• The Writing Process</li> <li>• Grammar and usage</li> </ul>		<b>Demonstration of Learning:</b> <ul style="list-style-type: none"> <li>• Writing Conferences</li> <li>• Drafts</li> <li>• Writing Project</li> <li>• Writing Notebooks</li> </ul>	
<b>Mentor Texts:</b>  <b>Resources:</b> <b>Units of Study for Teaching Writing, Lucy Calkins</b> <b>Unit 4: The Literary Essay: Fiction Writing</b> Book Basket/ Book Boxes-Bags Books Read aloud Anchor charts		<b>Structures:</b> <ul style="list-style-type: none"> <li>• Minilessons</li> <li>• Independent Writing</li> <li>• Conferencing</li> <li>• Shared Writing/Reading</li> <li>• Strategy Groups Partner Conversations</li> <li>• Mid-Workshop Teaching Point</li> <li>• Teaching Share</li> </ul>	<b>Writing Process</b> <ul style="list-style-type: none"> <li>• Prewrite</li> <li>• Draft</li> <li>• Revise</li> <li>• Edit</li> <li>• Publish</li> <li>• Celebrate</li> </ul>
<b>Cross Curricular Connections:</b> Social Studies- Health- Science-	<b>21<sup>st</sup> Century Themes</b> Global Awareness 21 <sup>st</sup> Century Skills Learning and Innovation Skills Critical Thinking and Problem Solving Communication and Collaboration Life and Career Skills Social and Cross-Cultural Skills	<b>Modifications/Accommodations:</b> Small group/One to one <ul style="list-style-type: none"> <li>• Large print textbooks</li> <li>• Additional time</li> <li>• Review of directions</li> <li>• Student restates information</li> <li>• Student provides oral responses</li> <li>• Concrete examples</li> <li>• Support auditory presentations with visuals</li> <li>• Assistance in maintaining uncluttered space</li> <li>• Space for movement or breaks</li> <li>• Extra visual and verbal cues and prompts</li> </ul>	<ul style="list-style-type: none"> <li>• Quiet space to calm down/relax</li> <li>• Preferential seating</li> <li>• Reduction of distractions</li> <li>• Hands-on activities</li> <li>• Follow a routine/schedule</li> <li>• Alternate quiet and active time</li> <li>• Teach time management skills</li> <li>• Rest breaks</li> <li>• Verbal and visual cues regarding directions and staying on task</li> <li>• Checklists</li> <li>• Immediate feedback</li> </ul>

Unit 4: The Literary Essay: Fiction Writing		Grade Level: 4	Time Frame: February-March
Goals	Suggested Mini lessons	Teacher's Notes/Ideas	
<b>Writing about reading</b>	<ul style="list-style-type: none"> <li>• Writers pay attention to details so they can trigger ideas. Writing will help to extend that idea.</li> <li>• Writers learn that parts of their writing deserves special attention, for example studying a character.</li> <li>• Writers extend their ideas using simple writing prompts.</li> <li>• Writers select ideas to transform into theses, and should always question and revise being sure that everything they write is connected to the theses.</li> <li>• Writers use mini-stories as proof to support their ideas</li> <li>• Writers support their claims by using direct quotes and are careful to choose their quotes carefully.</li> <li>• Writers can use multiple pieces of evidence to build a draft and can use published essays to help structure their own writing.</li> </ul>		
<b>Raising the quality of the literary essay.</b>	<ul style="list-style-type: none"> <li>• Writers seek out similarities in order to decipher the story's theme.</li> <li>• Writers look at essays from all different angles and use the ideas formed to add depth to their writing.</li> <li>• Writers make "flash-draft" essays in order to get their thoughts down quickly and will revise at a later time.</li> <li>• Writers pay special attention to their introduction in order to give enough information and to their conclusions to be sure the reader is left with something to think about.</li> <li>• Writers find evidence to support their thesis by studying the author's choices in their texts.</li> <li>• Writers are sure to keep their writing all in the same tense and that their pronouns are correct.</li> </ul>		
<b>Writing Compare-and-contrast essays.</b>	<ul style="list-style-type: none"> <li>• Writers pay attention to similarities and differences and form into ideas to prepare to write a compare and contrast essay.</li> <li>• Writers look at themes between texts, similar characters, and different text approaches to write compare and contrast.</li> <li>• Writers use their prior knowledge of essay writing to work on new compare-and-contrast literary essays.</li> <li>• Writers extend each idea and with details and are sure that they have used enough evidence to support their claim.</li> <li>• Writers prepare their writing by editing and cleaning up their essay in order to prepare it for the reader. They are sure to check punctuation and commas.</li> <li>• Writers celebrate their literary essays with their peers.</li> </ul>		

<b>Unit Title: Unit 5: Journalism and Opinion Writing: Myths, Folklore and Tall Tales</b>		<b>Grade Level: 4</b>	<b>Time Frame: March</b>
<b>Standards: W.4.1, W.4.1.a,b,c, W.4.2, W.4.3.a,b, W.4.4, W.4.5, W.4.8, W.4.9, W.4.9.a, W.4.10, SL 4.1, SL 4.2, SL 4.3, SL 4.4, SL 4.6, L.4.1, L.4.2, L.4.3, L.4.4, L.4.5, L.4.6,</b>			
<b>Essential Questions:</b> <ul style="list-style-type: none"> <li>• How can we write our opinion of the events or topics in a news story form?</li> <li>• How can I develop theories about characters and stories within mythology and folklore?</li> <li>• How do I deepen my theories about characters and stories through writing?</li> <li>• What types of evidence can I collect to help support my claim?</li> <li>• How can I generate news stories based on an event of drama occurring?</li> <li>• How can I revise my writing to be better structured and to speak to the audience appropriately?</li> </ul>		<b>Unit Goals/Enduring Understandings:</b> <ul style="list-style-type: none"> <li>• <b>Generate News Stories</b></li> <li>• <b>Revising for Structure and Tone</b></li> <li>• <b>Follow through the Journalist’s process</b></li> </ul>	
<b>Skills:</b> <ul style="list-style-type: none"> <li>• Concepts of Print for Writing</li> <li>• Organization and Paragraph</li> <li>• Purpose/Genre</li> <li>• The Writing Process</li> <li>• Grammar and usage</li> </ul>		<b>Demonstration of Learning:</b> <ul style="list-style-type: none"> <li>• Writing Notebooks</li> <li>• Writing Conferences</li> <li>• Drafts</li> <li>• Writing Project</li> </ul>	
<b>Mentor Texts:</b> <b>Resources:</b> <b>Units of Study for Teaching Writing, Lucy Calkins</b> <b>If...Then...Curriculum</b> Book Basket/ Book Boxes-Bags Books Read aloud Anchor charts		<b>Structures:</b> <ul style="list-style-type: none"> <li>• Minilessons</li> <li>• Independent Writing</li> <li>• Conferencing</li> <li>• Shared Writing/Reading</li> <li>• Strategy Groups Partner Conversations</li> <li>• Mid-Workshop Teaching Point</li> <li>• Teaching Share</li> </ul>	<b>Writing Process</b> <ul style="list-style-type: none"> <li>• Prewrite</li> <li>• Draft</li> <li>• Revise</li> <li>• Edit</li> <li>• Publish</li> <li>• Celebrate</li> </ul>
<b>Cross Curricular Connections:</b> Social Studies- Health- Science-	<b>21<sup>st</sup> Century Themes</b> Global Awareness 21 <sup>st</sup> Century Skills Learning and Innovation Skills Critical Thinking and Problem Solving Communication and Collaboration Life and Career Skills Social and Cross-Cultural Skills	<b>Modifications/Accommodations:</b> Small group/One to one <ul style="list-style-type: none"> <li>• Large print textbooks</li> <li>• Additional time</li> <li>• Review of directions</li> <li>• Student restates information</li> <li>• Student provides oral responses</li> <li>• Concrete examples</li> <li>• Support auditory presentations with visuals</li> <li>• Assistance in maintaining uncluttered space</li> <li>• Space for movement or breaks</li> <li>• Extra visual and verbal cues and prompts</li> </ul>	<ul style="list-style-type: none"> <li>• Quiet space to calm down/relax</li> <li>• Preferential seating</li> <li>• Reduction of distractions</li> <li>• Hands-on activities</li> <li>• Follow a routine/schedule</li> <li>• Alternate quiet and active time</li> <li>• Teach time management skills</li> <li>• Rest breaks</li> <li>• Verbal and visual cues regarding directions and staying on task</li> <li>• Checklists</li> <li>• Immediate feedback</li> </ul>

Unit 5: Journalism and Opinion Writing: Myths, Folklore and Tall Tales		Grade Level: 4	Time Frame: March
Goals	Suggested Mini lessons	Teacher's Notes/Ideas	
<p><b>1. Generate News Stories</b></p>	<ul style="list-style-type: none"> <li>• Writers know what's "News-worthy" and need to be able to write down their observations quickly but with detail.</li> <li>• Writers can generate stories from the world around them.</li> <li>• Writers can use stories, such as Myths and Folklore, to write their own opinion of the events that occurred.</li> <li>• Writers extend their ideas using simple writing prompts.</li> <li>• Writers can use different events or stories such as Tall Tales to write a news story.</li> <li>• Writers need to learn how to be a "fly on the wall" and gather information.</li> <li>• Writers need to use the five W's and one H to detail their news stories.</li> <li>• Writers will use details to make their story come to life for the reader.</li> </ul>		
<p><b>2. Revising for Structure and Tone</b></p>	<ul style="list-style-type: none"> <li>• Writers use their rudimentary stories and look deeper into their, would be, structure.</li> <li>• Writers know that writing a news story is like an upside-down pyramid.</li> <li>• Writers of journalism must provide a good lead based on hard facts including the W's and H.</li> <li>• Writers don't always write in the chronological order of how the event occurred, they give the big information first.</li> <li>• Writers do use a sequence of events after their lead has been given.</li> <li>• Writers balance their news by including both sides of the story.</li> <li>• Writers use eye-witness statements or dialogue based on different opinions about the event.</li> <li>• Writers use a journalist's tone when writing a news story.</li> <li>• Writers are sure to revise each part of their news story and are sure to follow the upside-down pyramid.</li> <li>• Writers are sure not to waste words and instead tighten up their writing to use the facts and a few selected details.</li> </ul>	<p>Use News articles to show tone and video clips to show witness statements.</p>	

<p><b>3. Follow through the Journalist's process</b></p>	<ul style="list-style-type: none"><li>• Writers know that “practice makes perfect” and that writing more stories will improve their skills.</li><li>• Writers of journalism often have different assignments to write stories about.</li><li>• Writers of journalism often interview witnesses or key players in their event or story and use the information in their writing.</li><li>• Writers prepare for interviews by planning specific questions and to anticipate answers.</li><li>• Writers of journalism are selective in what they pick to quote, they do not use the entire interview word-for-word in their writing.</li><li>• Writers use a good lead (lead) which is written in the active voice.</li><li>• Writers craft endings that provide closure for their news story</li><li>• Writers use headlines which grabs the reader and make them want to read their story.</li><li>• Writers edit their work and are sure to follow structure and tone.</li><li>• Writers publish their best work and share with others.</li></ul>	<p>Students should write multiple stories over the course of a few days but have one or two news stories that they are revising and moving towards publishing.</p>
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<b>Unit Title: Unit 6: Poetry</b>		<b>Grade Level: 4</b>	<b>Time Frame: April- May</b>
<b>Standards: W.4.1, W.4.1.a,b,c, W.4.2, W.4.3.a,b, W.4.4, W.4.5, W.4.8, W.4.9, W.4.9.a, W.4.10, SL 4.1, SL 4.2, SL 4.3, SL 4.4, SL 4.6, L.4.1, L.4.2, L.4.3, L.4.4, L.4.5, L.4.6,</b>			
<b>Essential Questions:</b> <ul style="list-style-type: none"> <li>• How do we get ideas for poetry?</li> <li>• How can we use different perspectives to enhance poetry?</li> <li>• How can we help the reader to “feel” our poetry?</li> <li>• What methods of revision can we use when writing and editing poetry?</li> <li>• How can we collaborate with peers to create new works?</li> </ul>		<b>Unit Goals/Enduring Understandings:</b> <ul style="list-style-type: none"> <li>• <b>Create a Class Anthology</b></li> <li>• <b>Generate Ideas for Anthologies and Collect Poems</b></li> <li>• <b>Get Strong Drafts Going and Revise Along the Way</b></li> <li>• <b>Edit and Assemble for Publishing</b></li> </ul>	
<b>Skills:</b> <ul style="list-style-type: none"> <li>• Concepts of Print for Writing</li> <li>• Organization and Paragraph</li> <li>• Purpose/Genre</li> <li>• The Writing Process</li> <li>• Grammar and usage</li> </ul>		<b>Demonstration of Learning:</b> <ul style="list-style-type: none"> <li>• Writing Notebooks</li> <li>• Writing Conferences</li> <li>• Drafts</li> <li>• Writing Project</li> <li>• Poetry Anthology</li> </ul>	
<b>Mentor Texts:</b> <b>This Is Just To Say: Poems of Apology and Forgiveness by Joyce Kilmer</b> <b>This Place I Know: Poems of Comfort, edited by Georgia Heard</b> <b>Extra Innings: Baseball Poems, by Lee Bennett Hopkins</b> <b>If You’re Not Here, Please Raise Your Hand: Poems about School, by Kalli Dakos</b> <b>Fine Feathered Friends, by Jane Yolen</b> <b>Roots and Blues: A Celebration, by Arnold Adoff</b> <b>Resources:</b> <b>Units of Study for Teaching Writing, Lucy Calkins</b> <b>If...Then...Curriculum</b> Book Basket/ Book Boxes-Bags Books Read aloud Anchor charts		<b>Structures:</b> <ul style="list-style-type: none"> <li>• Minilessons</li> <li>• Independent Writing</li> <li>• Conferencing</li> <li>• Shared Writing/Reading</li> <li>• Strategy Groups Partner Conversations</li> <li>• Mid-Workshop Teaching Point</li> <li>• Teaching Share</li> </ul>	<b>Writing Process</b> <ul style="list-style-type: none"> <li>• Prewrite</li> <li>• Draft</li> <li>• Revise</li> <li>• Edit</li> <li>• Publish</li> <li>• Celebrate</li> </ul>
<b>Cross Curricular Connections:</b> Social Studies- Health- Science-	<b>21<sup>st</sup> Century Themes</b> Global Awareness 21 <sup>st</sup> Century Skills Learning and Innovation Skills Critical Thinking and Problem Solving Communication and Collaboration Life and Career Skills Social and Cross-Cultural Skills	<b>Modifications/Accommodations:</b> Small group/One to one <ul style="list-style-type: none"> <li>• Large print textbooks</li> <li>• Additional time</li> <li>• Review of directions</li> <li>• Student restates information</li> <li>• Student provides oral responses</li> <li>• Concrete examples</li> <li>• Support auditory presentations with visuals</li> <li>• Assistance in maintaining uncluttered space</li> <li>• Space for movement or breaks</li> <li>• Extra visual and verbal cues and prompts</li> </ul>	<ul style="list-style-type: none"> <li>• Quiet space to calm down/relax</li> <li>• Preferential seating</li> <li>• Reduction of distractions</li> <li>• Hands-on activities</li> <li>• Follow a routine/schedule</li> <li>• Alternate quiet and active time</li> <li>• Teach time management skills</li> <li>• Rest breaks</li> <li>• Verbal and visual cues regarding directions and staying on task</li> <li>• Checklists</li> <li>• Immediate feedback</li> </ul>

<b>Unit 6: Poetry</b>		<b>Grade Level: 4</b>	<b>Time Frame: April-May</b>
<b>Goals</b>	<b>Suggested Mini lessons</b>	<b>Teacher's Notes/Ideas</b>	
<b>Create a Class Anthology</b>	<ul style="list-style-type: none"> <li>• Writers of poetry can quickly brainstorm topics and themes to create a class Anthology.</li> <li>• Writers know that poems can have multiple themes.</li> <li>• Writers write, write, write and can focus on getting across meaning in their poetry.</li> <li>• Writers can zoom in on small moments and vivid images.</li> <li>• Writers use line breaks to show shifts in time or setting, dramatic effect or to influence how the reader will read the poem.</li> <li>• Writers use their knowledge of narrative writing, dialogue, internal thinking, and descriptive details when writing poetry.</li> <li>• Writers can use different views of the same topic.</li> <li>• Writers do not have to be the speaker in the poem, however, then can be.</li> </ul>	<p>Poem of the day.</p> <p>For different views use:  Dreams by Langston Hughes and Listen to the Musn'ts by Shel Silverstein</p>	
<b>Generate Ideas for Anthologies and Collect Poems</b>	<ul style="list-style-type: none"> <li>• Writers of poetry gather ideas from numerous places and write numerous poems.</li> <li>• Writers can look to music and lyrics for inspiration</li> <li>• Writers can use their “first try” to inspire a whole new poem or rework their original idea.</li> <li>• Writers of poetry don't wait until it's “time to revise” to rethink and recraft.</li> <li>• Writers imagine things happening in order to picture things such as details to help the reader really feel they are in the poem.</li> <li>• Writers of poetry can write the same poem from different perspectives.</li> </ul>		
<b>Get Strong Drafts Going and Revise Along the Way</b>	<ul style="list-style-type: none"> <li>• Writers reflect of why they are writing so they can look for deeper meaning.</li> <li>• Writers begin to draft more formally and look at different forms such as free-verse or rhyming.</li> <li>• Writers of poetry know how to turn prose into poetry.</li> <li>• Writers of poetry experiment with making lines and stanzas.</li> <li>• Writers use meter to shape their poetry.</li> <li>• Writers of poetry recall revision strategies from their narrative and essay writing and apply those ideas to revising their poetry.</li> <li>• Writers can be more precise about their choice of words when revising.</li> <li>• Writers use imagery, simile, metaphor and idioms to enhance their poetry.</li> <li>• Writers are sure to leave the reader thinking by including an impactful ending.</li> <li>• Writers add their edited final works together to create a classroom anthology.</li> </ul>	<p>Students should write multiple stories over the course of a few days but have one or two news stories that they are revising and moving towards publishing.</p>	



## Grade Five Writing Curriculum

<b>Pacing Guide</b>	
Content Area: English Language Arts	
Grade Level: 5	
<b>Unit 1: Launch/ Fan Favorites</b>	<b>September- October</b>
<b>Unit 2: Informational Writing - Nonfiction Picture Books</b>	<b>November-January</b>
<b>Unit 3: Research Based Argument Essay</b>	<b>February - March</b>
<b>Unit 4: Speeches - Career and Innovation Speeches</b>	<b>March - April</b>
<b>Unit 5: Fantasy</b>	<b>May- June</b>

Unit Title: Narrative Fan Fiction: Writing Inspired by our Favorite Stories		Grade Level: 5	Time Frame: Unit 1 and Launch
<b>Standards:</b> W.5.3, W.5.4, W.5.5, W.5.6, W.5.9a, W.5.10 L.5.1b, L.5.1c, L.5.1d, L.5.2b, L.5.2e, L.5.3, L.5.6		<b>Vocabulary and Key Concepts:</b> fan fiction, plot, theme, dialogue, internal dialogue, transitions, mentor text, action, point of view, prequel, sequel, double rising timeline, hallmark, suspense	
<b>Essential Questions:</b>  <b>How does reading make us better writers?</b> <b>How can I study a mentor author’s writing and write in the same style as a fan?</b>		<b>Unit Goals/Enduring Understandings</b> <ul style="list-style-type: none"> <li>Writers generate ideas for and plan fiction stories inspired by and based on literature.</li> <li>Writers elaborate using the elements of fiction and craft inspired by a piece of literature.</li> <li>Writers use grammar and conventions to convey ideas precisely and powerfully.</li> <li>Writers use writing clubs to give and get feedback throughout the writing process.</li> </ul>	
<b>Skills:</b> Use the structure of a narrative writing Use paragraphs to organize Engage the reader with ideas Use a variety of sentence structure and length Arrange simple and complex sentences in an easy flow Revise Edit/Proofread Publish		<b>Demonstration of Learning/Assessment:</b> TC Progressions Assessments Conference Notes Teacher Created Assessments TC Writing Pre and Post Assessments Strategy Group Observations Active Engagement Observations	<b>Structures:</b> <ul style="list-style-type: none"> <li>Writing Workshop <ul style="list-style-type: none"> <li>Whole Group Minilesson</li> <li>Independent Process Based Writing</li> <li>Conferences</li> <li>Mid-workshop Teaching Point</li> <li>Teaching Share</li> <li>Strategy Group Instruction</li> </ul> </li> <li>Shared Writing</li> </ul>
<b>Mentor Texts/ Resources:</b> The True Story of the 3 Little Pigs by Jon Scieszka The Frog Prince Continued by Jon Scieszka Wicked by Gregory Maguire (Wizard of Oz) When you Reach Me by Rebecca Stead (A Wrinkle in Time) Into the Woods (common fairy tales) Descendants (Disney Movie based on common fairy tales) - Use clips		<b>Modifications/Accommodations:</b> Small group/One to one <ul style="list-style-type: none"> <li>Large print textbooks</li> <li>Additional time</li> <li>Review of directions</li> <li>Student restates information</li> <li>Student provides oral responses</li> <li>Concrete examples</li> <li>Support auditory presentations with visuals</li> <li>Assistance in maintaining uncluttered space</li> <li>Space for movement or breaks</li> <li>Extra visual and verbal cues and prompts</li> </ul>	<ul style="list-style-type: none"> <li>Quiet space to calm down/relax</li> <li>Preferential seating</li> <li>Reduction of distractions</li> <li>Hands-on activities</li> <li>Follow a routine/schedule</li> <li>Alternate quiet and active time</li> <li>Teach time management skills</li> <li>Rest breaks</li> <li>Verbal and visual cues regarding directions and staying on task</li> <li>Checklists</li> <li>Immediate feedback</li> </ul>
<b>Cross Curricular Connections:</b> Social Studies- Health- Science-	<b>21<sup>st</sup> Century Themes</b> Global Awareness 21 <sup>st</sup> Century Skills Learning and Innovation Skills Critical Thinking and Problem Solving Communication and Collaboration Life and Career Skills Social and Cross-Cultural Skills		

<b>Unit Title: Narrative</b> <b>Fan Fiction: Writing Inspired by our Favorite Stories</b>	<b>Grade Level: 5</b>	<b>Time Frame: September - October</b>
<b>Goals</b>	<b>Possible Teaching Points:</b> Can be taught in Minilessons, Conferences, Strategy Groups, Shared Reading, Interactive Read Aloud, Shared Writing, Word Study, and/or Vocabulary	
<p>Fan-fiction are texts written like favorite books (or other media) in which the author takes up the characters and plotline of the original text and creatively reworks them by creating new relationships for the characters, extending plotlines and timelines, developing new settings, and exploring novel themes. Fan- fiction is an opportunity for students to engage in a type of writing that is inspired by favorite authors and books and fully engage in the writing process.</p>		
<p>Writers generate ideas for and plan fiction stories inspired by and based on literature.</p>	<ul style="list-style-type: none"> <li>● Writers set goals for themselves for the day, the unit and the year. We write these goals down and make a plan for checking in with our goals.</li> <li>● When writers are generating ideas for fan fiction, we are sure to read a great volume from the author or series that we are a fan of. We study this text for craft. We can use our writing or reading notebooks to jot what we want to remember while reading.</li> <li>● Writers generate ideas for fiction by reading fiction like a fan. We consider: <ul style="list-style-type: none"> <li>○ How might the story be told from a secondary character’s point of view?</li> <li>○ How might the story be told in a prequel? Sequel?</li> <li>○ Are there any scenes that could be written into this story?</li> <li>○ What would happen if characters from two different texts met?</li> <li>○ How might the story be told if a new character is introduced?</li> <li>○ How might the story be told if characters made alternate decisions?</li> </ul> </li> <li>● Writers are sure to use all we know about the qualities of writing when we are in our notebooks. We know that when we practice writing well, we become better writers. This means that we don’t wait until revision and editing to make the writing moves that we know.</li> <li>● Writers generate ideas and collect entries in their notebooks by pushing “What if...?” scenarios. We write multiple versions of stories.</li> <li>● Writers generate ideas and collect entries by pushing our writing to be longer and stronger. We make goals for our writing length. We might pick a point on the page and push ourselves to get there.</li> <li>● Writers generate ideas and collect entries taking the time to daydream. We give ourselves permission to pull our pen from our notebooks and close our eyes. We can envision how a story might go. We are sure to quickly get that down in our notebook with all the details that we envisioned.</li> <li>● Writers choose the characters and plot of the stories we want to pull out of our notebooks. We reread looking for common characters and character traits. We look for themes and lessons that</li> </ul>	<ul style="list-style-type: none"> <li>●</li> </ul>

	<p>we return to often. We ask ourselves, <i>What is it that I want to say?</i></p> <ul style="list-style-type: none"> <li>● One way writers plan their writing by creating a double rising timeline in our notebooks. One line will hold the actions, dialogue and events of the story. The second line holds the inside story - feelings and internal dialogue.</li> <li>● Writers use their plan when drafting out of their notebook. We may create a page in a drafting booklet for each bullet on our timeline, saving a page for a hook and conclusion. We draft long our scenes long and strong. We know there will be plenty of time for revision.</li> </ul>	
<p>Writers elaborate using the elements of fiction and craft inspired by a piece of literature.</p>	<ul style="list-style-type: none"> <li>● While drafting and revising our fan-fiction, we are sure to keep reading like a fan.</li> <li>● Writers revise by studying the way the author uses dialogue, specifically the way the characters talk. We make sure we make the characters talk in similar ways in fan-fiction.</li> <li>● Writers are sure to address (or continue addressing) an important theme by putting that theme in their minds and rereading while thinking, <i>Does this part support the theme? What can I adjust or strengthen?</i></li> <li>● Writers can intentionally choose dialogue between characters that fits the theme by having one character give advice to another (Words of the Wiser) or allowing a character to have a huge realization (an aha moment).</li> <li>● Writers of fan-fiction can revise by creating or elaborating on setting. We remember our reader need to orient themselves with the story, even if they have read the original(s). We are sure to be detailed in our descriptions.</li> <li>● One way writers revise is by studying our mentor text and asking, <i>What has the author done here? Is this one of the author's hallmark moves?</i> We then replicate that move in our own writing.</li> <li>● Writers are sure to include not just the important actions and events that move the plot, but also the characters reactions to such actions or events. We may consider subtle ways of doing this - facial expressions, body language, symbolism (weather, repeating object or phrase).</li> <li>● Writers revise by rereading with different purposes or lenses. We decide how we might want to revise and use just that lens to revise our writing. For example: <ul style="list-style-type: none"> <li>○ Looking to see if the character developed in the way we hoped</li> <li>○ Assuring that sentences varied in length and punctuation to create rhythm and suspense in a story</li> </ul> </li> <li>● Writers revise by making sure the passage of time has been shown effectively. We add or change transitions to adjust the time passage. We reintroduce setting when we pass time or change our location. We may have a character appear to indicate a new time. We study how our mentor author has done this work and we revise to replicate it.</li> <li>● Writers design a lead by studying how our author begins and we can begin in the same way. This may include:</li> </ul>	<ul style="list-style-type: none"> <li>●</li> </ul>

	<ul style="list-style-type: none"> <li>○ Some stories begin with a small action, and this can be an action in the setting</li> <li>○ Some stories begin by creating a mood and a place, and afterwards the sequence of actions</li> <li>○ Sometimes the time and place are revealed slowly, bit by bit, as if the character sees or moves into the setting.</li> </ul> <p>We try multiple ways in our notebooks and choose the one that feels just right.</p> <ul style="list-style-type: none"> <li>● Writers design our endings by studying how our author ends and we can end in the same way. We may write many versions in our notebooks to be sure our ending fits our story precisely. They make sure an ending ties up loose ends, resolves the unresolved difficulties, and brings home the story’s true meaning. A strong ending: <ul style="list-style-type: none"> <li>○ Includes evidence the main character has evolved</li> <li>○ Makes sense with the rest of the story and the literature</li> <li>○ Ties up loose ends and answers all the readers’ questions</li> <li>○ Reveals its true purpose or message</li> </ul> </li> </ul> <p>We try multiple ways in our notebooks and choose the one that feels just right.</p>	
<p>Writers use grammar and conventions to convey ideas precisely and powerfully.</p>	<ul style="list-style-type: none"> <li>● Writers use all they know about grammar and conventions to edit their work. We are sure to use all we know from previous years of writing.</li> <li>● When writers are faced with a <i>How does ____ work? Or What are the rules for ____?</i> We can refer to our mentor text asking, <i>Well, how did they do it? What rules did they follow?</i></li> <li>● Writers are sure that their verb tense is consistent and matches our intent.</li> <li>● Writers edit for commas that separate an introductory element from the rest of the sentence.</li> <li>● Writers are sure that we use available resources to assure that we are using and spelling words correctly.</li> <li>● Writers make publishing choices. We decide how our work can reach our intended reader.</li> </ul>	<ul style="list-style-type: none"> <li>●</li> </ul>
<p>Writers use writing clubs to give and get feedback throughout the writing process.</p>	<ul style="list-style-type: none"> <li>● One way that clubs or partnerships form is by writing as a fan of the same mentor author.</li> <li>● Another way that clubs or partnerships form is by having same or similar writing goals.</li> <li>● Writers give each other feedback on fan-fiction ideas. We are sure to go beyond, “Sounds Good!” We offer advice on plot and theme, we give feedback on what is working and what, as a reader, you would like to read.</li> <li>● Writers offer each other feedback during drafting and revision. We might ask for feedback when writing multiple versions of a sentence or part. We might want feedback on dialogue or flow. Just as we revise with one lens at a time, partners can also take a lens when in a feedback conversations.</li> <li>● Writers can help each other during the editing process. We are sure that we never write on our partners work, rather we offer suggestions with our reasoning for the suggestion.</li> </ul>	<ul style="list-style-type: none"> <li>●</li> </ul>

Unit Title: Informational Writing - Nonfiction Picture Books		Grade Level: 5	Time Frame: November - January
<b>Standards:</b> W.5.2, W.5.4, W.5.5, W.5.7, W.5.8, W.5.9, W.5.10 L.5.1, L.5.2, L.5.4, L.5.6		<b>Vocabulary and Key Concepts:</b> mentor text, informational, expository, category, subcategory, back-of-book blurb, research, text feature, section, sub-section, expert, boxes and bullets, t-chart, flow chart, timeline, domain specific	
<b>Essential Questions:</b> <ul style="list-style-type: none"> <li>How do I become and expert?</li> <li>How can I share my expertise?</li> </ul>		<b>Unit Goals/Enduring Understandings</b> <ul style="list-style-type: none"> <li>Informational writers begin by writing broadly about a topic and then focus in on the information they want to share</li> <li>Writers research and gather a variety of information to support their nonfiction books</li> <li>Informational writers plan and rehearse for drafting</li> <li>Informational writers revise their writing by studying mentor texts</li> <li>Writers use grammar and conventions to convey ideas precisely and powerfully</li> </ul>	
<b>Skills:</b> Present ideas clearly and in logical sequence or category Clearly show topics and subtopics and indicated them with headings and subheadings in expository writing Introduce ideas followed by supportive details and examples Support ideas with facts, details, examples, and explanations from multiple authors Organize information according to purpose Write in a way that speaks directly to the reader Writing Process Form questions and located sources for information about a topic Understand the concept of plagiarism Use writer's notebook as a tool for collecting ideas, experimenting, planning, sketching, drafting		<b>Demonstration of Learning/Assessment:</b> TC Progressions Assessments Conference Notes Teacher Created Assessments TC Writing Pre and Post Assessments Strategy Group Observations Active Engagement Observations	<b>Structures:</b> <ul style="list-style-type: none"> <li>Writing Workshop <ul style="list-style-type: none"> <li>Whole Group Minilesson</li> <li>Independent Process Based Writing</li> <li>Conferences</li> <li>Mid-workshop Teaching Point</li> <li>Teaching Share</li> <li>Strategy Group Instruction</li> </ul> </li> <li>Shared Writing</li> </ul>
<b>Mentor Texts:</b> National Geographic Animals Website <a href="http://kids.nationalgeographic.com/animals/">http://kids.nationalgeographic.com/animals/</a> Can it Rain Cats and Dogs, by Melvin Berger 20th Century: Race to the Moon by Stephanie Paris Mighty Macros: Little Things, Big Results by Jennifer Kroll National Geographic Kids Series <i>*Please note that the mentor texts are teacher's choice. These are suggestions if you need them.</i> <b>Resources:</b> A CURRICULAR PLAN FOR THE WRITING WORKSHOP, GRADE 5, 2011–2012 by Lucy Calkins.		<b>Modifications/Accommodations:</b> Small group/One to one <ul style="list-style-type: none"> <li>Large print textbooks</li> <li>Additional time</li> <li>Review of directions</li> <li>Student restates information</li> <li>Student provides oral responses</li> <li>Concrete examples</li> <li>Support auditory presentations with visuals</li> <li>Assistance in maintaining uncluttered space</li> <li>Space for movement or breaks</li> <li>Extra visual and verbal cues and prompts</li> </ul>	<ul style="list-style-type: none"> <li>Quiet space to calm down/relax</li> <li>Preferential seating</li> <li>Reduction of distractions</li> <li>Hands-on activities</li> <li>Follow a routine/schedule</li> <li>Alternate quiet and active time</li> <li>Teach time management skills</li> <li>Rest breaks</li> <li>Verbal and visual cues regarding directions and staying on task</li> <li>Checklists</li> <li>Immediate feedback</li> </ul>
<b>Cross Curricular Connections:</b> Social Studies- Health- Science-	<b>21<sup>st</sup> Century Themes</b> Global Awareness 21 <sup>st</sup> Century Skills Learning and Innovation Skills Critical Thinking and Problem Solving Communication and Collaboration Life and Career Skills Social and Cross-Cultural Skills		

Unit Title: Informational Writing - Nonfiction Picture Books	Grade Level: 5	Time Frame: November - January														
<b>Goals</b>	<b>Possible Teaching Points:</b> Can be taught in Minilessons, Conferences, Strategy Groups, Shared Reading, Interactive Read Aloud, Shared Writing, Word Study, and/or Vocabulary															
<p>Informational writers begin by writing broadly about a topic and then focus in on the information they want to share</p>	<ul style="list-style-type: none"> <li>● Writers of information books study mentor text, imagining the books they will create and paying close attention to ways mentors entice readers to learn about a topic.”</li> <li>● Information writers grow potential topic ideas in their notebooks, thinking, <i>If I had to teach a course to the other kids in the class, what would I teach?</i></li> <li>● Often information writers write potential back of-the-book blurbs, imagining how their books might go and why those books would interest readers.</li> <li>● Information writers try on possible topics, choosing one that they feel they could teach really well.</li> <li>● Information writers make a plan for how their books could go. One way they do this is by creating a table of contents for their work, determining the chapters that could go in their books.</li> <li>● One way to organize chapters is to decide on a structure and use the appropriate planner to map out the work. We might use:</li> </ul> <table border="1" data-bbox="499 886 997 1341"> <thead> <tr> <th data-bbox="499 886 747 951">Format</th> <th data-bbox="747 886 997 951">Planner</th> </tr> </thead> <tbody> <tr> <td data-bbox="499 951 747 1016">main Ideas, details</td> <td data-bbox="747 951 997 1016">boxes and bullets</td> </tr> <tr> <td data-bbox="499 1016 747 1081">compare/contrast</td> <td data-bbox="747 1016 997 1081">t-chart</td> </tr> <tr> <td data-bbox="499 1081 747 1146">cause/effect</td> <td data-bbox="747 1081 997 1146">t-chart</td> </tr> <tr> <td data-bbox="499 1146 747 1211">problem/solution</td> <td data-bbox="747 1146 997 1211">T-chart, flow chart</td> </tr> <tr> <td data-bbox="499 1211 747 1276">sequence</td> <td data-bbox="747 1211 997 1276">timeline</td> </tr> <tr> <td data-bbox="499 1276 747 1341">question/answer</td> <td data-bbox="747 1276 997 1341">t-chart</td> </tr> </tbody> </table>	Format	Planner	main Ideas, details	boxes and bullets	compare/contrast	t-chart	cause/effect	t-chart	problem/solution	T-chart, flow chart	sequence	timeline	question/answer	t-chart	<ul style="list-style-type: none"> <li>●</li> </ul>
Format	Planner															
main Ideas, details	boxes and bullets															
compare/contrast	t-chart															
cause/effect	t-chart															
problem/solution	T-chart, flow chart															
sequence	timeline															
question/answer	t-chart															
Writers research and gather a variety of information to support their nonfiction books	<ul style="list-style-type: none"> <li>● Information writers gather the information that will fill up the pages of their books. Along the way, they make decisions about how much and what kind of research to</li> </ul>	<ul style="list-style-type: none"> <li>●</li> </ul>														

	<p>conduct. They collect these ideas in notebooks, taking care to collect a variety of information and information from more than one source.</p> <ul style="list-style-type: none"> <li>● Information writers record not just facts but ideas. They can use thought prompts to say more about pieces of information that they collect.</li> <li>● Informational writers make a note of their sources as they research so that they can give credit in their published piece.</li> <li>● Informational writers mark text features that may fit with their work. We can use features we find and give credit to the source. We collect any that might fit. Before we draft, we consider the features we collected. We might ask, <i>What does this say? How does it add to the information I am sharing? What can this teach the reader?</i> Sometimes we add those words to our plan and our writing, other time, we decide to let the feature speak for itself.</li> </ul>	
<p>Informational writers plan and rehearse for drafting</p>	<ul style="list-style-type: none"> <li>● One way information writers rehearse for drafting is to teach all they know about their topic to a partner. They take note of places where they need to collect more information and make a plan to find out more about that particular subtopic.</li> <li>● Information writers often start by drafting the pages they are most fired up to write. As they draft, they keep in mind that they are setting up their readers to be experts.</li> <li>● Information writers organize the information they have collected within each subsection in a way that best teaches the reader. One way writers do this is by saying big or general ideas that the reader needs to know about the subtopic first, before getting to the smaller details.</li> <li>● Information writers make a plan for the text features that will support each page, such as illustrations, diagrams, charts, and sidebar definitions.</li> </ul>	<ul style="list-style-type: none"> <li>●</li> </ul>
<p>Informational writers revise their writing by studying mentor texts</p>	<ul style="list-style-type: none"> <li>● Information writers study mentor texts, taking note of all of the different kinds of information that writers use to teach readers about subtopics. Information writers often include explanations of important ideas, quotes from experts, facts, definitions, and other examples related to the subtopic.</li> <li>● Information writers include not only information but some of their own thinking about the information. Information writers might return to their notebooks to grow ideas, drawing on thought prompts such as <i>This is important because . . .</i> and <i>This is connected to . . .</i> in order to say more.</li> </ul>	<ul style="list-style-type: none"> <li>●</li> </ul>



	<ul style="list-style-type: none"> <li>● Informational writers are sure to use precise, domain specific, vocabulary. We stay on the lookout for places where they might need to define vocabulary words that are connected to the topic that might be hard for readers to understand. Writers keep in mind common ways that information writers teach important words and decide which way will be best for each word.</li> <li>● Information writers don't just teach information with words; they teach information with illustrations, charts, diagrams, and other tools that might help the reader to understand. Writers can study mentor texts to get tips on how to create and revise these text features.</li> <li>● Information writers zoom in to study the structure of each subsection. They make sure the information is in the right section, that is, that each detail fits with the subtopic. Writers also zoom in on paragraphs within each subsection, thinking about whether the information in each paragraph fits together. Another way that writers study the structure of each subsection is to make sure they start with a sentence or two that tell the readers what they will be learning about.</li> <li>● Writers revise the introduction of their information books, thinking about how they can set their readers up to be experts in the topic and how they can draw readers in right from the start.</li> <li>● Information writers revise their concluding section, taking care to sum up the important information and also leave readers with some big ideas. A powerful kind of concluding section in an information book is structured like an essay, with a thesis and some examples. We can look to mentor text to help guide this work.</li> <li>● Information writers use transition words to move from detail to detail and to connect subtopics to the main topic.</li> </ul>	
<p>Writers use grammar and conventions to convey ideas precisely and powerfully.</p>	<ul style="list-style-type: none"> <li>● Writers use all they know about grammar and conventions to edit their work. We are sure to use all we know from previous units of writing.</li> <li>● When writers are faced with a <i>How does ____ work? Or What are the rules for ____?</i> We can refer to our mentor text asking, <i>Well, how did they do it? What rules did they follow?</i></li> <li>● Information writers edit carefully, taking care to make sure spelling and punctuation are accurate so that readers can best learn the information. Writers might use published resources to make sure vocabulary words are spelled correctly.</li> <li>● Information writers celebrate all of the hard work they have done by getting ready to share the books they have created with others.</li> </ul>	<ul style="list-style-type: none"> <li>●</li> </ul>

Unit Title: Research Based Argument Essay		Grade Level: 5	Time Frame: Unit 3
<b>Standards:</b> W.5.1, W.5.4, W.5.5, W.5.6, W.5.7, W.5.8, W.5.9b, W.5.10 L.5.1, L.5.2c, L.5.2c, L.5.2d, L.5.2e, L.5.3, L.5.6		<b>Vocabulary and Key Concepts:</b> argument, opinion, audience, evidence, reason, support, researcher, claim, counterclaim, anecdotes, comparisons, convince, comparison, boxes and bullets	
<b>Essential Questions:</b> <ul style="list-style-type: none"> <li>How do I use voice in my writing to leave a mark on the world?</li> <li>Where is our voice needed in the world?</li> <li>How do we move others to action?</li> </ul>		<b>Unit Goals/Enduring Understandings</b> <ul style="list-style-type: none"> <li>Writers will build powerful arguments by using different media types on a particular topic</li> <li>Writers persuade the reader through voice, structure and precise language</li> <li>Writers take a solid stance and support it with clear evidence from various sources.</li> <li>Writers use grammar and conventions to convey ideas precisely and powerfully.</li> </ul>	
<b>Skills:</b> Understand an essay as a short literary composition used to clearly state the author’s point of view Understand structure and purpose of an essay Begin with a title or opening that tells the reader what is going to be argued and finish with a summary Use opinions supported by facts Use quotes to support point of view Provide a series of clear arguments or reasons to support the argument		<b>Demonstration of Learning/Assessment:</b> TC Progressions Assessments Conference Notes Teacher Created Assessments TC Writing Pre and Post Assessments Strategy Group Observations Active Engagement Observations	<b>Structures:</b> <ul style="list-style-type: none"> <li>Writing Workshop <ul style="list-style-type: none"> <li>Whole Group Miniesson</li> <li>Independent Process Based Writing</li> <li>Conferences</li> <li>Mid-workshop Teaching Point</li> <li>Teaching Share</li> <li>Strategy Group Instruction</li> </ul> </li> <li>Shared Writing</li> </ul>
<b>Mentor Texts:</b> <a href="#">Zoochosis</a> <b>Video:</b> Arabian Oryx <a href="#">The Swazi Eleven</a> Great Shared Reading Resource: National Geographic Bottled Water <a href="http://voices.nationalgeographic.com/2012/02/13/bottled-water-is-silly-but-so-is-banning-it/">http://voices.nationalgeographic.com/2012/02/13/bottled-water-is-silly-but-so-is-banning-it/</a> Severn Suzuki speaking at UN Earth Summit 1992 <a href="https://youtu.be/uZsDliXzyAY">https://youtu.be/uZsDliXzyAY</a>		<b>Modifications/Accommodations:</b> Small group/One to one <ul style="list-style-type: none"> <li>Large print textbooks</li> <li>Additional time</li> <li>Review of directions</li> <li>Student restates information</li> <li>Student provides oral responses</li> <li>Concrete examples</li> <li>Support auditory presentations with visuals</li> <li>Assistance in maintaining uncluttered space</li> <li>Space for movement or breaks</li> <li>Extra visual and verbal cues and prompts</li> </ul>	
<b>Cross Curricular Connections:</b> Social Studies- Health- Science-	<b>21<sup>st</sup> Century Themes</b> Global Awareness 21 <sup>st</sup> Century Skills Learning and Innovation Skills Critical Thinking and Problem Solving Communication and Collaboration Life and Career Skills Social and Cross-Cultural Skills		
		<ul style="list-style-type: none"> <li>Quiet space to calm down/relax</li> <li>Preferential seating</li> <li>Reduction of distractions</li> <li>Hands-on activities</li> <li>Follow a routine/schedule</li> <li>Alternate quiet and active time</li> <li>Teach time management skills</li> <li>Rest breaks</li> <li>Verbal and visual cues regarding directions and staying on task</li> <li>Checklists</li> <li>Immediate feedback</li> </ul>	

Unit Title: Research Based Argument Essay	Grade Level: 5	Time Frame: Unit 3
<b>Goals</b>	<b>Possible Teaching Points:</b> Can be taught in Minilessons, Conferences, Strategy Groups, Shared Reading, Interactive Read Aloud, Shared Writing, Word Study, and/or Vocabulary	<b>Teachers Notes</b>
Writers will build powerful arguments by using different media types on a particular topic	<ul style="list-style-type: none"> <li>● Researchers generate ideas for argument writing by listing topics they already know a lot about. We might ask, <i>Is there an issue here? What might I want to convince someone about? Is something unfair? Is there a change that would benefit someone or a group?</i></li> <li>● Researchers begin to generate ideas for argument writing by listing topics that make them curious. We then make a research plan asking <i>Is there an issue here? What might I want to convince someone about? Is something unfair? Is there a change that would benefit someone or a group?</i></li> <li>● Researcher generate ideas for argument essays by considering how they could make their world a better place. We can start small and think about our home, our school, our town and expand until we are getting curious about how we can make the world a better place. We include these ideas in our notebooks.</li> <li>● Researchers collect information on their topic from multiple sources including printed text, digital text, video and other media sources. We are sure to jot down where found our information so that we can give credit in our argument essays.</li> <li>● Researchers compare the sources for expertise, validity, and trustworthiness by laying two or more resources next to each other. They ask, <i>How are these alike? How are these different?</i></li> <li>● Researchers use a variety of tools to collect research on a particular topic <ul style="list-style-type: none"> <li>○ Boxes and bullets</li> <li>○ T-charts</li> <li>○ Venn Diagrams</li> <li>○ Drawings and Captions</li> </ul> </li> <li>● Researchers compare points of view of authors on the same topic by <ul style="list-style-type: none"> <li>○ Studying images.</li> <li>○ Studying main ideas.</li> <li>○ Considering which facts the author has included and which they have left out.</li> </ul> </li> <li>● When researching, we jot facts and thoughts, suspending final judgment until we have heard all sides of the topic or issue. We hear what all sides have to say.</li> </ul>	●
Writers persuade the reader through voice, structure and precise language	<ul style="list-style-type: none"> <li>● Researchers reread their notes on a topic noticing trends in their thoughts and facts. We write long on their noticing and begin to consider a particular side of an issue. We can use “Pushing our Thinking ” prompts (anchor chart) to write more on a topic. <ul style="list-style-type: none"> <li>○ This makes me realize...</li> <li>○ This is important because...</li> </ul> </li> </ul>	●

- This is giving me the idea that...
- The reason for this is...
- Another reason for this is...
- This connects with... (text, self, world?)
- This is similar to... because...
- I think that this is important to notice because...
- Could it also be that...
- Might the reason for this be...
- This is different from... because...
- I think that this is important to notice because...
- The thing that doesn't fit for me is...
- Many people think... but I think...
- I used to think...but now I notice... so I've changed my mind about...
- Writers formulate a claim by deciding what we believe. We write statements as facts rather than beliefs (Middle School children should have forty-five minutes of play built into the school day. Not - I think middle schoolers should...). We try writing the claim a couple different ways until it is just right.
- Researchers revise a claim by using clear, precise language. They ask, *How have mentor researchers done this?* Researchers model their claims after other researchers' craft. They try out their claim in many ways.
- Researchers test out their claim by planning using boxes and bullets. We ask, *Does my claim have enough support?*

Claim:

- Strongest Support
- Support #2
- Support #3
- Researchers work in partnerships to test out their claim and supports. Partners support each other by asking questions and pushing each other's thinking. Writers often go back to the researching phase after discussions with partners. They can revise their claim and reason.
- Researchers plan their writing using boxes and bullets. They start with their claim and design supports/reasons in their own words.

	<ul style="list-style-type: none"> <li>● Researchers organize their evidence that goes with each support/reason in the order that is most convincing. We think, <i>Who is my reader? And What will be most convincing to that audience?</i> We can ask our partners for advice.</li> <li>● Researchers revise their plan by critiquing their supports. They ask, <i>Does this detail really support what I am arguing?</i> We can ask our partners for advice.</li> </ul>	
<p>Writers take a solid stance and support it with clear evidence from various sources.</p>	<ul style="list-style-type: none"> <li>● Researchers read mentor texts and ask, <i>How has this author crafted their writing to persuade the reader? What language have they used? Does this language work for my audience?</i> We jot down words and phrases that we may want to use and keep it handy as we draft.</li> <li>● Researchers jot down key terms and domain specific vocabulary in our notebooks to use when they draft.</li> <li>● Researchers draft from their plan. We can make a drafting packet with a page for our introduction, a page for each support and a page for our conclusion. We draft long and strong.</li> <li>● Writers revise by naming the counterpoint. We think what would someone who disagrees say? What is their best evidence? We identify the other point of view and address (or disprove) it (i.e.: <i>Some may think....but.. or While many believe.... it is true... or While it is true that... (My claim) is still true...).</i></li> <li>● Researchers notice how mentors address counterpoints. They notice word choice and location in the piece. They consider if the same craft will work in their argument and make choices for their piece. Some structures might include: <ul style="list-style-type: none"> <li>○ Facing the counterclaim head on in the introduction</li> <li>○ Facing the counterclaim before or in the conclusion</li> <li>○ Facing the counterclaim in each support section</li> </ul> </li> <li>● Writers revise by organizing their writing. We know that each support is not necessarily one paragraph. We might need multiple paragraphs for each support or reason. We may give each piece of evidence in a support or reason its own paragraph. We can study mentors to make these decisions.</li> <li>● Writers persuade by using a variety of facts, data, thoughts, anecdotes, and comparisons. We know that a variety is more convincing.</li> <li>● Writers select and use text features intentionally (graphics/illustrations/pictures) to evoke emotion from their reader. We support the argument by thinking, <i>What image best supports my claim?</i></li> <li>● Researchers revise considering multiple word choice options. They write and rewrite powerful sentences in multiple ways asking, <i>Does this wording match the tone or feeling I want in this piece?</i> Partners can support each other in this work.</li> <li>● Researcher use anchor charts when revising their writing. They reflect on each strategy on the anchor chart and consider how effectively it has been used in their argument, making any revisions to create more powerful writing.</li> </ul>	<ul style="list-style-type: none"> <li>●</li> </ul>

	<ul style="list-style-type: none"> <li>● Writers create multiple leads. They study mentor texts and make choices about how they begin their argument. We ask, <i>How did this mentor do this? Do these craft moves match my intention and audience?</i> We can then try it out in our notebooks, choosing the one that is just right. These might include: <ul style="list-style-type: none"> <li>○ Beginning with a story or vignette about someone or a group that could benefit from this argument.</li> <li>○ Beginning with the counterclaim. <i>Some might believe..., but you will see that... is true.</i></li> <li>○ Beginning with a shocking statistic</li> <li>○ Beginning with a quote</li> <li>○ Beginning with a personal appeal</li> </ul> </li> <li>● Writers often end their argument with a call to action. They assume their reader has been convinced and is ready to act. We may give information on how they too can help this cause or position.</li> <li>● Writers revise their transitions by adding/changing transitional language. We link our opinions and reasons. Possible transitions include, “Consequently... specifically...” Note we use a comma after this transition word.</li> <li>● Writers revise by trying out different sentence lengths, combining and shortening for just the right effect. We often choose short sentences when we want them to sound stronger, longer sentences when explaining something in more detail. Partners can support each other in this work.</li> </ul>	
<p>Writers use grammar and conventions to convey ideas precisely and powerfully.</p>	<ul style="list-style-type: none"> <li>● Writers use all they know about grammar and conventions to edit their work. We are sure to use all we know from previous units of writing.</li> <li>● When writers are faced with a <i>How does ____ work? Or What are the rules for ____?</i> We can refer to our mentor text asking, <i>Well, how did they do it? What rules did they follow?</i></li> <li>● Writers revise punctuation by considering pauses to allow for reader reflection.</li> <li>● Writers carefully use punctuation to match the emotions we want the reader to feel. If we want the reader to feel concern, we might use an exclamation mark. If we want the reader to connect two closely related ideas, we might use a semicolon. etc.</li> <li>● When quoting a source, we give the credit to the source by setting up the quote with phrases such as <ul style="list-style-type: none"> <li>○ According to _____, “_____.”</li> <li>○ In the text _____ it states, “_____.”</li> <li>○ or other phrases we find in our mentor text.</li> </ul> </li> <li>● Researchers make publication decisions. We remember that our argument pieces have been written with an audience in mind. It is our job in publication to get our piece to our audience.</li> </ul>	<ul style="list-style-type: none"> <li>●</li> </ul>

Unit Title: Speeches - Career and Innovation Speeches		Grade Level: 5	Time Frame: March - April
<b>Standards:</b> W.5.1, W.5.2, W.5.3, W.5.4, W.5.5, W.5.7, W.5.8, W.5.9a, W.5.10 SL.5.1a, 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		<b>Vocabulary and Key Concepts:</b> Orator, speaker, speech, immersion, body language, pacing, facial expression, message, technique, rehearsal, anecdote	
<b>Essential Questions:</b> How do I deliver a powerful message or idea? How do I learn from my mentors? How do I connect with my audience		<b>Unit Goals/Enduring Understandings</b> <ul style="list-style-type: none"> <li>• Writers recognize qualities and craft moves of speeches through immersion</li> <li>• Writers plan and organize speeches</li> <li>• Writers connect with their audience</li> <li>• Writers use grammar and conventions to convey ideas precisely and powerfully</li> </ul>	
<b>Skills:</b> Write to a specified audience and address properly Use words to convey strong message Add details to make the piece clearer or more interesting Reread and change or add words to ensure that meaning is clear Speak for a purpose Maintain clear purpose		<b>Demonstration of Learning/Assessment:</b> TC Progressions Assessments Conference Notes Teacher Created Assessments TC Writing Pre and Post Assessments Strategy Group Observations Active Engagement Observations	<b>Structures:</b> <ul style="list-style-type: none"> <li>• Writing Workshop <ul style="list-style-type: none"> <li>○ Whole Group Minilessons</li> <li>○ Independent Process Based Writing</li> <li>○ Conferences</li> <li>○ Mid-workshop Teaching Point</li> <li>○ Teaching Share</li> <li>○ Strategy Group Instruction</li> <li>○ Shared Writing</li> </ul> </li> </ul>
<b>Mentor Texts:</b> Ted Talks for Kids Severn Suzuki speaking at UN Earth Summit 1992 - <a href="https://youtu.be/uZsDliXzyAY">https://youtu.be/uZsDliXzyAY</a> <i><b>*Please note that the mentor texts are teacher's choice. These are suggestions if you need them.</b></i> <b>Resources:</b> Fifth grade reading unit 4, Ted Talks for kids,		<b>Modifications/Accommodations:</b> Small group/One to one <ul style="list-style-type: none"> <li>• Large print textbooks</li> <li>• Additional time</li> <li>• Review of directions</li> <li>• Student restates information</li> <li>• Student provides oral responses</li> <li>• Concrete examples</li> <li>• Support auditory presentations with visuals</li> <li>• Assistance in maintaining uncluttered space</li> <li>• Space for movement or breaks</li> <li>• Extra visual and verbal cues and prompts</li> </ul>	<ul style="list-style-type: none"> <li>• Quiet space to calm down/relax</li> <li>• Preferential seating</li> <li>• Reduction of distractions</li> <li>• Hands-on activities</li> <li>• Follow a routine/schedule</li> <li>• Alternate quiet and active time</li> <li>• Teach time management skills</li> <li>• Rest breaks</li> <li>• Verbal and visual cues regarding directions and staying on task</li> <li>• Checklists</li> <li>• Immediate feedback</li> </ul>
<b>Cross Curricular Connections:</b> Social Studies- Health- Science-	<b>21<sup>st</sup> Century Themes</b> Global Awareness 21 <sup>st</sup> Century Skills Learning and Innovation Skills Critical Thinking and Problem Solving Communication and Collaboration Life and Career Skills Social and Cross-Cultural Skills		





<b>Unit Title: Speeches - Career and Innovation Speeches</b>	<b>Grade Level: 5</b>	<b>Time Frame: March - April</b>
<b>Goals</b>	<b>Possible Teaching Points:</b> Can be taught in Minilessons, Conferences, Strategy Groups, Shared Reading, Interactive Read Aloud, Shared Writing, Word Study, and/or Vocabulary	
<p>Much of the work of research for this unit will happen in reading. The writing part of this unit will be heavily based on the craft of speeches. This might mean that students are immersed in speeches throughout the unit, not just during the first week. Writers will closely study the style of orators or speakers. Writers will try out different style and structures.</p>		
Writers recognize qualities and craft moves of speeches through immersion	<ul style="list-style-type: none"> <li>● Writers use all they know about quality writing while working independently through the writing process.</li> <li>● Writers read speeches and collect the craft moves that the author makes. We might watch/read/listen once for content and again for the moves they make. We jot down what we want to remember in our notebooks.</li> <li>● Writers watch speeches for body language. We might have a collection of speeches that we like and watch multiple times studying different aspects. We can watch noticing body language including movement on the stage, hand gestures and facial expressions.</li> <li>● Writers watch speeches for pacing. We might have a collection of speeches that we like and watch multiple times studying different aspects. We can watch noticing the pace of a speech. We note when the speaker pauses and how quickly or slowly they speak at which parts.</li> </ul>	●
Writers plan and organize speeches	<ul style="list-style-type: none"> <li>● Writers use information collected while reading to push their thinking on a topic in their notebooks. (Pushing our thinking anchor chart).</li> <li>● Writers reread their notes asking, <i>What is it that I want to share about this information?</i> We take that lens to additional research.</li> <li>● Writers make decisions about who our audience is and what we want to share. We know that we can include narrative (story telling), argument and information all in one speech. We make decisions based on our overall message. We can return to our mentors.</li> <li>● Writers choose a planning structure for their speeches. They may use a timeline to plan out narrative, boxes and bullets for argument portions and other varied structures for informational information.</li> </ul>	●
Writers connect with their audience	<ul style="list-style-type: none"> <li>● Orators study how mentors open their speeches. We can ask, <i>Does this technique fit with what I am saying? Does it match the feel of my message?</i> We may try it out a few different ways in our notebooks. This might include: <ul style="list-style-type: none"> <li>○ Starting with a joke or funny (related) story to help the audience relax and engage.</li> <li>○ Start with a story of someone who could use the information that you are giving. This can be fictional or real.</li> <li>○ Start by connecting to the audience's sense of empathy. Audiences don't want to be sad, however appealing to their sense of empathy will grab their attention, especially if there is a way they can help.</li> </ul> </li> </ul>	●

	<ul style="list-style-type: none"> <li>○ Connect by starting with introducing yourself and how you came to the understanding or information you are presenting.</li> <li>● Speakers are sure to use precise, domain specific language. We realize that some terms will need a friendly definition or explanation. We provide this for our audience.</li> <li>● One way that speakers connect with their audience is with pacing. We don't race through what we want to say, rather we pace ourselves to respect our audience's think time.</li> <li>● Create relevant stories or share anecdotes around each of (or several) of the most important points to illustrate it for the audience.</li> <li>● One way to connect with your audience is to provide a resource for further information. They will appreciate the gift.</li> <li>● One way that writers conclude speeches is by restating the most important message they want to leave the audience with. We think, <i>If they hear nothing else, what is the one thing I want to make sure they know?</i></li> <li>● Writers formally write their speeches. We can use these drafts to practice, receive feedback, reflect and revise.</li> <li>● Speakers often have supports/text features that they use to help inform the audience and keep them on track. We might use a presentation software to prepare for our speeches. We return to our mentors to study how others have done this.</li> <li>● Writers choose how they will best support themselves during their speeches. Some speakers use notecards with key ideas, others carry their full speech for security. We are sure not to just read off of our cards. We do a dress rehearsal with our supports and adjust them accordingly.</li> </ul>	
<p>Writers use grammar and conventions to convey ideas precisely and powerfully.</p>	<ul style="list-style-type: none"> <li>● Writers use all they know about grammar and conventions to edit their work. We are sure to use all we know from previous units of writing.</li> <li>● When writers are faced with a <i>How does ____ work? Or What are the rules for ____?</i> We can refer to our mentor text asking, <i>Well, how did they do it? What rules did they follow?</i></li> <li>● Orators are sure to give credit to their sources both verbally and in a <i>Works Referenced</i> page.</li> </ul>	<ul style="list-style-type: none"> <li>●</li> </ul>

Unit Title: Fantasy		Grade Level: 5	Time Frame: May-June
<b>Standards:</b> R.5.2 W.5.3, W.5.4, W.5.5, W.5.9a, W.5.10 L.5.1c, L.5.1d, L.5.2, L.5.3a, L.5.5, L.5.6		<b>Vocabulary and Key Concepts:</b> metaphor, symbolism, figurative, Greek roots, Latin roots, fantasy, reality, theme, story mountain, thought, dialogue, action, setting	
<b>Essential Questions:</b> <ul style="list-style-type: none"> <li>How do I suspend disbelief in the writing of fantasy short stories?</li> <li>How can I use my own life experience and knowledge to write fantasy short stories?</li> </ul>		<b>Unit Goals/Enduring Understandings</b> <ul style="list-style-type: none"> <li>Writers collect ideas for fantasy short stories and develop a story with depth, significance, and believability</li> <li>Writers craft a compelling fantasy short stories, revising with intention</li> <li>Fantasy writers study mentors to grow in their writing craft</li> <li>Writers use grammar and conventions to convey ideas precisely and powerfully.</li> </ul>	
<b>Skills:</b> Understand fiction as a short story about an event or a main character’s life Understand fiction can be realism or fantasy Understand the elements of fiction, including setting, problem, characters, and problem resolution Describe characters by how they look, what they say do and think, and what others think about them Include an imaginative character, setting and plot elements		<b>Demonstration of Learning/Assessment:</b> TC Progressions Assessments Conference Notes Teacher Created Assessments TC Writing Pre and Post Assessments Strategy Group Observations Active Engagement Observations Narrative Writing Checklist	<b>Structures:</b> <ul style="list-style-type: none"> <li>Writing Workshop <ul style="list-style-type: none"> <li>Whole Group Miniesson</li> <li>Independent Process Based Writing</li> <li>Conferences</li> <li>Mid-workshop Teaching Point</li> <li>Teaching Share</li> <li>Strategy Group Instruction</li> </ul> </li> <li>Shared Writing</li> </ul>
<b>Mentor Texts:</b> Narnia (Video trailer) The Lord of the Rings (Video trailer) The Paperbag Princess The Thief of Always Harry Potter Series Percy Jackson Series Narnia Series Lord of the Rings Series The Dragon Slayer Series <b>Resources:</b> <i>If... Then... Curriculum</i> by Lucy Calkins and Colleagues		<b>Modifications/Accommodations:</b> Small group/One to one <ul style="list-style-type: none"> <li>Large print textbooks</li> <li>Additional time</li> <li>Review of directions</li> <li>Student restates information</li> <li>Student provides oral responses</li> <li>Concrete examples</li> <li>Support auditory presentations with visuals</li> <li>Assistance in maintaining uncluttered space</li> <li>Space for movement or breaks</li> <li>Extra visual and verbal cues and prompts</li> </ul>	<ul style="list-style-type: none"> <li>Quiet space to calm down/relax</li> <li>Preferential seating</li> <li>Reduction of distractions</li> <li>Hands-on activities</li> <li>Follow a routine/schedule</li> <li>Alternate quiet and active time</li> <li>Teach time management skills</li> <li>Rest breaks</li> <li>Verbal and visual cues regarding directions and staying on task</li> <li>Checklists</li> <li>Immediate feedback</li> </ul>
<b>Cross Curricular Connections:</b> Social Studies- Health- Science-	<b>21<sup>st</sup> Century Themes</b> Global Awareness 21 <sup>st</sup> Century Skills Learning and Innovation Skills Critical Thinking and Problem Solving Communication and Collaboration Life and Career Skills Social and Cross-Cultural Skills		

<b>Unit Title: Fantasy</b>	<b>Grade Level: 5</b>	<b>Time Frame: May-June</b>
<b>Goals</b>	<b>Possible Teaching Points:</b> Can be taught in Minilessons, Conferences, Strategy Groups, Shared Reading, Interactive Read Aloud, Shared Writing, Word Study, and/or Vocabulary	<b>Teacher Notes</b>
<p>Writers collect ideas for fantasy short stories and develop a story with depth, significance, and believability</p>	<ul style="list-style-type: none"> <li>● Writers collect story blurbs (at least a page and a half a day in class). These short summaries capture how the story might go including the main problem, possible main characters, the problem and several possible resolutions. We know we will later have time to develop these summaries.</li> <li>● Writers use the stories and situations of their own lives as a basis for their fantasy. We might ask, <i>What is important to me now? How can I develop this as a fantasy?</i></li> <li>● Writers use themes from the stories they have loved to develop fantasies. We might ask, <i>What is important about this theme? What does this theme mean in my life? How can I develop this theme in a fantasy story?</i></li> <li>● Writers consider setting when they develop their fantasy stories. We consider starting in our world and adding fantasy to it, or creating a new fantasy world. We can create the setting and then consider what characters could live there and develop their stories.</li> <li>● Writers revisit their writing notebooks looking for patterns in the ideas that matter to them. We can create a fantasy story to illustrate the big ideas we care about.</li> <li>● Writers revisit their story blurbs and develop one into a short story. We may use a story mountain. We can revise this plan to contain a short story, rather than a rambling novel. Fantasy short stories are often only two to three scenes long.</li> <li>● Writers can use their notebooks to try-out story ideas. We can make a plan and then a flash draft of the story. We can do this with several of our story ideas before committing to the one we will bring out of our notebook.</li> <li>● Writers prepare for drafting outside their notebook by writing long on <ul style="list-style-type: none"> <li>○ <i>What is the message I want to put out into the world with this story?</i></li> <li>○ <i>Who is my main character? What are they like? Who will help them? Who or what gets in the way?</i></li> <li>○ <i>What is the setting like? What parts of the setting help tell the story? What is important for the reader to know? Are parts of the setting a metaphor?</i></li> <li>○ <i>What is the internal story of this journey?</i> We might add a double story mountain (or rising timeline) to include the internal story.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>●</li> </ul>

<p>Writers craft a compelling fantasy short stories, revising with intention</p>	<ul style="list-style-type: none"> <li>● Fantasy writers pause in their drafting to envision what they will write. We close our eyes and see the world of our fantasy. We then add those details to our draft. We might also rehearse a scene or a part with a partner.</li> <li>● Writers draft quickly from our plan. We understand that we already spent time developing our idea and will put much work into the revision process. We use all we know about narrative craft as we are drafting. We write fast and furious, getting lost in our writing, so we can get to the work of revision.</li> <li>● Fantasy writers revise in a way that makes their reader suspend disbelief. We do this by creating detailed description about key characters, setting and objects. The more specific the description is, the more believable they become. We are particularly careful to introduce and describe important object in our stories before they become important. We can use mentors to help guide this work.</li> <li>● Writers revise by carefully showing, not telling. One way we can do this is by creating a careful balance of action, thought, dialogue, and setting, allowing the story to unfold bit by bit.</li> <li>● Writers revise by identifying the heart of the story (the crucial bit) and stretch it out. One way we can do this by creating a mini-timeline for this part of the story and drafting a fresh section. We can cut our draft and insert the new section with a piece of tape.</li> <li>● Writers reread their drafts identifying places where they have developed theme. We revise with theme in mind. We keep clear on the meaning that we want to convey.</li> <li>● Writers consider symbolism to give their stories deeper meaning. We look to our mentors for examples of this. We often look for a symbol that can represent our hero and one to represent our villain, dark force, or problem.</li> <li>● Characters in fantasy stories often refer to conversations they have had in the past. We can do this too to add meaning and backstory for our readers. We are sure to punctuate correctly, including how to include a quote inside a quote.</li> <li>● Writers reflect on their revised draft, perhaps with the narrative checklist. We can make goals for ourselves for our next fantasy story and revise our drafts with those goals in mind. We can share this work and our ideas with our writing partners.</li> </ul>	<ul style="list-style-type: none"> <li>●</li> </ul>
<p>Fantasy writers study mentors to grow in their writing craft</p>	<ul style="list-style-type: none"> <li>● Writers use all they have learned about fantasy writing and resources available (anchor charts from the beginning of the unit, mentor texts) to independently navigate the writing process for a second fantasy.</li> <li>● Writers continue to read fantasy with a writer’s eye. We can study mentor texts to spark ideas for what to write about and how to go about that writing. We often ask again and again, <i>What has the author done here? Why? How did they craft this? How can I do the same?</i></li> </ul>	<ul style="list-style-type: none"> <li>●</li> </ul>

	<ul style="list-style-type: none"> <li>● Writers collect story blurbs with all they have learned in mind. We know what makes a believable fantasy for our readers. We choose a seed idea, rehearse and draft quickly. We are sure to continue to lean on mentor texts throughout this process.</li> <li>● Writers of fantasy share their stories with each other. We might bring our stories to reading workshop to share with the readers in our class. We learn from each other.</li> <li>● Writers study sentence length and variation in mentor texts. We ask, <i>When does this author use longer sentences (description, slowing down time or action)? When do they use shorter (action)?</i> We can then try this in our own writing.</li> <li>● Writers study how mentors... <ul style="list-style-type: none"> <li>○ ...deal with dialogue. We consider how they make their characters speak differently.</li> <li>○ ...deal with word choice. We consider if they are consistent in the wording they use or do they mix it up. Is a boat always a boat?</li> <li>○ ...punctuate. <i>Is there a pattern in punctuation? Do they use it as a craft?</i></li> <li>○ We study how fantasy stories we love begin.</li> <li>○ We study how fantasy stories we love tend to end.</li> </ul> <p>We then ask, <i>How can I do this same thing in my writing?</i> We may try out several different ways in our notebook and choose the one that fits best.</p> </li> <li>● Fantasy authors use precise language that belongs to the genre. We collect these words from our reading and judge if they fit with our writing or if the kind of word fits with our writing. Often fantasy authors is archaic, medieval words to match their writing. They also use Greek and Latin words. We can use roots to create new words pulling on all we know from our own study of words. We might share our words with other writers in a class word bank.</li> </ul>	
<p>Writers use grammar and conventions to convey ideas precisely and powerfully.</p>	<ul style="list-style-type: none"> <li>● Writers use all they know about grammar and conventions to edit their work. We are sure to use all we know from previous units of writing.</li> <li>● Writers properly punctuate quotations inside of quotations.</li> <li>● When writers are faced with a <i>How does ____ work? Or What are the rules for ____?</i> We can refer to our mentor text asking, <i>Well, how did they do it? What rules did they follow?</i></li> <li>● Writers edit for spelling, using Greek and Latin roots as well as affixes to help guide this work. We can use available resources when needed.</li> <li>● Writers edit for proper verb tense. We are sure we are accurate and pay particular attention to flashbacks or visions of the future.</li> </ul>	<ul style="list-style-type: none"> <li>●</li> </ul>

Grade Six Writing Curriculum

<b>Pacing Guide</b>	
Content Area: English Language Arts	
Grade Level: 6	
<b>Unit Title: Narrative Realistic Fiction Creating Believable Characters</b>	<b>September- October</b>
<b>Unit Title: Argument- The Literary Essay</b>	<b>November-January</b>
<b>Unit Title: Informational Text- Teaching Books</b>	<b>February - March</b>
<b>Unit Title: Biography – Writing About Influential People Mixed Genre</b>	<b>March - April</b>
<b>Unit Title: Poetry</b>	<b>May- June</b>

Unit Title: Narrative Realistic Fiction - Creating Believable Characters		Grade Level: 6	Time Frame: September- October
<b>Standards:</b> W.6.3, W.6.4, W.6.5, W.6.10 L.6.1, L.6.2, L.6.3, L.6.6		<b>Vocabulary and Key Concepts:</b> theme(s), story blurb, motivation, rehearse, first person, third person, secondary, pronoun, double rising timeline, internal, external	
<b>Essential Questions:</b> How can I use my own experiences to write realistic fiction? How can I address theme when writing realistic fiction?		<b>Unit Goals/Enduring Understandings</b> <ul style="list-style-type: none"> <li>● Writers work independently through the writing process</li> <li>● Writers generate ideas and collect entries for realistic fiction</li> <li>● Writers plan and draft their narrative stories</li> <li>● Writers revise in powerful ways using authors as mentors</li> <li>● Writers use grammar and conventions to convey ideas precisely and powerfully.</li> </ul>	
<b>Skills:</b> Use dialogue in a way that reflects setting and attributes of self and others Show characters' motivation by how they look, what they say and do and what others think about them Character development Develop characters and plots that are believable and engaging Show readers how the setting is important to the problem		<b>Demonstration of Learning/Assessment:</b> TC Progressions Assessments Conference Notes Teacher Created Assessments TC Writing Pre and Post Assessments Strategy Group Observations Active Engagement Observations	<b>Structures:</b> <ul style="list-style-type: none"> <li>● Writing Workshop <ul style="list-style-type: none"> <li>○ Whole Group Miniesson</li> <li>○ Independent Process Based Writing</li> <li>○ Conferences</li> <li>○ Mid-workshop Teaching Point</li> <li>○ Teaching Share</li> <li>○ Strategy Group Instruction</li> </ul> </li> </ul> Shared Writing
<b>Mentor Texts/Resources:</b>  <i>*Please note that the mentor texts are teacher's choice. These are suggestions if you need them.</i>		<b>Modifications/Accommodations:</b> <ul style="list-style-type: none"> <li>● Small group/One to one</li> <li>● Large print textbooks</li> <li>● Additional time</li> <li>● Review of directions</li> <li>● Student restates information</li> <li>● Student provides oral responses</li> <li>● Concrete examples</li> <li>● Support auditory presentations with visuals</li> <li>● Assistance in maintaining uncluttered space</li> <li>● Space for movement or breaks</li> <li>● Extra visual and verbal cues and prompts</li> </ul>	<ul style="list-style-type: none"> <li>● Quiet space to calm down/relax</li> <li>● Preferential seating</li> <li>● Reduction of distractions</li> <li>● Hands-on activities</li> <li>● Follow a routine/schedule</li> <li>● Alternate quiet and active time</li> <li>● Teach time management skills</li> <li>● Rest breaks</li> <li>● Verbal and visual cues regarding directions and staying on task</li> <li>● Checklists</li> <li>● Immediate feedback</li> </ul>
<b>Cross Curricular Connections:</b> Social Studies- Health- Science-	<b>21<sup>st</sup> Century Themes</b> Global Awareness 21 <sup>st</sup> Century Skills Learning and Innovation Skills Critical Thinking and Problem Solving Communication and Collaboration Life and Career Skills Social and Cross-Cultural Skills		



Unit Title: Narrative Realistic Fiction - Creating Believable Characters	Grade Level: 6	Time Frame: September- October
<b>Goals</b>	<b>Possible Teaching Points:</b> Can be taught in Minilessons, Conferences, Strategy Groups, Shared Reading, Interactive Read Aloud, Shared Writing, Word Study, and/or Vocabulary	
Writers work independently through the writing process	<ul style="list-style-type: none"> <li>● Writers make goals for themselves for the day, unit and year. We make a plan for how we will check in with our goals. We might partner up with writers that have similar goals for the unit.</li> <li>● Writers make a plan for when things might get tricky or we get off track. We might reread our writing, generate a new idea with a strategy we know, stretch our hand and get back to writing.</li> <li>● Writers know how to move through the writing process at our own pace. We make decisions about our writing. We are sure to make our decisions based on our writing and not in lock step with minilessons. We are never out of work to do. <ul style="list-style-type: none"> <li>○ Generate ideas and collect entries (notebook)</li> <li>○ Revise entries (notebook)</li> <li>○ Choose and plan (notebook)</li> <li>○ Draft (drafting packet)</li> <li>○ Revision (drafting packet)</li> <li>○ Edit (drafting packet)</li> <li>○ Publish (a variety of ways to meet the audience)</li> </ul> </li> </ul>	●
Writers generate ideas and collect entries for realistic fiction	<ul style="list-style-type: none"> <li>● Writers collect the stories that they are dying to tell. We collect our entries just like story blurbs on the back of books. We jot the most powerful and tantalizing aspects of our story ideas. We can turn to mentors to gain more insight into this. (Somebody... wanted..., but... so...)</li> <li>● One way that writers generate ideas for realistic fiction to reflect on the stories of our own lives. We might ask, <i>Is there a theme that repeats itself?</i> We can then create a story with that theme in mind.</li> <li>● Writers pay attention to moments and issues in our own lives. We think, <i>How could this story go?</i> We can jot multiple entries from these ideas.</li> <li>● Writers imagine characters like themselves and create a story from the kind of trouble they could find themselves in. We can plan how they could get out.</li> <li>● Writers generate ideas for narrative by considering the stories they wish existed in the world for a reader just like themselves.</li> <li>● Writers generate ideas by thinking of their own lives and write a new ending the way we wished things had happened.</li> <li>● Writers create secondary characters by asking, <i>Who can help me character? What traits would that person need.</i> We can then write them into our stories and blurbs.</li> <li>● We fill our notebooks with more developed story blurbs by going back to some of the blurbs and make sure we wrote a bit more about your character's traits and motivations, and how characters felt, what they wanted, feared, or cared about. Writers choose the characters and stories that feel like they are calling out to be told.</li> </ul>	●

<p>Writers plan and draft their narrative stories</p>	<ul style="list-style-type: none"> <li>● Writers plan their writing. We consider: <ul style="list-style-type: none"> <li>○ Characters that are approximately the same age as the writer. We want characters that we can know well. Writers ask, <i>How is this character like me? How are they different?</i></li> <li>○ We consider secondary characters. We ask, <i>Is this character necessary to the story? Do they help with the problem or solution? Is the story clear without them?</i></li> <li>○ Writers consider their setting. We try to limit our setting to 1-2 locations. We are sure to weave the setting into our story.</li> </ul> </li> <li>● Writers flesh out their characters by including their external and internal traits.</li> <li>● Writers plan their stories on a double rising time line. We consider the set-up, mix-up and fix-up to the problem. We have one rising timeline for the external story - actions and events and the parallel one for the internal story.</li> <li>● Writers plan the problem and solution by asking, <i>What does my character want or need? Does my character get what they want or need or does that want or need change?</i></li> <li>● Writers revise their plan by considering consolidating the story into fewer scenes that are shorter in duration. We ask, <i>How can I craft my scenes to include more of my story?</i></li> <li>● Writers write the theme(s) that they want to include on their planning page. We refer back to this as we draft and revise.</li> <li>● Writers think about how stories tend to go, and rehearse scenes that carry their reader through all parts of the story. When we rehearse, we include: <ul style="list-style-type: none"> <li>○ The Problem: trouble or tension, often with some sort of emotional response from the character. The problem often gets in the way of what the character wants or needs.</li> <li>○ The problem gets bigger or another problem may emerge.</li> <li>○ The tension increases for the character. Their response may intensify or charge.</li> <li>○ The character may try to solve the problem or gain a new perspective.</li> <li>○ The problem is resolved in some way.</li> </ul> </li> <li>● Writers decide how best to tell the story. They choose first person if they want to tell the story from the inside, giving insights into our character's mind. They choose third person if they want to tell the story through the use of a narrator's outside view in.</li> <li>● Partners rehearse before drafting by telling our story bit by bit, scene by scene. We share our story just like a story teller. We don't tell what we would do, rather, we tell the story. We share the theme of our story with our partner and discuss how it is being revealed in our story.</li> <li>● Writers draft in one or two sittings writing long and strong. We keep our plan by our side as we write.</li> <li>● Writers try out tenses as we draft. We may try our first scene, for instance, in past tense and present tense, reading it aloud to a partner, and listening for the different tone. Once we decide on a tense, we pay attention to our verb forms to hold to the intended tense.</li> </ul>	<ul style="list-style-type: none"> <li>●</li> </ul>
<p>Writers revise in powerful ways using authors as mentors</p>	<ul style="list-style-type: none"> <li>● Writers take into consideration the characters motivations, wishes, needs, and revise through this lens. When we revise through a lens, we are sure to take on one focus at a time.</li> <li>● Writers ask, <i>What is this story really about? What do I want my reader to take away?</i> We then revise our story to reflect our thinking.</li> </ul>	<ul style="list-style-type: none"> <li>●</li> </ul>

	<ul style="list-style-type: none"> <li>● One way writers develop the internal story is to have a characters reflect on past events or imagine future ones. <ul style="list-style-type: none"> <li>○ My mind drifted...</li> <li>○ I thought of life without...</li> <li>○ I imagined a place...</li> <li>○ I thought back to a time...</li> </ul> </li> <li>● Writers revise their paragraphs as a craft. We start a new paragraph when <ul style="list-style-type: none"> <li>○ an important event happens</li> <li>○ a new event</li> <li>○ a new time</li> <li>○ a change of setting</li> <li>○ a new character is speaking</li> </ul> </li> <li>● Writers revise secondary characters. We decide who is needed and delete who is not. We sometimes create another character to help facilitate change in our main character. This could be someone who offers advice or insight that offers our character a new perspective.</li> <li>● Writers take the heart of their story and stretch it out, almost feeling like the story has been put into slow motion, telling it bit by bit by bit. Often acting it out with a partner. Dramatizing helps with this.</li> <li>● Writers write and revise endings by thinking, <i>What is it I want to say to my readers about this struggle or journey?</i> and end the story with words, thoughts, and actions that show this. We study mentors texts that end in a powerful way. We ask, <i>How can I do this with my writing?</i> We try multiple endings in our notebooks before choosing</li> <li>● Writers revise for variety in sentence type and length. We can turn to mentor texts for insight on this work. We might try a section a few different ways and getting feedback from our partners.</li> <li>● Writers try on many different leads, starting with a thought, action, dialogue or clues to the setting or problem. We ask, <i>How can I do this with my writing?</i> We try multiple leads in our notebooks before choosing</li> </ul>	
<p>Writers use grammar and conventions to convey ideas precisely and powerfully.</p>	<ul style="list-style-type: none"> <li>● Writers use all they know about grammar and conventions to edit their work. We are sure to use all we know from previous units of writing.</li> <li>● When writers are faced with a <i>How does ____ work?</i> Or <i>What are the rules for ____?</i> We can refer to our mentor text asking, <i>Well, how did they do it? What rules did they follow?</i></li> <li>● Writers are sure to use proper punctuation when writing. We make choices on what punctuation to use where, based on how we want our audience to read our story.</li> <li>● Writers use resources available to assure that our spelling is accurate.</li> <li>● Writers make sure that pronouns are in the proper case (subjective, objective, possessive).</li> <li>● Writers edit for shifts in pronoun number and person.</li> </ul>	<ul style="list-style-type: none"> <li>●</li> </ul>

Unit Title: Argument - The Literary Essay		Grade Level: 6	Time Frame: November - January
<b>Standards:</b> R.6.1, R.6.4, R.6.5 W.6.1, W.6.4, W.6.5, W.6.9, W.6.10 L.6.1, L.6.2, L.6.3, L.6.5, L.6.6		<b>Vocabulary and Key Concepts:</b> argument, theme, claim, thesis, support, evidence, convince, pivotal, counter argument, angled retelling,	
<b>Essential Questions:</b> How can I make a claim and support my thinking in a convincing way? How can I express my ideas about theme?		<b>Unit Goals/Enduring Understandings</b> <ul style="list-style-type: none"> <li>• Readers write about the thinking work they are doing as readers.</li> <li>• Writers craft claims that set-up a clear essay structure</li> <li>• Writers craft literary essays that explore theme(s) or character in a single text</li> <li>• Writers develop convincing argument essays supported with text evidence</li> <li>• Writers craft literary essays that explore how theme appears in multiple texts by writing comparison essays</li> <li>• Writers critically look at their drafts and revise them to make them more precise, convincing and coherent.</li> <li>• Writers use grammar and conventions to convey ideas precisely and powerfully.</li> </ul>	
<b>Skills:</b> Understand an essay as a short literary composition used to clearly state the author’s purpose Provide series of clear arguments or reasons to support the argument Understand that a literary essay is an essay that analyzes a piece or pieces of literature Use opinions supported by facts Write well-crafted sentences that express writer’s conviction		<b>Demonstration of Learning/Assessment:</b> TC Progressions Assessments Conference Notes Teacher Created Assessments TC Writing Pre and Post Assessments Strategy Group Observations Active Engagement Observations	<b>Structures:</b> <ul style="list-style-type: none"> <li>• Writing Workshop <ul style="list-style-type: none"> <li>○ Whole Group Minilesson</li> <li>○ Independent Process Based Writing</li> <li>○ Conferences</li> <li>○ Mid-workshop Teaching Point</li> <li>○ Teaching Share</li> <li>○ Strategy Group Instruction</li> </ul> </li> <li>Shared Writing</li> </ul>
<b>Mentor Texts:</b>  <i>*Please note that the mentor texts are teacher’s choice. These are suggestions if you need them.</i> <i>Eleven</i> by Sandra Cisnaros <i>Scouts Honor</i> by Avi <i>Every Living Thing</i> by Cynthia Rylant <i>Birthday Box</i> by Jane Yolan <i>The Paperbag Princess</i> by Robert Munsch <i>The Marble Champ</i> by Gary Soto		<b>Modifications/Accommodations:</b> <ul style="list-style-type: none"> <li>• Small group/One to one</li> <li>• Large print textbooks</li> <li>• Additional time</li> <li>• Review of directions</li> <li>• Student restates information</li> <li>• Student provides oral responses</li> <li>• Concrete examples</li> <li>• Support auditory presentations with visuals</li> <li>• Assistance in maintaining uncluttered space</li> <li>• Space for movement or breaks</li> <li>• Extra visual and verbal cues and prompts</li> </ul>	<ul style="list-style-type: none"> <li>• Quiet space to calm down/relax</li> <li>• Preferential seating</li> <li>• Reduction of distractions</li> <li>• Hands-on activities</li> <li>• Follow a routine/schedule</li> <li>• Alternate quiet and active time</li> <li>• Teach time management skills</li> <li>• Rest breaks</li> <li>• Verbal and visual cues regarding directions and staying on task</li> <li>• Checklists</li> <li>• Immediate feedback</li> </ul>
<b>Cross Curricular Connections:</b> Social Studies- Health- Science-	<b>21<sup>st</sup> Century Themes</b> Global Awareness 21 <sup>st</sup> Century Skills Learning and Innovation Skills Critical Thinking and Problem Solving Communication and Collaboration Life and Career Skills Social and Cross-Cultural Skills		

Unit Title: Argument - The Literary Essay	Grade Level: 6	Time Frame: November - January
<b>Goals</b>	<b>Possible Teaching Points:</b> Can be taught in Minilessons, Conferences, Strategy Groups, Shared Reading, Interactive Read Aloud, Shared Writing, Word Study, and/or Vocabulary	
Note: If writers are not ready to work with theme, they make take on the essay working with claims about characters.		
Readers write about the thinking work they are doing as readers.	<ul style="list-style-type: none"> <li>● Writers generate ideas for literary essays from their reading work. We think about the lessons we learned from the story and we write in length about those in our notebooks. We consider the lessons in terms of the characters 'lives and our own. If we get stuck we can push our thinking with phrases like:               <ul style="list-style-type: none"> <li>○ This makes me realize...</li> <li>○ I'm still wondering...</li> <li>○ On the other hand...</li> <li>○ I used to think, but now I think...</li> <li>○ Could it also be that...</li> <li>○ This connects with...</li> </ul> </li> <li>● Writers deepen their ideas by returning to pivotal points in the story and ask, <i>What is this moment really about? What is the character learning or how are they growing? What am I learning?</i> We return to our notebooks and write additional insights.</li> <li>● Writers revisit common themes (Anchor Chart) we have encountered in our reading. We might ask, <i>What does this story have to say about that?</i> We write these ideas in our notebooks, pushing our thinking.</li> <li>● Writers of literary essay can also explore character-based ideas by naming a big thought or belief about a character and gathering text evidence to support that idea (this is a teaching point for students struggling with thematic interpretations). We write these ideas in our notebooks, pushing our thinking.</li> </ul>	●
Writers craft claims that set-up a clear essay structure	<ul style="list-style-type: none"> <li>● Writers consider themes by thinking about the big ideas the story deals with. They choose one and ask, <i>What is the author saying about this topic? Does this apply to mankind or life in general?</i> We then write a generic statement that can be applied to other texts, humans, or life.</li> <li>● When crafting a claim we consider a statement that holds the whole of our thinking. It is a statement that once expanded becomes your essay.</li> <li>● We write an idea about the theme with supports from the text               <ul style="list-style-type: none"> <li>○ We write a two-part idea (beginning and ending of the story): <i>At first, it seemed that _____ was _____, but by the end of the story, we learn that, in fact, _____.</i></li> </ul> </li> </ul>	●

	<ul style="list-style-type: none"> <li>○ We write character interpretation across a text with evidence. <i>The character _____ grew across the text from _____ to _____.</i></li> <li>○ Idea with examples across text, <i>The book _____ teaches us that _____.</i></li> </ul>	
<p>Writers craft literary essays that explore theme(s) or character in a single text</p>	<ul style="list-style-type: none"> <li>● Writers of literary essay plan using boxes and bullets. We put our claim in the box and our big reasons or supports in bullets. Our bullets are general and will have supports of their own from the text, our lives, and mankind.</li> <li>● When planning supports for our claim, writers use many examples from across the book, but also from their own lives (i.e. a time when the theme, idea, or change has emerged in their own life). We organize these supports under each of our bullets.</li> <li>● Essayist review their plan for their writing. They ask, <i>Which parts feel strong? Where might I need more supports to be convincing?</i></li> <li>● Partners rehearse for drafting. Partners ask, <i>Which parts feel strong? Where might I need more supports?</i></li> <li>● Essayists sit with their plan and write a quick first draft. We include on the spot thinking that may not be in our plan.</li> <li>● Essayist consider what the rebuttal to our thesis would be. We ask, <i>What is the counter argument?</i> We plan to address this boldly in our writing. We acknowledge it head on.</li> </ul>	<ul style="list-style-type: none"> <li>●</li> </ul>
<p>Essayists develop convincing argument essays supported with text evidence</p>	<ul style="list-style-type: none"> <li>● Writers develop their draft by bringing evidence from the text, in the form of angled retellings of select scenes, paraphrased sections, and direct citations from the text.</li> <li>● Writers try out different pieces of textual evidence, asking themselves, <i>Does this really get at the idea that I'm writing about?</i></li> <li>● Partners work together to try out their ideas and evidence on each other, and give each other feedback on how the evidence fits.</li> <li>● Essayists tend to gather evidence from the most significant moments in the text (signposts). We go to those places and ask, <i>How does what's happening here support my thesis?</i></li> <li>● Essayists develop our paragraphs with topic sentences that remind us to stay connected to the thesis statement. We keep in mind, these are just placeholders that will be revised later.</li> <li>● Essayists include evidence by connecting back to the topic sentence (and thereby the thesis). This often sounds like: <ul style="list-style-type: none"> <li>○ This shows that...</li> <li>○ This demonstrates...</li> <li>○ From this scene, we can infer that...</li> <li>○ The reader of this scene understands that...</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>●</li> </ul>

	<ul style="list-style-type: none"> <li>● Writers often use a compare/contrast structure when using text evidence and life stories by thinking, What story from the character’s life best demonstrates this idea? And which moment from my own life shows this? Each answer will be in separate paragraphs (this might be small group if there are few students using this structure).</li> <li>● When writing stories to support a thesis, writers use all they know to write strong narrative including dialogue, inner thinking, and small actions.</li> <li>● Essayist don’t just write one essay. They make decisions on when to move onto a new essay draft. We dive back into our notebooks to grow our thinking and ideas.</li> </ul>	
<p><b>Writers craft literary essays that explore how theme appears in multiple texts by writing comparison essays</b></p>	<ul style="list-style-type: none"> <li>● One way essayists write their thesis for comparison essays by including how the authors deals with theme in multiple texts. <i>(Title) teachers us _____, by _____.</i> And <i>(Other title) teachers us _____, by _____.</i></li> <li>● Essayists write their thesis in multiple ways and choosing one for their draft.</li> <li>● Writers develop their body paragraphs by <ul style="list-style-type: none"> <li>○ Writers may gather all the relevant evidence from one text into one paragraph, then the evidence from a second text into another paragraph.</li> <li>○ Writers may try grouping similar elements from both texts into one paragraph, and contrasting elements into a second paragraph.</li> </ul> </li> <li>● When finding evidence, we pay close attention when what we choose does not seem to fit just right. We dig back into the texts trusting that there will be a better match-up in there.</li> <li>● When evaluating our evidence, we compare ways the theme has been addressed through moments within each text.</li> <li>● When connecting evidence, it is important to include quotes directly from the text. When citing evidence we use the phrases that set up the text clearly. We name the author and text before, in between, or after the citation.</li> </ul>	<ul style="list-style-type: none"> <li>●</li> </ul>
<p><b>Writers critically look at their drafts and revise them to make them more precise, convincing and coherent.</b></p>	<ul style="list-style-type: none"> <li>● Writers begin the revision process by reflecting on their drafts and think <i>What’s missing? Where is there a hole in my argument? Do all the pieces of evidence that fit?</i> And then they revise to fill the holes and to get rid of the irrelevant passages.</li> <li>● When analyzing evidence, writers not only share what was said, but how the author crafted the text. Some craft considerations include: the author’s use of a narrator’s point of view to draw the reader in; the author’s pacing of a scene to build suspense; the word choice of an author to pack a punch.</li> <li>● Essayists use the inclusive “we” instead of using the singular first-person pronoun “I” in academic writing. We study mentor texts in which the author has done this work to gain insight.</li> <li>● Writers stay consistent with the use of verb tense in their essays, often using the present tense. When a citation is in a different tense, we are sure to remain consistent within the rest of the essay. We study mentor text where the author has done this to gain insight.</li> </ul>	<ul style="list-style-type: none"> <li>●</li> </ul>

	<ul style="list-style-type: none"> <li>● Writers revise the counterclaim or rebuttal to their thesis, often add a paragraph in which we give some thought to the possibility that the claim is not, in fact, a justified interpretation. Writers might begin with: <i>Others might claim that...</i> or <i>Some people might argue that ...</i> or <i>Another possible interpretation could be...</i> Writers allow the reader to consider this alternate argument in a paragraph, but in a last sentence, turn back to their driving interpretation/thesis.</li> <li>● Introductions are meant to reach out to the reader and have an impact. Writers often begin with diving right into an idea or theme that is compelling or starting with a vivid retelling from the story to set the scene.</li> <li>● Writers consider introducing the idea of the counterclaim in their introduction. <i>Some might argue... but...</i></li> <li>● Writers study introductions of mentor texts and ask, <i>How has this author crafted their introduction? What purpose has this craft served?</i> We then consider our purpose and try on some of these styles.</li> <li>● Essayist conclude in ways that impact their reader. We reflect on why the theme of this text is important in the ways in which people could live differently because of it. We write long in our notebooks and then craft a couple ways it could go, ultimately choosing one.</li> <li>● Essayists study mentor texts asking, <i>What moves did this author make to end their essay? What was the purpose?</i> We can then craft our own conclusion in similar ways.</li> </ul>	
<p><b>Writers use grammar and conventions to convey ideas precisely and powerfully.</b></p>	<ul style="list-style-type: none"> <li>● Writers use all they know about grammar and conventions to edit their work. We are sure to use all we know from previous units of writing.</li> <li>● When writers are faced with a <i>How does ____ work? Or What are the rules for ____?</i> We can refer to our mentor text asking, <i>Well, how did they do it? What rules did they follow?</i></li> <li>● Writers are sure to cite their work. Some important rules are: <ul style="list-style-type: none"> <li>○ We indent a longer passage (3 or more lines) to set it off from the rest of the text (if students are writing by hand, they can still get used to practicing this);</li> <li>○ Writers embed a citation within a sentence, using ellipses to indicate text that has been left out;</li> <li>○ Writers preserve the tense of a passage;</li> <li>○ Punctuation comes inside the quotation marks</li> </ul> </li> <li>● Essayists make publishing decisions. We decide which draft(s) to publish. We ask, <i>Which one contains something that the world needs to hear? Which one do I want the world to hear?</i></li> </ul>	<ul style="list-style-type: none"> <li>●</li> </ul>



Unit Title: Informational Text - Teaching Books		Grade Level: 6	Time Frame: February - March
<b>Standards:</b> RI.6.1, RI.6.6, RI.6.7 SL.6.1, SL.6.2, SL.6.3, SL.6.4, SL.6.5 W.6.2, W.6.4, W.6.5, W.6.6, W.6.7, W.6.8, W.6.9		<b>Vocabulary and Key Concepts:</b> research, curious, source, text feature, sequence, cause and effect, problem and solution, main idea and supporting details,	
<b>Essential Questions:</b> What skills and strategies are needed to gather information effectively, and to conduct research? Why is it important to keep your audience in mind? How can language be such a powerful tool?		<b>Unit Goals/Enduring Understandings</b> <ul style="list-style-type: none"> <li>● <b>Researchers generate ideas and plan their research</b></li> <li>● <b>Researchers gather information on their topic acquiring research skills</b></li> <li>● <b>Researchers organize, plan and draft their information</b></li> <li>● <b>Researchers revise with audience in mind</b></li> <li>● <b>Researchers use grammar and conventions to convey ideas precisely and powerfully.</b></li> </ul>	
<b>Skills:</b> Include text features Use headings and subheadings Include facts, figures and graphics as appropriate Use narrative structure to help readers understand information and interest them in a topic Write with the audience and their interests and background knowledge in mind Create transitions between paragraphs to show the progression of ideas		<b>Demonstration of Learning/Assessment:</b> TC Progressions Assessments Conference Notes Teacher Created Assessments TC Writing Pre and Post Assessments Strategy Group Observations Active Engagement Observations	<b>Structures:</b> <ul style="list-style-type: none"> <li>● Writing Workshop             <ul style="list-style-type: none"> <li>○ Whole Group Minilesson</li> <li>○ Independent Process Based Writing</li> <li>○ Conferences</li> <li>○ Mid-workshop Teaching Point</li> <li>○ Teaching Share</li> <li>○ Strategy Group Instruction</li> </ul> </li> <li>Shared Writing</li> </ul>
<b>Mentor Texts:</b>  <i>*Please note that the mentor texts are teacher's choice. These are suggestions if you need them.</i>		<b>Modifications/Accommodations:</b> <ul style="list-style-type: none"> <li>● Small group/One to one</li> <li>● Large print textbooks</li> <li>● Additional time</li> <li>● Review of directions</li> <li>● Student restates information</li> <li>● Student provides oral responses</li> <li>● Concrete examples</li> <li>● Support auditory presentations with visuals</li> <li>● Assistance in maintaining uncluttered space</li> <li>● Space for movement or breaks</li> <li>● Extra visual and verbal cues and prompts</li> </ul>	<ul style="list-style-type: none"> <li>● Quiet space to calm down/relax</li> <li>● Preferential seating</li> <li>● Reduction of distractions</li> <li>● Hands-on activities</li> <li>● Follow a routine/schedule</li> <li>● Alternate quiet and active time</li> <li>● Teach time management skills</li> <li>● Rest breaks</li> <li>● Verbal and visual cues regarding directions and staying on task</li> <li>● Checklists</li> <li>● Immediate feedback</li> </ul>
<b>Cross Curricular Connections:</b> Social Studies- Health- Science-	<b>21<sup>st</sup> Century Themes</b> Global Awareness 21 <sup>st</sup> Century Skills Learning and Innovation Skills Critical Thinking and Problem Solving Communication and Collaboration Life and Career Skills Social and Cross-Cultural Skills		

Unit Title: Informational Text - Teaching Books	Grade Level: 6	Time Frame: February - March
<b>Goals</b>	<b>Possible Teaching Points:</b> Can be taught in Minilessons, Conferences, Strategy Groups, Shared Reading, Interactive Read Aloud, Shared Writing, Word Study, and/or Vocabulary	
<b>Researchers generate ideas and plan their research</b>	<ul style="list-style-type: none"> <li>● Writers generate ideas by considering topics that we want to know more about. We make a list in our notebooks of what we want to know more about. We get curious and start learning more.</li> <li>● Writers generate ideas for informational writing by thinking about something new they have learned and are still curious about. Maybe we have said, <i>I've enjoyed learning about...</i> or <i>I wish I knew more about...</i> We get curious and start learning more.</li> <li>● Writers get curious about sixth grade topics. We can share our ideas as a class. Sometime a classmate's idea gets us curious.</li> <li>● Writers generate ideas by thinking, <i>What is it I can teach my audience?</i> Writers get clear on who their audience is and what they can share.</li> </ul>	●
<b>Researchers gather information on their topic acquiring research skills</b>	<ul style="list-style-type: none"> <li>● Researchers collect information using boxes and bullets in their notebooks. We make a note of our source so that we can give credit in our publication.</li> <li>● Researchers collect information by marking pages in our books with sticky notes and jots with our thinking.</li> <li>● Researchers collect not just facts and figures, but also our own thinking and learning. We might add our reaction to what we have learned.</li> <li>● Researchers first take a broad approach to their research reading many different texts from many different sources.</li> <li>● Researchers revise their topics by asking, <i>Is there enough information available on this topic? How can I broaden or narrow my research topic?</i></li> <li>● Researchers write to explore the topic, often asking, <i>What patterns do I notice? What are the important things to say about this overall topic? What ideas are shared by many? What are the debates?</i> We let this reflection help guide and narrow our future research.</li> <li>● Researchers become experts on our revised topic by gathering information from multiple sources.</li> </ul>	●

<p><b>Researchers organize, plan and draft their information</b></p>	<ul style="list-style-type: none"> <li>● Researchers plan their writing. We consider the many ways that authors present information in expository text and we plan with this same structure in mind. Researchers create the planner that matches the content we want to present in our notebook. We may use (anchor chart)</li> </ul> <table border="1" data-bbox="420 251 1207 706"> <thead> <tr> <th>Text Structure</th> <th>Planning Tool</th> </tr> </thead> <tbody> <tr> <td>Descriptive</td> <td>Web</td> </tr> <tr> <td>Sequence</td> <td>Timeline</td> </tr> <tr> <td>Compare/Contrast</td> <td>Venn Diagram or T-Chart</td> </tr> <tr> <td>Cause/Effect</td> <td>Boxes and Bullets</td> </tr> <tr> <td>Problem/Solution(s)</td> <td>T-Chart or Boxes and Bullets</td> </tr> <tr> <td>Main Idea/Supports</td> <td>Boxes and Bullets</td> </tr> </tbody> </table> <ul style="list-style-type: none"> <li>● Researchers collect domain specific vocabulary and concepts from their sources. We are sure to use these precise words when drafting.</li> <li>● Partners rehearse for drafting by teaching their topic to their partners. Partners support each other by offering advice on which parts need more or less.</li> <li>● Writers consider audience when planning the structure of their piece. We consider our audience's' knowledge base and begin with the information that they most need to know. We write in a way that builds our audience's' knowledge as they read.</li> <li>● Writers plan pauses in their writing to give their readers time reflect and grow their own thinking. We can craft these pauses with page breaks, photos, anecdotes or reflection questions.</li> <li>● Writers plan by organizing their information into boxes and bullets. We know that the main idea that we want to convey is our box and our bullets are our supporting details.</li> <li>● Sometimes a story is needed to really share the facts in a way that readers can picture it. We can do this as a quick mini-story or anecdote or a section that is written as a story. We use all we know about narrative to include characters, setting, problem to highlight this information.</li> <li>● Researchers analyze their information and make decision about what best supports their ideas.</li> <li>● We write flash-drafts using our boxes and bullets, elaborating on key details with insight and reflection. We write in one sitting.</li> </ul>	Text Structure	Planning Tool	Descriptive	Web	Sequence	Timeline	Compare/Contrast	Venn Diagram or T-Chart	Cause/Effect	Boxes and Bullets	Problem/Solution(s)	T-Chart or Boxes and Bullets	Main Idea/Supports	Boxes and Bullets	<ul style="list-style-type: none"> <li>●</li> </ul>
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Main Idea/Supports	Boxes and Bullets															
<p><b>Researchers revise with audience in mind</b></p>	<ul style="list-style-type: none"> <li>● Writers revise by adding direct quotes that support their research and ideas According to the article... In the text, _____, by _____, “_____.”</li> </ul>	<ul style="list-style-type: none"> <li>●</li> </ul>														

	<p>In the text, _____, (author) states... “ _____.”</p> <ul style="list-style-type: none"> <li>● One way writers revise is by inserting text features. We might ask, <i>What can I add to enhance the text? What might aid in the reader’s understanding of the text?</i> We then insert those features. We can study mentors for insight into this work.</li> <li>● Writers write and revise their lead by setting the stage for their audience. We introduce our topic, include an interesting fact or quote to grab the reader. We study mentors for insight into this work.</li> <li>● Writers conclude with a statement or paragraph that sums up the information. We study mentors for insight into this work.</li> <li>● Writers read and revise considering fluency. We look for variety in sentence structures, we keep with style and tone. We might read aloud considering the flow of the text. Revising may require us to try out a combination of short simple sentences, complex sentence and/or combine sentences. We can study mentors for insight into this work. We can draft a few different ways it could go, choosing the one that fits best.</li> <li>● Writers often use twin sentences. We write one sentence giving general information and a second that offers a more information. We can study mentors for insight into this work.</li> <li>● Writers revise our vocabulary. We are sure to use precise language. We include domains specific vocabulary (tier 3) and define terms that our reader may need defined. We might define words or phrases in the text, use a text box, or a bold word with a glossary. We might use a diagram or an illustration.</li> </ul>	
<p><b>Researchers use grammar and conventions to convey ideas precisely and powerfully</b></p>	<ul style="list-style-type: none"> <li>● Writers use all they know about grammar and conventions to edit their work. We are sure to use all we know from previous units of writing.</li> <li>● When writers are faced with a <i>How does ____ work? Or What are the rules for _____?</i> We can refer to our mentor text asking, <i>Well, how did they do it? What rules did they follow?</i></li> <li>● Writers edit for punctuation. We are sure that commas, parentheses and dashes are used appropriately to set off nonrestrictive/parenthetical elements.</li> <li>● Writers edit for spelling. We use resources available to spell correctly. We are especially sure to spell domain specific words correctly.</li> <li>● Researchers are sure to put their work out into the world. We want our teaching to reach the student/reader. We consider this when making publication decisions.</li> </ul>	<ul style="list-style-type: none"> <li>●</li> </ul>

Unit Title: Biography - Writing about Influential People (Mixed Genre)		Grade Level: 6	Time Frame: March – April
<b>Standards:</b> R.L.6.1, RL.6.6 RI.6.1, RI.6.6, RI.6.7 SL.6.1, SL.6.2, SL.6.3, SL.6.4, SL.6.5 W.6.2, W.6.4, W.6.5, W.6.6, W.6.7, W.6.8, W.6.9		<b>Vocabulary and Key Concepts:</b> biographies, subjects, narrative, expository, precise, biographical sketch, chronological, interview, cite, turning points,	
<b>Essential Questions:</b> How can I honor the lives of ordinary people? How can I uncover the stories of the ordinary people?		<b>Unit Goals/Enduring Understandings</b> <ul style="list-style-type: none"> <li>• Writers generate ideas for writing biography by evaluating subject</li> <li>• Writers research biography subjects through thoughtful interviews.</li> <li>• Writers plan and draft biographies using narrative, expository and/or argument craft</li> <li>• Writers revise to highlight the importance of the subjects life</li> <li>• Writers use grammar and conventions to convey ideas precisely and powerfully</li> </ul>	
<b>Skills:</b> Write various kinds of biographical pieces by studying mentor text Understand biography as a true account of a person’s life Understand that a biography can begin at any point in the story of a person’s life Know that a biography can be fictionalized even though the events are true or that it can be completely factual Understand the biographer reveals own stance toward the subject by selection of information and by the way it is described Understand the need to document evidence and cite sources		<b>Demonstration of Learning/Assessment:</b> TC Progressions Assessments Conference Notes Teacher Created Assessments TC Writing Pre and Post Assessments Strategy Group Observations Active Engagement Observations	<b>Structures:</b> <ul style="list-style-type: none"> <li>• Writing Workshop <ul style="list-style-type: none"> <li>○ Whole Group Minilesson</li> <li>○ Independent Process Based Writing</li> <li>○ Conferences</li> <li>○ Mid-workshop Teaching Point</li> <li>○ Teaching Share</li> <li>○ Strategy Group Instruction</li> </ul> </li> <li>Shared Writing</li> </ul>
<b>Mentor Texts:</b> <i>The Tree Lady</i> by H. Joseph Hopkins <i>Night Flight: Amelia Earhart Crosses the Atlantic</i> by Robert Burleigh <i>The Watcher: Jane Goodall’s Life with the Chimps</i> by Jeanette Winter <i>Thomas Jefferson Builds a Library</i> by Barb Rosenstock <i>The Dinosaurs of Waterhouse Hawkins</i> by Barbara Kerley <i>Annie and Helen</i> by Deborah Hopkinson and Raul Colon <i>There Goes Ted William: The Greatest Hitter Who Ever Lived</i> by Matt Tavares <b>Resources:</b> Two Writing Teachers ( <a href="https://twowritingteachers.org/2014/02/12/biographies-with-heart/">https://twowritingteachers.org/2014/02/12/biographies-with-heart/</a> ) and ( <a href="https://twowritingteachers.org/2014/02/12/biographies-with-heart/">https://twowritingteachers.org/2014/02/12/biographies-with-heart/</a> ) Story Corps: <a href="https://storycorps.org/great-questions/#anyone">https://storycorps.org/great-questions/#anyone</a>		<b>Modifications/Accommodations:</b> <ul style="list-style-type: none"> <li>• Small group/One to one</li> <li>• Large print textbooks</li> <li>• Additional time</li> <li>• Review of directions</li> <li>• Student restates information</li> <li>• Student provides oral responses</li> <li>• Concrete examples</li> <li>• Support auditory presentations with visuals</li> <li>• Assistance in maintaining uncluttered space</li> <li>• Space for movement or breaks</li> <li>• Extra visual and verbal cues and prompts</li> </ul>	
<b>Cross Curricular Connections:</b> Social Studies- Health- Science-	<b>21<sup>st</sup> Century Themes</b> Global Awareness 21 <sup>st</sup> Century Skills Learning and Innovation Skills Critical Thinking and Problem Solving Communication and Collaboration Life and Career Skills Social and Cross-Cultural Skills		
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Unit Title: Biography - Writing about Influential People (Mixed Genre)	Grade Level: 6	Time Frame: March – April
<b>Goals</b>	<b>Possible Teaching Points:</b> Can be taught in Minilessons, Conferences, Strategy Groups, Shared Reading, Interactive Read Aloud, Shared Writing, Word Study, and/or Vocabulary	<b>Teacher Notes</b>
<p>This unit: Your writers have just come off a research unit. In this unit, writers may have to do a bit of research, however, the majority of their sources will be in interview form. The work your writers will do in this unit may include some narrative (as biographies do), informational (expository elements) and argument (why does this person deserve their day in the sun?).</p>		
<p>Writers generate ideas for writing biography by evaluating subject</p>	<ul style="list-style-type: none"> <li>● Writers generate ideas for biographies by reading many biographies, noting the qualities that make a subject worthy of biography. We can then ask, <i>Who has these qualities in my community or life?</i></li> <li>● Writers generate ideas for biographies by listing people that they may see every day, but don't know much about. We can then ask, <i>Do I want to know more? Is there something about them that is interesting?</i></li> <li>● Writers think about the subjects that hold community member jobs such as <ul style="list-style-type: none"> <li>○ the superintendent of our school district</li> <li>○ a principal</li> <li>○ a firefighter</li> <li>○ a police officer</li> <li>○ a crossing guard</li> <li>○ an FBI agent</li> <li>○ a restaurant owner</li> <li>○ a small business owner</li> <li>○ a dentist</li> <li>○ a volunteer</li> <li>○ a stay-at-home mom</li> <li>○ a coach</li> <li>○ a teacher from a different building</li> <li>○ an author</li> </ul> <p>We can then ask, <i>Do I want to know more? Is there something about them that is interesting?</i></p> </li> <li>● Once biographers have some information about prospective subjects, we decide, <i>which subject am I most interested in writing about and who is my audience?</i></li> </ul>	
<p>Writers research biography subjects through thoughtful interviews.</p>	<ul style="list-style-type: none"> <li>● Writers send an email, letter or make a phone call to get permission and set up an interview time. We are sure to be respectful. We want to convey that their life is of interest to not just us, but it is a story to be put out into the world.</li> <li>● Writers draft questions that reflect both what we want to know about their subject as well</li> </ul>	

	<p>as questions that might open doors to information that we didn't even know to ask. We can do this by asking timeline questions (where were you born, what was it like as a child, school, career, family) and also by asking questions of significance (how did you know you would..., who influenced you, what was the best decision you have made, what is something the world should know about you?) We can look to others who have done this work (Story Corp Questions)</p> <ul style="list-style-type: none"> <li>● Writers research the biography subject's occupation and anything else that might be of importance. This information will guide us in creating our questions.</li> <li>● When interviewing our subject, we ask follow-up questions that might not have been part of our plan. We also make a plan to record the interview. We may choose to take notes or use a recording device.</li> <li>● Once we have interviewed our subject, we may need to do additional research about a time period or topic. We use all we know from previous research units to do this work.</li> </ul>	
<p>Writers plan and draft biographies using narrative, expository and/or argument craft</p>	<ul style="list-style-type: none"> <li>● Once we have interviewed our subject and gathered additional research, we plan how we want to share this person's story with the world. We keep our audience in mind as we plan. We may choose to: <ul style="list-style-type: none"> <li>○ focus on an <b>object or item</b> that was important to the person and illustrates their life in some essential way (Mentor: <i>The Tree Lady</i> by H. Joseph Hopkins)</li> <li>○ focus on a <b>special event</b> that had wide reaching implications for that person's life (Mentor: <i>Night Flight: Amelia Earhart Crosses the Atlantic</i> by Robert Burleigh)</li> <li>○ focus on their <b>relationship with another person</b> (Mentor: <i>Annie and Helen</i> by Deborah Hopkinson and Raul Colon)</li> <li>○ focus on an <b>interest or important hobby</b> that contributed to that person's accomplishments (Mentors: <i>Thomas Jefferson Builds a Library</i> by Barb Rosenstock and <i>The Dinosaurs of Waterhouse Hawkins</i> by Barbara Kerley)</li> <li>○ focus on an essential <b>character trait</b> that defines that person (Mentor: <i>The Watcher: Jane Goodall's Life with the Chimps</i>)</li> </ul> </li> <li>● Writers plan the structure of the biography. We decide: <ul style="list-style-type: none"> <li>● Which parts will be told in a narrative structure (timeline)</li> <li>● How we will use heading to guide our reader (boxes and bullets)</li> <li>● Which text features to incorporate into the biography and where they will be placed (Sketch it out)</li> <li>● We will plan any parts of the biography that we might use the craft of argument (boxes and bullets)</li> </ul> </li> <li>● Writers revise their plan by evaluating the information that will be included for its</li> </ul>	

	<p>significance. We choose where we want to place that part of the person’s story. We can turn to mentors to gain insight into ways to do this.</p> <ul style="list-style-type: none"> <li>● Writers draft the biography referring to the plan as we write. We write quickly, knowing we have time for revision.</li> </ul>	
<p>Writers revise to highlight the importance of the subjects life</p>	<ul style="list-style-type: none"> <li>● Writers initially revise by asking, <i>Have I shown the significance of this life?</i> as we read.</li> <li>● Writers revise by adding details for the reader to envision the story. Our readers will have empathy when they can clearly see and feel the story.</li> <li>● Writers revise by adding text features that support the text in meaningful ways. We put ourselves into our reader’s shoes and ask, <i>What would support their understanding? What am I assuming they already know or understand?</i> And we add those supports.</li> <li>● Writers revise by lifting quotes from our subject and highlighting them as a text feature. We choose the most significant words that represent their life or journey.</li> <li>● Writers lift the level of their writing by revising word choice. We pause at significant moments in text and consider new choices in our language. We may try several different words or phrases, choosing just the one that fits the best.</li> <li>● One way writers of biography revise is by giving pauses to the reader so that they can think about the significance of what they learned, to make connections to their own lives, to envision... to do all the things readers do to understand deeply. We can do this with punctuation, white space, headings, and text feature placement.</li> </ul>	
<p>Writers use grammar and conventions to convey ideas precisely and powerfully</p>	<ul style="list-style-type: none"> <li>● Writers use all they know about grammar and conventions to edit their work. We are sure to use all we know from previous units of writing.</li> <li>● When writers are faced with a <i>How does ____ work? Or What are the rules for ____?</i> We can refer to our mentor text asking, <i>Well, how did they do it? What rules did they follow?</i></li> <li>● We are sure to also send a thank you note after the interview and a copy of the biography.</li> </ul>	



Unit Title: Poetry		Grade Level: 6	Time Frame: May- June
<b>Standards:</b> SL.6.1, SL.6.2, SL.6.3, SL.6.4, SL.6.5 W.6.4, W.6.5, W.6.6, W.6.7, W.6.8, W.6.9		<b>Vocabulary and Key Concepts:</b> <b>Repetition, refrain, rhythm, poetic, emotions. Evoke, stanza, ballad, line breaks, alliteration, personification, onomatopoeia, metaphor, sensory images,</b>	
<b>Essential Questions:</b> In what ways can poetry evoke emotion from its readers? How does the arrangement of words placed on a page affect the feeling of the poem?		<b>Unit Goals/Enduring Understandings</b> <ul style="list-style-type: none"> <li>● Poets generate ideas for poetry anthologies</li> <li>● Poets create poems that convey meaning</li> <li>● Poets make revision choices that create meaning</li> <li>● Poets make choices about grammar and conventions to convey ideas powerfully.</li> </ul>	
<b>Skills:</b> Write with symbolism and sensory images Recognize different forms of poetry appeal to different types of people Use line breaks and white space Use words to evoke feelings Use repetition, refrain, rhythm and other poetic techniques		<b>Demonstration of Learning/Assessment:</b> TC Progressions Assessments Conference Notes Teacher Created Assessments TC Writing Pre and Post Assessments Strategy Group Observations Active Engagement Observations	<b>Structures:</b> <ul style="list-style-type: none"> <li>● Writing Workshop             <ul style="list-style-type: none"> <li>○ Whole Group Minilesson</li> <li>○ Independent Process Based Writing</li> <li>○ Conferences</li> <li>○ Mid-workshop Teaching Point</li> <li>○ Teaching Share</li> <li>○ Strategy Group Instruction</li> </ul> </li> <li>Shared Writing</li> </ul>
<b>Mentor Texts/Resources:</b> This Place I Know: Poems of comfort, edited by Georgia Heard Extra Innings: Baseball poems by Lee Bennett Hopkins If You're Not Here, Please Raise Your Hand: Poems about school by Kalli Dakos Gathering the Sun by Alma Flor Ada This Is Just To Say by William Carlos Williams		<b>Modifications/Accommodations:</b> <ul style="list-style-type: none"> <li>● Small group/One to one</li> <li>● Large print textbooks</li> <li>● Additional time</li> <li>● Review of directions</li> <li>● Student restates information</li> <li>● Student provides oral responses</li> <li>● Concrete examples</li> <li>● Support auditory presentations with visuals</li> <li>● Assistance in maintaining uncluttered space</li> <li>● Space for movement or breaks</li> <li>● Extra visual and verbal cues and prompts</li> </ul>	<ul style="list-style-type: none"> <li>● Quiet space to calm down/relax</li> <li>● Preferential seating</li> <li>● Reduction of distractions</li> <li>● Hands-on activities</li> <li>● Follow a routine/schedule</li> <li>● Alternate quiet and active time</li> <li>● Teach time management skills</li> <li>● Rest breaks</li> <li>● Verbal and visual cues regarding directions and staying on task</li> <li>● Checklists</li> <li>● Immediate feedback</li> </ul>
<b>Cross Curricular Connections:</b> Social Studies- Health- Science-	<b>21<sup>st</sup> Century Themes</b> Global Awareness 21 <sup>st</sup> Century Skills Learning and Innovation Skills Critical Thinking and Problem Solving Communication and Collaboration Life and Career Skills Social and Cross-Cultural Skills		

<b>Unit Title: Poetry</b>	<b>Grade Level: 6</b>	<b>Time Frame: May- June</b>
<b>Goals</b>	<b>Possible Teaching Points:</b> Can be taught in Minilessons, Conferences, Strategy Groups, Shared Reading, Interactive Read Aloud, Shared Writing, Word Study, and/or Vocabulary	
<p>In this unit, you will want to start with a lot of shared writing. The class would benefit from creating an anthology together. This would include poems written in shared writing and individual student poems around a theme or topic</p>		
Poets generate ideas for poetry anthologies	<ul style="list-style-type: none"> <li>● One way that poets get ideas for writing poetry is by using their five senses. We can observe an object using our senses and record our observations. This can be the start of a poem!</li> <li>● Poets get ideas for poems by looking at the world in fresh new ways. We can look at the world like a scientist or we can look at the world like a poet! Like a scientist, we can be detailed and descriptive. And like a poet we can make comparisons and evoke emotions.</li> <li>● Poets can get ideas by looking back in their notebooks for stories and ideas that call to them.</li> <li>● Poets can get ideas for poetry by observing the world. We might jot down what we see and think about in the cafeteria, neighborhood, the park, home, classroom, etc.</li> <li>● Poets get ideas for anthologies by starting with a theme and then writing poetry that goes with that theme. Or, we can get ideas for anthologies by thinking about topics we care about and addressing different themes in each poem on that topic.</li> <li>● Sometimes poets create poetry in response to a book they have read. We might write in response to a theme, a setting, a character or some other element of the book.</li> </ul>	
Poets create poems that convey meaning	<ul style="list-style-type: none"> <li>● One way that poets convey meaning is by zooming in on small moments and vivid images that are tied to meaning.</li> <li>● Poets use line breaks for their reader. Line breaks can be used to show shifts in time or setting, for dramatic effect, or to influence the way a reader reads the poem.</li> <li>● Poets use all we know about narrative writing to create poetry. We can use dialogue, setting, conflict, internal thinking, descriptive details and other craft moves to bring out meaning.</li> <li>● Poets can study poetry on the same topic and consider how different poets address the same idea (Dreams by Langston Hughes and Listen to the Mustn'ts by Shel Silverstein). We can study their craft to uncover the moves they made to create the tone of their poem and try it in our own writing.</li> </ul>	
Poets make revision choices that create	<ul style="list-style-type: none"> <li>● Poets revise their poetry, not just by changing a word or two, but by taking a whole new approach to their poetry. Perhaps we take on a different perspective or try writing it with</li> </ul>	

<p>meaning</p>	<p>or without setting, with or without action. Poets write lots of versions of the same poems idea.</p> <ul style="list-style-type: none"> <li>● Partners work together to think about how to revise their poetry. Partners can offer feedback that is informative. We may start our partner conversations by saying, <i>I'm writing about this because...</i> or <i>I want my reader to feel or think...</i> or <i>One think that may one missing here is...</i></li> <li>● Poets study mentors for structure. <i>We study a poem asking, how is this structured? What has this author done with structure that I can do in my poem?</i></li> <li>● Poets try several different line breaks when writing poetry. We are purposeful in where we offer our reader a breath. We think about which words go together. We think about the pace in which we want the reader to read the poem.</li> </ul>	
<p>Poets make choices about grammar and conventions to convey ideas powerfully.</p>	<ul style="list-style-type: none"> <li>● Poets make choices about punctuation. We choose to use it (or not) as a craft and we are very purposeful.</li> <li>● Poets make decisions about poem length and the use of stanzas to hold ideas. They make decisions about white space and placement on the page.</li> <li>● Poets are sure to be precise with their spelling. We use resources to spell the words we are unsure of.</li> <li>● Poets make publishing decisions about our anthologies. We decide who our audience is and how we can get our work to them.</li> </ul>	

Seventh Grade Writing Curriculum

<b>Pacing Guide</b>	
Content Area: English Language Arts	
Grade Level: 7	
<b>Unit Title:</b> Narrative: Realistic Fiction: Symbolism, Syntax and Truth	<b>September- October</b>
<b>Unit Title:</b> Journalism: Uncovering the Stories of Our World	<b>November-January</b>
<b>Unit Title:</b> The Art of Argument	<b>February - March</b>
<b>Unit Title:</b> Poetry - Self Portraits	<b>April</b>
<b>Unit Title:</b> Cross Genre: Developing Writing Styles and Craft through Social Issues	<b>May- June</b>

Unit Title: Narrative: Realistic Fiction: Symbolism, Syntax and Truth		Grade Level: 7	Time Frame: September – October
<b>Standards:</b> W.7.3, W.7.4, W.7.5, W.7.10 L.7.1b, L.7.2a, L.7.2b, L.7.3, L.7.5, L.7.6		<b>Vocabulary and Key Concepts:</b> foreshadow, symbolism, imagery, theme, story mountain, double rising timeline, realistic fiction, story blurb, coordinate adjectives, complex sentence structure,	
<b>Essential Questions:</b> How can I use the writing of a story to offer a message to the world? How can I create a believable character?		<b>Unit Goals/Enduring Understandings</b> <ul style="list-style-type: none"> <li>• Writers create and develop meaningful stories and characters.</li> <li>• Writer's draft and revise while deepening story meaning.</li> <li>• Writers revise with their audience in mind.</li> <li>• Writers use grammar and conventions to convey ideas precisely and powerfully.</li> </ul>	
<b>Skills:</b> Organize text in narrative structure Writing process Write a variety of complex sentences using conventions of word order and punctuation Produce narratives that are engaging, honest, and reveal the person behind the writing		<b>Demonstration of Learning/Assessment:</b> TC Reading Assessments Conference Notes Teacher Created Assessments Small Group Observations	<b>Structures:</b> <ul style="list-style-type: none"> <li>• Writing Workshop <ul style="list-style-type: none"> <li>○ Whole Group Minilesson</li> <li>○ Independent Process Based Writing</li> <li>○ Conferences</li> <li>○ Mid-workshop Teaching Point</li> <li>○ Teaching Share</li> <li>○ Strategy Group Instruction</li> </ul> </li> <li>Shared Writing</li> </ul>
<b>Mentor Texts:</b> <i>Thank You Ma'am</i> by Langston Hughes <i>Seventh Grade in Baseball in April</i> by Gary Soto <i>The Jacket</i> by Gary Soto from <i>Small Faces</i> <i>Thirteen and a Half</i> By Rachel Vail in <i>13: Thirteen Stories That Capture the Agony and Ecstasy of Being Thirteen</i> by James Howe <b>Resources:</b> <i>Units of Study in Argument, Information and Narrative Writing, Grades 6-8</i> (Calkins et al., 2014)		<b>Modifications/Accommodations:</b> <ul style="list-style-type: none"> <li>• Small group/One to one</li> <li>• Large print textbooks</li> <li>• Additional time</li> <li>• Review of directions</li> <li>• Student restates information</li> <li>• Student provides oral responses</li> <li>• Concrete examples</li> <li>• Support auditory presentations with visuals</li> <li>• Assistance in maintaining uncluttered space</li> <li>• Space for movement or breaks</li> <li>• Extra visual and verbal cues and prompts</li> </ul>	<ul style="list-style-type: none"> <li>• Quiet space to calm down/relax</li> <li>• Preferential seating</li> <li>• Reduction of distractions</li> <li>• Hands-on activities</li> <li>• Follow a routine/schedule</li> <li>• Alternate quiet and active time</li> <li>• Teach time management skills</li> <li>• Rest breaks</li> <li>• Verbal and visual cues regarding directions and staying on task</li> <li>• Checklists</li> <li>• Immediate feedback</li> </ul>
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<b>Unit Title: Narrative:</b> Realistic Fiction: Symbolism, Syntax and Truth	<b>Grade Level: 7</b>	<b>Time Frame: September – October</b>
<b>Goals</b>	<b>Possible Teaching Points:</b> Can be taught in Minilessons, Conferences, Strategy Groups, Shared Reading, Interactive Read Aloud, Shared Writing, Word Study, and/or Vocabulary	
<b>Writers create and develop meaningful stories and characters.</b>	<ul style="list-style-type: none"> <li>● Writers are sure that when creating a story, we keep it close to what we know. We write about characters that we can know well, settings we are familiar with and plots that we might be familiar with. We write with an inside perspective.</li> <li>● One way writers generate ideas for realistic fiction is by paying attention to the moments in their own life. We live wide awake lives, paying attention to the details that we see day to day. Perhaps we jot down ideas as we see them. There are stories all around us and we can take those ideas and imagine how they play out. We write these ideas like story blurbs in our notebooks. We are sure to include the characters, setting and plot.</li> <li>● One way writers generate ideas for realistic fiction is to imagine the stories we wish existed in the work. We might uncover and explore truths about our circumstances, longings, and struggles. We can imagine a character a bit like us. Their story might be a bit like ours and we can embrace the beauty of writing the ending we desire. We write these ideas like story blurbs in our notebooks. We are sure to include the characters, setting and plot.</li> <li>● One way writers generate ideas for realistic fiction is to reflect on stories they have read or scene and think about the kind of characters, settings and plots they are drawn to. We take a bit from different stories we have enjoyed.</li> <li>● One way that writers develop their characters is by writing a few everyday scenes in their notebook. We try to vary the kinds of scenes we write as an opportunity to get to know our character well. We want to know how they act in different settings and situations. We know that these scenes may ultimately not end up in our realistic fiction stories, rather they are an exercise in creating real and believable characters.</li> <li>● Writers can develop their characters by writing to uncover their struggles and motivations. We want to be sure that in realistic fiction, these mirror real life. We can create scenes in our notebooks that uncover what motivates the character and how they face their struggles. We may or may not use these in our final writing. The exercise is invaluable in developing our characters.</li> <li>● Writers draft possible plots by using a double rising timeline (or double story mountain). One line can plan the external story (actions and events) and the other line can plan the internal story (emotions, reactions, internal dialogue).</li> <li>● We can try our story out in many ways in our notebooks before we choose the scenes that we want to include. We create our plan following a traditional story structure. Writers use this plan to guide us we draft. We reread our plan thinking, <i>Which themes are emerging?</i></li> </ul>	

<p><b>Writer's draft and revise while deepening story meaning.</b></p>	<ul style="list-style-type: none"> <li>● One way writers prepare for drafting is to play with first person and third person. We decide if the story will be narrated or</li> <li>● Writers draft quickly using their plan as a guide. We can create a drafting packet, allowing a page or two for each of our scenes. We can skip lines to allow for the deep revision that will follow. We let the story flow and allow our character to drive the narrative. We follow the character in drafting, they begin to take charge.</li> <li>● Writers study mentors' story leads. We analyze their lead thinking, what did this author do? How would this look with my story? We can try several different leads in our notebooks before setting on one. (This work can be done together in shared reading, studied in clubs or individually. The learning happens when writers discover these craft moves and puts them in their own words.) We choose the lead that is just right and are sure that it sets up the heart of the story.</li> </ul> <p><b>Example:</b></p> <table border="1" data-bbox="583 535 1633 1140"> <thead> <tr> <th data-bbox="583 535 940 683">Lead in mentor text</th> <th data-bbox="940 535 1371 683">What did this mentor do?</th> <th data-bbox="1371 535 1633 683">How could this look in my writing?</th> </tr> </thead> <tbody> <tr> <td data-bbox="583 683 940 1140"> <p><i>Thirteen and a Half</i> All I knew about Ashley before I went over there yesterday was that until this year she went to private school and now she sits next to me in math. But she asked me over and since I couldn't think of a good no, I said OK.</p> </td> <td data-bbox="940 683 1371 1140"> <ul style="list-style-type: none"> <li>● Starts as if answering a question</li> <li>● Talks directly to the reader</li> <li>● Introduces another character and setting</li> <li>● Brings the reader right into the internal story</li> <li>● Gives the reader key backstory that they will need to understand the rest of the story.</li> </ul> </td> <td data-bbox="1371 683 1633 1140"></td> </tr> </tbody> </table> <ul style="list-style-type: none"> <li>● Writers craft endings that their stories and readers deserve. We make sure our endings connect with the heart of their stories. We can study mentors just like we did with leads. We can create several different endings in our notebooks and choose the one that is just right.</li> </ul>	Lead in mentor text	What did this mentor do?	How could this look in my writing?	<p><i>Thirteen and a Half</i> All I knew about Ashley before I went over there yesterday was that until this year she went to private school and now she sits next to me in math. But she asked me over and since I couldn't think of a good no, I said OK.</p>	<ul style="list-style-type: none"> <li>● Starts as if answering a question</li> <li>● Talks directly to the reader</li> <li>● Introduces another character and setting</li> <li>● Brings the reader right into the internal story</li> <li>● Gives the reader key backstory that they will need to understand the rest of the story.</li> </ul>		
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<p><i>Thirteen and a Half</i> All I knew about Ashley before I went over there yesterday was that until this year she went to private school and now she sits next to me in math. But she asked me over and since I couldn't think of a good no, I said OK.</p>	<ul style="list-style-type: none"> <li>● Starts as if answering a question</li> <li>● Talks directly to the reader</li> <li>● Introduces another character and setting</li> <li>● Brings the reader right into the internal story</li> <li>● Gives the reader key backstory that they will need to understand the rest of the story.</li> </ul>							
<p><b>Writers revise with their audience in mind.</b></p>	<ul style="list-style-type: none"> <li>● One way writers revise is by making sure each scene is grounded in dialogue, action, and setting. We can play with sentence structure that may include all three. When our characters speak, they don't just speak, but they also move and exist in a place. Their body rests on something. We can study how mentors do this and try it in our own work.</li> <li>● One way writers revise is by varying sentence structure. We try shorter sentences when we want to speed up time or increase urgency. We try longer more complex sentences when we want to</li> </ul>							

	<p>slow down time or be reflective.</p> <ul style="list-style-type: none"> <li>● One way writers revise is by using symbolism and imagery to bring out meaning. To do this, we need to be clear on meaning. We need to be clear on the theme(s) that we are writing to reflect and the message we want our reader to understand. We choose our imagery and symbolism to bring out this meaning.</li> <li>● One way that writers use symbolism is foreshadow events that have not yet happened and are crucial to the plot.</li> <li>● Writers of realistic fiction revise for fluency or flow. We want our writing to have a mood and a flow that matches meaning. We read and reread carefully playing with sentence structure and word choice until it matches our meaning just right.</li> <li>● Writers revise realistic fiction by paying attention to conflict and resolution. We are sure that we have clearly shown both and that our character acts in character when facing conflict. We also are sure that we clearly show how our character handles resolution in a realistic way or how they have changed or grown. We can turn to our mentors for insight into this craft.</li> <li>● Writers revise secondary characters. We are sure that secondary characters are necessary for the movement of the plot or we revise them out of the story. We are sure that their dialogue and actions not only help move the plot, but also are consistent with their character development.</li> <li>● Writers revise for precise language. We are sure that we choose just the right words for our characters' dialogue. We choose just the right words for our narrative. We know that words have connotations and we use this knowledge when choosing just the right word.</li> <li>● Writers revise as readers. We consider that our readers may close read our piece. We are sure to give them a story worthy of close reading. While reading we consider, <i>What might my reader be thinking? How might they interpret this line, word, symbol?</i> We revise with this reader in mind.</li> </ul>	
<p><b>Writers use grammar and conventions to convey ideas precisely and powerfully.</b></p>	<ul style="list-style-type: none"> <li>● Writers use all they know about editing to edit their story. We often edit as we go as we know that conventions can be used as craft.</li> <li>● Writers edit for paragraphing. We can study mentors for insight into this work. We might notice that authors begin a new paragraph when a new character is speaking, when the setting changes, when internal dialogue begins, when time passes or when a new character is introduced. We look for the appropriate places for transitional words and phrases.</li> <li>● Writers edit for commas. One comma edit we look for is to use them between coordinate adjectives.</li> <li>● Writers edit for spelling. We all we know about affixes, Greek and Latin roots and patterns we know. When we are unsure of a spelling, we use available resources. Writers are sure to use the words they want, regardless of spelling.</li> <li>● Writers make publishing decisions.</li> </ul>	



Unit Title: Journalism: Uncovering the Stories of Our World		Grade Level: 7	Time Frame: November – January
<b>Standards:</b> W 7.2, 7.4, 7.5, 7.6, 7.7, 7.8, 7.9, 7.10 L7.1b, L7.1c, L7.2a, L7.2bL7.3a SL 7.1, 7.2, 7.4, 7.6 L 7.1.a, b, 7.2.b, 7.3		<b>Vocabulary and Key Concepts:</b> journalism, observation, third person, witness, perpetrator, sources, incident, angle, lens, protocol, melodrama, prejudice, stereotypes, provocative, bystander, beat writing, human interest, profile, instructional, historical, seasonal, behind the scenes	
<b>Essential Questions:</b> How do I write to inform the readers in my community? How can I write quickly and accurately?		<b>Unit Goals/Enduring Understandings</b> <ul style="list-style-type: none"> <li>• Writers write quickly from thoughtful observation.</li> <li>• Writers revise purposefully and alter the investigation as needed.</li> <li>• Writers publish articles following the expectations for journalism and audience.</li> <li>• Writers use grammar and conventions to convey ideas precisely and powerfully.</li> </ul>	
<b>Skills:</b> Begin with an effective lead paragraph and end with a closure Write with passion on the topic Research Maintain clear focus		<b>Demonstration of Learning/Assessment:</b> TC Progressions Assessments Conference Notes Teacher Created Assessments TC Writing Pre and Post Assessments Strategy Group Observations Active Engagement Observations	<b>Structures:</b> <ul style="list-style-type: none"> <li>• Writing Workshop <ul style="list-style-type: none"> <li>○ Whole Group Minilesson</li> <li>○ Independent Process Based Writing</li> <li>○ Conferences</li> <li>○ Mid-workshop Teaching Point</li> <li>○ Teaching Share</li> <li>○ Strategy Group Instruction</li> </ul> </li> <li>Shared Writing</li> </ul>
<b>Mentor Texts:</b> Tweentribune.com Junior Scholastic Time for Kids Newsela.com <b>Resources:</b> CURRICULAR PLAN FOR THE WRITING WORKSHOP, GRADE 8, 2011–2012 © 2011 by Lucy Calkins. Heinemann: Portsmouth, NH.		<b>Modifications/Accommodations:</b> <ul style="list-style-type: none"> <li>• Small group/One to one</li> <li>• Large print textbooks</li> <li>• Additional time</li> <li>• Review of directions</li> <li>• Student restates information</li> <li>• Student provides oral responses</li> <li>• Concrete examples</li> <li>• Support auditory presentations with visuals</li> <li>• Assistance in maintaining uncluttered space</li> <li>• Space for movement or breaks</li> <li>• Extra visual and verbal cues and prompts</li> </ul>	<ul style="list-style-type: none"> <li>• Quiet space to calm down/relax</li> <li>• Preferential seating</li> <li>• Reduction of distractions</li> <li>• Hands-on activities</li> <li>• Follow a routine/schedule</li> <li>• Alternate quiet and active time</li> <li>• Teach time management skills</li> <li>• Rest breaks</li> <li>• Verbal and visual cues regarding directions and staying on task</li> <li>• Checklists</li> <li>• Immediate feedback</li> </ul>
<b>Cross Curricular Connections:</b> Social Studies- Health- Science-	<b>21<sup>st</sup> Century Themes</b> Global Awareness 21 <sup>st</sup> Century Skills Learning and Innovation Skills Critical Thinking and Problem Solving Communication and Collaboration Life and Career Skills Social and Cross-Cultural Skills		

<b>Unit Title:</b> Journalism: Uncovering the Stories of Our World	<b>Grade Level:</b> 7	<b>Time Frame:</b> November – January
<b>Goals</b>	<b>Possible Teaching Points:</b> Can be taught in Minilessons, Conferences, Strategy Groups, Shared Reading, Interactive Read Aloud, Shared Writing, Word Study, and/or Vocabulary	<b>Teacher Notes</b>
<p>In this unit, writers will most likely publish an article every couple of days. The quality of published pieces will increase as the unit unfolds. Students may need some insight into how to get a “beat”. This could be the cafeteria, a local hangout or park, the neighborhood, library, etc.</p>		
<p><b>Writers write quickly from thoughtful observation.</b></p>	<ul style="list-style-type: none"> <li>● Journalists are alert to the world around them by observing closely, taking notes rapidly, and gathering vivid details to for our writing. We often carry small notepads with us so that we are always ready to jot notes from our observations.</li> <li>● Journalists often write a few different kinds of writing like human interest, profile, instructional, historical, seasonal, behind the scenes. We can study mentor texts to consider the categories we might want to write.</li> <li>● Journalists study mentor text news reports and notice the vocabulary, tone, and structure, making plans for using that in their own writing.</li> <li>● Journalists write quick news reports of incidents they witness. We include the who, what, where, when in these news reports right away. We may or may not know the why or the how yet. We try to get all the important facts in. We go out into our community and gather more news reports. We learn to write fast.</li> <li>● Journalists use our titles to highlight the main idea of the incident or report. We know our readers have a choice in reading or they can turn the page or scroll down. We use our title to catch their interest.</li> <li>● Journalists consider including a mix of relevant facts, definitions, concrete details and quotations. We ask, <i>How can I best present this to my audience?</i></li> <li>● Journalists organize their ideas, concepts, and information using strategies they know from previous informational units. This might include definitions, classification, compare/contrast, headings, graphic and/or multimedia.</li> <li>● Journalists understand that we have to "get it done!" We write to deadlines and word counts. We learn to write fast. We don't solve all our writing problems in each article—we get better by writing a lot. Journalists then get their work up and out into the world.</li> <li>● Journalists introduce their subject clearly in the beginning of the piece, knowing that the audience has a choice to read on or turn the page.</li> </ul>	

**Writers revise purposefully and alter the investigation as needed.**

- Journalists revise our writing on the fly, striving for greater accuracy, specificity, and drama. We understand the difference between narrative writing and journalism.
- Journalists rehearse for writing by telling one of our stories aloud to a partner as if it were a personal narrative, using the pace, language, and tone of memoir, and then retell it as if we were writing a news report—really getting into the language, tone, and pace of news report.
- Journalists look at a variety of news reports, across different kinds of media, to capture the language and tone of journalism. We employ technical vocabulary, using words such as: witness, perpetrator, sources, incident, and so on.
- Journalists are good professional colleagues and listen to each other's pieces to help revise for drama, accuracy, and specificity.
- Journalists write to deadlines and word-counts and publish lots of small pieces of writing quickly. We learn to revise rapidly and cut ruthlessly.
- Journalists structure writing so the most important information is at the top. We front load our pieces with the most important information and study mentor texts that have done the same.
- Journalists may start to develop an "angle" or "lens" on something they have been observing and pondering. For instance, if we're bothered by an "atmosphere of yelling" in the cafeteria or the hallways, or we wonder about the fate of the animals in our science labs, we can go out into the school with that lens and do more observation. We can conduct interviews and write up what we notice and think.
- Journalists draft their articles quickly, and then play with the structure, parts, and tone by redrafting quickly. They may begin with
  - an anecdote
  - some provocative statements
  - a shocking fact
- Journalists include narrative craft to make examples vivid. We paint a picture for our readers.
- Journalists play with endings, deciding if they want a conclusive, opinionated ending or one that leaves the reader with burning questions.
- Journalists are careful with language, avoiding melodrama, prejudice, and stereotypes. We ask, *Am I being fair?*
- Journalists choose language that is provocative and artful.
- Journalists look to other journalists as they work on becoming stronger writers. They may study Roy Peter Clark's advice to writers, which is available online at

	<p>www.poynter.org, and in his book 50 Tools for Writers. We gather mentor texts from favorite journals.</p> <ul style="list-style-type: none"> <li>● Journalists write and revise by including appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.</li> <li>● Journalists revise by choosing language that expresses ideas precisely and concisely, eliminating wordiness and redundancy.</li> </ul>	
<p><b>Writers publish articles following the expectations for journalism and audience.</b></p>	<ul style="list-style-type: none"> <li>● Journalists produce pieces in volume. The intention is to get information out into the world as quickly as possible.</li> <li>● Journalists consider their intended audience as they write and revise. We know that we need to make that audience group large, considering some readers will not have a great deal of background. We paint the picture for them very clearly. We use analogies and metaphors.</li> <li>● Journalist conclude their pieces in meaningful ways. They consider if they will be offering their audience more information in a follow-up or if this is all they are putting out on the matter. We end our article in ways that keep our readers considering our ideas and information.</li> <li>● Journalists often have unanswered questions and may wonder about the significance of the event they witnessed, for instance. They may be eager to find out if it was part of a pattern, or something unusual and often wonder about the cause of the event. Perhaps there are burning questions about a topic that was too big for a news report. We can list all the topics in mind and "write around" them, using newsprint or chart paper for writing partners and colleagues to write notes to each other about their ideas. Then we start gathering toward this topic.</li> <li>● Journalists learn some protocols for interviewing. We learn to ask open-ended questions. We learn to keep our own judgment quiet, in order to get our interviewee to say more. We learn to gather vivid anecdotes by asking for examples. We learn to say: "Say more about that..." Journalists also are sure to set up a possible follow-up interview, in case they have questions after they begin writing.</li> <li>● Journalists learn to write up notes from interviews right away. We weave in our own observations with what we heard. We may include details about the setting, about the speaker's body language or tone of voice. We may decide we need to ask some follow-up questions once we've written our report.</li> <li>● Journalists are clear with their audience when they are offering something other than facts. We don't state our opinion, rather, we echo questions that the reader</li> </ul>	

	<p>may have. We might say, <i>Some might questions... Some might ask... Others find it interesting that...</i></p>	
<p><b>Writers use grammar and conventions to convey ideas precisely and powerfully.</b></p>	<ul style="list-style-type: none"> <li>● Journalists are alert to the subtleties of grammar. We check our grammar for accuracy. We also consider how grammar can help us write more powerfully. We try our pieces in past and present tense. We consider our ending punctuation.</li> <li>● Journalists edit for <ul style="list-style-type: none"> <li>○ punctuation including comma to separate adjectives</li> <li>○ sentence structure to signal differing relationships among ideas <ul style="list-style-type: none"> <li>■ compound</li> <li>■ simple</li> <li>■ complex</li> <li>■ compound-complex</li> </ul> </li> <li>○ phrases and clauses within a sentence</li> <li>○ spelling</li> <li>○ capitalization</li> </ul> </li> </ul>	

Unit Title: The Art of Argument		Grade Level: 7	Time Frame: February - March
<b>Standards:</b> W 7.2, 7.4, 7.5, 7.6, 7.7, 7.8, 7.9, 7.10 L7. L7.2, L.7.3 SL 7.1, 7.2, 7.4, 7.6		<b>Vocabulary and Key Concepts:</b> <b>stance, claim, bold, paraphrasing, acknowledge, credit, respectfully disagree, citation, debate</b>	
<b>Essential Questions:</b> What challenges could one face when voicing an opinion that is different than that of their peers? Why is it important to support an opinion with evidence? How can an audience affect the way one presents an opinion?		<b>Unit Goals/Enduring Understandings:</b> <ul style="list-style-type: none"> <li>● Writers design a claim and support it with clear evidence while addressing other viewpoints.</li> <li>● Writers present arguments to support claims with clear reasons and relevant evidence.</li> <li>● Writers revise purposefully with audience in mind.</li> <li>● Writers use grammar and conventions to convey ideas precisely and powerfully.</li> </ul>	
<b>Skills:</b> Understand that an essay is a short literary composition used to clearly state the author’s point of view Understand that the purpose of an essay can be to persuade readers to think like the authors on an issue Start with a title or opening that tell the reader what is being argued or explained- Clearly stated thesis Provide details, examples and images that develop and support the thesis Use opinion supported by facts		<b>Demonstration of Learning/Assessment:</b> TC Progressions Assessments Conference Notes Teacher Created Assessments TC Writing Pre and Post Assessments Strategy Group Observations Active Engagement Observations	<b>Structures:</b> Writing Workshop <ul style="list-style-type: none"> <li>○ Whole Group Minilesson</li> <li>○ Independent Process Based Writing</li> <li>○ Conferences</li> <li>○ Mid-workshop Teaching Point</li> <li>○ Teaching Share</li> <li>○ Strategy Group Instruction</li> </ul> Shared Writing
<b>Mentor Texts:</b>  <i>*Please note that the mentor texts are teacher’s choice. These are suggestions if you need them.</i>		<b>Modifications/Accommodations:</b> <ul style="list-style-type: none"> <li>● Small group/One to one</li> <li>● Large print textbooks</li> <li>● Additional time</li> <li>● Review of directions</li> <li>● Student restates information</li> <li>● Student provides oral responses</li> <li>● Concrete examples</li> <li>● Support auditory presentations with visuals</li> <li>● Assistance in maintaining uncluttered space</li> <li>● Space for movement or breaks</li> <li>● Extra visual and verbal cues and prompts</li> </ul>	
<b>Cross Curricular Connections:</b> Social Studies- Health- Science-	<b>21<sup>st</sup> Century Themes</b> Global Awareness 21 <sup>st</sup> Century Skills Learning and Innovation Skills Critical Thinking and Problem Solving Communication and Collaboration Life and Career Skills Social and Cross-Cultural Skills		
		<ul style="list-style-type: none"> <li>● Quiet space to calm down/relax</li> <li>● Preferential seating</li> <li>● Reduction of distractions</li> <li>● Hands-on activities</li> <li>● Follow a routine/schedule</li> <li>● Alternate quiet and active time</li> <li>● Teach time management skills</li> <li>● Rest breaks</li> <li>● Verbal and visual cues regarding directions and staying on task</li> <li>● Checklists</li> <li>● Immediate feedback</li> </ul>	

Unit Title: The Art of Argument	Grade Level: 7	Time Frame: February - March
Goals	Possible Teaching Points: Can be taught in Minilessons, Conferences, Strategy Groups, Shared Reading, Interactive Read Aloud, Shared Writing, Word Study, and/or Vocabulary	Teacher Notes
Writers design a claim and support it with clear evidence while addressing other viewpoints.	<ul style="list-style-type: none"> <li>● Essayists generate ideas from their informational reading. We consider topics we have strong feelings about that can be supported when researched.</li> <li>● Essayists consider both sides without judgment to weigh the reasons and evidence available on both sides.</li> <li>● Essayists choose a side in an existing argument making sure it is based on reasons.</li> <li>● When crafting a claim, we consider a statement that holds the whole of our essay. It is a statement that once expanded becomes our essay.</li> <li>● Essayists craft their claim for their introduction. They may say, It is my position that..., I argue..., or Overall it becomes clear that...</li> <li>● Essayists write bold introductions that clearly state the claim and draw the reader in. We study mentor texts for ideas on how to start an essay.</li> </ul>	
Writers present arguments to support claims with clear reasons and relevant evidence.	<ul style="list-style-type: none"> <li>● When planning supports for our claims, writers list reasons and give evidence to support each reason. <ul style="list-style-type: none"> <li>○ Boxes and bullets</li> </ul> </li> <li>● Essayists draw on sources through paraphrasing or quoting.</li> <li>● Essayists use direct quotes from the texts and cite these quotes within the argument.</li> <li>● Essayists give credit to sources.</li> </ul>	
Writers revise purposefully with audience in mind.	<ul style="list-style-type: none"> <li>● Essayists often have to stop and to consider if their piece feels strong. If our essay feels weak, we go back and restart.</li> <li>● Essayists balance evidence with analysis so readers can follow your line of thinking.</li> <li>● Essayists experiment with a variety of techniques for powerful conclusions.</li> <li>● Essayists respond to arguments against our own opinions. Essayists look for places in their essays where there could be another interpretation or opinion about the text, and they write to argue why their interpretation is the best one. They do this by nodding to the alternative argument and then explaining why that interpretation is not as good as their own. They might use phrases like, It is true that...however..., It is important to acknowledge that...however, or There may be some conditions under which...however...</li> <li>● Essayists clarify the relationships between claims, counterclaims, reasons, and evidence. <ul style="list-style-type: none"> <li>○ Writer’s use sentences like This shows that.. This demonstrates...</li> <li>○ Essayists make sure the tone and style of our writing matches the audience that will be reading our argument</li> </ul> </li> </ul>	

<p>Writers use grammar and conventions to convey ideas precisely and powerfully.</p>	<ul style="list-style-type: none"><li>● Writers use all they know and all they have to put the final touches on their drafts.</li><li>● Writers stay consistent with the use of verb tense in their essays, often using the present tense. When a citation is in a different tense, we are sure to remain consistent within the rest of the essay.</li><li>● Citations are challenging. Writers adhere to some basic conventions.</li><li>● Indent a long passage (3 or more lines) to set it off from the rest of the text (if students are writing by hand, they can still get used to practicing this)</li><li>● Writers embed a citation within a sentence, using ellipses to indicate text that has been left out</li><li>● Writers preserve the tense of a passage</li><li>● Punctuation comes inside the quotation marks</li></ul>	
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Unit Title: Poetry - Self Portraits		Grade Level: 7	Time Frame: April
<b>Standards:</b> RL.7.4, RL.7.5, RL.7.7, W.7.4, W.7.5, W.7.10, SL.7.6, L.7.1, L.7.2, L.7.3, L.7.4, L.7.5, L.7.6		<b>Vocabulary and Key Concepts:</b> Ballad, ode, line breaks, white space, sensory images, poetic text, mood, voice, prose text, refrain, parody	
<b>Essential Questions:</b> How can poems “speak” to its audience? In what ways to poems evoke emotion? What kind of language does one find in poems?		<b>Unit Goals/Enduring Understandings</b> <ul style="list-style-type: none"> <li>• Writers will craft a collection of poetry to convey their unique point of views and ideas</li> <li>• Writers will use a variety of strategies and structures to represent their emotions</li> <li>• Writers a shape a vision or feeling in their audience’s mind</li> </ul>	
<b>Skills:</b> Include symbolism and sensory images Learn to write variety of poems by studying mentor texts Use poetry to communicate about and describe feelings, ideas or stories Use words to evoke imagery and feelings Write a poetic text in response to another poem, reflecting the same style, topic, mood or voice Use repetition, refrain, rhythm and other poetic techniques Use words to show not tell		<b>Demonstration of Learning/Assessment:</b> TC Progressions Assessments Conference Notes Teacher Created Assessments TC Writing Pre and Post Assessments Strategy Group Observations Active Engagement Observations	<b>Structures:</b> <ul style="list-style-type: none"> <li>• Writing Workshop             <ul style="list-style-type: none"> <li>○ Whole Group Minilesson</li> <li>○ Independent Process Based Writing</li> <li>○ Conferences</li> <li>○ Mid-workshop Teaching Point</li> <li>○ Teaching Share</li> <li>○ Strategy Group Instruction</li> </ul> </li> <li>• Shared Writing</li> </ul>
<b>Mentor Texts:</b>  <i>*Please note that the mentor texts are teacher’s choice. These are suggestions if you need them.</i>		<b>Modifications/Accommodations:</b> <ul style="list-style-type: none"> <li>• Small group/One to one</li> <li>• Large print textbooks</li> <li>• Additional time</li> <li>• Review of directions</li> <li>• Student restates information</li> <li>• Student provides oral responses</li> <li>• Concrete examples</li> <li>• Support auditory presentations with visuals</li> <li>• Assistance in maintaining uncluttered space</li> <li>• Space for movement or breaks</li> <li>• Extra visual and verbal cues and prompts</li> </ul>	
<b>Cross Curricular Connections:</b> Social Studies- Health- Science-	<b>21<sup>st</sup> Century Themes</b> Global Awareness 21 <sup>st</sup> Century Skills Learning and Innovation Skills Critical Thinking and Problem Solving Communication and Collaboration Life and Career Skills Social and Cross-Cultural Skills		
		<ul style="list-style-type: none"> <li>• Quiet space to calm down/relax</li> <li>• Preferential seating</li> <li>• Reduction of distractions</li> <li>• Hands-on activities</li> <li>• Follow a routine/schedule</li> <li>• Alternate quiet and active time</li> <li>• Teach time management skills</li> <li>• Rest breaks</li> <li>• Verbal and visual cues regarding directions and staying on task</li> <li>• Checklists</li> <li>• Immediate feedback</li> </ul>	

Unit Title: Poetry - Self Portraits	Grade Level: 7	Time Frame: April
Goals	Possible Teaching Points: Can be taught in Minilessons, Conferences, Strategy Groups, Shared Reading, Interactive Read Aloud, Shared Writing, Word Study, and/or Vocabulary	Teachers Notes
Writers will craft a collection of poetry to convey their unique point of views and ideas	<ul style="list-style-type: none"> <li>● Poets generate ideas for poetry by using the five senses</li> <li>● Poets look at everyday objects through a poet’s eye to get ideas for poems</li> </ul>	
Writers will use a variety of strategies and structures to represent their emotions	<ul style="list-style-type: none"> <li>● Writers write like poets using line breaks and phrases to influence the sound and look of a poem.</li> <li>● Writers impact the meaning of our poetry by using musical tools: rhyme, repetition, alliteration, and onomatopoeia.</li> </ul>	
Writers a shape a vision or feeling in their audience’s mind	<ul style="list-style-type: none"> <li>● Writers pick words carefully using our poet’s voice to describe ordinary objects.</li> <li>● Poets add voice to poetry by writing directly to an everyday object.</li> <li>● Poets revise our poetry by asking Is this my best?</li> <li>● Poets share our poetry with the world.</li> </ul>	

Unit Title: Cross Genre: Developing Writing Styles and Craft through Social Issues		Grade Level: 7	Time Frame: May - June
<b>Standards:</b> RL.7.4, RL.7.5, RL.7.7, W.7.3, W.7.4, W.7.5, W.7.10, SL.7.6, L.7.1, L.7.2, L.7.3, L.7.4, L.7.5, L.7.6		<b>Vocabulary and Key Concepts:</b> pivotal points, social issues, direct quotations, society	
<b>Essential Questions:</b> What are social issues teenagers face in society today? How can writing about these issues help educate others?		<b>Unit Goals/Enduring Understandings</b> <ul style="list-style-type: none"> <li>• Writers make choices that match purpose and audience to genre.</li> <li>• Writers take compositional risks to express ideas</li> <li>• Writers can make choices of the structure best suited to their purpose</li> <li>• Writers use grammar and conventions to convey ideas precisely and powerfully.</li> </ul>	
<b>Skills:</b> Use organizational structures Begin with compelling lead to capture attention		<b>Demonstration of Learning/Assessment:</b> TC Progressions Assessments Conference Notes Teacher Created Assessments TC Writing Pre and Post Assessments Strategy Group Observations Active Engagement Observations	<b>Structures:</b> <ul style="list-style-type: none"> <li>• Writing Workshop             <ul style="list-style-type: none"> <li>○ Whole Group Minilesson</li> <li>○ Independent Process Based Writing</li> <li>○ Conferences</li> <li>○ Mid-workshop Teaching Point</li> <li>○ Teaching Share</li> <li>○ Strategy Group Instruction</li> </ul> </li> <li>• Shared Writing</li> </ul>
<b>Mentor Texts:</b>  <i>*Please note that the mentor texts are teacher's choice. These are suggestions if you need them.</i>		<b>Modifications/Accommodations:</b> <ul style="list-style-type: none"> <li>• Small group/One to one</li> <li>• Large print textbooks</li> <li>• Additional time</li> <li>• Review of directions</li> <li>• Student restates information</li> <li>• Student provides oral responses</li> <li>• Concrete examples</li> <li>• Support auditory presentations with visuals</li> <li>• Assistance in maintaining uncluttered space</li> <li>• Space for movement or breaks</li> <li>• Extra visual and verbal cues and prompts</li> </ul>	<ul style="list-style-type: none"> <li>• Quiet space to calm down/relax</li> <li>• Preferential seating</li> <li>• Reduction of distractions</li> <li>• Hands-on activities</li> <li>• Follow a routine/schedule</li> <li>• Alternate quiet and active time</li> <li>• Teach time management skills</li> <li>• Rest breaks</li> <li>• Verbal and visual cues regarding directions and staying on task</li> <li>• Checklists</li> <li>• Immediate feedback</li> </ul>
<b>Cross Curricular Connections:</b> Social Studies- Health- Science-	<b>21<sup>st</sup> Century Themes</b> Global Awareness 21 <sup>st</sup> Century Skills Learning and Innovation Skills Critical Thinking and Problem Solving Communication and Collaboration Life and Career Skills Social and Cross-Cultural Skills		

Unit Title: Cross Genre: Developing Writing Styles and Craft through Social Issues		Grade Level: 7	Time Frame: May - June
Goals	Possible Teaching Points: Can be taught in Minilessons, Conferences, Strategy Groups, Shared Reading, Interactive Read Aloud, Shared Writing, Word Study, and/or Vocabulary	Teacher Notes	
Writers make choices that match purpose and audience to genre.	<ul style="list-style-type: none"> <li>● Writers generate ideas for writing from our reading. We think about the issues we have found hidden in texts and we write in length about them in our notebooks.</li> <li>● Writers notice that the issues we read about exist in other texts and in the world. This can lead us to other reading and research. We think, where can I read more about this from the real world? We list some of this thinking and plan for additional research and reading.</li> <li>● Writers deepen their ideas by returning to pivotal points in the story and ask, What is this moment really about? What is the character learning about overcoming his obstacles or how is he growing? What am I learning? How do I feel about what I'm learning?</li> <li>● Writers set a goal for our writing. Writers can then ask Who can benefit from reading our writing? Who needs to hear our message?</li> </ul>		
Writers take compositional risks to express ideas	<ul style="list-style-type: none"> <li>● Writers use mentor texts to identify goals and strategies for our own writing. Writers read like writers and ask Why did this author use a certain writing approach in this way at this moment in the text?</li> <li>● Writers collect a list of techniques</li> </ul>		
Writers can make choices of the structure best suited to their purpose	<ul style="list-style-type: none"> <li>● Writers recall the genres of writing they have experienced in the past as both readers and writers.</li> <li>● Writers consider genres that interest us and we would like to explore as writers. Writers then reflect on the purpose of our writing and determine which genres will allow us to achieve that purpose.</li> <li>● Writers incorporate facts from our research. We discuss specific details and examples, as well as direct quotes.</li> </ul>		
Writers use grammar and conventions to convey ideas precisely and powerfully.	<ul style="list-style-type: none"> <li>● Writers edit our writing keeping in mind seventh grade specific benchmarks.</li> <li>● Writers revise writing to vary sentence structures. This can include simple, compound, complex, and compound-complex sentences.</li> <li>● Writers edit for misplaced and dangling modifiers.</li> <li>● Writers edit for dialogue punctuation.</li> <li>● Writers edit direct quotations.</li> </ul>		

## Eighth Grade Writing Curriculum

<b>Pacing Guide</b>	
Content Area: English Language Arts	
Grade Level: 8	
<b>Unit Title:</b> Narrative Realistic Fiction - Realistic Fiction: Using Story Elements to Convey Ideas	<b>September- October</b>
<b>Unit Title:</b> Argument Writing	<b>November-January</b>
<b>Unit Title:</b> Informational Writing - Historical Perspective	<b>February - March</b>
<b>Unit Title:</b> Memoir - Sharing our Story	<b>April - May</b>
<b>Unit Title:</b> Poetry - The Art of Writing Lyrics	<b>May- June</b>

Unit Title: Narrative Realistic Fiction - Realistic Fiction: Using Story Elements to Convey Ideas		Grade Level: 8	Time Frame: September - October
<b>Standards:</b> RL.8.4, RL.8.5, RL.8.7, W.8.3, W.8.4, W.8.5, W.8.10, SL.8.1, SL.8.6, L.8.1, L.8.2, L.8.3, L.8.4, L.8.5, L.8.6		<b>Vocabulary and Key Concepts:</b> realistic fiction, realism, time flexibility, personification, satire, irony,	
<b>Essential Questions:</b> In what ways can we relate to realistic fiction? What elements are unique to writing realistic fiction?		<b>Unit Goals/Enduring Understandings</b> <ul style="list-style-type: none"> <li>● Writers independently generate and plan for realistic fiction by considering story elements.</li> <li>● Writers draft and revise developing story elements with the audience in mind.</li> <li>● Writers develop a theme by adding text support for the idea.</li> <li>● Writers use transition words, phrases and clauses to convey sequence, signal shifts from one time frame or setting to another.</li> <li>● Writers use grammar and conventions to convey ideas precisely and powerfully.</li> </ul>	
<b>Skills:</b> Take the point of view of one character by seeing the situation the situation through his or her eyes Show characters' motivations and feelings by how they look, what they do, say, and think and what others say about them Compose a narrative with setting, dialogue, plot or conflict, main characters, specific details, and satisfying ending Write a believable and satisfying ending to a story		<b>Demonstration of Learning/Assessment:</b> TC Reading Assessments Conference Notes Teacher Created Assessments Small Group Observations	<b>Structures:</b> <ul style="list-style-type: none"> <li>● Reader's Workshop             <ul style="list-style-type: none"> <li>○ Whole Group Minilesson</li> <li>○ Independent Reading/Conferences</li> <li>○ Mid-workshop Teaching</li> <li>○ Teaching Share</li> </ul> </li> <li>● Small Group Instruction</li> <li>● Guided Reading</li> <li>● Whole Class Read Aloud</li> </ul>
<b>Mentor Texts:</b>  <i>*Please note that the mentor texts are teacher's choice. These are suggestions if you need them.</i>		<b>Modifications/Accommodations:</b> <ul style="list-style-type: none"> <li>● Small group/One to one</li> <li>● Large print textbooks</li> <li>● Additional time</li> <li>● Review of directions</li> <li>● Student restates information</li> <li>● Student provides oral responses</li> <li>● Concrete examples</li> <li>● Support auditory presentations with visuals</li> <li>● Assistance in maintaining uncluttered space</li> <li>● Space for movement or breaks</li> <li>● Extra visual and verbal cues and prompts</li> </ul>	<ul style="list-style-type: none"> <li>● Quiet space to calm down/relax</li> <li>● Preferential seating</li> <li>● Reduction of distractions</li> <li>● Hands-on activities</li> <li>● Follow a routine/schedule</li> <li>● Alternate quiet and active time</li> <li>● Teach time management skills</li> <li>● Rest breaks</li> <li>● Verbal and visual cues regarding directions and staying on task</li> <li>● Checklists</li> <li>● Immediate feedback</li> </ul>
<b>Cross Curricular Connections:</b> Social Studies- Health- Science-	<b>21<sup>st</sup> Century Themes</b> Global Awareness 21 <sup>st</sup> Century Skills Learning and Innovation Skills Critical Thinking and Problem Solving Communication and Collaboration Life and Career Skills Social and Cross-Cultural Skills		

Unit Title: Narrative Realistic Fiction - Realistic Fiction: Using Story Elements to Convey Ideas		Grade Level: 8	Time Frame: September - October
Goals	Possible Teaching Points: Can be taught in Minilessons, Conferences, Strategy Groups, Shared Reading, Interactive Read Aloud, Shared Writing, Word Study, and/or Vocabulary	Teacher Points	
Writers independently generate and plan for realistic fiction by considering story elements.	<ul style="list-style-type: none"> <li>● Writers generate a list of realistic fiction ideas by considering real life conflicts as a basis for a realistic fiction piece.</li> <li>● Writers generate a list of realistic fiction ideas by considering real life people as a basis for a realistic fiction piece.</li> <li>● Writers generate a list of realistic fiction ideas by considering real life events as a basis for a realistic fiction piece.</li> <li>● Writers plan for realistic fiction by considering how to characterize their characters.</li> <li>● Writers plan for realistic fiction by considering what complications will arise and how to illustrate those complications.</li> <li>● Writers plan for realistic fiction by considering how the character will overcome complications in order to get what he/she wants.</li> <li>● Writers plan for realistic fiction by considering the climax of the story and how the conflict is resolved.</li> </ul>		
Writers draft and revise developing story elements with the audience in mind.	<ul style="list-style-type: none"> <li>● Writers will establish a point of view in their draft by using the appropriate nouns/pronouns that fit their point of view.</li> <li>● Writers will comprehend sensory language by pulling examples of sensory language from a mentor text.</li> <li>● Writers will use sensory language in their draft by focusing on key events and describing the events using some sensory details and precise details.</li> <li>● Writers revise their drafts by rereading and ensuring all story elements are utilized.</li> <li>● Writers revise their drafts by rereading to check for a consistent point of view.</li> <li>● Writers establish mood, convey meaning, and/or build tension by using punctuation.</li> </ul>		
Writers develop a theme by adding text support for the idea.	<ul style="list-style-type: none"> <li>● Writers develop a theme by providing a sense of closure by showing a new realization or insight or a change in character.</li> <li>● Writers develop a theme by including details about a character's realization or change in character.</li> </ul>		
Writers use transition words, phrases and clauses to convey sequence, signal shifts from one time frame or setting to another.	<ul style="list-style-type: none"> <li>● Writers use transitional words/phrases by connecting what happened to why it happened.</li> <li>● Writers will use mentor texts to learn how to show a shift from one time frame to another.</li> <li>● Writers signal a time shift by changing the setting.</li> <li>● Writers show a change in scene by introducing a new character.</li> </ul>		
Writers use grammar and conventions to convey ideas precisely and powerfully.	<ul style="list-style-type: none"> <li>● Writers spell words correctly by using resources.</li> <li>● Writers use grammar appropriately by studying mentor texts</li> </ul>		

Unit Title: Argument Writing		Grade Level: 8	Time Frame: November - January
<b>Standards:</b> W 8.2, 8.4, 8.5, 8.6, 8.7, 8.8, 8.9, 8.10 L.8. 1, L.8.2, L.8.3 SL 8.1, SL.8.2, SL.8.4, SL.8.6		<b>Vocabulary and Key Concepts:</b> stance, claim, bold, paraphrasing, acknowledge, credit, respectfully disagree, citation, debate	
<b>Essential Questions:</b> What challenges could one face when voicing an opinion that is different than that of their peers? Why is it important to support an opinion with evidence? How can an audience affect the way one presents an opinion?		<b>Unit Goals/Enduring Understandings</b> <ul style="list-style-type: none"> <li>● Writers research many sides of the same topic using different media types.</li> <li>● Writers use debate to develop ideas and positions.</li> <li>● Writers design a claim and support it with clear evidence while addressing other viewpoints.</li> <li>● Writers argue as experts by using precise language and multiple/varied pieces of evidence.</li> <li>● Writers use grammar and conventions to convey ideas precisely and powerfully.</li> </ul>	
<b>Skills:</b> Understand that an essay is a short literary composition used to clearly state the author’s point of view Understand that the purpose of an essay can be to persuade readers to think like the authors on an issue Start with a title or opening that tell the reader what is being argued or explained-Clearly stated thesis Provide details, examples and images that develop and support the thesis Use opinion supported by facts		<b>Demonstration of Learning/Assessment:</b> TC Reading Assessments Conference Notes Teacher Created Assessments Small Group Observations	<b>Structures:</b> <ul style="list-style-type: none"> <li>● Reader’s Workshop <ul style="list-style-type: none"> <li>○ Whole Group Minilessons</li> <li>○ Independent Reading/Conferences</li> <li>○ Mid-workshop Teaching</li> <li>○ Teaching Share</li> </ul> </li> <li>● Small Group Instruction</li> <li>● Guided Reading</li> <li>● Whole Class Read Aloud</li> </ul>
<b>Mentor Texts:</b>  <i>*Please note that the mentor texts are teacher’s choice. These are suggestions if you need them.</i>		<b>Modifications/Accommodations:</b> <ul style="list-style-type: none"> <li>● Small group/One to one</li> <li>● Large print textbooks</li> <li>● Additional time</li> <li>● Review of directions</li> <li>● Student restates information</li> <li>● Student provides oral responses</li> <li>● Concrete examples</li> <li>● Support auditory presentations with visuals</li> <li>● Assistance in maintaining uncluttered space</li> <li>● Space for movement or breaks</li> <li>● Extra visual and verbal cues and prompts</li> </ul>	
<b>Cross Curricular Connections:</b> Social Studies- Health- Science-	<b>21<sup>st</sup> Century Themes</b> Global Awareness 21 <sup>st</sup> Century Skills Learning and Innovation Skills Critical Thinking and Problem Solving Communication and Collaboration Life and Career Skills Social and Cross-Cultural Skills		
		<ul style="list-style-type: none"> <li>● Quiet space to calm down/relax</li> <li>● Preferential seating</li> <li>● Reduction of distractions</li> <li>● Hands-on activities</li> <li>● Follow a routine/schedule</li> <li>● Alternate quiet and active time</li> <li>● Teach time management skills</li> <li>● Rest breaks</li> <li>● Verbal and visual cues regarding directions and staying on task</li> <li>● Checklists</li> <li>● Immediate feedback</li> </ul>	





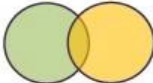
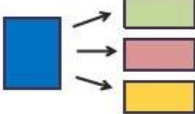



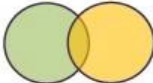
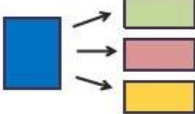



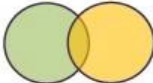
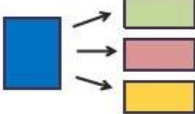

Unit Title: Argument Writing	Grade Level: 8	Time Frame: November - January
<b>Goals</b>	<b>Possible Teaching Points:</b> Can be taught in Minilessons, Conferences, Strategy Groups, Shared Reading, Interactive Read Aloud, Shared Writing, Word Study, and/or Vocabulary	<b>Teachers Notes</b>
Writers research many sides of the same topic using different media types.	<ul style="list-style-type: none"> <li>● Writers preview all of the different materials and make a plan on how to tackle these for deep understanding of the many points of view.</li> <li>● Writers consider whether a resource is valid and trustworthy by asking questions.</li> <li>● Writers consult both primary and secondary sources and compare them.</li> </ul>	
Writers use debate to develop ideas and positions.	<ul style="list-style-type: none"> <li>● Writers debate their claims by presenting claims and findings with relevant evidence and valid reasoning.</li> <li>● Writers jot and revise their argument, addressing possible counterclaims, by debating.</li> </ul>	
Writers design a claim and support it with clear evidence while addressing other viewpoints.	<ul style="list-style-type: none"> <li>● Writers angle their evidence to convince that their argument is valid by explaining how their evidence is significant, showing how it illustrates each point.</li> <li>● Writers strengthen their argument by addressing counterclaims clearly and explaining to the reader what each position is saying.</li> <li>● Writers read with an objective eye, suspending judgment by jotting important information, thoughts, and ideas the author is teaching.</li> <li>● Writers think deeply about the bigger ideas the information implies and use their jots to help the writer do so.</li> </ul>	
Writers argue as experts by using precise language and multiple/varied pieces of evidence.	<ul style="list-style-type: none"> <li>● Writers use a variety of evidence by reading with a critical eye from various sources and highlighting evidence that supports their claim.</li> <li>● Writers support their claims by using logical reasoning and relevant evidence that is taken from credible sources.</li> <li>● Writers will comprehend precise, domain specific language by using a variety of resources and/or by using context as a clue to the meaning of a word or phrase.</li> <li>● Writers will become experts in their arguments by using precise, domain specific language to support their claim.</li> </ul>	
Writers use grammar and conventions to convey ideas precisely and powerfully.	<ul style="list-style-type: none"> <li>● Writers will spell words correctly by using the resources available.</li> <li>● Writers will indicate an omission by using an ellipsis.</li> <li>● Writers will indicate a pause or break by using punctuation such a comma, an ellipsis, and/or a dash.</li> </ul>	

Unit Title: Informational Writing - Historical Perspective		Grade Level: 8	Time Frame: February – March
<b>Standards:</b> RI.8.1, RI.8.2, RI.8.3, W.8.2, W.8.4, W.8.5, W.8.6, W.8.7, W.8.8 L.8. 1, L.8.2, L.8.3 SL 8.1, SL.8.2, SL.8.4, SL.8.6		<b>Vocabulary and Key Concepts:</b> <b>preview,</b>	
<b>Essential Questions:</b> How did history help shape society today? Why is it important to keep an open mind when learning about a new topic?		<b>Unit Goals/Enduring Understandings</b> <ul style="list-style-type: none"> <li>● Writers generate focused ideas for writing.</li> <li>● Writers structure informational writing to match purpose.</li> <li>● Writers support the ideas presented with unbiased evidence.</li> <li>● Writers use grammar and conventions to convey ideas precisely and powerfully.</li> </ul>	
<b>Skills:</b> Include text features Use headings and subheadings Inform the reader about the topic in an entertaining way Use narrative structure to help readers understand information and interest them in a topic		<b>Demonstration of Learning/Assessment:</b> TC Progressions Assessments Conference Notes Teacher Created Assessments TC Writing Pre and Post Assessments Strategy Group Observations Active Engagement Observations	<b>Structures:</b> Writing Workshop <ul style="list-style-type: none"> <li>○ Whole Group Minilesson</li> <li>○ Independent Process Based Writing</li> <li>○ Conferences</li> <li>○ Mid-workshop Teaching Point</li> <li>○ Teaching Share</li> <li>○ Strategy Group Instruction</li> </ul> Shared Writing
<b>Mentor Texts:</b>  <i>*Please note that the mentor texts are teacher's choice. These are suggestions if you need them.</i>		<b>Modifications/Accommodations:</b> <ul style="list-style-type: none"> <li>● Small group/One to one</li> <li>● Large print textbooks</li> <li>● Additional time</li> <li>● Review of directions</li> <li>● Student restates information</li> <li>● Student provides oral responses</li> <li>● Concrete examples</li> <li>● Support auditory presentations with visuals</li> <li>● Assistance in maintaining uncluttered space</li> <li>● Space for movement or breaks</li> <li>● Extra visual and verbal cues and prompts</li> </ul>	<ul style="list-style-type: none"> <li>● Quiet space to calm down/relax</li> <li>● Preferential seating</li> <li>● Reduction of distractions</li> <li>● Hands-on activities</li> <li>● Follow a routine/schedule</li> <li>● Alternate quiet and active time</li> <li>● Teach time management skills</li> <li>● Rest breaks</li> <li>● Verbal and visual cues regarding directions and staying on task</li> <li>● Checklists</li> <li>● Immediate feedback</li> </ul>
<b>Cross Curricular Connections:</b> Social Studies- Health- Science-	<b>21<sup>st</sup> Century Themes</b> Global Awareness 21 <sup>st</sup> Century Skills Learning and Innovation Skills Critical Thinking and Problem Solving Communication and Collaboration Life and Career Skills Social and Cross-Cultural Skills		

Unit Title: Informational Writing - Historical Perspective	Grade Level: 8	Time Frame: February- March
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<b>Goals</b>	<b>Possible Teaching Points:</b> Can be taught in Minilessons, Conferences, Strategy Groups, Shared Reading, Interactive Read Aloud, Shared Writing, Word Study, and/or Vocabulary	
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Writers generate focused ideas for writing.	<ul style="list-style-type: none"> <li>Writers generate ideas by asking a question or wondering and conduct research to see where that leads them.</li> <li>Writers generate ideas by organizing their thinking and making a plan for research.</li> <li>Writers conduct research projects by asking questions and drawing upon several sources and generating additional, related, focused questions that allow for multiple avenues of exploration.</li> </ul>	
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Writers structure informational writing to match purpose.	<ul style="list-style-type: none"> <li>Writers will introduce the topic clearly by previewing the information that is to follow, organize ideas, concepts, and information into broader categories and use a variety of text features.</li> <li>Writers plan their writing based on the structure.</li> </ul> <p style="text-align: center;"><i>Non-Fiction Text Structures</i></p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th data-bbox="724 716 934 756">Text Structure</th> <th data-bbox="934 716 1129 756">Signal Words</th> <th data-bbox="1129 716 1352 756">Visual</th> </tr> </thead> <tbody> <tr> <td data-bbox="724 756 934 894"><i>Description</i></td> <td data-bbox="934 756 1129 894"><i>for example, for instance, characteristics include, specifically, in addition</i></td> <td data-bbox="1129 756 1352 894"></td> </tr> <tr> <td data-bbox="724 894 934 1040"><i>Sequence &amp; Order</i></td> <td data-bbox="934 894 1129 1040"><i>before, in the beginning, to start, first, next, during, after, then, finally, last, in the middle, in the end</i></td> <td data-bbox="1129 894 1352 1040"></td> </tr> <tr> <td data-bbox="724 1040 934 1179"><i>Compare &amp; Contrast</i></td> <td data-bbox="934 1040 1129 1179"><i>similar, alike, same, just like, both, different, unlike, in contrast, on the other hand</i></td> <td data-bbox="1129 1040 1352 1179"></td> </tr> <tr> <td data-bbox="724 1179 934 1308"><i>Cause &amp; Effect</i></td> <td data-bbox="934 1179 1129 1308"><i>since, because, if, due to, as a result of, so, then, leads to, consequently</i></td> <td data-bbox="1129 1179 1352 1308"></td> </tr> <tr> <td data-bbox="724 1308 934 1438"><i>Problem &amp; Solution</i></td> <td data-bbox="934 1308 1129 1438"><i>problem, issue, cause, since, consequently, therefore, as a result, because of, leads to, due to, solve, so, then</i></td> <td data-bbox="1129 1308 1352 1438"></td> </tr> </tbody> </table> <p style="text-align: right; font-size: small;">Jordan © 2012</p>	Text Structure	Signal Words	Visual	<i>Description</i>	<i>for example, for instance, characteristics include, specifically, in addition</i>		<i>Sequence &amp; Order</i>	<i>before, in the beginning, to start, first, next, during, after, then, finally, last, in the middle, in the end</i>		<i>Compare &amp; Contrast</i>	<i>similar, alike, same, just like, both, different, unlike, in contrast, on the other hand</i>		<i>Cause &amp; Effect</i>	<i>since, because, if, due to, as a result of, so, then, leads to, consequently</i>		<i>Problem &amp; Solution</i>	<i>problem, issue, cause, since, consequently, therefore, as a result, because of, leads to, due to, solve, so, then</i>		
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<p>Writers support the ideas presented with unbiased evidence.</p>	<ul style="list-style-type: none"> <li>● Writers will develop their topic by choosing appropriate facts, definitions, concrete details, quotations, and other information, and examples.</li> <li>● Writers notice when the information in multiple texts conflicts by analyzing what is fact and what is interpretation.</li> </ul>	
<p>Writers use grammar and conventions to convey ideas precisely and powerfully.</p>	<ul style="list-style-type: none"> <li>● Writers will create cohesion and clarify relationships among ideas and concepts by using appropriate and varied transitions.</li> <li>● Writers will indicate a pause or break by using punctuation such as a comma, an ellipsis, and/or a dash.</li> <li>● Writers indicate an omission by using an ellipsis.</li> <li>● Writers spell words correctly by using various resources.</li> </ul>	

Unit Title: Memoir - Sharing our Story		Grade Level: 8	Time Frame: April -May
<b>Standards:</b> W.8.3, W.8.4, W.8.5, W.8.6, W.8.7, W.8.8 L.8. 1, L.8.2, L.8.3 SL 8.1, SL.8.2, SL.8.4, SL.8.6		<b>Vocabulary and Key Concepts:</b> memoir, significance, fictionalized, small moments, vignettes, vivid,	
<b>Essential Questions:</b> What does a memoir say about the author?		<b>Unit Goals/Enduring Understandings</b> <ul style="list-style-type: none"> <li>• Writers generate and plan for memoir writing.</li> <li>• Writers study craft of mentors to elaborate using both story elements and expository details.</li> <li>• Writers use structure to convey meaning in memoir.</li> <li>• Writers revise using multiple strategies to convey meaning to the audience.</li> <li>• Writers use grammar and conventions to convey ideas precisely and powerfully.</li> </ul>	
<b>Skills:</b> Memoirs can be written in first, second or third person Understand that a memoir can be comprised of a series if vignettes Understand memoir as a brief, often intense, memory of an event or a person with reflection Select small moments or experiences and share thinking about them in a way that communicates a larger meaning Describe self and others by how they look, say and do and what others say about them		<b>Demonstration of Learning/Assessment:</b> TC Progressions Assessments Conference Notes Teacher Created Assessments TC Writing Pre and Post Assessments Strategy Group Observations Active Engagement Observations	<b>Structures:</b> <ul style="list-style-type: none"> <li>• Writing Workshop <ul style="list-style-type: none"> <li>○ Whole Group Minilesson</li> <li>○ Independent Process Based Writing</li> <li>○ Conferences</li> <li>○ Mid-workshop Teaching Point</li> <li>○ Teaching Share</li> <li>○ Strategy Group Instruction</li> </ul> </li> <li>• Shared Writing</li> </ul>
<b>Mentor Texts:</b>  <i>*Please note that the mentor texts are teacher’s choice. These are suggestions if you need them.</i>		<b>Modifications/Accommodations:</b> <ul style="list-style-type: none"> <li>• Small group/One to one</li> <li>• Large print textbooks</li> <li>• Additional time</li> <li>• Review of directions</li> <li>• Student restates information</li> <li>• Student provides oral responses</li> <li>• Concrete examples</li> <li>• Support auditory presentations with visuals</li> <li>• Assistance in maintaining uncluttered space</li> <li>• Space for movement or breaks</li> <li>• Extra visual and verbal cues and prompts</li> </ul>	<ul style="list-style-type: none"> <li>• Quiet space to calm down/relax</li> <li>• Preferential seating</li> <li>• Reduction of distractions</li> <li>• Hands-on activities</li> <li>• Follow a routine/schedule</li> <li>• Alternate quiet and active time</li> <li>• Teach time management skills</li> <li>• Rest breaks</li> <li>• Verbal and visual cues regarding directions and staying on task</li> <li>• Checklists</li> <li>• Immediate feedback</li> </ul>
<b>Cross Curricular Connections:</b> Social Studies- Health- Science-	<b>21<sup>st</sup> Century Themes</b> Global Awareness 21 <sup>st</sup> Century Skills Learning and Innovation Skills Critical Thinking and Problem Solving Communication and Collaboration Life and Career Skills Social and Cross-Cultural Skills		

Unit Title: Memoir - Sharing our Story	Grade Level: 8	Time Frame: April -May
Goals	Possible Teaching Points: Can be taught in Minilessons, Conferences, Strategy Groups, Shared Reading, Interactive Read Aloud, Shared Writing, Word Study, and/or Vocabulary	Teacher Notes
Writers generate and plan for memoir writing.	<ul style="list-style-type: none"> <li>● Writers uncover possible topics for writing memoirs by writing dual entries. One side of the entry will be a significant story and the other side will be a commentary reflecting on the question, “What does this say about me?”</li> <li>● Writers write about significant moment or turning points in their lives and write about what it shows about the writer and the relationships.</li> <li>● Writers begin their memoirs by thinking about strong feelings and/or issues about people or places, and then reflecting on what theme emerges.</li> <li>● Writers begin their memoirs by thinking about recurring themes or issues in their lives, and stories that fit into that theme.</li> <li>● Writers write about all of the sides of feelings by considering that memoirs often emerge from mysteries, questions, or feelings of angst in a personal topic.</li> <li>● Writers develop their ideas by questioning and writing long about these concepts and deliberately writing in ways to highlight the answers.</li> </ul>	
Writers study craft of mentors to elaborate using both story elements and expository details	<ul style="list-style-type: none"> <li>● Writers will choose a structure that best fits what they are trying to say in their memoir by trying out a few structure before choosing one. Examples include: a snapshot structure (a collection of small moments all around one theme), a series of events (a collection of chronological events culminating in bigger idea), or a circle structure (a journey brought you “home” again).</li> <li>● Writers include a reflection by choosing when and where to include the reflection; woven in between stories throughout the memoir or bookending the memoir at the beginning and end.</li> </ul>	
Writers use structure to convey meaning in memoir	<ul style="list-style-type: none"> <li>● Memoirists plan their writing using a timeline for each vignette or story that is strung together with reflection. We often rehearse orally with our partners off the plan. We then revise our plan.</li> <li>● Memoirists draft each vignette quickly, using our timeline as a guide.</li> <li>● Writers intentionally choose the most impactful dialogue by considering the bigger theme of the memoir and choosing wording that fits with that theme.</li> <li>● Writers of memoir often follow dialogue with quick narration, by summarizing what came next. By doing so, this keeps the pace moving.</li> </ul>	

<p>Writers revise using multiple strategies to convey meaning to the audience</p>	<ul style="list-style-type: none"> <li>● Writers highlight the theme by including symbolism, which often shows up in the weather or in nature.</li> <li>● Writers are able to highlight an important line by figuring out where and how that line could be repeated again in the piece to make the most essential ideas stand out.</li> <li>● Writers add beauty and craft to their writing by using metaphors or comparisons by comparing a feeling, moment, or object to something often unrelated.</li> <li>● Writers revise and elaborate on their memoir by incorporating more than one story, or to try the same story from a different angle, working even harder to highlight the theme.</li> <li>● Writers begin and end their memoirs in many ways by studying how other authors have begun their memoir and mimic their techniques, choosing just the right one for their memoir.</li> <li>● Writers use flashbacks or memory moments by choosing one part of the story to recall a past moment that influenced that moment.</li> <li>● Writers incorporate the bigger meaning of the memoir by sharing thoughts, feelings, comparisons, and explanations in order to write moments of reflection.</li> <li>● Writers reflect on the experiences and revise their conclusion to indicate this reflection.</li> </ul>	
<p>Writers use grammar and conventions to convey ideas precisely and powerfully.</p>	<ul style="list-style-type: none"> <li>● Writers influence the distance a reader feels by changing their pronouns (I to we or we to I) in order to develop the tone of the writing.</li> <li>● Writers create tone by rereading for active and passive voice.</li> <li>● Writers indicate a pause or break in the sentence by reading out loud and add commas when necessary.</li> <li>● Writers often leave out an ending to a thought or story, allowing the reader to pause or reflect, by using an ellipse.</li> </ul>	

<b>Unit Title:</b> Poetry - The Art of Writing Lyrics		<b>Grade Level:</b> 8	<b>Time Frame:</b> May - June
<b>Standards:</b> W.8.2a, W.8.2d, W.8.3, W.8.4, W.8.5, W.8.7, W.8.10 L.8.1b, L.8.1d, L.8.2, L.8.3, L.8.5, L.8.6		<b>Vocabulary and Key Concepts:</b> lyric, alliteration, cacophony, hyperbole, imagery, metaphor, personification, tone, repetition, rhyme, meter, connotation, second person, first person plural, chapbook	
<b>Essential Questions:</b> How can I convey ideas in a way that evokes emotions? How can I use poetry to communicate?		<b>Unit Goals/Enduring Understandings</b> <ul style="list-style-type: none"> <li>● Writers convey ideas and feeling using poetry and lyrics.</li> <li>● Writers revise in various ways to convey ideas and emotions in poetry.</li> <li>● Writers use grammar and conventions to convey ideas precisely and powerfully.</li> <li>● Writers make publishing decisions for their writing.</li> </ul>	
<b>Skills:</b> Include symbolism and sensory images Learn to write variety of poems by studying mentor texts Use poetry to communicate about and describe feelings, ideas or stories Use words to evoke imagery and feelings Write a poetic text in response to another poem, reflecting the same style, topic, mood or voice Use repetition, refrain, rhythm and other poetic techniques Use words to show not tell		<b>Demonstration of Learning/Assessment:</b> TC Progressions Assessments Conference Notes Teacher Created Assessments TC Writing Pre and Post Assessments Strategy Group Observations Active Engagement Observations	<b>Structures:</b> <ul style="list-style-type: none"> <li>● Writing Workshop <ul style="list-style-type: none"> <li>○ Whole Group Minilesson</li> <li>○ Independent Process Based Writing</li> <li>○ Conferences</li> <li>○ Mid-workshop Teaching Point</li> <li>○ Teaching Share</li> <li>○ Strategy Group Instruction</li> </ul> </li> <li>● Shared Writing</li> </ul>
<b>Mentor Texts:</b> In the weeks prior to this unit, gather suggestions from your students Me and Bobby McGee by Janis Joplin Higher Ground by Stevie Wonder Pride by U2 The Rose that Grew from Concrete by Tupac Shakur (2009) Tears for Water: Songbook of Poems and Lyrics by Alycia Keys (2004) In my Life by John Lennon (draft and final) Youth by Troye Sivan Life of the Party by Shawn Mendes Suburbia by Troye Sivan Harlem by Langston Hughes <b>Resources:</b> Poetry; Immersion and Innovation in If... Then... Curriculum by Lucy Calkins and Colleagues		<b>Modifications/Accommodations:</b> <ul style="list-style-type: none"> <li>● Small group/One to one</li> <li>● Large print textbooks</li> <li>● Additional time</li> <li>● Review of directions</li> <li>● Student restates information</li> <li>● Student provides oral responses</li> <li>● Concrete examples</li> <li>● Support auditory presentations with visuals</li> <li>● Assistance in maintaining uncluttered space</li> <li>● Space for movement or breaks</li> <li>● Extra visual and verbal cues and prompts</li> </ul>	<ul style="list-style-type: none"> <li>● Quiet space to calm down/relax</li> <li>● Preferential seating</li> <li>● Reduction of distractions</li> <li>● Hands-on activities</li> <li>● Follow a routine/schedule</li> <li>● Alternate quiet and active time</li> <li>● Teach time management skills</li> <li>● Rest breaks</li> <li>● Verbal and visual cues regarding directions and staying on task</li> <li>● Checklists</li> <li>● Immediate feedback</li> </ul>
<b>Cross Curricular Connections:</b> Social Studies- Health- Science-	<b>21<sup>st</sup> Century Themes</b> Global Awareness 21 <sup>st</sup> Century Skills Learning and Innovation Skills Critical Thinking and Problem Solving Communication and Collaboration Life and Career Skills Social and Cross-Cultural Skills		