

**English Language Arts
Writing Curriculum
2019**

Grade 5

Montague Township School

Contents

K-8 Curriculum Map

Kindergarten Writing Curriculum

Unit Title: Building a Talking Community: Oral Language

Unit 1: Launch Writing

Unit 2: Writers are Readers

Unit 3: How-To Books

Unit 4: Persuasive Writing

First Grade Writing Curriculum

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Unit 2: How-To Writing

Unit 3: Writing Non-Fiction (Information)

Unit 4: Opinion Writing

Unit 5: Realistic Fiction

Unit 5: Poetry

Second Grade Writing Curriculum

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Unit Title: Lab Reports and Science Books

Unit Title: Poetry

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Unit Title: Unit 3 Changing the World

Unit Title: Unit 4 Once Upon a Time

Unit Title: Unit 5 Poetry

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Unit Title: Unit 3: Bringing History to Life

Unit Title: Unit 4: Literary Essay: Fiction Writing

Unit Title: Unit 5: Journalism and Opinion Writing: Myths, Folklore and Tall Tales

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Grade Five Writing Curriculum

Unit Title: Narrative Fan Fiction: Writing Inspired by our Favorite Stories

Unit Title: Informational Writing - Nonfiction Picture Books

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Unit Title: Narrative: Realistic Fiction: Symbolism, Syntax and Truth

Unit Title: Journalism: Uncovering the Stories of Our World

Unit Title: The Art of Argument

Unit Title: Poetry - Self Portraits

Unit Title: Cross Genre: Developing Writing Styles and Craft through Social Issues

Eighth Grade Writing Curriculum

Unit Title: Narrative Realistic Fiction - Realistic Fiction: Using Story Elements to Convey Ideas

Unit Title: Argument Writing

Unit Title: Informational Writing - Historical Perspective Unit

Title: Memoir - Sharing our Story

K-8 Curriculum Map

	September	October	November	December	January	February	March	April	May	June
K	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
1	Launch/Small Moments	Launch/Small Moments How-To Writing	How-To Writing	How-To Writing	Writing NonFiction	Writing NonFiction	Opinion Writing	Opinion Writing Realistic Fiction	Realistic Fiction	Realistic Fiction Poetry
2	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...

3	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
4	Routines	Arc of Story	Arc of Story	Personal/Persuasive	Personal/Persuasive	Bringing History to Life	Literary Essay-Fiction Mythology/Folklore	Mythology/Folklore	Poetry/Drama Prose	Poetry/Drama Prose
5	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
6	Narrative Realistic Fiction	Narrative Realistic Fiction	Argument-Literary Essay	Argument – Literary Essay	Argument – Literary Essay	Teaching Books	Teaching Books	Biography	Biography	Poetry
7	Launch/ Realistic Fiction	Realistic Fiction	Journalism	Journalism	Journalism	Argument	Argument	Poetry	Social Issues	Social Issues
8	Realistic Fiction	Realistic Fiction	Argument Writing	Argument Writing	Argument Writing	Informational Writing	Informational Writing	Memoir	Memoir	Poetry

Units of Study for Teaching Writing (16-17 K-8 Sequence of Units)

	September	October	November	December	January	February	March	April	May	June
K	Launching the Writing Workshop	Launching the Writing Workshop Looking Closely...	Looking Closely... Writing for Readers	Writing for Readers	How-to Books...	How-to Books... Persuasive Writing...	Persuasive Writing...	All About Books	All About Books Crafting Stories	Crafting Stories
1	Small Moments...	Small Moments... Writing How-to Books	Writing How-to Books Nonfiction Chapter Books	Nonfiction Chapter Books	Writing Reviews	Writing Reviews Poetry and Songs	Poetry and Songs	From Scenes to Series	From Scenes to Series Writing Like Scientists	Writing Like Scientists

2	Lesson from the Masters	Lesson from the Masters	A How-to Guide to Nonfiction	A How-to Guide to Nonfiction	Writing Gripping Fictional Stories	Poetry...	Poetry...	Lab Reports and Science Books	Lab Reports and Science Books	Writing about Reading	Writing about Reading
3	Crafting True Stories	Crafting True Stories The Art of Information...	The Art of Information... Changing the World	Changing the World	Baby Literary Essay	Baby Literary Essay	Unit of Choice/Test Prep	Writing about Research	Writing about Research	Writing about Research Design Your Own Unit/Once Upon a Time	Design Your Own Unit/Once Upon a Time
4	The Arc of Story	The Arc of Story Boxes and Bullets	Boxes and Bullets Historical Fiction Writing/Design Your Own Unit	Historical Fiction Writing/Design Your Own Unit	The Literary Essay	The Literary Essay	Unit of Choice/Test Prep	Bringing History to Life	Bringing History to Life	Bringing History to Life Journalism	Journalism
5	Narrative Craft	Narrative Craft Feature Articles	Feature Articles The Research-Based Argument Essay	The Research-Based Argument Essay	Literary Essay...	Literary Essay...	Unit of Choice/Test Prep	The Lens of History...	The Lens of History...	The Lens of History... Shaping Texts...	Shaping Texts...
6	Personal Narrative	Personal Narrative	The Literary Essay	The Literary Essay	Research-Based Information Writing	Research-Based Information Writing	Unit of Choice/Test Prep	Unit of Choice/Test Prep Design Your Own Unit/Fantasy Writing	Unit of Choice/Test Prep Design Your Own Unit/Fantasy Writing	Design Your Own Unit/Fantasy Writing Persuasive Essays	Persuasive Essays
7	Writing Realistic Fiction	Writing Realistic Fiction	Writing About Reading	Writing About Reading	The Art of Argument	The Art of Argument	Unit of Choice/Test Prep	Unit of Choice/Test Prep Design Your Own Unit/Poetry	Unit of Choice/Test Prep Design Your Own Unit/Poetry	Design Your Own Unit/Poetry Writing Information Books	Writing Information Books
8	Memoir	Memoir	The Literary Essay	The Literary Essay	Position Papers	Position Papers	Unit of Choice/Test Prep	Unit of Choice/Test Prep Investigative Journalism	Unit of Choice/Test Prep Investigative Journalism	Investigative Journalism Design Your Own Unit/Poetry	Design Your Own Unit/Poetry

Grade Five Writing Curriculum

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

Unit Title: Narrative Fan Fiction: Writing Inspired by our Favorite Stories	Grade Level: 5	Time Frame: Unit 1 and Launch
Standards: 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	Vocabulary and Key Concepts: fan fiction, plot, theme, dialogue, internal dialogue, transitions, mentor text, action, point of view, prequel, sequel, double rising timeline, hallmark, suspense	
Technology Implementation: 8.1: All students will use digital tools to access, manage, evaluate and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge. Fifth grade students will infuse technology into Language Arts by learning to: <ul style="list-style-type: none"> • Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving work problems • Format a document using a word processing application to enhance text and include graphics, symbols and/or pictures • Use a graphic organizer to organize information about problem or issue • Create and use a database to answer basic questions • Engage in online discussions with learners of other cultures to investigate a worldwide issue from multiple perspectives and sources, evaluate findings and present possible solutions, using digital tools and online resources for all steps. • Analyze the resource citations in online materials for proper use • Understand digital citizenship and demonstrate an understanding of the personal consequences of inappropriate use of technology and social media 8.2: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment. Fifth grade students will infuse technology into Language Arts by learning to: <ul style="list-style-type: none"> • Research technologies that have changed due to society’s changing needs and wants Vocabulary and Key Concepts stamina, independent, structure, routine, theory, partner talk, reflection, jot, long write, thinking prompts, just right book, genre, background knowledge, goals, symbol 130 • Collaborate with peers to illustrate components of a designed system • Collaborate and brainstorm with peers to solve a problem evaluating all solutions to provide the best results with supporting sketches or models • Follow step-by step directions to assemble a product or solve a problem • Identify how computer programming impacts our everyday lives 		
Essential Questions: How does reading make us better writers? How can I study a mentor author’s writing and write in the same style as a fan?	Unit Goals/Enduring Understandings <ul style="list-style-type: none"> • Writers generate ideas for and plan fiction stories inspired by and based on literature. • Writers elaborate using the elements of fiction and craft inspired by a piece of literature. • Writers use grammar and conventions to convey ideas precisely and powerfully. • Writers use writing clubs to give and get feedback throughout the writing process. 	

<p>Skills: 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</p>	<p>Demonstration of Learning/Assessment Evidence: Formative Conference Notes Strategy Group Observations Active Engagement Observations Summative TC Progressions Assessments Teacher Created Assessments TC Writing Pre and Post Assessments Alternative Teacher Created Assessments Benchmark TC Progressions Assessments TC Writing Pre and Post Assessments STAR 360/MAP</p>	<p>S Structures: Workshop Whole Group Minilesson Independent Process Based Writing Conferences Mid-workshop Teaching Point Teaching Share Strategy Group Instruction Shared Writing</p>
<p>Mentor Texts/ Resources: 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</p>	<p>Integrated Modifications/Accommodations: Special Education</p> <ul style="list-style-type: none"> • Small group/One to one • Additional time • Review of directions • Student provides oral responses • Quiet space to calm down/relax • Preferential seating 	<p>At Risk of School Failure</p> <ul style="list-style-type: none"> • Small group/One to one • Student restates information • Concrete examples • Assistance in maintaining uncluttered space • Alternate quiet and active time • Quiet space to calm down/relax • Preferential seating

Cross Curricular Connections:

Social Studies-
Health-
Science-

21st Life and Career

21st Century Life and Career

- 9.4.5.CI.1: Use appropriate communication technologies to collaborate with individuals with diverse perspectives about a local and/or global climate change issue and deliberate about possible solutions (e.g., W.4.6, 3.MD.B.3, 7.1.NM.IPERS.6).
- 9.4.5.CI.2: Investigate a persistent local or global issue, such as climate change, and collaborate with individuals with diverse perspectives to improve upon current actions designed to address the issue (e.g., 6.3.5.CivicsPD.3, W.5.7)
- 9.4.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity (e.g., 8.2.5.ED.2, 1.5.5.CR1a).
- 9.4.5.CI.4: Research the development process of a product and identify the role of failure as a part of the creative process (e.g., W.4.7, 8.2.5.ED.6)
- 9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process (e.g., 2.1.5.EH.4, 4-ESS3-1, 6.3.5.CivicsPD.2).
- 9.4.5.CT.2: Identify a problem and list the types

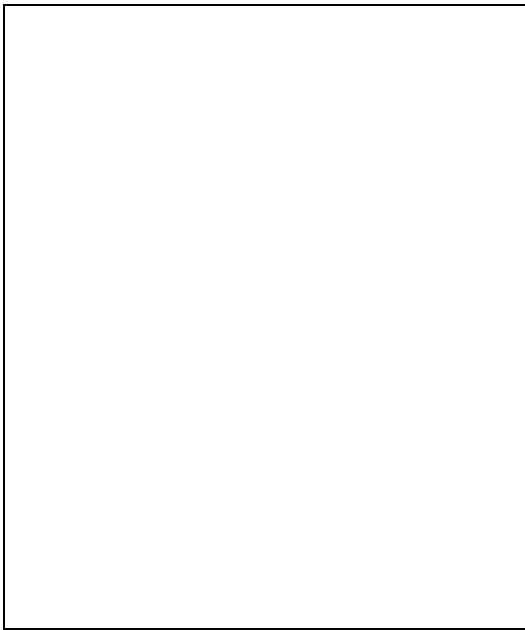
- Reduction of distractions
 - Follow a routine/schedule
 - Teach time management skills
 - Verbal and visual cues regarding directions and staying on task
 - Rest breaks
 - Immediate feedback
- Section 504**
- Small group/One to one
 - Large print textbooks
 - Additional time
 - Student provides oral responses
 - Assistance in maintaining uncluttered space
 - Alternate quiet and active time
 - Preferential seating
 - Reduction of distractions
 - Follow a routine/schedule
 - Teach time management skills
 - Verbal and visual cues regarding directions and staying on task
 - Space for movement and breaks

- Reduction of distractions
- Follow a routine/schedule
- Teach time management skills
- Varied choice of activity
- Peer mentor
- Checklists

Gifted and Talented

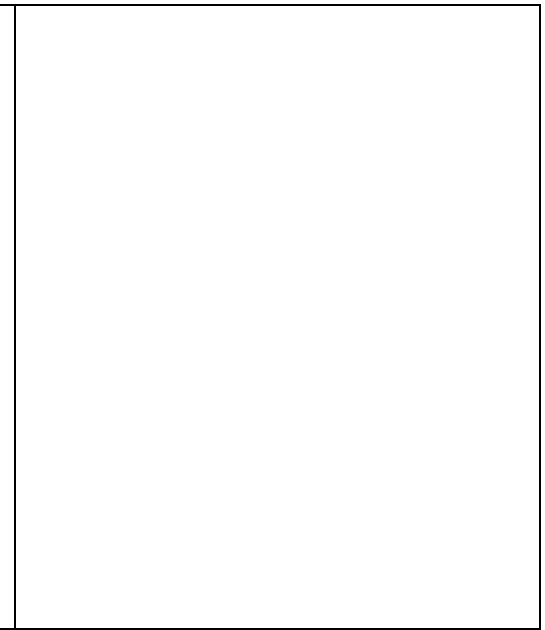
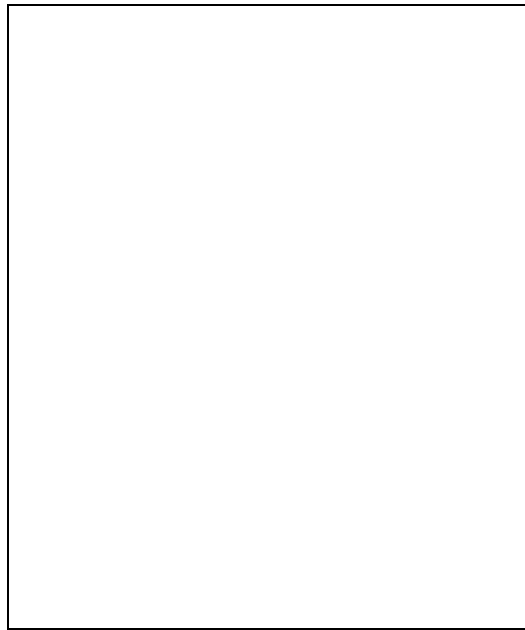
Presentation Strategies:

- Vary the method of presentation: lecture, small groups, large group, demonstration, individual experimentation
- Avoid having student copy notes when material is already mastered Curriculum Strategies:
- Provide opportunities for open-ended, self-directed activities
- Provide instruction in research skills needed to conduct an independent study in student's interest area



of individuals and resources (e.g., school, community agencies, governmental, online) that can aid in solving the problem (e.g., 2.1.5.CHSS.1, 4-ESS3-1).

- 9.4.5.CT.3: Describe how digital tools and technology may be used to solve problems.
- 9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3).



		<ul style="list-style-type: none"> • work in progress check <p>English Language Learners</p> <ul style="list-style-type: none"> • Support with graphics • Tiered Vocabulary • Dictionary, Native lang to English • Additional time • Review of directions • Support auditory presentations with visuals • Hands-on activities • Verbal and visual cues regarding directions and staying on task 	<ul style="list-style-type: none"> • Provide independent learning opportunities Use advanced supplementary/reading materials • Encourage the use of creativity • Ask higher level questions • Provide opportunities to develop depth and breadth of knowledge in a subject area <p>Organizational/Behavioral Strategies:</p> <ul style="list-style-type: none"> • Use a Study Contract for student to achieve outcomes • Use a Learning Log for independent or outside learning • Establish a timeline for long-range projects <p>Motivational Strategies:</p> <ul style="list-style-type: none"> • Provide fewer drill and practice activities when material is learned • Give student choices of activities in learning the content • Allow the student to 'buy' time for self-directed activities after material is learned <p>Assessment Strategies:</p> <ul style="list-style-type: none"> • Give a pretest to allow the student to demonstrate mastery • Provide self-checking materials • Provide tests at a higher level of thinking <p>Environmental Strategies:</p> <ul style="list-style-type: none"> • Arrange for a mentor to work with the student in interest area • Cluster group gifted/talented students by areas of strength in the classroom • Allow independent use of library
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Unit Title: Narrative Fan Fiction: Writing Inspired by our Favorite Stories	Grade Level: 5	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	

	<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>	
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Writers generate ideas for and plan fiction stories inspired by and based on literature.

- 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.
- 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.
- Writers generate ideas for fiction by reading fiction like a fan. We consider:
 - How might the story be told from a secondary character's point of view?
 - How might the story be told in a prequel? Sequel?
 - Are there any scenes that could be written into this story?
 - What would happen if characters from two different texts met? ○ How might the story be told if a new character is introduced?
- Writers are sure to use all we know about the qualities of writing when we are in our ○ How might the story be told if characters made alternate decisions?

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.
- Writers generate ideas and collect entries in their notebooks by pushing "What if...?" scenarios. We write multiple versions of stories.
- 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.
- 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.
- 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 we return to often. We ask ourselves, *What is it that I want to say* ?
- 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.

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- 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.

<p>Writers elaborate using the elements of fiction and craft inspired by a piece of literature.</p>	<ul style="list-style-type: none"> ● While drafting and revising our fan-fiction, we are sure to keep reading like a fan. ● 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. ● Writers are sure to address (or continue addressing) an important theme by putting that theme 	<ul style="list-style-type: none"> ●
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	<p>in their minds and rereading while thinking, <i>Does this part support the theme? What can I adjust or strengthen?</i></p> <ul style="list-style-type: none"> ● 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). ● 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. ● 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. ● 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). ● 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"> ○ Looking to see if the character developed in the way we hoped ○ Assuring that sentences varied in length and punctuation to create rhythm and suspense in a story ● 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. 	
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- Writers design a lead by studying how our author begins and we can begin in the same way. This may include:
 - Some stories begin with a small action, and this can be an action in the setting
 - Some stories begin by creating a mood and a place, and afterwards the sequence of actions
 - Sometimes the time and place are revealed slowly, bit by bit, as if the character sees or moves into the setting.

We try multiple ways in our notebooks and choose the one that feels just right.

Writers use grammar to convey ideas precisely

- 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:
 - Includes evidence the main character has evolved
 - Makes sense with the rest of the story and literature
 - Ties up loose ends and answers all the readers' questions
 - reveals its true purpose or message
 - We try multiple ways in our notebooks and choose the one that feels just right.
 - 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.
 - When writers are faced with *How does ____ work? Or What are the rules for ____?* We can refer to our mentor text asking, *Well, how did they do it? What rules did they follow?*
 - Writers are sure that their verb tense is consistent and matches our intent.
 - Writers edit for commas that separate an introductory element from the rest of the sentence.

- Writers are sure that we use available resources to assure that we are using and spelling words correctly.
- Writers make publishing choices. We decide how our work can reach our intended reader.

Writers use writing and give each other feedback.

- One way that clubs or partnerships form is by writing as a fan of the same mentor author.
 - Clubs give and get
- Another way that clubs or partnerships form is by having same or similar writing goals.
 - Writers give each other feedback on fan-fiction ideas.
 - We are sure to go beyond, “Sounds the writing process. 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.
- Writers offer each other feedback during drafting and revision.

	<p>0 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</p>	
	<p>one lens at a time, partners can also take a lens when in a feedback conversations.</p> <ul style="list-style-type: none">○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.	

Standards:

W.5.2, W.5.4, W.5.5, W.5.7, W.5.8, W.5.9, W.5.10 mentor text, informational, expository, category, subcategory, back-of-book blurb, research, text L.5.1, L.5.2, L.5.4, L.5.6 feature, section, sub-section, expert, boxes and bullets, t-chart, flow chart, timeline, domain specific

Vocabulary and Key Concepts:**Technology Implementation:**

8.1: All students will use digital tools to access, manage, evaluate and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

Fifth grade students will infuse technology into Language Arts by learning to:

- Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving work problems
- Format a document using a word processing application to enhance text and include graphics, symbols and/or pictures
- Use a graphic organizer to organize information about problem or issue
- Create and use a database to answer basic questions
- Engage in online discussions with learners of other cultures to investigate a worldwide issue from multiple perspectives and sources, evaluate findings and present possible solutions, using digital tools and online resources for all steps.
- Analyze the resource citations in online materials for proper use
- Understand digital citizenship and demonstrate an understanding of the personal consequences of inappropriate use of technology and social media

8.2: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

Fifth grade students will infuse technology into Language Arts by learning to:

- Research technologies that have changed due to society's changing needs and wants Vocabulary and Key Concepts stamina, independent, structure, routine, theory, partner talk, reflection, jot, long write, thinking prompts, just right book, genre, background knowledge, goals, symbol
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- Collaborate with peers to illustrate components of a designed system
 - Collaborate and brainstorm with peers to solve a problem evaluating all solutions to provide the best results with supporting sketches or models
 - Follow step-by step directions to assemble a product or solve a problem
 - Identify how computer programming impacts our everyday lives

<p>Essential Questions How do I become and expert? How can I share my expertise?</p>	<p>Unit Goals/Enduring understandings Informational writers begin by writing broadly about a topic and then focus on the information they want to share Writers research and gather a variety of information to support their nonfiction books Information writers plan and rehearse for drafting Informational writers revise their writing by studying mentor texts Writers use grammar and conventions to convey ideas precisely and powerfully.</p>	
<p>Skills:</p> <ul style="list-style-type: none"> • 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 	<p>Demonstration of Learning/Assessment Evidence:</p> <p>Formative Conference Notes Strategy Group Observations Active Engagement Observations</p> <p>Summative TC Progressions Assessments Teacher Created Assessments TC Writing Pre and Post Assessments</p> <p>Alternative Teacher Created Assessments</p> <p>Benchmark TC Progressions Assessments TC Writing Pre and Post Assessments STAR 360/MAP</p>	<p>Structures:</p> <p>Writing Workshop</p> <ul style="list-style-type: none"> <input type="radio"/> Whole Group Mini Lesson <input type="radio"/> Independent Process Based Writing <input type="radio"/> Conferences <input type="radio"/> Mid-workshop Teaching Point <input type="radio"/> Teaching Share <input type="radio"/> Strategy Group Instruction <p>Shared Writing</p>

<p>Mentor Texts: National Geographic Animals Website http://kids.nationalgeographic.com/animals/ 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 *Please note that the mentor texts are teacher’s choice. These are suggestions if you need them. Resources: A CURRICULAR PLAN FOR THE WRITING WORKSHOP, GRADE 5, 2011–2012 by Lucy Calkins.</p>	<p>Integrated Modifications/Accommodations:</p> <p>Special Education</p> <ul style="list-style-type: none"> • Small group/One to one • Additional time • Review of directions • Student provides oral responses • Quiet space to calm down/relax • Preferential seating • Reduction of distractions • Follow a routine/schedule • Teach time management skills • Verbal and visual cues regarding directions and staying on task • Rest breaks 	<p>At Risk of School Failure</p> <ul style="list-style-type: none"> • Small group/One to one • Student restates information • Concrete examples • Assistance in maintaining uncluttered space • Alternate quiet and active time • Quiet space to calm down/relax • Preferential seating • Reduction of distractions • Follow a routine/schedule • Teach time management skills • Varied choice of activity • Peer mentor • Checklists
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	<ul style="list-style-type: none">• Immediate feedback Section 504	
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Cross Curricular Connections:

Science - non-fiction texts

Social Studies - historical texts

Health - personal health and wellness

21st Life and Career

21st Century Life and Career

- 9.4.5.CI.1: Use appropriate communication technologies to collaborate with individuals with diverse perspectives about a local and/or global climate change issue and deliberate about possible solutions (e.g., W.4.6, 3.MD.B.3,7.1.NM.IPERS.6).
- 9.4.5.CI.2: Investigate a persistent local or global issue, such as climate change, and collaborate with individuals with diverse perspectives to improve upon current actions designed to address the issue (e.g., 6.3.5.CivicsPD.3, W.5.7)
- 9.4.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity (e.g., 8.2.5.ED.2, 1.5.5.CR1a).
- 9.4.5.CI.4: Research the development process of a product and identify the role of failure as a part of the creative process (e.g., W.4.7, 8.2.5.ED.6)
- 9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process (e.g., 2.1.5.EH.4, 4-ESS3-1, 6.3.5.CivicsPD.2).
- 9.4.5.CT.2: Identify a problem and list the types of individuals and resources (e.g., school, community agencies, governmental, online) that can aid in solving the problem (e.g., 2.1.5.CHSS.1, 4-ESS3-1).
- 9.4.5.CT.3: Describe how digital tools and technology may be used to solve problems.
- 9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3).

- Small group/One to one
- Large print textbooks
- Additional time
- Student provides oral responses
- Assistance in maintaining uncluttered space
- Alternate quiet and active time
- Preferential seating
- Reduction of distractions
- Follow a routine/schedule
- Teach time management skills
- Verbal and visual cues regarding directions and staying on task

- Space for movement and breaks
- work in progress check

English Language Learners

- Support with graphics
- Tiered Vocabulary
- Dictionary, Native lang to English
- Additional time
- Review of directions
- Support auditory presentations with visuals
- Hands-on activities
- Verbal and visual cues regarding directions and staying on task

Gifted and Talented

Presentation Strategies:

- Vary the method of presentation: lecture, small groups, large group, demonstration, individual experimentation
 - Avoid having student copy notes when material is already mastered
- Curriculum Strategies:**
- Provide opportunities for open-ended, self-directed activities
 - Provide instruction in research skills needed to conduct an independent study in student's interest area
 - Provide independent learning opportunities Use advanced supplementary/reading materials
 - Encourage the use of creativity
 - Ask higher level questions
 - Provide opportunities to develop depth and breadth of knowledge in a subject area

Organizational/Behavioral Strategies:

- Use a Study Contract for student to achieve outcomes
- Use a Learning Log for independent or outside learning
- Establish a timeline for long-range projects

Motivational Strategies:

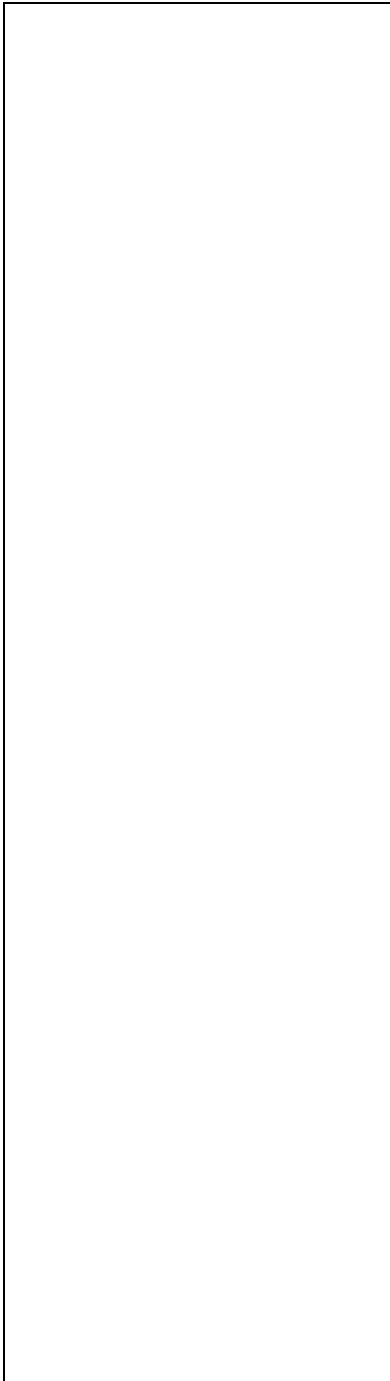
- Provide fewer drill and practice activities when material is learned
- Give student choices of activities in learning the content
- Allow the student to 'buy' time for self-directed activities after material is learned

Assessment Strategies:

- Give a pretest to allow the student to demonstrate mastery
- Provide self-checking materials
- Provide tests at a higher level of thinking

Environmental Strategies:

- Arrange for a mentor to work with the student in interest area



- Cluster group gifted/talented students by areas of strength in the classroom
- Allow independent use of library

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Unit Title: Informational Writing - Nonfiction Picture Books		Grade Level: 5	Time Frame: November - January
Goals	Possible Teaching Points: Can be taught in Mini Lessons, Conferences, Strategy Groups, Shared Reading, Interactive Read Aloud, Shared Writing, Word Study, and/or Vocabulary		Teachers Notes
Informational writers begin by writing broadly about a topic and then focus in on the information they want to share	<ul style="list-style-type: none"> ● 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.” ● 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> ● Often information writers write potential back of-the-book blurbs, imagining how their books might go and why those books would interest readers. ● Information writers try on possible topics, choosing one that they feel they could teach really well. ● 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. ● One way to organize chapters is to decide on a structure and use the appropriate planner to map out the work. We might use: 		●

	<table border="1"> <thead> <tr> <th data-bbox="485 136 741 201">Format</th> <th data-bbox="741 136 989 201">Planner</th> </tr> </thead> <tbody> <tr> <td data-bbox="485 201 741 266">main Ideas, details</td> <td data-bbox="741 201 989 266">boxes and bullets</td> </tr> <tr> <td data-bbox="485 266 741 331">compare/contrast</td> <td data-bbox="741 266 989 331">t-chart</td> </tr> <tr> <td data-bbox="485 331 741 396">cause/effect</td> <td data-bbox="741 331 989 396">t-chart</td> </tr> <tr> <td data-bbox="485 396 741 461">problem/solution</td> <td data-bbox="741 396 989 461">T-chart, flow chart</td> </tr> <tr> <td data-bbox="485 461 741 526">sequence</td> <td data-bbox="741 461 989 526">timeline</td> </tr> <tr> <td data-bbox="485 526 741 591">question/answer</td> <td data-bbox="741 526 989 591">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	
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sequence	timeline															
question/answer	t-chart															
<p>Writers research and gather a variety of information to support their nonfiction books</p>	<ul style="list-style-type: none"> ● 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 conduct. They collect these ideas in notebooks, taking care to collect a variety of information and information from more than one source. ● Information writers record not just facts but ideas. They can use thought prompts to say more about pieces of information that they collect. ● Informational writers make a note of their sources as they research so that they can give credit in their published piece. ● 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. 	<p>●</p>														

<p>Informational writers plan and rehearse for drafting</p>	<ul style="list-style-type: none"> ● 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. ● 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. 	<p>●</p>
	<ul style="list-style-type: none"> ● 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. ● Information writers make a plan for the text features that will support each page, such as illustrations, diagrams, charts, and sidebar definitions. 	

<p>Informational writers revise their writing by studying mentor texts</p>	<ul style="list-style-type: none"> ● 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. <ul style="list-style-type: none"> 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. 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. ● 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. ● 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. ● 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. 	<ul style="list-style-type: none"> ●
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	<ul style="list-style-type: none"> ● 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. ● Information writers use transition words to move from detail to detail and to connect subtopics to the main topic. 	
<p>Writers use grammar and conventions to convey ideas precisely and powerfully.</p>	<ul style="list-style-type: none"> ● 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. ● 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> ● 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. ● Information writers celebrate all of the hard work they have done by getting ready to share the books they have created with others. 	<ul style="list-style-type: none"> ●

Unit Title: Research Based Argument Essay	Grade Level: 5	Time Frame: Unit 3
Standards: 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	Vocabulary and Key Concepts: argument, opinion, audience, evidence, reason, support, researcher, claim, counterclaim, anecdotes, comparisons, convince, comparison, boxes and bullets	
Technology Implementation: 8.1: All students will use digital tools to access, manage, evaluate and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge. Fifth grade students will infuse technology into Language Arts by learning to: <ul style="list-style-type: none"> • Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving work problems • Format a document using a word processing application to enhance text and include graphics, symbols and/or pictures • Use a graphic organizer to organize information about problem or issue • Create and use a database to answer basic questions • Engage in online discussions with learners of other cultures to investigate a worldwide issue from multiple perspectives and sources, evaluate findings and present possible solutions, using digital tools and online resources for all steps. • Analyze the resource citations in online materials for proper use • Understand digital citizenship and demonstrate an understanding of the personal consequences of inappropriate use of technology and social media 8.2: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.		
Fifth grade students will infuse technology into Language Arts by learning to: <ul style="list-style-type: none"> • Research technologies that have changed due to society’s changing needs and wants Vocabulary and Key Concepts stamina, independent, structure, routine, theory, partner talk, reflection, jot, long write, thinking prompts, just right book, genre, background knowledge, goals, symbol 130 • Collaborate with peers to illustrate components of a designed system • Collaborate and brainstorm with peers to solve a problem evaluating all solutions to provide the best results with supporting sketches or models □ Follow step-by step directions to assemble a product or solve a problem • Identify how computer programming impacts our everyday lives 		
<ul style="list-style-type: none"> • Questions: • How do I use voice in my writing to leave a mark on the world? • Where is our voice needed in the world? How do we move others to action? 	Unit Goals/Enduring Understandings <ul style="list-style-type: none"> • Writers will build powerful arguments by using different media types on a particular topic • Writers persuade the reader through voice, structure and precise language • Writers take a solid stance and support it with clear evidence from various sources. • Writers use grammar and conventions to convey ideas precisely and powerfully. 	

<p>Skills: Present ideas clearly and in logical sequence or category</p> <ul style="list-style-type: none"> 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 	<p>Demonstration of Learning/Assessment Evidence:</p> <p>Formative Conference Notes Strategy Group Observations Active Engagement Observations</p> <p>Summative TC Progressions Assessments Teacher Created Assessments TC Writing Pre and Post Assessments</p> <p>Alternative Teacher Created Assessments</p> <p>Benchmark TC Progressions Assessments TC Writing Pre and Post Assessments STAR 360/MAP</p>	<p>Structures:</p> <ul style="list-style-type: none"> ● Writing ○ ○ <p>Writing Workshop</p> <ul style="list-style-type: none"> ○ Whole Group Minilesson ○ Independent Process Based ○ ○ Conferences ○ Mid-workshop Teaching Point Teaching Share Strategy Group Instruction Shared Writing
<p>Mentor Texts:</p> <p>Zoochosis</p> <p>Great Shared Reading Resource: National Geographic Bottled Water http://voices.nationalgeographic.com/2012/02/13/bottled-water-is-silly-but-so-is-banning-it/</p> <p>Severn Suzuki speaking at UN Earth Summit 1992 https://youtu.be/uZsDliXzyAY</p>	<p>Integrated Modifications/Accommodations:</p> <p>Special Education</p> <ul style="list-style-type: none"> Small group/One to one Additional time Review of directions Student provides oral responses Quiet space to calm down/relax Preferential seating Reduction of distractions Follow a routine/schedule Teach time management skills Verbal and visual cues regarding directions and staying on task Rest breaks Immediate feedback 	<p>At Risk of School Failure</p> <ul style="list-style-type: none"> Small group/One to one Student restates information Concrete examples Assistance in maintaining uncluttered space Alternate quiet and active time Quiet space to calm down/relax Preferential seating Reduction of distractions Follow a routine/schedule Teach time management skills Varied choice of activity Peer mentor Checklists

Cross Curricular Connections:**Science** - non-fiction texts**Social Studies** - society's

changing needs

Health - personal health and wellness**21st Life and Career****21st Century Life and Career**

- 9.4.5.CI.1: Use appropriate communication technologies to collaborate with individuals with diverse perspectives about a local and/or global climate change issue and deliberate about possible solutions (e.g., W.4.6, 3.MD.B.3, 7.1.NM.IPERS.6).
- 9.4.5.CI.2: Investigate a persistent local or global issue, such as climate change, and collaborate with individuals with diverse perspectives to improve upon current actions designed to address the issue (e.g., 6.3.5.CivicsPD.3, W.5.7)
- 9.4.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity (e.g., 8.2.5.ED.2, 1.5.5.CR1a).
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- 9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process (e.g., 2.1.5.EH.4, 4-ESS3-1, 6.3.5.CivicsPD.2).
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Section 504

- Small group/One to one
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 - Additional time
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 - Space for movement and breaks
 - work in progress check
- English Language Learners**
- Support with graphics
 - Tiered Vocabulary
 - Dictionary, Native lang to English
 - Additional time
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 - Support auditory presentations with visuals
 - Hands-on activities
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Gifted and Talented**Presentation Strategies:**

- Vary the method of presentation: lecture, small groups, large group, demonstration, individual experimentation
- Avoid having student copy notes when material is already mastered Curriculum Strategies:
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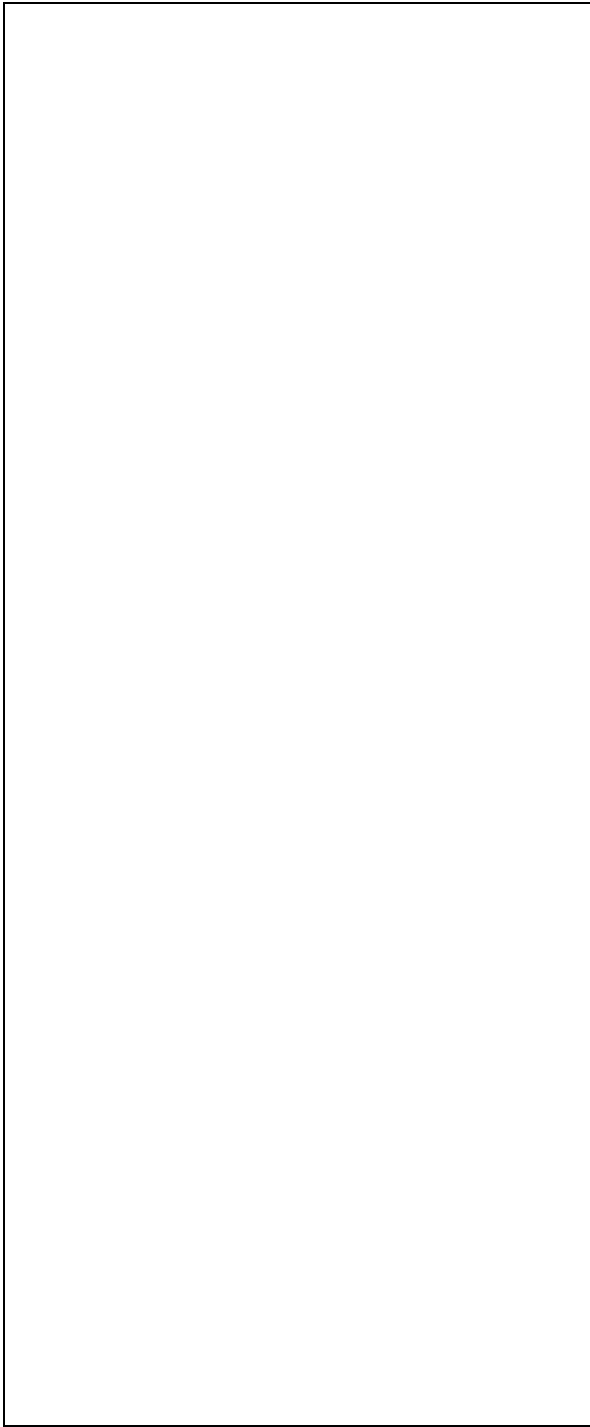
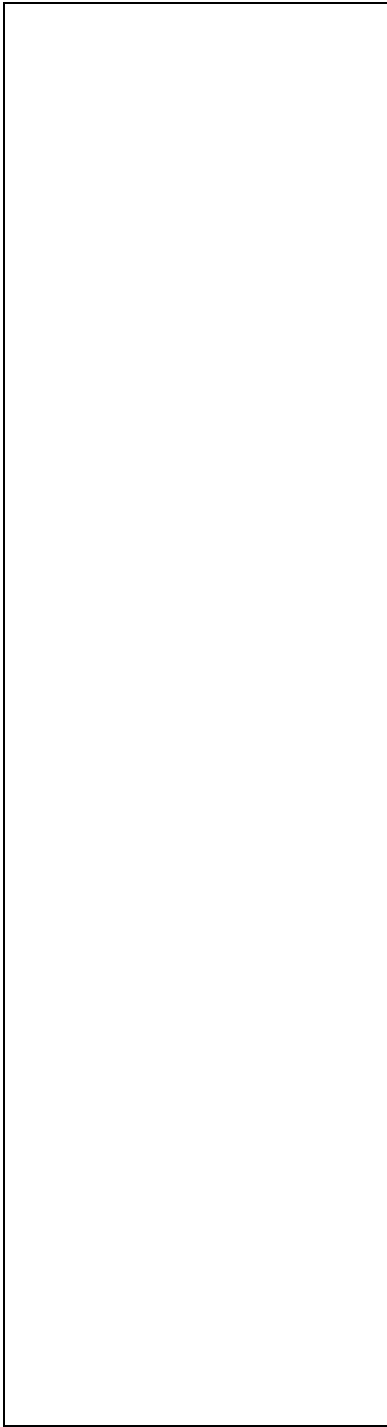
- Provide fewer drill and practice activities when material is learned
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Assessment Strategies:

- Give a pretest to allow the student to demonstrate mastery
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Environmental Strategies:

- Arrange for a mentor to work with the student in interest area



- Cluster group gifted/talented students by areas of strength in the classroom
- Allow independent use of library

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Unit Title: Research Based Argument Essay	Grade Level: 5	Time Frame: Unit 3
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 build powerful arguments by using different media types on a particular topic	<ul style="list-style-type: none"> ● 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> ● 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> ● 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. ● 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. ● 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> <ul style="list-style-type: none"> ● Researchers use a variety of tools to collect research on a particular topic <ol style="list-style-type: none"> 1 Boxes and bullets ○ T-charts ○ Venn Diagrams ○ Drawings and Captions ● Researchers compare points of view of authors on the same topic by ○ Studying images. <ol style="list-style-type: none"> 1 Studying main ideas. 	●

	<ul style="list-style-type: none"> ○ Considering which facts the author has included and which they have left out. ● 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. 	
<p>Writers persuade the reader through voice, structure and precise language</p>	<ul style="list-style-type: none"> ● 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"> ○ This makes me realize... ○ This is important because... 	<ul style="list-style-type: none"> ●

	<ul style="list-style-type: none"> ○ This is giving me the idea that... 	
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- 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 t just rig hink middle schoolers should...). We try writing the claim a couple different ways until it s ht.

● Researc *research* hers revise a claim by using clear, precise language. They ask, *How have mentor* their cl *hers done this?* Researchers model their claims after other researchers' craft. They try out im in many ways.

● Researc *enough* hers test out their claim by planning using boxes and bullets. We ask, *Does my claim have 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.

- Researchers organize their evidence that goes with each support/reason in the order that is most convincing. We think, *Who is my reader? And What will be most convincing to that audience?* We can ask our partners for advice.
- Researchers revise their plan by critiquing their supports. They ask, *Does this detail really support what I am arguing?* We can ask our partners for advice.

Writers take a solid stance and support it with clear evidence from various sources.

- Researchers read mentor texts and ask, *How has this author crafted their writing to persuade the reader? What language have they used? Does this language work for my audience?* We jot down words and phrases that we may want to use and keep it handy as we draft.
- Researchers jot down key terms and domain specific vocabulary in our notebooks to use when they draft.
- 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.
- 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.: *Some may think....but.. or While many believe it is true... or While it is true that ... (My claim) is still true...* 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:
 - Facing the counterclaim head on in the introduction
 - Facing the counterclaim before or in the conclusion
 - Facing the counterclaim in each support section
- 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.
- Writers persuade by using a variety of facts, data, thoughts, anecdotes, and comparisons. We know that a variety is more convincing.
- Writers select and use text features intentionally (graphics/illustrations/pictures) to evoke emotion from their reader. We support the argument by thinking, *What image best supports my claim?*

- Researchers revise considering multiple word choice options. They write and rewrite powerful sentences in multiple ways asking, *Does this wording match the tone or feeling I want in this*
- Researcher use anchor charts when revising their writing. They reflect on each strategy on the Partners can support each other in this work. *piece?*
anchor chart and consider how effectively it has been used in their argument, making any revisions to create more powerful writing.

- Writers create multiple leads. They study mentor texts and make choices about how they begin their argument. We ask, *How did this mentor do this? Do these craft moves match my intention and audience?* We can then try it out in our notebooks, choosing the one that is just right. These might include:
 - Beginning with a story or vignette about someone or a group that could benefit from this argument.
 - Beginning with the counterclaim. *Some might believe..., but you will see that... is true.*
 - Beginning with a shocking statistic
 - Beginning with a quote
 - Beginning with a personal appeal
- 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.
- 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.
- 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.

Writers use grammar and conventions to convey ideas precisely and powerfully.

- 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.
- When writers are faced with a *How does ____ work?* Or *What are the rules for ____?* We can
- refer to our mentor text asking, *Writers revise punctuation by considering pauses to allow for reader reflection. Well, how did they do it? What rules did they follow?*
- 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.
- When quoting a source, we give the credit to the source by setting up the quote with phrases such as
 - According to _____, “_____.”
 - In the text _____ it states, “_____.” ○ orother phrases we find in our mentor text.
- 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.

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Unit Title: Speeches - Career and Innovation Speeches	Grade Level: 5	Time Frame: March - April
<p>Standards: 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</p>	<p>Vocabulary and Key Concepts: Orator, speaker, speech, immersion, body language, pacing, facial expression, message, technique, rehearsal, anecdote</p>	
<p>Technology Implementation: 8.1: All students will use digital tools to access, manage, evaluate and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge. Fifth grade students will infuse technology into Language Arts by learning to:</p> <ul style="list-style-type: none"> • Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving work problems • Format a document using a word processing application to enhance text and include graphics, symbols and/or pictures • Use a graphic organizer to organize information about problem or issue • Create and use a database to answer basic questions • Engage in online discussions with learners of other cultures to investigate a worldwide issue from multiple perspectives and sources, evaluate findings and present possible solutions, using digital tools and online resources for all steps. • Analyze the resource citations in online materials for proper use • Understand digital citizenship and demonstrate an understanding of the personal consequences of inappropriate use of technology and social media <p>8.2: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment. Fifth grade students will infuse technology into Language Arts by learning to:</p> <ul style="list-style-type: none"> • Research technologies that have changed due to society’s changing needs and wants Vocabulary and Key Concepts stamina, independent, structure, routine, theory, partner talk, reflection, jot, long write, thinking prompts, just right book, genre, background knowledge, goals, symbol 130 • Collaborate with peers to illustrate components of a designed system • Collaborate and brainstorm with peers to solve a problem evaluating all solutions to provide the best results with supporting sketches or models • Follow step-by-step directions to assemble a product or solve a problem • Identify how computer programming impacts our everyday lives 		
<p>Essential Questions: How do I deliver a powerful message or idea? How do I learn from my mentors? How do I connect with my audience</p>	<p>Unit Goals/Enduring Understandings</p> <ul style="list-style-type: none"> • Writers recognize qualities and craft moves of speeches through immersion • Writers plan and organize speeches • Writers connect with their audience • Writers use grammar and conventions to convey ideas precisely and powerfully 	

<p>Skills: 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</p>	<p>Demonstration of Learning/Assessment Evidence: Formative Conference Notes Strategy Group Observations Active Engagement Observations Summative TC Progressions Assessments Teacher Created Assessments TC Writing Pre and Post Assessments Alternative Teacher Created Assessments Benchmark TC Progressions Assessments TC Writing Pre and Post Assessments STAR 360/MAP</p>	<p>Structures:</p> <ul style="list-style-type: none"> ● Writing Workshop <ul style="list-style-type: none"> ○ Whole Group Minilesson ○ Independent Process Based Writing ○ Conferences ○ Mid-workshop Teaching Point ○ Teaching Share ○ Strategy Group Instruction Shared Writing
<p>Mentor Texts: Ted Talks for Kids Severn Suzuki speaking at UN Earth Summit 1992 - https://youtu.be/uZsDliXzyAY * <i>Please note that the mentor texts are teacher's choice. These are suggestions if you need them.</i> Resources: Fifth grade reading unit 4, Ted Talks for kids,</p>	<p>Integrated Modifications/Accommodations: Special Education</p> <ul style="list-style-type: none"> • Small group/One to one • Additional time • Review of directions • Student provides oral responses • Quiet space to calm down/relax 	<p>At Risk of School Failure</p> <ul style="list-style-type: none"> • Small group/One to one • Student restates information • Concrete examples • Assistance in maintaining uncluttered space • Alternate quiet and active time

Cross Curricular Connections:

Science - careers in science

Social Studies - historical events

Health - personal health and wellness

21st Life and Career

21st Century Life and Career

- • 9.4.5.CI.1: Use appropriate communication technologies to collaborate with individuals with diverse perspectives about a local and/or global climate change issue and deliberate about possible solutions (e.g., W.4.6, 3.MD.B.3, 7.1.NM.IPERS.6).
- • 9.4.5.CI.2: Investigate a persistent local or global issue, such as climate change, and collaborate with individuals with diverse perspectives to improve upon current actions designed to address the issue (e.g., 6.3.5.CivicsPD.3, W.5.7)
- • 9.4.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity (e.g., 8.2.5.ED.2, 1.5.5.CR1a).
- • 9.4.5.CI.4: Research the development process of a product and identify the role of failure as a part of the creative process (e.g., W.4.7, 8.2.5.ED.6)
- • 9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process (e.g., 2.1.5.EH.4, 4-ESS3-1, 6.3.5.CivicsPD.2). • 9.4.5.CT.2: Identify a problem and list the types of individuals and resources (e.g., school, community agencies, governmental, online) that can aid in solving the problem (e.g., 2.1.5.CHSS.1, 4-ESS3-1).
- • 9.4.5.CT.3: Describe how digital tools and technology may be

- Preferential seating
- Reduction of distractions
- Follow a routine/schedule
- Teach time management skills
- Verbal and visual cues regarding directions and staying on task

- Rest breaks
- Immediate feedback

Section 504

- Small group/One to one
- Large print textbooks
- Additional time
- Student provides oral responses
- Assistance in maintaining uncluttered space
- Alternate quiet and active time
- Preferential seating
- Reduction of distractions
- Follow a routine/schedule
- Teach time management skills
- Verbal and visual cues regarding directions and staying on task

- Quiet space to calm down/relax
- Preferential seating
- Reduction of distractions
- Follow a routine/schedule
- Teach time management skills
- Varied choice of activity
- Peer mentor
- Checklists

Gifted and Talented

Presentation Strategies:

- Vary the method of presentation: lecture, small groups, large group, demonstration, individual experimentation
 - Avoid having student copy notes when material is already mastered
- Strategies:**
- Provide opportunities for open-ended, self-directed activities

- used to solve problems.
 - 9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3).

		<ul style="list-style-type: none"> • Space for movement and breaks • work in progress check <p>English Language Learners</p> <ul style="list-style-type: none"> • Support with graphics • Tiered Vocabulary • Dictionary, Native lang to English • Additional time • Review of directions • Support auditory presentations with visuals • Hands-on activities • Verbal and visual cues regarding directions and staying on task 	<ul style="list-style-type: none"> • Provide instruction in research skills needed to conduct an independent study in student's interest area • Provide independent learning opportunities Use advanced supplementary/reading materials • Encourage the use of creativity • Ask higher level questions • Provide opportunities to develop depth and breadth of knowledge in a subject area <p>Organizational/Behavioral Strategies:</p> <ul style="list-style-type: none"> • Use a Study Contract for student to achieve outcomes • Use a Learning Log for independent or outside learning • Establish a timeline for long-range projects <p>Motivational Strategies:</p> <ul style="list-style-type: none"> • Provide fewer drill and practice activities when material is learned • Give student choices of activities in learning the content • Allow the student to 'buy' time for self-directed activities after material is learned <p>Assessment</p> <p>Strategies:</p> <ul style="list-style-type: none"> • Give a pretest to allow the student to demonstrate mastery • Provide self-checking materials • Provide tests at a higher level of thinking <p>Environmental Strategies:</p> <ul style="list-style-type: none"> • Arrange for a mentor to work with the student in interest area • Cluster group gifted/talented students by areas of strength in the classroom • Allow independent use of library
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Unit Title: Speeches - Career and Innovation Speeches	Grade Level: 5	Time Frame: March - 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	
<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"> ● Writers use all they know about quality writing while working independently through the writing process. ● 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. ● 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. ● 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. 	●
Writers plan and organize speeches	<ul style="list-style-type: none"> ● Writers use information collected while reading to push their thinking on a topic in their notebooks. (Pushing our thinking anchor chart). ● 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. ● 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. ● 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. 	●

<p>Writers connect with their audience</p>	<ul style="list-style-type: none"> ● 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? We may try it out a few different ways in our notebooks.</i> This might include: <ul style="list-style-type: none"> ○ Starting with a joke or funny (related) story to help the audience relax and engage. ○ Start with a story of someone who could use the information that you are giving. This can be fictional or real. ○ 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. 	<ul style="list-style-type: none"> ●
	<ul style="list-style-type: none"> ○ Connect by starting with introducing yourself and how you came to the understanding or information you are presenting. ● 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. ● 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. ● Create relevant stories or share anecdotes around each of (or several) of the most important points to illustrate it for the audience. ● One way to connect with your audience is to provide a resource for further information. They will appreciate the gift. ● 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> ● Writers formally write their speeches. We can use these drafts to practice, receive feedback, reflect and revise. ● 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. ● 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. 	

Writers use grammar and conventions to convey ideas precisely and powerfully.

- 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.
- When writers are faced with a *How does ____ work?* Or *What are the rules for ____?* We can refer to our mentor text asking, *Well, how did they do it? What rules did they follow?*
- Orators are sure to give credit to their sources both verbally and in a *Works Referenced* page.



Unit Title: Fantasy	Grade Level: 5	Time Frame: May-June
Standards: 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	Vocabulary and Key Concepts: metaphor, symbolism, figurative, Greek roots, Latin roots, fantasy, reality, theme, story mountain, thought, dialogue, action, setting	
Technology Implementation: 8.1: All students will use digital tools to access, manage, evaluate and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge. Fifth grade students will infuse technology into Language Arts by learning to: <ul style="list-style-type: none"> • Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving work problems • Format a document using a word processing application to enhance text and include graphics, symbols and/or pictures • Use a graphic organizer to organize information about problem or issue • Create and use a database to answer basic questions • Engage in online discussions with learners of other cultures to investigate a worldwide issue from multiple perspectives and sources, evaluate findings and present possible solutions, using digital tools and online resources for all steps. • Analyze the resource citations in online materials for proper use • Understand digital citizenship and demonstrate an understanding of the personal consequences of inappropriate use of technology and social media 8.2: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment. Fifth grade students will infuse technology into Language Arts by learning to: <ul style="list-style-type: none"> • Research technologies that have changed due to society’s changing needs and wants Vocabulary and Key Concepts stamina, independent, structure, routine, theory, partner talk, reflection, jot, long write, thinking prompts, just right book, genre, background knowledge, goals, symbol 130 • Collaborate with peers to illustrate components of a designed system • Collaborate and brainstorm with peers to solve a problem evaluating all solutions to provide the best results with supporting sketches or models • Follow step-by step directions to assemble a product or solve a problem • Identify how computer programming impacts our everyday lives 		
Essential Questions: <ul style="list-style-type: none"> • How do I suspend disbelief in the writing of fantasy short stories? • How can I use my own life experience and knowledge to write fantasy short stories? 	Unit Goals/Enduring Understandings <ul style="list-style-type: none"> • Writers collect ideas for fantasy short stories and develop a story with depth, significance, and believability • Writers craft a compelling fantasy short stories, revising with intention • Fantasy writers study mentors to grow in their writing craft • Writers use grammar and conventions to convey ideas precisely and powerfully. 	

<p>Skills: 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</p>	<p>Demonstration of Learning/Assessment Evidence: Formative Conference Notes Strategy Group Observations Active Engagement Observations Summative TC Progressions Assessments Teacher Created Assessments TC Writing Pre and Post Assessments Alternative Teacher Created Assessments Benchmark TC Progressions Assessments TC Writing Pre and Post Assessments STAR 360/MAP</p>	<p>Structures:</p> <ul style="list-style-type: none"> ● Writing Workshop <ul style="list-style-type: none"> ○ Whole Group Minilesson ○ Independent Process Based Writing ○ Conferences ○ Mid-workshop Teaching Point ○ Teaching Share ○ Strategy Group Instruction <p>Shared Writing</p>
<p>Mentor Texts: 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 Resources: <i>If... Then... Curriculum</i> by Lucy Calkins and Colleagues</p>	<p>Integrated Modifications/Accommodations: Special Education</p> <ul style="list-style-type: none"> • Small group/One to one • Additional time • Review of directions • Student provides oral responses • Quiet space to calm down/relax • Preferential seating • Reduction of distractions • Follow a routine/schedule • Teach time management skills 	<p>At Risk of School Failure</p> <ul style="list-style-type: none"> • Small group/One to one • Student restates information • Concrete examples • Assistance in maintaining uncluttered space • Alternate quiet and active time • Quiet space to calm down/relax • Preferential seating • Reduction of distractions • Follow a routine/schedule • Teach time management skills • Varied choice of activity

Cross Curricular Connections:

Social Studies - compare and contrast realism vs. fantasy

Health - personal health and wellness

21st Life and Career

21st Century Life and Career

- • 9.4.5.CI.1: Use appropriate communication technologies to collaborate with individuals with diverse perspectives about a local and/or global climate change issue and deliberate about possible solutions (e.g., W.4.6, 3.MD.B.3,7.1.NM.IPERS.6).
- • 9.4.5.CI.2: Investigate a persistent local or global issue, such as climate change, and collaborate with individuals with diverse perspectives to improve upon current actions designed to address the issue (e.g., 6.3.5.CivicsPD.3, W.5.7)
- • 9.4.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one’s thinking about a topic of curiosity (e.g., 8.2.5.ED.2, 1.5.5.CR1a).
- • 9.4.5.CI.4: Research the development process of a product and identify the role of failure as a part of the creative process (e.g., W.4.7, 8.2.5.ED.6)
- • 9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process (e.g., 2.1.5.EH.4, 4-ESS3-1, 6.3.5.CivicsPD.2).
 - 9.4.5.CT.2: Identify a problem and list the types of individuals and resources (e.g., school, community agencies, governmental, online) that can aid in solving the problem (e.g., 2.1.5.CHSS.1, 4-ESS3-1).
- • 9.4.5.CT.3: Describe how digital tools and technology may be used to solve problems.
- • 9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as

- Verbal and visual cues regarding directions and staying on task

- Rest breaks
- Immediate feedback

Section 504

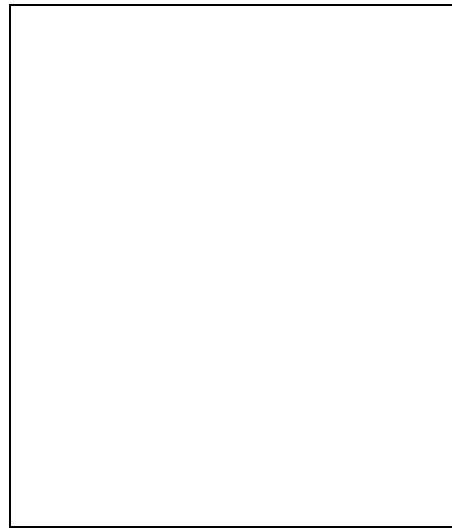
- Small group/One to one
- Large print textbooks
- Additional time
- Student provides oral responses
- Assistance in maintaining uncluttered space
- Alternate quiet and active time
- Preferential seating
- Reduction of distractions
- Follow a routine/schedule
- Teach time management skills
- Verbal and visual cues regarding directions and staying on task
- Space for movement and breaks
- work in progress check

- Peer mentor
- Checklists

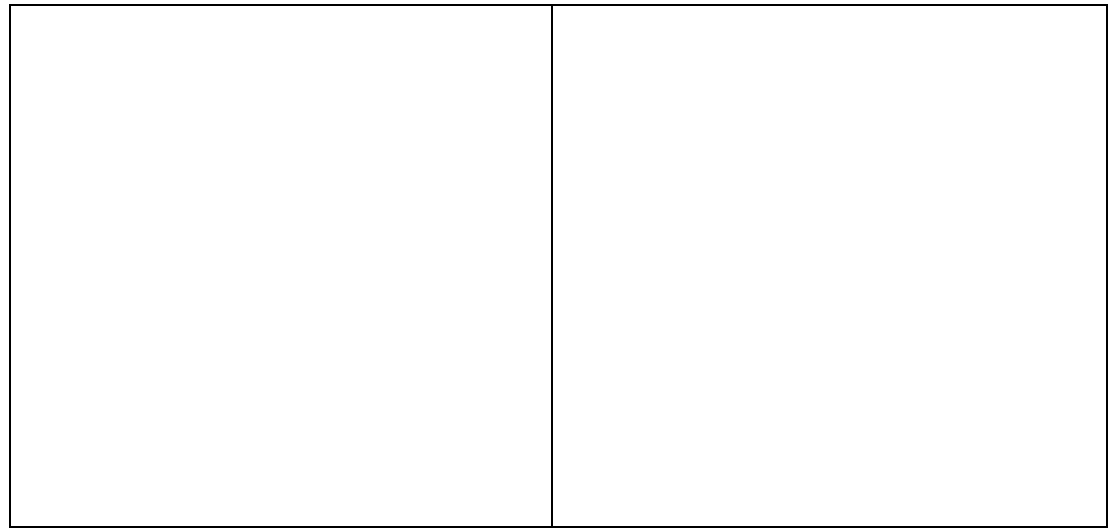
Gifted and Talented

Presentation Strategies:

- Vary the method of presentation: lecture, small groups, large group, demonstration, individual experimentation
- Avoid having student copy notes when material is already mastered Curriculum Strategies:
- Provide opportunities for open-ended, self-directed activities
- Provide instruction in research skills needed to conduct an independent study in student’s interest area



personal, academic, community and global (e.g., 6.1.5.CivicsCM.3).



		<p>English Language Learners</p> <ul style="list-style-type: none"> • Support with graphics • Tiered Vocabulary • Dictionary, Native lang to English • Additional time • Review of directions • Support auditory presentations with visuals • Hands-on activities • Verbal and visual cues regarding directions and staying on task 	<ul style="list-style-type: none"> • Provide independent learning opportunities Use advanced supplementary/reading materials • Encourage the use of creativity • Ask higher level questions • Provide opportunities to develop depth and breadth of knowledge in a subject area <p>Organizational/Behavioral Strategies:</p> <ul style="list-style-type: none"> • Use a Study Contract for student to achieve outcomes • Use a Learning Log for independent or outside learning • Establish a timeline for long-range projects <p>Motivational Strategies:</p> <ul style="list-style-type: none"> • Provide fewer drill and practice activities when material is learned • Give student choices of activities in learning the content • Allow the student to 'buy' time for self-directed activities after material is learned <p>Assessment Strategies:</p> <ul style="list-style-type: none"> • Give a pretest to allow the student to demonstrate mastery • Provide self-checking materials • Provide tests at a higher level of thinking <p>Environmental Strategies:</p> <ul style="list-style-type: none"> • Arrange for a mentor to work with the student in interest area • Cluster group gifted/talented students by areas of strength in the classroom • Allow independent use of library
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Unit Title: Fantasy	Grade Level: 5	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
<p>riters collect ideas for fantasy short stories and develop a story with depth, significance, and believability</p>	<ul style="list-style-type: none"> ● 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. ● 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> ● 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> ● 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. ● 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. ● 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. ● 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. ● Writers prepare for drafting outside their notebook by writing long on ○ <i>What is the message I want to put out into the world with this story?</i> <ul style="list-style-type: none"> ○ <i>Who is my main character? What are they like? Who will help them? Who or what gets in the way?</i> ○ <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> 	<ul style="list-style-type: none"> ●

- *What is the internal story of this journey?* We might add a double story mountain (or rising timeline) to include the internal story.

Writers craft a compelling fantasy short stories, revising with intention

- 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.

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. 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. 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.

- 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.

- 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.

- 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.

- 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.

- 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.

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<p>Fantasy writers study mentors to grow in their writing craft</p>	<ul style="list-style-type: none"> ● 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. ● 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> 	<ul style="list-style-type: none"> ●
	<ul style="list-style-type: none"> ● 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. ● 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. ● 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. ● Writers study how mentors... <ul style="list-style-type: none"> ○ ...deal with dialogue. We consider how they make their characters speak differently. ○ ...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? ○ ...punctuate. <i>Is there a pattern in punctuation? Do they use it as a craft?</i> ○ <p>We study how fantasy stories we love begin.</p> <ul style="list-style-type: none"> ○ We study how fantasy stories we love tend to end. <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> ● 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 	

	<p>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.</p>	
<p>Writers use grammar and conventions to convey ideas precisely and powerfully.</p>	<ul style="list-style-type: none"> ● 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. ● Writers properly punctuate quotations inside of quotations. ● 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> ● Writers edit for spelling, using Greek and Latin roots as well as affixes to help guide this work. We can 	<ul style="list-style-type: none"> ●

use available resources when needed.

- Writers edit for proper verb tense. We are sure we are accurate and pay particular attention to flashbacks or visions of the future.