

Writing Wings

with Media

Teacher Edition | Grade 3 | Volume 3
Persuasive and Narrative Writing

Writing Wings was developed under the direction
of Robert E. Slavin and Nancy A. Madden,
codirectors of the Success for All Foundation.

Success for All
FOUNDATION®

***Writing Wings: Teacher Edition Grade 3 Volume 3
Persuasive and Narrative Writing***

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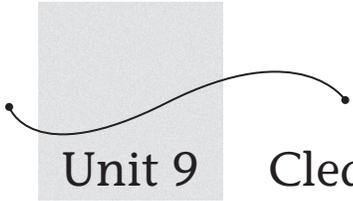
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Unit 9

Clearly Stating a Purpose

Writing Project:

Compose a Business Letter Requesting Information

Overview

The Author's Opportunity

The students will choose a state they want to learn more about and write a business letter to its tourism office requesting information. In their letters, they will state a purpose for writing, include details to explain that purpose, and request more information. They will use business letter form and include a heading, inside address, greeting, body, closing, and signature. The students will read their letters from the Author's Chair, address their envelopes, and then mail their letters.

Unit Summary

In this unit, the students choose a state they want to learn more about and write a business letter to its tourism office requesting information. (A list of states and addresses for their tourism offices is included in the student editions.) The craft lesson prepares the students by presenting and explaining the tone and content of a business letter. The students analyze sample business letters and use webs to record the writer's purpose, details that explain that purpose, and the request being made.

The lesson on Day 2 focuses on the parts of a business letter and on clearly stating a purpose and including details that explain or support the purpose. The students use a web to plan their letters and then draft them. In the video, Ms. Inkwel reinforces the ideas that business letters get right to the point, are businesslike, briefly state a request, and end with a polite closing. In the video, Tasha and Ricardo show how partners can help each other revise their drafts. After revising, the students edit their letters and their partners' letters using the Mechanics section of the revision guide. The students then publish their letters by recopying their edited letters and addressing and stamping an envelope. After sharing their letters from the Author's Chair, the students put them in the envelopes, and the letters are mailed. The information and brochures that the students

receive in response should be saved; they will be used when the students write reports on the states in a culminating activity at the end of the year.

Language Mechanics

In the first language-mechanics lesson in this unit, the students rewrite sentences, adding pronouns and eliminating noun repetition. Characters in the video explain what a pronoun is and demonstrate how to avoid using the same noun repeatedly in a sentence by replacing it with a pronoun. The second language-mechanics lesson focuses on the use of commas with subordinate clauses and appositive phrases. In the video part of the lesson, The Big Bad Wolf and one of the three little pigs show how to use commas to set apart the less important words or phrases in a sentence. The students practice rewriting sentences with the same subject to combine all the necessary information and put commas in the correct places.

Cooperative Learning

- **Explain your ideas/tell why** is the team cooperation goal in this unit. The students work on sharing their ideas with their teams and giving reasons for their thinking. By communicating their ideas clearly and explaining them, the students prepare every member of the team to present the content of team discussion or a team response to the class. At the end of each day during Reflection, the students can earn an extra point by sharing an example of something their team members explained during teamwork.

Writing Process Objectives

- The students will brainstorm ideas for their writing with their partners.
- The students will plan their business letters using a web to record their purpose, explanation, and request.
- The students will use their plans to draft clear and organized business letters with a purpose statement, details to explain the purpose, and a request for the reader to take an action.
- The students will use the revision guide to rate their partners' drafts.
- The students will use editing marks to edit their business letters.
- The students will publish their letters by reading them from the Author's Chair and then mailing them.

Unit 9 Sequence

Day 1: **Craft Lesson** | Business Letter

Day 2: **Brainstorm** | Business Letter

Day 3: **Plan** | Business Letter

Day 4: **Draft** | Business Letter

Day 5: **Language-Mechanics Lesson** | Pronouns I

Video Support: “Pronouns I”

Day 6: **Share and Respond** | Business Letter

Video Support: “Business Letter: Share, Respond, Revise”

Day 7: **Revise** | Business Letter

Day 8: **Language-Mechanics Lesson** | Commas for Subordinate Clauses

Video Support: “Commas for Subordinate Clauses”

Day 9: **Edit** | Business Letter

Day 10: **Publish** | Business Letter

Day 11: **Writing Journal**

Unit Preparation

You will need the following materials:

For the teacher:

- Friendly Letter/Business Letter transparency (See Day 1.)
- Sample Business Letter 2 and 3 transparencies (See Day 1.)
- Labeled Sample Letters 1 and 2 transparencies (See Day 2.)
- Business-Letter Format transparency (See Days 2 and 4.)
- State Names transparency (See Day 2.)

For each student:

- Team Practice and Team Mastery handouts (See the blackline masters at the end of this unit.)
- Quick Checks (See the blackline masters at the end of this unit.)
- Business Letter Revision Guide (student edition)
- An envelope
- A postage stamp
- Portfolio folder
- Writing Journal (marble composition book)

For each team:

- Writing Wings Team Score Sheet
- Notebook paper
- List of state tourism office addresses (See the blackline masters at the end of this unit.)

-
- Continue to display the team cooperation goals.
 - Copy the writing prompt on the board or on chart paper. Be sure to keep the writing prompt displayed during the entire activity.
 - Copy the Two-Minute Edit sentence on the board or on chart paper each day.
 - Have a number of informative books or magazine articles about the different states available for the students to get ideas and information.
 - Have a television and a DVD player available to show the following video segments for the lessons:
 - “Pronouns I” (running time 2:45) on Day 5
 - “Business Letter: Share, Respond, Revise” (running time 5:45) on Day 6
 - “Commas for Subordinate Clauses” Day 8 (running time 5:06) on Day 8

Unit 9

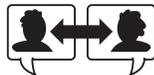
Day 1 Craft Lesson

OBJECTIVE: The students will contrast a business letter and a friendly letter. Then they will identify content elements for the body of a business letter—a purpose statement, details that explain the purpose, and a request for action.



Think-Pair-Share

Throughout the lesson, award team cooperation points to teams whose members explain their ideas. Award up to 9 team cooperation points per team. Be sure to identify the behavior you observe.



Active Instruction

Timing Goal: 12 minutes

Set the Stage

- Introduce the team cooperation goal: **Explain your ideas/tell why.** Use **Think-Pair-Share** to ask:

When we say “explain an idea,” what does that mean?
[(Accept reasonable responses.) For example, explain an idea means tell your reasons, tell why you think that.]

How might explaining your idea help your partner or team? *[Explaining helps your partner or team understand your idea better.]*

- Point out that good writers explain their ideas. They tell why so others can understand their thinking. Explaining ideas also helps everyone on a writing team to understand one another.
- Tell the students that you will award team cooperation points to teams whose members explain their ideas/tell why. Tell them that you will ask teams to give an example of something their team members explained during team discussion.
- Distribute the team score sheets. Have teams write their team name, date, and unit number on it, as well as the team cooperation goal: **Explain your ideas/tell why.** Use **Think-Pair-Share** to facilitate a review about the team score sheet and team rewards. If necessary, refer to the back of the team score sheet.
- Post and present the day’s agenda.

TODAY’S FOCUS: Ideas and organization

TODAY’S GOALS:

1. We will compare and contrast a friendly letter and a business letter.
2. We will look at what is included in a business letter.

- Point out today's focus. Tell the students that today they will be looking at how the ideas and organization of a business letter are different from a friendly letter. Read the focus and goals for the day aloud.

Instruction

- Tell the students that there are different reasons for writing letters.

Sometimes we write letters to friends or family. These are called friendly letters. We write to share what is going on in our lives or to find out news from our friends and family. At other times, we might write letters to companies or organizations asking for information or to make a complaint or a suggestion. These are called business letters.

- Display the transparency showing Liza's friendly letter and her business letter. Read the two letters aloud.

Liza's Friendly Letter

June 7, 2006

Dear Jojo,

Sheila has been talking nonstop about the trip up there to visit you at the farm next month. I'm pretty excited about it, too. I can't wait to see the baby goats! Did you name them yet? Sheila thinks we should bring sleeping bags so we can sleep in the barn. What do you think? I am going to bring a camera to take pictures of the animals. Last time I got some great snap shots of that family of ducks by the pond. They were so cute! Anyway, I'll be seeing you soon.

Your friend,
Liza

Liza's Business Letter

5721 Maple Leaf Avenue
Belmont, MD 21116
February 6, 2006

Valley Karate School
8943 Lake Drive
Baltimore, MD 23345

Dear Sir or Madam:

I am interested in taking a karate class this summer. I heard about your karate school from some friends. I would like to learn about the karate classes that you offer. My parents and I need to decide if your school is right for me.

Please send me information about your classes and when they are offered. I look forward to hearing from you.

Sincerely,
Liza Pierce



- Have the students compare and contrast the two letters. Use **Think-Pair-Share** to ask the following questions:

What is different about these two letters? *[(Accept reasonable responses.) For example, the business letter has addresses and a date on the left-hand side; the friendly letter only has a date, and it's on the right-hand side. The business letter uses Madam or Sir with a colon after it, but the friendly letter uses a name and a comma. The business letter ends with Sincerely and the friendly letter ends with Your friend. The paragraphs in the business letter are not indented like they are in the friendly letter.]*

To whom did Liza write the first letter? Do you think she knows this person? How can you tell? *[Liza wrote the first letter to her friend Jojo. She signs it "Your friend."]*

To whom did she write the second letter? Does she know this person? How do you know? *[She does not know the person because she wrote "Sir or Madam" and not someone's name.]*

- Point out the differences in tone between a friendly letter and a business letter.



When you write a friendly letter like Liza’s first letter, you may chat about a lot of different things with your friend. The tone of your letter is friendly and informal. When you write a business letter, you use a formal tone. You get right to the point and tell your reason or purpose for writing the letter.

- Use **Think-Pair-Share** to ask:

What is Liza’s reason for writing the business letter?

[Liza writes the second letter to get information about a karate school.]

Which sentence in the business letter tells her purpose for writing? *["I would like to learn about the karate classes you offer."]*

What is she asking the person at the karate school to do? *[She is asking the person to send her information about karate classes.]*

- Tell the students that a business letter has a purpose statement. A purpose statement tells the reason for writing. A business letter also includes a few details to explain the purpose and asks the reader to take an action, to do something, like send information.
- Display the transparency of Sample Business Letter 2. Tell the students to listen for the sentence in the business letter that tells the reason for writing as you read it aloud.

Sample Business Letter 2

82 Charles Street
Lincoln, NE 68509
March 23, 2006

Smoothie-Smooth Company
777 Guildford Avenue
Sarasota, FL 10743

Dear Sir or Madam:

Last week I saw your ad for a Smoothie-Smooth Machine on television, so I bought it. I am writing to you because the machine does not work. When I press on the mixer's button, the mixer jams. Also, the lid does not fit on the plastic container. I would like you to send me a new machine. Please send a replacement machine to the address above. I thank you for your help in this matter.

Sincerely,
Felix Bender



- Create a web like the following and record student responses. Use **Think-Pair-Share** to ask:

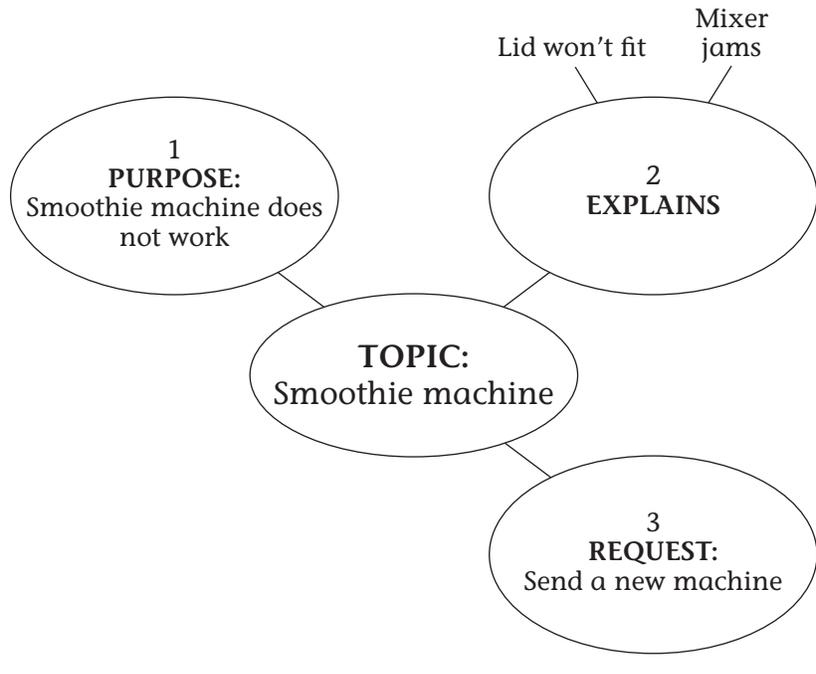
What is the topic of this letter? [*The topic is a smoothie machine.*]

Why is Felix writing this letter? Which sentence tells Felix's reason, or purpose, for writing this letter? [*The purpose sentence is: I am writing to you because the machine does not work.*]

What does Felix explain about his purpose, about the machine not working? [*He explains that the mixer jams, and the lid won't fit.*]

What action is Felix requesting? What does he want the company to do? [*Felix wants the company to send him a new smoothie machine.*]

Business Letter Web



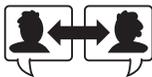
- Point out that because this is a business letter and not a friendly letter, Felix has written it with an all-business tone.

Felix gets right to the point and says why he is writing. He explains about the problem he is having with the machine. Then, he makes a request. He tells the company what he would like it to do. Finally, he politely restates what he wants, thanks the reader, and ends his letter with “Sincerely.”

- Use **Think-Pair-Share** to ask:

Why didn't Felix end his letter with “your friend, Felix?” *[He isn't writing to a friend. Guide the students to understand that a business letter is written with a formal tone.]*

- Display the transparency of the Sample Business Letter 3, and read it aloud. Have partners decide which sentence tells the purpose for writing and what action the writer wants the company or organization to take.



Sample Business Letter 3

90 Stevens Street
Milton, NY 12245
April 4, 2006

Milton Summer Soccer League
256 Hemingway Drive
Milton, NY 12245

Dear Soccer League Coach:

I would like to play for the Milton Summer Soccer League. I heard that you are holding tryouts. I would like to know more about them. I play goalie on my school's soccer team. We are undefeated. Please send me information about the tryouts so I can be there. I would love to play goalie for your league. Thank you for your help.

Sincerely,
DeVon Chase



- Create a web to record the parts of the business letter. Use **Think-Pair-Share** to ask:

What is the topic of this letter? [*Summer soccer league.*]

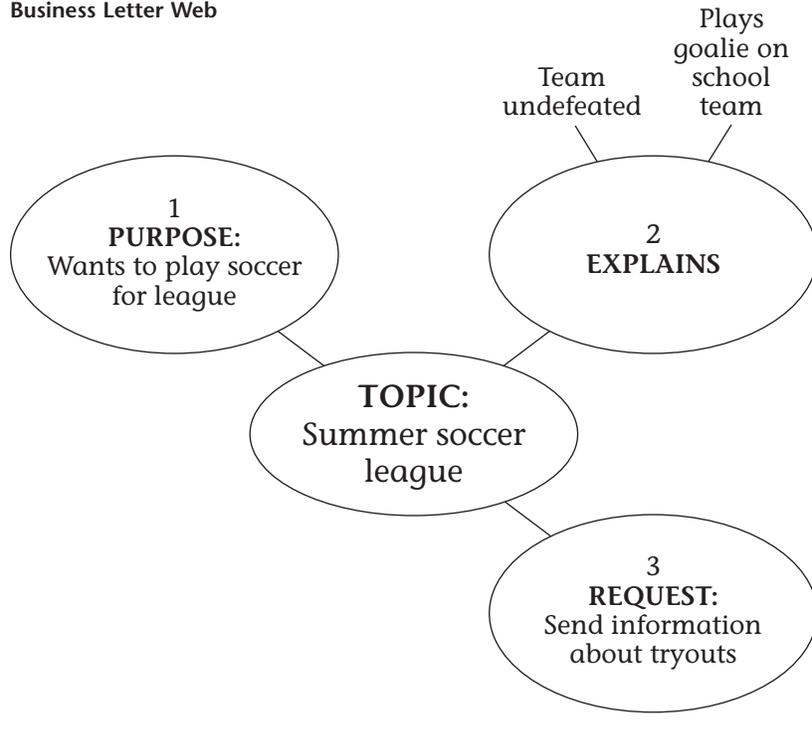
What is DeVon's reason, or purpose, for writing this letter? [*He wants to play for the summer soccer league.*]

What does DeVon explain about his purpose? What details does he include? [*He explains that he is a goalie for his school team and they are undefeated.*]

What action is DeVon requesting? What does he want the reader to do? [*Devon wants the reader to send him information about the tryouts.*]

- Point out that DeVon includes a last thought when he tells the reader that he would love to play goalie for the league and thanks the reader.

Business Letter Web



Teamwork

Timing Goal: 15 minutes

Team Practice

- Tell the students that during Teamwork they will continue to work on identifying the purposes and requests in business letters.
- Distribute the **Teamwork 1: Business Letter** page and the **Team Practice** section. Explain that the students will work in teams to read a letter and record the following on a web:
 - the topic
 - the writer’s purpose
 - details that explain the purpose
 - request (what the writer wants the reader to do)
- Remind teams of the team cooperation goal that they are working on: **Explain your ideas/tell why.**
- Allow time for the students to complete Team Practice. Use **Random Reporter** to review the student’s work. Ask:

Is this a business letter or a friendly letter? How can you tell? [*It is a business letter because it begins “Dear Sir or Madam,” and it has a purpose sentence.*]

What is the topic of the letter? [*Garden kits.*]

If the students struggle with the Team Practice activity, review the skill, and then allow them to try again the Team Practice 2 sentences.



Random Reporter

For Team Practice, students work with their teammates and discuss their thinking. If the students struggle with the Team Practice activity, review the skill, and then allow them to try again with the Team Practice 2 passage.



For Quick Check, the students work individually for a teacher score. If 25% of the students score less than 80, review the skill, and then have them try again with the Quick Check 2 passage.

What is Carol’s reason, or purpose, for writing this letter? *[She wants to buy two kits.]*

Does she include details to explain her purpose? *[Yes, she explains that her grandmothers like to garden, and the kits would make good gifts.]*

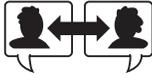
What is her request? What is she asking the company to do? *[She wants them to ship the kits to her address.]*

Team Mastery

- Distribute the **Team Mastery** page. Explain that they will follow the same directions that they did for Team Practice, but they will work individually and then share their webs with their teammates.
- Allow enough time for the students to complete the Team Mastery, and then have the students share their webs with their teammates. Circulate through the teams as the students work. Remind teams that they are explaining their ideas/telling why.
- Use **Random Reporter** to have teams share their responses. Ask:
 - What is the topic of this letter?** *[A newsletter about hiking.]*
 - Why did Grady write this letter? What is his purpose?** *[He wants to get copies of the newsletter.]*
 - Does his letter include an explanation or details?** *[Yes, he explains that he likes hiking and wants to find some good trails.]*
 - What is his request? What is he asking the reader to do?** *[Grady wants his name and address put on the list so he will get the newsletter.]*

Quick Check

- Tell the students that it is time for Quick Check. Distribute the **Quick Check** portion of the activity.
- Explain that the students will do the same thing in Quick Check that they did in Team Practice and Team Mastery, but this time without help, for a teacher score. If necessary, review the directions for the task before having the students work independently to complete the Quick Check. Read the Quick Check selection list of events aloud as the students follow along.
- Collect the students’ Quick Checks, and celebrate a job well done.
- Assign scores for the activity, and record the scores on the team score sheets. Follow up with the students who do not score at least 80 points.



Reflection

- Remind the students that they have been looking at in the contents of a good business letter. Use **Think-Pair-Share** to ask the following questions:

Was it hard to figure out the purpose in each business letter? Why or why not? *[(Answers may vary.) Most students will probably agree that the purpose is not hard to figure out because in a good business letter the purpose is stated clearly near the beginning.]*

Why would it be important to include your address at the top of a business letter? *[If you are asking for information or for a company to send you something, the reader needs to know where to send it.]*

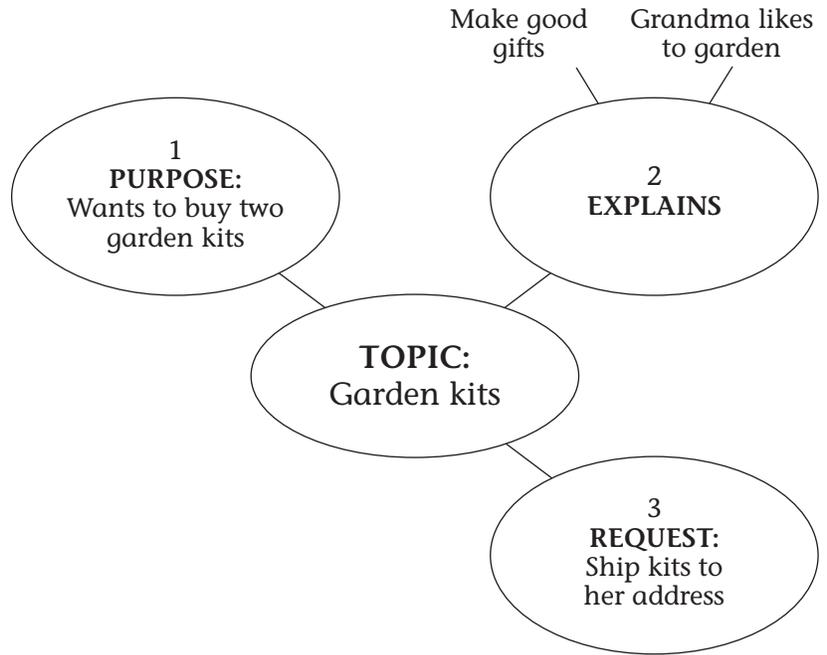
When you are writing to ask the reader to do something, why would it be important to thank the reader at the end of your letter? *[It is polite to say thank you when someone does something for you.]*

- Praise the students for explaining their ideas/telling why. Using **Random Reporter**, award an additional point to teams whose members can give an example of something their team members explained during teamwork.

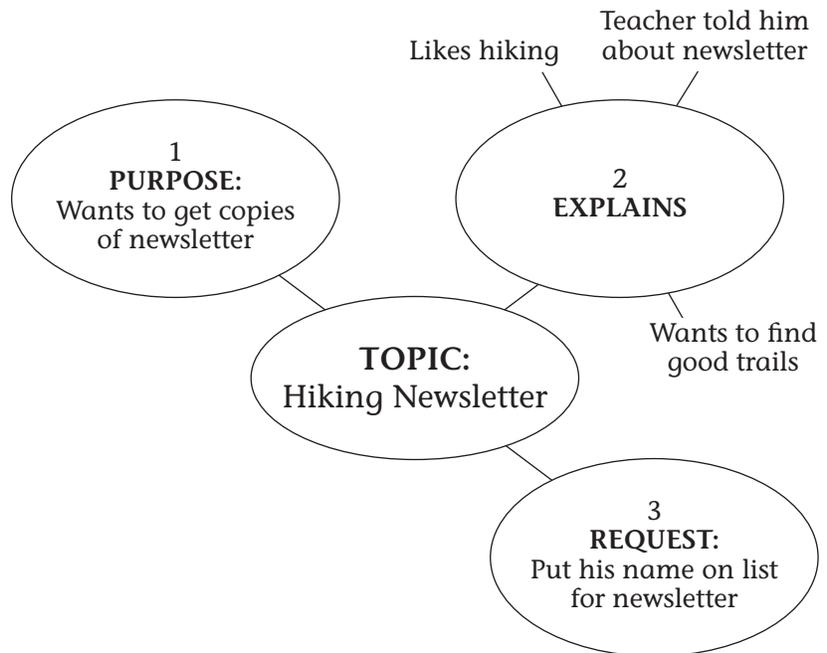


Answer Keys

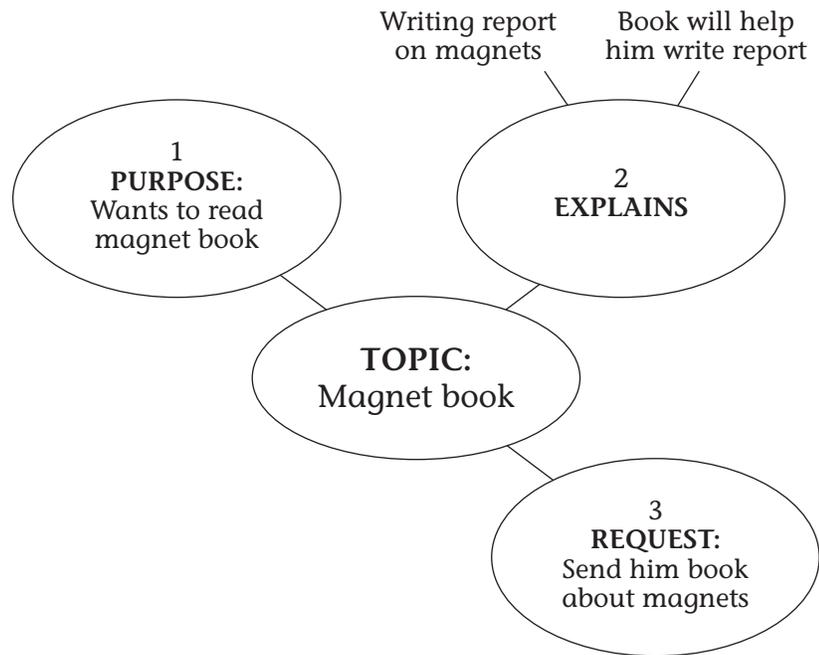
Team Practice



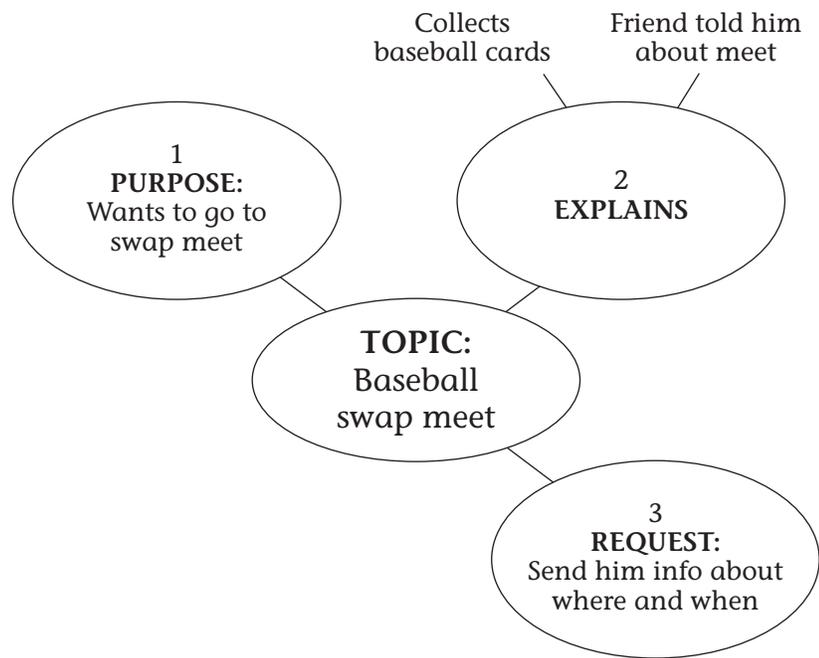
Team Mastery



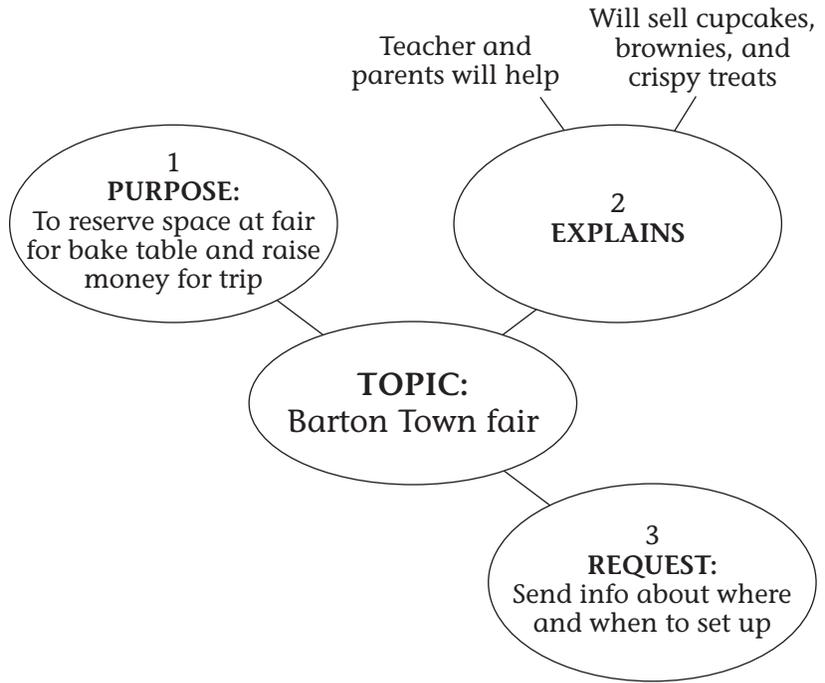
Team Practice 2



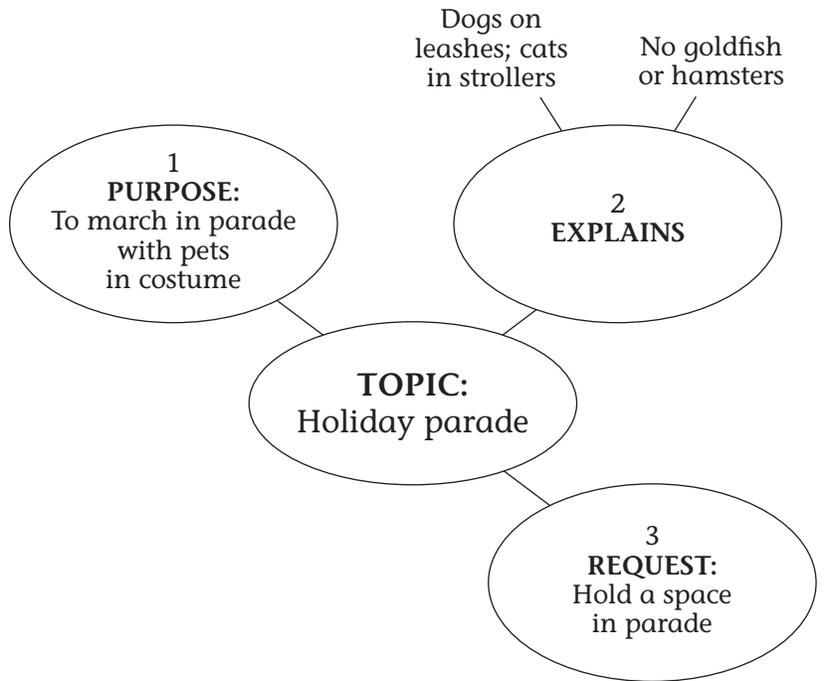
Team Mastery 2



Quick Check



Quick Check 2



Craft Lesson Scoring Guide

100 Points	The student has correctly identified and used a web to record the topic of the business letter, the writer's purpose in writing, details that explain the purpose, and the writer's request.
90 Points	The student has correctly identified and used a web to record the topic of a business letter, the writer's purpose in writing, and the writer's request.
80 Points	The student has correctly identified and used a web to record the topic of the business letter and the writer's request.

If the student does not show an understanding of the content of a business letter, the student should get feedback and redo the Quick Check or have a conference with the teacher about this skill before writing a first draft.

Unit 9

Day 2 Brainstorm

OBJECTIVE: The students will analyze some business letters to determine if they follow the correct form. The students will brainstorm with their partners and choose a state to which they will write for tourist information.

**Author's Chair**

Remember that this is an opportunity to *celebrate* the students' writing, not to criticize it.

Two-Minute Edit

- Present a Careless Caroline sentence. Ask:

What would you do to make this sentence better?

- Have teams work together to improve the sentence. Use **Random Reporter** to share responses. Use the sample below or one of your own.

Sam left the party with his brother and they came back with a big cake and we ate the cake with chocolate ice cream.

- Point out that overuse of the word *and* makes the sentence sound like a list. This is a run-on sentence. The solution is to break the sentence into two sentences. For example, *Sam left the party with his brother. When they came back with a big cake, we ate it with chocolate ice cream.* Or *Sam left the party with his brother. They came back with a big cake that we ate with chocolate ice cream.*

Author's Chair

- Have a few students take turns reading their compare-and-contrast essays from the Author's Chair. After each reading, invite volunteers to comment specifically on what they liked about the writing. Continue to do this at the start of each day's writing lesson until all the students have shared their work. **NOTE:** This should not take longer than 5 minutes each day.

Active Instruction

Timing Goal: 17 minutes

Set the Stage

- Remind the students that when they explain their thinking it helps their team members understand their ideas. It also helps them sort out their own ideas, like thinking aloud. Point out that explaining your own thinking can help you see if your ideas make sense.

Throughout the lesson, award team cooperation points to teams whose members explain their thinking. Award up to 9 team cooperation points per team. Be sure to identify the behavior that you observe.

Tell the students that if a team member shares with the class an example of something he or she explained during teamwork, the team can earn an extra team cooperation point.

- Post and present the day's agenda.

TODAY'S FOCUS: Brainstorm ideas.

TODAY'S GOAL:

We will brainstorm ideas about which state we would like to visit.

- Point out today's focus. Remind the students that writers talk about ideas when they brainstorm. Tell the students that today they will brainstorm with their partners and choose one of the fifty states in the United States that they want to learn more about. Read the focus and goal for the day aloud.

Instruction

- Initiate a discussion about the business-letter format. Display the transparency of the sample letter with the parts labeled.

1520 Oak Street
Verdon, AZ 85007
August 4, 2006

HEADING
(your address and date)

Hiking Trails Newsletter
256 Benson Mills Road
Verdon, AZ 85007

INSIDE ADDRESS
(company's address)

Dear Sir or Madam: □

GREETING

My teacher showed me your free newsletter telling about great hikes in the area. I would like to receive copies of the newsletter. Hiking is one of my favorite things to do. I hope to find some good trails. Could you put my name and address on your list and mail the newsletters to my home? Thank you for including me on your list.

BODY

Sincerely, □

CLOSING

Grady Natchez □

SIGNATURE

- Review the six main parts of a business letter. Remind the students that the sample business letters they have been analyzing have these six parts. Use **Think-Pair-Share** to ask:



Why is it important to include a heading on a business letter? *[A heading is your address and the date you wrote the letter. The person getting the letter would need to have your address to send you a reply. The person would want to know when you wrote the letter.]*

- Point out that the inside address is the address of the company that will receive the letter. This address will also be found on the front of the envelope in which it is mailed.
- Tell the students that business letters use formal greetings like “Dear Sir or Madam” followed by a colon.

Why would you use both *Sir* and *Madam* and not just one or the other? *[(Accept reasonable responses.) For example, you don’t know who will read the letter, so it is better to use both.]*

- Point out that sometimes the greeting of a business letter can refer to a person with a particular job or title. For example, a greeting could be “Dear Store Owner,” “Dear Town Council Members,” or “Dear Soccer League Coach.”
- Refer to the body of the business letter. Remind the students that the body of the letter includes a purpose statement, details that explain the purpose, and a request for the reader to do something. It is also polite to end it with a thank you. Remind the students that unlike a friendly letter, the paragraphs in a business letter are not indented. Use **Think-Pair-Share** to ask:

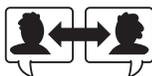
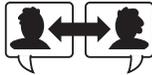
What two things come at the end of the letter? Why are these parts of the letter important to include? *[The closing and signature come at the end of the letter. The closing is important because it shows respect. The signature is important because it tells who wrote the letter.]*

- Remind the students that one reason for writing a business letter is to ask for information. Refer the students to the writing prompt, and read it aloud.

Writing Prompt

Imagine that you are going to take a trip to visit another state. Which state would you like to visit? Write a business letter to the tourism office of that state asking for information about what to see and do there. Make sure that your purpose is clearly stated. Include details that explain why you are writing the letter. Tell the reader what you want him or her to do. Remember to use a business-letter format and a formal, all-business tone.

- Use **Think-Pair-Share** to review what should be included in the letter. Underline the elements in the prompt.



According to the writing prompt, what should your letter include? *[My letter should tell my purpose for writing. It should also include details to explain the purpose. It should tell what I want the reader to do. It should be in business-letter format and have an all-business tone.]*

What do we mean when we say an all-business tone? *[(Accept reasonable responses.) For example, an all-business tone means it gets right to the point.]*

- Display the sample letter signed by Jordan Banks. Tell the students that you would like them to take a look at this letter and decide whether it has all the elements in the writing prompt. Read the letter aloud.

December 1, 2006

Minnesota Office of Tourism
100 Metro Square
St. Paul, MN 55105

Dear Sir or Madam:

My dad came home the other day and told my brother and me that we are going to visit our cousins out in Minnesota. Well, I didn't even know I had cousins out there. I was pretty surprised. It turns out we're going to drive out in June and make some stops along the way. What's it like out there? Do you have any, like, buffalos?

Your friend,
Jordan Banks



- Use **Think-Pair-Share** to ask:

Does this letter follow a business-letter format? Does it have all six parts of a business letter? *[The students will probably notice that the heading lacks an address.]*

What do you think about the body of the letter? Does it clearly state a purpose? *[No, Jordan does not say why he is writing.]*

If you were writing a purpose statement for Jordan's letter, what would you write? *[(Accept reasonable responses.) For example, I am writing to you for information about your state.]*

Do you think Jordan includes details to explain his purpose? *[The students may feel that Jordan does include details because he tells about his upcoming trip to Minnesota.]*

Does Jordan make a request? Does he ask the reader to do something? *[No, he asks a question, but he does not request information.]*

What should Jordan say in his letter to more clearly state his purpose? *[Jordan could say, "Please send me information about Minnesota."]*

What do you think about the tone of Jordan's letter? Would you say it is written in an all-business tone? *[No, it is not written in an all-business tone because Jordan does not get right to the point. He does not have a polite ending. The closing is "Your friend."]*

- Point out that Jordan's letter would have to be revised to include the elements in the writing prompt.
- Remind the students that they will first choose a state that they want to learn more about, and then they will write a business letter requesting information about that state. Tell the students that they will use the information that they receive from the state tourism offices to write descriptions of their chosen states. These will be compiled in a book: *Travel Across America*.
- Display the list of states. Point out that the list includes every state in the United States. Choose a state, and model brainstorming what you would like to learn about a particular state with a student partner.

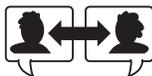
What do you already know about this state?

What information do you want to know?

Do you want to find out what the land is like? What the food is like? About the history of the state? About the big cities in the state? About the weather there? About any special tourist attractions?

Teamwork

Timing Goal: 10 minutes



- Have partners review the list and identify states where family or friends live. Use **Think-Pair-Share** to ask:

What states have you lived in or visited?

Are there any particular places in this state that you could describe to your partner?

Which state would you like to learn more about?

What would you like to learn about the state you have chosen? What information would you ask for in your letter? *[I would like to know where the state is located, what it looks like, what there is to do there.]*



- Have the students work with their partners to brainstorm a list of questions that they have about their chosen state.
- Circulate through the classroom and listen to discussions. Praise partners who explain their thinking/tell why.

Reflection

Timing Goal: 3 minutes

- Use **Think-Pair-Share** to ask the following questions:
 - What questions do you have about your chosen state?**
 - What did your partner do to help you brainstorm questions?**
- Have teams share what they learned from their team members about the particular states that they have visited.
- Remind the students of the team cooperation goal that they are working on: **Explain your ideas/tell why**. Using **Random Reporter**, award an additional point to teams whose members can give an example of something their team members explained during teamwork.

Unit 9

Day 3 Plan

OBJECTIVE: The students will plan their letters using a web.



Two-Minute Edit

- Present a Careless Caroline sentence. Ask:

What would you do to make this sentence better?

- Have teams work together to improve the sentence. Use **Random Reporter** to share responses. Use the sample below or one of your own.

The dog barked and runned and Morgan held its leash and told the dog to sit.

- Remind the students that *run* is an irregular verb, so you do not add *-ed*. The correct form is *ran*. The sentence also has too many *ands*. It is a run-on sentence. The solution is to break the sentence into two sentences. For example, *The dog barked and ran. Morgan held its leash and told the dog to sit.*
- Demonstrate the use of the appropriate editing marks to edit the sentence.



Author's Chair

- Have a few students take turns reading their compare-and-contrast essays from the Author's Chair. After each reading, invite volunteers to comment specifically on what they liked about the writing. Continue to do this at the start of each day's writing lesson until all the students have shared their work. **NOTE:** This should not take longer than 5 minutes each day.

Active Instruction

Timing Goal: 17 minutes

Set the Stage

- Refer to the posted team cooperation goal: **Explain your ideas/tell why.** Remind the students that teams can earn an additional team cooperation point if they can give an example of something a team member explained during teamwork.

Throughout the lesson, award team cooperation points to teams whose members explain their ideas/tell why. Award up to 9 team cooperation points per team. Be sure to identify the behavior that you observe.

- Post and present the day's agenda.

TODAY'S FOCUS: Organize ideas.

TODAY'S GOALS:

1. We will plan our business letters using a web.
2. We will share our plans with our partners and get feedback.

- Point out today's focus. Remind the students that when writers plan, they organize their ideas before they write. For example, they may use a web. Tell the students that they will plan their business letters today. They will also give their partners helpful feedback by asking follow-up questions. Read the focus and goals for the day aloud.

Instruction

- Display and review the writing prompt.

Writing Prompt

Imagine that you are going to take a trip to visit another state. Which state would you like to visit? Write a business letter to the tourism office of that state asking for information about what to see and do there. Make sure that your purpose is clearly stated. Include details that explain why you are writing the letter. Tell the reader what you want him or her to do. Remember to use a business-letter format and a formal, all-business tone.

- Point out that the students chose a state and brainstormed a list of questions about the state. Tell the students that now they are ready to plan their business letters.
- Model planning a business letter. On chart paper, create a web like the ones the students created in the craft lesson with the topic in the center, and bubbles labeled: "1-Purpose," "2-Explains," and "3-Request." Record the name of the state you have chosen in the center under "Topic."
- Use a **Think Aloud** to model planning the content of your letter.

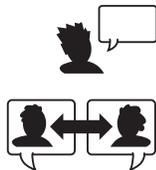
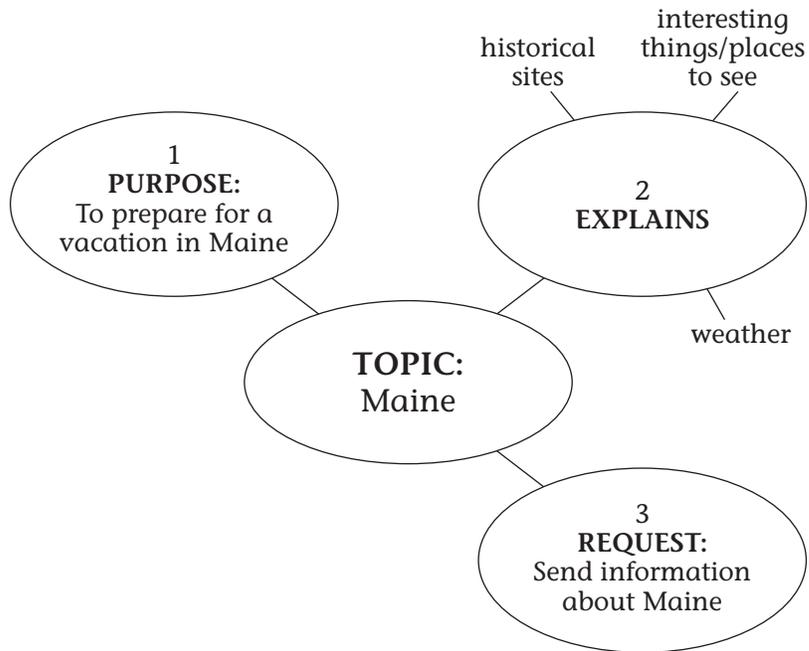
If I use this web to plan the body of my business letter, I can be sure it will include a purpose, details that explain the purpose, and a request for the reader to do something. Now what is the purpose of my letter? Why am I writing to the tourism office? I am planning a vacation to that state and need information about it. I will write that on the web under "Purpose."



Think Aloud

Now I want to explain my purpose. I am planning a visit and want to know what interesting things I could see while I am there. I also want to know what kind of clothes to pack, so I need to know what kind of weather you have there during the summer. I really like learning about the history of a place, so I will also ask what historical sites I could visit. I think these questions all explain what kind of information I need. What action do I want the reader to take? I want the reader to send me any information that would answer my questions. I'll write that under "Request."

Business Letter Web

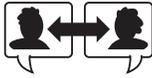


- Debrief the Think Aloud. Use Think-Pair-Share to ask all questions.

What did I do to plan the content of my business letter? *[You made a web and labeled it "Topic," "Purpose", "Explains," and "Request."]*

What did I do then? *[You wrote down the purpose of your letter—why you were writing to the tourism office. Then you explained your purpose. You explained what kind of information you were looking for.]*

What did I do next? *[You wrote down what you were asking the reader to do.]*

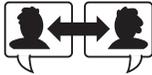


- Have teams compare the web to the writing prompt. Use **Think-Pair-Share** to ask:

Does this plan for the content of the business letter include the elements in the writing prompt? *[The plan includes a clearly stated purpose, details that explain why you are writing, and what you are asking the reader to do.]*

Teamwork

Timing Goal: 10 minutes



- Tell the students that with the help of their partners, they will discuss and plan the content of their business letters using webs. Remind the students of the team cooperation goal that they are working on: **Explain your ideas/tell why**. Use **Think-Pair-Share** to ask:

How can explaining your ideas help you and your partner during planning? *[When my partner explains his or her ideas, it can help me think of good follow-up questions to ask. Explaining my ideas to my partner can help me see if my ideas make sense.]*

- Have the students create their webs with “Topic,” “1-Purpose,” “2-Explains,” and “3-Request” bubbles and begin planning the contents of their letters. Hold conferences with the students to provide support as needed.
- Have partners share their written plans, compare them to the writing prompt, and give feedback. Tell the students that based on their partner’s feedback, they may want to make changes to their plans.

Reflection

Timing Goal: 3 minutes

- Tell the students to check off the planning step on their team score sheets to show that they have completed it.
- Ask one or two volunteers to share their plans with the class. Celebrate completing this part of the process.
- Praise the students for explaining their ideas/telling why. Using **Random Reporter**, award an additional point to teams whose members can give an example of something a team member explained during planning.



Unit 9

Day 4 Draft

OBJECTIVE: The students will use their plans to draft their business letters.



Two-Minute Edit

- Present a Careless Caroline sentence. Ask:

What would you do to make this sentence better?

- Have teams work together to improve the sentence. Use the sample below or one of your own. Remind the students that they will have to explain their improvements and tell why they changed the sentence. Use **Random Reporter** to share responses.

Berni paid for the tickets and went to the roller coaster and climbed in the first car to get a scary ride.

- Point out to the students that this sentence is a run-on sentence. The solution is to break the sentence into two sentences. For example, *Bernie paid for the tickets and went to the roller coaster. He climbed in the first car to get a scary ride.*
- Demonstrate the use of the appropriate editing marks to edit the sentence.



Author's Chair

- Have a few students take turns reading their compare-and-contrast essays from the Author's Chair. After each reading, invite volunteers to comment specifically on what they liked about the writing. Continue to do this at the start of each day's writing lesson until all the students have shared their work. **NOTE:** This should not take longer than 5 minutes each day.

Active Instruction

Timing Goal: 17 minutes

Set the Stage

- Refer to the posted team cooperation goal: **Explain your ideas/tell why.** Point out that explaining their ideas clearly and giving reasons for them means that team members will better understand their ideas. If everyone on the team understands their ideas, then all team members are prepared to share them with the class.

Throughout the lesson, award team cooperation points to teams whose members explain their ideas/tell why. Award up to 9 team cooperation points per team. Be sure to identify the behavior that you observe.

- Post and present the day's agenda.

TODAY'S FOCUS: Use a **plan** to **draft**.

TODAY'S GOALS:

1. We will use our webs to help us draft our business letters.
2. We will give our partners feedback on their business-letter format.

- Point out today's focus. Remind the students that they have used webs to organize their ideas for their business letters. They have included a topic, a purpose for writing, details that explain the purpose, and a request. Tell the students that today they will use the web to begin writing their letters. They will also give their partners helpful feedback about the business-letter format. Read the focus and goals for the day aloud.

Instruction

- Review the writing prompt with the class.

Writing Prompt

Imagine that you are going to take a trip to visit another state. Which state would you like to visit? Write a business letter to the tourism office of that state asking for information about what to see and do there. Make sure that your purpose is clearly stated. Include details that explain why you are writing the letter. Tell the reader what you want him or her to do. Remember to use a business-letter format and a formal, all-business tone.

- Have the students individually review the webs that they created for their letters. Display the transparency of the business-letter format so the students can refer to it while drafting.
- Remind the students that they will read their letters from the Author's Chair and then mail them to the tourist office in the state they have chosen.
- Distribute the list of state tourism office addresses. Have the students locate on the list the addresses for their chosen states. Use **Think-Pair-Share** to ask:

Where will you be writing this address? *[I will write this address for the inside address of the letter and on the front of the envelope before I send it.]*

- Model drafting a business letter on chart paper using correct business-letter format and the content from the web for the body of the letter. Use a **Think Aloud** to allow your students to hear what is going on in your mind as you draft.



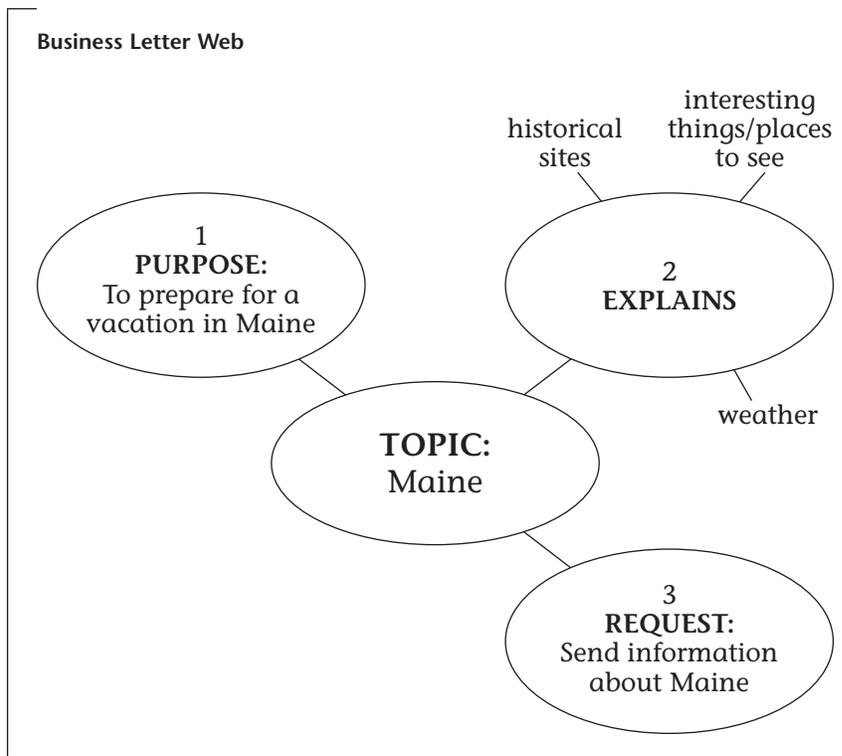
OK, I selected the state of Maine and planned the content of my letter using a web. Now I am ready to draft the letter. The first thing I need is the heading because that is the first part of a business letter. The heading is my address and the date. I will use the school’s address because I want my reply to be delivered here.

The next part of the letter is the inside address. This tells where I am sending the letter. I found the address for the tourism office in Maine on the list, so I will copy it here.

Next comes the greeting. I think I will stick to “Dear Sir or Madam” because it has an all-business tone, and I don’t know who will be reading my letter. I have to remember to use a colon, not a comma, after the greeting.

Now for the body of my letter. This is where I can use the web to help me draft.

- Display the web from the previous day that you used to plan the content of your business letter.



First, I will get right to the point and tell the purpose of my letter.

I am preparing to take a vacation in Maine this summer and want to learn about your state.

I think that is a clearly stated purpose for writing. Now I will use the details on the “Explains” part of my web to explain more about my purpose.

I am interested in historical sites and any other places that would be fun to visit. It would also be helpful to know what the weather in Maine is like in summer so I can pack the right clothes.

Hmm. I just thought of another detail that’s not on my web. I think I will add it because it explains more about my purpose. I’m glad I skipped lines because this sentence goes before the last one.

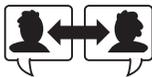
My family and I would like to do some hiking.

Now I will go to 3 on my web: “Request.” This is what I am asking the reader of my letter to do. I’m asking the reader to send information that will help me to plan my vacation. I’ll use a polite tone to write that request.

Please send any information that will help me plan my vacation in Maine.

OK, that is a polite request and right to the point. Now I will wrap up by thanking the reader.

Thanks a bunch for your help.



When drafting, include a few spelling, punctuation, and grammar errors. During the editing stage on Day 9, model identifying your errors and correcting them using the appropriate editing marks.

- Use **Think-Pair-Share** to ask:
Is my letter complete? [*No, it needs a closing and a signature.*]
- Add these to your draft. Read the draft aloud, and confirm that you have included the elements in the writing prompt. Point out that you referred to the information on the web to help you as you drafted.

Teamwork

Timing Goal: 10 minutes

- Write the school’s address on the board for the students to use as the heading in their letters. Refer the students to the webs they created. Have them write a first draft of their business letters, skipping lines to leave room for comments and revisions. Remind the students that they can ask their partners for help if they feel stuck.
- Circulate through the classroom, and hold conferences with students to provide support as needed.
- When the students are finished, have them softly read their work aloud to see if they have written what they intended. Have the students make changes to their drafts if necessary.
- Have the students show their drafts to their partners for feedback. Remind partners to check that the form of the business letter is correct and that all parts are there.

Reflection

Timing Goal: 3 minutes

- Tell the students to check off the drafting step on their team score sheets to show that they have completed it. Celebrate completing this part of the process.
- Ask one or two volunteers to share their drafts with the class.
- Praise the students for explaining their ideas/telling why. Using **Random Reporter**, award an additional point to teams who can give an example of something a team member explained during drafting.



Unit 9

Day 5 Language-Mechanics Lesson

OBJECTIVE: The students will change sentences, adding pronouns to replace repetitious nouns.

Throughout the lesson, award team cooperation points to teams whose members explain their ideas. Award up to 9 team cooperation points per team. Be sure to identify the behavior that you observe.



Show DVD segment

Preparation

- Reproduce copies of the following materials from the blackline masters at the end of this unit.
 - **Teamwork 1: Pronouns I** (1 per student)
 - **Teamwork 2: Pronouns I** (as needed)
 - **Quick Check: Pronouns I** (1 per student)
 - **Quick Check 2: Pronouns I** (as needed)
- Have a television and DVD player available to show the following video segment in this lesson:
 - **“Pronouns I”** (running time 2:45)

Active Instruction

Timing Goal: 15 minutes

Set the Stage

- Refer to the posted team cooperation goal: **Explain your ideas/tell why**. Remind the students that when they explain their ideas clearly, they prepare everyone on the team to share the team’s ideas with the class.
- Post and present the day’s agenda.

TODAY’S FOCUS: Mechanics

TODAY’S GOAL:

We will improve sentences by replacing repeated nouns with pronouns.

- Remind the students that the sentences in their letters can be improved. Read the focus and goal for the day aloud.

Instruction

- Tell the students that Nounghelo, Verbena, and Maude will talk about pronouns today.
- Show “Pronouns I” (running time: 2:45).



- Facilitate a discussion about the video. Use **Think-Pair-Share** to ask all questions.

What is a pronoun? [A word that can replace a noun.]

What are some examples of pronouns from the video?

[Possible answers: I, you, we, and you.]

Why would a writer use pronouns? [A writer would use pronouns so he or she does not have to use the same nouns repeatedly, and the writing is easier to read.]

- Remind the students that pronouns are used to replace nouns.
- Write the following sentence on the board, and read it aloud.

Juan and Maria asked Juan and Maria's mom if
Juan and Maria could have new bikes for Juan and
Maria's birthdays.



- Use **Think-Pair-Share** to ask:

What is wrong with the sentence? [The words Juan and Maria are repeated too many times.]

- Explain to the class that you can replace some of the repeated words with pronouns. Use a **Think Aloud** to change the sentence using pronouns. As you talk about changes, cross out the words that you are replacing, and write the pronouns above the words.

I will leave the first "Juan and Maria" in the sentence so the readers know who I am talking about.

Instead of saying "Juan and Maria's mom" I can say "their mom."

I will take out the third "Juan and Maria" and replace it with the word *they*.

I will replace the last "Juan and Maria" with the word *their*.

their
Juan and Maria asked ~~Juan and Maria's~~ mom if
they
~~Juan and Maria~~ could have new bikes for
their
~~Juan and Maria's~~ birthdays.

- Reread the sentence, and ask the students if it is improved.





If the students struggle with the activity, review the skill, and then allow them to try again with Team Practice 2.



- Write the following sentences on the board:

Joe and Lee did Joe's and Lee's homework at Lee's house.
Mara sells lemonade to Mara's neighbors so Mara can buy roller skates.

- Have the students work in teams to read the sentences and substitute pronouns for some of the naming words.
- Remind the students that every teammate needs to be able to give a response for each sentence. Use **Random Reporter** to share responses.
- Tell the students they will continue to improve sentences by using pronouns.

Teamwork

Timing Goal: 10 minutes

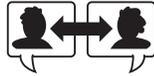
Team Practice

- Distribute the **Teamwork 1: Pronouns I** page. Ask the students to look at the **Team Practice** section. Read the sentences aloud.
- Explain that during Team Practice teams will decide which words need to be replaced with pronouns to improve the sentence. Then they will write the pronoun over the noun it replaces.
- Allow time for the teams to complete Team Practice. Circulate through the teams as the students work, making sure that the students help prepare every teammate to give a response.
- Use **Random Reporter** to listen to the teams' responses.

Team Mastery

- Refer the students to the **Teamwork 1: Pronouns I** page and the **Team Mastery** section.
- Explain that they will follow the same process as they did in Team Practice, but that this time they will replace words with pronouns and then share their answers with their teammates.
- Allow enough time for the students to complete the Team Mastery, and then have the students discuss their answers with their teammates. Circulate through the teams as the students work, making sure that the students help prepare every teammate to give a response.
- Use **Random Reporter** to listen to the teams' responses.

If students struggle with the Team Mastery activity, review the skill and then allow them to try again with the Team Mastery 2 sentences.



Quick Check

- Distribute the **Pronouns I: Quick Check** page. Explain that the student will do the same thing in Quick Check that they did in Team Practice and Team Mastery, but this time without help, for a teacher score.
- Explain to, or remind, the students that if they do not score at least 40 points on the Quick Check, they will retake the Quick Check at your convenience, using the Quick Check 2 sentence.
- If necessary, review the directions for the task before having the student work independently to complete the Quick Check.
- Collect the students' Quick Checks, and celebrate a job well done.
- Assign scores for the activity and record the scores on the team score sheets. Follow up with the students who do not score at least 40 points.

Reflection

Timing Goal: 5 minutes

- Use **Think-Pair-Share** to ask the following questions.

What is a pronoun? *[A pronoun replaces a noun. Pronouns are words like I, they, he, she, and them.]*

How did you improve sentences today? *[We replaced repeated nouns with pronouns to make the sentences sound better.]*

- Have the students read over the drafts of their business letters to replace repeated nouns with pronouns where they could improve a sentence.
- Praise the students for team cooperation and explaining their ideas. Using **Random Reporter**, award an additional point to teams who give an example of something a team member explained during teamwork.

Answer Keys: Pronouns I

Team Practice

1. Andy and I asked Mother if ~~Andy and I~~ ^{we} could go to the park.
2. The children lost the ~~children's~~ ^{their} canoe.
3. The dog barked because ~~the dog~~ ^{it} wanted to come inside.
4. Sharon left ~~Sharon's~~ ^{her} shoes in the hallway.
5. Jack hopes that ~~Jack~~ ^{he} can wear ~~Jack's~~ ^{his} new sneakers to the party.

Team Mastery

1. An apple is good for you because ~~an apple~~ ^{it} has vitamin A.
2. Mia and Lonshay rode ~~Mia's and Lonshay's~~ ^{their} bikes home from school.
3. Sam and Becky are going to ~~Sam's and Becky's~~ ^{their} house after the game.
4. The frog poked ~~the frog's~~ ^{its} head above the water and made a loud croaking sound.
5. The lady stepped into ~~the lady's~~ ^{her} fancy car and drove away.

Team Practice 2

1. Mr. and Mrs. Price are going to Florida because ~~Mr. and Mrs. Price~~ ^{they} like warm weather.
2. Matthew yelled at ~~Matthew's~~ ^{his} little sister.
3. Conika and Tiffany waited for ~~Conika and Tiffany's~~ ^{their} mother to pick ~~Conika and Tiffany~~ ^{them} up from school.

her her
4. At dinner, Carina ate ~~Carina's~~ dessert first and ~~Carina's~~ vegetables last.

his
5. Toby wanted to go to ~~Toby's~~ friend's house, but first Toby had to finish ~~Toby's~~ chores.

Team Mastery 2

his his
1. Patrick lost ~~Patrick's~~ kite in a tree and had to ask ~~Patrick's~~ brother to get it down.

its
2. The dog did tricks like hopping on ~~the dog's~~ two hind feet and rolling over on ~~the dog's~~ back.

his his
3. Sergio found ~~Sergio's~~ baseball under ~~Sergio's~~ bed.

its
4. The fish swam around and around ~~the fish's~~ bowl.

her she
5. Mrs. Star checked ~~Mrs. Star's~~ purse to make sure ~~Mrs. Star~~ had the tickets.

Quick Check

its
1. The green and black duck sat on ~~the duck's~~ nest and kept ~~the duck's~~ eggs warm.

their
2. Megan and Yoko worked on ~~Megan's and Yoko's~~ science project.

his
3. The tall man opened the door of ~~the tall man's~~ house and yelled for ~~the tall man's~~ daughter.

their
4. The students wanted to have recess so ~~the students~~ were quiet during ~~the student's~~ reading class.

our
5. Thelma and I sold lemonade outside ~~Thelma's and my~~ house.

Unit 9

Day 6 Share and Respond

OBJECTIVE: The students will share their drafts with their partners. They will give feedback using the revision guide.

In this two-minute edit, instead of looking for errors, the students will discuss what they appreciate about the sentence.



Encourage teams to submit Ace Writer sentences from their own writing. Award an extra Inkwell token to teams whose members contribute an Ace Writer sentence.



Two-Minute Edit

- Remind the students that sometimes we read a sentence in a book, magazine, or in a partner's writing that we really like. Present an Ace Writer sentence. Read the sentence aloud. Ask:

What do you like about this sentence?

- Have teams discuss what they like about the sentence. Use the sample below or a particularly good sentence from the students' work.

George could creep up behind you silently like a cat stalking a mouse.

- Use **Random Reporter** to share responses. The students may say that the sentence makes a mind movie for the reader. Have the students identify which words in the sentence help them make a mind movie.

Author's Chair

- Have a few students take turns reading their compare-and-contrast essays from the Author's Chair. After each reading, invite volunteers to comment specifically on what they liked about the writing. Continue to do this at the start of each day's writing lesson until all the students have shared their work. **NOTE:** This should not take longer than 5 minutes each day.

Active Instruction

Timing Goal: 17 minutes

Set the Stage

- Remind the students that teams are working on explaining their ideas/telling why. Point out that explaining their ideas clearly and giving their reasons for them means team members will better understand their ideas. If everyone on the team understands their ideas, then all team members are prepared to share them with the class.

Throughout the lesson, award team cooperation points to teams whose members explain their ideas and tell why. Award up to 9 team cooperation points per team. Be sure to identify the behavior that you observe.

- Post and present the day’s agenda.

TODAY’S FOCUS: Give feedback on **ideas, organization, and style.**

TODAY’S GOALS:

1. We will listen to our partner’s draft and use the questions on the revision guide to give feedback.
2. We will make notes about revisions.

- Point out today’s focus. Remind the students that they have brainstormed ideas with their partners, used a web to organize their ideas, and used their plans to write first drafts of their business letters. Tell them that today they will share their drafts with their partners and record that feedback on their revision guides. Read the focus and goals for the day aloud.

Instruction

- Refer the students to the revision guide. Review the Ideas and Organization sections. Remind the students that they used a web to organize the ideas for their letters that included a purpose, details that explain the purpose, and a request.

REVISION GUIDE		Business Letter		
Name: _____	Date: _____			
Partner: _____	Unit: 9			
Ideas	First Draft Ratings	Revised Draft Ratings	Teacher Ratings	Score (25 points)
Does the letter have a clear purpose?				
Does the letter explain why you are writing it?				
Does the letter tell the reader what you want him or her to do?				
Organization	First Draft Ratings	Revised Draft Ratings	Teacher Ratings	Score (25 points)
Is the letter in the form of a business letter?				
Can the reader follow your thinking?				
Style	First Draft Ratings	Revised Draft Ratings	Teacher Ratings	Score (25 points)
Does the letter have a formal tone (all business)?				



- Refer the students to the Style section of the revision guide. Use **Think-Pair-Share** to ask:

What do we mean when we say a “formal tone”?

[(Accept reasonable responses.) For example, it means getting right to the point, being all-business, being polite but not too friendly or chatty.]

- Show “Business Letter: Share, Respond, Revise” (running time 5:45).
- Facilitate a discussion about the video. Help the students identify what makes a tone formal.

Tasha used the Style part of the revision guide and gave Ricardo feedback. What suggestion did she make?

[She suggested that Ricardo not use so many fancy words. She pointed out that the tone for a business letter is businesslike, right to the point, brief, and polite.]

Did Tasha’s feedback help Ricardo revise his letter? *[Yes, he revised his letter and made it more businesslike.]*

- Have a student read his or her writing aloud so you can model responding to the writing in preparation for actual partner feedback. Demonstrate summarizing the letter and then responding to what you like about the writing and its general strengths. Be specific and detailed. Ask one or two students to also tell what they liked about the writing.
- Model giving constructive responses based on the revision guide. First, comment on one feature from the revision guide that the student has included and/or done well. Depending upon your students, ask one or two of them to make similar observations about strengths, based on the revision guide.
- Next, comment on one item from the revision guide that the student needs to include and/or improve upon. Depending upon your students, ask one or two of them to make similar observations.

Teamwork

Timing Goal: 10 minutes

- Tell the students that they will share their first drafts with their partners and give each other feedback on and ratings of the items in the Ideas, Organization, and Style sections of the revision guide.
- Have partners read their drafts to each other and give ratings with feedback on the items listed on the revision guide. Tell authors to note helpful suggestions on their revision guides.

- Listen to partners as they discuss their drafts. Model, prompt, and reinforce to help build the students' skills at giving feedback. Point out that partners giving feedback need to actively listen and ask questions. They also have to explain their ideas/tell why.

Reflection

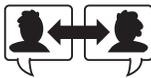
Timing Goal: 3 minutes

- End the class by celebrating good teamwork. Remind the students of the team cooperation goal that they are working on: **Explain your ideas/tell why**. Praise the students for explaining feedback to one another and improving their writing.
- Use **Think-Pair-Share** to ask the following questions.

Do you think you are getting better at giving feedback?

What did your partner do to help you improve your business letter?

- Using **Random Reporter**, award an additional point to teams whose members can give an example of an idea their partners explained.



Unit 9

Day 7 Revise

OBJECTIVE: The students will revise the first drafts of their business letters. They will give feedback on the revised drafts using the revision guide.



Encourage teams to submit Ace Writer sentences from their own writing. Award an extra Inkwell token to teams whose members contribute an Ace Writer sentence.



Two-Minute Edit

- Present a sentence that Ace Writer left on the board (or chart paper). Read the sentence aloud. Ask:

What do you like about this sentence?

- Have teams discuss what they like about the sentence. Use **Random Reporter** to share responses. Use the sample below or a particularly good sentence from the students' work.

She awoke to the soft clatter of dishes in the kitchen and the smell of bacon sizzling in a pan.

- Use **Random Reporter** to share responses. Students may say that the sentence includes sensory details such as a sound and smell. Have the students identify which words in the sentence help them make a mind movie.
- Challenge the students to write the sentence that follows this one in a story and include sensory details.

Author's Chair

- Have a few students take turns reading their compare-and-contrast essays from the Author's Chair. After each reading, invite volunteers to comment specifically on what they liked about the writing. Continue to do this at the start of each day's writing lesson until all the students have shared their work. **NOTE:** This should not take longer than 5 minutes each day.

Active Instruction

Timing Goal: 17 minutes

Set the Stage

- Refer to the posted team cooperation goal: **Explain your ideas/tell why.** Remind the students that when they explain their ideas clearly, they prepare everyone on the team to share them with the class.

Throughout the lesson, award team cooperation points to teams whose members explain their ideas and tell why. Award up to 9 team cooperation points per team. Be sure to identify the behavior that you observe.



- Post and present the day’s agenda.

TODAY’S FOCUS: Revise using feedback on **ideas, organization, and style.**

TODAY’S GOALS:

1. We will use the notes we made and revise our drafts.
2. We will listen to our teammates’ revised drafts and use the questions on the revision guide to give feedback.

- Point out today’s focus. Remind the students that today they will revise their drafts. Read the goals for the day aloud.

Instruction

- Display the draft of your business letter and the revision guide with your notes. Tell the students that you will use the notes you made on your revision guide to help you improve your letter. Model referring to the revision guide to revise your work.
- Point out that on your revision guide you made a note in the Style section. Explain that your partner gave you feedback and said that your closing, “Thanks a bunch” was not a formal tone.
- Have partners discuss how you might revise the closing to have a more formal tone. Use **Random Reporter** to share responses. For example, the students might suggest changing “Thanks a bunch” to the more formal “Thank you for your help.” Have partners discuss your revision and decide whether it is an improvement. Solicit suggestions for other ways to make the tone of the letter more businesslike.
- Have teams use the revision guide to rate your revised draft. Read the revised draft aloud. Use **Random Reporter** to share team responses. Note the ratings on your revision guide in the Revised Draft Ratings column.

Teamwork

Timing Goal: 10 minutes

- Have the students work *on their own* to make changes to their writing based on the feedback they received from their partners. Hold brief conferences with as many of the students as possible to support this task.
- Have the authors read their drafts to their teammates. Ask them to read as fluently as possible—correctly, smoothly, and with expression.

- Have the teammates respond to the writing with specific comments.

What do you especially like about your teammate's letter?

Looking at the revision guide, can you answer yes to all the questions for ideas, organization, and style?

- Have the students record ratings and notes under the Revised Draft Ratings column on their revision guides.
- Hold brief conferences with as many of the students as possible to help them integrate the feedback they have received and make changes to their drafts.

Reflection

Timing Goal: 3 minutes



- Use **Think-Pair-Share** to ask:

Authors, discuss the changes you made to your drafts with your teams. What feedback helped you make these changes and improve your writing?



- End the class by celebrating good teamwork. Remind the students of the team cooperation goal that they are working on: **Explain your ideas/tell why**. Praise the students for explaining their feedback to their teammates. Using **Random Reporter**, award an additional point to teams whose members can share an example of a something their teammates explained that helped them improve their writing.
- Ask the students to check off revising on their team score sheets. Celebrate completing this step.

Unit 9

Day 8 Language-Mechanics Lesson

OBJECTIVE: The students will place commas in the correct places to separate more important information from less important information.

Preparation

- Reproduce copies of the following materials from the blackline masters at the end of this unit.
 - **Teamwork 1: Commas for Subordinate Clauses** (1 per student)
 - **Teamwork 2: Commas for Subordinate Clauses** (as needed)
 - **Quick Check: Commas for Subordinate Clauses** (1 per student)
 - **Quick Check 2: Commas for Subordinate Clauses** (as needed)
- Have a television and DVD player available to show the following video segment in this lesson:
 - **“Commas for Subordinate Clauses”** (running time 5:06)

Active Instruction

Timing Goal: 15 minutes

Set the Stage

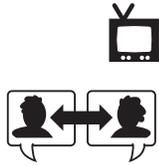
- Refer to the posted team cooperation goal: **Explain your ideas/tell why.** Remind the students that when teammates explain their ideas clearly, every team member is prepared to share the ideas with the class.
- Post and present the day’s agenda.

TODAY’S FOCUS: Mechanics**TODAY’S GOAL:**

Use commas to separate important information from less important information in a sentence.

- Read the focus and goal for the day aloud. Point out that sometimes sentences that talk about the same topic can be combined to make a more interesting sentence.

Throughout the lesson, award team cooperation points to teams whose members explain their ideas. Award up to 9 team cooperation points per team. Be sure to identify the behavior that you observe.



Instruction

- Introduce the video segment. Explain that the Big Bad Wolf is back to help teach the students about using commas.
- Show “Commas for Subordinate Clauses” (running time 5:06).
- Facilitate a discussion about the video. Use **Think-Pair-Share** to ask all questions.

How does the Big Bad Wolf use commas in the video?

[The Big Bad Wolf uses commas to separate the important information from the less important information in a sentence.]

How many commas does the Big Bad Wolf add when the less important information is in the middle of the sentence? *[He uses two commas, one before the less important words and one after.]*

How about when the less important information is at the beginning of the sentence? Where does he place the comma then? *[If the less important information is at the beginning of the sentence, then he puts one comma after it.]*

- Remind the students that they can use commas to separate important information from less important information within a sentence.
- Write the following sentence on the board, and read it aloud.

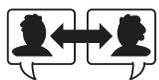
Sparky the retriever chased the tennis ball.



- Use a **Think Aloud** to explain how to place commas in the sentence.

I have to remember to use commas to separate the important information from the less important information. What is the important information in this sentence? Hmm. The subject of the sentence is Sparky. I think that Sparky chasing the ball is the important part. “The retriever” tells what kind of dog Sparky is, so that is less important. So I’ll put commas to separate the less important part from the more important part.

Sparky, a retriever, chased the tennis ball.



- Read the sentence aloud again, pausing at each comma. Use **Think-Pair-Share** to ask:

Do the commas make the sentence easier to read? Do they help you figure out the meaning of the sentence?



- Write the following sentence on the board, and read it aloud.

When he sees his food bowl Toby purrs.

- Use a **Think Aloud** to explain how to place commas in the sentence.

Hmm. What is the subject of this sentence? The subject is Toby because he does the purring. I think “Toby purrs” is the important information in this sentence. “When he sees his food bowl” is less important. I will place a comma to separate the important information from the less important information.

When he sees his food bowl, Toby purrs.



- Read the sentence aloud again, pausing at the comma. Use **Think-Pair-Share** to ask:

Does putting a comma in this sentence make it easier to read? Does it help you figure out the meaning of the sentence?

- Write the following sentences on the board. Have the students work in teams to place commas in these sentences. Remind them to use commas to separate the important information from less important information. Once they have placed a comma or commas, remind the students to read the sentence aloud and pause at commas, to see if the sentence makes more sense.

Kali my best friend lives in the house on the hill.
Because it was hot the hippo rolled in the mud.



- Remind the student that every teammate needs to be able to give a response.
- Use **Random Reporter** to listen to responses and insert the commas in the correct places. *Kali, my best friend, lives in the house on the hill. Because it was hot, the hippo rolled in the mud.*
- Tell the students they will continue to place commas in sentences to separate the important information in the sentence from the less important.



If the students struggle with the activity, review the skill, and then allow them to try again with Team Practice 2.



If the students do not score at least 40 on the Quick Check, follow up with additional instruction and use Team Practice 2 and Quick Check 2.

Teamwork

Timing Goal: 10 minutes

Team Practice

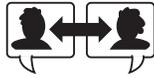
- Distribute the **Teamwork 1: Commas for Subordinate Clauses** page. Ask the students to look at the **Team Practice** section.
- Explain that during Team Practice the students will work as a team to place commas in the sentences. Explain that one teammate should read the sentence, and then the team will decide where to put commas to separate important information from less important information.
- Allow time for the teams to complete Team Practice. Circulate through the teams as the students work, making sure that the students help prepare every teammate to give a response for each sentence.
- Use **Random Reporter** to listen to the teams' responses.

Team Mastery

- Refer the students to the **Teamwork 1: Commas for Subordinate Clauses** page. Ask the students to look at the **Team Mastery** section.
- Explain that they will follow the same process as they did in Team Practice, but that this time they will place the commas, and then share their answers with their teammates.
- Allow enough time for the students to complete the Team Mastery, and then have the students discuss their answers with their teammates. Circulate through the teams as the students work, making sure that the students help prepare every teammate to give a response.
- Use **Random Reporter** to listen to the teams' responses.

Quick Check

- Distribute a **Quick Check: Commas for Subordinate Clauses** to each student. Explain that the students will do the same thing in Quick Check that they did in Team Mastery, but this time without help, for a teacher score.
- If necessary, review the directions for the task before having the students work independently to complete the Quick Check.
- Collect the students' Quick Checks, and celebrate a job well done.
- Assign scores for the activity, and record the scores on the team score sheets. Follow up with the students who do not score at least 40 points.



Reflection

Timing Goal: 5 minutes

- Use **Think-Pair-Share** to ask the following questions:

Why would you use commas in your writing? [*Commas separate the important information from the less important information. Commas can also replace a word so you don't have to repeat it. For example, Jim, Sam, Brian, and I played cards instead of Jim and Sam and Brian and I played cards.*]

What do commas tell the reader? [*Commas tell the reader where to pause so it is easier to read a sentence.*]

- Allow the students some time to review their letters and place commas where appropriate.

Look at your business letter. Are there sentences that need commas to separate important information from less important information? Are there sentences where a comma could replace the word *and*?

When you reread the sentence and pause at the comma, does it sound better?



- Praise the students for working toward the team cooperation goal. Using **Random Reporter**, award an additional point to teams whose members can give an example of an idea that a teammate explained during teamwork.

Answer Keys: Commas for Subordinate Clauses

Team Practice

1. Jenny, my younger sister, borrowed my skateboard.
2. Lee and Wade, the twins next door, watered the garden.
3. Alaska, our forty-ninth state, has many glaciers.
4. Last Saturday night, we saw a shooting star.
5. Mrs. Newson, my teacher, baked a batch of brownies.

Team Mastery

1. Mr. Marx, who is a firefighter, lives next door.
2. The bird, a red cardinal, started to sing.
3. Mrs. Witt, our music teacher, played the piano.
4. Her car, a white Buick, is around the corner.
5. Winter, which is my favorite season, is fun because I can go sledding.

Quick Check

1. My dog, Tiny, has a loud bark.
2. Franklin, who is a chef, cooked a delicious dinner.
3. On the way to the kitchen, she stubbed her toe.
4. Carly, a girl in my class, is very tall.
5. Steve, his older cousin, came to our picnic.

Team Practice 2

1. Mr. Roberts, our neighbor, brought food for the party.
2. At the park, we like to ride the rollercoaster.
3. Irvin, my cousin, took me fishing.
4. They served his favorite food, macaroni and cheese, on his birthday.
5. Before I could blink, the ball zoomed past the plate.

Team Mastery 2

1. Remi, who is a great soccer player, is on the winning team.
2. The tallest mountain in the United States, Mount McKinley, is in Alaska.
3. In gym class, we are playing basketball.
4. Before we went to bed, we watched a funny movie.
5. Our television, which was old, broke.

Quick Check 2

1. Our bus driver, Mr. Kurtz, lives in our building.
2. Houston, which is the largest city in Texas, is the place we want to visit.
3. His favorite book in the library, *The Secret of Zorn*, was checked out.
4. In a small box by the porch, they found the key to the front door.
5. Without a doubt, you are the fastest runner in the class.

Unit 9

Day 9 Edit

OBJECTIVE: The students will check spelling, punctuation, capitalization, and grammar in their business letters and make corrections.



Two-Minute Edit

- Present a Careless Caroline sentence. Read the sentence aloud. Ask:
What would you do to make this sentence better?
- Have teams work together to improve the sentence. Use **Random Reporter** to share responses. Use the sample below or one of your own.

Jetta and Izzy taked turns on the swings and played tag and chased after the ball at recess

- Remind the students that this sentence needs punctuation at the end. Point out that *take* is an irregular verb so you do not add *-ed*. The correct form is *took*. The sentence also has too many *ands*. It is a run-on sentence. The solution is to break the sentence into two sentences. For example, *Jetta and Izzy took turns on the swings. They played tag and chased after the ball at recess.*
- Demonstrate the use of the appropriate editing marks to edit the sentence.



Author's Chair

- Have a few students take turns reading their compare-and-contrast essays from the Author's Chair. After each reading, invite volunteers to comment specifically on what they liked about the writing. Continue to do this at the start of each day's writing lesson until all the students have shared their work. **NOTE:** This should not take longer than 5 minutes each day.

Active Instruction

Timing Goal: 17 minutes

Set the Stage

- Refer to the posted team cooperation goal: **Explain your ideas/tell why.** Remind the students that when teammates explain their ideas clearly, every team member is prepared to share the ideas with the class.

Throughout the lesson, award team cooperation points to teams whose members explain their ideas. Award up to 9 team cooperation points per team. Be sure to identify the behavior that you observe.

- Post and present the day’s agenda.

TODAY’S FOCUS: Mechanics

TODAY’S GOAL:

We will correct errors in our business letters using editing marks.

- Point out today’s focus. Remind the students that they have used the revision guide to help them improve the ideas and organization of their letters. Tell them that today they will use the Mechanics section of the guide to help them correct any errors in their work before publishing it. Read the focus and goal for the day aloud.

Instruction

- Explain to the students that they are now going on to the editing step of the writing process.

When we edit our writing, we look for errors and correct them. Editing is what we do when we look for mistakes in capitalization, punctuation, spelling, and grammar (like Caroline’s sentences) and mark them for correction.

- Refer the students to the Mechanics section of the revision guide. Point out that they will use this section of the revision guide for editing.

Mechanics	First Draft Ratings	Revised Draft Ratings	Teacher Ratings	Score (25 points)
Does my writing have correct capitalization?				
Does my writing have correct punctuation?				
Does my writing have correct spelling?				
Does my writing have correct grammar?				

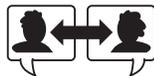
- Review what the students will be looking for when they edit. Give some examples of errors in capitalization, punctuation, spelling, and grammar in some sample sentences. like the following.

- Use **Think-Pair-Share** to ask:

What errors do you see in this sentence?

What would you do to make this sentence better?

- Mark the errors with editing marks.





- Display the revised draft of your business letter. Point out that you will only mark your errors at this point; you will make the corrections when you rewrite your letter to publish it.
- Remind the students that you will be reading the letter through at least four times to check the mechanics. Use **Think-Pair-Share** to ask the following questions:

What will I check for the first time I read my letter?

[You will check to see that the first word of each sentence and all names are capitalized.]

- Model reading the revised draft and noting where you need to capitalize. Demonstrate how to use the appropriate editing mark by underlining the letter three times.

What will I check for the second time I read the draft of my letter? *[You will check to see that each sentence has a period at the end or a question mark if it is a question.]*

- Model reading the revised draft and noting where you need to insert a period. Demonstrate how to use the appropriate editing mark, a period with a circle around it.

What will I look for the third time I read it? *[You will check to see that all the words are spelled correctly.]*

- Have partners read your letter and check for spelling mistakes. Use **Random Reporter** to share responses. Correct spelling mistakes on your revised draft.

What will I check for the fourth time I read it? *[I will listen to how it sounds when I read it. If it doesn't sound right, it might be a grammar problem that can be corrected.]*

Have you noticed any places in my letter that don't sound right? Have I made any grammar errors?

- Make the corrections suggested by the students or model discovering them yourself. Mark the errors with editing marks.



Teamwork

Timing Goal: 10 minutes

- Refer to the Mechanics section of the revision guide. Remind the students that they will read their letters four times to check for the items listed on the revision guide. Suggest they refer to the displayed editing marks when noting corrections.
- When the students have finished editing their letters, have them exchange papers and do the same for their partners. Work with individual students who need assistance.
- Remind the students to rate their partners' mechanics in the Revised Draft Ratings column of the revision guide.

Reflection

Timing Goal: 3 minutes

- Have teams share some examples of items that they edited in their work.

Explain/tell why you marked this as an error.

What editing mark did you use to mark it?

- Tell the students to check the Editing step on their team score sheets to show that they have completed it. Celebrate completing this step of the process.
- Use **Random Reporter**, and award an additional team cooperation point to teams whose members can identify an item their partners edited on their work, explain why it is an error, and what editing mark the partners used to mark it.



Editing Marks



Capitalize a letter.

Make three lines under the letter to be capitalized.



Add a period.

Place where period belongs and in margin.



Add something.

Place insert mark, for example, to add a word or a comma, above the mark.



Take something away, delete it.

Draw a line through the item and then make a loop.



Spell out or check spelling.

Circle the word.



Make a new paragraph here.

Place mark where paragraph should start.

Scoring

- Have the students turn in their graphic organizers, first drafts, and revised and edited drafts of the business letters that they plan to publish.
- Explain that you will use the revision guides to determine your score for their work. Explain that you will write comments to give additional feedback. Score the students' work, and return their papers.

Unit 9

Day 10 Publish

OBJECTIVE: The students will publish their business letters by reading them from the Author's Chair and then mailing them.



Two-Minute Edit

- Present a Careless Caroline sentence. Read the sentence aloud. Ask:

What do you to make this sentence better?

- Have teams work together to improve the sentence. Use **Random Reporter** to share responses. Use the sample below or one of your own.

Brenda went hiking in new hampshire and saw trees clawed by bears and thought she heard a real bear but it was a deer.

- Remind the students that New Hampshire is the name of a state, so it needs to be capitalized. The sentence also has too many *ands*. It is a run-on sentence. The solution is to break the sentence into two sentences. For example, *Brenda went hiking in New Hampshire and saw trees clawed by bears. She thought she heard a real bear, but it was a deer.*
- Demonstrate the use of the appropriate editing marks to edit the sentence.

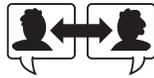
Active Instruction

Timing Goal: 10 minutes

Set the Stage

- Refer to the posted team cooperation goal: **Explain your ideas/tell why**. Remind the students that when they explain their ideas clearly, it means that all team members are prepared to share their work with the class. Their super teamwork will show through in the quality of their team's writing.

Throughout the lesson, award team cooperation points to teams whose members explain their ideas. Award up to 9 team cooperation points per team. Be sure to identify the behavior that you observe.



- Post and present the day's agenda.

TODAY'S FOCUS: Publish and celebrate.

TODAY'S GOAL:

We will publish our business letters by reading them from the Author's Chair and then mailing them.

- Point out today's focus. Remind the students that they have completed several steps in the writing process and are now ready to publish their work. Read the focus and goal for the day aloud.

Instruction

- Refer the students to their team score sheets. Point out that the students completed several tasks before they were ready to publish their writing. They also helped their teammates complete those tasks. Review the stages in the writing process. Use **Think-Pair-Share** to ask:

What did you do first? *[We brainstormed about different states. We chose a state that we wanted to learn more about.]*

What did you do next? *[We planned our letters by making webs with the topic, the purpose, details to explain the purpose, and a request.]*

What task did you complete next? *[We wrote a draft using the webs. We drafted letters to the state tourism offices using the correct form for business letters.]*

After drafting, what did you do? *[We shared our drafts with our partners and got feedback.]*

What task did you complete next? *[We revised our writing.]*

What was the next task? *[We edited our writing, and then our partners edited it.]*

- Tell the students that they are now ready to publish their letters. Explain that they will read their letters from the Author's Chair and then mail them to the appropriate state's tourism office for a reply.

Teamwork

Timing Goal: 15 minutes

- As students rewrite their work, have them include their edits and any revisions that you have suggested. Remind them to include a signature after the closing.
- Distribute an envelope to each student. Explain that they will carefully copy the inside addresses from their letters onto the front of their envelopes. Point out that the address on the envelope must be readable so that the letter can be delivered to the tourism office. Also, distribute postage stamps and direct the students to put a stamp on the front of the envelope in the top right corner.
- Allow the students time to publish their letters. As the students work, monitor their progress, and assist when needed.
- Remind the students to check off publishing on their team score sheets.

Reflection

Timing Goal: 5 minutes

- Celebrate by having volunteers share their business letters with the class.
- Use **Random Reporter**, and award an additional point to teams whose members can give an example of how explaining their ideas helped the team to improve their writing.
- Complete the team score sheets (refer to the back of the team score sheet for specific directions). Celebrate Good Teams, Great Teams, and Super Teams.
- When the students have read their letters from the Author's Chair, explain how to fold a business letter into thirds before placing it in the envelope and sealing it. Remind the students that they will be using the information they receive about the states from the tourism offices. They will use it later in the year when they write informative compositions for the *Travel Across America* book.



Unit 9

Day 11 Writing Journal

OBJECTIVE: The students will choose a topic and write independently.

Active Instruction

Timing Goal: 5 minutes

Set the Stage

- Post and present the day's agenda.

TODAY'S FOCUS: Ideas and organization

TODAY'S GOAL:

We will write on our own to tell our ideas.

- Point out today's focus. Remind the students that when we write, we are expressing our ideas. We want the reader to be able to understand them. That is why it is important to get our ideas organized before we write. Read the focus and goal for the day aloud.

Instruction

- Tell the students that they will write in their journals today.

**When you write in your journal, you choose the topic.
Your purpose is to tell about your ideas.**

- Present the following idea starters or post some of your own.

1. Imagine that you are planning a fabulous party. Describe the place, the food, the guests, and the activities at your party.
2. Everybody likes to laugh. What makes you laugh? Tell about something funny that made you laugh.
3. When you have a problem, to whom do you go? Explain why.
4. What if you could have a super power? What would it be? How would you use your super power?



Teachers have found it beneficial to play classical music at a low volume while the students write. They suggest that it sets a tone for creativity and fosters a sense of purpose for young writers.

- Explain that the students may write about one of these topics or another of their choosing. They may also choose to expand on a previous topic.

You may want to brainstorm ideas with your partner for a few minutes. Sometimes as you talk about topics, more ideas come to you. Once you have chosen a topic to write about, you will want to make some notes about your ideas. A web, list, or sequence chain can help you plan your writing and organize your ideas before you write.

- Take a moment and use a **Think Aloud** to reveal your thinking as you prepare to write a journal entry. Demonstrate the use of a graphic organizer to organize your ideas before you write.

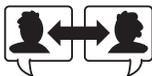
Teamwork

Timing Goal: 20 minutes

- Allow the students time to brainstorm, plan, and write their journal entries. As the students work, monitor their progress, and assist when needed.
- While the students work, meet with a number of students individually to review their writing portfolios, discuss their progress, and help them set goals. In future conferences with the students, revisit these goals, and reward the students who meet them with Inkwell tokens. After the Writing Challenge, when the class is setting goals, count the Inkwell tokens to measure the writing progress of the class. Be sure to take this time to celebrate class progress.

Reflection

Timing Goal: 5 minutes



- Ask questions to help the students reflect on their journal writing. Use **Think-Pair-Share** to ask:

Do you think you will continue writing about this topic in your journal? Do you have more ideas about it?

Is there a sentence you wrote that you think is a really good sentence, an Ace Writer sentence?

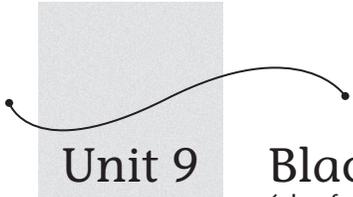
- Suggest that the students review their journal writing and choose an Ace Writer sentence that they want to share with the class. Have them underline the sentence and mark the page in their journals. You can use these Ace Writer sentences for the Two-Minute Edits in subsequent units.



- Celebrate by having a few volunteers share their journal entries.
- Use **Random Reporter**, and collect one journal from each team.
- Write a short response to the students' journal entries, and ask follow-up questions to help them expand their writing. This is an opportunity to have a dialogue with your young writers. You can encourage them and build confidence by noting strengths in their work and expressing respect and interest in their ideas.

Teacher Learning Community Meeting

- Collect two examples of your students' compositions, which you have evaluated for style, to share with your colleagues at the next meeting. You may wish to preview the *Teacher Learning Community Guide* for meeting 10 and note your comments and questions.



Unit 9

Blackline Masters

(also found on CD accompanying volume 1)

Clearly Stating a Purpose

Compose a Business Letter Requesting Information

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Day 10	(No blackline masters)	
Day 11	(No blackline masters)	

Liza's Friendly Letter

June 7, 2006

Dear Jojo,

Sheila has been talking nonstop about the trip up there to visit you at the farm next month. I'm pretty excited about it, too. I can't wait to see the baby goats! Did you name them yet? Sheila thinks we should bring sleeping bags so we can sleep in the barn. What do you think? I am going to bring a camera to take pictures of the animals. Last time I got some great snap shots of that family of ducks by the pond. They were so cute! Anyway, I'll be seeing you soon.

Your friend,
Liza

Liza's Business Letter

5721 Maple Leaf Avenue
Belmont, MD 21116
February 6, 2006

Valley Karate School
8943 Lake Drive
Baltimore, MD 23345

Dear Sir or Madam:

I am interested in taking a karate class this summer. I heard about your karate school from some friends. I would like to learn about the karate classes that you offer. My parents and I need to decide if your school is right for me. Please send me information about your classes and when they are offered. I look forward to hearing from you.

Sincerely,
Liza Pierce

Sample Business Letter 2

82 Charles Street
Lincoln, NE 68509
March 23, 2006

Smoothie-Smooth Company
777 Guildford Avenue
Sarasota, FL 10743

Dear Sir or Madam:

Last week I saw your ad for a Smoothie-Smooth Machine on television, so I bought it. I am writing to you because the machine does not work. When I press on the mixer's button, the mixer jams. Also, the lid does not fit on the plastic container. I would like you to send me a new machine. Please send a replacement machine to the address above. I thank you for your help in this matter.

Sincerely,
Felix Bender

Sample Business Letter 3

90 Stevens Street
Milton, NY 12245
April 4, 2006

Milton Summer Soccer League
256 Hemingway Drive
Milton, NY 12245

Dear Soccer League Coach:

I would like to play for the Milton Summer Soccer League. I heard that you are holding tryouts. I would like to know more about them. I play goalie on my school's soccer team. We are undefeated. Please send me information about the tryouts so that I can be there. I would love to play goalie for your league. Thank you for your help.

Sincerely,
DeVon Chase

Team Practice

889 West Street
Ithaca, NY 12246
January 8, 2006

Great Gardens Company
706 Braveband Street
Freemont, CA 95814

Dear Sir or Madam:

I saw your ad for an indoor garden kit in Gardener's magazine. I would like to purchase two garden kits. Both of my grandmothers love to garden. I think the kits would make nice gifts for them. I have enclosed a check in the amount of \$8.00. Please ship the kits to my address. I look forward to receiving the kits. Thank you.

Sincerely,
Carol Liu

Team Mastery

1520 Oak Street
Verdon, AZ 85007
August 4, 2006

Hiking Trails
256 Benson Mills Road
Verdon, AZ 85007

Dear Sir or Madam:

My teacher showed me your free newsletter telling about great hikes in the area. I would like to receive copies of the newsletter. Hiking is one of my favorite things to do. I hope to find some good trails. Could you put my name and address on your list and mail the newsletters to my home? Thank you for including me on your list.

Sincerely,
Grady Natchez

Team Practice 2

777 Bugle Lane
Denton, MD 21207
June 16, 2006

Science Club Books
76 Dean Street
Dover, DE 19901

Dear Sir or Madam:

I really liked the *Explore Science* book about gravity that you sent me. I see from the back cover that there is another book in this series about magnets. Magnets is the topic for the science report I am planning. Would you please send me the book in the *Explore Science* series about magnets? The information in the magnet book will help me get started on my report. Thank you for your help.

Sincerely,
Mike Ott

Team Mastery 2

709 River Road
Lexington, VA 24450
November 2, 2006

Baseball Card Collectors Group
676 Phillips Street
Lexington, VA 24450

Dear Sir or Madam,

My friend told me about a special event that your group is sponsoring. He heard that there will be a baseball card swap meet sometime this month. I am a baseball card collector and would like to go to the swap meet. Can you please send me information about where and when the swap meet will take place? Thank you so much for your help.

Sincerely,
Eli Handy

Quick Check

90 Turners Road
Barton, CO 80202
October 15, 2006

Barton Town Events
888 Leslie Street
Barton, CO 80202

Dear Sir or Madam:

Our class voted to have a bake sale to raise money for a field trip. We would like to reserve a space to sell baked goods at the annual Barton Town Fair. We plan to sell brownies, cupcakes, and crispy treats. My teacher, Mrs. Weaver, and two parents will work with us. Please send us information about where and when we should set up our table. We are pleased to be a part of the fair this year. Thank you for your help in this matter.

Sincerely,
Halley Sharif

Quick Check 2

504 South Road
Bellamy, AL 36103
December 1, 2006

Bellamy Town Council
84 Holloway Street
Bellamy, AL 36103

Dear Town Council Members:

We were discussing the Holiday Parade in our class and came up with a good idea. We would like to march in the parade with our pets in costume. All dogs would be on leashes and cats would be in baby strollers. Goldfish and hamsters would not be included. Would you please hold a space for us in the parade? We look forward to hearing from you. Thank you.

Sincerely,

Mrs. Gideon's Third Grade Class

Business-Letter Format

1520 Oak Street
Verdon, AZ 85007
August 4, 2006

→ HEADING
(your address and date)

Hiking Trails Newsletter
256 Benson Mills Road
Verdon, AZ 85007

→ INSIDE ADDRESS
(company's address)

Dear Sir or Madam: → GREETING

My teacher showed me your free newsletter telling about great hikes in the area. I would like to receive copies of the newsletter. Hiking is one of my favorite things to do. I hope to find some good trails. Could you put my name and address on your list and mail the newsletters to my home? Thank you for including me on your list.

→ BODY

Sincerely, → CLOSING

Grady Natchez → SIGNATURE

Writing Prompt

Imagine that you are going to take a trip to visit another state. Which state would you like to visit? Write a business letter to the tourism office of that state asking for information about what to see and do there. Make sure that your purpose is clearly stated. Include details that explain why you are writing the letter. Tell the reader what you want him or her to do. Remember to use a business-letter format and a formal, all-business tone.

Sample Letter

December 1, 2006

Minnesota Office of Tourism
100 Metro Square
St. Paul, MN 55105

Dear Sir or Madam:

My dad came home the other day and told my brother and me that we are going to visit our cousins out in Minnesota. Well, I didn't even know I had cousins out there. I was pretty surprised. It turns out we're going to drive out in June and make some stops along the way. What's it like out there? Do you have any, like, buffalos?

Your friend,
Jordan Banks

State Names

Northwest

California
Colorado
Idaho
Montana
Nevada
Oregon
Utah
Washington
Wyoming

Midwest

Indiana
Illinois
Iowa
Kansas
Michigan
Minnesota
Missouri
Nebraska
North Dakota
Ohio
South Dakota
Wisconsin

Pacific

Alaska
Hawaii

Northeast

Connecticut
Delaware
Maine
Maryland
Massachusetts
New Hampshire
New Jersey
New York
Pennsylvania
Rhode Island
Vermont

Southwest

Arizona
New Mexico
Oklahoma
Texas

Southeast

Alabama
Arkansas
Florida
Georgia
Kentucky
Louisiana
Mississippi
North Carolina
South Carolina
Tennessee
Virginia
West Virginia

Team Practice

1. Andy and I asked Mother if Andy and I could go to the park.
2. The children lost the children's canoe.
3. The dog barked because the dog wanted to come inside.
4. Sharon left Sharon's shoes in the hallway.
5. Jack hopes that Jack can wear Jack's new sneakers to the party.

Team Mastery

1. An apple is good for you because an apple has vitamin A.
2. Mia and Lonshay rode Mia's and Lonshay's bikes home from school.
3. Sam and Becky are going to Sam and Becky's house after the game.
4. The frog poked the frog's head above the water and made a loud croaking sound.
5. The lady stepped into the lady's fancy car and drove away.

Team Practice 2

1. Mr. and Mrs. Price are going to Florida because Mr. and Mrs. Price like warm weather.
2. Matthew yelled at Matthew's little sister.
3. Conika and Tiffany waited for Conika and Tiffany's mother to pick Conika and Tiffany up from school.
4. At dinner, Carina ate Carina's dessert first and Carina's vegetables last.
5. Toby wanted to go to Toby's friend's house, but first Toby had to finish Toby's chores.

Team Mastery 2

1. Patrick lost Patrick's kite in a tree and had to ask Patrick's brother to get it down.
2. The dog did tricks like hopping on the dog's two hind feet and rolling over on the dog's back.
3. Sergio found Sergio's baseball under Sergio's bed.
4. The fish swam around and around the fish's bowl.
5. Mrs. Star checked Mrs. Star's purse to make sure Mrs. Star had the tickets.

Quick Check

1. The green and black duck sat on the duck's nest and kept the duck's eggs warm.
2. Megan and Yoko worked on Megan and Yoko's science project.
3. The tall man opened the door of the tall man's house and yelled for the tall man's daughter.
4. The students wanted to have recess so the students were quiet during the student's reading class.
5. Thelma and I sold lemonade outside Thelma's and my house.

Quick Check 2

1. Heidi and Rhonda went to get boards and nails to build Heidi and Rhonda's fort.
2. The cat washed the cat's paws and the cat's whiskers.
3. Naomi is making a cake for Naomi's aunt.
4. Len and Stu found a snake in Len and Stu's barn.
5. Craig wondered what Craig's sister was doing in Craig's room.

Name: _____ Date: _____

Partner: _____ Unit: 9

Ideas	First Draft Ratings	Revised Draft Ratings	Teacher Ratings	Score (25 points)
Does the letter have a clear purpose?				
Does the letter explain why you are writing it?				
Does the letter tell the reader what you want him or her to do?				

Organization	First Draft Ratings	Revised Draft Ratings	Teacher Ratings	Score (25 points)
Is the letter in the form of a business letter?				
Can the reader follow your thinking?				

Style	First Draft Ratings	Revised Draft Ratings	Teacher Ratings	Score (25 points)
Does the letter have a formal tone (all business)?				

Mechanics	First Draft Ratings	Revised Draft Ratings	Teacher Ratings	Score (25 points)
Does my writing have correct capitalization?				
Does my writing have correct punctuation?				
Does my writing have correct spelling?				
Does my writing have correct grammar?				

RATINGS KEY:

? = missing or needs to be improved | ✓ = here and complete | + = here, complete, and excellent

Total Teacher Score	
----------------------------	--

Team Practice

1. Jenny my younger sister borrowed my skateboard.
2. Lee and Wade the twins next door watered the garden.
3. Alaska our forty-ninth state has many glaciers.
4. Last Saturday night we saw a shooting star.
5. Mrs. Newson my teacher baked a batch of brownies.

Team Mastery

1. Mr. Marx a firefighter lives next door.
2. The bird a red cardinal started to sing.
3. Mrs. Witt our music teacher played the piano.
4. Her car a white Buick is around the corner.
5. Winter my favorite season is fun because I can go sledding.

Team Practice 2

1. Mr. Roberts our neighbor brought food for the party.
2. At the park we like to ride the rollercoaster.
3. Irvin my cousin took me fishing.
4. They served his favorite food macaroni and cheese on his birthday.
5. Before I could blink the ball zoomed past the plate.

Team Mastery 2

1. Remi a great soccer player is on the winning team.
2. The tallest mountain in the U.S. Mount McKinley is in Alaska.
3. In gym class we are playing basketball.
4. Before we went to bed we watched a funny movie.
5. Our television which was old broke.

Quick Check

1. My dog Tiny has a loud bark.
2. Franklin a chef cooked a delicious dinner.
3. On the way to the kitchen she stubbed her toe.
4. Carly a girl in my class is very tall.
5. Steve his older cousin came to our picnic.

Quick Check 2

1. The bus driver Mr. Kurtz lives in our building.
2. Houston the largest city in Texas is the place we want to visit.
3. His favorite book in the library The Secret of Zorn was checked out.
4. In a small box by the porch they found the key to the front door.
5. Without a doubt you are the fastest runner in the class.

Unit 10

Using Persuasive Language

Writing Project:

Write a Letter Giving Your Advice



Author's Chair

Overview

The Author's Opportunity

The students will write an advice letter to a fictional character.

The students' letters will follow business-letter format and include supporting reasons and persuasive words and phrases. The students will publish their letters by reading them from the Author's Chair and posting them on the "Take My Advice" bulletin board.

Unit Summary

In this unit, the students write a persuasive advice letter to a fictional character. Instruction on Day 1 focuses on using persuasive words and phrases and supporting reasons that will convince the reader to take action. The students are introduced to some persuasive words and phrases and identify persuasive language in a letter. They practice adding these persuasive words to advice letters to make them more convincing.

In the lessons on Days 2 and 3, the students use a web to plan their advice letters. They identify the fictional character and the action the character should take, as well as supporting reasons for the action.

Then the students draft their advice letters and add persuasive words and phrases. They use the revision guide to rate their partners' drafts for ideas, organization, and style. In the video segment on Day 6, Tasha helps Flash improve his letter by adding more supporting reasons and persuasive words. After revising, the students edit their letters and their partners' letters using the mechanics section of the revision guide. The students complete the activity by reading their letters from the Author's Chair and then posting them on a bulletin board titled "Take My Advice."

Language Mechanics

The first language-mechanics lesson, on Day 5, offers instruction and practice in combining two sentences about a common topic.

The video segment shows the students how to look for repeated information and remove it and then rewrite the two sentences as one. The second language-mechanics lesson in this unit, on Day 8,

focuses on varying sentences. The characters in the video explain that beginning sentences in different ways and using both long and short sentences keeps their writing from sounding choppy and helps it flow. The students practice changing groups of sentences to make them less choppy and more varied.

Cooperative Learning

Everyone participates is the team cooperation goal in this unit. The students work to prepare every member of the team to present the content of team discussion or a team response to the class. At the end of each day during Reflection, encourage the students to provide examples of how participating in teamwork helped them brainstorm ideas, plan, draft, revise, and edit their advice letters.

Writing Process Objectives

- The students will plan their advice letters using a web to record their advice to a character and supporting reasons to follow the advice.
- The students will use their plans to draft clear and organized business letters with a request for the reader to take an action (advice) followed by supporting reasons. They will use persuasive words and phrases to help convince the reader to follow their advice.
- The students will use the revision guide to rate their partners' drafts.
- The students will use editing marks to edit their compositions.
- The students will publish their advice letters by reading them from the Author's Chair and then posting them on a bulletin board titled "Take My Advice."

Unit 10 Sequence

Day 1: **Craft Lesson** | Advice Letter

Day 2: **Brainstorm** | Advice Letter

Day 3: **Plan** | Advice Letter

Day 4: **Draft** | Advice Letter

Day 5: **Language-Mechanics Lesson** | Combining Sentences

Video Support: "Combining Sentences"

Day 6: **Share and Respond** | Advice Letter

Video Support: "Advice Letter: Share, Respond, Revise"

Day 7: **Revise** | Advice Letter

Day 8: **Language-Mechanics Lesson** | Varying Sentences

Video Support: "Varying Sentences"

Day 9: **Edit** | Advice Letter

Day 10: **Publish** | Advice Letter

Day 11: **Writing Journal**

Unit Preparation

You will need the following materials:

For the teacher:

- Two Sample Letters transparency (See Day 1.)
- Persuasive Words and Phrases transparency (See Day 1.)
- Labeled Sample Letters 1 and 2 transparencies (See Day 2.)
- Business-Letter Format transparency (See Days 2 and 4.)

For each student:

- Team Practice and Team Mastery handouts (See the blackline masters at the end of this unit.)
- Quick Checks (See the blackline masters at the end of this unit.)
- Advice Letter Revision Guide (student edition)
- Portfolio folder
- Writing Journal (marble composition book)

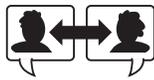
For each team:

- Writing Wings Team Score Sheet
- Notebook paper
- Continue to display the team cooperation goals.
- Copy the writing prompt on the board or on chart paper.
NOTE: Be sure to keep the writing prompt displayed during the entire activity.
- Copy the Two-Minute Edit sentence on the board or on chart paper each day.
- Have a television and a DVD player available to show the following video segments for the lessons:
 - “Combining Sentences” (running time 5:41) on Day 5
 - “Advice Letter: Share, Respond, Revise” (running time 5:25) on Day 6
 - “Varying Sentences” (running time 4:59) on Day 8

Unit 10

Day 1 Craft Lesson

OBJECTIVE: The students will identify persuasive words and phrases in letters. They will rewrite letters to include persuasive words.



Think-Pair-Share

Throughout the lesson, award team cooperation points to teams whose members all participate. Award up to 9 team cooperation points per team.



Active Instruction

Timing Goal: 12 minutes

Set the Stage

- Introduce the team cooperation goal. Use **Think-Pair-Share** to ask:

When we say “everyone participates,” what does that mean? *[(Accept reasonable responses) For example, all team members take part in team discussion.]*

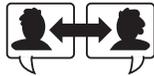
Why is it important for everyone on your team to participate? *[When everyone participates, all members of the team are prepared to share our discussion with the class.]*

- Remind the students that when every team member participates, the partner and team members get the help and feedback they need to make their writing the best it can be. Writing teams need the ideas and help of every team member.
- Tell the students that you will award team cooperation points to teams whose members all participate. Tell them that you will ask a member of each team to share something from the team’s discussion.
- Distribute the team score sheets. Have teams write their team name, date, and unit number on it as well as the team cooperation goal: **Everyone participates**. Use **Think-Pair-Share** to facilitate a review about the team score sheet and team rewards. If necessary, refer to the back of the team score sheet.
- Post and present the day’s agenda.

TODAY’S FOCUS: Style

TODAY’S GOALS:

1. Identify some persuasive words and phrases.
2. Make some letters more convincing by adding persuasive words.



- Point out today's focus. Tell the students that today they will look at some words that can add power to their writing. These are words that can convince people to take action. Read the focus and goals for the day aloud.

Instruction

- Use **Think-Pair-Share** to ask the students how they convince their parents to let them do or have something.

I am sure that you have all asked your parents for something that you wanted or asked their permission to do something. What do you do if they say no? Do you ask in a different way? Do you promise to do something in return, like wash the dishes or walk the dog, to get what you want?

- Explain that when the students ask their parents for what they want in another way after being told no, they are trying to change their minds or persuade them. They probably use persuasive words to convince their parents.
- Write the phrases *new game* and *fantastic new game* on the board. Use **Think-Pair-Share** to ask the students which game they would like to play and why. Point out that the second phrase has a persuasive word in it: *fantastic*. Explain that they will see how certain words can help them persuade someone to do something.
- Display the Two Sample Letters transparency. Read the two letters aloud.

Sample Letter 1

14 Hugh Street
Madison, WI 53708
November 2, 2006

Football Fans magazine
8 Rooter Road
Madison, WI 53708

Dear *Football Fans* magazine:

I read about your contest to meet Todd Simpson. I would like you to choose me because I am a fan of Todd's. If I were picked, I would ask him to play a game of football with my friends and me. I am a good choice to win this contest.

Sincerely,
Miguel Hernandez

Sample Letter 2

14 Hugh Street
Madison, WI 53708
November 2, 2006

Football Fans magazine
8 Rooter Road
Madison, WI 53708

Dear *Football Fans* magazine:

I read about your contest to meet Todd Simpson. I would like you to choose me as the winner because I am Todd's biggest fan. If I were picked, I would ask him to play an exciting game of football with my fun friends and me. In my opinion, I am the best choice to win this contest.

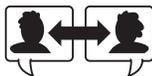
Sincerely,
Miguel Hernandez



- Use **Think-Pair-Share** to ask:

What does Miguel want the reader of his letter to do? [*Miguel wants the reader to pick him as the winner of the contest.*]

What reasons does Miguel give as to why he should be the winner? [*Miguel says that he is Todd Simpson's biggest fan. He will ask Todd to play an exciting game of football with his friends.*]



- Use **Think-Pair-Share** to ask the students which letter is more persuasive. [*Sample letter 2 is more persuasive.*]
- Explain that Miguel's second letter includes persuasive words. Tell the students that persuasive words and phrases make the reader want something or convince the reader to do something.
- Direct the students' attention to the second letter. Tell the students that you would like their help in finding the persuasive words and phrases in this letter. Model finding the word *biggest*. Point out that in his first letter Miguel says that he is Todd Simpson's fan. In the second letter, Miguel says he is Todd Simpson's *biggest* fan.

I think the word *biggest* is a persuasive word. Miguel is not just any fan. He is the biggest fan. Adding that persuasive word to his second letter makes it more convincing.



Random Reporter

- Ask the students to work in teams to identify other persuasive words or phrases that Miguel used to improve his second letter. Use **Random Reporter** to share responses. Responses could include the words and phrases *exciting, fun, in my opinion, and best*.
- Explain that using persuasive words and phrases and giving convincing reasons can help persuade a reader to take an action, for example, choosing Miguel as the contest winner. Display the Persuasive Words and Phrases transparency, and review the words.

Persuasive Words and Phrases

amazing	proven	easy	in fact
biggest	win	in my opinion	as you can see
best	boost	the truth is	certainly
strongest	super	from my point of view	without a doubt
terrific	dazzling	first... second... third...	an important thing to remember is
improve	energize	for this reason	for example
exciting	fun	definitely	my point is

- Tell the students that adding some persuasive words and phrases to a letter can make it more convincing. Display Sample Letter 3 on the same transparency, and read the letter aloud.

Sample Letter 3

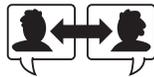
1724 Raymond Way
 Jasper, IN 46204
 November 12, 2006

Fizzypop Company
 999 Quincy Street
 Madison, WI 53708

Dear Sir or Madam:

I read on a poster at the store that your company is looking for new flavor ideas. I have a suggestion. It is blueberry flavor. Blueberry is a good flavor, and a lot of people would drink it. You could put a blue character on the can so people would buy it. I think blueberry is a good idea for a new flavor.

Sincerely,
 Joe Pinto



Use **Think-Pair-Share** to ask:

Why is Joe writing this letter? What does he want the reader to do? [*Joe is writing this letter to suggest a new soda flavor. He wants the company to make a blueberry-flavored soda.*]

Does Joe give any reasons to support his suggestion? What are they? [*He says that a lot of people like blueberry. He also says that putting a blue character on the can would sell it.*]

Is Joe's letter persuasive? Do you think it would convince the company to try making blueberry flavor? [*The students will probably agree that it is not very convincing.*]

- Model choosing at least four words from the persuasive words and phrases list and adding them to the letter.

I think Joe's letter would be more convincing if he added some persuasive words. For example, in the second sentence, he could add persuasive words about his suggestion: *a suggestion that without a doubt would be amazing.*



He could also add some persuasive words and phrases about blueberry flavor. *The truth is that blueberry is a super flavor.* He could also add the word *certainly*, which is a positive, convincing word: *And a lot of people would certainly drink it.*

Joe could add the word *fun* to describe the blue character.

- Use Think-Pair-Share to ask:

Looking at the list of persuasive words, what words could Joe add to his last sentence to make it more convincing? [(Accept reasonable responses.) For example, *I think blueberry is definitely the best idea for a new flavor.*]

Sample Letter 3 revised

1724 Raymond Way
Jasper, IN 46204
November 12, 2006

Fizzypop Company
999 Quincy Street
Madison, WI 53708

Dear Sir or Madam:

I read on a poster at the store that your company is looking for new flavor ideas. I have a suggestion that without a doubt would be amazing. It is blueberry flavor. The truth is that blueberry is a super flavor, and a lot of people would certainly drink it. You could put a fun blue character on the can. I think blueberry is definitely the best idea for a new flavor.

Sincerely,
Joe Pinto

- Reread Joe's revised letter. Have partners decide whether the revised letter is more convincing than the first one.

Teamwork

Timing Goal: 15 minutes

Team Practice

- Tell the students that for Teamwork they will read some letters and improve them by adding persuasive words and phrases.
- Distribute the **Teamwork 1: Persuasive Words and Phrases** page and the **Team Practice** section.
- Explain that the students will work in teams to add at least four persuasive words and phrases to the letters. Point out that teams may add different words than the ones on the list if the team agrees that the words are persuasive.
- Remind teams of the team cooperation goal that they are working on: **Everyone participates.**
- Allow time for the students to complete Team Practice. Use **Random Reporter** to review the student's work. Ask:



Why is Beryl writing? *[Beryl is writing because she has a suggestion for the Department of Parks.]*

What action does she want the Department of Parks to take? *[She wants them to put benches in the park.]*

Does Beryl give supporting reasons why she wants the department to do this? What are the reasons? *[Beryl says there is no place to sit; that parents can sit on the benches in the shade; hikers can rest on the benches.]*

What persuasive words or phrases did you add to her letter to make it more convincing?

Team Mastery

- Distribute the **Teamwork 1: Persuasive Words and Phrases** page and the **Team Mastery** section.
- Explain that they will follow the same directions that they did for Team Practice, but they will work individually and then share their additions to the letter with their teammates.
- Allow enough time for the students to complete the Team Mastery, and then have the students share their webs with their teammates. Circulate through the teams as the students work. Remind teams that everyone participates.
- Use **Random Reporter** to have teams share their responses. Ask:

Why is Maria writing? *[Maria is writing because she has a suggestion for the owner of the deli.]*

What action does she want the deli owner to take? *[She wants him or her to use foil to wrap cheeseburger subs.]*

For Team Practice, students work with their teammates and discuss their thinking. If the students struggle with the Team Practice activity, review the skill, and then allow them to try again with the Team Practice 2 passage.



For Quick Check, the students work individually for a teacher score. If 25% of the students score less than 80, review the skill, and then have them try again with the Quick Check 2 passage.



Does Maria give supporting reasons why she wants the deli owner to do this? What are the reasons? [*She says that foil would keep the juices from leaking; that foil would keep the sub warm.*]

What persuasive words or phrases did you add to her letter to make it more convincing?

Quick Check

- Tell the students that it is time for Quick Check. Distribute the **Quick Check** portion of the activity.
- Explain that the students will do the same thing in Quick Check that they did in Team Practice and Team Mastery, but this time without help, for a teacher score. If necessary, review the directions for the task before having the students work independently to complete the Quick Check. Read the Quick Check selection list of events aloud as the students follow along.
- Collect the students' Quick Checks, and celebrate a job well done.
- Assign scores for the activity, and record the scores on the team score sheets. Follow up with the students who do not score at least 80 points.

Reflection

- Remind the students that they have been adding persuasive words and phrases to make letters more convincing. Use **Think-Pair-Share** to ask the following questions:

Was it hard to add persuasive words? [*Answers will vary.*]

Do you think adding persuasive words improved the letters? How? [*Answers will vary.*]

What are your favorite persuasive words? Can you think of some words that are not on the list? [*Answers will vary.*]

- Praise the students for working toward the team cooperation goal. Award up to 9 team cooperation points per team. Using **Random Reporter**, award an additional point to teams whose members can give examples of something from the team's discussion.

Answer Keys

Team Practice

Sample Response

895 Hopkins Way
Tallahassee, FL 32301
April 5, 2006

Department of Parks
64 Palm Tree Road
Tallahassee, FL 32301

Dear Sir or Madam:

Last week I was walking in Hopkins Park and had a terrific idea. Put benches under the big trees by the soccer field. Without a doubt, parents who are waiting for their kids to finish practice would sit on the benches in the shade. Also when people are hiking in the park they would certainly rest on the benches. As you can see, benches would be a super idea.

Sincerely,
Beryl Tyler

Team Mastery

Sample Response

935 Haven Way
Portland, OR 97310
December 4, 2006

Jerry's Deli
67 East River Street
Portland, OR 97310

Dear Deli Owner:

I have some advice to improve your take-out sandwiches. I suggest that you use foil to wrap your super cheeseburger subs. The truth is, foil would keep juices from soaking through and getting on people's clothes when they are carrying the subs. Also foil would keep the sub warm. My point is, foil would definitely be a better wrapper than paper.

Sincerely,
Maria Contelli

Team Practice 2**Sample Response**

206 Shore Drive
Galveston, TX 78714
March 13, 2006

Galveston Zoo
14 Penguin Road
Galveston, TX 78715

Dear Sir or Madam:

I read in the paper that you are looking for kids to work as Junior Zoo Guides on Saturdays. I would definitely like to work at the zoo. I am used to animals because I have a dog, a cat, and a bird. In fact, I have read books about different kinds of animals and their habits so I could tell zoo visitors about them. For these reasons I think I would make a ~~good~~ super zoo guide. I hope you will choose me.

Sincerely,
Malik Johnson

Team Mastery 2**Sample Response**

90 Lemon Street
Orlando, FL 32311
April 2, 2006

Toy World
67 Brentwood Plaza
Orlando, FL 32310

Dear Sir or Madam:

I saw your Toy World ad on TV last week and had a terrific suggestion. My advice is to have a drawing to win a new scooter. Without a doubt, lots of kids and their parents would come to your store to see the scooter and enter the drawing. In your store they would see other fun and exciting toys they would want to buy. I think the drawing is a ~~good~~ amazing idea because you would get more customers.

Sincerely,
Carso Brown

Quick Check**Sample Response**

777 Michael Way
Philadelphia, PA 17120
November 4, 2006

Verna Street Bagel Shop
78 Verna Street
Philadelphia, PA 17123

Dear Sir or Madam:

I am writing because I have a suggestion. My suggestion is to have a booth at the Park Elementary School fair and sell your bagels. My point is, I think hungry people at the fair would buy them because your bagels are ~~good~~ terrific. Also, you would sell lots of bagels because they are not messy to eat and people can carry them. For these reasons, I think a bagel booth would be a ~~good~~ super idea.

Sincerely,
Hal Bolinski

Quick Check 2**Sample Response**

554 Eagle Way
Cheyenne, WY 82002
February 17, 2006

Channel 2 Wyoming News
60 State Street
Cheyenne, WY 82004

Dear Sir or Madam:

I saw on the news that your TV station has a Teacher of the Year award. In my opinion, My teacher, Ms. Amos, is ~~a good~~ the best teacher. I definitely suggest that you give her the award. She is nice and helps us learn new things every day. Ms. Amos also stays after school to help us with special projects. It would be a ~~good~~ terrific idea to give Ms. Amos the Teacher of the Year award.

Sincerely,
Marco Vanz

Craft Lesson Scoring Guide

100 Points	The student has improved the letter by appropriately adding four persuasive words or phrases.
90 Points	The student has improved the letter by appropriately adding three persuasive words or phrases.
80 Points	The student has improved the letter by appropriately adding two persuasive words or phrases.

If the student does not show an understanding of adding persuasive language, the student should get feedback and redo the Quick Check or have a conference with the teacher about this skill before writing a first draft.

Unit 10

Day 2 Brainstorm

OBJECTIVE: The students will analyze some business letters to determine if they follow the correct format. The students will brainstorm with their partners and choose a storybook character to whom they will write an advice letter.



Remember that this is an opportunity to *celebrate* the students' writing, not to criticize it.

Two-Minute Edit

- Present a Careless Caroline sentence. Ask:

What would you do to make this sentence better?

- Have teams work together to improve the sentence. Use **Random Reporter** to share responses. Use the sample below or one of your own.

Neil ran through the park with neil's dog on a leash

- Remind the students that pronouns can replace naming words. In this sentence, the naming word *Neil* is repeated. The sentence can be improved by replacing the second *Neil* with the pronoun *his*. The word *neil's* refers to a person's name so it should be capitalized. This sentence also needs a period at the end.
- Demonstrate the use of the appropriate editing marks to edit the sentence.

Author's Chair

- Have a few students take turns reading their business letters from the Author's Chair. After each reading, invite volunteers to comment specifically on what they liked about the writing. Continue to do this at the start of each day's writing lesson until all students have shared their work. **NOTE:** This should not take longer than 5 minutes each day.

Throughout the lesson, award team cooperation points to teams whose members all participate. Award up to 9 team cooperation points per team.



Active Instruction

Timing Goal: 17 minutes

Set the Stage

- Remind the students of the team cooperation goal: **Everyone participates.** Point out that during brainstorming, participating in discussions with partners helps them think of new ideas for their writing. Point out that partners and teams make sure that everyone participates in discussion and is prepared to share with the class.
- Post and present the day's agenda.

TODAY'S FOCUS: Brainstorm ideas.

TODAY'S GOAL:

We will brainstorm ideas for our advice letters.

- Point out today's focus. Remind the students that when writers brainstorm, they talk about ideas. Read the focus and goal for the day aloud. Tell the students that today they will brainstorm with their partners to choose a storybook character who needs advice.

Instruction

- Initiate a discussion about the meaning of the word *advice*. Use **Think-Pair-Share** to ask:

When you hear the word *advice*, what do you think of? *[(Accept reasonable responses.) For example, I think about telling people suggestions about how to solve a problem or make something better.]*

Do you ever give advice to your friends? What kinds of things do you give them advice about? *[(Accept reasonable responses.) For example, I give my friends advice about how to play a game.]*

- Point out to the students that giving advice means telling people to take a particular action.

When you give advice you are telling people what you think they should do. For example, when you give your friend advice about playing a game, you are telling your friend what action to take to win the game. Another example is when you give advice to your partner; you are telling your partner what action to take to improve his or her writing.



- Use **Think-Pair-Share** to ask:

How do you convince your friends to follow your advice? *[(Accept reasonable responses.) For example, I explain why it is a good idea.]*

- Point out that if you want someone to follow your advice, you need to persuade the person.

You persuade someone by giving good reasons why the person should follow your advice. Using persuasive words can also help convince someone to follow your advice.

- Tell the students that they will write advice letters in this unit. They will tell the reader what action they think he or she should take. They will also give reasons why and use persuasive words and phrases.
- Introduce the following list of storybook characters. Point out that each of the storybook characters has problems and needs some advice. Have the students help add to this list.

Storybook Characters

Little Red Riding Hood

Pinocchio

Goldilocks

Jack from Jack and the Beanstalk

- Refer the students to the writing prompt, and read it aloud.

Writing Prompt

Choose a character from the list of storybook characters. What advice would you give this character? Write a letter giving your advice. Tell the character why you are writing and what action you think the character should take. Include reasons why he or she should follow your advice. Use persuasive words and phrases and a formal tone. Be sure to follow the business-letter format.



- Use **Think-Pair-Share** to review what should be included in the letter. Underline the elements in the prompt.

What does your letter need? *[My letter should tell why I am writing. It should tell what action the character should take. It should include at least two reasons why. It should use persuasive words. It should have a formal tone and be in business-letter format.]*

- Display the Letter to the Big Bad Wolf transparency. Tell the students that you would like them to take a look at this advice letter to see if it has all the elements from the writing prompt. Read the letter aloud.

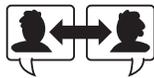
453 Oak Street
Peoria, IL 21243
September 7, 2006

Mr. Big Bad Wolf
12 Storybook Street
Fantasy Park, Somewhere

Dear Mr. Big Bad Wolf,

I am writing to you because you definitely need some advice. You have been chasing the three little pigs around trying to catch them and eat them. My advice is to get your food at a grocery store and leave the three little pigs alone. First, you are huffing and puffing. That can't be good for you. Second, climbing down a chimney is going to get you hurt. The truth is, going to the grocery store is easier than chasing pigs and best for your health. I hope this advice is helpful.

Sincerely,
Bridget DeVane



- Remind them that in the previous unit they looked at how a business letter is organized.
- Use **Think-Pair-Share** to ask:

Does this letter follow the form and tone of a business letter? *[Yes, the letter begins with a heading followed by an inside address and a greeting. It has a body, closing, and signature. It has a formal tone.]*

Does the letter tell why Bridget is writing? What is her purpose for writing? *[Yes. Bridget is writing because the wolf needs advice.]*

Does Bridget tell what action she thinks the wolf should take? Which sentence tell this? *[Yes, in the third sentence Bridget tells the wolf to go to the grocery store instead of chasing the pigs.]*

Does Bridget include reasons to convince the wolf? What are they? *[Bridget includes two reasons. She says that huffing and puffing isn't good for him and that climbing down a chimney would get him hurt. She also says that going to the store is easier than chasing pigs.]*



- Display the list of Persuasive Words and Phrases. Use **Think-Pair-Share** to ask:

Does Bridget use any persuasive words or phrases in her letter? Which ones? [*Yes, Bridget uses definitely, first, second, the truth is, easier, and best.*]

- Tell the students that when choosing a character, they should try to think of the character's problem and the advice they can give.
- Model choosing a character from the list and brainstorming with a student partner. Record and discuss possible ideas with the student. Ask questions such as:

In the story, what is the character's problem or problems?

Do you have an idea what action the character could take to solve the problem(s)? What should the character do or stop doing to make things better?

Teamwork

Timing Goal: 10 minutes

- Have the students work with their partners to review the list of characters and brainstorm about the characters' problems.
- Circulate through the classroom, and listen to discussions. Praise partners who actively listen and ask follow-up questions.
- Have the students choose a character to write to and begin thinking about the advice they would give the character.

Reflection

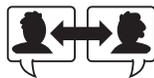
Timing Goal: 3 minutes

- Use **Think-Pair-Share** to ask the following questions:

Was it hard to figure out the storybook characters' problems?

What did your partner do to help you brainstorm?

- Praise the students for working toward the team cooperation goal. Award up to 9 team cooperation points per team. Using **Random Reporter**, award an additional point to teams whose members share an example of a follow-up question partners asked during teamwork.



Unit 10

Day 3 Plan

OBJECTIVE: The students will plan their letters using a web.



Two-Minute Edit

- Present a Careless Caroline sentence. Ask:

What would you do to make this sentence better?

- Have teams work together to improve the sentence. Use **Random Reporter** to share responses. Use the sample below or one of your own.

marshall goed to the football game with
marshall's brother.

- Remind the students that *go* is an irregular verb so you do not add *-ed*. The correct form is *went*. Remind the students that pronouns can replace naming words. In this sentence, the name *Marshall* is repeated. The sentence can be improved by replacing the *Marshall's* with the pronoun *his*. Marshall's name needs a capital letter both because it is at the beginning of the sentence and because it is someone's name.
- Demonstrate the use of appropriate editing marks to edit the sentence.



Author's Chair

- Have a few students take turns reading their business letters from the Author's Chair. After each reading, invite volunteers to comment specifically on what they liked about the writing. Continue to do this at the start of each day's writing lesson until all the students have shared their work. **NOTE:** This should not take longer than 5 minutes each day.

Throughout the lesson, award team cooperation points to teams whose members all participate. Award up to 9 team cooperation points per team.

Active Instruction

Timing Goal: 17 minutes

Set the Stage

- Refer to the posted team cooperation goal: **Everyone participates.** Remind the students that teams can earn an additional team cooperation point if they can share an example of something their team discussed during teamwork. To do that, everyone needs to participate so everyone is prepared to share.
- Post and present the day's agenda.

TODAY'S FOCUS: Organize ideas.

TODAY'S GOALS:

1. We will use a web to plan our advice letters.
 2. We will share our plans with our partners and get feedback.
- Point out today's focus. Remind the students that when writers plan, they organize their ideas before they write. For example, they can use a web. Tell the students that they will plan their advice letters to a storybook character today. They will also give their partners helpful feedback by asking follow-up questions. Read the focus and goals for the day aloud.

Instruction

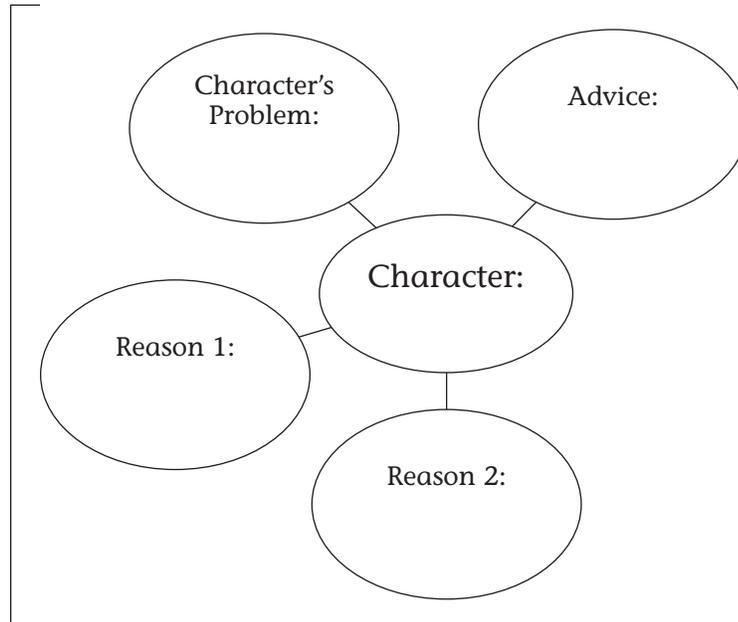
- Display and review the writing prompt.

Writing Prompt

Choose a character from the list of storybook characters. What advice would you give this character? Write a letter giving your advice. Tell the character why you are writing and what action you think the character should take. Include reasons why he or she should follow your advice. Use persuasive words and phrases and a formal tone. Be sure to follow a business-letter format.

- Point out that the students brainstormed a list of possible topics and chose a character to advise.

- Tell the students that you have chosen to write a letter to your favorite storybook character, Cinderella. Create a web like the following one on chart paper. Model using the web to plan your letter.

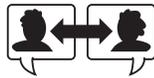
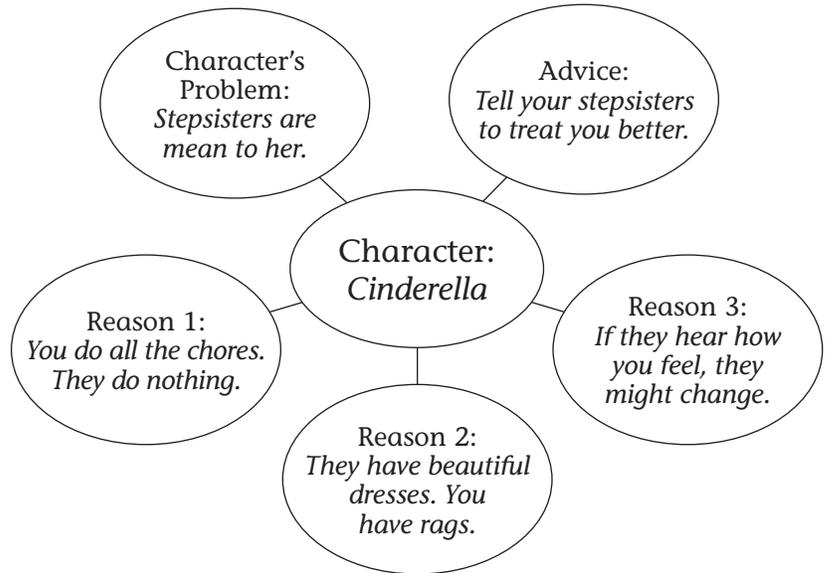


- Begin by recording the character in the center.
When I was brainstorming yesterday, I thought about one problem that Cinderella has—her stepsisters are so mean to her.
- Record *stepsisters are mean to her* under “Character’s Problem.”
I decided to give Cinderella advice about her stepsisters. The action I think she should take is to tell them to treat her better.
- Record this under “Advice” on the web. Use a **Think Aloud** to model reasons why she should take this action.
I need to tell Cinderella at least two reasons that she should take my advice. I think one reason her stepsisters need to treat her better is that they make her do all the chores while they do nothing. I’ll write that on my web under “Reason 1.”
Another reason Cinderella needs to ask her stepsisters to treat her better is because they have beautiful dresses, but they make Cinderella wear rags. I’ll write that under “Reason 2.”



I can think of another reason that might convince Cinderella to take action. If she tells the stepsisters how she feels about the way they treat her, they might change. I'm going to add that to my web as "Reason 3."

Advice Letter to Cinderella



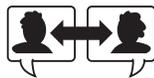
- Have teams compare the web to the writing prompt. Use **Think-Pair-Share** to ask:

How can this plan for writing help me draft my letter?

[The plan includes a character, a problem the character has, advice about what action to take to fix the problem, and reasons to follow the advice. These are things that the writing prompt says need to be in the letter.]

Teamwork

Timing Goal: 10 minutes



- Tell the students that they will discuss their advice and plan their letters by creating webs with the help of their partners. Remind the students of the team cooperation goal that they are working on. Use **Think-Pair-Share** to ask:

What can you do to work toward the team cooperation goal during planning? *[(Accept reasonable responses.)]*

- Have the students create their webs with a character, the character's problem, what action they would advise the character to take, and reasons why the character should follow the advice. Hold conferences with the students to provide support as needed.

- Have partners share their written plans. Tell partners to refer to the writing prompt to help them give each other feedback and make changes to their plans if necessary.

Reflection

Timing Goal: 3 minutes

- Tell the students to check off the planning step on their team score sheets to show that they have completed it.
- Ask one or two volunteers to share their plans with the class. Celebrate completing this part of the process.
- Praise the students for working toward the team cooperation goal. Award up to 9 team cooperation points per team. Using **Random Reporter**, award an additional point to teams whose members can share an example of helpful feedback they received from their partner during planning.



Unit 10

Day 4 Draft

OBJECTIVE: The students will draft their advice letters using their plans.



Two-Minute Edit

- Present a Careless Caroline sentence. Ask:

What would you do to make this sentence better?

- Have teams work together to improve the sentence. Use the sample below or one of your own. Remind the students that they will have to explain their improvements and tell why they changed the sentence. Use **Random Reporter** to share responses.

The jackets belongs in the closet, so put the jackets there.

- Remind the students that action words must agree with the number of people or things doing the action. If there is more than one thing, *jackets*, then the action word *belong* should not have an *s* at the end. This sentence also repeats the word *jackets*. The second *jackets* can be replaced by the pronoun *them*.
- Demonstrate the use of appropriate editing marks to edit the sentence.



Author's Chair

- Have a few students take turns reading their business letters from the Author's Chair. After each reading, invite volunteers to comment specifically on what they liked about the writing. Continue to do this at the start of each day's writing lesson until all the students have shared their work. **NOTE:** This should not take longer than 5 minutes each day.

Throughout the lesson, award team cooperation points to teams whose members all participate. Award up to 9 team cooperation points per team. Be sure to identify the behavior that you observe.

Active Instruction

Timing Goal: 17 minutes

Set the Stage

- Remind the students of the team cooperation goal they are working toward: **Everyone participates**. Point out that when everyone on the team participates, then every member is ready to share team discussion with the class.
- Post and present the day's agenda.

TODAY'S FOCUS: Use a **plan** to **draft**.

TODAY'S GOALS:

1. We will use our webs to help us draft our advice letters.
2. We will give our partners feedback on their business-letter format.

- Point out today's focus. Remind the students that they have organized their ideas on a web. They have included a storybook character, the character's problem, advice for the character, i.e., what the character should do to solve the problem, and at least two reasons why the character should follow the advice. Tell the students that they will use the web to begin writing their letters today. They will also give their partners helpful feedback about the business-letter format. Read the focus and goals for the day aloud.

Instruction

- Review the writing prompt with the class.

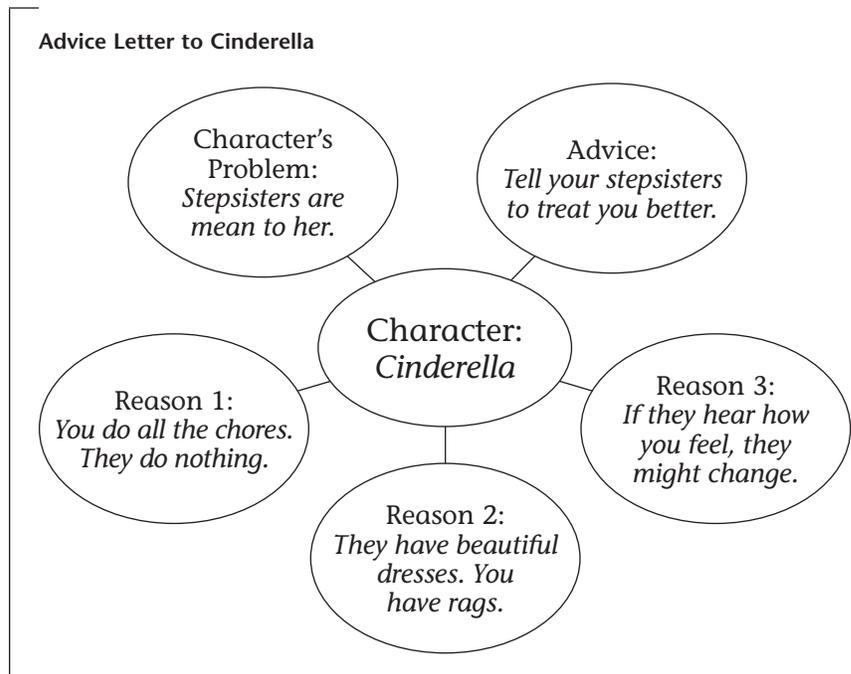
Writing Prompt

Choose a character from the list of storybook characters. What advice would you give this character? Write a letter giving your advice. Tell the character why you are writing and what action you think the character should take. Include reasons why he or she should follow your advice. Use persuasive words and phrases and a formal tone. Be sure to follow the business-letter format.

- Have the students individually review the webs that they created for their letters. Display the transparency of the business-letter format so the students can refer to it while drafting.
- Remind the students that they will read their letters from the Author's Chair and then post them on a bulletin board titled "Take My Advice."

When drafting, include a few spelling, punctuation, and grammar errors. During the editing stage on Day 9, model identifying your errors and correcting them using the appropriate editing marks.

- Display the web you created on chart paper yesterday to plan your letter to Cinderella. Model using the web to draft your letter, skipping lines.



I'm going to begin drafting my advice letter to Cinderella. I'll be using a business-letter format, so first I will write the heading. I'll write my school address and the date.

Next, I will write the inside address. If I were sending my letter to a company or a real person, I would have to include that real address here. Since I'm writing to a character, I will make up a storybook address.

A business letter needs a formal greeting, so I will write "Dear Miss Cinderella."

Now for the body of my letter. Looking at my web, I think I should tell her my purpose for writing first. *I am writing to give you some advice about your mean stepsisters.* Next, I will tell her my advice, what action I think she should take. *I suggest that you tell your stepsisters to treat you better.*

If I expect to convince Cinderella to take this action, I will have to give her some reasons why. I'll look at what I wrote on my web. *You do all the chores. They do nothing.* Now what is Reason #2 on my web? *They have beautiful dresses. You have rags.* Next, I'll include the third reason from my web. *If they hear how you feel, they might change the way they treat you.*



Now I need to wrap up the letter. I'll remind Cinderella again of how this can help her. *Take action, and things at your house will improve.*

- Use Think-Pair-Share to ask:

What comes next in a business letter? [*The closing and the signature.*]

- Point out to the students that you have drafted an advice letter to Cinderella, but now you need to add some persuasive words and phrases. Display the list of persuasive words and phrases, and model using it to help you add at least four words to the draft. An example letter follows.

453 Endless Way
Peoria, IL 21243
September 7, 2006

Miss Cinderella
12 Storybook Street
Fantasy Park, Somewhere

Dear Miss Cinderella,

I am writing to give you some advice about your mean stepsisters. I suggest that you tell your stepsisters to treat you better. First, you do all the chores. They do nothing. Second, they have beautiful dresses. You have rags. This is unfair. Third, if they hear how you feel, they might change the way they treat you. Take action, and things at your house will improve.

Sincerely,
Ms. Branch

- Read the draft aloud, and confirm that you have improved the draft by adding persuasive words and phrases.

Teamwork

Timing Goal: 10 minutes

- Write the school's address on the board for the students to use as the heading in their letters. Refer the students to the webs they created. Have them write a first draft of their advice letters, skipping lines to leave room for comments and revisions. Remind the students that they can ask their partners for help if they feel stuck.
- Circulate through the classroom, and hold conferences with the students to provide support as needed.

- When the students are finished, have them softly read their work aloud to see if they have written what they intended. Have the students make changes to their drafts if necessary.
- Have the students show their drafts to their partners for feedback. Remind partners to check that the business-letter format is correct and that all parts are there.

Reflection

Timing Goal: 3 minutes

- Tell the students to check off the drafting step on their team score sheets to show that they have completed it. Celebrate completing this part of the process.
- Ask one or two volunteers to share their drafts with the class.
- Praise the students for working toward the team cooperation goal. Using **Random Reporter**, award an additional point to teams whose members can share an example of helpful feedback they received from their partners during drafting.



Unit 10

Day 5 Language-Mechanics Lesson

OBJECTIVE: The students will combine two sentences about a common topic into one sentence.

Preparation

- Reproduce copies of the following materials from the blackline masters at the end of this unit.
 - **Teamwork 1: Combining Sentences** (1 per student)
 - **Teamwork 2: Combining Sentences** (as needed)
 - **Quick Check: Combining Sentences** (1 per student)
 - **Quick Check 2: Combining Sentences** (as needed)
- Have a television and a DVD player available to show the following video segment in this lesson:
 - “Combining Sentences” (running time 5:41)

Active Instruction

Timing Goal: 15 minutes

Set the Stage

- Refer to the posted team cooperation goal: **Everyone participates.** Remind the students that it is the job of the team to prepare all their team members. Every member of the team should be able to share an example from the team’s discussion.
- Post and present the day’s agenda.

TODAY’S FOCUS: Mechanics

TODAY’S GOAL:

We will combine sentences about the same topic.

- Remind the students that the sentences in their letters can be improved. Read the focus and goal for the day aloud.

Instruction

- Introduce the video segment. Tell the students that today the Language Mechanics will tell them how to make their writing more interesting by combining sentences.
- Show “Combining Sentences” (running time: 5:41).

Throughout the lesson, award team cooperation points to teams whose members all participate. Award up to 9 team cooperation points per team. Be sure to identify the behavior that you observe.



Show DVD segment



- Facilitate a discussion about the video. Point out that Nounghelo and Verbena combined sentences that both described the same action. Use **Think-Pair-Share** to ask all questions.

What did Nounghelo and Verbena take out of the sentences they were combining? [*They took out repeated words.*]

How did they decide what information was important to keep in the sentence? [*They kept necessary information. They kept words that tell the reader where, when, or how.*]

- Write the words *where*, *when*, and *how* on the board. Remind the students that when combining sentences, they will want to keep words that describe where, when, and how because this is necessary information.
- Write the following sentences on the board, and ask a student to read them aloud.

Tim went to the library.
He went on his bike.



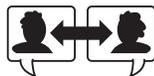
- Use **Think-Pair-Share** to ask the students to identify the action words in the sentences and circle them. [*Went.*]
- Remind the students that when we combine sentences, we take out the repeated information.
- Explain what information in the sentence is repeated.

We already mentioned the word *went* is the action word in both sentences, so that is one repeated word.

The word *he* refers to Tim, so although it's not the same word, it refers to the same person.

I will cross out *He went* in the second sentence because we do not need to repeat those words again. (Cross out *He went*.)

- Point out that the only remaining words in the second sentence are *on his bike*.
- Explain that if the remaining words answer any of the questions on the board—*where*, *when*, or *how*—the action happened, they should be included in the combined sentence.



- Use **Think-Pair-Share** to ask the students if the words *on his bike* answer any of those question words, and if they do, which question they answer. [*How?*]



- Use a **Think Aloud** to model how to combine the sentences.

I want to combine these two sentences into one.

I must remember to keep all the important information from both sentences and remove the repeated information.

There is more than one way to combine these sentences.

I can put the *on his bike* part of the sentence on the end of the first sentence. It would say, “Tim went to the library on his bike.”

Another sentence could be “Tim went on his bike to the library.”

- Point out that the new sentence is more interesting because it contains more information than the other two sentences. Also, point out that the new sentence sounds better, or less choppy, than the two short sentences.
- Write the following sentences on the board, and read them aloud.

<p>Letty watched the television show this evening. She watched the show until 7 o'clock.</p>
--

- Have the students work in teams to combine the sentences into one sentence. Remind them that they will want to keep where, when, and how information in the combined sentence.
- Remind the students that there may be more than one way to combine the sentences. Encourage the students to play with the sentences. Also remind them that every teammate needs to be able to provide a new sentence.
- Allow time for the teams to complete the activity. Use **Random Reporter** to listen to the teams' responses. [*“Letty watched the television show this evening until seven o'clock” or “This evening, Letty watched the television until seven o'clock” or “This evening until 7 o'clock, Letty watched the television show.”*]
- As the teams share their answers, write the new sentences on the board. If possible, point out how teams combined the sentences differently. Varying how we combine sentences can make the new sentence more interesting.



Teamwork

Timing Goal: 10 minutes

Team Practice

- Distribute the **Teamwork 1: Combining Sentences** page. Ask the students to look at the **Team Practice** section. Read the sentences aloud.
- Explain that during Team Practice teams will combine sentences. Explain that one teammate will read the sentences aloud, and then, as a team, they will decide what information is repeated in the second sentence and can be crossed out. Then, they will decide what information answers a where, when, or how question and needs to be included in the new combined sentence. After which, they will write a combined sentence. Remind them that there may be more than one way to combine the sentences.
- Assign a pair of sentences to each team.
- Allow time for the teams to complete Team Practice. Circulate through the teams as the students work, making sure that the students help prepare every teammate to give a response.
- Use **Random Reporter** to listen to the teams' responses.



If the students struggle with the activity, review the skill, and then allow them to try again with Team Practice 2.

Team Mastery

- Refer the students to the **Teamwork 1: Combining Sentences** page and the **Team Mastery** section.
- Explain that they will follow the same process as they did in Team Practice, but that this time they will combine two sentences and then share their answers with their teammates.
- Allow enough time for the students to complete the Team Mastery, and then have the students discuss their answers with their teammates. Circulate through the teams as the students work, making sure that the students help prepare every teammate to give a response.
- Use **Random Reporter** to listen to the teams' responses.



If students struggle with the Team Mastery activity, review the skill and then allow them to try again with the Team Mastery 2 sentences.

Quick Check

- Distribute the **Quick Check: Combining Sentences** page. Explain that the students will do the same thing in Quick Check that they did in Team Practice and Team Mastery, but this time without help, for a teacher score.
- Explain to, or remind, the students that if they do not score at least 40 points on the Quick Check, they will retake the Quick Check at your convenience, using the Quick Check 2 sentence.
- If necessary, review the directions for the task before having the student work independently to complete the Quick Check.



- Collect the students' Quick Checks, and celebrate a job well done.
- Assign scores for the activity, and record the scores on the team score sheets. Follow up with the students who do not score at least 40 points.

Reflection

Timing Goal: 5 minutes

- Use **Think-Pair-Share** to ask the following questions:

How can combining sentences improve your writing?

[Combining sentences makes sentences more interesting. It makes them sound less choppy. When you combine sentences, you don't repeat the same information.]

How can you tell what information is necessary to include in the combined sentence? *[Necessary information answers the questions where, when, or how.]*

- Allow the students some time to review their advice letters to see if there are sentences that could be combined to improve it.

What did your team do to make sure everyone participated?

- Praise the students for working toward the team cooperation goal. Using **Random Reporter**, award an additional point to teams whose members have prepared every teammate to share an example from the team's discussion.

Answer Keys: Combining Sentences (possible answers)

Team Practice

1. Tina played her flute in the school band.
2. Devon opened the bedroom window.
3. We celebrated my birthday by having my favorite food for dinner.
4. Yesterday after school, I drew a picture of a lion.
5. The room was decorated for the party with balloons and streamers.

Team Mastery

1. Mr. Betz drove slowly around the block and looked for his cat.
2. Nicole raced toward the finish line at the end of the field.
3. Sergio put his hat on a hook in the closet.
4. He poured the ice-cold orange juice into the red Superman cup.
5. The rabbit munched on grass at the edge of the sidewalk.

Team Practice 2

1. Rocky likes to eat vanilla ice cream with cookie crumbles on top.
2. She watched the eagle fly over the mountain.
3. Rico climbed the stairs to the third floor.
4. The dog buried the bone by the metal gate.
5. We built a bridge to the island with wood planks.

Team Mastery 2

1. While she waited for her brother, Jena read a comic book.
2. Last summer, Lee joined the basketball team.
3. The rain filled a yellow bucket by the back porch.
4. I want a tuna fish sandwich with a drink and chips.
5. She washed the dirty windows with a soapy sponge.

Quick Check

1. Chaz juggled three apples with his eyes closed.
2. The lizard hid from the boy under a pile of leaves.
3. An hour after sunset, a giant knocked on the castle door.
4. The man held his breath as he swam underwater.
5. Ryan carried the heavy box to the alley.

Quick Check 2

1. Yesterday, on her way to school, Kay lost her ring.
2. The gray wolf leaped over the stream and ran into the woods.
3. Dave wore a monster mask in the play last night.
4. All Saturday afternoon, she played card games with her sister.
5. The people cheered loudly when the play was over.

Unit 10

Day 6 Share and Respond

OBJECTIVE: The students will share their drafts with their partners. They will give feedback using the revision guide.

In this Two-Minute Edit, instead of looking for errors, the students will discuss what they appreciate about the sentence.



Encourage teams to submit Ace Writer sentences from their own writing. Award an extra Inkwell token to teams who contribute an Ace Writer sentence.



Two-Minute Edit

- Present an Ace Writer sentence. Read the sentence aloud. Ask:

What do you like about this sentence?

- Have teams discuss what they like about the sentence. Use the sample below or a particularly good sentence from the students' work.

As she pressed the button of the pocket flashlight, a tiny pinprick of light pierced the darkness, and she could see the path ahead of her.

- Use **Random Reporter** to share responses. The students may say that the sentence makes a mind movie for the reader. Have the students identify which words in the sentence help them make a mind movie. Are there vivid verbs in the sentence?

Author's Chair

- Have a few students take turns reading their business letters from the Author's Chair. After each reading, invite volunteers to comment specifically on what they liked about the writing. Continue to do this at the start of each day's writing lesson until all the students have shared their work. **NOTE:** This should not take longer than 5 minutes each day.

Active Instruction

Timing Goal: 17 minutes

Set the Stage

- Remind the students of the team cooperation goal: **Everyone participates**. Point out that when everyone on a team participates, then each one of them is ready to share the team's discussion with the class.

Throughout the lesson, award team cooperation points to teams whose members all participate. Award up to 9 team cooperation points per team. Be sure to identify the behavior that you observe.

- Post and present the day’s agenda.

TODAY’S FOCUS: Give feedback on **ideas, organization, and style.**

TODAY’S GOALS:

1. We will listen to our partner’s draft and use the questions on the revision guide to give feedback.
2. We will make notes about revisions.

- Point out today’s focus. Remind the students that they have brainstormed ideas with their partners, used a web to organize their ideas, and used their plans to write first drafts of their advice letters. Tell them that today they will share their drafts with their partners and record that feedback on their revision guides. Read the focus and goals for the day aloud.

Instruction

- Refer the students to the Advice Letter revision guides in their student booklets. Review the Ideas and Organization sections. Remind the students that they used a web to organize the ideas for their letters, and they included a character, the character’s problem, advice, and reasons for following the advice.

REVISION GUIDE		Advice Letter			
Name:	_____	Date:	_____		
Partner:	_____	Unit:	10		
Ideas	First Draft Ratings	Revised Draft Ratings	Teacher Ratings	Score (25 points)	
Does my letter tell my purpose for writing?					
Does it tell what action I think the character should take?					
Does it include reasons why the character should follow my advice?					
Organization	First Draft Ratings	Revised Draft Ratings	Teacher Ratings	Score (25 points)	
Does the beginning of my letter tell why I am writing?					
Does the middle tell my advice?					
Does the ending give supporting reasons?					
Is it in the form of a business letter?					
Style	First Draft Ratings	Revised Draft Ratings	Teacher Ratings	Score (25 points)	
Does the letter include persuasive words and phrases?					
Does it have a formal tone (all business)?					



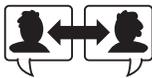
- Refer the students to the Style section of the revision guide. Use **Think-Pair-Share** to ask:

Why would you want to include persuasive words and phrases in your letter? [*I would include persuasive words and phrases to convince the character to follow my advice.*]

What do we mean when we say, “formal tone”? [(*Accept reasonable responses.*) For example, it means getting right to the point, being all-business, being polite but not too friendly or chatty.]



- Introduce the video segment. Show “Advice Letter: Share, Respond, Revise” (running time 5:25).



- Facilitate a discussion about the video. Use **Think-Pair-Share** to ask:

Looking at the revision guide, which question under Ideas did Tasha use to give Flash feedback? [*Tasha used the question, “Does it include reasons why the character should follow my advice.”*]

What suggestion did she make? [*She suggested that he add more reasons for Superman to hire him as an assistant.*]

What question under Style in the revision guide did Tasha use to help Flash improve his letter? [*Tasha used the question, “Does the letter include persuasive words and phrases. She suggested that he add persuasive words and phrases to make his letter more convincing.”*]

- Have a student read his or her writing aloud so you can model responding to the writing in preparation for actual partner feedback. Demonstrate summarizing the letter and then responding to what you like about the writing and its general strengths. Be specific and detailed. Ask one or two students to also tell what they liked about the writing.
- Model giving constructive responses based on the revision guide. First, comment on one feature from the revision guide that the student has included and/or done well. Depending upon your students, ask one or two of them to make similar observations about strengths, based on the revision guide.
- Next, comment on one item from the revision guide that the student needs to include and/or improve upon. Depending upon your students, ask one or two of them to make similar observations.

Teamwork

Timing Goal: 10 minutes

- Tell the students that they will share their first drafts with their partners and give each other feedback and ratings on the ideas, organization, and style.
- Have partners read their drafts to each other and give ratings with feedback on the items listed on the revision guide. Tell authors to note helpful suggestions on their revision guides.
- Listen to partners as they discuss their drafts. Model, prompt, and reinforce to help build the students' skills at giving feedback. Point out that partners giving feedback need to actively listen and ask questions. They also have to explain their ideas. They need to tell why.

Reflection

Timing Goal: 3 minutes

- End the class by celebrating good teamwork. Remind the students of the team cooperation goal they are working on: **Everyone participates**. Praise the students for sharing and giving helpful feedback to one another and improving their writing.



- Use **Think-Pair-Share** to ask the following questions:

Do you think you are getting better at giving feedback?

Does using the revision guide help you give feedback to your partner?

What did your partner do to help you improve your advice letter?

- Using **Random Reporter**, award an additional point to teams whose members can give an example of helpful feedback they received from their partners.



Unit 10

Day 7 Revise

OBJECTIVE: The students will revise the first drafts of their advice letters. They will give feedback on the revised drafts using the revision guide.



Two-Minute Edit

- Present a Careless Caroline sentence. Read the sentence aloud. Ask:
What would you do to make this sentence better?
- Have teams work together to improve the sentence. Use the sample below or one of your own. Remind the students that they will have to explain their improvements and tell why they changed the sentence. Use **Random Reporter** to share responses.

Joan forgot to close the door, and Joan's cat runned out of the house

- Remind the students that some verbs are irregular. To make the irregular verb *run* in the past, we do not add *-ed*. The correct word is *ran*, not *runned*. Also, this sentence repeats Joan's name. *Joan's* can be replaced by the pronoun *her*. This sentence needs a period at the end.



Author's Chair

- Have a few students take turns reading their business letters from the Author's Chair. After each reading, invite volunteers to comment specifically on what they liked about the writing. Continue to do this at the start of each day's writing lesson until all the students have shared their work. **NOTE:** This should not take longer than 5 minutes each day.

Active Instruction

Timing Goal: 17 minutes

Set the Stage

- Refer to the posted team cooperation goal: **Everyone participates.** Remind the students that when everyone on the team participates, they are all prepared to share with the class.

Throughout the lesson, award team cooperation points to teams whose members explain their ideas. Award up to 9 team cooperation points per team. Be sure to identify the behavior that you observe.

- Post and present the day's agenda.

TODAY'S FOCUS: Revise using feedback on **ideas, organization, and style.**

TODAY'S GOALS:

1. We will use the notes we made and revise our drafts.
2. We will listen to our teammates' revised drafts and use the questions on the revision guide to give feedback.

- Point out today's focus. Remind the students that today they will revise their drafts. Read the goals for the day aloud.

Instruction

- Display the draft of your advice letter and the revision guide with your notes. Tell the students that you will use the notes you made on your revision guide to help you improve your letter. Model referring to the revision guide to revise your work.

453 Endless Way
Peoria, IL 21243
September 7, 2006

Miss Cinderella
12 Storybook Street
Fantasy Park, Somewhere

Dear Miss Cinderella,

I am writing to give you some advice about your mean stepsisters. I suggest that you tell your stepsisters to treat you better. First, you do all the chores. They do nothing. Second, they have beautiful dresses. You have rags. This is unfair. Third, if they hear how you feel, they might change the way they treat you. Take action, and things at your house will improve.

Sincerely,
Ms. Branch

- Point out that you made a note in the Style section on your revision guide. Explain that your partner gave you feedback and said that your letter would be more convincing if you added some persuasive words and phrases.



- Have partners look at the list of persuasive words and phrases and discuss which ones you might add to your letter. Use **Random Reporter** to share responses. For example, the students might suggest adding “without a doubt” or “from my point of view” to the beginning of the sentence or “this is unfair.” Make this revision to your letter.
- Have teams use the revision guide to rate your revised draft. Read the revised draft aloud. Use **Random Reporter** to share team responses. Note the ratings on your revision guide under the Revised Draft Ratings column.

Teamwork

Timing Goal: 10 minutes

- Have the students work *on their own* to make changes to their writing based on the feedback they received from their partners. Hold brief conferences with as many of the students as possible to support this task.
- Have the authors read their drafts to their teammates. Ask them to read as fluently as possible—correctly, smoothly, and with expression.
- Have the teammates respond to the writing with specific comments.

What do you especially like about your teammate’s letter?

Looking at the revision guide, can you answer yes to all the questions for ideas, organization, and style?

- Have the students record ratings and notes under the Revised Draft Ratings column on their revision guides.
- Hold brief conferences with as many of the students as possible to help them integrate the feedback they have received and make changes to their drafts.

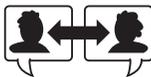
Reflection

Timing Goal: 3 minutes

- Use **Think-Pair-Share** to ask:

Authors, discuss the changes you made to your draft with your teams. What feedback helped you make these changes and improve your writing?

- End the class by celebrating good teamwork. Remind the students of the team cooperation goal that they are working on: **Everyone participates**. Praise the students for sharing their feedback with their teammates. Using **Random Reporter**, award an additional point to teams whose members can share an example of how their teammates’ participation helped them improve their writing.
- Ask the students to check off revising on their team score sheets. Celebrate completing this step.



Unit 10

Day 8 Language-Mechanics Lesson

OBJECTIVE: The students will use similes to describe verbs and nouns.

Throughout the lesson, award team cooperation points to teams whose members explain their ideas. Award up to 9 team cooperation points per team. Be sure to identify the behavior that you observe.

Preparation

- Reproduce copies of the following materials from the blackline masters at the end of this unit:
 - **Teamwork 1: Varying Sentences** (1 per student)
 - **Teamwork 2: Varying Sentences** (as needed)
 - **Quick Check: Varying Sentences** (1 per student)
 - **Quick Check 2: Varying Sentences** (as needed)
- Have a television and a DVD player available to show the following video segment in this lesson:
 - **“Varying Sentences”** (running time 4:59)

Active Instruction

Timing Goal: 15 minutes

Set the Stage

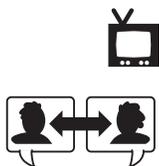
- Refer to the posted team cooperation goal: **Everyone participates.** Remind the students that when all teammates participate, every team member is prepared to share their discussion with the class.
- Post and present the day’s agenda.

TODAY’S FOCUS: Style

TODAY’S GOAL:

Use both long and short sentences in our writing, so the flow is better when we read them.

- Read the focus and goal for the day aloud. Point out that when good writing is read aloud, we hear the sentences flow. They sound right.



Instruction

- Introduce the video segment. Tell the students that Verbena, Maude, and Nounghelo are about to repair a composition with too much repetition.
- Show “Varying Sentences” (running time 5:49).
- Facilitate a discussion about the video. Use **Think-Pair-Share** to ask all questions.

Why did the Language Mechanics think that the Captain Hook composition needed repair? *[They thought the composition sounded choppy. The sentences were too short, and many of them started with the same words like Captain Hook or crocodile.]*

What did they do to repair the composition? *[They took out repeated words. They used connecting words to combine some sentences to make them longer.]*

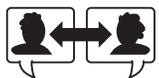
What was wrong with the paragraph on butterflies? *[The short sentences all started with the word butterflies. The paragraph had no variety. It wasn't smooth sounding.]*

- Point out that when the students read their drafts aloud to their partners, they hear what their writing sounds like.

Sometimes when we hear what we have written, it sounds smooth, and the sentences flow. The writing is clear, and it makes sense. Other times, it does not sound good. Maybe the sentences sound short and choppy or maybe all the sentences sound the same.

- Tell the students that there are ways to fix their sentences so the writing flows and sounds right when they read it aloud.
- Write the following sentences on the board, and read them aloud.

Cinderella was running away.
Cinderella lost her glass slipper.
Cinderella should wear running shoes.



- Use **Think-Pair-Share** to ask:

What do you notice about these sentences? *[These sentences all begin with the word Cinderella.]*

- Underline *Cinderella* in the sentences. Point out that each of the sentences begins with the same word. When read aloud, the sentences do not flow.
- Remind the students that combining the sentences is one way to make the sentences flow better. Remind the students that when we combine sentences, we take out the repeated information.

- Model combining the sentences by taking out the repeated information to make a longer sentence. Replace the last *Cinderella* with the word *she*. Read the new sentences aloud. Have partners decide if the sentences sound and flow better.

Cinderella was running away and lost her glass slipper.
She should wear running shoes.

- Point out that taking out repeated information and combining the sentences with a connecting word makes a longer sentence. Explain that when a writer uses both long and short sentences, the writing sounds better.
- Point out that replacing the last *Cinderella* with the pronoun *she* changes the beginning of the second sentence. Now the sentences don't begin with the same word. Explain that when sentences begin in different ways, they sound better.
- Write the following sentences on the board. Read them aloud.

The seven dwarfs are your friends.
The seven dwarfs take care of you.
The seven dwarfs need a thank you note.

- Ask the students if they think the sentences sound right.

When you listen to these sentences, do you think they sound right? Do these sentences flow?

What could I do to fix these sentences? [*Combine the sentences by taking out the repeated words "the seven dwarfs."*]

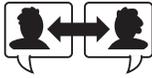
- Underline "The seven dwarfs" in each sentence. Model combining the first two sentences using the connecting word *and*.

The seven dwarfs are your friends, and they take care of you.
The seven dwarfs need a thank-you note.



- Use **Think-Pair-Share** to ask:

These two sentences begin with the same words. What could I add to the beginning of the second sentence to make it different? [*Accept reasonable responses.*] For example, "They need a thank-you note."



- Make a suggested addition, and read the sentences aloud. Have the partners decide whether the sentences now make sense with better sound and flow. Point out that the original sentences were short and choppy. They all began with the same word. Use **Think-Pair-Share** to ask:

What did we do to improve the sentences and make them flow better? *[We combined sentences to make a longer sentence. We changed the beginning of a sentence.]*

- Remind the students that using both long and short sentences and beginning their sentences in different ways can help make their writing flow.
- Tell the students that in teamwork they will read some choppy sentences that do not flow. They will combine sentences to make longer ones. Remind them that when they combine sentences, they keep all the important information from the sentences and remove the repeated information.
- Remind the students that when sentences all begin in the same way, the sentences do not flow. They can change the beginning of a sentence by replacing the name with a pronoun.

Teamwork

Timing Goal: 10 minutes

Team Practice

- Distribute the **Teamwork 1: Varying Sentences** page. Ask the students to look at the **Team Practice** section.
- Explain that the students will work as a team during Team Practice to make changes to the sentences so they flow. Explain that one teammate should read the sentences. The team will decide what is repeated information that can be crossed out. Then they will decide how to combine two short sentences into a longer sentence. Finally, the teams will decide how to change the last sentence so that it begins in a different way.
- Assign a group of three sentences to each team. Allow time for the teams to complete Team Practice. Circulate through the teams as the students work, making sure that the students help prepare every teammate to give a response.
- Use **Random Reporter** to listen to the teams' responses.



If the students struggle with the activity, review the skill, and allow them to try again with Team Practice 2.



If students do not score at least 40 on the Quick Check, follow up with additional instruction, and use Team Practice 2 and Quick Check 2.



Team Mastery

- Refer the students to the **Teamwork 1: Varying Sentences** page. Ask the students to look at the **Team Mastery** section.
- Explain that they will follow the same process as they did in Team Practice, but that this time they will combine the sentences, and then share their improved sentences with their teammates.
- Allow enough time for the students to complete the Team Mastery, and then have the students discuss their answers with their teammates. Circulate through the teams as the students work, making sure that the students help prepare every teammate to give a response.
- Use **Random Reporter** to listen to the teams' responses.

Quick Check

- Distribute a **Quick Check: Varying Sentences** to each student. Explain that the students will do the same thing in Quick Check that they did in Team Mastery, but this time without help, for a teacher score.
- If necessary, review the directions for the task before having the students work independently to complete the Quick Check.
- Collect the students' Quick Checks, and celebrate a job well done.
- Assign scores for the activity, and record the scores on the team score sheets. Follow up with the students who do not score at least 40 points.

Reflection

Timing Goal: 5 minutes

- Use **Think-Pair-Share** to ask the following questions:

When sentences all begin with the same words, how does the writing sound? Does the writing flow? *[No, it sounds choppy.]*

Why do writers use both short and long sentences? *[Using long and short sentences makes the writing flow; it sounds better.]*

When your teammate reads you a draft that sounds choppy, what will you suggest? *[(Accept reasonable responses.) For example, I would suggest combining sentences so there are short ones and long ones. I would suggest beginning the sentences in different ways.]*

What did your team do to make sure everyone participated? *[(Responses will vary.)]*



- Using **Random Reporter**, award an additional point to teams whose members can share something from their team's discussion.
- Point out that there may be places in the students' advice letters where combining sentences could make the writing flow better.

Look at your advice letter. Are there places where it sounds choppy? How could you make it flow?

- Allow the students some time to review their letters and combine sentences if they wish.

Answer Keys: Varying Sentences (possible answers)

Team Practice

1. Cinderella wanted to go to the ball, but she had no ball gown. She made a pretty dress for the ball.
2. Jack climbed the beanstalk up above the clouds. He could use a parachute.
3. The princess was asleep in a castle for 100 years. She needs a wake-up call.

Team Mastery

1. Aladdin found an old lamp and rubbed it. He wanted to get his wish.
2. The three little pigs were scared and hid in the house. They should build a fort.
3. Hansel and Gretel are lost and wander in a forest. They need a map.

Quick Check

1. Hansel and Gretel saw a cookie house and nibbled on it. They woke up the witch.
2. Goldilocks peeked in the window and opened the door. She went in the bears' house.
3. The wolf left Red Riding Hood and took a short cut. He got to Grandma's house first.

Team Practice 2

1. Snow White ran away deep into the forest. She met the seven dwarfs.
2. Peter Pan has a fight and battles the pirates. He could escape to his island.
3. Goldilocks went in the bears' house and ate their food. She should eat at her own house.

Team Mastery 2

1. Red Riding Hood had food for Grandma that she carried in a basket. She met a wolf in the forest.
2. Jack grabbed the magic harp and ran to the beanstalk. He started to climb down.
3. The prince found the lost glass slipper and tried it on every girl. He wanted to find the princess.

Quick Check 2

1. The genie was in the magic lamp for 100 years. He could make wishes come true.
2. The giant ran after Jack because he wanted his harp back. He climbed down the beanstalk.
3. The big bad wolf chased the pigs because he wanted to eat them. He went hungry.

Unit 10

Day 9 Edit

OBJECTIVE: The students will check spelling, punctuation, capitalization, and grammar in their advice letters and make corrections.



Two-Minute Edit

- Present a Careless Caroline sentence. Read the sentence aloud. Ask:

What would you do to make this sentence better?

- Have teams work together to improve the sentence. Use **Random Reporter** to share responses. Use the sample below or one of your own.

brianna carries brianna's books and brianna's lunch to school every day.

- Remind the students that pronouns can replace naming words. In this sentence, the naming word *Brianna* is repeated. The sentence can be improved by replacing the repeated *Brianna* with the pronoun *her*. The *B* in *Brianna* should be capitalized because it is the first letter in a person's name.
- Demonstrate the use of appropriate editing marks to edit the sentence.



Author's Chair

- Have a few students take turns reading their business letters from the Author's Chair. After each reading, invite volunteers to comment specifically on what they liked about the writing. Continue to do this at the start of each day's writing lesson until all the students have shared their work. **NOTE:** This should not take longer than 5 minutes each day.

Active Instruction

Timing Goal: 17 minutes

Set the Stage

- Refer to the posted team cooperation goal: **Everyone participates.** Remind the students that when everyone participates, every team member is prepared to share the team's ideas with the class.

Throughout the lesson, award team cooperation points to teams whose members all participate. Award up to 9 team cooperation points per team. Be sure to identify the behavior that you observe.

- Post and present the day’s agenda.

TODAY’S FOCUS: Mechanics

TODAY’S GOAL:

We will correct errors in our advice letters using editing marks.

- Point out today’s focus. Remind the students that they have used the revision guide to help them improve the ideas and organization of their letters. Tell them that today they will use the Mechanics section of the guide to help them correct any errors in their work before publishing it. Read the focus and goal for the day aloud.

Instruction

- Explain to the students that now they are going on to the editing step of the writing process.

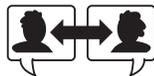
When we edit our writing, we look for errors and correct them. Editing is what we do when we look for mistakes in capitalization, punctuation, spelling, and grammar (like Caroline’s sentences) and mark them for correction.

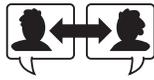
- Refer the students to the Mechanics section of the revision guide. Point out that they will use this section of the revision guide for editing.

Mechanics	First Draft Ratings	Revised Draft Ratings	Teacher Ratings	Score (25 points)
Does my writing have correct capitalization?				
Does my writing have correct punctuation?				
Does my writing have correct spelling?				
Does my writing have correct grammar?				

- Display the revised draft of your advice letter. Point out that you will only mark your errors at this point; you will make the corrections when you rewrite your letter to publish it.
- Remind the students that you will be reading the letter through at least four times to check the mechanics. Use **Think-Pair-Share** to ask the following questions:

What will I check for the first time I read my letter?
[You will check to see that the first word of each sentence and all names are capitalized.]





- Model reading the revised draft and noting where you need to capitalize. Demonstrate how to use the appropriate editing mark by underlining the letter three times.

What will I check for the second time I read the draft of my letter? *[You will check to see that each sentence has a period at the end or a question mark if it is a question.]*

- Point out a sentence in your draft that includes or needs a comma such as the following sentence:

First you do all the chores.

- Point out that the comma is an important punctuation mark in this sentence. It tells the reader to pause here while reading. Read the sentence with and without the comma. Use **Think-Pair-Share** to ask:

Does including the comma change the meaning of the sentence?

- Mark any other errors in punctuation with editing marks.

What will I look for the third time I read it? *[You will check to see that all the words are spelled correctly.]*

- Have partners read your letter and check for spelling mistakes. Use **Random Reporter** to share responses. Correct spelling mistakes on your revised draft.

What will I check for the fourth time I read it? *[I will listen to how it sounds when I read it. If it doesn't sound right, it might be a grammar problem that can be corrected.]*

Have you noticed any places in my letter that don't sound right? Have I made any grammatical errors?

- Make the corrections suggested by the students or model discovering them yourself. Mark the errors with editing marks.

Teamwork

Timing Goal: 10 minutes

- Refer to the Mechanics section of the revision guide. Remind the students that they will read their letters four times to check for the items listed on the revision guide. Suggest that they refer to the displayed editing marks when noting corrections.
- When the students have finished editing their letters, have them exchange papers and do the same for their partners. Work with individual students who need assistance.
- Remind the students to rate their partners' mechanics in the Revised Draft Ratings column of the revision guide.

Reflection

Timing Goal: 3 minutes

- Have teams share some examples of items they edited in their work.

Explain and tell why you marked this as an error.

What editing mark did you use to mark it?

- Tell the students to check off the editing step on their team score sheets to show that they have completed it. Celebrate completing this step of the process.
- Use **Random Reporter**, and award an additional team cooperation point to teams whose members identify an item their partners edited on their work, explain why it is an error, and what editing mark the partner used to mark it.



Editing Marks



Capitalize a letter.

Make three lines under the letter to be capitalized.



Add a period.

Place where period belongs and in margin.



Add something.

Place insert mark, for example, to add a word or a comma, above the mark.



Take something away, delete it.

Draw a line through the item and then make a loop.



Spell out or check spelling.

Circle the word.



Make a new paragraph here.

Place mark where paragraph should start.

Scoring

- Have the students turn in their graphic organizers, first drafts, and revised and edited drafts of the advice letters that they plan to publish.
- Explain that you will use the revision guides to determine your score for their work. Explain that you will write comments to give additional feedback. Score the students' work, and return their papers.

Unit 10

Day 10 Publish

OBJECTIVE: The students will publish their advice letters by reading them from the Author's Chair and then posting them on the bulletin board entitled "Take Our Advice."



Throughout the lesson, award team cooperation points to teams whose members explain their ideas. Award up to 9 team cooperation points per team. Be sure to identify the behavior that you observe.

Two-Minute Edit

- Present a Careless Caroline sentence. Read the sentence aloud. Ask:

What would you do to make this sentence better?

- Have teams work together to improve the sentence. Use **Random Reporter** to share responses. Use the sample below or one of your own.

Mr. and Mrs. Buttons are going to the game because Mr. and Mrs. Buttons love baseball

- Remind the students that there should be a period at the end of this sentence. Point out that *Mr. and Mrs. Buttons* are naming words repeated in the sentence. The second *Mr. and Mrs. Buttons* can be replaced with the pronoun *they*.
- Demonstrate the use of appropriate editing marks to edit the sentence.

Active Instruction

Timing Goal: 10 minutes

Set the Stage

- Refer to the posted team cooperation goal: **Everyone participates.** Remind the students that when all team members participate in discussion, it means that all team members are prepared to share their work with the class. Their super teamwork will show through in the quality of their team's writing.
- Post and present the day's agenda.

TODAY'S FOCUS: Publish and celebrate.

TODAY'S GOAL:

We will publish our advice letters by reading them from the Author's Chair and then displaying them on the bulletin board "Take Our Advice."



- Point out today's focus. Remind the students that they have completed several steps in the writing process and are now ready to publish their work. Read aloud the focus and goal for the day.

Instruction

- Refer the students to their team score sheets. Point out that the students completed several tasks before they were ready to publish their writing. They also helped their teammates complete those tasks, too. Review the stages in the writing process. Use

Think-Pair-Share to ask:

What did you do first? *[We brainstormed ideas. We thought of problems the characters had and what advice we would give them.]*

What did you do next? *[We made webs with the character's problem, our advice, and reasons why the character should follow the advice.]*

What task did you complete next? *[We used our webs to draft a letter. We added persuasive words and phrases.]*

After drafting, what did you do? *[We shared our drafts with our partners and got feedback.]*

What task did you complete after sharing? *[We revised our writing.]*

What was the next task? *[We edited our writing, and then our partners edited it.]*

- Tell the students that they are now ready to publish their letters. Explain that they will read their letters from the Author's Chair and then display them on the bulletin board.

Teamwork

Timing Goal: 15 minutes

- As the students rewrite their work, have them include their edits and any revisions that you have suggested. Remind them to include a signature after the closing.
- Allow the students time to publish their letters. As the students work, monitor their progress, and assist when needed.

Reflection

Timing Goal: 5 minutes

- Celebrate by having volunteers share their business letters with the class. After each reading, invite volunteers to comment specifically on what they like about the writing, what is especially interesting, or the author's use of persuasive words and phrases.



- Use **Random Reporter**, and award an additional point to teams whose members can give an example of how everyone participating helped prepare team members to publish their letters.
- Remind the students to check off publishing on their team score sheets.
- Complete the team score sheets (refer to the back of the team score sheet for specific directions). Celebrate Good Teams, Great Teams, and Super Teams.

Unit 10

Day 11 Writing Journal

OBJECTIVE: The students will choose a topic and write independently.

Active Instruction

Timing Goal: 5 minutes

Set the Stage

- Post and present the day's agenda.

TODAY'S FOCUS: Ideas and organization

TODAY'S GOAL:

We will write on our own to tell our ideas.

- Point out today's focus. Remind the students that we are expressing our ideas when we write. We want the reader to be able to understand them. That is why it is important to get our ideas organized before we write. Read the focus and goal for the day aloud.

Instruction

- Tell the students that they will write in their journals today.

**When you write in your journal, you choose the topic.
Your purpose is to tell about your ideas.**

- Present the following idea starters or post some of your own.

1. Imagine that you are going to open a zoo. What animals would you include in your zoo? Describe what your zoo would look like.
2. Tell about a time when you argued with someone. What was the argument about? How did you feel when the argument was over?
3. What advice would you give someone who is lonely?
4. Suppose you could change something in your life. What would it be?



Teachers have found it beneficial to play classical music at a low volume while the students write. They suggest that it sets a tone for creativity and fosters a sense of purpose for young writers.

- Explain that the students may write about one of these topics or another of their choosing. They may also choose to expand on a previous topic.

You may want to brainstorm ideas with your partner for a few minutes. Sometimes as you talk about topics, more ideas come to you. Once you have chosen a topic to write about, you will want to make some notes about your ideas. A web, list, or sequence chain can help you plan your writing and organize your ideas before you write.

- Take a moment and use a **Think Aloud** to reveal your thinking as you prepare to write a journal entry. Demonstrate the use of a graphic organizer to organize your ideas before you write.

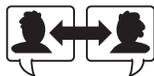
Teamwork

Timing Goal: 20 minutes

- Allow the students time to brainstorm, plan, and write their journal entries. As the students work, monitor their progress, and assist when needed.
- While the students work, meet with a number of students individually to review their writing portfolios, discuss their progress, and help them set goals. In future conferences with the students, revisit these goals, and reward the students who meet them with Inkwell tokens. After the writing challenge, when the class is setting goals, count the Inkwell tokens to measure the writing progress of the class. Be sure to take time to celebrate class progress.

Reflection

Timing Goal: 5 minutes



- Ask questions to help the students reflect on their journal writing. Use **Think-Pair-Share** to ask:

Do you think you will continue writing about this topic in your journal? Do you have more ideas about it?

Is there a sentence you wrote that you think is a really good sentence, an Ace Writer sentence?

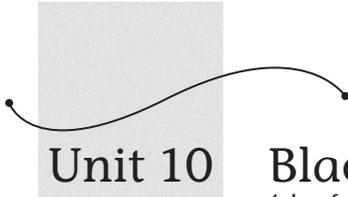
- Suggest that the students review their journal writing and choose an Ace Writer sentence that they want to share with the class. Have each student underline a sentence and mark the page in their journals. You can use these Ace Writer sentences for the Two-Minute Edits in subsequent units.



- Celebrate by having a few volunteers share their journal entries.
- Use **Random Reporter** and collect one journal from each team.
- Write a short response to the students' journal entries, and ask follow-up questions to help them expand their writing. This is an opportunity to have a dialogue with your young writers. You can encourage them and build their confidence by noting strengths in their work and expressing respect and interest in their ideas.

Teacher Learning Community Meeting

- Collect two examples of student writing portfolios to share with your colleagues at the next meeting. You may wish to preview the *Teacher Learning Community Guide* for meeting 11 and note your comments and questions.


 Unit 10

Blackline Masters

(also found on CD accompanying volume 1)

Using Persuasive Language

Write a letter giving your advice

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Day 9	(No blackline masters)		
	(No blackline masters)		
Day 10	(No blackline masters)		
Day 11	(No blackline masters)		

Two Sample Letters

Letter 1

14 Hugh Street
Madison, WI 53708
November 2, 2006

Football Fans magazine
8 Rooter Road
Madison, WI 53708

Dear *Football Fans* magazine:

I read about your contest to meet Todd Simpson. I would like you to choose me because I am a fan of Todd's. If I were picked, I would ask him to play a game of football with my friends and me. I am a good choice to win this contest.

Sincerely,
Miguel Hernandez

Letter 2

14 Hugh Street
Madison, WI 53708
November 2, 2006

Football Fans magazine
8 Rooter Road
Madison, WI 53708

Dear *Football Fans* magazine:

I read about your contest to meet Todd Simpson. I would like you to choose me as the winner because I am Todd's biggest fan. If I were picked, I would ask him to play an exciting game of football with my fun friends and me. In my opinion, I am the best choice to win this contest.

Sincerely,
Miguel Hernandez

Persuasive Words and Phrases

amazing	proven	easy	in fact
biggest	win	in my opinion	as you can see
best	boost	the truth is	certainly
strongest	super	from my point of view	without a doubt
terrific	dazzling	first... second... third...	an important thing to remember is
improve	energize	for this reason	for example
exciting	fun	definitely	my point is

Sample Letter 3

1724 Raymond Way
Jasper, IN 46204
November 12, 2006

Fizzypop Company
999 Quincy Street
Madison, WI 53708

Dear Sir or Madam:

I read on a poster at the store that your company is looking for new flavor ideas. I have a suggestion. It is blueberry flavor. Blueberry is a good flavor, and a lot of people would drink it. You could put a blue character on the can so people would buy it. I think blueberry is a good idea for a new flavor.

Sincerely,
Joe Pinto

Team Practice

895 Hopkins Way
Tallahassee, FL 32301
April 5, 2006

Department of Parks
64 Palm Tree Road
Tallahassee, FL 32301

Dear Sir or Madam:

I am writing to make a suggestion. Last week I was walking in Hopkins Park and noticed there was no place to sit except the grass. My idea is to put benches under the big trees by the soccer field. Parents who are waiting for their kids to finish practice would sit on the benches in the shade. Also, when people are hiking in the park they would rest on the benches. Benches are a good idea.

Sincerely,
Beryl Tyler

Team Mastery

935 Haven Way
Portland, OR 97310
December 4, 2006

Jerry's Deli
67 East River Street
Portland, OR 97310

Dear Deli Owner:

I have some advice about your take-out sandwiches.

I suggest that you use foil to wrap your cheeseburger subs. Foil would keep juices from soaking through and getting on people's clothes when they are carrying the subs. Also, foil would keep the sub warm. Foil would be a better wrapper than paper.

Sincerely,
Maria Contelli

Team Practice 2

206 Shore Drive
Galveston, TX 78714
March 13, 2006

Galveston Zoo
14 Penguin Road
Galveston, TX 78715

Dear Sir or Madam:

I read in the paper that you are looking for kids to work as Junior Zoo Guides on Saturdays. I would like to work at the zoo. I am used to animals because I have a dog, a cat, and a bird. I have read books about different kinds of animals and their habits so I could tell zoo visitors about them. I think I would make a good zoo guide. I hope you will choose me.

Sincerely,
Malik Johnson

Team Mastery 2

90 Lemon Street
Orlando, FL 32311
April 2, 2006

Toy World
67 Brentwood Plaza
Orlando, FL 32310

Dear Sir or Madam:

I saw your Toy World ad on TV last week and had a suggestion. My advice is to have a drawing to win a new scooter. Lots of kids and their parents would come to your store to see the scooter and enter the drawing. In your store they would see other toys they would want to buy. I think the drawing is a good idea because you would get more customers.

Sincerely,
Carso Brown

Quick Check

777 Michael Way
Philadelphia, PA 17120
November 4, 2006

Verna Street Bagel Shop
78 Verna Street
Philadelphia, PA 17123

Dear Sir or Madam:

I am writing because I have a suggestion. My suggestion is to have a booth at the Park Elementary School fair and sell your bagels. I think hungry people at the fair would buy them because your bagels are good. Also, you would sell lots of bagels because they are not messy to eat and people can carry them. I think a bagel booth would be a good idea.

Sincerely,

Hal Bolinski

Quick Check 2

554 Eagle Way
Cheyenne, WY 82002
February 17, 2006

Channel 2 Wyoming News
60 State Street
Cheyenne, WY 82004

Dear Sir or Madam:

I saw on the news that your TV station has a Teacher of the Year award. My teacher, Ms. Amos, is a good teacher. I suggest that you give her the award. She is nice and helps us learn new things every day. Ms. Amos also stays after school to help us with special projects. It would be a good idea to give Ms. Amos the Teacher of the Year award.

Sincerely,
Marco Vanz

Writing Prompt

Choose a character from the list of storybook characters. What advice would you give this character? Write a letter giving your advice. Tell the character why you are writing and what action you think the character should take. Include reasons why he or she should follow your advice. Use persuasive words and phrases and a formal tone. Be sure to follow the business-letter format.

Letter to the Big Bad Wolf

453 Oak Street
Peoria, IL 21243
September 7, 2006

Mr. Big Bad Wolf
12 Storybook Street
Fantasy Park, Somewhere

Dear Mr. Big Bad Wolf,

I am writing to you because you definitely need some advice. You have been chasing the three little pigs around trying to catch them and eat them. My advice is to get your food at a grocery store and leave the three little pigs alone. First, you are huffing and puffing. That can't be good for you. Second, climbing down a chimney is going to get you hurt. The truth is, going to the grocery store is easier than chasing pigs and best for your health. I hope this advice is helpful.

Sincerely,
Bridget DeVane

Business-Letter Format

1520 Oak Street
Verdon, AZ 85007
August 4, 2006

→ HEADING
(your address and date)

Hiking Trails Newsletter
256 Benson Mills Road
Verdon, AZ 85007

→ INSIDE ADDRESS
(company's address)

Dear Sir or Madam:

→ GREETING

My teacher showed me your free newsletter telling about great hikes in the area. I would like to receive copies of the newsletter. Hiking is one of my favorite things to do. I hope to find some good trails. Could you put my name and address on your list and mail the newsletters to my home? Thank you for including me on your list.

→ BODY

Sincerely,

→ CLOSING

Grady Natchez

→ SIGNATURE

Team Practice

1. Tina played her flute.
She played with the school band.

2. Devon opened the window.
He opened the window in the bedroom.

3. We celebrated my birthday.
We celebrated by having my favorite food for dinner.

4. I drew a picture of a lion.
I drew it yesterday after school.

5. The room was decorated for the party.
It was decorated with balloons and streamers.

Team Mastery

1. Mr. Betz drove slowly.
He drove around the block and looked for his cat.

2. Nicole raced toward the finish line.
She raced toward the end of the field.

3. Sergio put his hat in the closet.
He put his hat on a hook.

4. He poured the ice cold orange juice.
He poured it into the red Superman cup.

5. The rabbit munched on grass.
It munched on grass at the edge of the sidewalk.

Team Practice 2

1. Rocky likes to eat vanilla ice cream.
He likes to eat it with cookie crumbles on top.

2. She watched the eagle fly.
She watched it fly over the mountain.

3. Rico climbed the stairs.
He climbed to the third floor.

4. The dog buried a bone.
It buried it by the metal gate.

5. We built a bridge with wood planks.
We built a bridge to the island.

Team Mastery 2

1. Jena read a comic book.
She read it while she waited for her brother.

2. Lee joined the basketball team.
He joined it last summer.

3. The rain filled a yellow bucket.
It filled a bucket by the back porch.

4. I want a tuna fish sandwich.
I want it with a drink and chips.

5. She washed the dirty windows.
She washed them with a soapy sponge.

Quick Check

1. Chaz juggled three apples.
He juggled with his eyes closed.

2. The lizard hid from the boy.
It hid under a pile of leaves.

3. A giant knocked on the castle door.
He knocked on the door an hour after sunset.

4. The man held his breath.
He held his breath as he swam under water.

5. Ryan carried the heavy box.
He carried it to the alley.

Quick Check 2

1. Kay lost her ring.
She lost it on her way to school yesterday.

2. The gray wolf leaped.
It leaped over the stream and ran into the woods.

3. Dave wore a monster mask.
He wore it in the play last night.

4. She played card games with her sister.
She played all Saturday afternoon.

5. The people cheered loudly.
They cheered when the play was over.

Name: _____ Date: _____

Partner: _____ Unit: **10**

Ideas	First Draft Ratings	Revised Draft Ratings	Teacher Ratings	Score (25 points)
Does my letter tell my purpose for writing?				
Does it tell what action I think the character should take?				
Does it include reasons why the character should follow my advice?				

Organization	First Draft Ratings	Revised Draft Ratings	Teacher Ratings	Score (25 points)
Does the beginning of my letter tell why I am writing?				
Does the middle tell my advice?				
Does the ending give supporting reasons?				
Is it in the form of a business letter?				

Style	First Draft Ratings	Revised Draft Ratings	Teacher Ratings	Score (25 points)
Does the letter include persuasive words and phrases?				
Does it have a formal tone (all business)?				

Mechanics	First Draft Ratings	Revised Draft Ratings	Teacher Ratings	Score (25 points)
Does my writing have correct capitalization?				
Does my writing have correct punctuation?				
Does my writing have correct spelling?				
Does my writing have correct grammar?				

RATINGS KEY:

? = missing or needs to be improved | ✓ = here and complete | + = here, complete, and excellent

Total Teacher Score

Team Practice

1. Cinderella wanted to go to the ball.
Cinderella had no ball gown.
Cinderella made a pretty dress for the ball.

2. Jack climbed the beanstalk.
Jack climbed up above the clouds.
Jack could use a parachute.

3. The princess was asleep in a castle.
The princess was asleep for 100 years.
The princess needed a wake-up call.

Team Mastery

1. Aladdin found an old lamp.
Aladdin rubbed the old lamp.
Aladdin wanted to get his wish.

2. The three little pigs were scared.
The three little pigs hid in the house.
The three little pigs should build a fort.

3. Hansel and Gretel are lost.
Hansel and Gretel wander in a forest.
Hansel and Gretel need a map.

Team Practice 2

1. Snow White ran away.
Snow White ran deep into the forest.
Snow White met the seven dwarfs.

2. Peter Pan has a fight.
Peter Pan battles the pirates.
Peter Pan could escape to his island.

3. Goldilocks went in the bears' house.
Goldilocks ate the bears' food.
Goldilocks should eat at her own house.

Team Mastery 2

1. Red Riding Hood had food for Grandma.
Red Riding Hood carried it in a basket.
Red Riding Hood met a wolf in the forest.

2. Jack grabbed the magic harp.
Jack ran to the beanstalk.
Jack started to climb down.

3. The prince found the lost glass slipper.
The prince tried the slipper on every girl.
The prince wanted to find the princess.

Quick Check

1. Hansel and Gretel saw a cookie house.
Hansel and Gretel nibbled on the cookie house.
Hansel and Gretel woke up the witch.

2. Goldilocks peeked in the window.
Goldilocks opened the door.
Goldilocks went in the bear's house.

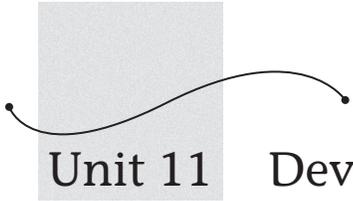
3. The big bad wolf chased the pigs.
The big bad wolf wanted to eat them.
The big bad wolf went hungry.

Quick Check 2

1. The genie was in the magic lamp.
The genie was in the magic lamp for 100 years.
The genie could make wishes come true.

2. The giant ran after Jack.
The giant wanted his harp back.
The giant climbed down the beanstalk.

3. The wolf left Red Riding Hood.
The wolf took a short cut through the woods.
The wolf got to Grandma's house first.



Unit 11

Developing the Elements of a Story

Writing Project:

Write a Story About Your Experience



Author's Chair

Overview

The Author's Opportunity

The students will write stories about experiences in which they have had to solve problems. They will include the story elements (setting, characters, problem, important events in order, and solution) and include details about the events. They will publish their stories by reading them from the Author's Chair.

Unit Summary

In this unit, the students write a story about a time when they had to solve a problem. The craft lesson on Day 1 introduces the students to the story map and elements of a story. Characters in the video segment model how to create a story map to plan their writing. The students practice identifying story elements—the setting, characters, problem, and events that led to a solution to the problem—and record them on story maps. This gives them a way to see a writer's plan and prepares them to make story maps as plans for their own stories.

Language Mechanics

The first language-mechanics lesson, on Day 5, focuses on simple possessives. Characters in the video segment demonstrate the use of apostrophes to make simple possessives. The students practice rewriting phrases to show possession, for example, rewriting the phrase *the bike that belongs to Josie* as *Josie's bicycle*. The second language-mechanics lesson, on Day 8, offers instruction and practice in choosing the correct personal pronoun to replace the subject of a sentence. The students learn that to replace the doer in a sentence, one uses *I*, *we*, *he*, *she*, or *they*. If the noun is not the subject of the sentence, it is replaced by *me*, *us*, *him*, *her*, or *them*.

Cooperative Learning

Complete tasks is the team cooperation goal for this unit. The students work on reviewing expectations and making sure that all members of the team complete each step in the writing process.

Writing Process Objectives

- The students will use story maps effectively to plan their stories and record setting, characters, problem, and events.
- The students will use their plans to draft stories with all story elements.
- The students will use the revision guide to rate their partners' drafts.
- The students will use editing marks to edit their stories.
- The students will publish their stories by reading them from the Author's Chair.

Unit 11 Sequence

Day 1: **Craft Lesson** | Story Maps

Video Support: "Story Maps"

Day 2: **Brainstorm** | Experience as Story

Day 3: **Plan** | Experience as Story

Day 4: **Draft** | Experience as Story

Day 5: **Language-Mechanics Lesson** | Simple Possessives

Video Support: "Simple Possessives"

Day 6: **Share and Respond** | Experience as Story

Day 7: **Revise** | Experience as Story

Day 8: **Language-Mechanics Lesson** | Pronouns II

Video Support: "Pronouns II"

Day 9: **Edit** | Experience as Story

Day 10: **Publish** | Experience as Story

Day 11: **Writing Journal**

Unit Preparation

You will need the following materials:

For **the teacher**:

- Elements of a Story/"The Talent Show" transparency
- Blank story map transparency
- Experience as Story Revision Guide transparency

For **each student**:

- Team Practice and Team Mastery handouts (See the blackline masters at the end of this unit.)
- Story maps for Team Practice, Team Mastery, and Quick Check
- Quick Checks (See the blackline masters at the end of this unit.)
- Experience as Story Revision Guide (student edition)
- Portfolio folder

- Writing Journal (marble composition book)

For each team:

- Writing Wings Team Score Sheet
- Notebook paper
- Continue to display the Cooperative Learning Standards.
- Copy the writing prompt on the board or on chart paper.
NOTE: Be sure to keep the writing prompt displayed during the entire activity.
- Copy the Two-Minute Edit sentence on the board or on chart paper each day.
- Have a television and a DVD player available to show the following video segments in this unit:
 - “Story Maps” (running time 7:52) on Day 1
 - “Simple Possessives” (running time 3:29) on Day 5
 - “Pronouns II” (running time 4:38) on Day 8

Unit 11

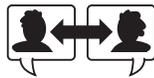
Day 1 Craft Lesson

OBJECTIVE: The students will analyze stories and record story elements on story maps.



Think-Pair-Share

Throughout the lesson, award team cooperation points to teams whose members complete tasks and help other team members to complete tasks. Award up to 9 team cooperation points per team. Be sure to identify the behavior that you observe.



Active Instruction

Timing Goal: 12 minutes

Set the Stage

- Introduce the team cooperation goal. Use **Think-Pair-Share** to ask:

When we say “complete tasks,” what do we mean?

[(Accept reasonable responses.) For example, to complete tasks means to get your writing work done; complete each step in the writing process.]

How do you know when you have completed a task?

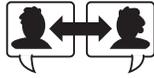
For example, how do you know when to check off the planning box on the team score sheet? *[You know you have completed it when you have completed your plan and shared it with your partner for feedback.]*

- Point out that writers have several tasks, or steps, to complete before their writing is published. Review these steps: planning, drafting, sharing and revising, editing, and then publishing. Tell the students that you will award team cooperation points to teams whose members complete tasks and help their teammates to complete tasks. As they are working toward this goal, they will also be helping their partners and teammates to complete tasks and make their writing the best it can be.
- Distribute the team score sheets. Have teams write their team name, date, and unit number on it as well as the team cooperation goal: **Complete tasks**. Use **Think-Pair-Share** to facilitate a review about the team score sheet and team rewards. If necessary, refer to the back of the team score sheet.
- Post and present the day’s agenda.

TODAY’S FOCUS: Organization

TODAY’S GOAL:

Organize the elements of a story on a story map.



- Point out today's focus. Tell the students that a writer often uses a story to organize ideas and plan a story. Today they will look at some stories and see how they are organized. Read the focus and goal for the day aloud.

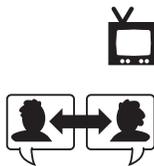
Instruction

- Use **Think-Pair-Share** to have the students identify what makes a good story. *[(Accept reasonable responses.) For example, a good story has a beginning, middle, and end; interesting things happen in the story; the story has some action and surprises; you can picture what is going on in the story; the characters are real and/or funny. The ending of the story seems right or is satisfying.]*
- Tell the students that these are the elements authors include when they write stories. Display the following list of story elements, and read them aloud.

Elements of a Story

At the beginning of the story	In the middle of the story	At the end of the story
Characters: whom the story is about Setting: where and when the story happens Problem: the main character(s)'s problem or goal	Events: what happens to the main characters as they try to solve the problem or meet the goal	Solution: how the problem is solved Ending: how the main characters feel about the solution or what happens to them after that

- Tell the students that the kids in Ms. Inkwel's class can show them how to use a kind of organizer that authors use to help them include story elements in their writing.
- Show "Story Maps" (running time 7:52).
- Facilitate a discussion about the video. Use **Think-Pair-Share** to ask all questions.



What other graphic organizer looks like a story map?
[A sequence chain.]

How is a story map similar to a sequence chain? *[Both organizers help authors put the events of their stories in an order that makes sense.]*

How is it different? *[On a story map, an author also plans out the setting, characters, problem, and solution of the story.]*

What does Mona do to help Tasha complete her story map? *[Mona asks Tasha questions.]*

What does Mona ask about? *[Mona asks about the parts of a story map.]*

What kind of information does Tasha include that will make her story interesting to her audience? *[Tasha includes how her experience looked and sounded and how she felt.]*

So a sequence chain is a part of a story map. Authors use the middle of the story map to keep events in an order that makes sense. They also use story maps to plan the settings, characters, problems, and solutions of their stories.

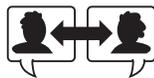
- Tell the students that they will look at a story and put the information from the story into a story map to see how the author organized the ideas.
- Display the transparency of the reading “The Talent Show.” Read the passage aloud while the students read along silently.

The Talent Show

by Leo R.

It was the night of the big talent show at school. I was really nervous about doing my juggling act in front of a lot of people. I was worried that I would make a mistake and people would laugh. My teacher, Mr. Lane, told me not to worry. He said that every talent show needs a juggler.

I tried to get rid of my jitters by saying the alphabet to myself over and over. Then I tried taking deep breaths. When Mr. Lane announced my name, I walked onto the stage. I didn’t look at the people, but pretended that I was juggling for my cat at home. Suddenly I stopped being nervous. I threw the first bean bag in the air and then the next. Soon I was juggling all three bean bags. When I finished my act, everyone clapped for a long time. I felt great!



- Display the transparency of the blank story map. Have the students use **Think-Pair-Share** to identify the areas for the story elements.
- Model identifying the setting and characters of the story and writing them on a story map.

Hmm. What is the setting of this story? When and where does this story take place? This story happens on the night of the big talent show at school. That’s the setting of this story: At the school, on the night of the talent show.

- Put this information in the story map under “Setting.”



Who are the characters in this story? This story is about Leo, so I will write his name under “Characters.” Leo’s teacher, Mr. Lane, is also a main character in this story. I’ll add his name under “Characters” too.

- Put this information in the story map under “Characters.”
- Point out that the main character in this story has a problem. Use **Think-Pair-Share** to ask:

In this story, what is Leo’s problem? [*Leo is nervous about being in the talent show because he thinks he will make a mistake.*]

- Add this to the story map under “Problem.”
- Model identifying the first thing a character does to try to solve Leo’s problem. [*Mr. Lane tells Leo not to worry.*] Add this event to the story map.
- Use **Think-Pair-Share** to have the students identify the next two things a character does to try to solve the problem. [*Leo tries saying the alphabet over and over. Then, he tries taking deep breaths.*] Add these events to the story map.



- Use **Think-Pair-Share** to ask:

What should we write under “Solution” in the story map? What does Leo do to solve the problem in this story? [*Leo pretends that he is juggling for his cat at home and stops being nervous.*]

- Add the solution to the story map.

Story Map

Setting: school on the night of the talent show

Characters: Leo, Mr. Lane

Problem: Leo is nervous about being in the talent show.

Mr. Lane tells him not to worry.

Leo says the alphabet over and over.

Leo tries taking deep breaths.

Solution: Leo pretends to do his act for his cat at home and stops being nervous.

For this craft lesson, the students will fill in a copy of a story map. When planning their own writing project, they will create their own story maps.

- Tell the students that they will practice using story maps with their teams.

Teamwork

Timing Goal: 15 minutes

- Distribute the **Teamwork 1: Creating Story Maps, Team Practice** page and a blank story map to each student.
- Read the Team Practice passage aloud. Point out that the story tells about an experience that Maria has at an amusement park.

If the students struggle with the Team Practice activity, review the skill, and then allow them to try again with the Team Practice 2 passage.



Random Reporter

A Scary Ride

By Maria L.

One hot July day, my older sister, Jenna, said she would take me to the amusement park. She told me about all the fun rides, like the Tilt-a-Whirl and the roller coaster.

“You are going to love the amusement park,” she promised.

When we got to the park it was crowded. Jenna grabbed my hand and pulled me straight to the line for the Tilt-a-Whirl. I saw the big wheel spinning fast. The people on the ride were screaming their heads off. My heart began to pound. How was I going to tell Jenna that I was too chicken to go on the ride with her?

Then I spotted a kid from my class on the Tilt-a-Whirl. She was screaming, but she was also smiling and laughing. Maybe I could do this after all. When it was our turn, I swallowed hard and followed Jenna onto the ride. It was really fun, and I screamed my head off. When it was over, Jenna and I got back in line and rode it again.

- Explain that during Team Practice, teams will discuss and identify the story elements in this story (setting, characters, problem, events, and solution) and record them on a story map. Explain that team members may have different ideas and create the story map in different ways, based on the team’s discussions.
- Allow time for the students to complete Team Practice. Use **Random Reporter** to review the student’s work. Ask:

What did your team decide was the setting for this story? Where and when does it take place? [*The amusement park on a hot July day.*]

What characters did you put on your story map? [*Maria (who tells the story) and Jenna.*]

What is Maria’s problem? [*She is scared to go on the rides at the amusement park.*]

What event did you put first on the story map. What happens first? [(*Accept reasonable responses.*) For example, the first event is Maria and Jenna line up for the Tilt-a-Whirl.]

What did you write under “Solution” on this story map? What does Maria do to solve the problem? [*She goes on the ride even though she is scared.*]

Team Mastery

- Refer the students to the **Teamwork 1: Creating Story Maps** page and the **Team Mastery** Section.
- Explain that they will follow the same process as they did in Team Practice, but that this time they will record story elements on the story maps on their own and then share them with their teammates. Read the Team Mastery passage aloud.

Lost and Found

By Orlando K.

One day when I was walking home from school with my friend Waylon, we saw something black on the sidewalk.

“I think that’s a wallet,” Waylon said.

Waylon picked it up and looked inside. There was a driver’s license. It belonged to a woman named Zoe Barr. The wallet had lots of credit cards inside and some money too.

“What should we do with it?” I said. “How can we get the wallet back to Zoe Barr?”

Waylon looked at the driver’s license. “Hey, this has Zoe Barr’s address on it,” he said. “It says 401 Randall Street. That address is right around the corner!”

Waylon and I ran around the corner and looked for the number. We found the house and knocked on the door. We knew it was Zoe Barr who answered the door because she looked like the picture on the license. When we told her we had found her wallet, she was really surprised and glad. She gave us each a \$10 reward.

If the students struggle with the Team Mastery activity, review the skill, and then allow them to try again with the Team Mastery 2 passage.



- Allow enough time for the students to complete the Team Mastery, and then have the students discuss their story maps with their teammates. Circulate through the teams as the students work, making sure that the students help prepare every teammate to give a response.
- Use **Random Reporter** to review the teams’ work, and give appropriate feedback.

Quick Check

- Distribute the **Quick Check: Creating Story Maps**. Read the following story aloud:

Girl Scout Trip

By Raven P.

Last spring, my Girl Scout troop took a trip to Washington, D.C. On the bus, our scout leader, Ms. Crew, told us to pick a partner to stick with, so I chose my friend Liza.

We stopped behind a long line of tour buses at the Washington Monument and got out. Some girls went up to the top of the monument by elevator. Liza and I decided to climb the 897 steps instead. By the 102nd step, we were so tired we turned around and came back down. Ms. Crew and the Girl Scouts were nowhere in sight!

Liza asked a bus driver if he had seen a group of Girl Scouts, but no luck. We looked up and down the line of buses, but we could not find our bus. Finally, I remembered I had a whistle in my pocket. I blew on the whistle, and everyone turned to look. That's when Ms. Crew spotted us and came running. Boy, were we glad to see her!

- Explain that the students will do the same thing in Quick Check that they did in Team Practice and Team Mastery, but this time without help, for a teacher score.
- Explain to, or remind, the students that if their scores are 80 or more, they are ready to create story maps when they plan their compositions about their own experiences. If they do not score at least 80 points, they should either redo the Quick Check for a higher grade or have a conference with the teacher before planning their writing.
- If necessary, review the directions for the task before having the students work independently to complete the Quick Check.
- Collect the students' Quick Checks, and celebrate a job well done.
- Assign scores for the activity, and record the scores on the team score sheets. Follow up with the students who do not score at least 80 points.



Reflection

- Remind the students that a story map is a plan. Point out that each story map the students created today shows them a writer's plan for a story.

- Use **Think-Pair-Share** to ask the following questions:

Was it difficult to figure out the problem in each story? How did you figure it out? Did your partner or team help you? *[(Answers will vary.) The students may say that team discussion helped them figure out the problem.]*

Can you explain why writers write about characters with problems? *[(Accept reasonable responses.) For example, reading about a character solving a problem is interesting to people. We try to guess what the character will do.]*

- Praise the students for working toward the team cooperation goal. Using **Random Reporter**, award an additional point to teams whose members can give examples of something from the team's discussion.

Answer Keys

Team Practice

Sample Responses on story map

Setting: amusement park, July day

Characters: Maria, her sister Jenna

Problem: afraid to go on rides

Events: Jenna and Maria go to amusement park

Jenna takes Maria to Tilt-a-Whirl

Maria sees kid from her class on ride smiling

Solution: Maria goes on ride even though she is scared.

Team Mastery

Sample Responses on story map

Setting: sidewalk, way home from school

Characters: Orlando, Waylon, Zoe Barr

Problem: what to do with wallet found on sidewalk

Events: Waylon looked inside wallet

found name and address

Solution: went to address and returned wallet

Team Practice 2

Sample Responses on story map

Setting: toy store

Characters: Paul

Problem: wanted a water gun

Events: saved up money

went to store, but store was out of Squirt-a-Roos

saw a box in a different place

Solution: Found the last Squirt-a-Roo and bought it

Team Mastery 2

Sample Responses on story map

Setting: sidewalk, summer

Characters: Lianna, Danielle, and Delia

Problem: sold sister's stuffed animals

Events: wanted to have a store

sold sister's stuffed animals

sister got mad when she found out

Solution: gave Delia the money for her stuffed animal sale

Quick Check**Sample Responses on story map****Setting:** Washington, D.C., spring**Characters:** Raven, Liza, Ms. Crew**Problem:** got lost and couldn't find scout troop**Events:** went to Washington on a bus
climbed the stairs of Washington monument
came down and couldn't find bus
asked bus driver**Solution:** blew a whistle and scout leader found them**Quick Check 2****Sample Responses on story map****Setting:** school**Characters:** Lonny, Denny, teacher**Problem:** Lonny is left at school**Events:** Denny forgets to pick up Lonny
teacher calls his mom
Mom tells Denny to go to school**Solution:** Denny gets Lonny and says sorry for forgetting**Craft Lesson Scoring Guide**

100 Points	The student creates a story map with all the story elements included.
90 Points	The student creates a story map with most of the story elements included.
80 Points	The student creates a story map with some of the story elements included.

If a student does not show an understanding of a story map and story elements, provide feedback and ask the student to redo the Quick Check before proceeding with the writing activity

Unit 11

Day 2 Brainstorm

OBJECTIVE: The students will evaluate a story. The students will brainstorm with their partners and choose a topic for their stories.



Two Minute Edit

- Present a Careless Caroline sentence. Ask:

What would you do to make this sentence better?

- Have teams work together to improve the sentence. Use **Random Reporter** to share responses. Use the sample below or one of your own.

Picked up the wallet and looked inside it

- Remind the students that a sentence is not complete without a doer and an action. To make the sentence complete, they must add what is needed. If necessary, model adding a subject or doer to the sentence. Point out that the sentence also needs a period. For example:

Tony picked up the wallet and looked inside it.

- Demonstrate the use of appropriate editing marks to edit the sentence.

Author's Chair

- Have a few students take turns reading their advice letters from the Author's Chair. After each reading, invite volunteers to comment specifically on what they liked about the writing. Continue to do this at the start of each day's writing lesson until all the students have shared their work. **NOTE:** This should not take longer than 5 minutes each day.

Active Instruction

Timing Goal: 17 minutes

Set the Stage

- Remind the students that the team cooperation goal is **complete tasks**. Point out that part of working as a team means reminding and helping one another with each stage of the writing process.



Remember that this is an opportunity to *celebrate* the students' writing, not to criticize it.

Throughout the lesson, award team cooperation points to teams whose members complete tasks. Award up to 9 team cooperation points per team.



Tell the students that you will give an extra point each day to teams whose members can give an example of how their teammates helped one another complete brainstorming, planning, drafting, revising, editing, and publishing their work.

- Post and present the day's agenda.

TODAY'S FOCUS: Brainstorm ideas.

TODAY'S GOALS:

1. Look at a story and use the revision guide to rate it.
2. Brainstorm topics for our stories.

- Point out today's focus. Remind the students that writers talk about ideas when they brainstorm. Read the focus and goals for the day aloud. Tell the students that today they will brainstorm with their partners to choose a topic for a story.

Instruction

- Display the story "The Talent Show," and remind the students that they read this story in the last lesson. Use **Think-Pair-Share** to ask:

Who is the main character in this story? [*Leo.*]

What problem does he have? [*Leo is nervous about being in the talent show.*]

- Remind the students that Leo wrote about his experience, something that happened to him. Remind the students that stories about real-life experiences are made up of story elements.

Stories about real-life experiences are made up of story elements. They have people and places in them. They also include events and problems. Everyone experiences problems in life; some problems are larger and more important than others.

- Tell the students that they will write about a real-life experience, something that happened to them. Display the following prompt. Read it aloud while students read along silently.

Writing Prompt

Think about an experience when you had to solve a problem. Write a story about this experience. Make sure you include the setting, characters, problem, important events in order, and solution. Include details that will help your audience hear, see, and feel your experience.

- Tell the students that they will share their writing with the class by reading their work from the Author's Chair.

- Refer to the prompt again. Underline and list the items that the students will include in their writing:
 - Setting
 - Characters (including themselves)
 - Problem
 - Solution
 - Important events in order
 - Details
- Display the transparencies of the revision guide and the story from Day 1, “The Talent Show.” Tell the students that they will be Leo’s partner and rate his writing using the revision guide.

REVISION GUIDE

Experience as Story

Name: _____ Date: _____

Partner: _____ Unit: 11

Ideas	First Draft Ratings	Revised Draft Ratings	Teacher Ratings	Score (25 points)
Does my story have setting and characters?				
Does my story have a problem and solution?				
Are details included?				

- Have the students reread the story silently to themselves. Model rating the story using the Ideas section of the revision guide.

Let’s look at the Ideas section of the revision guide to rate Leo’s story. The first item asks, “Does my story have setting and characters?”

Do we know where and when this story takes place? We know that the events happen on the night of the talent show at school, so the story has a setting. We meet Leo in this story, and his teacher Mr. Lane. These are the characters in the story. We can put a “✓” for that item.



- Have the teams rate Leo’s story using the remaining two items in the Ideas section of the revision guide. Use **Random Reporter** to review responses. *[Leo’s story has a problem and solution and he includes details in his story so these two areas should receive a “✓.”]* Add these ratings to the revision guide transparency.
- Point out to the students that their compositions should also have a setting, characters, a problem, and a solution.

- Tell the students that they will now rate Leo’s story using the Organization section of the revision guide.

Organization	First Draft Ratings	Revised Draft Ratings	Teacher Ratings	Score (25 points)
Are the events in order?	✓			
Can your audience follow your thinking?	✓			



- Use **Think-Pair-Share** to review the organizer Leo used to plan his story with the students. [A *story map*.] Fill in this information on the revision guide transparency.
- Have the teams rate Leo’s story using the two items in the Organization section of the revision guide.

Are the events in order? Has Leo explained the events so the readers can follow what is going on in the story?



- Use **Random Reporter** to review responses. After discussion, add ratings to the revision guide transparency.
- Point out to the students that their compositions should also have events in order and explained so the audience can follow what is going on.
- Review the prompt with the students. Point out that the students must first brainstorm a topic to plan their writing. Use a **Think Aloud** to model identifying a problem you had.

Hmm. What can I write about? What is a problem that I had to solve? I remember one time it was raining, and I didn’t have an umbrella so I got really wet. But that isn’t a very interesting problem or story.

Hmm. Another time I forgot my key and accidentally locked myself out of the house. That was a real problem I had to solve. And how I solved it was pretty funny. I think that might make a good story. I think I’ll list that as a possible topic.



Teamwork

Timing Goal: 10 minutes

- Have the students work with their partners to brainstorm a list of possible topics that they can write about (personal experiences in which they had to solve a problem). If you think the students may need some idea starters, display the list below.

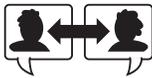
A time when you...

- had a decision to make.
- lost something or were lost yourself.
- were doing something for the first time.
- helped someone else with a problem.
- were playing on a sports team.
- were spending a special day with a friend.
- went on a camping trip.
- were helping in the kitchen.
- were traveling with your family.

- Circulate through the classroom, and listen to discussions. Praise partners who practice active listening, ask follow-up questions, and who help and encourage each other.

Reflection

Timing Goal: 3 minutes



- Use **Think-Pair-Share** to ask the following questions:

Was it hard to think of problems that you could write about?

What did your partner do to help you brainstorm?

- Remind the students of the team cooperation goal that they are working on: **Complete tasks.**
- Using **Random Reporter**, award an additional point to teams whose members can give an example of how their partners helped them complete the task of brainstorming today.



Unit 11

Day 3 Plan

OBJECTIVE: The students will plan their stories using a story map.



Two Minute Edit

- Present a Careless Caroline sentence. Ask:
What would you do to make this sentence better?
- Have teams work together to improve the sentence. Use **Random Reporter** to share responses. Use the sample below or one of your own.

bella goed to the music room and played Bella's drums.

- Remind the students that *go* is an irregular verb so you do not add *-ed*. The correct form is *went*. Remind the students that pronouns can replace repeated naming words like *Bella*. The sentence can be improved by replacing the second *Bella's* with the pronoun *her*. *Bella's* name needs a capital letter both because it is at the beginning of the sentence and because it is someone's name.
- Demonstrate the use of appropriate editing marks to edit the sentence.

Author's Chair

- Have a few students take turns reading their advice letters from the Author's Chair. After each reading, invite volunteers to comment specifically on what they liked about the writing. Continue to do this at the start of each day's writing lesson until all the students have shared their work. **NOTE:** This should not take longer than 5 minutes each day.

Active Instruction

Timing Goal: 17 minutes

Set the Stage

- Remind the students that the team cooperation goal is **complete tasks**. Point out that part of working as a team means reminding and helping one another with each stage of the writing process. Tell the students that you will give an extra point each day to teams who can give an example of how teammates helped one another complete the steps in the writing process.

Throughout the lesson, award team cooperation points to teams whose members complete tasks. Award up to 9 team cooperation points per team.

- Post and present the day's agenda.

TODAY'S FOCUS: Organize ideas.

TODAY'S GOALS:

1. We will use a story map to plan our stories.
2. We will share our plans with our partners and get feedback.

- Point out today's focus. Remind the students that when writers plan, they organize their ideas before they write. For example, they may use a story map to plan the elements in their stories. Tell the students that they will plan their stories today. They will also give their partners helpful feedback by asking follow-up questions. Read the focus and goals for the day aloud.

Instruction

- Review the writing prompt with the students, and remind them that they made a list of possible topics. Point out that the next step in planning their writing is to choose a topic from their lists and to use a story map to make sure they include all the elements of a good story: setting, characters, a problem, important events in order, and a solution.

Writing Prompt

Think about an experience when you had to solve a problem. Write a story about this experience. Make sure you include the setting, characters, problem, important events in order, and solution. Include details that will help your audience hear, see, and feel your experience.

- Model using a story map to plan your experience story. Tell the students that you have decided on the experience that you want to write about—the time you locked yourself out of your house—and work with a student partner to put setting, characters, and events in a story map, adding ovals and arrows as needed. If necessary, prompt the student partner to ask you questions such as:

Where and when did your experience happen?

(fill in setting)

Who was there? (fill in characters)

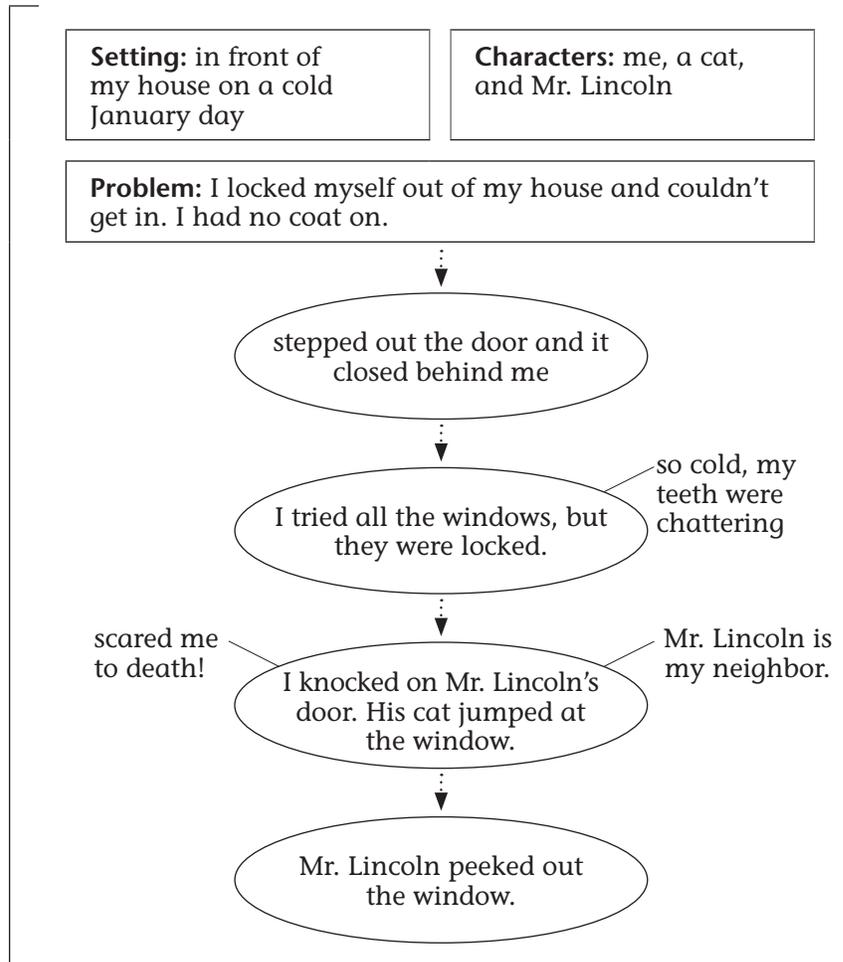
What happened first? What happened next?

(add events)

How did you feel then? (add details)

Point out that adding details to the events will make your writing more interesting to your audience.

- Point out that you are adding more details to the events that you want to make interesting to your audience. Following is sample story map.



- Have teams compare your story map to the writing prompt to see if you have included the underlined elements: setting, characters, a problem, events in order, a solution, and details. Use **Random Reporter** to share team responses. The students will probably note that the map does not include a solution.
- Have teams discuss and predict a solution for the story. Use **Random Reporter** to share responses and add an appropriate solution to the story map.
- If you think your students need additional modeling, select a volunteer to identify his or her topic and to describe the experience. Ask questions and provide feedback as necessary. Have the volunteer help you make a story map of his or her experience on the board. Ask questions about the different elements as you record the information. Continue until the story map is complete.



Teamwork

Timing Goal: 10 minutes

- With the help of their partners, have the students select topics and describe the events in their experiences to their partners. Remind the students of the team cooperation goal that they are working on: **Complete tasks**. Use **Think-Pair-Share** to ask:

How can your partner help you complete your story map? *[My partner can ask good questions. My partner can check to see that I have all the story elements.]*

- Tell the listening partners to think about the elements in their partner's experience story.

Can you restate the elements: the characters, setting, important events, and the problem and solution?

- Have the students create their own story maps, recording the information about their experiences and using your example story map as a guide. Hold conferences with the students to provide support as needed.
- Have partners share their written plans. Display the transparency of the revision guide. Tell partners to refer to the revision guide to help them give each other feedback and make changes to their plans if necessary.

Reflection

Timing Goal: 3 minutes

- Tell the students to check off the planning step on their team score sheets to show that they have completed it.
- Ask one or two volunteers to share their plans with the class. Celebrate completing this part of the process.
- Praise the students for completing their plans. Using **Random Reporter**, award an additional point to teams whose members can give an example of how their teammates helped them complete their plans.



Unit 11

Day 4 Draft

OBJECTIVE: The students will draft their stories using their plans.



Two-Minute Edit

- Present Careless Caroline sentences. Ask:

What would you do to make these sentences better?

- Have teams work together to improve the sentences. Use the sample below or one of your own. Remind the students that they will have to explain their improvements and tell why they changed the sentences. Use **Random Reporter** to share responses.

The lightning struck a tree.
The lightning came with the sudden storm.

- Remind the students that sentences can be combined into one. These sentences can be improved by taking out the repeated words *the lightning* and putting the important information in one sentence.

The lightning that came with a sudden storm struck a tree.
Or
When the lightning came with a sudden storm, it struck a tree.

- Demonstrate the use of appropriate editing marks to edit the sentence.



Author's Chair

- Have a few students take turns reading their advice letters from the Author's Chair. After each reading, invite volunteers to comment specifically on what they liked about the writing. Continue to do this at the start of each day's writing lesson until all the students have shared their work. **NOTE:** This should not take longer than 5 minutes each day.

Throughout the lesson, award team cooperation points to teams whose members complete tasks. Award up to 9 team cooperation points per team.

Active Instruction

Timing Goal: 17 minutes

Set the Stage

- Remind the students that the team cooperation goal is **complete tasks**. Point out that part of working as a team means reminding and helping one another with each stage of the writing process. Tell the students that you will give an extra point each day to teams whose members can give an example of teammates helped one another complete the steps in the writing process.
- Post and present the day's agenda.

TODAY'S FOCUS: Use a **plan to draft**.

TODAY'S GOAL:

We will use the story maps we created to help us draft our stories.

- Point out today's focus. Remind the students that they have organized their ideas on a story map. They have included a setting, characters, a problem, events, and a solution. Tell the students that they will use the story map to begin drafting their stories today. Read the focus and goal for the day aloud.

Instruction

- Review the writing prompt with the class, and ask the students to individually review the story maps they created for their experience stories.
- Remind the students that they will read their writing aloud to their classmates from the Author's Chair. Including details will help their audience picture what is going on in the story and make a mind movie.
- Display the story map you made on the previous day, and model using it to draft a story on an overhead transparency or on chart paper. Point out that you are skipping lines and adding more thoughts and details as you write. Explain your thinking as you draft the story. For example:

I'm ready to write my story. I will use my story map to remind me about the setting, characters, problem, and the events that led to a solution. As I write, I'll add more ideas and details to help my readers make vivid mind movies about my experience. I'll skip lines, too, so I can go back and add more ideas or change things if I want to.

I think I'll start my first paragraph by telling about the setting. On my story map, I wrote "in front of my house on a cold, January day." I think I will write that it had been snowing all day. I didn't put that in my story map, but I think it's a good detail to add. I stepped out the door to check the depth of the snow.

- Continue to model drafting a story using the events from the story map and adding details.
- When you have completed the draft, display the revision guide. Model using the guide to check that you included all necessary elements in your draft.

REVISION GUIDE		Experience as Story		
Name: _____		Date: _____		
Partner: _____		Unit: 11		
Ideas	First Draft Ratings	Revised Draft Ratings	Teacher Ratings	Score (25 points)
Does my story have setting and characters?				
Does my story have a problem and solution?				
Are details included?				
Organization	First Draft Ratings	Revised Draft Ratings	Teacher Ratings	Score (25 points)
Are the events in order?				
Can your audience follow your thinking?				
Style	First Draft Ratings	Revised Draft Ratings	Teacher Ratings	Score (25 points)
Do the details help the reader make a mind movie?				

I'm going to check my draft against the revision guide to make sure I've included everything. Does the story have a setting and characters? I can see that the story takes place in front of my house in January, so I have a setting. As I read on, I see that I'm in this story, and so is a cat and Mr. Lincoln. So, yes, there are characters.

- Continue to model, checking your draft against all the elements in the Ideas and Organization sections of the revision guide.
- Have teams look at the Style section of the revision guide and decide what details in your story help the reader make a clear mind movie. Use **Random Reporter** to share team responses.



When drafting, include a few spelling, punctuation, and grammar errors. During the editing stage on Day 9, model identifying your errors and correcting them using the appropriate editing marks.

Teamwork

Timing Goal: 10 minutes

- Refer the students to the story maps they created for their experience stories. Have the students write a first draft, skipping lines to leave room for comments and revisions. Remind the students that they can ask their partners for help if they feel stuck.
- Circulate through the classroom, and hold conferences with the students to provide support as needed.
- When the students are finished, have them softly read their work aloud to see if they have written what they intended. Have the students make changes to their drafts if necessary.

Reflection

Timing Goal: 3 minutes

- Tell the students to check off the drafting step on their team score sheets to show that they have completed it. Celebrate completing this part of the process.
- Ask one or two volunteers to share their drafts with the class.
- Using **Random Reporter**, award an additional team cooperation point to teams whose members give an example of how their teammates helped them complete the task of drafting.



Unit 11

Day 5 Language-Mechanics Lesson

OBJECTIVE: The students will rewrite words in sentences using apostrophes to show ownership.

Throughout the lesson, award team cooperation points to teams whose members help one another complete tasks. Award up to 9 team cooperation points per team. Be sure to identify the behavior that you observe.

Preparation

- Reproduce copies of the following materials from the blackline masters at the end of this unit.
 - **Teamwork 1: Simple Possessives** (1 per student)
 - **Teamwork 2: Simple Possessives** (as needed)
 - **Quick Check: Simple Possessives** (1 per student)
 - **Quick Check 2: Simple Possessives** (as needed)
- Have a television and a DVD player available to show the following video segment in this lesson.
 - **“Simple Possessives”** (running time 3:29)

Active Instruction

Timing Goal: 15 minutes

Set the Stage

- Refer to the posted team cooperation goal: **Complete tasks**. Remind the students that it is the job of the team to help all their team members complete each step in the writing process.
- Post and present the day’s agenda.

TODAY’S FOCUS: Mechanics

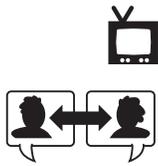
TODAY’S GOAL:

We will use apostrophes to show ownership.

- Remind the students that they have learned about using apostrophes in contractions like *don’t*, and *won’t*. Tell the students that today they will learn how to use apostrophes to show who owns something. Read the focus and goal for the day aloud.

Instruction

- Tell the students that they will meet a new character named Mynah at the Repair Shop.
- Tell the students that Mynah will explain how to use apostrophes to make things hers.



- Show “Simple Possessives” (running time 3:29).
- Facilitate a discussion about the video. Use **Think-Pair-Share** to ask all questions.

What did Mynah do to her name to show that she owned the book? [*Mynah added an apostrophe and an s to the end of her name.*]

Do you do anything different when you want to add an apostrophe s to a person’s name that ends with an s? [*No, you do the same thing.*]

Why do you use an apostrophe and an s? [*To show ownership.*]

- Write the following sentences on the board:

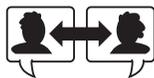
The bicycle that belongs to Josie is red.
It is the money that belongs to Mr. Jones.
The shell of the turtle was speckled.



- Use a **Think Aloud** to demonstrate how writers show ownership by using an apostrophe and an s.

Hmm. Who is the owner in this sentence and what is owned? I think Josie is the owner. She owns a red bike. I can change this sentence and make it sound better if I use an apostrophe s to show ownership. I will write *Josie’s bicycle is red.*

(Write this new sentence next to the old one on the board.)



- Read the second sentence. Use **Think-Pair-Share** to ask:
Can you make this sentence better by using apostrophe s? What would the new sentence be? [*Yes. It is Mr. Jones’s money*]

- Praise the students for remembering that all names, even those ending in s, are followed by apostrophe s to show ownership.
- Refer the students to the third sentence. Explain that the students will work in teams to identify who owns something, what they own, and to rewrite the sentence using an apostrophe and an s.
- Remind the student that every teammate needs to be able to give a response.



- Allow time for the teams to complete the activity. Use **Random Reporter** to listen to the teams’ responses. [*The turtle’s shell was speckled.*]
- Point out that *turtle* is a noun, a naming word, so it is also followed by an apostrophe s to show ownership.



If students struggle with the Team Mastery activity, review the skill and then allow them to try again with the Team Mastery 2 sentences.



Teamwork

Timing Goal: 10 minutes

Team Practice

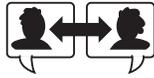
- Distribute the **Teamwork 1: Simple Possessives** page. Ask the students to look at the **Team Practice** section. Read the sentences aloud.
- Explain that during Team Practice, teams will read each sentence, identify who or what owns something, what that person or thing owns, and then rewrite the sentence using an apostrophe and an s.
- Allow time for the teams to complete Team Practice. Circulate through the teams as the students work, making sure that the students help prepare every teammate to give a response.
- Use **Random Reporter** to listen to the teams' responses.

Team Mastery

- Refer the students to the **Teamwork 1: Simple Possessives** page and the **Team Mastery** section.
- Explain that they will follow the same process as they did in Team Practice, but that this time they will rewrite the sentence using apostrophes and then share their answers with their teammates.
- Allow enough time for the students to complete the Team Mastery, and then have the students discuss their answers with their teammates. Circulate through the teams as the students work, making sure that the students help prepare every teammate to give a response.
- Use **Random Reporter** to listen to the teams' responses.

Quick Check

- Distribute the **Quick Check: Simple Possessives**. Explain that the students will do the same thing in Quick Check that they did in Team Practice and Team Mastery, but this time without help, for a teacher score.
- Explain to, or remind, the students that if they do not score at least 40 points on the Quick Check, they will retake the Quick Check at your convenience, using the Quick Check 2 sentence.
- If necessary, review the directions for the task before having the students work independently to complete the Quick Check.
- Collect the students' Quick Checks, and celebrate a job well done.
- Assign scores for the activity, and record the scores on the team score sheets. Follow up with the students who do not score at least 40 points.



Reflection

Timing Goal: 5 minutes

- Use **Think-Pair-Share** to ask the following questions:

Why would you use an apostrophe and an s at the end of a name? [*To show ownership.*]

What if the name of the person, place, or thing already ends in an s? [*You still add apostrophe and an s to the end.*]

- Praise the students for working toward the team cooperation goal. Using **Random Reporter**, award an additional point to teams whose members can give an example of how their teammates helped them complete Team Practice and Team Mastery.
- Have the students read over the drafts of their stories to see if there are sentences they could improve by using the apostrophe and an s to show ownership.

Answer Keys: Simple Possessives

Team Practice

1. Matt's chair makes a squeaking noise.
2. I borrowed Les's book.
3. Have you seen Brad's T-shirt?
4. I took Mr. Harper's umbrella.
5. We saw the club's sign.

Team Mastery

1. Patrick asked to share Winn's popcorn.
2. Angie could not find Tina's watch.
3. When is Lia's band practice?
4. He is Ben's dentist.
5. I love Mr. Baker's dog.

Quick Check

1. Bana's favorite food is mashed potatoes.
2. She tried to get the dog's blanket.
3. Santos used his friend's phone to call home.
4. The pirate's hair was long and wavy.
5. The teacher's coat was hung on a hook.

Team Practice 2

1. The room was full of Calvin's stuff.
2. The family's car was in the parking lot.
3. Reina made a cake for her sister's party.
4. Put the box next to Lisa's desk.
5. We ate dinner at my aunt's house.

Team Mastery 2

1. Where did you find Tim's shirt?
2. Jose's pet turtle is in the yard.
3. We watched fireworks from Toni's window.
4. The black cat's whiskers were dusty.
5. We took a bus to Doug's house.

Quick Check 2

1. The bear's fur was dark brown.
2. Give me a taste of my Aunt Doris's pie.
3. Duke was scared by his brother's shadow.
4. He borrowed Greg's basketball.
5. The flower's petals are falling off.

Unit 11

Day 6 Share and Respond

OBJECTIVE: The students will share their drafts with their partners. They will use the revision guide to give feedback.

In this Two-Minute Edit instead of looking for errors, the students will discuss what they appreciate about the sentence.



Encourage teams to submit Ace Writer sentences from their own writing. Award an extra Inkwell token to teams who contribute an Ace Writer sentence.



Two-Minute Edit

- Present an Ace Writer sentence. Read the sentence aloud. Ask:

What do you like about this sentence?

- Have teams discuss what they like about the sentence. Use the sample below or a particularly good sentence from the students' work.

On a cold, rainy November afternoon, I stood on the steps of our apartment house shivering under a big black umbrella.

- Use **Random Reporter** to share responses. The students may say that the sentence makes a mind movie for the reader. Have the students identify which words in the sentence help them make a mind movie. What is the setting?
- Challenge the students to write the sentence that follows this one in a story and include sensory details.

Author's Chair

- Have a few students take turns reading their advice letters from the Author's Chair. After each reading, invite volunteers to comment specifically on what they liked about the writing. Continue to do this at the start of each day's writing lesson until all the students have shared their work. **NOTE:** This should not take longer than 5 minutes each day.

Active Instruction

Timing Goal: 17 minutes

Set the Stage

- Remind the students that the team cooperation goal is **complete tasks**. Point out that part of working as a team means reminding and helping one another complete each step in the writing process.

Throughout the lesson, award team cooperation points to teams whose members complete tasks. Award up to 9 team cooperation points per team. Be sure to identify the behavior that you observe.

- Post and present the day’s agenda.

TODAY’S FOCUS: Give feedback on **ideas, organization, and style.**

TODAY’S GOALS:

1. We will listen to our partner’s draft and use the questions on the revision guide to give feedback.
2. We will make notes about revisions.

- Point out today’s focus. Remind the students that they have brainstormed ideas with their partners, created a story map to organize their ideas, and used their story maps to write first drafts of their stories. Tell them that they will share their drafts with their partners and record that feedback on their revision guides today. Read the focus and goals for the day aloud.

Instruction

- Refer the students to the Experience as Story revision guides in their student booklets. Review the Ideas, Organization, and Style sections. Remind the students that they used a story map to help them write their drafts, so there should be a setting, characters (including themselves), a problem, main events, and a solution in their drafts.

REVISION GUIDE

Experience as Story

Name: _____ Date: _____
 Partner: _____ Unit: **11**

Ideas	First Draft Ratings	Revised Draft Ratings	Teacher Ratings	Score (25 points)
Does my story have setting and characters?				
Does my story have a problem and solution?				
Are details included?				
Organization				
Are the events in order?				
Can your audience follow your thinking?				
Style				
Do the details help the reader make a mind movie?				

- Have a volunteer read his or her writing aloud so you can model responding to the writing in preparation for actual partner feedback. Demonstrate summarizing the story and then responding to what you like about the writing and its general strengths. Be specific and detailed. Ask one or two students to also tell what they liked about the writing.
- Model giving constructive responses based on the revision guide. First, comment on one feature from the revision guide that the student has included and/or done well. Depending upon your students, ask one or two of them to make similar observations about strengths, based on the revision guide.
- Next, comment on one item from the revision guide that the student needs to include and/or improve upon. Depending upon your students, ask one or two of them to make similar observations.

Teamwork

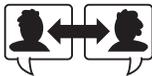
Timing Goal: 10 minutes

- Tell the students that they will share their first drafts with their partners and give each other feedback and ratings on the Ideas, Organization, and Style.
- Have partners read their drafts to each other and give ratings with feedback on the items listed on the revision guide. Tell authors to note helpful suggestions on their revision guides.
- Listen to partners as they discuss. Model, prompt, and reinforce to help build the students' skills at giving feedback. Point out that partners giving feedback need to actively listen and ask questions. They also have to explain their ideas. They need to tell why.

Reflection

Timing Goal: 3 minutes

- End the class by celebrating good teamwork. Remind the students of the team cooperation goal that they are working on: **Complete tasks.**
- Use **Think-Pair-Share** to ask the following questions:
 - Do you think your partner is getting better at giving you feedback?**
 - What did your partner do to help you improve your story?**
- Using **Random Reporter**, award an additional point to teams whose members can give an example of partner feedback that will help them revise their stories.



Unit 11

Day 7 Revise

OBJECTIVE: The students will revise the first drafts of their stories. They will use the revision guide to give feedback on the revised drafts.



Two-Minute Edit

- Present a pair of Careless Caroline sentences. Read the sentences aloud. Ask:

What would you do to make these sentences better?

- Have teammates work together to improve the sentences. Use the sample below or one of your own. Remind the students that they will explain their improvements and tell why they changed the sentences. Use **Random Reporter** to share responses.

Kira changed into her old clothes.
Kira helped her mom clean the basement.

- Point out that the ideas in the two sentences are related. These sentences can be combined into one by taking out the repeated words and keeping the important when, where, and how information. The combined sentence could be: *Kira changed into her old clothes and helped her mom clean the basement.*



Author's Chair

- Have a few students take turns reading their advice letters from the Author's Chair. After each reading, invite volunteers to comment specifically on what they liked about the writing. Continue to do this at the start of each day's writing lesson until all the students have shared their work. **NOTE:** This should not take longer than 5 minutes each day.

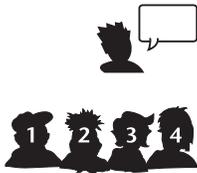
Active Instruction

Timing Goal: 17 minutes

Set the Stage

- Refer to the posted team cooperation goal: **Complete tasks.** Remind the students that it is the job of the team to help all their team members complete each step in the writing process.

Throughout the lesson, award team cooperation points to teams whose members help one another complete tasks. Award up to 9 team cooperation points per team. Be sure to identify the behavior that you observe.



- Post and present the day's agenda.

TODAY'S FOCUS: Revise using feedback on **ideas, organization, and style.**

TODAY'S GOALS:

1. We will use the notes we made and revise our drafts.
2. We will listen to our teammates' revised drafts and use the questions on the revision guide to give feedback.

- Point out today's focus. Remind the students that they will revise their drafts today. Read the goals for the day aloud.

Instruction

- Display the draft of your story and the revision guide with your notes. Tell the students that you will use the notes you made on your revision guide to help you improve your story. Model referring to the revision guide to revise your work.
- Point out that on your revision guide you made a note in the Style section. Explain that your partner gave you feedback and said that you could improve your story by adding more details to help the reader make a mind movie.
- Use a **Think Aloud** to recall a few more sensory details and model adding them to your draft.
- Have teams use the revision guide to rate your revised draft. Read the revised draft aloud. Use **Random Reporter** to share team responses. Note the ratings on your revision guide under "revised draft."

Teamwork

Timing Goal: 10 minutes

- Have the students work *on their own* to make changes to their writing based on the feedback they received from their partners. Hold brief conferences with as many of the students as possible to support this task.
- Have the authors read their drafts to their teammates. Ask them to read as fluently as possible—correctly, smoothly, and with expression.
- Have the teammates respond to the writing with specific comments.

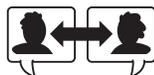
What do you especially like about your teammate's story?

Looking at the revision guide, can you answer yes to all the questions for Ideas, Organization, and Style?

- Have the students record ratings and notes under the column for “Revised Draft Ratings” on their revision guides.
- Hold brief conferences with as many of the students as possible to help them integrate the feedback they have received and make changes to their drafts.

Reflection

Timing Goal: 3 minutes



- Use **Think-Pair-Share** to ask:

Authors, discuss with your teams what changes you made to your draft. What feedback helped you make these changes and improve your writing?

- Ask the students to check revising on their team score sheets. Celebrate completing this step.
- End the class by celebrating good teamwork. Remind the students that the team cooperation goal they are working on is complete tasks. Praise the students for completing the revising step in the writing process. Using **Random Reporter**, award an additional point to teams who can share an example of a something their team did to help team members revise their writing.



Unit 11

Day 8 Language-Mechanics Lesson

OBJECTIVE: The students will use commas in the correct places to separate more important information from less important information.

Throughout the lesson, award team cooperation points to teams whose members help one another complete tasks. Award up to 9 team cooperation points per team. Be sure to identify the behavior that you observe.



Preparation

- Reproduce copies of the following materials from the blackline masters at the end of this unit.
 - **Teamwork 1: Pronouns II** (1 per student)
 - **Teamwork 2: Pronouns II** (as needed)
 - **Quick Check: Pronouns II** (1 per student)
 - **Quick Check 2: Pronouns II** (as needed)
- Have a television and DVD player available for the following video segment in this lesson.
 - **“Pronouns II”** (running time 4:38)

Active Instruction

Timing Goal: 15 minutes

Set the Stage

- Refer to the posted team cooperation goal: **Complete tasks.** Remind the students that when teams help all members to complete tasks, every team member is prepared to share his or her writing with the class.
- Post and present the day’s agenda.

TODAY’S FOCUS: Mechanics

TODAY’S GOAL:

We will uncover and fix pronoun mistakes in sentences.

- Read the focus and goal for the day aloud. Point out that sometimes when we read a sentence aloud, we find that it does not sound right. This could be because there is a pronoun mistake in the sentence.

Instruction

- Tell the students that the Language Mechanics are back to tell them more about pronouns.
- Show “Pronouns II” (running time 4:38).



- Facilitate a discussion about the video. Use **Think-Pair-Share** to ask all questions.

What are the two kinds of personal pronouns?

[Pronouns that replace the subjects and those that do not replace the subject.]

What are some examples of pronouns that replace the subject, or doer? [I, we, he, she, and they.]

What are some examples of pronouns that do not replace the subject? [Me, us, him, and them.]

What is a good way to test which pronoun to use?

[Possible answer: See which pronoun sounds better in the sentence.]

- Display the following on the board or on chart paper.

Pronouns to replace the doer in a sentence:

I we he she they

Pronouns that do not replace the doer:

me us him them her

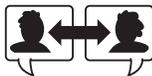
- Write the following sentences on the board. Read the first sentence aloud.

Them did not see us sneaking around the corner.

Her said it was time for dinner.

- Point out that the sentence does not sound right.

This sentence does not sound right. I think there is a pronoun mistake. *Them* is one of those pronouns that cannot replace the subject of the sentence. I'll cross it out. Pronouns that can replace subjects are *I, we, he, she, and they*. I think the correct pronoun is *they*. I'll write that in and try reading the sentence again. "They did not see us sneaking around the corner." Yes, that sounds right.



- Explain that you need the students help to fix the pronoun mistake in the next sentence. Read the second sentence aloud. Use **Think-Pair-Share** to ask:

Is there a pronoun mistake in this sentence? How would you fix it? [Her is not a pronoun that replaces a subject. The correct pronoun is she.]

- Read the new sentence aloud, and confirm that it sounds right.
- Tell the students they will be Pronoun Detectives and fix more pronoun mistakes during teamwork.



If the students struggle with the activity, review the skill, and allow them to try again with Team Practice 2.



If students do not score at least 40 on the Quick Check, follow up with additional instruction and use Team Practice 2 and Quick Check 2.

Teamwork

Timing Goal: 10 minutes

Team Practice

- Distribute the **Teamwork 1: Pronoun II** page. Ask the students to look at the **Team Practice** section.
- Explain that during Team Practice the students will work as a team to fix the pronoun mistakes. Explain that one teammate should read the sentence and the team will decide how to fix it.
- Allow time for the teams to complete Team Practice. Circulate through the teams as the students work, making sure that the students help prepare every teammate to give a response for each sentence.
- Use **Random Reporter** to listen to the teams' responses.

Team Mastery

- Refer the students to the **Teamwork 1: Pronouns II** page. Ask the students to look at the **Team Mastery** section.
- Explain that they will follow the same process as they did in Team Practice, but that this time they will fix the pronoun mistakes, and then share their answers with their teammates.
- Allow enough time for the students to complete the Team Mastery, and then have the students discuss their answers with their teammates. Circulate through the teams as the students work, making sure that the students help prepare every teammate to give a response.
- Use **Random Reporter** to listen to the teams' responses.

Quick Check

- Distribute a **Quick Check: Pronouns II** to each student. Explain that the students will do the same thing in Quick Check that they did in Team Mastery, but this time without help, for a teacher score.
- If necessary, review the directions for the task before having the students work independently to complete the Quick Check.
- Collect the students' Quick Checks and celebrate a job well done.
- Assign scores for the activity, and record the scores on the team score sheets. Follow up with the students who do not score at least 40 points.



Reflection

Timing Goal: 5 minutes

- Use **Think-Pair-Share** to ask the following questions.

How can you tell when there is a pronoun mistake in a sentence? *[It doesn't sound right.]*

Is it easy to remember the pronouns that replace the subject? *[Answers will vary.]*

- Allow the students some time to review their stories and fix any pronoun mistakes.

Look at your story and read it quietly to yourself.

Listen for sentences that don't sound right. Maybe you have a pronoun mistake. Take a few minutes to fix your pronoun mistakes.

- Praise the students for working toward the team cooperation goal. Using **Random Reporter**, award an additional point to teams who can give an example of how the team helped members complete tasks during teamwork.

Answer Keys: Pronouns II

Team Practice

1. We are going to see a movie.
2. He and I played baseball until dark.
3. We and they made snow forts.
4. She raced Julie up the hill.
5. They took the bus after school.

Team Mastery

1. Did she wear a yellow scarf?
2. We sent a letter to Hareesh.
3. After supper, she cleared the table.
4. Brenda looked for them in the kitchen.
5. We had to ask her for directions.

Quick Check

1. She threw the ball over the fence.
2. Where is he taking that piece of cake?
3. Karla, give us that key right now!
4. Mrs. Brown called him on the phone.
5. He opened the door to the palace.

Team Practice 2

1. They peeked inside the dark closet.
2. She is afraid of those barking dogs.
3. He and she go to the same school.
4. Demi gave the kitten to them.
5. We ate lunch with her.

Team Mastery 2

1. What is she doing outside in the cold?
2. We have a winning team this year.
3. Keesha watches them on television every night.
4. She told a lie to her mother.
5. He and I got lost yesterday.

Quick Check 2

1. We raked the leaves and jumped in them.
2. You and I could play kickball in the park.
3. He hid the present under his bed.
4. She painted a picture of a princess.
5. I looked for them, but didn't find them.

Unit 11

Day 9 Edit

OBJECTIVE: The students will check spelling, punctuation, capitalization, and grammar in their stories and make corrections.



Two Minute Edit

- Present a pair of Careless Caroline sentences. Read the sentences aloud. Ask:

What would you do to make these sentences better?

- Have teams work together to improve the sentences. Use **Random Reporter** to share responses. Use the sample below or one of your own.

The wild cat scratched a hole in the screen.
The wild cat wanted to get out.

- Point out that the ideas in the two sentences are related. These sentences can be combined into one by taking out the repeated words and keeping the important when, where, how information. The combined sentence could be: *The wild cat wanted to get out, so it scratched a hole in the screen* or *The wild cat scratched a hole in the screen because it wanted to get out.*
- Demonstrate the use of the appropriate editing marks to edit the sentence.



Author's Chair

- Have a few students take turns reading their advice letters from the Author's Chair. After each reading, invite volunteers to comment specifically on what they liked about the writing. Continue to do this at the start of each day's writing lesson until all students have shared their work. **NOTE:** This should not take longer than 5 minutes each day.

Active Instruction

Timing Goal: 17 minutes

Set the Stage

- Refer to the posted team cooperation goal: **Complete tasks.** Remind the students that when teams help members complete tasks, they prepare everyone on the team to share his or her writing with the class.

Throughout the lesson, award team cooperation points to teams whose members help one another complete tasks. Award up to 9 team cooperation points per team. Be sure to identify the behavior that you observe.

- Post and present the day’s agenda.

TODAY’S FOCUS: Mechanics

TODAY’S GOAL:

We will use editing marks to correct errors in our stories.

- Point out today’s focus. Remind the students that they have used the revision guide to help them improve the ideas and organization of their stories. Tell them that today they will use the Mechanics section of the guide to help them correct any errors in their work before publishing it. Read the focus and goal for the day aloud.

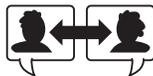
Instruction

- Explain to the students that now they are going on to the editing step of the writing process.

When we edit our writing, we look for errors and correct them. Editing is what we do when we look for mistakes in capitalization, punctuation, spelling, and grammar (like Caroline’s sentences) and mark them for correction.

- Refer the students to the Mechanics section of the revision guide. Point out that the students will use this section of the revision guide for editing.

Mechanics	First Draft Ratings	Revised Draft Ratings	Teacher Ratings	Score (25 points)
Does my story have correct capitalization?				
Does my story have correct punctuation?				
Does my story have correct spelling?				
Does my story have correct grammar?				



- Review what the students will be looking for when they edit. Give some examples of errors in capitalization, punctuation, spelling, and grammar in some sample sentences. Use **Think-Pair-Share** to ask:

What errors do you see in this sentence?

What would you do to make this sentence right?

- Mark the errors with editing marks.
- Display the revised draft of your story. Point out that you will only mark your errors at this point; you will make the corrections when you rewrite your story to publish it.



- Remind the students that you will read the story through at least four times to check the mechanics. Use **Think-Pair-Share** to ask the following questions:

What will I check for the first time that I read my story? *[You will check to see that the first word of each sentence and that all names are capitalized.]*

- Model reading the revised draft and noting where you need to capitalize. Demonstrate how to use the appropriate editing mark by underlining the letter three times.

What will I check for the second time that I read the draft of my story? *[You will check to see that each sentence has a period at the end or a question mark if it is a question.]*

- Model reading the revised draft and noting where you need to insert a period. Demonstrate how to use the appropriate editing mark, a period with a circle around it.

What will I look for the third time that I read it? *[You will check to see that all the words are spelled correctly.]*

- Have partners read your letter and check for spelling mistakes. Use **Random Reporter** to share responses. Correct spelling mistakes on your revised draft.

What will I check for the fourth time that I read it? *[I will listen to how it sounds when I read it. If it doesn't sound right, it might be a grammatical problem, like a pronoun mistake, that can be corrected.]*

Have you noticed any places in my letter that don't sound right? Have I made any grammatical errors?

- Make the corrections suggested by the students or model discovering them yourself. Mark the errors with editing marks.



Teamwork

Timing Goal: 10 minutes

- Refer to the Mechanics section of the revision guide. Remind the students that they will read their stories four times to check for the items listed on the revision guide. Suggest they refer to the displayed editing marks when noting corrections.
- When the students have finished editing their stories, have them exchange papers and do the same for their partners. Work with individual students who need assistance.
- Remind the students to rate their partners' mechanics in the Revised Draft Ratings column of the revision guide.



Reflection

Timing Goal: 3 minutes

- Have teams share some examples of items that they edited in their work.

Explain and tell why you marked this as an error.

What editing mark did you use to mark it?

- Tell the students to check off the editing step on their team score sheets to show that they have completed it. Celebrate completing this step of the process.
- Use **Random Reporter** and award an additional team cooperation point to teams whose members identify an item a partner edited on a work, explain why it is an error, and what editing mark the partner used to mark it.

Editing Marks



Capitalize a letter.

Make three lines under the letter to be capitalized.



Add a period.

Place where period belongs and in margin.



Add something.

Place insert mark, for example, to add a word or a comma, above the mark.



Take something away, delete it.

Draw a line through the item and then make a loop.



Spell out or check spelling.

Circle the word.



Make a new paragraph here.

Place mark where paragraph should start.

Scoring

- Have the students turn in their graphic organizers, first drafts, and revised and edited drafts of the stories that they plan to publish.
- Explain that you will use the revision guides to determine your score for their work. Explain that you will write comments to give additional feedback. Score the students' work, and return their papers.

Unit 11

Day 10 Publish

OBJECTIVE: The students will publish their stories by reading them from the Author's Chair.



Two-Minute Edit

- Present a pair of Careless Caroline sentences. Read the sentences aloud. Ask:

How could you make these sentences better?

- Have teams work together to improve the sentences. Use **Random Reporter** to share responses. Use the sample below or one of your own.

michael, the stunt driver, put on his helmet.
michael clicked his seat belt.

- Point out that the ideas in the two sentences are related. These sentences can be combined into one by taking out the repeated words and keeping the important when, where, and how information. The combined sentence could be: *Michael, the stunt driver, put on his helmet and clicked his seat belt.* Remind the students that the *M* in *Michael* is capitalized because it is the first word in the sentence and also because it is a person's name.
- Demonstrate the use of appropriate editing marks to edit the sentence.

Active Instruction

Timing Goal: 10 minutes

Set the Stage

- Refer to the posted team cooperation goal: **Complete tasks.** Remind the students that when teams help members complete tasks, they prepare everyone on the team to share their writing with the class.

Throughout the lesson, award team cooperation points to teams whose members help one another complete tasks. Award up to 9 team cooperation points per team. Be sure to identify the behavior that you observe.



- Post and present the day's agenda.

TODAY'S FOCUS: Publish and celebrate.

TODAY'S GOAL:

We will publish our stories by reading them from the Author's Chair.

- Point out today's focus. Remind the students that they have completed several steps in the writing process and are now ready to publish their work. Read the focus and goal for the day aloud.

Instruction

- Refer the students to their team score sheets. Point out that the students completed several tasks before they were ready to publish their writing. They also helped their teammates complete those tasks. Review the stages in the writing process. Use **Think-Pair-Share** to ask:

What did you do first? *[We brainstormed about experiences where we had to deal with a problem. We chose one to write about.]*

What did you do next? *[We used a story map with the setting, characters, problem, events, and solution to plan our stories.]*

What task did you complete next? *[We used the story map to write a draft. We drafted a story that had all the story elements.]*

After drafting, what did you do? *[We shared our drafts with our partners and got feedback.]*

What task did you complete then? *[We revised our writing.]*

What was the next task? *[We edited our writing, and then our partners edited it.]*

- Tell the students that they are now ready to publish their stories. Explain that they will read their stories to another class.

Teamwork

Timing Goal: 15 minutes

- As the students rewrite their work, have them include their edits and any revisions that you have suggested. Remind them to include the details they noted on their drafts.
- Allow the students time to publish their stories. As the students work, monitor their progress, and assist when needed. If time allows, let the students illustrate their stories.



- Remind the students to check off publishing on their team score sheets.

Reflection

Timing Goal: 5 minutes

- Celebrate by having volunteers share their stories with the class.
- Use **Random Reporter**, and award an additional point to teams whose members can give an example of how teammates helped one another complete tasks and improve their writing.
- Complete the team score sheets (refer to the back of the team score sheet for specific directions). Celebrate Good Teams, Great Teams, and Super Teams.

Unit 11

Day 11 Writing Journal

OBJECTIVE: The students will choose a topic and write independently.

Active Instruction

Timing Goal: 5 minutes

Set the Stage

- Post and present the day's agenda.

TODAY'S FOCUS: Ideas and organization

TODAY'S GOAL:

We will write on our own to tell our ideas.

- Point out today's focus. Remind the students that when we write, we are expressing our thoughts and feelings about things. We want the reader to be able to understand them. That is why it is important to brainstorm and then get our ideas organized before we write. Read the focus and goal for the day aloud.

Instruction

- Tell the students that they will write in their journals today.

**When you write in your journal, you choose the topic.
Your purpose is to tell about your ideas.**

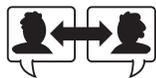
- Present the following idea starters or post some of your own.

1. Imagine that you own a store. Describe what your store looks like. What do you sell in your store? Why do people like coming to your store?
2. What are the most important rules a person should follow?
3. Tell about a time when someone hurt your feelings. What did you do? How did you handle it?
4. What is your most prized possession? Tell why this possession is important to you.

- Explain that the students may write about one of these topics or another of their choosing. They may also choose to expand on a previous topic.



Teachers have found it beneficial to play classical music at a low volume while the students write. They suggest that it sets a tone for creativity and fosters a sense of purpose for young writers.



You may want to brainstorm ideas with your partner for a few minutes. Sometimes as you talk about topics, more ideas come to you. Once you have chosen a topic to write about, you will want to make some notes about your ideas. A web, list, story map, or sequence chain can help you plan your writing and organize your ideas before you write.

- Take a moment and use a **Think Aloud** to reveal your thinking as you prepare to write a journal entry. Demonstrate the use of a graphic organizer to organize your ideas before you write.

Teamwork

Timing Goal: 20 minutes

- Allow the students time to brainstorm, plan, and write their journal entries. As the students work, monitor their progress, and assist when needed.
- While the students work, meet with a number of students individually to review their writing portfolios, discuss their progress, and help them set goals. In future conferences with the students, revisit these goals, and reward the students who meet them with Inkwell tokens. After the Writing Challenge, when the class is setting goals, count the Inkwell tokens to measure the writing progress of the class. Be sure to take this time to celebrate class progress.

Reflection

Timing Goal: 5 minutes

- Ask questions to help the students reflect on their journal writing. Use **Think-Pair-Share** to ask:

Do you think you will continue writing about this topic in your journal? Do you have more ideas about it?

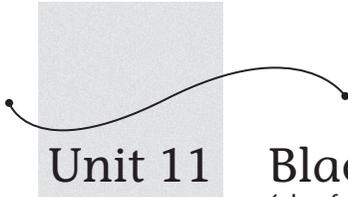
Is there a sentence you wrote that you think is a really good sentence, an Ace Writer sentence?

- Suggest that the students review their journal writing and choose an Ace Writer sentence that they want to share with the class. Have them underline the sentence and mark the page in their journals. You can use these Ace Writer sentences for the Two-Minute Edits in subsequent units.
- Celebrate by having a few volunteers share their journal entries.
- Use **Random Reporter**, and collect one journal from each team.

-
- Write a short response to the students' journal entries, and ask follow-up questions to help them expand their writing. This is an opportunity to have a dialogue with your young writers. You can encourage them and build confidence by noting strengths in their work and expressing respect and interest in their ideas.

Teacher Learning Community Meeting

- Collect two examples of narrative compositions, which you have evaluated for style, to share with your colleagues at the next meeting. You may wish to preview the video segment and the *Teacher Learning Community Guide* for meeting 12 and note your comments and questions.


Unit 11
Blackline Masters

(also found on CD accompanying volume 1)

Developing the Elements of a Story

Write a Story About Your Experience

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Elements of a story

At the beginning of the story

Characters: whom the story is about

Setting: where and when the story happens

Problem: the main character(s)'s problem or goal

In the middle of the story

Events: what happens to the main characters as they try to solve the problem or meet the goal

At the end of the story

Solution: how the problem is solved

Ending: how the main characters feel about the solution or what happens to them after that

The Talent Show

by Leo R.

It was the night of the big talent show at school. I was really nervous about doing my juggling act in front of a lot of people. I was worried that I would make a mistake and people would laugh. My teacher, Mr. Lane, told me not to worry. He said that every talent show needs a juggler.

I tried to get rid of my jitters by saying the alphabet to myself over and over. Then I tried taking deep breaths. When Mr. Lane announced my name, I walked onto the stage. I didn't look at the people, but pretended that I was juggling for my cat at home. Suddenly I stopped being nervous. I threw the first bean bag in the air and then the next. Soon I was juggling all three bean bags. When I finished my act everyone clapped for a long time. I felt great!

Story Map

Title: _____

Setting:

Characters:

Problem:



Solution:

Team Practice**A Scary Ride**

By Maria L.

One hot July day, my older sister, Jenna said she would take me to the amusement park. She told me about all the fun rides like the Tilt-a-Whirl and the roller coaster. "You are going to love the amusement park," she promised.

When we got to the park it was crowded. Jenna grabbed my hand and pulled me straight to the line for the Tilt-a-Whirl. I saw the big wheel spinning fast. The people on the ride were screaming their heads off. My heart began to pound. How was I going to tell Jenna that I was too chicken to go on the ride with her?

Then I spotted a kid from my class on the Tilt-a-Whirl. She was screaming, but she was also smiling and laughing. Maybe I could do this after all. When it was our turn I swallowed hard and followed Jenna onto the ride. It was really fun and I screamed my head off. When it was over, Jenna and I got back in line and rode it again.

Team Mastery**Lost and Found**

By Orlando K.

One day when I was walking home from school with my friend Waylon, we saw something black on the sidewalk.

“I think that’s a wallet,” Waylon said.

Waylon picked it up and looked inside. There was a driver’s license. It belonged to a woman named Zoe Barr. The wallet had lots of credit cards inside and some money, too.

“What should we do with it?” I said. “How can we get the wallet back to Zoe Barr?”

Waylon looked at the driver’s license. “Hey, this has Zoe Barr’s address on it,” he said. “It says 401 Randall Street. That address is right around the corner!”

Waylon and I ran around the corner and looked for the number. We found the house and knocked on the door. We knew it was Zoe Barr who answered the door because she looked like the picture on the license. When we told her we found her wallet, she was really surprised and glad. She gave us each a \$10 reward.

Team Practice 2**Get Wet**

By Paul N.

When I saw the ad on TV, I really wanted one of those new Squirt-a-Roo water guns. I saved my allowance for weeks until I finally had enough money to buy one. Then last week I walked into Tommy's Toy Palace to get what I had been waiting for. I found out that they were all out of Squirt-a-Roos! I was ready to scream and yell. Just then I saw a display of other water guns. There was a box that didn't match the others. Someone had put a Squirt-a-Roo back in the wrong place. I grabbed it, took it to the register, and paid for it. Now that I have a cool Squirt-a-Roo water gun, I can soak my friend Mel.

Team Mastery 2**Sidewalk Store**

By Lianna S.

During the summer a few years ago, my friend Danielle and I decided we wanted to open a store on our street. Danielle said her sister, Delia, had loads of stuffed animals that she probably didn't want anymore. We could sell them in our store.

First we dragged a table and chairs out to the sidewalk. We collected all the stuffed animals from Delia's room and set them out on the table with price tags on them. Kids in the neighborhood came by and bought one after the other. Soon there were only a few left. When Delia came home and found out that we had sold her stuffed animals, she was angry. She pointed her finger at Danielle and me. "You can't go around selling other people's stuff without asking them!"

Danielle and I felt sorry about what we had done. We decided to give Delia the money we made from our store. Delia used the money to buy a giant teddy bear for her room.

Quick Check**Girl Scout Trip**

By Raven P.

Last spring, my Girl Scout troop took a trip to Washington, D.C. On the bus, our scout leader, Ms. Crew, told us to pick a partner to stick with, so I chose my friend Liza.

We stopped behind a long line of tour buses at the Washington Monument and got out. Some girls went up to the top of the monument by elevator. Liza and I decided to climb the 897 steps instead. By the 102nd step, we were so tired we turned around and came back down. Ms. Crew and the girl scouts were nowhere in sight!

Liza asked a bus driver if he had seen a group of girl scouts, but no luck. We looked up and down the line of buses, but we could not find our bus. Finally, I remembered I had a whistle in my pocket. I blew on the whistle, and everyone turned to look. That's when Ms. Crew spotted us and came running. Boy, were we glad to see her!

Quick Check 2**Denny Forgets**

By Lonny W.

My brother Denny is always forgetting things. My mother and I have to remind him about everything. One day she said, "Denny, walk home from school with your brother today and don't forget!"

When school let out I went to the school lobby and waited for Denny. Kids were pouring out the door and going to their buses. Before long, I was the only one in the lobby. I waited and waited, but no Denny. I didn't know what to do.

Then my teacher came to the lobby. She had a cell phone, so I called my mom and told her Denny forgot again. Just by luck, Denny was walking into the house, so Mom turned him right around and sent him to get me. When he got to school he said he was sorry he forgot about walking home with me. I wish he would learn to remember!

Writing Prompt

Think about an experience when you had to solve a problem. Write a story about this experience. Make sure you include the setting, characters, problem, important events in order, and solution. Include details that will help your audience hear, see, and feel your experience.

Name: _____ Date: _____

Partner: _____ Unit: **11**

Ideas	First Draft Ratings	Revised Draft Ratings	Teacher Ratings	Score (25 points)
Does my story have setting and characters?				
Does my story have a problem and solution?				
Are details included?				
Organization	First Draft Ratings	Revised Draft Ratings	Teacher Ratings	Score (25 points)
Are the events in order?				
Can your audience follow your thinking?				
Style	First Draft Ratings	Revised Draft Ratings	Teacher Ratings	Score (25 points)
Do the details help the reader make a mind movie?				
Mechanics	First Draft Ratings	Revised Draft Ratings	Teacher Ratings	Score (25 points)
Does my story have correct capitalization?				
Does my story have correct punctuation?				
Does my story have correct spelling?				
Does my story have correct grammar?				
RATINGS KEY: ? = missing or needs to be improved ✓ = here and complete + = here, complete, and excellent				Total Teacher Score

Team Practice

1. The chair that belongs to Matt makes a squeaking noise.

2. I borrowed the book that belongs to Les.

3. Have you seen the t-shirt of Brad?

4. I took the umbrella of Mr. Harper.

5. We saw the sign that belongs to the club.

Team Mastery

1. Patrick asked to share the popcorn that belongs to Winn.

2. Angie could not find the watch that belongs to Tina.

3. When is the band practice of Lia?

4. He is the dentist of Ben.

5. I love the dog that belongs to Mr. Baker.

Team Practice 2

1. The room was full of stuff that belonged to Calvin.

2. The car that belonged to the family was in the parking lot.

3. Reina made a cake for the party of her sister.

4. Put the box next to the desk of Lisa.

5. We ate dinner at the house of my aunt.

Team Mastery 2

1. Where did you find the shirt that belongs to Tim?

2. The pet turtle of Jose is in the yard.

3. We watched fireworks from the window that belongs to Toni.

4. The whiskers of the black cat were dusty.

5. We took a bus to the house that belongs to Doug.

Quick Check

1. The favorite food of Bana is mashed potatoes.

2. She tried to get the blanket that belongs to the dog.

3. Santos used the phone of his friend to call home.

4. The hair of the pirate was long and wavy.

5. The coat that belonged to the teacher was hung on a hook.

Quick Check 2

1. The fur of the bear was dark brown.

2. Give me a taste of the pie of my Aunt Doris.

3. Duke was scared by the shadow that belonged to his brother.

4. He borrowed the basketball that belonged to Greg.

5. The petals of the flower are falling off.

Team Practice

1. Us are going to see a movie.
2. Him and me played baseball until dark.
3. Us and them made snow forts.
4. Her raced Julie up the hill.
5. Them took the bus after school.

Team Mastery

1. Did her wear a yellow scarf?
2. Us sent a letter to Hareesh.
3. After supper, her cleared the table.
4. Brenda looked for they in the kitchen.
5. We had to ask she for directions.

Team Practice 2

1. Them peeked inside the dark closet.
2. Her is afraid of those barking dogs.
3. Him and her go to the same school.
4. Demi gave the kitten to they.
5. We ate lunch with she.

Team Mastery 2

1. What is her doing outside in the cold?
2. Us have a winning team this year.
3. Keesha watches they on television every night.
4. Her told a lie to her mother.
5. Him and me got lost yesterday.

Quick Check

1. Her threw the ball over the fence.
2. Where is him taking that piece of cake?
3. Karla, give we that key right now!
4. Mrs Brown called he on the phone.
5. Him opened the door to the palace.

Quick Check 2

1. Us raked the leaves and jumped in them.
2. You and me could play kickball in the park.
3. Him hid the present under his bed.
4. Her painted a picture of a princess.
5. I looked for they, but didn't find they.

Unit 12 Developing Story Details

Writing Project:

Tell a Tale That Makes a Mind Movie



Author's Chair

Overview

The Author's Opportunity

The students will write creative stories. The stories will include story elements and use sensory details to describe setting, characters, and story events. The students will publish their stories by compiling them in a class anthology and then reading them from the Author's Chair.

Unit Summary

In this unit, the students write stories that include setting, characters, and plot. The students learn that when authors write stories, they have a picture in their minds. Authors picture how the setting looks, sounds, feels, and smells. They picture the action of the story and how a character looks or behaves. Then an author adds details to the story to help the reader visualize it. In the craft lesson on Day 1, the students picture a setting and record sensory details on a web. (The students were introduced to sensory webs in unit 5.)

The students plan their stories using a story map on which they record the setting and characters for their stories as well as the problem that drives the action of the story and the events that lead to a solution. Then students draft their stories and add sensory details to help the reader picture what is happening. They use the revision guide to rate their partners' drafts for ideas, organization, and style. After revising, the students edit their stories and their partners' stories using the Mechanics section of the revision guide. The students complete the activity by reading their stories from the Author's Chair and compiling them in a class story anthology.

Language Mechanics

The first-language mechanics lesson, on Day 5, offers instruction and practice in identifying subjects and verbs, deciding if the subject is singular or plural, and checking that the verb agrees with the subject. Characters in the video demonstrate how to correct sentences in which the subjects and verbs do not agree. When the subject is

singular, the verb gets the *s*. When the subject is plural, the verb loses the *s*. The students correct sentences that do not agree. In the second language-mechanics lesson, on Day 8, characters in the video demonstrate how to show ownership with a plural noun. Then the students practice the use of apostrophes to make plural possessives.

Cooperative Learning

Everyone participates is the team cooperation goal in this unit. The students work to prepare every member of the team to present the content of team discussion or a team response to the class. At the end of each day during Reflection, encourage the students to give examples of how participating in teamwork helped them brainstorm ideas, plan, draft, revise, and edit their creative stories.

Writing Process Objectives

- The students will plan their stories using a story map to record setting, characters, the story problem, events, and the solution.
- The students will use their plans to draft clear and organized stories with a beginning, a middle, and an end. They will use sensory details to help the reader make a vivid mind movie.
- The students will use the revision guide to rate their partners' drafts.
- The students will use editing marks to edit their compositions.
- The students will publish their stories by reading them from the Author's Chair and having them included in a class anthology.

Unit 12 Sequence

Day 1: **Craft Lesson** | Adding Details to Make a Mind Movie

Day 2: **Brainstorm** | Tell a Tale

Day 3: **Plan** | Tell a Tale

Day 4: **Draft** | Tell a Tale

Day 5: **Language-Mechanics Lesson** | Subject-Verb Agreement II

Video Support: "Subject-Verb Agreement II"

Day 6: **Share and Respond** | Tell a Tale

Video Support: "Share, Respond, Revise"

Day 7: **Revise** | Tell a Tale

Day 8: **Language-Mechanics Lesson** | Plural Possessives

Video Support: "Plural Possessives"

Day 9: **Edit** | Tell a Tale

Day 10: **Publish** | Tell a Tale

Day 11: **Writing Journal**

Unit Preparation

You will need the following materials:

For the teacher:

- Blank story map transparency from previous unit
- Tell a Tale Revision Guide transparency
- Chart paper

For each student:

- Team Practice and Team Mastery handouts (See the blackline masters at the end of this unit.)
- Quick Checks (See the blackline masters at the end of this unit.)
- Tell a Tale Revision Guide (student edition)
- Portfolio folder
- Writing Journal (marble composition book)

For each team:

- Writing Wings Team Score Sheet
- Notebook paper
- Select a book-publishing option from the list in the appendix, and assemble materials.
- Continue to display the team cooperation goals.
- Copy the writing prompt on the board or on chart paper.
NOTE: Be sure to keep the writing prompt displayed during the entire activity.
- Copy the Two-Minute Edit sentence on the board or on chart paper each day.
- Have a television and a DVD player available to show the following video segments in this unit:
 - “Subject-Verb Agreement II” (running time 6:56) on Day 5
 - “Share, Respond, Revise” (running time 8:42) on Day 6
 - “Plural Possessives” (running time 5:49) on Day 8

Unit 12

Day 1 Craft Lesson

OBJECTIVE: The students will add details to descriptions of settings to help readers make clear and vivid pictures in their minds.



Think-Pair-Share

Throughout the lesson, award team cooperation points to teams whose members all participate. Award up to 9 team cooperation points per team. Be sure to identify the behavior that you observe.



Active Instruction

Timing Goal: 12 minutes

Set the Stage

- Introduce the team cooperation goal. Use **Think-Pair-Share** to ask:

Why is it important for everyone on your team to participate? *[When everyone participates, all members of the team are prepared to share the team's discussion with the class.]*

- Remind the students that you will award team cooperation points to teams whose members all participate. Tell them that you will be asking a member of their team to share something from the team's discussion.
- Distribute the team score sheets. Have teams write their team name, date, and unit number on it as well as the team cooperation goal: **Everyone participates**. Use **Think-Pair-Share** to facilitate a review about the team score sheet and team rewards. If necessary, refer to the back of the team score sheet.
- Post and present the day's agenda.

TODAY'S FOCUS: Style

TODAY'S GOAL:

We will add details to make vivid mind movies.

- Read the focus and goal for the day aloud. Tell the students that a good writer pays attention to the details. It is the details that make a mind movie.

Instruction

- Begin a discussion about mind movies.

When we go to a movie, we see exactly what the movie makers want us to see. When we read a story in a book, we make our own mind movies. We picture the setting, characters, and action based on the words the writer gives us.

- Point out that writers make mind movies as they create stories.

When authors write stories, they picture in their minds how a character looks or behaves. They picture how the setting looks, sounds, feels, and smells. They picture the action of the story. Then good writers add details to the story to help readers make a mind movie.

- Tell the students to picture a kitchen in their minds as you describe it.

I am going to describe a kitchen, and I want you to picture it in your minds. Picture a kitchen that has a stove, some pots, and a table.

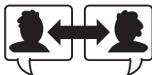
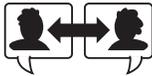
- Tell the students that you will now describe the kitchen as you picture it in your mind. Use details to describe the room.

Now I am going to describe a kitchen that I am picturing in my mind. This time I'm going to describe the details I'm picturing. There is a big, shiny pot on a white stove. Steam is rising from the pot, and the smell of chicken soup fills the air. The kitchen table is set with two sky blue bowls, and there is a basket of sliced bread in the center.

- Use **Think-Pair-Share** to ask:

Did the picture of the kitchen you had in your mind change as I described the kitchen I had in my mind? How did it change? *[(Accept reasonable responses.) For example, the picture changed and got a lot clearer because I could picture the details.]*

- Point out that adding details to the description helped the students make a vivid mind movie. Remind the students that details not only describe what is seen; they can also tell how a place feels, smells, or sounds.
- Give the students an opportunity to practice adding sensory details to the description of a setting. Write "At the Market" on the board in the center of a web. Write the words *sights, sounds, smells, feels like, other details* on radiating arms. Use **Think-Pair-Share** to ask the following questions, and record student responses on the web.



When you think of being in the market, what do you picture in your mind? What are some sights at the market? [(Accept reasonable responses.) For example, the fruits and vegetables are piled up. People are pushing carts around. The shelves are full of bottles, cans, and boxes.]

Is the market you picture crowded? What are people doing? What time of day is it? [(Answers will vary.)]

As you imagine being in the market, what sounds do you hear? [(Accept reasonable responses.) For example, the sound of the scanner beeping, shopping music on the loudspeakers, people talking.]

What are the smells at the market? [(Accept reasonable responses.) For example, there are the smells of bananas, coffee, bread.]

How does being in the market make you feel? [(Accept reasonable responses.) For example, I feel hungry and want to eat everything.]

- Have partners work together to think of other details that would make a clear and vivid mind movie of being in the market.
- Point out that as they practice picturing places in their minds and adding details to make mind movies, they are preparing themselves to write stories. They will be able to describe the details of their story settings, characters, and events so their readers will be able to picture them too.
- Model writing a description of the story setting using the details recorded on the web.

I am going to write a description of the market using the details we have recorded on the web. First, I will tell the reader where and when: “It was early Saturday morning at the market on Glen Street.” Next, I will tell about some of the sights at the market. “People pushed their carts through the crowded aisles. Fruits and vegetables were piled high.” Now, I will describe the sounds in the market. “There was the sound of shopping music from the loudspeakers.” I think I will tell a little about the smells at the market. “The air was filled with the smells of ground coffee, bananas, and bread.” Now, I will include a detail about the feeling of the market. “Shopping at the market makes a person feel hungry and want to eat everything.”

- Read the description aloud, and have partners decide whether it makes a clear mind movie of the market.

Teamwork

Timing Goal: 15 minutes

Team Practice

- Distribute the **Teamwork: Mind Movie** page.
- Point out that there are several settings listed. Teams will choose one setting from the list. They will brainstorm the sights, sounds, feelings, smells, and other details that describe the setting they have chosen. They will record these details on webs. Point out that teammates may use different details based on the team's discussion.
- Tell the students to try to record at least four details to describe this setting.

Team Practice

Story Settings:

a beach	a day at the fair
a movie theater	a city street
the zoo	a tropical island
a restaurant	a bowling alley



- Allow time for the students to complete Team Practice. Use **Think-Pair-Share** to ask:

What sights did you record on your web about the story setting? *[(Accept reasonable responses.)]*

What sounds and smells did you record on your web? *[(Accept reasonable responses.)]*

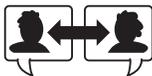
What does the story setting you chose feel like? What feelings did you record? *[(Accept reasonable responses.)]*

What other details did you record on your web that might help someone make a clearer mind movie of your story setting?

- Use **Random Reporter** to review the student's work. Have someone from each team share the details on his or her web.
- Use **Think-Pair-Share** to have partners discuss what details from the presented web help create a mind movie for them.



Random Reporter



Team Mastery

- Tell the students that they will individually choose a different setting from the list and make a web with the sights, sounds, smells, feelings, and other details of that setting. Then they will share it with their teams.
- Remind the students that they should try to record at least four details to help the reader make a clear mind movie of this setting.



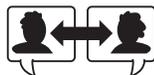
- Have the students make their webs independently, and then have them share them with their teams. Allow enough time for the task, and then review the students' work, using **Random Reporter** and giving feedback.

Quick Check

- Distribute the **Quick Check: Mind Movie** page. Explain that for the Quick Check, the students will choose a setting from the list and do the same thing that they did in Team Practice and Team Mastery, but this time without help, for a teacher score.
- Explain to or remind the students that if their scores are 80 or more, they are ready to go on to the writing lesson. Tell the students that if they do not score at least 80 points, they should either redo the Quick Check for a higher grade or have a conference with the teacher before writing their first drafts.
- If necessary, review the directions for the task before having the students work independently to complete the Quick Check.
- Collect the students' Quick Checks, and celebrate a job well done.
- Assign scores for the activity, and record the scores on the team score sheets. Follow up with the students who do not score at least 80 points.

Reflection

Timing Goal: 3 minutes



- Remind the students that they have been thinking of sensory details that would help a reader make a mind movie of a story setting. Use **Think-Pair-Share** to ask the following questions:

How does picturing a setting in your mind help you to think of details? [*Picturing the setting in my mind makes the setting clearer. It helps me to describe the setting to someone else.*]

Was it harder to think of sights or sounds? [*Answers will vary.*]

Do you think some of your details worked better than others to help a reader get a clear picture of the setting? [*Accept reasonable responses.*]

- Point out to the students that when they help the reader picture the setting, they are pulling the reader into the story. Once the reader is making mind movies of the setting, the writer can describe the character and the action and use details to continue the reader's mind movie. As story writers, the students are creating a movie for the reader.



- Praise the students for working toward the team cooperation goal. Using **Random Reporter**, award an additional point to teams whose members can give an example of something from their team's discussion.

Craft Lesson Scoring Guide

100 Points	The web has at least four details that describe the setting. The details describe more than one sense.
90 Points	The web has at least three details that describe the setting. The details may describe only one sense.
80 Points	The web has at least two details that describe the setting. The details may describe only one sense.

If the student does not show an understanding of adding sensory details, the student should get feedback and redo the Quick Check or have a conference with the teacher about this skill before writing a first draft.

Unit 12

Day 2 Brainstorm

OBJECTIVE: The students will identify the elements in a story. The students will brainstorm ideas for their stories with their partners.



Remember that this is an opportunity to *celebrate* the students' writing, not to criticize it.

Two-Minute Edit

- Present a Careless Caroline sentence. Ask:

What would you do to make this sentence better?

- Have teams work together to improve the sentence. Use **Random Reporter** to share responses. Use the sample below or one of your own.

Her took a long walk with her dog and her friend and her sister and her brother around the block.

- Remind the students that the pronouns that can replace the subject or doer in a sentence are *I*, *they*, *we*, *he*, and *she*. There is a pronoun mistake in the sentence. The subject should be *she*, not *her*. Also, there are lots of *ands* in this sentence. These can be replaced with commas.

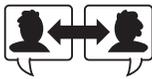
She took a long walk around the block with her dog, her friend, her sister, and her brother.

- Demonstrate the use of appropriate editing marks to edit the sentence.

Author's Chair

- Have a few students take turns reading their *Experience as Story* compositions from the Author's Chair. After each reading, invite volunteers to comment specifically on what they liked about the writing. Continue to do this at the start of each day's writing lesson until all the students have shared their work. **NOTE:** This should not take longer than 5 minutes each day.

Throughout the lesson, award team cooperation points to teams whose members all participate in discussion. Award up to 9 team cooperation points per team.



Active Instruction

Timing Goal: 17 minutes

Set the Stage

- Refer to the posted team cooperation goal: **Everyone participates.** Point out that during brainstorming, participating in discussions with partners helps the students think of new ideas for their writing. Point out that partners and teams make sure that everyone participates in discussion and is prepared to share with the class.
- Post and present the day's agenda.

TODAY'S FOCUS: Brainstorm ideas.

TODAY'S GOALS:

1. Listen to a story and identify the story's elements.
2. Brainstorm topics for our stories.

- Point out today's focus. Remind the students that when writers brainstorm, they talk about ideas. Read the focus and goals for the day aloud. Tell the students that today they will brainstorm with their partners to choose a topic for a story.

Instruction

- Tell the students that they will be writing creative stories, that is, made-up stories. Remind the students that all stories have a beginning, a middle, and an end. Use **Think-Pair-Share** to ask:

Thinking back to our story maps, what other elements do all stories have? [*Stories have settings, characters, a problem or goal, events, and a solution.*]

- Display a blank story map. (The students were introduced to story maps in unit 11.) Remind the students that the elements they listed are on a story map. Review the story elements.

Remember that the setting is where and when the story happens.

The main character(s) is whom the story is mainly about.

The story problem is the problem or goal that the main character has.

The events are what happen to the main character as he or she tries to solve the problem or reach the goal.

The solution tells how the problem is solved.

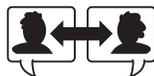
- Remind the students that at the end of stories, authors often tell what happens to the main character after the problem is solved.

- Point out that these story elements appear in different parts of a story. Display the transparency “Super Basketball Man Saves the Game.” Explain that you want the students to think about the story elements and where they appear in the story as you read. Read the first paragraph of the story aloud.

Super Basketball Man Saves the Game

By Jermarl Davis

There were five minutes left in the game. The noise in the arena was deafening. It smelled like cotton candy and hot dogs. The stands were filled with Crushers fans. The Crushers’ colors, green and black, were everywhere. Signs dotted the stands, most of them asking “Where’s #21?” or “Where’s Super Basketball Man?” But Super Basketball Man was nowhere in sight, and the Crushers were down 8 points.



- Use **Think-Pair-Share** to ask the following questions. Record student responses on the story map transparency.

What is the setting of Jermarl’s story? What would you write on the story map? *[The setting is a crowded arena during a basketball game.]*

What details does Jermarl use to describe the setting? Does he use any sights, sounds, or smells? *[Yes, the fans fill the stands; green and black Crusher colors are everywhere; signs; the arena is noisy; there are the smells of cotton candy and hot dogs.]*

Has Jermarl done a good job of helping you create a mind movie of the setting? *[The students will probably say yes.]*

Who is the main character in this story? *[Super Basketball Man seems to be the main character.]*

What is the problem in this story? *[The Crushers are losing, and Super Basketball Man is nowhere in sight.]*

- Read the second paragraph aloud, stopping when appropriate to discuss the main events of the story and add them to the transparency.

Suddenly, a hush fell over the crowd. A tall figure rushed by. He was so fast that the fans didn't see his face, but they could see #21. It was Super Basketball Man to the rescue. The crowd cheered so loudly that the building shook. Super Basketball Man got possession of the ball. He shot a 3-pointer. The opposing team got the ball, but Super Basketball Man stole it. He made another 3-pointer. The Crushers needed 3 more points to win the game. Then, a player on the other team fouled Super Basketball Man. Of course, Super Basketball Man made the foul shots with his eyes closed. The game was tied. There were 50 seconds left. The opposing team had the ball. They were ready to shoot. Super Basketball Man blocked the shot, grabbed the ball, and headed down the court. He slam-dunked the ball.

The crowd cheered even louder. Super Basketball Man had saved the game. The Crushers won. Super Basketball Man waved at the crowd and rushed off. He had to be home in time for dinner.



- Read the last paragraph aloud. Use **Think-Pair-Share** to ask:

What story element is at the end of a story? [*The solution is at the end of a story.*]

Have we come to the solution to the problem in this story? What is it? [*The solution is that the Crushers win because of Super Basketball Man.*]

- Record the solution on the story map transparency.
- Review where each story element generally appears in a story: beginning: setting, main character, and problem or goal; middle: story events; end: solution.

Story Map

Setting: a crowded arena during a basketball game

Characters:
Super Basketball Man

Problem: The Crushers are losing, and Super Basketball Man is nowhere in sight.

Event 1:
Super Basketball Man arrives and makes a 3-point shot.

Event 2:
He steals the ball and makes another 3-pointer.

Event 3:
Super Basketball Man is fouled and takes foul shot; the game is tied.

Event 4:
He blocks other team's shot, rushes to other end of court, and slam-dunks the ball.

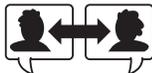
Solution: Crushers win the game thanks to Super Basketball Man.

- Tell the students that they will be writing stories about a character that had to solve a problem. Refer the students to the writing prompt, and read it aloud.

Writing Prompt

Imagine a character that must do something that is very hard to do. Make up a story about this character. What problem does he or she face? How does the character solve the problem? Write a story with at least three paragraphs. Be sure to include all story elements. Help your reader make a clear mind movie by adding details about the sights, sounds, smells, and feelings.

- Use **Think-Pair-Share** to review what should be included in the story. Underline the elements in the prompt.





What does your story need? *[It needs to tell about a character with something hard to do. It should have all the story elements and be at least three paragraphs. It should have sights, sounds, smells, feelings, and details to help a reader make a mind movie.]*

- Model brainstorming a list of story ideas. Choose a student partner or use a **Think Aloud** to reveal how you go about generating ideas. Following is an example of a **Think Aloud**.

Hmm. The story is about a character that must do something hard. What is something that is very hard to do? It is hard to survive on a deserted island. I'll write that down as a possible problem. Maybe the main character in my story could be shipwrecked.

What is another hard thing to do? I think it would be hard to take care of an alligator. That could be an exciting story. I'll write that on the list.

Another thing that is very hard to do is to do the right thing when you want to do something else. Maybe I could write about a character who has to do something she doesn't want to do.

Teamwork

Timing Goal: 10 minutes

- Have the students work with their partners to brainstorm a list of possible story ideas.
- Circulate through the classroom, and listen to discussions. Praise partners who practice active listening, ask follow-up questions, and who help and encourage each other.
- Tell the students to review their lists and choose a story idea for their writing.

Reflection

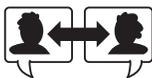
Timing Goal: 3 minutes

- Use **Think-Pair-Share** to ask the following questions.

Was it hard to think of story ideas?

What did your partner do to help you brainstorm?

- Remind the students of the team cooperation goal that they are working on: **Everyone participates**.
- Using **Random Reporter**, award an additional point to teams whose members can give an example of how their partners helped them brainstorm ideas today.



Unit 12

Day 3 Plan

OBJECTIVE: The students will use a story map to plan their stories.



Two-Minute Edit

- Present a Careless Caroline sentence. Ask:

What would you do to make this sentence better?

- Have teams work together to improve the sentence. Use **Random Reporter** to share responses. Use the sample below or one of your own.

Dashawn began writing his story, but he losed it and never bringed it to class.

- Remind the students that adding *-ed* to most verbs shows that the action happened in the past. To make irregular verbs past tense, however, one must change the spelling of the verb. The correct form of the two irregular verbs in this sentence are *lost* and *brought*.
- Demonstrate the use of appropriate editing marks to edit the sentence.



Author's Chair

- Have a few students take turns reading their *Experience as Story* compositions from the Author's Chair. After each reading, invite volunteers to comment specifically on what they liked about the writing. Continue to do this at the start of each day's writing lesson until all the students have shared their work. **NOTE:** This should not take longer than 5 minutes each day.

Active Instruction

Timing Goal: 17 minutes

Set the Stage

- Refer to the posted team cooperation goal: **Everyone participates.** Remind the students that teams can earn an additional team cooperation point if they can share an example of something their team discussed during teamwork. To do that, everyone needs to participate so everyone is prepared to share.

Throughout the lesson, award team cooperation points to teams whose members all participate in team discussion. Award up to 9 team cooperation points per team.

- Post and present the day’s agenda.

TODAY’S FOCUS: Organize ideas.

TODAY’S GOALS:

1. We will plan our stories using a story map.
2. We will share our plans with our partners and get feedback.

- Point out today’s focus. Remind the students that when writers plan, they organize their ideas before they write. For example, they can use a story map to plan the elements in their stories. Tell the students that they will plan their stories today. They will also give their partners helpful feedback by asking follow-up questions. Read the focus and goals for the day aloud.

Instruction

- Display and review the writing prompt.

Writing Prompt

Imagine a character who must do something very hard. Make up a story about this character. What problem does he or she face? How does the character solve the problem? Write a story with at least three paragraphs. Be sure to include all story elements. Help your reader make a clear mind movie by adding details about the sights, sounds, smells, and feelings.

- Point out that the students brainstormed a list of possible story ideas and chose one that they wanted to write about.
- Tell the students that you will write your story about a character who has to take care of an alligator (or whatever story idea you have chosen). Display a blank story map transparency. Model planning your story and recording your ideas on the story map.

First, I will decide on a main character for my story. I think I will write about a girl who is ten years old. I like the name Mia, so that is what I will call my main character.

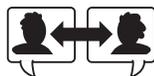
Where and when should my story take place? I think the setting will be in Mia’s home in present time. Mia will live on the eleventh floor of a city apartment building. That will make taking care of an alligator much harder. For example, she will have to take the alligator up and down in an elevator to go outside for a walk.

I already know what to write under “Problem” on my story map. The problem is taking care of an alligator in a city apartment. That is what Mia is going to deal with in my story.

- Point out that you have planned a setting, main character, and problem for your story. Later you will go back and add details to describe these story elements. Right now you will go on to plan the events in the story.

What will happen first in my story? I think I will begin by telling how Mia gets her alligator. Maybe she finds the alligator in a hallway. She takes it home and puts it in her bathtub. (Record this as Event 1 on the story map.)

What happens next? I think Mia will have to figure out what to feed her alligator. Hmm. What could she feed it? Maybe she goes through everything in the refrigerator and ends up feeding the alligator everything. Then her mother gets really mad when the refrigerator is empty. (Add this as Event 2.)



- Tell the students that you will continue to plan your story and add events to the story map. Use **Think-Pair-Share** to ask:

What do you think I should put under “Solution” on my story map? How do you think Mia’s problem will be solved? *[(Accept reasonable responses.) For example, the alligator escaped from a zoo, and the zoo people come to get it, or Mia takes the alligator back to its home in Florida.]*

Story Map

Setting: city apartment building, 11th floor

Characters: Mia, 10-year-old girl

Problem: how to take care of an alligator in a city apartment

Event 1:
finds an alligator in the hall,
takes it home, and puts it
in bathtub

Mom gets
mad

Event 2:
tries to figure out what to feed
it, empties refrigerator

alligator
eats
everything

Event 3:

Event 4:

Solution: The family takes a trip to Florida to return alligator to where it belongs.

- Remind the students that they made a list of possible story ideas and chose one to write about. Point out that the next step is to use a story map to make sure that they include all the elements of a good story: a setting, characters, a problem, the important events in order, and a solution.

Teamwork

Timing Goal: 10 minutes

- Tell the students that with the help of their partners, they will discuss their story ideas and plan their stories using story maps. Remind the students about the team cooperation goal they are working toward: **Everyone participates.**
- Have the students create their story maps and plan the elements in their stories. Hold conferences with the students to provide support as needed.
- Have partners share their written plans. Tell partners to refer to the writing prompt to help them give each other feedback and make changes to their plans if necessary.

Reflection

Timing Goal: 3 minutes

- Tell the students to check off the planning step on their team score sheets to show that they have completed it.
- Ask one or two volunteers to share their plans with the class. Celebrate completing this part of the process.
- Praise the students for completing their plans. Use **Think-Pair-Share** to ask:



What did you do during planning to work toward the team cooperation goal? *[(Accept reasonable responses.) For example, I participated by giving my partner helpful feedback on his or her story map; I asked good follow-up questions.]*



- Using **Random Reporter**, award an additional point to teams whose members can give an example of how teammates participated and helped them during planning.

Unit 12

Day 4 Draft

OBJECTIVE: The students will use their story maps to draft their stories.



Two-Minute Edit

- Present Careless Caroline sentences. Ask:

What would you do to make these sentences better?

- Have teams work together to improve the sentences. Use the sample below or one of your own. Remind the students that they will have to explain their improvements and tell why they changed the sentences. Use **Random Reporter** to share responses.

If her saved enough money, her could buy the game

- Remind the students that when the wrong pronoun is used in a sentence, it often doesn't sound right. For example, in this sentence, the pronoun *her* should be changed to *she* for the sentence to sound right. *She* is the pronoun that tells who is the doer in this sentence. Also this sentence needs a period at the end.

If she saved enough money, she could buy the game.

- Demonstrate the use of appropriate editing marks to edit the sentence.



Author's Chair

- Have a few students take turns reading their *Experience as Story* compositions from the Author's Chair. After each reading, invite volunteers to comment specifically on what they liked about the writing. Continue to do this at the start of each day's writing lesson until all the students have shared their work. **NOTE:** This should not take longer than 5 minutes each day.

Throughout the lesson, award team cooperation points to teams whose members all participate. Award up to 9 team cooperation points per team. Be sure to identify the behavior that you observe.

Active Instruction

Timing Goal: 17 minutes

Set the Stage

- Remind the students of the team cooperation goal that they are working toward: **Everyone participates**. Point out that when everyone on the team participates, then every member is ready to share team discussion with the class.
- Post and present the day's agenda.

TODAY'S FOCUS: Use a **plan** to **draft**.

TODAY'S GOAL:

We will use the story maps that we created to help us draft our stories.

- Point out today's focus. Remind the students that they have organized their ideas on a story map. They have included a setting, characters, a problem, events, and a solution. Tell the students that today they will use the story map to begin drafting their stories. Read the focus and goal for the day aloud.

Instruction

- Review the writing prompt with the class.

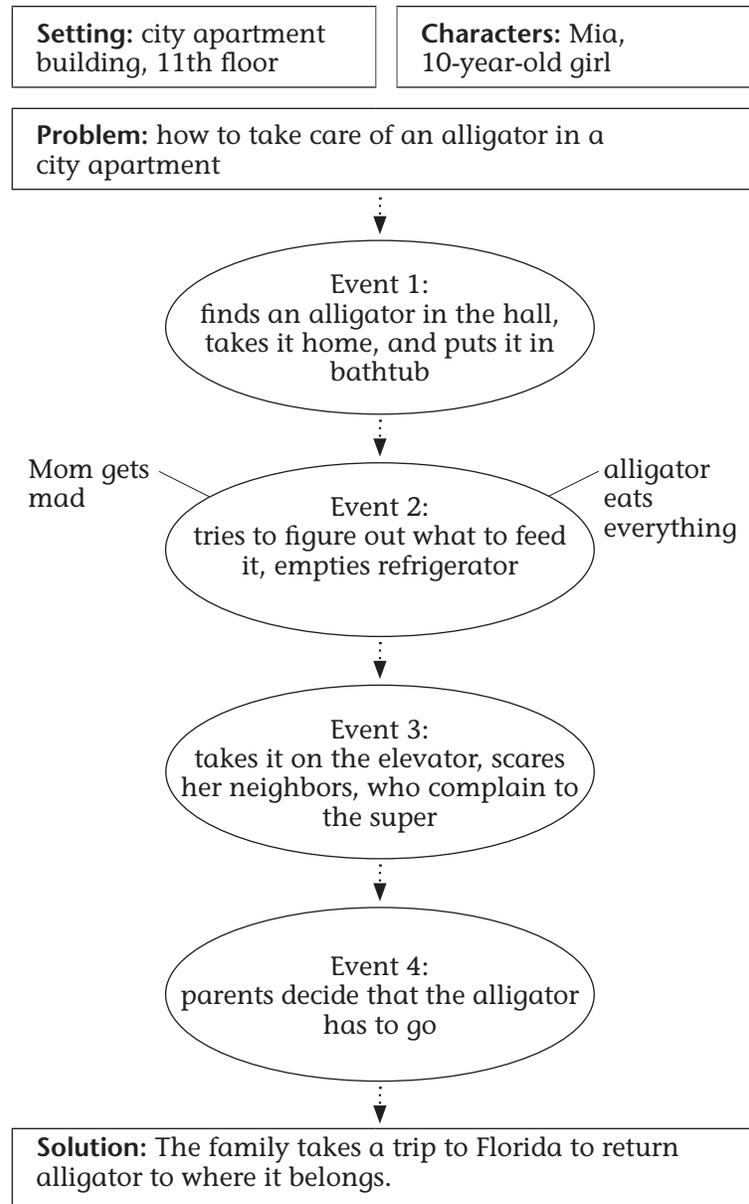
Writing Prompt

Imagine a character who must do something very hard. Make up a story about this character. What problem does he or she face? How does the character solve the problem? Write a story with at least three paragraphs. Be sure to include all story elements. Help your reader make a clear mind movie by adding details about the sights, sounds, smells, and feelings.

- Have the students individually review the story maps that they created for their stories.
- Remind the students that they will publish their stories by reading them from the Author's Chair and then compiling them in an anthology, a class book of stories, that will be placed in the library for the students in the school to read.

- Display the transparency of the story map you created yesterday to plan your story.

Story Map



- Model using the plan to draft your story, including skipping lines to make room for revisions. Make some spelling or grammatical mistakes that you can model correcting during editing on Day 9.

I'm going to use my story map to help me draft my story. At the beginning of my story, I will describe the setting and the main character. Then, I will tell about the character's problem.

Mia was a ten-year-old girl who lived on the eleventh floor of a city apartment building. One day she found an alligator wandering in the hall. It seemed to be lost. Mia decided to take the alligator to her apartment and try to take care of it.

I'll bet I could add some sights, sounds, smells, and feelings to describe the setting, the character, and the alligator! I'll picture the hall in my mind. Hmm. The apartment building has narrow halls, so the alligator's tail is thumping against the walls as it walks. Also, Mia feels afraid at first, but the alligator rubs against her, and she scratches its head. I can picture the alligator smiling, showing all its sharp teeth.

- Model adding details to describe the setting and characters.

Mia was a ten-year-old girl who lived on the eleventh floor of a city apartment building. One day she heard a loud thumping sound outside her apartment. She opened the door and looked down the narrow hall. There was an alligator wandering in the hall. It seemed to be lost. At first Mia was afraid, but the alligator rubbed against her. Mia carefully reached out and scratched the alligator's head. It smiled, showing all its sharp teeth. Mia decided to take the alligator to her apartment and try to take care of it.

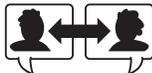
- Read the draft aloud. Use **Think-Pair-Share** to ask:

Have I included a description of the setting, the characters, and the problem in the beginning of my story? [*Yes, they are included.*]

Do you think the details I added help you make a clearer mind movie? [*(Accept reasonable responses.)*]

What elements on the story map will I use to write the middle of my story? [*You will use the events on the story map to write the middle of the story.*]

What elements will I use to write the end of the story? [*You will use the solution on the story map.*]



When drafting, include a few spelling, punctuation, and grammar errors. During the editing stage on Day 9, model identifying your errors and correcting them using the appropriate editing marks.

Teamwork

Timing Goal: 10 minutes

- Refer the students to the story maps that they created. Have the students write a first draft, skipping lines to leave room for comments and revisions. Remind the students that they can ask their partners for help if they feel stuck.

- Circulate through the classroom, and hold conferences with the students to provide support as needed.
- When the students are finished, have them softly read their work aloud to see if they have written what they intended. Have the students make changes to their drafts if necessary.

Reflection

Timing Goal: 3 minutes

- Tell the students to check off the drafting step on their team score sheets to show that they have completed it. Celebrate completing this part of the process.
- Ask one or two volunteers to share their drafts with the class.
- Using **Random Reporter**, award an additional team cooperation point to teams whose members give an example of how teammates participated to help them during drafting.



Unit 12

Day 5 Language-Mechanics Lesson

OBJECTIVE: The students will identify the subject and verbs in sentences. The students will decide if the subject is singular or plural and correct sentences so the subject and verb agree.

Throughout the lesson, award team cooperation points to teams whose members all participate. Award up to 9 team cooperation points per team. Be sure to identify the behavior that you observe.

Preparation

- Reproduce copies of the following materials from the blackline masters at the end of this unit:
 - **Teamwork 1: Subject-Verb Agreement II** (1 per student)
 - **Teamwork 2: Subject-Verb Agreement II** (as needed)
 - **Quick Check: Subject-Verb Agreement II** (1 per student)
 - **Quick Check 2: Subject-Verb Agreement II** (as needed)
- Have a television and a DVD player available to show the following video segment in this lesson:
 - **“Subject-Verb Agreement II”** (running time 6:56)

Active Instruction

Timing Goal: 15 minutes

Set the Stage

- Refer to the posted team cooperation goal: **Everyone participates.** Remind the students that it is the job of the team to prepare all of their team members. Every member of the team should be able to share an example from their team’s discussion.
- Post and present the day’s agenda.

TODAY’S FOCUS: Mechanics

TODAY’S GOAL:

We will fix sentences where the subject and verb do not agree.

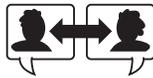
- Remind the students that often when the subject and verb do not agree in a sentence, the sentence does not sound right. We have to change the verb.
- Write the following sentences on chart paper. Read the first sentence aloud.

Natalie kicks the soccer ball.
Natalie and Spencer kicks the soccer ball.

- Model identifying the subject in the first sentence. Underline *Natalie*. Point out that Natalie is just one person.

Natalie is the subject, the doer, in this sentence. There is just one Natalie doing the action, so we say this is a singular subject. *Single* means just one.

- Point out that the action word, *kicks*, in the sentence has an *s* at the end. This singular subject and verb agree, and the sentence sounds right.



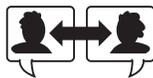
- Read the second sentence aloud. Use **Think-Pair-Share** to ask:

Who is the subject, or doer, in this sentence? [*Natalie and Spencer.*]

Is this a singular subject, only one doer? [*No, there is more than one doer.*]

- Tell the students that when there is more than one doer, we say the subject is plural.

When there is more than one person, place, or thing as the doer, we say the subject is plural. *Plural* means more than one.



- Use **Think-Pair-Share** to ask:

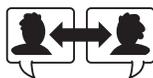
Do you think the subject and verb agree in this sentence? How do you know? [*The subject and verb don't agree because the sentence doesn't sound right.*]

How would you change the verb so they agree? [*The students will probably say that they would take off the s ending on the verb.*]

- Remove the *s* from *kicks*, and then reread the sentence. Confirm that this sounds right.
- Explain to the students that when there is a singular subject, the verb has an *s* at the end. When the subject is plural, more than one, there is no *s* on the end of the verb.
- Write “singular subject – *s*” next to the first sentence. Write “plural subject – no *s*” next to the second sentence.
- Show “Subject-Verb Agreement II” (running time 6:56).
- Facilitate a discussion about the video. Use **Think-Pair-Share** to ask all questions.



Show DVD segment



What did Verbena and Nougelo say about sentences with a singular subject? [*When there is a singular subject, the verb has an s on the end.*]

What did they say about plural subjects? [When the subject is plural, there is no s on the verb.]

Verbena and Nougelo also talked about some exceptions to that rule. Sometimes subject-verb agreement is tricky. They explained that the subjects *I* and *you* are singular subjects. There is just one doer. But what happens to the verbs when we use the singular subjects *I* and *you*? [You do not add an s to the verb.]

- Remind the students that the sentences *I likes tuna fish* or *You likes tuna fish* do not sound right. The verb needs to be changed to sound right (*I like tuna fish* or *You like tuna fish*).
- Point out that Verbena and Nougelo also mentioned some other singular and plural subjects. Write the following sentences on the board:

All the students write the sentence.
Each student writes the sentence.



- Use **Think-Pair-Share** to ask:

Which sentence has a plural subject, more than one, and what is the subject? [The first sentence has the plural subject, and the subject is all the students.]

Does the verb in this sentence agree with the plural subject? [Yes, it does not end in s, and it sounds right.]

What about the singular subject *each student*? Does the verb agree with this subject? [Yes, because it has an s at the end.]

- Remind the students that when they write, they have to make sure their subjects and verbs agree.
- Write the following sentences on the board, and read them aloud.

All of the kids plays outside after lunch.
The tractors roll over the dirt piles.

- Have the students work in teams to identify the subject and verb and to decide if they agree with each other. Tell the students that if they do not agree, the teammates should decide how the verb needs to change to make the subject and verb agree.
- Use **Random Reporter** to share responses.
- Tell the students they will check subject-verb agreement during Teamwork.





If the students struggle with the activity, review the skill, and then allow them to try again with Team Practice 2.



If students struggle with the Team Mastery activity, review the skill and then allow them to try again with the Team Mastery 2 sentences.

Teamwork

Timing Goal: 10 minutes

Team Practice

- Distribute the **Teamwork 1: Subject-Verb Agreement II** page. Ask the students to look at the **Team Practice** section. Read the sentences aloud.
- Explain that during Team Practice, the students will work together in their teams to read the sentences, identify the subjects and verbs, decide if the subject is singular or plural, and check that the verb agrees with the subject. Tell the students that they will change verbs that do not agree to make them correct.
- Allow time for the teams to complete Team Practice. Circulate through the teams as the students work, making sure that the students help prepare every teammate to give a response for each question.
- Use **Random Reporter** to listen to the teams' responses.

Team Mastery

- Refer the students to the **Teamwork 1: Subject-Verb Agreement II** page and the **Team Mastery** section.
- Explain that they will follow the same process as they did in Team Practice, but that this time they will change the verbs so they agree with the subjects and then share their answers with their teammates.
- Allow enough time for the students to complete the Team Mastery, and then have the students discuss their answers with their teammates. Circulate through the teams as the students work, making sure that the students help prepare every teammate to give a response.
- Use **Random Reporter** to listen to the teams' responses.

Quick Check

- Distribute the **Quick Check: Subject-Verb Agreement II** page. Explain that the student will do the same thing in Quick Check that they did in Team Practice and Team Mastery, but this time without help, for a teacher score.
- Explain to, or remind, the students that if they do not score at least 40 points on the Quick Check, they will retake the Quick Check at your convenience, using the Quick Check 2 sentence.
- If necessary, review the directions for the task before having the students work independently to complete the Quick Check.
- Collect the students' Quick Checks, and celebrate a job well done.

- Assign scores for the activity, and record the scores on the team score sheets. Follow up with the students who do not score at least 40 points.

Reflection

Timing Goal: 5 minutes



- Use **Think-Pair-Share** to ask the following questions:

How does a verb change when it is plural rather than singular? *[There is no s at the end of the verb.]*

Do the words *all* and *each* help you decide whether it is singular or plural subject? How? *[All tells me there is more than one, so the subject is plural. Each tells me that it is only one, a singular subject.]*

When you see *I* or *you* as the subject of a sentence, what does it tell you about the verb? *[The verb has no s.]*



- Praise the students for working toward the team cooperation goal. Using **Random Reporter**, award an additional point to teams who have prepared all members to share something from their team's discussion.
- Have the students read over the drafts of their stories to see if nouns and verbs agree and to note any changes.

Answer Keys: Subject-Verb Agreement

Team Practice

1. All the players like fresh oranges.
2. The dog and cat eat the scraps.
3. You catch the baseball with your mitt.
4. Alex and John fool around too much.
5. Each plant on the porch needs water.

Team Mastery

1. Do you know how to ice skate?
2. All the boys watch the movie.
3. Haley and Juanita hand out the papers.
4. The bears sniff the camper's pack.
5. The book falls off the shelf.

Quick Check

1. Kelly and Nina weave blue-and-white bracelets.
2. All the sisters call him by his nickname.
3. I write stories about going to the moon.
4. My teacher wears pretty earrings.
5. The ants march in a line to the spilled juice.

Team Practice 2

1. Yvette and Dion like thunderstorms.
2. I fold the laundry when it is dry.
3. The slugs glide slowly across the grass.
4. Each of the machines works well.
5. All the perfumes smell like flowers.

Team Mastery 2

1. The bakers pour the muffin batter into pans.
2. I open the big box to find my prize.
3. Link and Wes suddenly stop in the middle of the road.
4. The white horse races across the plain.
5. The houses stand on the edge of the creek.

Quick Check 2

1. Eli listens to the radio.
2. Mr. Wilson and Ms. Ray teach music.
3. Each player gets an extra point.
4. All the rabbits eat the lettuce.
5. I feel around for the quarter in my pocket.

Unit 12

Day 6 Share and Respond

OBJECTIVE: The students will share their drafts with their partners. They will use the revision guide to give feedback.

In this Two-Minute Edit, instead of looking for errors, the students will discuss what they appreciate about the sentence.



Encourage teams to submit Ace Writer sentences from their own writing. Award an extra Inkwell token to teams who contribute an Ace Writer sentence.



Two-Minute Edit

- Present an Ace Writer sentence. Read the sentence aloud. Ask:

What do you like about this sentence?

- Have teams discuss what they like about the sentence. Use the sample below or a particularly good sentence from the students' work.

As I slowly climbed the creaky stairs, my heart pounding, I looked up and saw shadowy shapes hanging from the rafters above—thousands of bats!

- Use **Random Reporter** to share responses. The students may say that the sentence makes a mind movie for the reader. Have the students identify which words in the sentence help them make a mind movie.
- Challenge the students to write the sentence that follows this one in a story and include sensory details.

Author's Chair

- Have a few students take turns reading their *Experience as Story* compositions from the Author's Chair. After each reading, invite volunteers to comment specifically on what they liked about the writing. Continue to do this at the start of each day's writing lesson until all the students have shared their work. **NOTE:** This should not take longer than 5 minutes each day.

Active Instruction

Timing Goal: 17 minutes

Set the Stage

- Refer to the posted team cooperation goal: **Everyone participates.** Remind the students that it is the job of the team to prepare all of their team members. Every member of the team should be able to share an example from their team's discussion.

Throughout the lesson, award team cooperation points to teams whose members all participate. Award up to 9 team cooperation points per team. Be sure to identify the behavior that you observe.

- Post and present the day’s agenda.

TODAY’S FOCUS: Give feedback on **ideas, organization, and style.**

TODAY’S GOALS:

1. We will listen to our partner’s draft and use the questions on the revision guide to give feedback.
2. We will make notes about revisions.

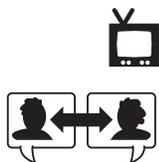
- Point out today’s focus. Remind the students that they have brainstormed ideas with their partners, created a story map to organize their ideas, and used their story maps to write first drafts of their stories. Tell them that today they will share their drafts with their partners and record that feedback on their revision guides. Read the focus and goals for the day aloud.

Instruction

- Refer to the revision guide. Review the Ideas, Organization, and Style sections. Remind the students that they used a story map to help them write their drafts, so there should be a setting, characters, a problem, main events, and a solution in their drafts.

REVISION GUIDE		Tell a Tale		
Name:	_____	Date:	_____	
Partner:	_____	Unit:	12	
Ideas	First Draft Ratings	Revised Draft Ratings	Teacher Ratings	Score (25 points)
Does my story have a setting and characters?				
Does my story have a problem and a solution?				
Are the important events included?				
Organization	First Draft Ratings	Revised Draft Ratings	Teacher Ratings	Score (25 points)
Does the beginning describe the setting, main character, and problem?				
Does the middle tell events?				
Does my story end with a solution?				
Style	First Draft Ratings	Revised Draft Ratings	Teacher Ratings	Score (25 points)
Are there details to describe the sights, sounds, smells, and feelings to help the reader make a mind movie?				

- Remind the students that they will check the revision guide to see if their stories include everything on the guide.



- Introduce the video. Tell the students that Flash has written a draft of his story and is sharing it with his partner, Ricardo. Have the students pay attention to how Ricardo helps Flash revise his story.
- Show the video segment “Share, Respond, Revise” (running time 8:42).
- Facilitate a discussion about the video. Use **Think-Pair-Share** to ask:

How does Ricardo help Flash revise his story? *[(Accept reasonable responses.) For example, Ricardo retells the story and tells what he likes about it. He checks the revision guide to see if Flash’s story has all the story elements. He asks questions about the details. He helps Flash think about the sights, sounds, smells, and feelings on Planet Zebec.]*

What kinds of details does Flash add to his story? Can you give an example? *[(Accept reasonable responses.) For example, Flash adds a detail about the sounds of the soldiers shouting and marching; about the smell of smoke from burning houses.]*

Do the details help Ms. Inkwell make a mind movie? *[Yes, Ms. Inkwell is able to picture the burning houses and marching soldiers and feel the fear of the Zebeckians.]*

- Remind the students that adding details about sights, sounds, smells, and feelings can make their stories stronger and help readers make clear mind movies of the setting, characters, and action.
- Display the draft of your story, and model using the revision guide to check that you included all necessary elements. When you look at the Style section, model making a revision to add sensory details. For example, add details about the alligator—what it looked like, sounded like, or smelled like. Have partners discuss your revision and decide whether it makes a clearer mind movie. Solicit suggestions for other details that you might add to make a clearer mind movie for the reader.
- Have a student read his or her writing aloud so you can model responding to the writing in preparation for actual partner feedback. Demonstrate summarizing the story and then responding to what you like about the writing and its general strengths. Be specific and detailed. Ask one or two students to also tell what they liked about the writing.

- Model giving constructive responses based on the revision guide. First, comment on one feature from the revision guide that the student has included and/or done well. Depending upon your students, ask one or two of them to make similar observations about strengths, based on the revision guide.
- Next, comment on one item from the revision guide that the student needs to include and/or improve upon. Depending upon your students, ask one or two of them to make similar observations.

Teamwork

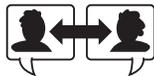
Timing Goal: 10 minutes

- Tell the students that they will share their first drafts with their partners and give each other feedback and ratings on the ideas, organization, and style.
- Have partners read their drafts to each other and give ratings with feedback on the items listed on the revision guide. Tell authors to note helpful suggestions on their revision guides.
- Listen to partners as they discuss. Model, prompt, and reinforce to help build the students' skills at giving feedback. Point out that partners giving feedback need to actively listen and ask questions. They also have to explain their ideas/tell why.

Reflection

Timing Goal: 3 minutes

- End the class by celebrating good teamwork. Remind the students of the team cooperation goal that they are working on: **Everyone participates.**



- Use **Think-Pair-Share** to ask the following questions:

What suggestions did your partner make to help you improve your story?

Did you think of any sensory details you want to add?

- Using **Random Reporter**, award an additional point to teams whose members can give an example of their partner's feedback that will help them revise their stories.



Unit 12

Day 7 Revise

OBJECTIVE: The students will revise the first drafts of their stories. They will use the revision guide to give feedback on the revised drafts.



Two-Minute Edit

- Present a pair of Careless Caroline sentences. Read the sentences aloud. Ask:

What would you do to make the sentence better?

- Have teams work together to improve the sentence. Use the sample below or one of your own. Remind the students that they will have to explain their improvements and tell why they changed the sentence. Use **Random Reporter** to share responses.

Him and me freezed the juice to make slushies.

- Point out that this sentence does not sound right because it has pronoun mistakes. Caroline used the wrong pronouns as subjects. The correct pronouns are *he* and *I*. Also, the verb *freeze* is an irregular verb. Remind the students that with an irregular verb, we have to change the spelling to make the action happen in the past. The correct form of this irregular verb is *froze*.

He and I froze the juice to make slushies.



Author's Chair

- Have a few students take turns reading their *Experience as Story* compositions from the Author's Chair. After each reading, invite volunteers to comment specifically on what they liked about the writing. Continue to do this at the start of each day's writing lesson until all the students have shared their work. **NOTE:** This should not take longer than 5 minutes each day.

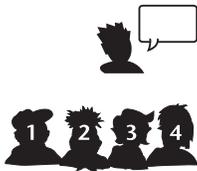
Active Instruction

Timing Goal: 17 minutes

Set the Stage

- Refer to the posted team cooperation goal: **Everyone participates.** Remind the students that it is the job of the team to prepare all of their team members to share their discussions in teamwork.

Throughout the lesson, award team cooperation points to teams whose members all participate in discussion. Award up to 9 team cooperation points per team. Be sure to identify the behavior that you observe.



- Post and present the day’s agenda.

TODAY’S FOCUS: Revise drafts using feedback on **ideas, organization, and style.**

TODAY’S GOALS:

1. We will use the notes we made to revise our drafts.
2. We will listen to our teammates’ revised drafts and use the questions on the revision guide to give feedback.

- Point out today’s focus. Remind the students that they will revise their drafts today. Read the goals for the day aloud.

Instruction

- Display the draft of your story and the revision guide with your notes. Tell the students that you will use the notes you made on your revision guide to help you improve your story. Model referring to the revision guide to revise your work.
- Point out that on your revision guide you made a note in the Style section. Explain that your partner gave you feedback and said that you could improve your story by adding more details to help the reader make a mind movie.
- Use a **Think Aloud** to recall a few more sensory details, and model adding them to your draft.
- Have teams use the revision guide to rate your revised draft. Read the revised draft aloud. Use **Random Reporter** to share team responses. Note the ratings on your revision guide under the “Revised Draft Ratings” column.

Teamwork

Timing Goal: 10 minutes

- Have the students work *on their own* to make changes to their writing based on the feedback they received from their partners. Hold brief conferences with as many of the students as possible to support this task.
- Have the authors read their drafts to their teammates. Ask them to read as fluently as possible—correctly, smoothly, and with expression.
- Have the teammates respond to the writing with specific comments.

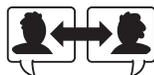
What do you especially like about your teammate’s story?

Looking at the revision guide, can you answer yes to all the questions for ideas, organization, and style?

- Have the students record ratings and notes under the “Revised Draft Ratings” column on their revision guides.
- Hold brief conferences with as many of the students as possible to help them integrate the feedback they have received and make changes to their drafts.

Reflection

Timing Goal: 3 minutes



- Use **Think-Pair-Share** to ask:

Authors, discuss with your teams what changes you made to your draft. What feedback helped you make these changes and improve your writing?

- Ask the students to check off revising on their team score sheets. Celebrate completing this step.
- End the class by celebrating good teamwork. Remind the students that the team cooperation goal they are working on: **Everyone participates**. Praise the students for completing the revising step in the writing process. Using **Random Reporter**, award an additional point to teams whose members can share an example of a something their team did to help team members revise their writing.



Unit 12

Day 8 Language-Mechanics Lesson

OBJECTIVE: The students will use apostrophes to show ownership with plural words.

Throughout the lesson, award team cooperation points to teams whose members all participate. Award up to 9 team cooperation points per team. Be sure to identify the behavior that you observe.

Preparation

- Reproduce copies of the following materials from the blackline masters at the end of this unit:
 - **Teamwork 1: Plural Possessives** (1 per student)
 - **Teamwork 2: Plural Possessives** (as needed)
 - **Quick Check: Plural Possessives** (1 per student)
 - **Quick Check 2: Plural Possessives** (as needed)
- Have a television and a DVD player available to show the following video segment in this lesson:
 - “**Plural Possessives**” (running time 5:49)

Active Instruction

Timing Goal: 15 minutes

Set the Stage

- Remind the students that you will award team cooperation points to teams whose members all participate. Remind them that you will ask a member of their team to share something from the team’s discussion.
- Post and present the day’s agenda.

TODAY’S FOCUS: Mechanics

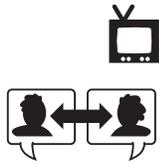
TODAY’S GOAL:

We will use apostrophes to show ownership with plural nouns.

- Read the focus and goal for the day aloud. Tell the students that they will learn how to show ownership when they are talking about more than one person, place, or thing.

Instruction

- Tell the students that the Language Mechanics are going to explain how to use the apostrophe and the letter *s* to show ownership with plural nouns. Remind them that *plural* means more than one.



- Show the video segment “Plural Possessives” (running time 5:49).
- Facilitate a discussion about the video. Use **Think-Pair-Share** to ask all questions.

Why did the characters use apostrophes in today’s video? *[The characters used apostrophes to show that more than one person owned something.]*

Where do you put the apostrophe when you want to show ownership to plural nouns? *[You put the apostrophe after the s.]*

Why did Mynah tell Milo not to put an apostrophe on the word *shoes*? *[Because the shoes did not own anything.]*

- Remind the students that they use apostrophes to show ownership, and when a noun is plural, you put the apostrophe after the *s*.
- Write the following sentence on the board, and read it aloud. Use a **Think Aloud** to model how to use the apostrophe to show possession.

The wings of a penguin do not help it fly.

First, I want to figure out who or what is the owner in this sentence. I think the penguin is the owner. There is just one penguin, so *penguin* is a singular noun. What does the penguin own? The sentence talks about the wings that belong to a penguin. To show ownership with a singular noun, we put the apostrophe before the *s*. I will change this sentence to say, “a penguin’s wings.”

- Change the sentence, and read it aloud.

A penguin’s wings
~~The wings of a penguin~~ do not help it fly.

- Remind the students that, as they learned from the video, when the noun is plural, the apostrophe comes after the *s*. Write the following sentence on the board:

The wings of penguins do not help them fly.

- Explain that now there is more than one penguin. To show ownership with a plural noun, we put the apostrophe after the *s*.

Penguins’ wings
~~The wings of penguins~~ do not help them fly.



If the students struggle with the activity, review the skill, and then allow them to try again with Team Practice 2.



- Write the following sentence on the board:

The game that belongs to the boys is in the closet.

- Read the sentence aloud. Explain that the students will work in teams to identify who owns something in this sentence. Is there just one owner or many owners? Have the students change the sentence and put an apostrophe in the correct place to show ownership.
- Remind the students that every teammate needs to be able to give a response.
- Use **Random Reporter** to listen to the teams' responses. [*The boys' game was in the closet.*]
- Tell the students that they will change sentences with plural nouns and use apostrophes to show ownership during teamwork.

Teamwork

Timing Goal: 10 minutes

Team Practice

- Distribute the **Teamwork 1: Plural Possessives** page. Ask the students to look at the **Team Practice** section.
- Explain that during Team Practice, the students will work as a team to change the underlined words in the sentence and use the apostrophe to show ownership.
- Allow time for the teams to complete Team Practice. Circulate through the teams as the students work, making sure that the students help prepare every teammate to give a response for each sentence.
- Use **Random Reporter** to listen to the teams' responses.

Team Mastery

- Refer the students to the **Teamwork 1: Plural Possessives** page. Ask the students to look at the **Team Mastery** section.
- Explain that they will follow the same process as they did in Team Practice, but that this time they will change the underlined words in the sentence and then share their answers with their teammates.
- Allow enough time for the students to complete the Team Mastery, and then have the students discuss their answers with their teammates. Circulate through the teams as the students work, making sure that the students help prepare every teammate to give a response.
- Use **Random Reporter** to listen to the teams' responses.

If students do not score at least 40 on the Quick Check, follow up with additional instruction, and use Team Practice 2 and Quick Check 2.



Quick Check

- Distribute a **Quick Check: Plural Possessives** to each student. Explain that the students will do the same thing in Quick Check that they did in Team Mastery, but this time without help, for a teacher score.
- If necessary, review the directions for the task before having the students work independently to complete the Quick Check.
- Collect the students' Quick Checks, and celebrate a job well done.
- Assign scores for the activity, and record the scores on the team score sheets. Follow up with the students who do not score at least 40 points.

Reflection

Timing Goal: 5 minutes

- Use **Think-Pair-Share** to ask:
 - Was it hard to figure out the owners in the sentences?
 - Where do you put an apostrophe when you want to show ownership of a plural noun? *[After the s.]*
- Allow the students some time to review their stories, and then check to see that they used apostrophes properly.
 - Look at your story, and read it quietly to yourself. In any of your sentences, did you use apostrophes to show ownership? Check to see if you put the apostrophe in the correct place—before the *s* for singular nouns and after the *s* for plural nouns.
- Praise the students for working toward the team cooperation goal. Remind them that if everyone participates in teamwork, they prepare all members to share the team's discussion. Using **Random Reporter**, award an additional point to teams who can give an example from their team's discussion.

Answer Keys: Plural Possessives

Team Practice

1. My cousins' ball bounced over the fence.
2. The pirates' ship had many sails.
3. We tasted the girls' brownies.
4. The books' covers were torn.
5. The boys' jackets were in a pile.

Team Mastery

1. Did you see inside the gerbils' cage?
2. His friends' houses were down the street.
3. She heard the singers' voices.
4. Mr. Ike read the students' papers.
5. Camels' feet help them walk on sand.

Quick Check

1. The trees' leaves were bright yellow.
2. I will carry my sisters' sweaters.
3. The third graders' papers were on the desk.
4. The fan was made of birds' feathers.
5. The pencils' points were all sharpened.

Team Practice 2

1. The birds' beaks were long and thin.
2. The dogs' leashes hung on the hook.
3. I picked up the babies' toys.
4. Jasmine brought her aunts' pictures.
5. They set up the Boy Scouts' tent.

Team Mastery 2

1. Where are the ducks' nests?
2. Her brothers' room is down the hall.
3. The knives' handles were made of gold.
4. The monsters' legs were like tree trunks.
5. My uncles' car was in the garage.

Quick Check 2

1. The plants' leaves had turned brown.
2. The teachers' meeting is today.
3. We liked the writers' stories.
4. The sisters' room was painted purple.
5. On the beach, they found crabs' shells.

Unit 12

Day 9 Edit

OBJECTIVE: The students will check spelling, punctuation, capitalization, and grammar in their stories and make corrections.



Two-Minute Edit

- Present a Careless Caroline sentence. Read the sentence aloud. Ask:
What would you do to make this sentence better?

- Have teams work together to improve the sentence. Use **Random Reporter** to share responses. Use the sample below or one of your own.

Them goed to school late because them missed the bus.

- Point out that this sentence does not sound right because it has pronoun mistakes. Caroline used the wrong pronouns as subjects. The correct pronoun is *they*. Also, the verb *go* is an irregular verb. Remind the students that with an irregular verb, we have to change the spelling to make the action happen in the past. The correct form of this irregular verb is *went*.

They went to school late because they missed the bus.

- Demonstrate the use of appropriate editing marks to edit the sentence.



Author's Chair

- Have a few students take turns reading their *Experience as Story* compositions from the Author's Chair. After each reading, invite volunteers to comment specifically on what they liked about the writing. Continue to do this at the start of each day's writing lesson until all the students have shared their work. **NOTE:** This should not take longer than 5 minutes each day.

Active Instruction

Timing Goal: 17 minutes

Set the Stage

- Refer to the posted team cooperation goal: **Everyone participates.** Remind the students teams prepare everyone on the team to share their writing with the class.

Throughout the lesson, award team cooperation points to teams whose members all participate. Award up to 9 team cooperation points per team. Be sure to identify the behavior that you observe.

- Post and present the day’s agenda.

TODAY’S FOCUS: Mechanics

TODAY’S GOAL:

We will use editing marks to correct errors in our stories.

- Point out today’s focus. Remind the students that they have used the revision guide to help them improve the ideas and organization of their stories. Tell them that today they will use the Mechanics section of the guide to help them correct any errors in their work before publishing it. Read the focus and goal for the day aloud.

Instruction

- Explain to the students that they are going on to the editing step of the writing process.

When we edit our writing, we look for errors and correct them. Editing is what we do when we look for mistakes in capitalization, punctuation, spelling, and grammar (like Caroline’s sentences) and mark them for correction.

- Refer the students to the Mechanics section of the revision guide. Point out that they will use this section of the revision guide for editing.

Mechanics	First Draft Ratings	Revised Draft Ratings	Teacher Ratings	Score (25 points)
Does my composition have correct capitalization?				
Does my composition have correct punctuation?				
Does my composition have correct spelling?				
Does my composition have correct grammar?				

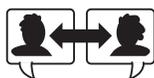
- Review what the students will look for when they edit. Give some examples of errors in capitalization, punctuation, spelling, and grammar in some sample sentences.

For example:

the super hero have to sneak into the secrt meeting and get the code

- Use **Think-Pair-Share** to ask:

What errors do you see in this sentence?





What would you do to make this sentence right? *[This sentence should begin with a capital letter. The word have should be has because there is only one doer, the super hero. The word secrt should be secret. There should be a period at the end of the sentence.]*

- Mark the errors with editing marks.
- Display the revised draft of your story. Point out that you will only mark your errors at this point; you will make the corrections when you rewrite your story to publish it.
- Remind the students that you will be reading the story through at least four times to check the mechanics. Use **Think-Pair-Share** to ask the following questions:

What will I check for the first time that I read my story? *[You will check to see that the first word of each sentence and all names are capitalized.]*

- Model reading the revised draft and noting where you need to capitalize. Demonstrate how to use the appropriate editing mark by underlining the letter three times.

What will I check for the second time that I read my story? *[You will check to see that each sentence has a period at the end or a question mark if it is a question.]*

- Model reading the revised draft and noting where you need to insert a period. Demonstrate how to use the appropriate editing mark, a period with a circle around it.

What will I look for the third time that I read it? *[You will check to see that all the words are spelled correctly.]*

- Have partners read your letter and check for spelling mistakes. Use **Random Reporter** to share responses. Correct spelling mistakes on your revised draft.

What will I check for the fourth time that I read it? *[I will listen to how it sounds when I read it. If it doesn't sound right, it might be a grammatical problem, like a pronoun mistake, that can be corrected.]*

Have you noticed any places in my letter that don't sound right? Have I made any grammatical errors?

- Make the corrections suggested by the students or model discovering them yourself. Mark the errors with editing marks.



Teamwork

Timing Goal: 10 minutes

- Refer to the Mechanics section of the revision guide. Remind the students that they will read their stories four times to check for the items listed on the revision guide. Suggest they refer to the displayed editing marks when noting corrections.
- When the students have finished editing their stories, have them exchange papers and do the same for their partners. Work with individual students who need assistance.
- Remind the students to rate their partners' mechanics in the Revised Draft Ratings column of the revision guide.

Reflection

Timing Goal: 3 minutes

- Have teams share some examples of items they edited in their work.

Explain/tell why you marked this as an error.

What editing mark did you use to mark it?

- Tell the students to check off the editing step on their team score sheets to show that they have completed it. Celebrate completing this step of the process.
- Use **Random Reporter**, and award an additional team cooperation point to teams whose members can identify an item a partner edited on the work, explain why it is an error, and what editing mark the partner used to mark it.



Editing Marks



Capitalize a letter.

Make three lines under the letter to be capitalized.



Add a period.

Place where period belongs and in margin.



Add something.

Place insert mark, for example, to add a word or a comma, above the mark.



Take something away, delete it.

Draw a line through the item and then make a loop.



Spell out or check spelling.

Circle the word.



Make a new paragraph here.

Place mark where paragraph should start.

Scoring

- Have the students turn in their graphic organizers, first drafts, and revised and edited drafts of the stories they plan to publish.
- Explain that you will use the revision guides to determine your score for their work. Explain that you will write comments to give additional feedback. Score the students' work, and return their papers.

Unit 12

Day 10 Publish

OBJECTIVE: The students will publish their stories by compiling them in a class anthology and then reading them from the Author's Chair.



Two-Minute Edit

- Present a Careless Caroline sentence. Read the sentence aloud. Ask:

How could you make this sentence better?

- Have teammates work together to improve the sentence. Use **Random Reporter** to share responses. Use the sample below or one of your own.

Her finded a dollar bill inside a library book.

- Point out that this sentence does not sound right because it has pronoun mistakes. Caroline used the wrong pronouns as subject. The correct pronoun is *she*. Also, the verb *find* is an irregular verb. Remind the students that with an irregular verb, we have to change the spelling to make the action happen in the past. The correct form of this irregular verb is *found*.

She found a dollar bill inside a library book.

- Demonstrate the use of appropriate editing marks to edit the sentence.

Active Instruction

Timing Goal: 10 minutes

Set the Stage

- Refer to the posted team cooperation goal: **Everyone participates**. Remind the students that teams prepare everyone on the team to share their writing with the class.

Throughout the lesson, award team cooperation points to teams whose members all participate. Award up to 9 team cooperation points per team. Be sure to identify the behavior that you observe.



- Post and present the day's agenda.

TODAY'S FOCUS: Publish and celebrate.

TODAY'S GOAL:

We will publish our stories by collecting them in a book and then reading them from the Author's Chair.

- Point out today's focus. Remind the students that they have completed several steps in the writing process and are now ready to publish their work. Read the focus and goal for the day aloud.

Instruction

- Refer the students to their team score sheets. Point out that the students completed several tasks before they were ready to publish their writing. They also helped their teammates complete those tasks. Review the stages in the writing process. Use **Think-Pair-Share** to ask:

What did you do first? *[We brainstormed ideas. We thought of what setting, characters, and problem would be in our stories.]*

What did you do next? *[We made story maps to plan our stories with story elements.]*

What task did you complete next? *[We used our story maps to draft our stories. We described the setting, characters, and story problem in the first part, the events in the middle, and the solution at the end of the story. We added sights, sounds, smells, feelings and other details to help the reader make a clear mind movie.]*

After drafting, what did you do? *[We shared our drafts with our partners and got feedback.]*

What task did you complete then? *[We revised our writing.]*

What was the next task? *[We edited our writing, and then our partners edited it.]*

- Tell the students that they are now ready to publish their stories in a class anthology of stories that will be displayed in the classroom so everyone will have a chance to read it. Explain that after each student has read his or her story from the Author's Chair, they will put the anthology in the library for other students in the school to read.

Teamwork

Timing Goal: 15 minutes

- Depending on the book-publishing option you have chosen from the list in the appendix, distribute the necessary materials to teams and give directions. As the students rewrite their work, have them include their edits and any revisions that you have suggested.
- Allow the students time to publish their stories. As the students work, monitor their progress, and assist when needed. If time allows, let the students illustrate their stories.
- Remind the students to check off publishing on their team score sheets.

Reflection

Timing Goal: 5 minutes

- Celebrate by having some volunteers share their stories with the class.
- Praise the students for their team cooperation as they worked on their stories. Point out that their super teamwork will show in the quality of their stories. Use **Random Reporter** and award an additional point to teams that can give an example of team cooperation as they published their stories.
- Complete the team score sheets (refer to the back of the team score sheet for specific directions). Celebrate Good Teams, Great Teams, and Super Teams.



Unit 12

Day 11 Writing Journal

OBJECTIVE: The students will choose a topic and write independently.

Active Instruction

Timing Goal: 5 minutes

Set the Stage

- Post and present the day's agenda.

TODAY'S FOCUS: Ideas and organization

TODAY'S GOAL:

We will write on our own to tell our ideas.

- Point out today's focus. Remind the students that when we write, we are expressing our thoughts and feelings about things. We want the reader to be able to understand them. That is why it is important to get our ideas organized before we write. Read the focus and goal for the day aloud.

Instruction

- Tell the students that they will write in their journals today.

**When you write in your journal, you choose the topic.
Your purpose is to tell about your ideas.**

- Present the following idea starters or post some of your own.

1. Imagine that you own a pair of rocket shoes. You can put them on and fly anywhere you want. What is it like when you use your rocket shoes? Where do you go?
2. What is your favorite smell? Describe what was happening around you the last time you smelled this smell.
3. Should younger brothers and sisters be allowed to do the same things as you? Explain why.
4. What does it feel like to work with your writing team? Tell about some ways your teammates have helped you become a better writer.

- Explain that the students may write about one of these topics or another of their choosing. They may also choose to expand on a previous topic.



Teachers have found it beneficial to play classical music at a low volume while the students write. They suggest that it sets a tone for creativity and fosters a sense of purpose for young writers.

You may want to brainstorm ideas with your partner for a few minutes. Sometimes as you talk about topics, more ideas come to you. Once you have chosen a topic to write about, you will want to make some notes about your ideas. A web, list, story map, or sequence chain can help you plan your writing and organize your ideas before you write.

- Take a moment and use a **Think Aloud** to reveal your thinking as you prepare to write a journal entry. Demonstrate the use of a graphic organizer to organize your ideas before you write.

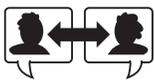
Teamwork

Timing Goal: 20 minutes

- Allow the students time to brainstorm, plan, and write their journal entries. As the students work, monitor their progress, and assist when needed.
- While the students work, meet with a number of students individually to review their writing portfolios, discuss their progress, and help them set goals. In future conferences with the students, revisit these goals and reward the students who meet them with Inkwell tokens. After the Writing Challenge when the class is setting goals, the count the Inkwell tokens to measure the class writing progress. Be sure to take this time to celebrate class progress.

Reflection

Timing Goal: 5 minutes



- Ask questions to help the students reflect on their journal writing. Use **Think-Pair-Share** to ask:

Do you think you will continue writing about this topic in your journal? Do you have more ideas about it?

Is there a sentence you wrote that you think is a really good sentence, an Ace Writer sentence?

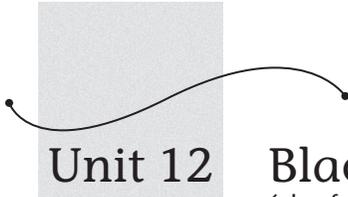
- Suggest that the students review their journal writing and choose an Ace Writer sentence that they want to share with the class. Have them underline the sentence and mark the page in their journals. You can use these Ace Writer sentences for the Two-Minute Edits in subsequent units.
- Celebrate by having a few volunteers share their journal entries.
- Use **Random Reporter**, and collect one journal from each team.



-
- Write a short response to the students' journal entries, and ask follow-up questions to help them expand their writing. This is an opportunity to have a dialogue with your young writers. You can encourage them and build confidence by noting strengths in their work and expressing respect and interest in their ideas.

Teacher Learning Community Meeting

- Collect two examples of student work that have raised questions for you related to scoring to share with your colleagues at the next meeting. You may wish to preview the *Teacher Learning Community Guide* for meeting 13 and note your comments and questions.


Unit 12
Blackline Masters

(also found on CD accompanying volume 1)

Developing Story Details

Tell a Tale That Makes a Mind Movie

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Story Settings:

a beach

a day at the fair

a movie theater

a city street

the zoo

a tropical island

Story Settings:

a beach

a day at the fair

a movie theater

a city street

the zoo

a tropical island

Story Settings:

a park

a pool

the school gym

a library

a baseball diamond

a bowling alley

on a bus

a restaurant

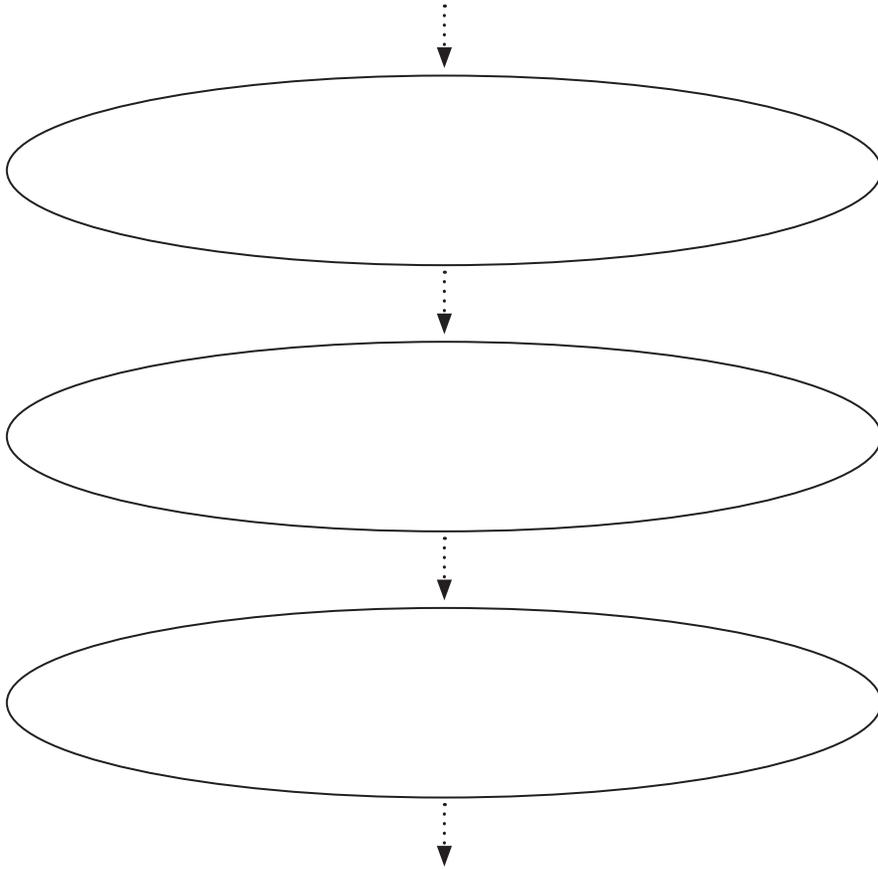
Story Map

Title: _____

Setting:

Characters:

Problem:



Solution:

Super Basketball Man Saves the Game

By Jermarl Davis

There were five minutes left in the game. The noise in the arena was deafening. It smelled like cotton candy and hot dogs. The stands were filled with Crushers fans. The Crushers' colors, green and black, were everywhere. Signs dotted the stands, most of them asking "Where's #21?" or "Where's Super Basketball Man?" But Super Basketball Man was nowhere in sight, and the Crushers were down 8 points.

Suddenly, a hush fell over the crowd. A tall figure rushed by. He was so fast that the fans didn't see his face, but they could see #21. It was Super Basketball Man to the rescue. The crowd cheered so loudly that the building shook. Super Basketball Man got possession of the ball. He shot a 3-pointer. The opposing team got the ball, but Super Basketball Man stole it. He made another 3-pointer. The Crushers needed 3 more points to win the game. Then, a player on the other team fouled Super Basketball Man. Of course, Super Basketball Man made the foul shots with his eyes closed. The game was tied. There were 50 seconds left. The opposing team had the ball. They were ready to shoot. Super Basketball Man blocked the shot, grabbed the ball, and headed down the court. He slam-dunked the ball.

The crowd cheered even louder. Super Basketball Man had saved the game. The Crushers won. Super Basketball Man waved at the crowd and rushed off. He had to be home in time for dinner.

Team Practice

1. All the players likes fresh oranges.
2. The dog and cat eats the scraps.
3. You catch the baseball with your mitt.
4. Alex and John fools around too much.
5. Each plant on the porch needs water.

Team Mastery

1. Do you know how to ice skate?
2. All the boys watches the movie.
3. Haley and Juanita hand out the papers.
4. The bears sniffs the camper's pack.
5. The book fall off the shelf.

Team Practice 2

1. Yvette and Dion likes thunderstorms.
2. I folds the laundry when it is dry.
3. The slugs glide slowly across the grass.
4. Each of the machines works well.
5. All the perfumes smells like flowers.

Team Mastery 2

1. The bakers pours the muffin batter into pans.
2. I open the big box to find my prize.
3. Link and Wes suddenly stops in the middle of the road.
4. The white horse race across the plain.
5. The houses stand on the edge of the creek.

Quick Check

1. Kelly and Nina weave blue-and-white bracelets.
2. All the sisters calls him by his nickname.
3. I write stories about going to the moon.
4. My teacher wear pretty earrings.
5. The ants march in a line to the spilled juice.

Quick Check 2

1. Eli listens to the radio.
2. Mr. Wilson and Ms. Ray teaches music.
3. Each player get an extra point.
4. All the rabbits eats the lettuce.
5. I feel around for the quarter in my pocket.

Writing Prompt

Imagine a character who must do something very hard. Make up a story about this character. What problem does he or she face? How does the character solve the problem? Write a story with at least three paragraphs. Be sure to include all story elements. Help your reader make a clear mind movie by adding details about the sights, sounds, smells, and feelings.

Name: _____ Date: _____
 Partner: _____ Unit: 12

Ideas	First Draft Ratings	Revised Draft Ratings	Teacher Ratings	Score (25 points)
Does my story have a setting and characters?				
Does my story have a problem and a solution?				
Are the important events included?				
Organization	First Draft Ratings	Revised Draft Ratings	Teacher Ratings	Score (25 points)
Does the beginning describe the setting, main character, and problem?				
Does the middle tell events?				
Does my story end with a solution?				
Style	First Draft Ratings	Revised Draft Ratings	Teacher Ratings	Score (25 points)
Are there details to describe the sights, sounds, smells, and feelings to help the reader make a mind movie?				
Mechanics	First Draft Ratings	Revised Draft Ratings	Teacher Ratings	Score (25 points)
Does my composition have correct capitalization?				
Does my composition have correct punctuation?				
Does my composition have correct spelling?				
Does my composition have correct grammar?				
RATINGS KEY: ? = missing or needs to be improved ✓ = here and complete + = here, complete, and excellent			Total Teacher Score	

Team Practice

1. The ball of my cousins bounced over the fence.
2. The ship of the pirates had many sails.
3. We tasted the brownies that belonged to the girls.
4. The covers of the books were torn.
5. The jackets that belonged to the boys were in a pile.

Team Mastery

1. Did you see inside the cage of the gerbils?
2. The houses that belonged to his friends were down the street.
3. She heard the voices of the singers.
4. Mr. Ike read the papers that belonged to the students.
5. Feet of camels help them walk on sand.

Team Practice 2

1. The beaks of the birds were long and thin.
2. The leashes that belonged to the dogs hung on the hook.
3. I picked up the toys that belonged to the babies.
4. Jasmine brought the pictures that belonged to her aunts.
5. They set up the tent of the boy scouts.

Team Mastery 2

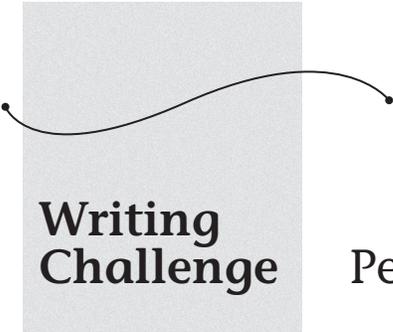
1. Where are the nests that belong to the ducks?
2. The room that belongs to her brothers is down the hall.
3. The handles of the knives were made of gold.
4. The legs that belonged to the monsters were like tree trunks.
5. The car that belongs to my uncles was in the garage.

Quick Check

1. The leaves that belonged to the trees were bright yellow.
2. I will carry the sweaters that belong to my sisters.
3. The papers of the third graders were on the desk.
4. The fan was made of feathers of birds.
5. The points of the pencils were all sharpened.

Quick Check 2

1. The leaves that belonged to the plants had turned brown.
2. The meeting of the teachers is today.
3. We liked the stories of the writers.
4. The room that belonged to the sisters was painted purple.
5. On the beach, they found shells that belonged to crabs.



Writing Challenge

Persuasive Writing

The writing challenge is an opportunity for your students to get practice in writing a timed response to a prompt, as they do during state assessments. Detailed rubrics for scoring ideas, organization, style, and mechanics for the writing challenge are provided in this manual. The day before a writing challenge, the students use these rubrics to evaluate writing samples. Reviewing the expectations for the assessment prepares the students and gives them the background they need to approach the writing challenge with confidence.

After you have recorded the scores for the writing challenge on the Record of Unit Scores, calculate the class averages for ideas, organization, style, and mechanics. Write these averages on the Writing Challenge Score Sheet, and display them so the students can see how they scored as a class on each aspect of writing. This is an opportunity for the class to celebrate successes and discuss goal setting.

Writing Challenge

Day 1 Writing Preparation

OBJECTIVE: The students will evaluate a persuasive letter written in response to a prompt.

Active Instruction

Set the Stage

- Remind the students that persuasive writing, like the advice letter they wrote, tries to convince a reader to take an action by giving good supporting reasons and using persuasive words and phrases. Explain that tomorrow they will complete a writing challenge to see how well they can take a piece of persuasive writing through each step in the writing process.
- Remind them that completing writing challenges throughout the year will enable them to see how much their writing has improved. Tell them that the class will celebrate these improvements.
- Explain that today they will look at a practice writing challenge. Tell them that although it is similar to what they will do tomorrow, the prompt will be different.

Instruction

- Display the writing prompt, and read it aloud.

Writing Prompt

Imagine that your school's principal is buying some things for your school. Do you think the principal should buy books and games for the classrooms, sports equipment for recess, or use the money to fix up the school building? Choose one of these and write a persuasive letter to the principal telling reasons why you think this is what your school needs. Use persuasive words and phrases and a formal tone. Follow the business-letter format.

- Ask the students to identify the important parts of the prompt. If necessary, ask them to identify what the letter should be about. Underline the important words in the prompt. Make sure they understand that this prompt is for a persuasive letter that convinces the reader—the school's principal—to take an action.

- Review the steps of the writing process, asking the students which step comes first, second, etc., and what should be done during each step. Remind them that they will complete each step of the writing challenge independently.
- Tell the students that you have some writing samples that you would like them to read and evaluate with you. Remind them that *evaluate* means to tell what is good about the writing and what needs improvement.
- Display the Persuasive Writing transparency, and cover the writing samples. Explain that when you grade the students' writing, you will use a chart that includes the information on the transparency. Tell the students that this section of the chart explains what the style of the writing should include.

Persuasive Writing Scoring Guide

Style	
4	The letter includes many persuasive words and phrases. The letter has a formal, all-business tone throughout.
3	The letter includes some persuasive words and phrases. The letter mostly has a formal, all-business tone.
2	The letter includes only one or two persuasive words and phrases. The letter shows some evidence of a formal tone.
1	The letter includes no persuasive words or phrases. The letter does not have a formal tone.

- Review the scoring guide. Explain that the highest score a persuasive letter can receive is a 4.
- Explain to the students that you want them to help you grade some writing samples using this scoring guide.
- Uncover Writing Sample #1, but continue to keep Writing Sample #2 covered.

Writing Sample #1

895 Hopkins Rd.
Dubuque, IA 55409
April 2, 2007

Principal Bevins
Hartford Elementary School
2 East End
Dubuque, IA 55409

Dear Principal Bevins,

I am writing because you are deciding how to spend money for the school. I think the best idea is to buy sports equipment for recess. In my opinion, the school really needs new, fun sports equipment like kick balls, basketballs, and jump ropes.

Here are the reasons why we definitely need new equipment. First, there are not enough basketballs or kick balls for everyone to play at recess. Second, the kickballs we have are squishy and not bouncy at all. Finally, there are no jump ropes to play with at recess except one.

Without a doubt, buying sports equipment would be the best idea. It would make recess more exciting and fun.

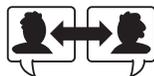
Sincerely,
Toni Bailey

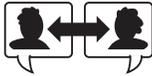
- Explain to the students that there may be some spelling or grammatical errors in the writing, but you do not want them to pay attention to those mistakes right now.
- Remind the students that for a piece of writing to get a high score of 4 for style, the letter must have many persuasive words and phrases and a formal tone throughout.
- Read Writing Sample #1.
- Use **Think-Pair-Share** to ask:

Has the writer used persuasive words and phrases in this letter?

Has the writer used a formal tone?

- Have the students work in teams to identify three examples of persuasive words and phrases in Writing Sample #1. Use **Random Reporter** to listen to the teams' responses.





- Use **Think-Pair-Share** to ask:

Looking at the Persuasive Writing Scoring Guide, what score would you give this letter on style? Why?

[The students will probably give this sample a score of 4 because it has many persuasive words and phrases and maintains a formal tone throughout.]

- Uncover Writing Sample #2 and read it to the students.

Writing Sample #2

895 Hopkins Rd.
Dubuque, IA 55409
April 2, 2007

Principal Bevins
Hartford Elementary School
2 East End
Dubuque, IA 55409

Dear Principal Bevins,

I think you should buy books and games. I like to play checkrs. Do you like checkrs? I play checkrs with my sister all the time, but she cheats. Anyways, you should buy games for the class.

By-by for now,
Julie

- Refer the students to the scoring guide, and explain that they will work in teams to score this writing on style using the Persuasive Writing Scoring Guide.

Reflection

- Use **Random Reporter** to ask the students questions about the writing.

Does the letter use any persuasive words or phrases?

[No, there are no persuasive words and phrases.]

Does it have a formal tone, a tone that is all business?

[No. It is not a formal tone. "By-by for now" is not formal.]

What score did you give this letter for style?

[The students will probably give the letter a 1.]

- Remind the students that they will have the opportunity to write a persuasive letter from start to finish independently tomorrow.



Writing Challenge

Day 2 Independent Writing

OBJECTIVE: The students will independently respond to a writing prompt and write a persuasive letter.

Preparation

- The students will need the following materials:
 - **The Writing Challenge: Persuasive Writing** handout

Active Instruction

Set the Stage

- Tell the students that today they will participate in a timed writing activity.

Instruction

- Explain that you will score their papers, focusing on the same categories that are found on the revision guides.

When I score your papers, I'm going to look for how well you express your ideas and organize your writing. I'm also going to look at your writing style and mechanics. These are the same areas we score using the revision guide.

- Distribute the Persuasive Writing Challenge handout. Read the prompt and the directions aloud. Ask the students if they have any questions.
- Allow the students 60 minutes to work on the activity. At the end of 60 minutes, collect all papers.

Scoring

- Score the papers using the Persuasive Writing Rubric. Each paper is scored in four categories: ideas, organization, style, and mechanics. Scores in each category range from a 1 (the lowest score) to a 4 (the highest score).
- Use anchor papers as a guide when scoring the students' work. The anchor papers represent examples of responses for each score point and offer explanations for the assignment of scores.

- Record the students' scores on the Record of Unit Scores.
- After you have recorded the scores for the persuasive writing challenge on the Record of Unit Scores, calculate the class averages for ideas, organization, style, and mechanics. Write these averages on the Writing Challenge Score Sheet transparency under the Persuasive Writing column. **Note:** When you calculate the scores for each section—ideas, organization, style, and mechanics—the class averages will be in decimal form. For simplicity's sake, these can be rounded to whole numbers. (ex: 2.1 = 2; 2.85 = 3; 2.5 = 3.).

Goal Setting

- Display the Writing Challenge Score Sheet transparency so the students can see how they compare to the class score on the previous writing challenge. Point out the Persuasive Writing column.
- Discuss with the students the areas in which the class did well and the areas in which they can improve. Ask the students to brainstorm ideas on how they can improve the weaker areas.
- Have teams celebrate their successes and discuss goal setting. Have teams discuss the following questions:

For which aspect of writing did the class score the highest?

Compare these scores with the ones for the last challenge. Which scores improved from the last writing challenge?

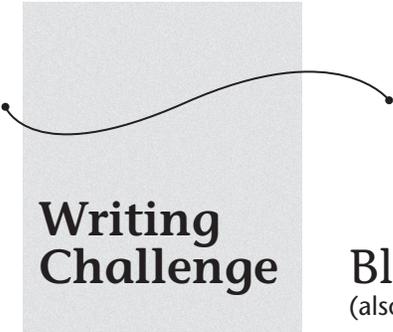
Looking at the scores, which aspect of writing—ideas, organization, style, or mechanics—do we need to work on as a class?

Do you think working toward team cooperation goals will help us improve that score? How?



When you meet with your teacher team, bring the Writing Challenge Score Sheet. Discuss the areas in which your students need to improve, and brainstorm ideas on how to help your students improve their scores.

- Use **Random Reporter** to share team responses. Record the class goal(s) on the transparency.
- Collect and count the Inkwell tokens. On a class thermometer or other scale, record the count, and celebrate the students' successes in reaching their goals.
- Return the papers to the students. Hold individual conferences to discuss the scores.
- Place the papers in the students' portfolios.



Writing Challenge

Blackline Masters

(also found on CD accompanying volume 1)

Persuasive Writing

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Writing Prompt

Imagine that your school's principal is buying some things for your school. Do you think the principal should buy books and games for the classrooms, sports equipment for recess, or use the money to fix up the school building? Choose one of these and write a persuasive letter to the principal telling reasons why you think this is what your school needs. Use persuasive words and phrases and a formal tone. Follow the form of a business letter.

Persuasive Writing Scoring Guide

Style	
4	The letter includes many persuasive words and phrases. The letter has a formal, all-business tone throughout.
3	The letter includes some persuasive words and phrases. The letter mostly has a formal, all-business tone.
2	The letter includes only one or two persuasive words and phrases. The letter shows some evidence of a formal tone.
1	The letter includes no persuasive words or phrases. The letter does not have a formal tone.

Writing Sample #1

895 Hopkins Rd.
Dubuque, IA 55409
April 2, 2007

Principal Bevins
Hartford Elementary School
2 East End
Dubuque, IA 55409

Dear Principal Bevins,

I am writing because you are deciding how to spend money for the school. I think the best idea is to buy sports equipment for recess. In my opinion, the school really needs new, fun sports equipment like kick balls, basketballs, and jump ropes.

Here are the reasons why we definitely need new equipment. First, there are not enough basketballs or kick balls for everyone to play at recess. Second, the kickballs we have are squishy and not bouncy at all. Finally, there are no jump ropes to play with at recess except one.

Without a doubt, buying sports equipment would be the best idea. It would make recess more exciting and fun.

Sincerely,
Toni Bailey

Writing Sample #2

895 Hopkins Rd.
Dubuque, IA 55409
April 2, 2007

Principal Bevins
Hartford Elementary School
2 East End
Dubuque, IA 55409

Dear Principal Bevins,

I think you should buy books and games. I like to play checkrs. Do you like checkrs? I play checkrs with my sister all the time, but she cheats. Anyways, you should buy games for the class.

By-by for now,
Julie

Writing Challenge

Persuasive Writing

You will have **sixty** minutes to **plan, draft, revise,** and **edit** your response to this writing prompt.

Writing Prompt

Imagine that your teacher is planning a class trip. Do you think the trip should be to the zoo, to the movies, or to a baseball game? Choose one of these places. Write a persuasive letter to your teacher telling reasons why you think a trip to the zoo, the movies, or a baseball game would be the best choice. Use persuasive words and phrases and a formal tone. Follow the format of a business letter.

The school's address is: Lincoln Elementary School,
123 Main Street, Big Town, Maine 55111.

Before you write, **plan**.

- Read the prompt carefully. Make sure you understand exactly what you are asked to do.
- Decide the topic you want to write about.
- Choose the best graphic organizer to plan your ideas (web, paragraph organizer, sequence chain, etc.).
- Use the back of this paper to draw your organizer and plan your response.

As you write, **draft**.

- Use your organizer and stay on topic.
- Be sure that what you write will make sense to the reader.
- Include reasons to convince the reader.

After you write, **revise and edit**.

- Reread your writing to be sure that it makes sense.
- Remember to include persuasive words and phrases.
- Check for capitalization, punctuation, spelling, and grammar.

Ideas	
4	Clearly states a position and includes good reasons that support that position.
3	States a position and includes some good reasons that support that position.
2	Position is not clear and there are few reasons that support that position.
1	There is no position stated and there are no reasons to support it.

Organization	
4	Uses all the conventions of a business letter. Begins by stating a position, middle tells supporting reasons, ends with a persuasive closing statement.
3	Uses most of the conventions of a business letter. Begins by stating a position, tells supporting reasons, but lacks a persuasive closing statement.
2	Uses few of the conventions of a business letter. Does not begin by stating position, lacks a persuasive closing statement.
1	Uses none of the conventions of a business letter. Does not begin by stating position, middle has few supporting reasons, lacks a persuasive closing statement.

Style	
4	The letter includes many persuasive words and phrases. The letter has a formal, all-business tone throughout.
3	The letter includes some persuasive words and phrases. The letter mostly has a formal, all-business tone.
2	The letter includes only one or two persuasive words and phrases. The letter shows some evidence of a formal tone.
1	The letter includes no persuasive words or phrases. The letter does not have a formal tone.

Mechanics	
4	Has few or no errors in punctuation, capitalization, spelling, grammar, and word usage.
3	Has some errors in punctuation, capitalization, spelling, grammar, and word usage.
2	Has several errors in punctuation, capitalization, spelling, grammar, and word usage.
1	Most sentences have errors in punctuation, capitalization, spelling, grammar, and word usage.

NSR	Off task	Illegible	No response
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NSR = Nonscorable Response

Ideas

Score Point: 4

543 Washington Street
Big Town, ME 55111
November 29, 2006

Principal Sherpa
Lincoln Elementary School
123 Main Street
Big Town, ME 55111

Dear Mr. Sherpa:

A trip to a baseball game would be good for all of the students in our class. First, there are some kids who have never gone to a baseball game. They should really be allowed to experience it. Second, a baseball game includes many math ideas. We could keep track of strikes and balls and fouls and then tally them all to gether. Also, a trip to a baseball game would build class spirit. It is fun to cheer to gether for a team, especially when the team wins. I hope you will see things my way and take our class to a baseball game.

Sincerely,
Trevor Hicks

EXPLANATION: There is a clear position statement that is supported with many good reasons.

continued on next page

Ideas—continued

Score Point: 3

20 Johnson Way
Big Town, ME 55111

Lincoln Elementary School
123 Main Street
Big Town, ME 55111

Dear Mr. Sherpa:

I would like it if our class went to the movies. There is a new movie that I want to see about some kids. It looks kinda funny and the kids in are class would enjoy it lots. After the movie we could come back to school and write about what we liked and what we didn't like. It would be a good writing asignmnt and it would make sure that we listened to the movie. Another good reason for going to the movies is we need a nice break. We hav been working really hard and a movie would be a terrific way to let us relax. I know you would like the movie, too, so let's take our trip there.

Sincerely,

Natalie Morales

EXPLANATION: The position is stated and there are some good reasons included to support it.

continued on next page

Ideas—continued

Score Point: 2

Principal Sherpa
123 Main Street
Big Town, ME 55111
November 29, 2006

Dear Mr. Sherpa:

I like movies and I like baseball and I like the zoo. I really like the zoo. There are animals ther that I don't see a lot. I see a lot of dogs and cats but not a lot of zebras and elephants and tigers and stuff. I think Willy would like the zoo because he has only ben to a farm not a zoo and he should see other animals. Once I went to a zoo with my uncle Mike and we liked the polar bears and we ate lunch there. way to let us relax. I know you would like the movie, too, so let's take our trip there.

Sincerely,
Matt Jones

EXPLANATION: The position is unclear, and there are few reasons to support it.

Score Point: 1

Dear Mr. Smith,

Hi. I like you. Do you like me? I like to wach movies, so lets go to a movie. There is a new movie out called we are out of here. Its about annals that excap from a zoo. Okay, buy.

Mandy Ferguson

EXPLANATION: The position is not stated and there are no reasons provided to support it.

Organization

Score Point: 4

45 Forest Hill Lane
Big Town, ME 55111
January 15, 2007

Principal Sherpa
Big Town Elementary School
123 Main Street
Big Town, ME 55111

Dear Mr. Sherpa:

A trip to a baseball game would be good for our class. I play baseball and when people are chereing for my team, we play better. Chereing for other players would help them play better to. Another reason to go to a baseball game is because they are having student day in the spring. Any class that comes to the field will get free hot dogs and drinks. That would save us all money. It is a good thing to save money because than you can use it for other things. Im saving my money for a new scooter.

I know you like baseball, Mr Sherpa, so pick the baseball game for our class.

Sincerely,

Benji Hughes

EXPLANATION: The student follows the business letter form. The letter begins with a position statement. The middle includes supporting reasons. It ends with a persuasive closing.

continued on next page

Organization—continued

Score Point: 3

788 Narrow Point Way
Big Town, ME 55111

Mr. Sherpa
123 Main Street
Big Town, ME 55111

Dear Mr. Sherpa:

I think our class should go to the movies. Movies are a good break from regular school. I like movies. I really like the cartoon movies. If we go to the movies, we can sit by our friends as a special treat. We can make a map of how to get to the movie theater. That would help us in social studies too.

Sincerely,

Candace Feinberg

EXPLANATION: The date and school name are missing from the letter. The student begins with a position statement but wanders off topic before stating supporting reasons. The letter does not include a closing.

continued on next page

Organization—continued

Score Point: 2

November 29, 2006

Mr. Sherpa
123 Main Street
Big Town, ME 55111

Dear Mr. Sherpa —

One day I went to the zoo and I liked it. I would go again with our class. Do you like the zoo? What is your favrit animal? Did you know that my favrit animal is a monkey? That is why I hang from the monkey bars. I think our class should go to the zoo. If our class goes to the zoo, I will show you the monkey. I will sit with you on the bus and we can talk about the animals.

Heidi Growling

EXPLANATION: There are parts missing from the business-letter format. The letter states a position, but not at the beginning. It ends with two supporting reasons, but no closing.

Score Point: 1

Baseball or movies. What to choose. The movies are good. The movies are fun. Baseball is fun, but not as much as movies. My best movie is called Miss wonderful. Have you seen it. Once I played on a baseball teme. I play first base man. I want to play again.

EXPLANATION: This does not follow a business-letter format. It does not begin by stating a position, there are few supporting reasons in the middle, and it does not end with a closing statement.

Style

Score Point: 4

Lincoln Elementary School
123 Main Street
Big Town, ME 55111
November 29, 2006

801 North Avenue
Big Town, ME 55111

Dear Mr. Sherpa:

A trip to the zoo would be a terrific way for us to learn about animals. It would be fun for us to see animals in person rather than looking at them in books. Remember when Josh said that he had never seen a real giraffe, and he wondered how tall they really were? This would be a great opportunity for Josh. I believe the trip would be easy for us to make because the zoo is so close to our school. I believe the trip would energize the class. In my opinion, it would be foolish for us not to go to the zoo.

Sincerely,

Phoebe Shawl

EXPLANATION: The letter includes many persuasive words and phrases and has a formal tone throughout.

continued on next page

Style—continued

Score Point: 3

16 Tether Road
Big Town, ME 55111
November 29, 2006

Principal Sherpa
123 Main Street
Big Town, ME 55111

Dear Mr. Sherpa:

There are many reasons we should go to the movies. First, our class has not gone on a field trip this year, and this would be a good trip. Second, we can see the new movies about wildlife. We are learning about noctornl animals, and the movies have some in it. Also, we wrote a play in class. A movie is kinda like a play. Could we go please?

Sincerely,
Hilary Serbs

EXPLANATION: There are some persuasive words. The letter maintains mostly a formal tone until the end of the letter.

continued on next page

Style—continued

Score Point: 2

9086 Holder Street Apt. 54E
Big Town, ME 55111

Hi,

The best trip is the baseball game. We could try to catch balls. We could keep score. We could use our own monee to buy stuff. Then we could right about it too when we are at school.

Your pal,

Hilary Serbs

EXPLANATION: There are few persuasive words. The tone is not formal.

Score Point: 1

November 29, 2006

Principal Sherpa
123 Main Street
Big Town, ME 55111

Hi Mr. Sherpa. I like to see the zoo cuz I like to see how animals live in a zoo. I want to feed a hippoe. I want to see some one ride a elefant. I want to see a seal play with a ball. Okay? Good.

See you latr,

Izzy Walsh

EXPLANATION: The author did not include persuasive words or phrases. The tone is not formal.

Mechanics

Score Point: 4

16 Tether Road
Big Town, ME 55111

Principal Sherpa

Dear Mr. Sherpa:

A trip to the zoo would be good for all of us. First, we could see many animals. Second, we could ask the zookeepers how they care for the animals. Another reason to see the zoo would be to take photographs of the animals. We could later use those in our own stories.

Sincerely,

Justin Miser

EXPLANATION: The letter has few or no errors in punctuation, capitalization, spelling, grammar, and word usage.

continued on next page

Mechanics—continued

Score Point: 3

772 Gate Way
Big Town, ME 55111
November 29, 2006

Principal Sherpa
Lincoln Elementary School
Big Town, ME 55111

Dear Mr. Sherpa

Have you ever experinced a baseball game? It is a very exciting thing, so that is why I think it would be a good trip for our class. Balls get hit over fences. And people chere! If we can go to the game I will be real happy and you will like it to.

Sincerely

Janice Woods

EXPLANATION: The letter has some errors in punctuation, capitalization, spelling, grammar, and word usage.

continued on next page

Mechanics—continued

Score Point: 2

772 Gate Way
Big Town ME 55111
November 29 2006

Principal Sherpa
Lincoln Elementary School
Big Town, ME 55111

Dear Mr Sherpa.

The movies is good for us. Its a good time for all the children. what movie are we going to see. Maybe one about a haunted house. No that would be a bad movie to see when we were in school right? We can look in the news papr and find a good movie. I can ax my mom. Her gets the papr and reads it at nite.

Sinslerly

Hope Diamond

EXPLANATION: The letter has several errors in punctuation, capitalization, spelling, grammar, and word usage.

Score Point: 1

Principal Sherpa
Lincoln Elementary School
Big Town, ME 55111

Mister sherpa

I thought a good trip would be the movies and the zoo. First we cod go to the movies and see a show a bout zoo anemals and then we cod go to the zoo and see the reale anemals. I dont no how we can get to the base ball game after that but I guess us cod go on a nudder day. Have a good day. I will see you later.

your frend- Luke Quest

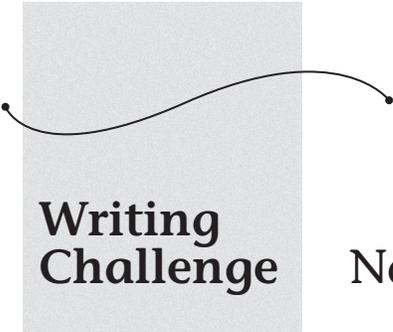
EXPLANATION: Most sentences in the letter have errors in punctuation, capitalization, spelling, grammar, and word usage.

Writing Challenge

**Writing
Wings**
with Media

S C O R E S H E E T

	Descriptive Writing	Informative Writing	Persuasive Writing	Narrative Writing
Ideas				
Organization				
Style				
Mechanics				
Total Score				



Writing Challenge

Narrative Writing

The writing challenge is an opportunity for your students to get practice in writing a timed response to a prompt, as they do during state assessments. Detailed rubrics for scoring ideas, organization, style, and mechanics for the writing challenge are provided in this manual. The day before a writing challenge, the students use these rubrics to evaluate writing samples. Reviewing the expectations for the assessment prepares the students and gives them the background they need to approach the writing challenge with confidence.

After you have recorded the scores for the writing challenge on the Record of Unit Scores, calculate the class averages for ideas, organization, style, and mechanics. Write these averages on the Writing Challenge Score Sheet, and display them so the students can see how they scored as a class on each aspect of writing. This is an opportunity for the class to celebrate successes and discuss goal setting.

Writing Challenge

Day 1 Writing Preparation

OBJECTIVE: The students will evaluate a creative narrative written in response to a prompt.

Active Instruction

Set the Stage

- Tell the students that they will participate in a practice writing activity today.
- Remind the students that the stories they wrote included settings, characters, a problem, events, and a solution at the end. They also included sights, sounds, smells, and feelings to help the reader make a clear mind movie. Explain that tomorrow they will complete a writing challenge in which they will write a story.
- Remind them that completing writing challenges throughout the year has enabled them to see how much their writing has improved. Tell them that the class will celebrate these improvements.
- Explain that today they will look at a practice writing challenge. Tell them that although it is similar to what they will do tomorrow, the prompt will be different.

Instruction

Display the writing prompt, and read it aloud.

Writing Prompt

Make up a story about an animal character who gets lost. Tell the character's name and how the character got lost. What happens while the character is lost? How is this problem solved? Write a story about the animal character with at least three paragraphs. Be sure to include a setting. Include details about sights, sounds, smells, and feelings to help the reader make a mind movie.

- Ask the students to identify the important parts of the prompt. If necessary, ask them to identify what the story should be about. Underline the important words in the prompt. Make sure they understand that this prompt is for a story with a beginning, middle, and end.

- Review the steps of the writing process, asking the students which step comes first, second, etc. and what should be done during each step. Remind them that they will complete each step of the writing challenge independently, including the editing step. Remind them that during editing they use the Mechanics section of the revision guide. They look for Careless Caroline-type errors in punctuation, spelling, grammar, and capitalization, and correct them.
- Tell the students that you have some writing samples, parts of stories students have written, and that you would like them to read and evaluate only the mechanics of the writing. Remind them that evaluate means to tell what is good about the writing and what needs improvement.
- Display the Narrative Writing transparency, and cover the writing samples. Explain that when you score the mechanics of the students' writing challenge, you will use a chart that includes the information on the transparency.

Narrative Writing Scoring Guide

Mechanics	
4	The story has few or no errors in punctuation, capitalization, spelling, and grammar.
3	The story has some errors in punctuation, capitalization, spelling, and grammar.
2	The story has several errors in punctuation, capitalization, spelling, and grammar.
1	Most sentences in the story have errors in punctuation, capitalization, spelling, and grammar.

- Review the scoring guide. Explain that the highest score a story can receive for mechanics is a 4.
- Explain that you want them to help you grade the mechanics of some writing samples using this scoring guide. These samples are the first paragraphs from the three-paragraph stories.
- Uncover Writing Sample #1, and read it aloud.

Writing Sample #1

Hugo the magic duck got lost when he flew into a giant thunderstorm. The wind blew him all around the sky until he didn't know which way was up. He could not find the other ducks in his flock. He quacked and quacked, but no other ducks answered him. That is when he remembered that he was magic.



- Use **Think-Pair-Share** to ask:

Do you notice any mechanics errors in this writing sample? How many errors do you find? *[There is one error. The second sentence needs a period at the end.]*

What score would you give this writing sample for mechanics? *[The students will probably give the writing sample a score of 4.]*

- Uncover Writing Sample #2, and read it to the students.

Writing Sample #2

Once thre was a horse named Ozzy. ozzys owner did not feed him good food, so him runned away from home Him wanted to look for a new owner that wood give him sweet rollz and popcorn instead of oats for dinnr He runned for days until he came to a big desert. ozzy was thirsty but there was no water anywar.

- Refer the students to the scoring guide, and ask them to work in teams to score this writing on mechanics using the Narrative Writing Scoring Guide.

Reflection

- Use **Random Reporter** to ask the students questions about the writing.

Does the paragraph have any errors in capitalization, punctuation, spelling, or grammar? *[Yes, there are many errors.]*

What is an example of an error in Writing Sample #2? *[(Accept reasonable responses.) For example, in some sentences, Ozzy's name is not capitalized. Sometimes there is no period at the end of the sentence. Some words such as there and rolls are not spelled correctly. There are pronoun mistakes.]*

What score did you give this story for mechanics? *[The students will probably give the story a 1 because there are errors in all the sentences.]*

- Thank the students for helping you score the samples. Remind the students that they will have the opportunity to write a whole story from start to finish independently tomorrow. Remind them that their stories will be scored on ideas, organization, style, and mechanics.



Writing Challenge

Day 2 Independent Writing

OBJECTIVE: The students will independently respond to a writing prompt and write a story.

Preparation

- The students will need the following materials:
 - **Writing Challenge: Narrative Writing** handout

Active Instruction

Set the Stage

- Tell the students that they will participate in a timed writing activity today.

Instruction

- Explain that you will score their papers, focusing on the same categories found on the revision guides.

When I score your papers, I'm going to look for how well you express your ideas and organize your writing. I'm also going to look at your writing style and mechanics. These are the same areas we score using the revision guide.

- Distribute the **Writing Challenge: Narrative Writing** handout. Read the prompt and the directions aloud. Ask the students if they have any questions.
- Allow the students 60 minutes to work on the activity. At the end of 60 minutes, collect all papers.

Scoring

- Score the papers using the Narrative Writing Rubric. Each paper is scored in four categories: ideas, organization, style, and mechanics. Scores in each category range from a 1 (the lowest score) to a 4 (the highest score).
- Use the anchor papers as a guide when scoring the students' work. The anchor papers represent examples of responses for each score point and offer explanations for the assignment of scores.
- Record the scores on the Record of Unit Scores.

Goal Setting

- After you have recorded the scores for the narrative writing challenge on the Record of Unit Scores, calculate the class averages for ideas, organization, style, and mechanics. Write these averages on the Writing Challenge Score Sheet transparency under the Narrative Writing column. **Note:** When you calculate the scores for each section—ideas, organization, style, and mechanics—the class averages will be in decimal form. For simplicity’s sake, these can be rounded to whole numbers (ex.: 2.1 = 2; 2.85 = 3; 2.5 = 3.).
- Display the Writing Challenge Score Sheet transparency so the students can see how they compare to the class score on the previous writing challenge. Point out the Narrative Writing column.
- Discuss with the students the areas in which the class did well and the areas in which they can improve. Ask the students to brainstorm ideas on how they can improve the weaker areas.
- Have teams celebrate their successes and discuss goal setting. Have teams discuss the following questions:

For which aspect of writing did the class score the highest?

Compare these scores with the ones for the last challenge. Which scores improved from the last writing challenge?

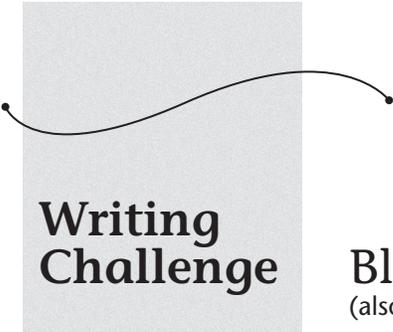
Looking at the scores, which aspect of writing—ideas, organization, style, or mechanics—do we need to work on as a class?

Do you think working toward team cooperation goals will help us improve that score? How?

- Use **Random Reporter** to share team responses. Record the class goal(s) on the transparency.
- Collect and count the Inkwell tokens. On a class thermometer or other scale, record the count, and celebrate the students’ successes in reaching their goals.
- Return the papers to the students. Hold individual conferences to discuss the scores.
- Place the papers in the students’ portfolios.



When you meet with your Teacher Team, bring the Writing Challenge Score Sheet. Discuss the areas in which your students need to improve, and ask for ideas on how to help your students improve their scores.



Writing Challenge

Blackline Masters

(also found on CD accompanying volume 1)

Narrative Writing

Day 1	Transparencies	
	Writing Prompt	369
	Narrative Writing Scoring Guide—Mechanics	369
	Writing Sample #1	370
	Writing Sample #2	370
Day 2	Student Handout	
	Narrative Writing Challenge.....	371
	Teacher Reference	
	Narrative Writing Challenge Rubric	373
	Anchor Papers—Ideas.....	374
	Anchor Papers—Organization	376
	Anchor Papers—Style.....	378
	Anchor Papers—Mechanics.....	380
	Transparency	
	Writing Challenge Score Sheet	383

Writing Prompt

Make up a story about an animal character who gets lost. Tell the character's name and how the character got lost. What happens while the character is lost? How is this problem solved? Write a story about the animal character with at least three paragraphs. Be sure to include a setting. Include details about sights, sounds, smells, and feelings to help the reader make a mind movie.

Narrative Writing Scoring Guide

Mechanics	
4	The story has few or no errors in punctuation, capitalization, spelling, and grammar.
3	The story has some errors in punctuation, capitalization, spelling, and grammar.
2	The story has several errors in punctuation, capitalization, spelling, and grammar.
1	Most sentences in the story have errors in punctuation, capitalization, spelling, and grammar.

Writing Sample #1

Hugo the magic duck got lost when he flew into a giant thunderstorm. The wind blew him all around the sky until he didn't know which way was up. He could not find the other ducks in his flock. He quacked and quacked, but no other ducks answered him. That is when he remembered that he was magic.

Writing Sample #2

Once there was a horse named Ozzy. Ozzy's owner did not feed him good food, so he ran away from home. He wanted to look for a new owner that would give him sweet rolls and popcorn instead of oats for dinner. He ran for days until he came to a big desert. Ozzy was thirsty but there was no water anyway.

Writing Challenge

Narrative Writing

You will have **sixty** minutes to **plan, draft, revise, and edit** your response to this writing prompt.

Writing Prompt

Write a story about a character who shrinks to a tiny size. What is the character's name? What causes the character to shrink? Tell what happens to the character while being tiny. How does the character solve this problem? Write a story with at least three paragraphs that include this information. Be sure to include a setting. Remember to include details about sights, sounds, smells, and feelings to help the reader make a mind movie.

Before you write, **plan**.

- Read the prompt carefully. Make sure you understand exactly what you are asked to do.
- Decide the topic you want to write about.
- Choose the best graphic organizer to plan your ideas (web, story map, paragraph organizer, sequence chain, etc.).
- Use the back of this paper to draw your organizer and plan your response.

As you write, **draft**.

- Use your organizer to draft your story.
- Be sure that what you write will make sense to the reader.
- Include details to make a mind movie for the reader.

After you write, **revise and edit**.

- Reread your writing to be sure that it makes sense.
- Remember to include details about sights, sounds, smells, and feelings.
- Check for capitalization, punctuation, spelling, and grammar.

Ideas	
4	Describes a setting, main character, and problem. Describes the sequence of events thoroughly. Includes a solution to the problem at the end.
3	Includes most of the story elements, but lacks a clear description of some.
2	Lacks several story elements and does not have a cohesive plot.
1	Does not tell a story.

Organization	
4	Demonstrates focus and follows a clear, logical sequence with a beginning, middle, and end.
3	Follows a logical sequence with a beginning, middle, and end, but may occasionally lose focus.
2	Follows a sequence, but may lose focus and/or be missing a beginning, middle, and end.
1	Shows little or no evidence of following a sequence with a beginning, middle, and end or focus.

Style	
4	Includes vivid sensory details that help the reader make a mind movie. Demonstrates consistent rich word choice.
3	Includes some sensory details that help the reader make a mind movie. Demonstrates occasional rich word choice.
2	Includes few sensory details and it is difficult to make a mind movie. Chooses correct but uninteresting words.
1	Does not include sensory details and it is impossible to make a mind movie. Demonstrates limited and simple word choice.

Mechanics	
4	Has few or no errors in punctuation, capitalization, spelling, grammar, and word usage.
3	Has some errors in punctuation, capitalization, spelling, grammar, and word usage.
2	Has several errors in punctuation, capitalization, spelling, grammar, and word usage.
1	Most sentences have errors in punctuation, capitalization, spelling, grammar, and word usage.

NSR	Off task	Illegible	No response
-----	----------	-----------	-------------

NSR = Nonscorable Response

Ideas

Score Point: 4

One day it was reely hot in the city. A boy namd Jerry asked his mother if he could go to a pool. His mother was nice and she said yes he could go but he had to put on sunscreen. Jerry took the bottle of sunscreen from the cabnet and rubbed it on himself. But it was not reely sunscreen it was shrinking loshun.

Jerry started to shrink. He got smaller and smaller until he was just as tiny as a bug. Jerry was reely scared. He looked up and saw a spider web under the table. The spider was bigger than Jerry. The spider started crawling down its web to get Jerry. He screamed.

Jerry's mom heard a tiny noise. It was Jerry screaming. She looked under the table and saw tiny Jerry running away from a spider. She grabbed Jerry and put him on top of the table. Then she got the growing loshun from the cabnet and put it on him. Jerry grew back to his reel size.

EXPLANATION: There is a setting, main character, and problem; it describes the sequence of events with details, and includes a solution.

Score Point: 3

One day Jasmine woke up surprised because she shrinked. She has tiny little hands and feet. Her close are way too big. She gets out of her bed and she puts on her doll's close and shoes.

Jasmine went to see her sister. She wanted to trick her jasmine trickd her sister because she is tiny and her sister can't see her there.

Jasmine has one little crumb of cupcake. She has one little drip of water.

EXPLANATION: Some of the story elements are included, but there is no solution. Events are not clearly described, but there are some details.

continued on next page

Ideas—continued

Score Point: 2

He was walking and then BAM he is shrunk. Now he is tiny like an ant. The ants were around there too. He crawled through the grass.

He looked up and there is a bird flying. Then he is flying. He sees way down to the ground.

Then he was afraid because he might fall down there.

EXPLANATION: Some story elements are missing and the plot is unclear.

Score Point: 1

I do not want to be tiny. I think it is scary. Sombdy might step on me and then I am squished.

I saw a movie about kids and they shrink. I liked that movie. The dad was how they shrink. He is a funny guy.

Next time I will go to the movies and see a scary movie.

EXPLANATION: Does not tell a story.

Organization

Score Point: 4

A girl named Trisha lived in a big yellow house with her mom and her brother and their dog Benji. Trisha loved to make all kinds of cakes. One day Trisha was making a chocolate cake with chocolate icing. She found a bag that said sugar on the outside, but it was really shrinking powder. Trisha mixed the shrinking powder into the cake mix. Then she baked the cake in the oven.

Trisha and her family couldn't wait to eat the cake. But when they took a bite, they all shrunk down to a tiny size. Trisha's mother was upset about being so little. She said they needed to get the growing powder in the upstairs bathroom. Trisha whistled for Benji. The dog looked like a giant next to the tiny people. Trisha and her brother and mother grabbed onto Benji's soft fur and he carried them upstairs to the bathroom.

Trisha quickly climbed up the shower curtain to get the growing powder from the shelf and gave it to her mom. Trisha's mom measured some powder and then they ate it. All of a sudden they were big again. They all hugged Benji and said thanks for helping them.

EXPLANATION: The story events follow a logical sequence with a beginning, middle, and a solution at the end.

Score Point: 3

Max and his friend Wayne were walking to school and a shrinking ray came out of the sky and shrank Max to a tiny size. He was tiny like a peanut. He didn't know how it happened. Wayne said where are you Max?

Max yelled and yelled. He got in the backpack. Wayne didn't know. Max got to school and they put him on the teachers desk.

The teacher saw what happened to Max. She knew a code for a unshrinking ray. The code saved Max and he got big again.

EXPLANATION: The story has a beginning, middle, and end but the sequence of events is unclear in places.

continued on next page

Organization—continued

Score Point: 2

Russell was tiny and he could hide in a lunch bag. The teacher did not see him. Russell made noises and the class said what is that noise. She was thinking a mouse was in the lunch bag.

It was dark inside the lunch bag. Russell saw an apple and chips. Then a hand came in and almost got Russell.

Russell ate the chips and then he was big again.

EXPLANATION: The sequence of events is unclear in places and there is no beginning to the story.

Score Point: 1

I was tiny when I was a baby. My baby brother is tiny. He has size 3T shirts. His name is Hector. He cries a lot.

My cuzin has a tiny dog. It is a chuwawa. It is a cute dog.

I wish I could get a dog. I like to get a dobermin.

EXPLANATION: This story lacks focus and shows little or no evidence of following a sequence with a beginning, middle, and end.

Style

Score Point: 4

A girl named Trisha lived in a big yellow house with her mom and her brother and their dog Benji. Trisha loved to make all kinds of cakes. One day Trisha was making a chocolate cake with chocolate icing. She found a bag that said sugar on the outside, but it was really shrinking powder. Trisha mixed the shrinking powder into the cake mix. Then she baked the cake in the oven.

Trisha and her family couldn't wait to eat the delishus cake. But when they took a bite, they all shrunk down to a tiny size. Trisha's mother was upset about being so little. She said they needed to get the growing powder in the upstairs bathroom. Trisha whistled for Benji. The dog looked like a giant next to the tiny people. Trisha and her brother and mother grabbed onto Benji's soft fur and he carried them upstairs to the bathroom.

Trisha quickly climbed up the shower curtain to get the growing powder from the shelf and gave it to her mom. Trisha's mom measured some powder and then they ate it. All of a sudden they were big again. They all hugged Benji and said thanks for helping them.

EXPLANATION: The story shows a rich word choice and includes many details that help make a vivid mind movie.

Score Point: 3

On a hot summer day, a boy named Ronald went to the playground. He was running to swing on the swings when he saw a sparkul on the ground. The sparkul turned out to be a little silver box. Ronald picked up the box and opened it. Out of the box jumped a tiny man.

The tiny man said he was shrunk by an evil wizrd and put in the box. He asked Ronald to help him. Ronald wanted to help the man get back to his normal size. He took the man to see his dad. His dad knew a lot about fixing things.

Ronald's dad listened carfully to what the man said. Then the tiny man, Ronald, and his dad went to see the wizard and made him unshrink the man.

EXPLANATION: The story includes some sensory details and occasional rich word choice.

continued on next page

Style—continued

Score Point: 2

Max and his friend Wayne were walking to school and a shrinking ray came out of the sky and shrank Max to a tiny size. He was tiny like a peanut. He didn't know how it happened. Wayne said where are you Max?

Max yelled and yelled. He got in the backpack. Wayne didn't know. Max got to school and they put him on the teachers desk.

The teacher saw what happened to Max. She knew a code for a unshrinking ray. The code saved Max and he got big again.

EXPLANATION: The story includes few sensory details and correct but uninteresting words.

Score Point: 1

One time a guy named Bill got shrunk to a tiny size. It happened when he was going to the store. At the store, people did not see Bill because he was tiny.

Bill wanted to buy something but he could not reach it on the shelf. There was a string next to the shelf so he climbed up. He walked around the stuff on the shelf until he found what he wanted to buy. He tied it to the string and let it down to the floor. Then he climbed back down the string.

When Bill tried to pay for something, his money was shrunk. The man at the counter could not see it.

EXPLANATION: Does not include sensory details and word choice is uninteresting.

Mechanics

Score Point: 4

Max and his friend Wayne were walking to school and a shrinking ray came out of the sky and shrank Max to a tiny size. He was tiny like a peanut. He didn't know how it happend. Wayne said where are you Max?

Max yelled and yelled. He got in the backpack. Wayne didn't know. Max got to school and they put him on the teachers desk.

The teacher saw what happened to Max. She knew a code for a unshrinking ray. The code saved Max and he got big again.

EXPLANATION: The story has few or no errors in punctuation, capitalization, spelling, grammar, and word usage.

Score Point: 3

A girl named Trisha lived in a big yellow house with her mom and her brother and their dog Benji. Trisha loved to make all kinds of cakes. One day Trisha was making a chocklit cake with chocklit icing. She found a bag that said sugar on the outside, but it was really shrinking powder. Trisha mixed the shrinking powder into the cake mix. Then she baked the cake in the oven.

Trisha and her family couldn't wait to eat the delishus cake. But when they took a bite, they all shrunk down to a tiny size. Trisha's mother was upset about being so little. She said they needed to get the growing powder in the upstairs bathroom Trisha whistled for Benji. The dog looked like a giant next to the tiny people. Trisha and her brother and mother grabbed onto Benji's soft fur and he carried them upstairs to the bathroom.

Trisha quickly climbed up the shower curtain to get the growing powder from the shelf and gave it to her mom. Trisha's mom mesured some powder and then they ate it. All of a sudden they were big again. They all hugged Benji and said thanks for helping them.

EXPLANATION: The story has some errors in punctuation, capitalization, spelling, grammar, and word usage.

continued on next page

Mechanics—continued

Score Point 2:

On a hot summer day, a boy named Ronald went to the playground. He was running to swing on the swings when he saw a sparkul on the ground. The sparkul turned out to be a little silver box. Ronald picked up the box and opened it. Out of the box jumped a tiny man.

The tiny man said he was shrunk by an evil wizrd and put in the box. He asked ronald to help him. Ronald wanted to help the man get back to his normal size. He took the man to see his dad. His dad knew a lot about fixing things.

Ronald's dad listened carfully to what the man said. Then the tiny man, Ronald and his dad went to see the wizard and made him unshrink the man.

EXPLANATION: The story has several errors in punctuation, capitalization, spelling, grammar, and word usage.

Score Point: 1

One day Jasmine woke up surprizd because she shrinked. She has tiny little hands and feet. Her close are way too big. She gets out of her bed and she puts on her doll's close and shoes.

Jasmine went to see her sister. She wanted to trick her jasmine trickd her sister because she is tiny and her sister can't see her there.

Jasmine has one little crumb of cupcake. She has one little drip of water.

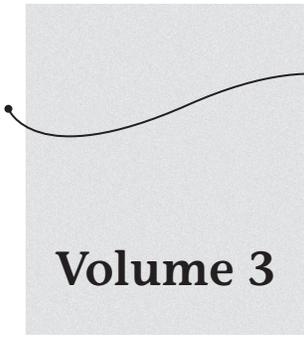
EXPLANATION: Most sentences in the story have errors in punctuation, capitalization, spelling, grammar, and word usage.

Writing Challenge

**Writing
Wings**
with Media

S C O R E S H E E T

	Descriptive Writing	Informative Writing	Persuasive Writing	Narrative Writing
Ideas				
Organization				
Style				
Mechanics				
Total Score				



Volume 3

Appendix

The procedures below present several options for publishing books with your students. Ranging from very simple to more complex, these procedures can be used when publishing individual books or class anthologies.

Folder Book (or Three-Ring Binder Book)

Materials

- Folder with brads or a three-ring binder
- Three-hole punch
- White paper (optional)
- Crayons and markers

Procedures

- After the students have written the final copies of their work, punch holes in the left side, using a three-hole punch if necessary.
- Place the pages into a folder with brads or a three-ring binder.
- Design the front cover of the folder or binder, or make a cover using white paper, and glue it on the front of the book. Include the title and author(s).

Binding Tape Book

Materials

- Binding tape
- Lined paper
- Construction paper
- Scissors
- Stapler
- Crayons and markers

Procedures

- Cut the lined writing paper in half, and pass out sheets for the students to write and illustrate the final copies of their work.

- Fold a piece of construction paper for the cover. Place the lined pages between the cover, lining the pages up along the left-hand margin and the folded edge.
- Staple the books at three points: near the top, in the middle, and near the bottom on the left-hand margin.
- Cover the staples with binding tape.
- Design the front cover of the book, including the title and author(s).

Basic Book

Materials

(All measurements may be changed to make books smaller or larger.)

- two pieces of cardboard: $10\frac{1}{2}'' \times 8\frac{1}{2}''$ (same size as standard lined paper)
- $8\frac{1}{2}'' \times 11''$ pieces of paper for pages (The number of pages depends on the length of your students' written products. Make sure there are enough pages for the students to include their entire stories.)
- Cover material $10\frac{1}{2}'' \times 14''$ (wallpaper, construction paper, wrapping paper, fabric, etc.)
- Glue
- Scissors
- Stapler (saddle staplers or swing staplers work well) or a thread and needle

Procedures

- Fold the pages in half. Put a blank page on the outside to glue onto the cardboard. Staple or stitch up the center. Set the pages aside.
- Place the cover material on a flat surface face down. Put the two cardboard pieces on top of it. Leave a small space (about $\frac{1}{2}''$) between the cardboard pieces for the pages. Glue the cardboard in place.
- Fold and glue the corners of the cover material over the corners of the cardboard.
- Fold and glue the four sides down.
- Position the book pages in the space between the cardboard. Glue the blank pages to the front and back of the book (onto the cardboard).
- Have the students write the final copies of their work on the blank pages of the book.
- Design the front cover of the book, including the title and author(s).

Appendix

Writing in Social Studies: Research Report

If the students write about a different topic, one you are focusing on in social studies class, they will need access to print or online sources of information for their research.

Overview

The Author's Opportunity

In unit 9, the students chose a state about which they wanted to learn more, and they wrote a business letter to that state's tourism office to request information. The brochures, pamphlets, etc. that the students received will serve as the main sources of information when writing a research report about touring the chosen state. The students will publish their research reports in a class book entitled *Travel Across America*.

Summary

Using the Writing Wings lessons, you have provided the students with instruction and practice in the writing process. They have produced descriptive paragraphs, multiparagraph informative essays, business letters with stated purposes and formal tone, persuasive letters with strong supporting reasons, and lively narratives with sensory details. Throughout their schooling, the students will also be expected to write research papers, so they need explicit instruction in how to research a topic and take notes about main ideas and supporting details. Listed below are suggestions for instruction and guided practice in doing research, note-taking, organizing information, and writing an introductory paragraph for a research report.

Appendix | Topic and Questions

Active Instruction

- Explain that when we do research, we start with questions, and then we look for the answers. Tell the students that research writing is a kind of informative writing. Research writing involves finding information to answer our questions and then writing to describe that information.
- Remind the students that they wrote letters to state tourism offices to request information. The pamphlets, brochures, etc. that they received are full of state information.
- Remind the students that they brainstormed a list of questions to ask about the state that they chose. For example:
 - Where is it located?
 - What is the land like?
 - Are there any special foods for which the state is known?
 - What is the history of the state? What important events happened there?
 - What are the big cities in the state like?
 - What is the weather like?
 - Are there any special tourist attractions?
- Explain that the students will write a research report about their chosen state. They will start with questions, do research to find the answers, and then write to tell others what they have found.
- Refer the students to the writing prompt, and read it aloud.

Writing Prompt

What five things would you like to know about your chosen state? List those questions. Research the answers to those questions, and write a report that tells the facts and answers to your five questions.

To do your research, use the materials you received in the mail as your sources for facts.

Begin your report with an introductory paragraph that will interest the reader. Write a paragraph for each subtopic that includes a topic sentence and at least three supporting details. Try to make your ideas flow. Be sure to include a list of sources you used.

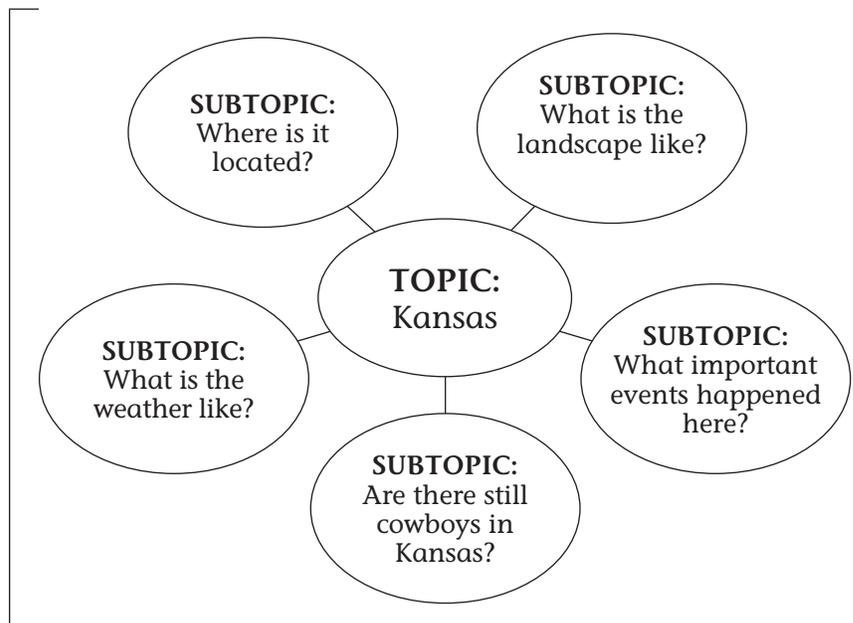


- Use **Think-Pair-Share** to review what should be included in the research report. Underline the necessary elements in the prompt.

According to the writing prompt, what should your research report include? *[It should tell the facts that answer five questions about my chosen state. The facts should come from the material I received in the mail. It should begin with an introductory paragraph. There should be a paragraph for each subtopic with a topic sentence followed by at least three supporting details. It should include a list of sources.]*

What do we mean when we say research? *[(Accept reasonable responses.) For example, research is what we do to find answers to questions.]*

- Display some of the materials that were received from a state tourism office, and identify them as sources of information. Point out that these sources of information will be what you will use to answer your questions about your chosen state. Explain that later you will make a list of these sources to tell the reader where the information came from.
- Create a web on chart paper. Put the name of the state as the topic in the center. Model asking questions about the topic, and record each question on an arm of the web.



- Tell the students that this is a plan for your research paper. You will do research to find the answers to these questions. Each subtopic will be a paragraph in your research report.

Teamwork

- Explain to the students that they will each make a web to plan their research reports. They will write the name of the state in the center as the topic of their reports. Then, with their partners, they will discuss and help each other to decide on five questions that they would like to answer about their chosen states. Point out that looking over the material that they received from the tourism office may raise some questions that they would like to explore. Explain that they will put each of these questions on an arm of the web as a subtopic.
- Hold conferences with the students to provide support as needed.
- Have partners share their written plans and give feedback. Tell the students that based on their partner's feedback, they may want to make changes to their plans.

Reflection



- Ask one or two volunteers to share their plans with the class. Use **Think-Pair-Share** to ask:

Was it easy or hard to think of questions to ask?

Did looking through your sources make you think of other questions about your state?

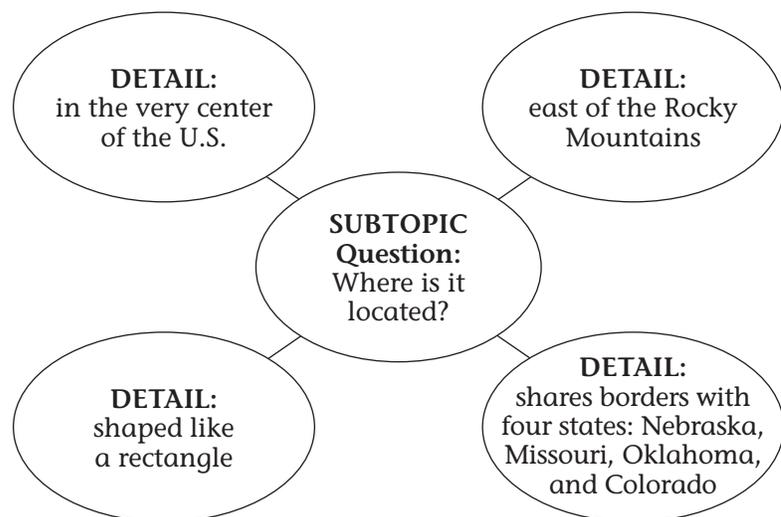
How did your partner help you?

- Praise the students for working toward a team cooperation goal.

Active Instruction

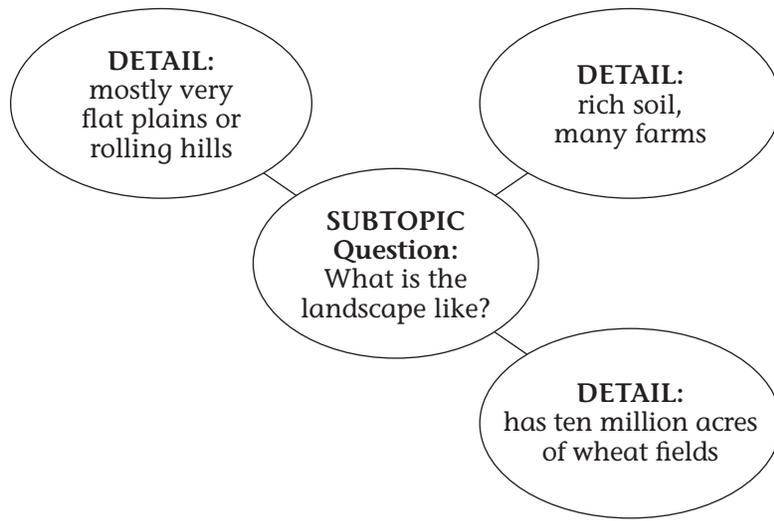
- Remind the students that a research report begins with questions. Doing research means looking for the answers to those questions.
- Display the web that you made on chart paper in the previous lesson. Remind the students that you recorded the questions that you have about Kansas on the web, for example: Where is the state located? On chart paper, write the question at the center of a web. Explain that this is your first research question.
- Explain that you are going to browse through your pack of information and note the answers that you find on your web. Explain that taking notes on a web will help you gather and organize the information.
- Point out that a map of the United States, showing the location of the chosen state, is in your pack of information. The map shows that the state is in the middle (or other location) of the United States. Record this information on the web. Note any other information about the state's location, and record it on other arms of the web.

TOPIC: Kansas



- Point out that you have researched the first question. You browsed through the material and took notes about the location of the state on a web. Point out that you used your own words when writing notes and did not copy from the source.
- Tell the students that you have another research question about Kansas. The question is: What does the landscape look like in Kansas? Write the question in the center of a second web. Model using pictures or headings to locate information about the land features in Kansas. Record these details on the web.

TOPIC: Kansas



- Remind the students that asking questions and then collecting information on webs will help them organize their research. Taking notes about subtopics and details is an important step that will make it much easier when they begin drafting each paragraph for their reports. Remind them that they will need to find at least three details for each subtopic. Tell them to be sure the details they write actually answer the question they are asking.

Teamwork

- Tell the students that they will have a lot of information to write as they take notes. Explain that they will create a separate web on a separate page for each subtopic. Then they will browse through the material that they received about their states, do research, and collect details that answer the questions. Then they will take notes in their own words on the arms of each web, just as you have modeled.

The students' research will require several social studies class periods. You may wish to provide additional sources of information about the states such as library books, magazines articles, or state-sponsored websites.

- Hold conferences with the students to provide support as needed. Over the next few days, as the students take notes for their reports, monitor their progress to make sure they record the information in their own words and include at least three details for each subtopic. Tell the students that if they are having difficulty finding information about a particular subtopic, they should consider asking a different question.
- Have partners share their webs and give feedback. Tell the students that based on their partner's feedback, they may want to make changes on their webs.



Reflection

- Ask one or two volunteers to share their webs with the class. Use **Think-Pair-Share** to ask:

Was it easy or hard to find facts to answer your questions?

Did doing research make you think of other questions about your state? Did you add them to your plan?

How did your partner help you?

- Each day, have the students celebrate by sharing any new information that they have learned and added to their organizers.
- Praise the students for working toward a team cooperation goal.

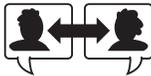
Active Instruction

- Explain to the students that one of the first things authors do when they draft a research report is introduce the topic in the first paragraph. Point out that when authors draft introductory paragraphs, they do not go into great detail about the topic. They give just enough information to let readers know what the report is about.
- Explain that the introductory paragraph not only introduces the topic, it also sets a purpose for reading. It should be short (about three or four sentences), and it needs to get the reader's attention. Explain that authors can get their readers' attention in many ways. Tell them that one way to interest readers is to ask questions about the topic in the introductory paragraph. Point out that the questions need to be answered later in the report.
- Display a sample introductory paragraph. Point out that the author is not writing about a state, as the students will. The author is writing about Niagara Falls. Read the introductory paragraph aloud.

Sample Introductory Paragraph

Niagara Falls

Niagara Falls is a huge waterfall. How big is Niagara Falls? Where is it located? Do the falls freeze in winter? Read on to find the answers to these questions and more about Niagara Falls.



- Use **Think-Pair-Share** to ask:

Does this introductory paragraph get you interested in the topic?

What got you interested? *[The students will probably say that the questions got them interested in the topic.]*

What purpose would you have for reading the rest of the report? *[To find out the answers to the questions and learn more about Niagara Falls.]*

- Explain to the students that the information in an introductory paragraph can be written in various ways. Tell them that some authors begin their reports with their questions and then define the topic and give the purpose, while others may give the purpose first. Point out that either way is fine as long as the sentences are organized in a way that flows and makes sense.
- Display the web of questions that you created. On chart paper, model drafting an introductory paragraph for your report, skipping lines to leave room for changes.

I am going to write an introductory paragraph for the Kansas report. I know it should be short and tell what the report is about. To get the readers' attention, I'm going to start my paragraph by asking some of the questions from my web: "Where is the state of Kansas? What important events have happened in Kansas? Are there still cowboys in Kansas?" Then I will give the reader a purpose for reading: "This report will answer these questions and more about Kansas."

Kansas

Where is the state of Kansas? What important events have happened in Kansas? Are there still cowboys in Kansas? This report will answer these questions and more about the state of Kansas.



- Point out that in this introductory paragraph, to get the reader's attention, questions that will be answered come first followed by the topic and purpose of the report. Use **Think-Pair-Share** to ask:

Does this introductory paragraph get you interested in the topic? Does it give you a purpose for reading on?

Teamwork

- Explain that the students will draft an introductory paragraph. Remind them that an introductory paragraph is short, consisting of three or four sentences; gets the readers' attention; and tells the readers what the report is about.
- Hold conferences with the students to provide support as needed.
- Have partners share their introductory paragraphs and give feedback. Tell the students that based on their partner's feedback, they may want to make changes to their drafts.



Reflection

- Ask one or two volunteers to share their introductory paragraphs with the class. Use **Think-Pair-Share** to ask:

In your paragraph, what did you do to get the readers' attention?

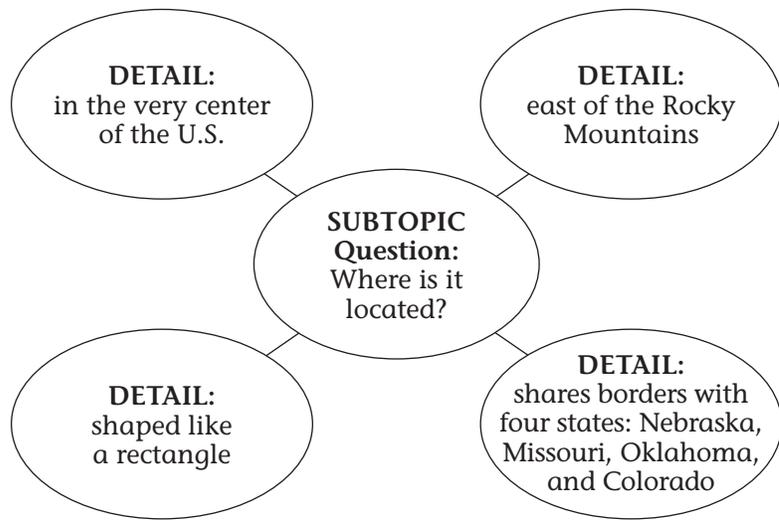
Did you give the reader a purpose for reading on?

- Praise the students for working toward a team cooperation goal.

Active Instruction

- Remind the students that they have drafted the introductory paragraphs for their research reports. The introductory paragraph gets the readers' attention and tells the topic of the report.
- Tell the students that now they will go on to draft the middle, or body, of their research report. Explain that each paragraph in the body of their report will answer one of the questions they asked about their chosen state.
- Display a web that you created during planning. Model using the information on a web to draft a body paragraph on chart paper.

TOPIC: Kansas



For my first body paragraph, I will use the notes I made on one of my webs. The subtopic in the middle will be the heading for this paragraph: *Where is Kansas located?* I'll turn that question into a statement to write my topic sentence: *Kansas is located...hmm.* I think this detail about the very center of the U.S. makes sense to finish that sentence: *Kansas is located in the very center of the United States.* Now I will use

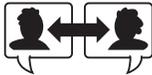
details from my web to write supporting sentences: *It is east of the Rocky Mountains. Kansas is shaped like a rectangle and shares a border with four states: Nebraska, Missouri, Oklahoma, and Colorado.*

Kansas

Where is the state of Kansas? Why do people call it “America’s Bread Basket”? Are there still cowboys in Kansas? This report will answer these questions and more about Kansas.

Where is Kansas located?

Kansas is located in the very center of the United States. It is east of the Rocky Mountains. Kansas is shaped like a rectangle and shares a border with four states: Nebraska, Missouri, Oklahoma, and Colorado.

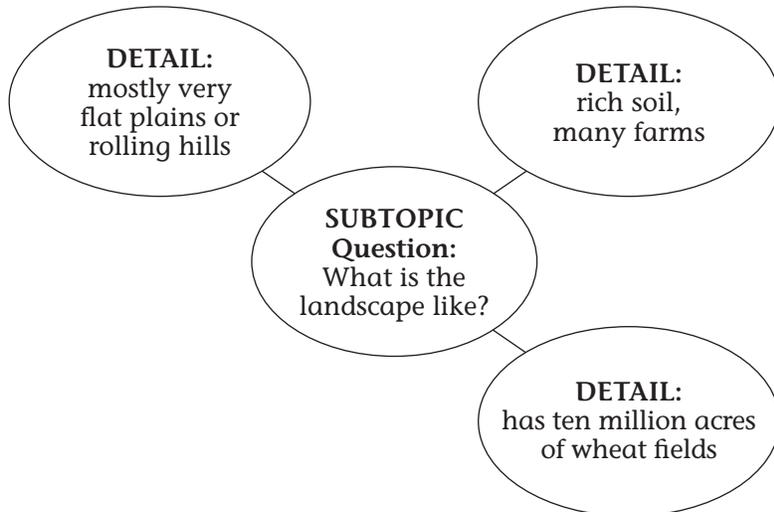


- Use Think-Pair-Share to ask:

**Do the details in this paragraph answer the question:
Where is Kansas located?**

- Display the next web, and continue drafting. Refer to the question and write a heading for the next paragraph: What is the landscape like?

TOPIC: Kansas





- Have partners draft a topic sentence for the next paragraph. Remind them that they can change the subtopic question into a statement to begin their topic sentence. Use **Random Reporter** to share responses.
- Model completing the draft for the paragraph, adding the details from the web in supporting sentences. For example:

Kansas

What is the landscape like in Kansas?

The land in Kansas is mostly very flat with some rolling hills. The soil is rich, and there are many farms.

Kansas has ten million acres of wheat fields.

Teamwork

- Explain that the students will draft the body paragraphs for their reports. Remind them to use the subtopic question as a heading for each paragraph. Then write a topic sentence followed by details to support it.
- Hold conferences with the students to provide support as needed.

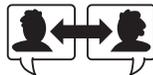
Reflection

- Use **Think-Pair-Share** to ask:

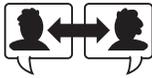
Did the notes you took on your webs help you draft your report?

Does having more details make your report more interesting?

- Praise the students for working toward a team cooperation goal.



Appendix | Listing Sources



Active Instruction

- Tell the students that it is important to list sources when writing research reports. The list of sources tells the reader where you learned the facts that you have included in your report.

- Use **Think-Pair-Share** to ask:

**What were the sources of information for your report?
What kinds of materials did you use?** [*The students may have used brochures, magazine articles, maps, books, or websites as sources.*]

If readers of your report wanted to find the sources that you used, for example, a book where you found some facts, what would they need to know? [*The title of the book, the author, the name of the book publisher, and the date the book was published.*]

- Point out that the list of sources at the end of their reports should include this information. Display a transparency of the list of sources for your Kansas report.

Sources

Fredt, Andrew. *Kansas*. Millbrook Press, 2002, pp. 17–18.

Geller, Brenda (editor). *Kansas Visitors' Guide*, Kansas Department of Commerce, 2004, pp. 1–3.

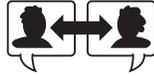
Scillian, Devin. *S Is for Sunflower: A Kansas Alphabet*. Sleeping Bear Press, 2004, pp. 17–18.

Travel and Tourism Division of Kansas. *Come to Kansas*, 2007, p. 3.

Kansas Historical Society, "Forts and Trails."
<http://www.kshs.org/tourists/theme/forts>, 2008.

- Explain the format for a list of sources.

The first source on my list is a book. The author is Andrew Fredt. Notice that on a list of sources, the author's last name is first, then the first name. Sources are listed in alphabetical order by the authors' last names.



Authors' names are followed by the italicized (underlined if you can't use a computer) title of the book, the publisher, the year the book was published, and the page numbers where the information in my report can be found.

- Explain that some pamphlets and brochures have no author listed. If there is no author, the publisher or organization that put it together is listed as author. For example, the Travel and Tourism Division of Kansas. Use **Think-Pair-Share** to ask:

What is the source that is last on my list? Is it a book? A magazine? How do you know? *[No, it is a website. The students may say that the http, or www tells them it is a website.]*

- Point out that this is the address or URL for the website. Ask:

If people who read my report wanted to look up the information on this website, what would they do with this address? *[They would type the address in the URL box to find the website.]*

Teamwork

- Tell the students that, with the help of their partners, they will compile a list of sources for their reports. Remind them to list the authors' last names first followed by a comma and the first name. Remind them that the authors' names should be in alphabetical order.
- Have partners exchange source lists and check that the format matches the displayed source list. Have partners use the page numbers to look up information about the state.
- Hold conferences with the students to provide support as needed.

Reflection

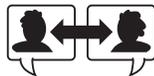
- Use **Think-Pair-Share** to ask:

How did your partner help you compile your source list?

Were you able to find information using your partner's source list?

Why is a list of sources of information important to include in a research report? *[The reader might want to look up the information or find more information about the topic.]*

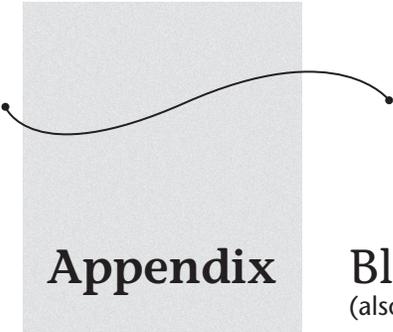
- Praise the students for working toward a team cooperation goal.



Appendix | Revise, Edit, Publish

In Writing Wings lessons, the students became familiar with using a rubric (revision guide) during the next two steps in the writing process: share, respond, revise and edit. With the class, develop a revision guide for the research report including sections for ideas, organization, style, and mechanics. The elements from the writing prompt and the Informative Essay Revision Guide from Writing Wings can serve as models.

Choose a book-publishing option from the list at the beginning of this appendix. Compile the students' reports in a class book entitled *Travel Across America*.



Appendix

Blackline Masters

(also found on CD accompanying volume 1)

Volume 3

How to Publish Student Books

(No blackline masters)

Writing in Social Studies: Research Report

Transparencies

Writing Prompt 407

Sample Introductory Paragraph..... 407

Sample List of Sources..... 408

Writing Prompt

What five things would you like to know about your chosen state? List those questions. Research the answers to those questions, and write a report that tells the facts and answers to your five questions.

To do your research, use the materials you received in the mail as your sources for facts.

Begin your report with an introductory paragraph that will interest the reader. Write a paragraph for each subtopic that includes a topic sentence and at least three supporting details. Try to make your ideas flow. Be sure to include a list of sources you used.

Sample Introductory Paragraph

Niagara Falls

Niagara Falls is a huge waterfall. How big is Niagara Falls? Where is it located? Do the falls freeze in winter? Read on to find the answers to these questions and more about Niagara Falls.

Sources

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Kansas Historical Society, "Forts and Trails."
<http://www.kshs.org/tourists/theme/forts>, 2008.