# Writing Wings with Media

Teacher Edition | Grade 4 | 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.

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*Persuasive and Narrative Writing*
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# Volume 3 Persuasive and Narrative Writing

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# Unit 8 Clearly Stating a Purpose

Writing Project:
**Compose a Business Letter Requesting Information**

## Overview

### The Author's Opportunity

The students will choose a national park that they want to learn about and write a business letter to the park office requesting information. In their letters, the students 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 mail their letters.

### Unit Summary

In this unit, the students choose a national park that they want to learn about and write a business letter to the park office requesting information (a list of addresses can be found at http://www.nps.gov/pub_aff/refdesk/NPS_PHONE.pdf). The craft lesson prepares the students to write their letters 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 to explain or support the purpose. The students use a web to plan their letters and then draft them. In the video, Ms. Inkwell 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 national parks 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

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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.)
- Business Letter Samples 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.)
- National Parks 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 national park office addresses (See http://www.nps.gov/pub_aff/refdesk/NPS_PHONE.pdf for list.)

- Continue to display the team cooperation goals: Practice active listening; everyone participates; help and encourage others; complete tasks; explain your ideas/tell why.
- 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 different national parks 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" (running time 5:06) on Day 8

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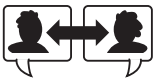
## Unit 8 | Day 1 Craft Lesson

**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.

## Active Instruction

Timing Goal: 12 minutes

### Set the Stage



**Think-Pair-Share**

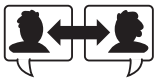
- Post and present the team cooperation goal: **Explain your ideas/tell why.** Use **Think-Pair-Share** to ask:

  **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.]*

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.

- 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 the students fill out the Team Name, Unit, and Date columns, 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 Keisha's friendly letter and her business letter. Read the two letters aloud.

> **Keisha's Friendly Letter**
>
> June 6, 2007
>
> Dear Ricky,
>
> I am so happy that you and your mother are coming to visit this summer! There is a lot for us to see and do, including the state fair. My mother is figuring out where we will all sleep. I'm pretty sure you and I will sleep on the floor, and your mother will sleep in my bed. I asked my mom if we could go swimming in a nearby lake. Would you like to do that? Let me know if that sounds like fun for you. I can't wait to see you! It's going to be a great trip.
>
> Your friend,
>
> Keisha

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**Keisha's Business Letter**

4814 Windsor Drive
Canterbury, CT 06331
January 7, 2007

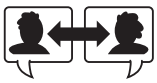
Fieldflower Press
5100 Hadley Drive
Fargo, ND 58104

Dear Sir or Madam:

My sister told me that you make specialized bookmarks. She also told me that I could send you a picture I want on the bookmark and one dollar, and you would send me the bookmark. I would like to order a bookmark.

I have enclosed the money and my picture. I am also sending a self-addressed stamped envelope. Please send me a bookmark. Thank you for your help.

Sincerely,
Keisha Rogers



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

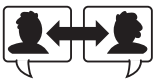
  **What is different about these two letters?** *[(Accept reasonable responses.) For example, the business letter has addresses and a date on the left-hand side; the friendly letter only has a date, and it's on the right-hand side. The business letter uses Madam or Sir with a colon after it, but the friendly 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 Keisha write the first letter? Do you think she knows this person? How can you tell?** *[Keisha wrote the first letter to her friend Ricky. She signed 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 Keisha'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 Keisha's reason for writing the business letter?** *[Keisha writes the second letter to order a specialized bookmark.]*

  **Which sentence in the business letter tells her purpose for writing?** *["I would like to order a bookmark."]*

  **What is she asking the person at the company to do?** *[She is asking the person to send her a bookmark with her picture on it.]*

- 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**

65 Main Street
Tulsa, OK 74119
March 23, 2006

Wheels, Wheels, and More Wheels
243 Broadway
Houston, TX 77012

Dear Sir or Madam:
Last week my parents bought me an XG-90 skateboard as a gift. I am writing to you because I am having problems with it. The stickers on the board have already started to peel off. Also, the front wheels fell off when I jumped a curb. I would like you to send me a new skateboard. Please send a replacement XG-90 skateboard to the address above. I thank you for your help in this matter.

Sincerely,
Mario Mendez

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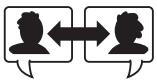


- Create a web like the following, and record the students' responses. Use **Think-Pair-Share** to ask:

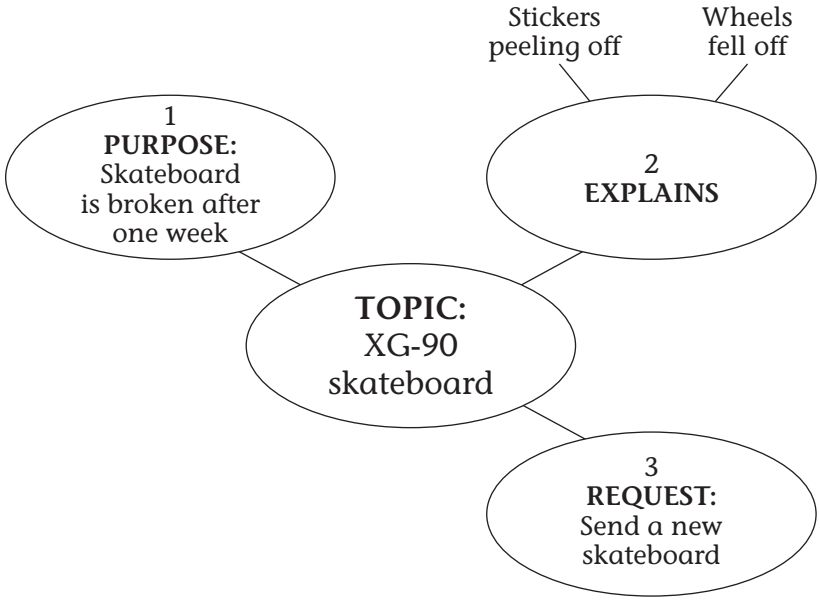
  **What is the topic of this letter?** *[The topic is an XG-90 skateboard.]*

  **Why is Mario writing this letter? Which sentence tells Mario's reason, or purpose, for writing this letter?** *[The purpose sentence is: I am writing to you because I am having problems with it.]*

  **What does Mario explain about his purpose, about the problems with the skateboard***? [He explains that the stickers are peeling off and that the front wheels fell off.]*

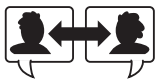
  **What action is Mario requesting? What does he want the company to do?** *[Mario wants the company to send him a new XG-90 skateboard.]*

**Business Letter Web**




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

  **Mario gets right to the point and says why he is writing. He explains about the problem he is having with the skateboard. 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 Mario end his letter with "Your friend, Mario"?** *[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.

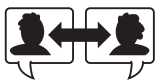
**Sample Business Letter 3**

38 Lima Road
Geneseo, NY 14454
May 5, 2006

Champs Cheering Camp
14 Oak Street
Geneseo, NY 14454

Dear Cheerleading Coach:
I am very interested in cheering for the 9–11-year-old cheerleading squad this summer. I heard from my friend, Ellen Fitzsimons, that you are accepting new cheerleaders for your summer program. I am ten years old, and I have been cheering since I was six. Please send me information about when you are holding tryouts so I can be there. I would love to cheer on your squad. Thank you in advance for your help.

Sincerely,
Annette Casey



- 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 cheering squad.]*

  **What is Annette's reason or purpose for writing this letter?** *[She wants to cheer for the 9–11-year-old cheering squad.]*

  **What does Annette explain about her purpose? What details does she include?** *[She explains that she heard from a friend that they were accepting new cheerleaders, and that she has been cheering since she was six.]*

  **What action is Annette requesting? What does she want the reader to do?** *[Annette wants the reader to send her information about the tryouts.]*

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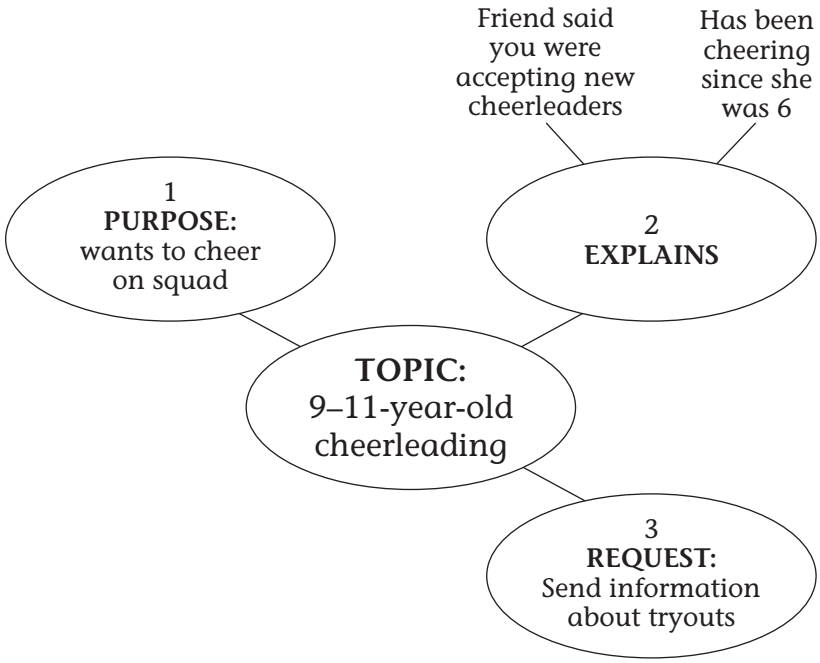
- Point out that Annette includes a last thought when she tells the reader that she would love to cheer for the squad and thanks the reader.

**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 the students of the team cooperation goal that they are working on: **Explain your ideas/tell why**.

**Random Reporter**

- Allow time for the students to complete Team Practice. Use **Random Reporter** to review the students' 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?** *[Puppy adoption.]*

  **What is Li's reason, or purpose, for writing this letter?** *[She wants to adopt a dog from the rescue.]*

  **Does she include details to explain her purpose?** *[Yes, she explains that she always wanted a dog, takes care of neighbors' pets, and has a big backyard for a dog.]*

  **What is her request? What is she asking the company to do?** *[She wants them to send an application for dog adoption.]*

During Team Practice, the 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.

## 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 and telling why.
- Use **Random Reporter** to have teams share their responses. Ask:

  **What is the topic of this letter?** *[Pencils with names written on them.]*

  **Why did Cody write this letter? What is his purpose?** *[He wants to get a dozen pencils with his name on them.]*

  **Does his letter include an explanation or details?** *[Yes, he explains that his friend had ordered pencils from them a few months ago, and that he hopes to stop losing pencils.]*

  **What is his request? What is he asking the reader to do?** *[Cody wants the company to send a catalog that includes an order form.]*

## 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.

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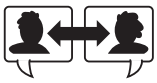
For Quick Check, the students work individually for a teacher score. If 25% of the students score less than 80, review the skill, and then have them try again with the Quick Check 2 passage.



- 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 what is in 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.]*

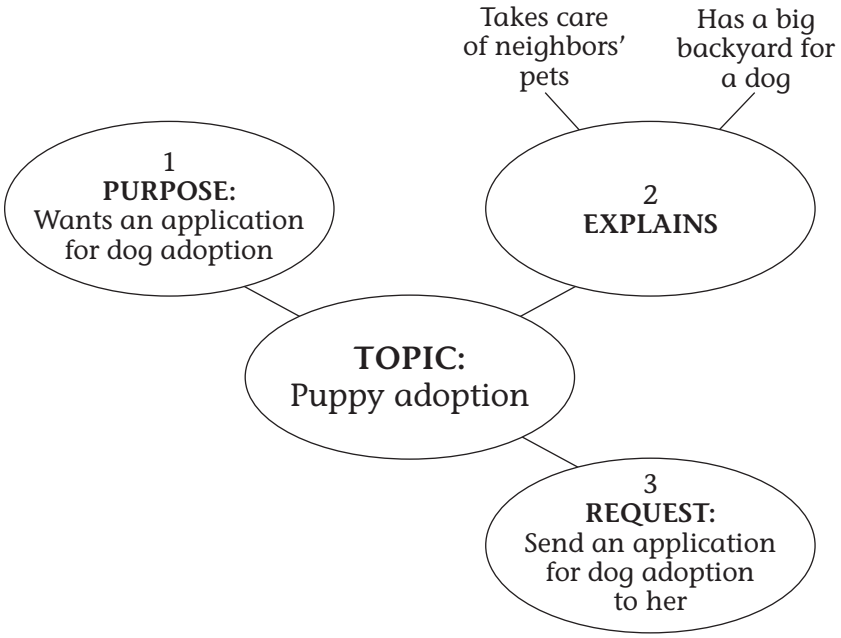
  **Why would it be important to include your address at the top of a business letter?** *[If you are asking for information or for a company to send you something, the reader needs to know where to send it.]*

  **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.]*

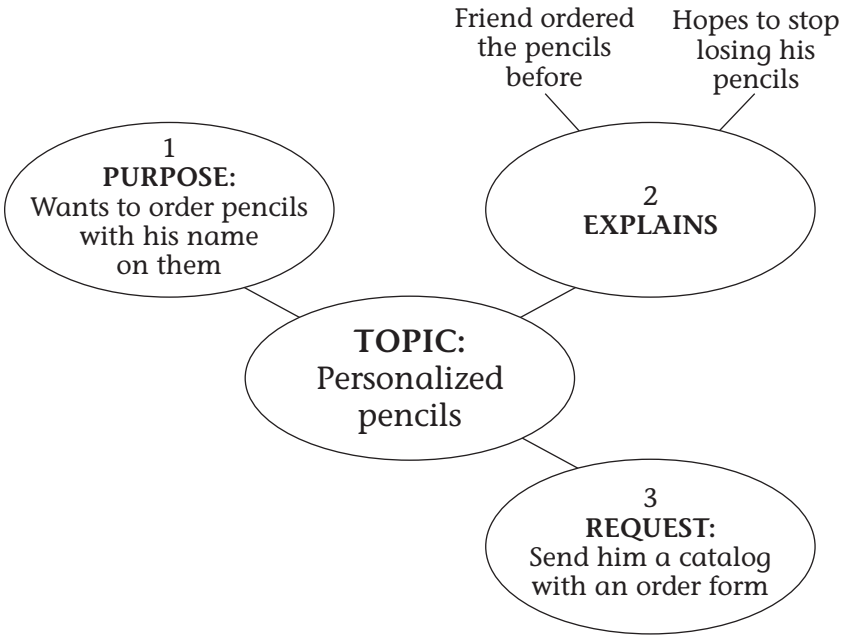
- Praise the students for explaining their ideas/telling why. Using **Random Reporter**, award an additional point to teams whose members can give an example of something their teammates explained during teamwork.

# Answer Keys

## Team Practice




## Team Mastery

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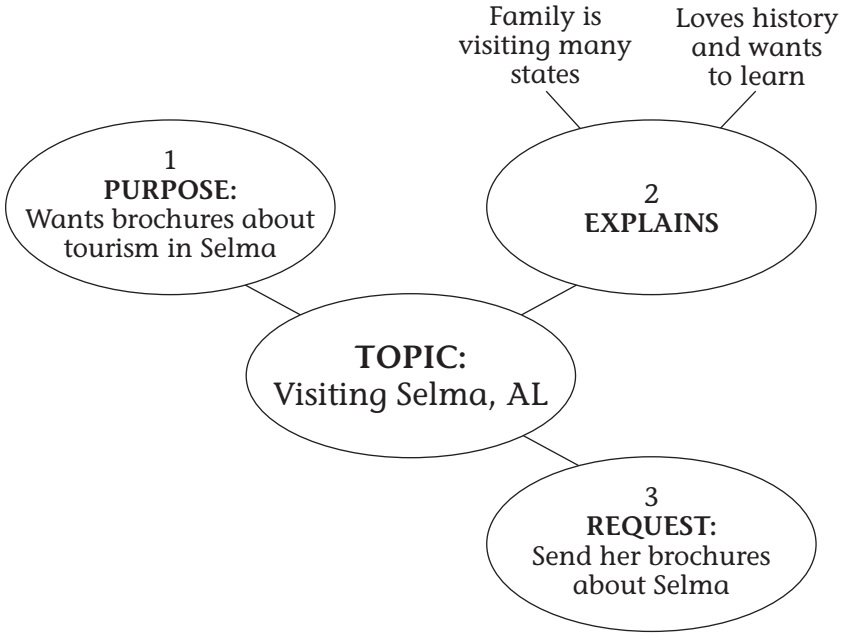
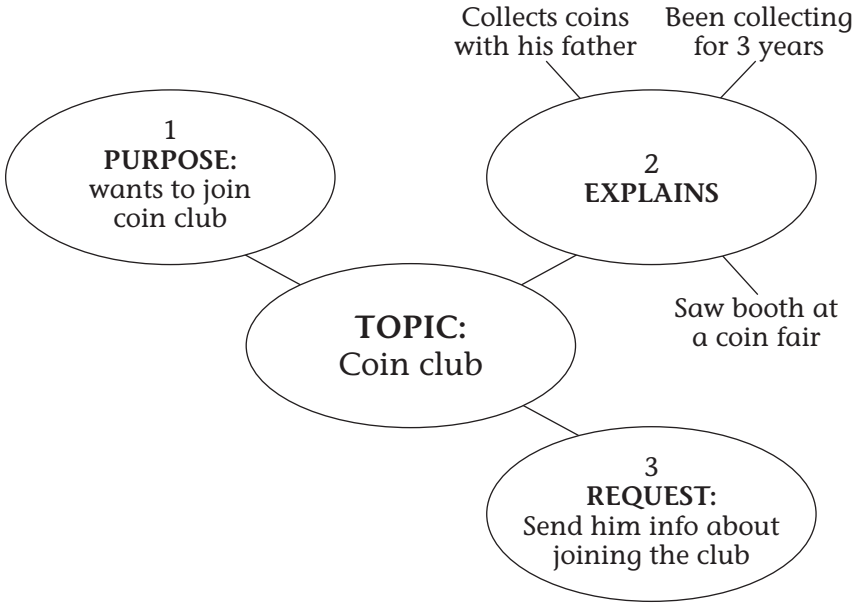
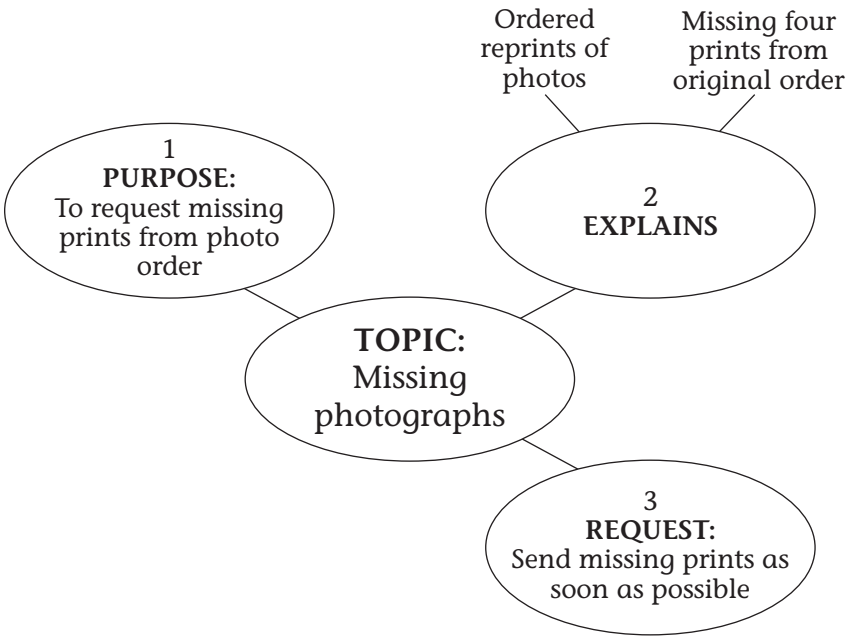
## Team Practice 2



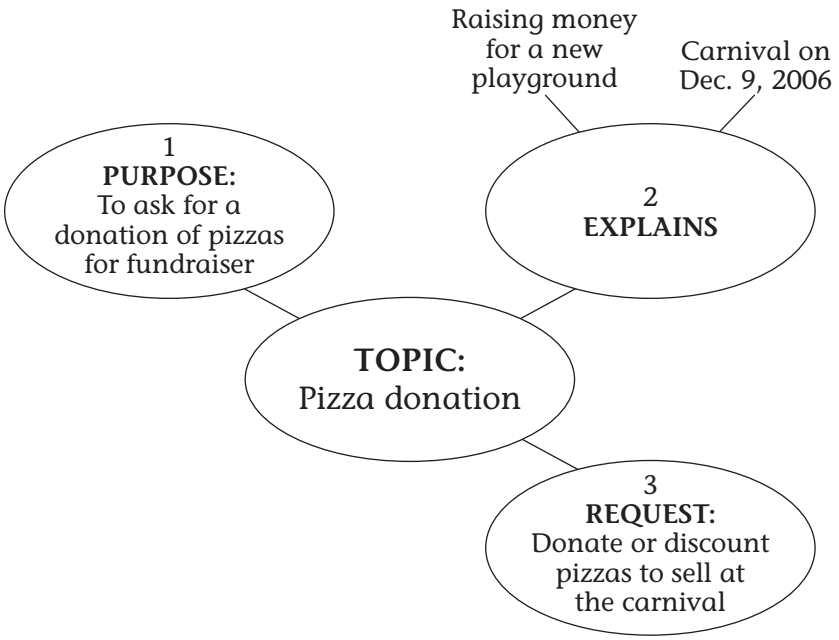

## Team Mastery 2



## Quick Check




## Quick Check 2

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| 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 the 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 8 | 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 national park to which they will write for tourist information.

### 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.

> Tyrese went to the game with his cousin and they sat in the front row and after the game they went to the diner.

- 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, *Tyrese sat in the front row at the game with his cousin. After the game, they went to the diner.*

### Author's Chair

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

- 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. 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.

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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.

- Post and present the day's agenda.

> **TODAY'S FOCUS: Brainstorm ideas.**
>
> **TODAY'S GOAL:**
> We will brainstorm ideas about which national park 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 national parks 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.

23 Spruce Lane
Camden, NJ 08102
September 1, 2007 → HEADING (your address and date)

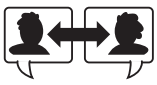
Green Is In
15 Peach Place
San Francisco, CA 94105 → INSIDE ADDRESS (company's address)

Dear Sir or Madam: → GREETING

My neighbor showed me your free newsletter telling about ways to conserve energy. I would like to receive copies of the newsletter. I really want to learn ways to save energy in my own home. I can share what I learn with my family and friends. 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

Rex Berol → SIGNATURE

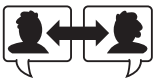


- Review the six main parts of a business letter. Remind the students that the sample business letters they have been analyzing have these six parts. Use **Think-Pair-Share** to ask:

> **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.

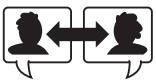
  **Why would you use both *Sir* and *Madam* and not just one or the other?** *[(Accept reasonable responses.) For example, you don't know who will read the letter, so it is better to use both.]*
- Point out that sometimes the greeting of a business letter can refer to a person with a particular job or title. For example, a greeting could be "Dear Store Manager," "Dear Committee Members," or "Dear Dance Instructor."



- 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 one of the many national parks in the country. Which national park would you like to visit? Write a business letter to the information office of that park 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.]*

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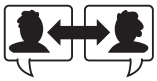
**What do we mean when we say an all-business tone?** *[(Accept reasonable responses.) For example, all-business tone means it gets right to the point.]*

- Display the sample letter signed by Megan Ames. 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.

> March 5, 2007
>
> Acadia National Park
> P.O. Box 177
> Bar Harbor, ME 04609
>
> Dear Sir or Madam:
> My family is planning a trip this summer up the East Coast. Our final stop will be in Maine. My teacher told me I should visit Acadia National Park. I am writing to you for information about the park. What will I see there? Do you have fishing and camping?
>
> Your friend,
> Megan Ames



- 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?** *[Yes, it says that she is writing for information about the park.]*

  **Do you think Megan includes details to explain her purpose?** *[The students may feel that Megan does include details because she tells about her family trip and that her teacher suggested they visit the park.]*

  **Does Megan make a request? Does she ask the reader to do something?** *[No, she asks questions, but never clearly states that she would like to have information sent to her.]*

  **What could Megan say in her letter to more clearly state her request?** *[She could say, "Please send information or brochures about Acadia National Park to my home address."]*

  **What do you think about the tone of Megan's letter? Would you say it is an all-business tone?** *[No, it is not an all-business tone because Megan does not have a polite ending. The closing is "Your friend." She also forgot to say "thank you."]*

- Point out that Megan's letter would have to be revised to include the elements in the writing prompt.
- Remind the students that they will first choose a national park that they want to learn more about, and then they will write a business letter requesting information about that park. Tell the students that they will use the information that they receive from the park information offices to write descriptions of their chosen national parks. These will be compiled in a book. (The students can think of a title for their book later.)
- Display the list of national parks. Point out that the list only includes examples of national parks from different regions of the United States. Explain that you can provide the students with a complete list of the national parks (see http://www.nps.gov/pub_aff/refdesk/NPS_PHONE.pdf). Choose a national park, and model brainstorming what you would like to learn about a particular park with a student partner.

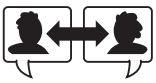
  **What do you already know about this park?**

  **What information do you want to know?**

  **Do you want to find out what the land is like? What activities you can do at the park? About the history of the park? About the weather there? About any special tourist attractions?**

## Teamwork

Timing Goal: 10 minutes



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

  **What parts of the country have you lived in or visited?**

  **Have you ever been to a national park in your own state? Have you been to a state park?**

  **Which national park would you like to learn more about?**

  **What would you like to learn about the park you have chosen? What information would you ask for in your letter?** *[I would like to know where it is located, what it looks like, and 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 national park.
- Circulate through the classroom and listen to discussions. Praise partners who explain their thinking/tell why.

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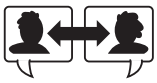
## Reflection

Timing Goal: 3 minutes



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

  **What questions do you have about your chosen national park?**

  **What did your partner do to help you brainstorm questions?**

- Have teams share what they learned from their team members about particular parks 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 teammates explained during teamwork.

# Unit 8 | 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.

> Denise went to the store. Denise buyed milk at the store.

- Remind the students that *buy* is an irregular verb, so you do not add *-ed*. The correct form is *bought*. The sentences are short and about the same subject. The solution is to combine the sentences into one sentence. For example, *Denise went to the store and bought milk.*
- 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 team members can earn an additional team cooperation point if they can give an example of something a teammate explained during teamwork.

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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: 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 one of the many national parks in the country. Which national park would you like to visit? Write a business letter to the information office of that park 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 national park and brainstormed a list of questions about the park. 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 national park you have chosen in the center under "Topic."

**Think Aloud**

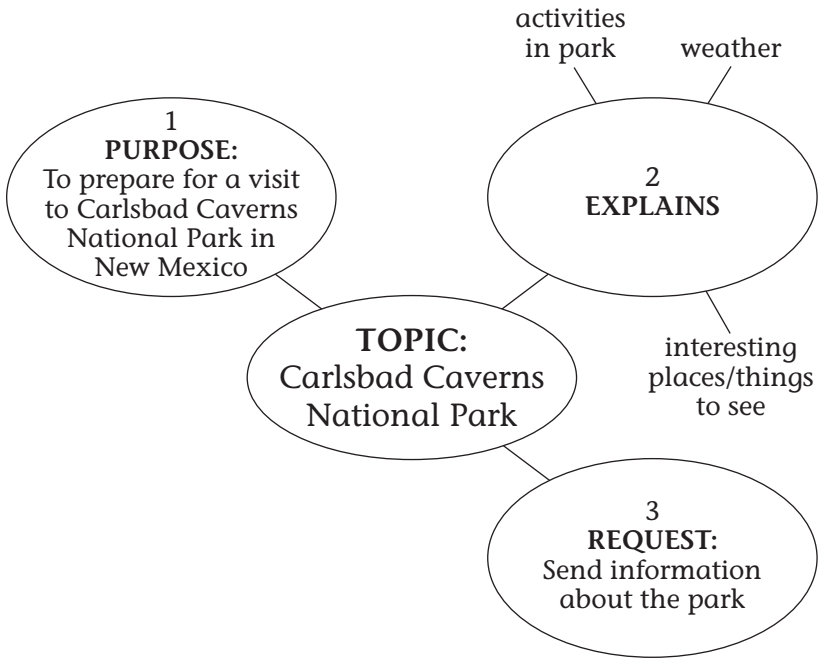
- Use a **Think Aloud** to model planning the content of your letter.

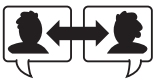
> **If I use this web to plan the body of my business letter, I can be sure it will include a purpose, details that explain the purpose, and a request for the reader to do something. Now what is the purpose of my letter? Why am I writing to the park information office? I am planning a vacation and need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

**Now I want to explain my purpose. I am planning a visit and want to know what would be interesting to see while I am there. I also want to know what kind of clothes to pack, so I will need to know about the weather there in summer. I really like learning about the history of a place, so I will also ask about the history of the park. I think these all explain what kind of information I want.**

**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 park information office. Then you explained your purpose. You explained what kind of information you wanted.]*

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

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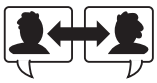
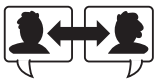


- Have teams compare the web to the writing prompt. Use **Think-Pair-Share** to ask:

  **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 content 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. Use **Random Reporter**, and award an additional point to teams whose members can give an example of something a team member explained during planning.

# Unit 8 | Day 4 Draft

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

## Two-Minute Edit

- Present a sentence that Careless Caroline left on the board (or on chart paper). 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.

> Isaiah got dressed and ate breakfast and waited for the school bus and talked to his friends outside of school on the playground.

- 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, *After getting dressed and eating breakfast, Isaiah waited for the school bus. He talked with his friends outside of school on the playground.*
- 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 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.

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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.

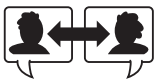
- Point out today's focus. Remind the students that they have used webs to organize their ideas for their business letters. They have included a topic, a purpose for writing, details that explain the purpose, and a request. Tell the students that today they will use the web to begin writing their letters. 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 one of the many national parks in the country. Which national park would you like to visit? Write a business letter to the information office of that park 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 information office of the national park they have chosen.



- Distribute the list of national park office addresses. Have the students locate on the list the addresses for their chosen parks. Use **Think-Pair-Share** to ask:

> **Where will you write 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 form 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 Carlsbad Caverns National Park in New Mexico 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, which 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.**

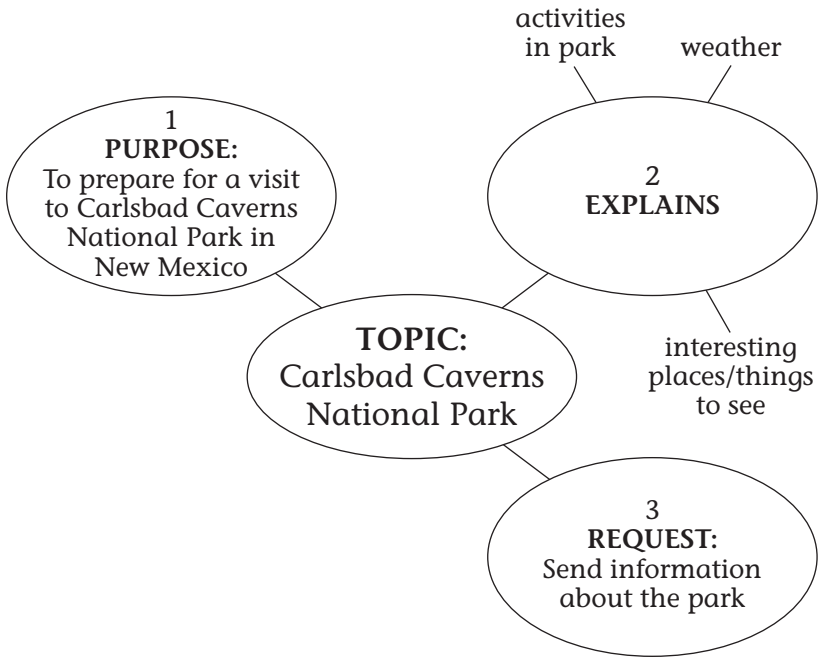
  **The next part of the letter is the inside address. This tells where I am sending the letter. I found the address for the park office of Carlsbad Caverns on the list, so I will copy it here.**

  **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 read 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.

**Business Letter Web**

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

> I am planning to take my summer vacation in New Mexico and want to learn about Carlsbad Caverns National Park.

**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 activities in the park involving caves and rocks. It would also be helpful to know what the weather in New Mexico 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.**

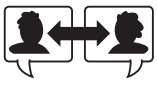
> My friends and I also like to do some bird watching. Birds rock!

**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 plan my vacation. I'll use a polite tone to write that request.**

> Please send any information that will help me plan my visit to Carlsbad Caverns.

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

> Thank you so much 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 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 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 whose members can give an example of something a teammate explained during drafting.

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# Unit 8 | Day 5 Language-Mechanics Lesson

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

## 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 a 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.

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.

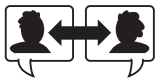
> **TODAY'S FOCUS:** Mechanics
>
> **TODAY'S GOAL:**
> We will improve sentences by replacing repeated nouns with pronouns.

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

## Instruction

**Show DVD segment**

- Tell the students that Noungelo, 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.

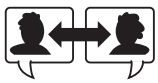
  **What is a pronoun?** *[A word that can replace a noun.]*

  **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.

> Tonia and Brittany asked Tonia and Brittany's grandmother if Tonia and Brittany could stay at Tonia and Brittany's grandmother's house for the weekend.



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

  **What is wrong with the sentence?** *[The words* Tonia and Brittany *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 "Tonia and Brittany" in the sentence so readers know who I am talking about.**

  **Instead of saying "Tonia and Brittany's grandmother," I can say "their grandmother."**

  **I will take out the third set of "Tonia and Brittany" and replace it with the word *they*.**

  **I will replace the last "Tonia and Brittany's grandmother's" with the word *her*.**

> *their*
> Tonia and Brittany asked ~~Tonia and Brittany's~~ grandmother
> *they* *her*
> if ~~Tonia and Brittany~~ could stay at ~~Tonia and Brittany's~~
> ~~grandmother's~~ house for the weekend.

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

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- Write the following sentences on the board:

> Zach and Dan walked to Zach and Dan's school to play with Zach and Dan's friends.
>
> Evan buys a present for Evan's mother because it is Evan's mother's birthday.

- 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 that 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.

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: 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.

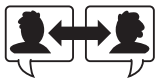
If students struggle with the Team Mastery activity, review the skill and then allow them to try again with the Team Mastery 2 sentences.

## Quick Check

- Distribute the **Quick Check: Pronouns I** 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 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:

  **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 whose members give an example of something a teammate explained during teamwork.

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# Answer Keys: Pronouns I

## Team Practice

1. The soccer team won ~~the soccer team's~~ their game last night.
2. Tom went to the grocery store for ~~Tom's~~ his grandfather.
3. Mark and I will visit ~~Mark's and my~~ our uncle.
4. Shawnice and Tonya went to the hardware store to get nails for ~~Shawnice and Tonya's~~ their fort.
5. The poster has a tear on ~~the poster's~~ its left corner.

## Team Mastery

1. Mrs. Burke bought new gloves for ~~Mrs. Burke's~~ her daughter.
2. Mike wants to be a fireman, just like ~~Mike's~~ his brother.
3. Is Kevin's sister coming to the movie with ~~Kevin and me~~ us?
4. Gary bought a ruler and gave it to ~~Gary's~~ his friend.
5. My aunt knit a scarf for ~~my aunt's~~ her sister.

## Team Practice 2

1. Jerry and I hope that ~~Jerry and I~~ we can swim in your pool.
2. The children painted ~~the children's~~ their room yellow.
3. When Mr. Green visits ~~Mr. Green's~~ his family, ~~Mr. Green~~ he always brings gifts.
4. Jane gave ~~Jane's~~ her speech on the first day of school.
5. The policeman raised ~~the policeman's~~ his hand to stop the car.

## Team Mastery 2

1. John wants Jill to go to the store with ~~John~~ him to replace ~~John's~~ his old shoes.
2. Lisa carried ~~Lisa's~~ her books to the library.
3. Sam found ~~Sam's~~ his marbles in ~~Sam's~~ his toy box.
4. Hazel invited Jimmy to use ~~Hazel's~~ her scooter.
5. Monica watched the birds eat from the feeder that ~~Monica~~ she had built on ~~Monica's~~ her porch.

## Quick Check

1. Nick carried ~~Nick's~~ his tennis racket to the tennis court at ~~Nick's~~ his school.
2. Naomi and Margaret are baking a cake for ~~Naomi and Margaret's~~ their uncle.
3. My family is going to ~~my family's~~ our cabin for the weekend.
4. The horse slept in ~~the horse's~~ its stable.
5. Violet walked ~~Violet's~~ her dog every day up ~~Violet's~~ her street.

## Quick Check 2

1. Jacob made a card for ~~Jacob's~~ his father because it was ~~Jacob's father's~~ his birthday.
2. Kevin asked Stacey if ~~Stacey~~ she wanted to watch the fireworks with ~~Kevin~~ him.
3. Luis and I covered ~~Luis's and my~~ our eyes during the parts of the movie that scared ~~Luis and me~~ us.
4. Ivory loved ~~Ivory's~~ her mother's jewelry.
5. The dog played with ~~the dog's~~ his (or her) toys all day long.

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# Unit 8 | 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, in a magazine, or in a partner's writing that we really like. Present a sentence that someone named Ace Writer left on the board (or on chart paper). 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.

> Anthony sprints down the track like a cheetah chasing a gazelle across the savanna.

- 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 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 and tell why. Award up to 9 team cooperation points per team. Be sure to identify the behavior that you observe.

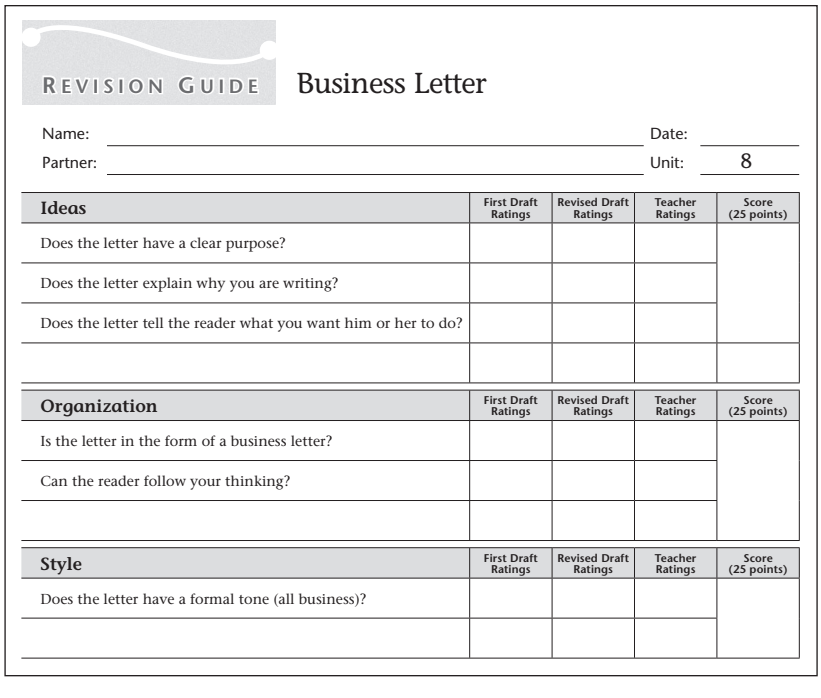
- Post and present the day's agenda.

> **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: 8

| 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? | | | | |
| 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)? | | | | |
| | | | | |

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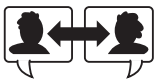


- Refer the students to the Style section of the revision guide. Use **Think-Pair-Share** to ask:

  **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 he should use fewer 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

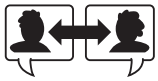
- Tell the students that they will share their first drafts with their partners and give each other feedback on and ratings of the items in the Ideas, Organization, and Style sections of the revision guide.
- Have partners read their drafts to each other and give ratings with feedback on the items listed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

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## Unit 8 | 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 on 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.

> As the tired pilot descended from the plane, the warm breeze embraced and relaxed his weary body.

- Use **Random Reporter** to share responses. 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. 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 comment, "Birds rock," was not a formal tone.

- Have partners discuss how you might revise your comment to have a more formal tone. Use **Random Reporter** to share responses. For example, the students might suggest changing "Birds rock" to the more formal "Birds are beautiful creatures." 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.
- Read the revised draft aloud, and have the students rate the revised draft using the questions on the revision guide. Record their feedback on the transparency 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 that 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.

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

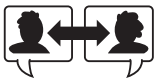
  **What do you especially like about your teammate's letter?**

  **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 8

# 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 a 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 commas are used to separate less important information from more important information in a 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.

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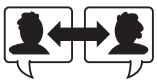
## Instruction

- 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 Bid 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.]*

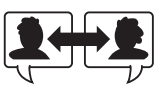
- Remind the students that they can use commas to separate important information from less important information within a sentence.
- Write the following sentence on the board, and read it aloud.

> Carlos the lead singer sang proudly with his band.

- 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 Carlos. I think that "Carlos … sang proudly" is the important part. "The lead singer" tells his position in the band, so that is less important. So I'll use commas to separate the less important part from the more important part.**

> Carlos, the lead singer, sang proudly with his band.



- 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?**

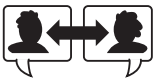
- Write the following sentence on the board, and read it aloud.

> When the bell rings Emilia walks to her locker to unload her backpack.

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

> **Hmm. What is the subject of this sentence? The subject is Emilia because she does the action. I think "Emilia walks to her locker to unload her backpack" is the important information in this sentence. "When the bell rings" is less important. I will use a comma to separate the important information from the less important information.**

> When the bell rings, Emilia walks to her locker to unload her backpack.



- 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 the 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.

> Chelsea my sister's friend won second place in the skating competition.
>
> Because it was raining the cat hid underneath the bushes.

- Remind the students 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. *Chelsea, my sister's friend, won second place in the skating competition. Because it was raining, the cat hid underneath the bushes.*
- Tell the students that they will continue to place commas in sentences to separate the important information in the sentence from the less important information.

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## 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.

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: 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.

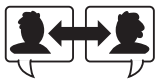
### Quick Check

- Distribute to each student a **Quick Check: Commas for Subordinate Clauses**. 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.

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.

## Reflection

Timing Goal: 5 minutes



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

  **Why would you use commas in your writing?** *[They separate the important information from the less important information. A comma 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.

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# Answer Keys: Commas for Subordinate Clauses

## Team Practice

1. The tree, a Japanese maple, grew near the stream.
2. The school play, *Annie*, will be performed in March.
3. San Francisco, a city in California, has many tourist attractions.
4. Hannah's shirt, the pink and purple one, had shrunk in the washing machine.
5. Jarod, a fast runner, plays wide receiver for the football team.

## Team Practice 2

1. My watch, a gift from my aunt, stopped working when it got wet.
2. Uncle Ted, my father's brother, walked with me to the beach.
3. Before going to bed, I brushed my teeth.
4. Mr. Daniels read his book, *Life*, on the train.
5. Mr. Mangione, the principal, is going to a conference today.

## Team Mastery

1. Jimmy, my three-year-old cousin, is not allowed to cross the street by himself.
2. At the press conference, the baseball coach talked about the recent trade.
3. After school on Mondays, Sam takes a yoga class.
4. Bonnie, my best friend, sits next to me in math class.
5. Nick, my favorite uncle, plays board games with me.

## Team Mastery 2

1. On the way to school, Jessica found a bracelet on the ground.
2. Henry, a boy in my class, plays goalie for the hockey team.
3. Before we had lunch, we washed our hands carefully.
4. Mrs. Hanson, my neighbor, is weeding her garden.
5. Lisa, a new student, sits behind me in homeroom.

## Quick Check

1. Before we ate dinner, we finished our homework.
2. My grandmother's car, a blue van, is parked around the corner.
3. Because it was cold outside, I wore my warm jacket.
4. The dog, a cocker spaniel, sat on the front porch.
5. The boat, a small sailboat, flipped over in the strong winds.

## Quick Check 2

1. After the storm, our basement flooded.
2. Leon, a good listener, was chosen to be a peer mediator.
3. Paul, my cousin, plays guitar in a band.
4. Because it was getting dark, we lit candles on our front porch.
5. Thomas, my younger brother, wrote a poem for the school newsletter.

## Unit 8 | 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 sentence that Careless Caroline left on the board (or on chart paper). 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.

> brett sended a letter to brett's friend to say that Brett was coming to visit this summer

- Remind the students that the sentence needs punctuation at the end. Point out that *send* is an irregular verb, so you do not add *-ed*. The correct form is *sent*. Share ideas for ways to improve the sentence. For example, *Brett sent a letter to his friend to say that he was coming to visit this summer.*
- 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.

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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.

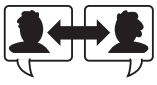
> **When we edit our writing, we look for errors and correct them. Editing is what we do when we look for mistakes in capitalization, punctuation, spelling, and grammar (like Caroline's sentences) and mark them for correction.**

- 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:

> yellowstone national park border the states of Wyoming idaho and Montana and my cousin lives with my cousin's family in Montana.

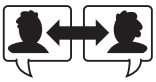


- Use **Think-Pair-Share** to ask:

> **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 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 check 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 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 Rating column of the revision guide.

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## 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 identify an item that his or her partner edited in 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 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 8

# 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 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.

> Our aunt karen lives in florida. We fly on a plane last week to visit our aunt karen.

- Remind the students that Florida is the name of a state, so it needs to be capitalized. Share ideas for ways to correct and improve the sentence. For example, *Our Aunt Karen lives in Florida. We flew on a plane last week to visit her.*
- 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.
- 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.

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.

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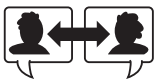
- Point out today's focus. Remind the students that they have completed several steps in the writing process and are now ready to publish their work. Read the focus and goal for the day aloud.

## 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 national parks. We chose a park that we wanted to learn more about.]*

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

  **What task did you complete next?** *[We wrote a draft using the webs. We drafted letters to the park information 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 after that?** *[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 park office for a reply.

# 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.
- Distribute an envelope to each student. Explain that they will carefully copy the inside address from their letters onto the fronts of the envelopes. Point out that the address on the envelope must be readable so the letter can be delivered to the park office. Also, distribute postage stamps, and direct the students to put a stamp on the front of the envelope in the right top 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 their teammates 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 parks from the information offices. They will use it later in the year when they write informative compositions for their book.

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# Unit 8 | 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 could visit a school in another state for a day. Which state would you choose? Why?
> 2. Write a letter to someone who lived in the past. It could be a famous person or a family member who is no longer living.
> 3. You have been selected to open a new business in your town. What would your business be called, and what would you sell or produce?
> 4. Imagine that you have won a contest to design a new video game. What would your game be called, and what would be the object of the game?

- 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

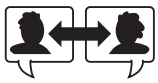
Timing Goal: 20 minutes

- 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 them 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 Inkwell tokens will be counted to measure the writing progress of the class. Be sure to take this time to celebrate class progress.

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.

## 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.

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- 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 students' journal entries and your responses to share with your colleagues at the next meeting. You may wish to preview the *Teacher Learning Community Guide* for meeting 9 and note your comments and questions.

# Unit 8 Blackline Masters

(also found on CD accompanying volume 1)

**Clearly Stating a Purpose**

Compose a Business Letter Requesting Information


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

**Keisha's Friendly Letter**

June 6, 2007

Dear Ricky,

I am so happy that you and your mother are coming to visit this summer! There is a lot for us to see and do, including the state fair. My mother is figuring out where we will all sleep. I'm pretty sure you and I will sleep on the floor, and your mother will sleep in my bed. I asked my mom if we could go swimming in a nearby lake. Would you like to do that? Let me know if that sounds like fun for you. I can't wait to see you! It's going to be a great trip.

Your friend,

Keisha

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**Keisha's Business Letter**

4814 Windsor Drive
Canterbury, CT 06331
January 7, 2007

Fieldflower Press
5100 Hadley Drive
Fargo, ND 58104

Dear Sir or Madam:

My sister told me that you make specialized bookmarks. She also told me that I could send you a picture I want on the bookmark and one dollar, and you would send me the bookmark. I would like to order a bookmark.

I have enclosed the money and my picture. I am also sending a self-addressed stamped envelope. Please send me a bookmark. Thank you for your help.

Sincerely,

Keisha Rogers


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**Business Letter Sample 2**

65 Main Street
Tulsa, OK 74119
March 23, 2006

Wheels, Wheels, and More Wheels
243 Broadway
Houston, TX 77012

Dear Sir or Madam:

Last week my parents bought me an XG-90 skateboard as a gift. I am writing to you because I am having problems with it. The stickers on the board have already started to peel off. Also, the front wheels fell off when I jumped a curb. I would like you to send me a new skateboard. Please send a replacement XG-90 skateboard to the address above. I thank you for your help in this matter.

Sincerely,

Mario Mendez

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**Business Letter Sample 3**

38 Lima Road
Geneseo, NY 14454
May 5, 2006

Champs Cheering Camp
14 Oak Street
Geneseo, NY 14454

Dear Cheerleading Coach:

I am very interested in cheering for the 9–11-year-old cheerleading squad this summer. I heard from my friend, Ellen Fitzsimons, that you are accepting new cheerleaders for your summer program. I am ten years old, and I have been cheering since I was six. Please send me information about when you are holding tryouts so I can be there. I would love to cheer on your squad. Thank you in advance for your help.

Sincerely,

Annette Casey


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**Team Practice**

2134 Elm Street
Golden, CO 80403
February 15, 2005

Golden Retriever Rescue
566 17th Street
Golden, CO 80403

Dear Sir or Madam:

I saw your ad for the puppy adoption. I would love to adopt one of the female puppies. My brother and I have always wanted a dog, and my mother said we could finally have one. We take care of our neighbors' pets when they are away, so we are responsible children. We have a pretty big backyard that I think a dog would really like. I would appreciate it if you could send me an application for dog adoption. I have enclosed a self-addressed stamped envelope for your convenience. Thank you.

Sincerely,

Li Ngyuen

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**Team Mastery**

111 Winsor Street
East Providence, RI 02914
September 14, 2005

School Supplies Unlimited
6655 Business Parkway
Vista, CA 92081

Dear Sir or Madam:

I would like to order a dozen pencils with my name written on them. My friend told me that he ordered pencils from you a few months ago. He told me that I needed to fill out an order form and send you money. If I had pencils with my name on them, I would not lose them like I do now. Would you please send me a catalog that includes an order form? My address is above.

Sincerely,

Cody Scott


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**Team Practice 2**

555 Indy Lane
Mystic, CT 06355
October 15, 2006

Tourism Bureau
2335 Dallas Avenue
Selma, AL 36701

Dear Sir or Madam:

My family is planning to visit many states this summer, including Alabama. I am writing to see if you have any information you can send me about your town. I would like to know if there is anything historic to see or do there. I love history and I am trying to learn as much as I can about our country. Would you please send me any brochures telling what tourists can do while in Selma? Thank you for your help.

Sincerely,

Candice Wallace

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**Team Mastery 2**

810 Riverwatch Street
Lexington, KY 40506
April 2, 2006

We Love Coins!
8998 Westway Road
Lexington, KY 40506

Dear Sir or Madam,

My father and I like to collect coins. Last weekend we were at a coin fair and we saw your booth set up there. I am interested in joining your club. Do you accept children into your club? I am eleven years old, and I have been collecting coins for about three years. My father would join with me if you have to attend with an adult. Can you please send me information about your coin club? Thank you for your help.

Sincerely,

Wesley Anderson


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**Quick Check**

615 West Allis Road
Cooperstown, NY 13326
June 3, 2005

Go-To Photo
2002 Phoenix Way
Milford, PA 18337

Dear Sir or Madam:

Recently I ordered some reprints of some photographs. When I received my order, there were four prints missing from the order. I am sending my original order back, so you can see what I wanted. On the order form, I marked the prints that are missing. Please send me the missing prints as soon as possible. Thank you.

Sincerely,

Eli Hope

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**Quick Check 2**

612 Franklin Boulevard
Harper, WV 25851
October 15, 2006

Pizza City
78 Main Street
Harper, WV 25851

Dear Sir or Madam:

My school is raising money to build a new playground at Reese Park. The old playground is very old, and it is falling apart. We are having a carnival at our school on Saturday, December 9, 2006. I was hoping that you would donate pizzas, or sell them to the school at a lower price. We would sell slices of pizza at the carnival. If you are interested in helping us, or would like more information, you may contact my teacher, Mr. Garrett at 301-555-1111. I hope that you can help us make our carnival a huge success.

Sincerely,

Jacob Pearson


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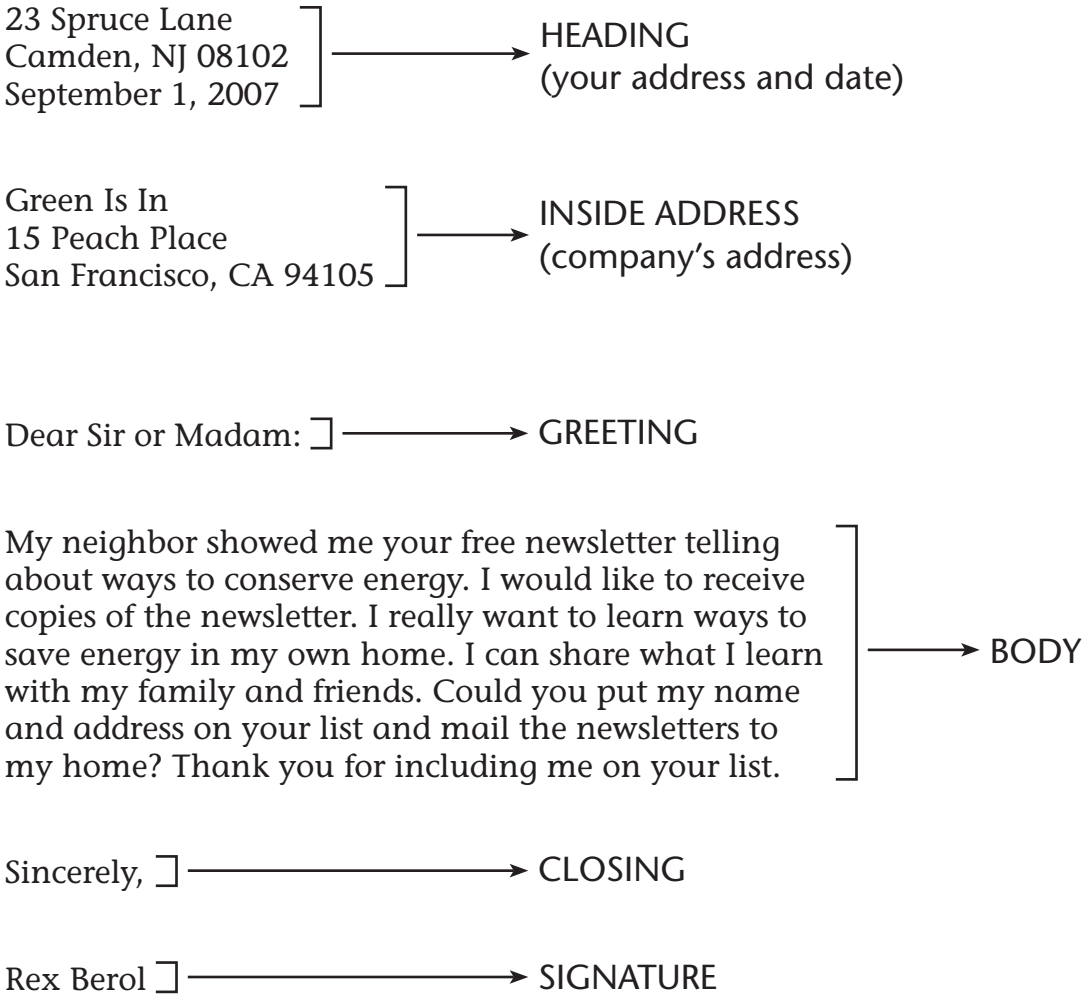
**Business-Letter Format**

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**Writing Prompt**

Imagine that you are going to take a trip to visit one of the many national parks in the country. Which national park would you like to visit? Write a business letter to the information office of that park 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.


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**Sample Letter**

March 5, 2007

Acadia National Park
P.O. Box 177
Bar Harbor, ME 04609

Dear Sir or Madam:

My family is planning a trip this summer up the East Coast. Our final stop will be in Maine. My teacher told me I should visit Acadia National Park. What will I see there? Do you have fishing and camping?

Your friend,

Megan Ames

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## National Parks (sample list only)

### Northwest

Yosemite National Park

Lewis & Clark National Historic Trail

Oregon Caves National Monument

Glacier National Park

Great Basin National Park

Mesa Verde National Park

Bryce Canyon National Park

City of Rocks National Reserve

Yellowstone National Park

### Midwest

Indiana Dunes National Lakeshore

Effigy Mounds National Monument

Tallgrass Prairie National Preserve

Keweenaw National Historical Park

Voyageurs National Park

Ozark National Scenic Riverways

Homestead National Monument

Theodore Roosevelt National Park

Cuyahoga Valley National Park

Jewel Cave National Monument

### Pacific

Kenai Fjords National Park

Hawaii Volcanoes National Park

### Northeast

Acadia National Park

Catoctin Mountain Park

Adams National Historical Park

Morristown National Historical Park

Eleanor Roosevelt National Historic Site

Gettysburg National Military Park

Chesapeake & Ohio Canal National Historical Park

### Southwest

Grand Canyon National Park

Aztec Ruins National Monument

Chickasaw National Recreation Area

Guadalupe Mountains National Park

### Southeast

Horseshoe Bend National Military Park

Hot Springs National Park

Everglades National Park

Martin Luther King Jr. National Historic Site

Mammoth Cave National Park

Tupelo National Battlefield

Cape Hatteras National Seashore

Congaree National Park

Great Smoky Mountains National Park

Shenandoah National Park

Bluestone National Scenic River


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**Team Practice**

1. The soccer team won the soccer team's game last night.
2. Tom went to the grocery store for Tom's grandfather.
3. Mark and I will visit Mark's and my uncle.
4. Shawnice and Tonya went to the hardware store to get nails for Shawnice and Tonya's fort.
5. The poster has a tear on the poster's left corner.

**Team Mastery**

1. Mrs. Burke bought new gloves for Mrs. Burke's daughter.
2. Mike wants to be a fireman, just like Mike's brother.
3. Is Kevin's sister coming to the movie with Kevin and me?
4. Gary bought a ruler and gave it to Gary's friend.
5. My aunt knits a scarf for my aunt's sister.

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**Team Practice 2**

1. Jerry and I hope that Jerry and I can swim in your pool.
2. The children painted the children's room yellow.
3. When Mr. Green visits Mr. Green's family, Mr. Green always brings gifts.
4. Jane gave Jane's speech on the first day of school.
5. The policeman raised the policeman's hand to stop the car.

**Team Mastery 2**

1. John wants Jill to go to the store with John to replace John's old shoes.
2. Lisa carried Lisa's books to the library.
3. Sam found Sam's marbles in Sam's toy box.
4. Hazel invited Jimmy to use Hazel's scooter.
5. Monica watched the birds eat from the feeder that Monica built on Monica's porch.


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**Quick Check**

1. Nick carried Nick's tennis racket to the tennis court at Nick's school.
2. Naomi and Margaret are baking a cake for Naomi and Margaret's uncle.
3. My family is going to my family's cabin for the weekend.
4. The horse slept in the horse's stable.
5. Violet walked Violet's dog every day up Violet's street.

**Quick Check 2**

1. Jacob made a card for Jacob's father because it was Jacob's father's birthday.
2. Kevin asked Stacey if Stacey wanted to watch the fireworks with Kevin.
3. Luis and I covered Luis's and my eyes during the parts of the movie that scared Luis and me.
4. Ivory loved Ivory's mother's jewelry.
5. The dog played with the dog's toys all day long.

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REVISION GUIDE

# Business Letter

Name: _____ Date: _____

Partner: _____ Unit: 8

| 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? | | | | |
| 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 | |
|---|---|



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**Team Practice**

1. The tree a Japanese maple grew near the stream.
2. The school play *Annie* will be performed in March.
3. San Francisco a city in California has many tourist attractions.
4. Hannah's shirt the pink and purple one had shrunk in the washing machine.
5. Jarod a fast runner plays wide receiver for the football team.

**Team Mastery**

1. Jimmy my three-year-old cousin is not allowed to cross the street by himself.
2. At the press conference the baseball coach talked about the recent trade.
3. After school on Mondays Sam takes a yoga class.
4. Bonnie my best friend sits next to me in math class
5. Nick my favorite uncle plays board games with me.

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**Team Practice 2**

1. My watch a gift from my aunt stopped working when it got wet.
2. Uncle Ted my father's brother walked with me to the beach.
3. Before going to bed I brushed my teeth.
4. Mr. Daniels read his book *Life* on the train.
5. Mr. Mangione the principal is going to a conference today.

**Team Mastery 2**

1. On the way to school Jessica found a bracelet on the ground.
2. Henry a boy in my class plays goalie for the hockey team.
3. Before we had lunch we washed our hands carefully.
4. Mrs. Hanson my neighbor is weeding her garden.
5. Lisa a new student sits behind me in homeroom.


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**Quick Check**

1. Before we ate dinner we finished our homework.
2. My grandmother's car a blue van is parked around the corner.
3. Because it was cold outside I wore my warm jacket.
4. The dog a cocker spaniel sat on the front porch.
5. The boat a small sailboat flipped over in the strong winds.

**Quick Check 2**

1. After the storm our basement flooded.
2. Leon a good listener was chosen to be a peer mediator.
3. Paul my cousin plays guitar in a band.
4. Because it was getting dark we lit candles on our front porch.
5. Thomas my younger brother wrote a poem for the school newsletter.

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# Unit 9 Using Persuasive Language

Writing Project:
**Write a Letter Giving Your Advice**

## Overview

### The Author's Opportunity

The students will write a letter giving advice to a fictional character. The letter will use a 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 letter to a fictional character, giving their advice. Instruction on Day 1 focuses on using persuasive words and phrases, as well as supporting reasons that will convince the reader to take action. The students are introduced to some persuasive words and phrases and then 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 plan their advice letters using a web. They identify the fictional character and 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 on Day 6, Tasha helps Flash improve his letter by adding more supporting reasons and persuasive words. After revising their letters, 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, remove it, and then rewrite the two sentences as one. The second

language-mechanics lesson, 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 share 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 9 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**

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## 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 this unit:
  - "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

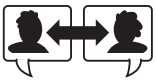
## Unit 9 | Day 1 Craft Lesson

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

# Active Instruction

Timing Goal: 12 minutes

### Set the Stage



**Think-Pair-Share**

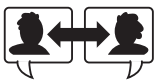
- Introduce the team cooperation goal. Use **Think-Pair-Share** to ask:

  **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 be awarding team cooperation points to teams with all members participating. Tell them that you will be asking a member of their team to share something from the 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.

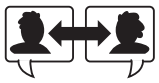


- Distribute the team score sheets. Have teams write their team name, date, and unit number on it as well as the team cooperation goal: **Everyone participates**. Use **Think-Pair-Share** to facilitate a review about the team score sheet and team rewards. If necessary, refer to the back of the team score 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 particular 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.

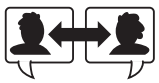
## Instruction



- 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 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 parents' minds, or persuade them. They probably use persuasive words to convince their parents.



- Write the phrases *new scooter* and *amazing new scooter* on the board. Use **Think-Pair-Share** to ask the students which scooter they would like to ride and why. Point out that the second phrase has a persuasive word in it: *amazing*. 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**

24 Williams Street
Madison, WI 53708
November 10, 2007

Music Mania
9 Light Street
Madison, WI 53708

Dear Music Mania Manager:

I read about your contest to meet the pop singer Izzy Ohio.
I would like you to choose me because I like Izzy's music.
If I were picked, I would ask her to sing a song with me.
I think I would be a good choice for your contest.

Sincerely,

Margarita Suez

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**Sample Letter 2**

24 Williams Street
Madison, WI 53708
November 10, 2007

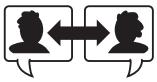
Music Mania
9 Light Street
Madison, WI 53708

Dear Music Mania Manager:

I read about your contest to meet the fabulous pop singer Izzy Ohio. I think you should choose me because I adore Izzy's music and am her biggest fan. If I were picked, I would ask her to sing a fantastic song with me. As you can see, I am the best choice to win this contest.

Sincerely,

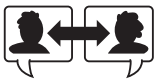
Margarita Suez



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

  **What does Margarita want the reader of her letter to do?** *[She wants the reader to pick her as the winner of the contest.]*

  **What reasons does she give why she should be the winner?** *[She is Izzy Ohio's biggest fan. She adores the singer and will ask Izzy to sing a fantastic song with her.]*



- Use **Think-Pair-Share** to ask the students which letter is more persuasive. *[Letter 2 is more persuasive.]*
- Explain that Margarita'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 her first letter Margarita says that she likes Izzy's music. In the second letter she says she adores Izzy's music and is her *biggest* fan.

  **I think the word *biggest* is a persuasive word. Margarita is not just any fan. She is the biggest fan. Adding that persuasive word to her second letter makes it more convincing.**

**Random Reporter**

- Ask the students to work in teams to identify other persuasive words that Margarita used to improve her second letter. Use **Random Reporter** to share responses. Responses could include the words *fabulous, fantastic, as you can see*, and *best*.
- Explain that using persuasive words and giving convincing reasons can help persuade a reader to take an action, for example, choosing Margarita 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…<br>second…<br>third… | an important thing to remember is |
| improve | energize | for this reason | for example |
| exciting | fun | definitely | my point is |
| fantastic | unforgettable | rewarding | life-changing |

- 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.

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**Sample Letter 3**

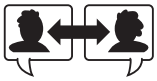
1801 Finley Lane
Jasper, IN 46204
December 16, 2007

Play Zone
378 Manor Road
Madison, WI 53708

Dear Sir or Madam:

I read in an advertisement that your company is looking for a new logo. I have an idea. I think a cartoon frog. Frogs are cute and jump around, and I think kids would like it. You could make the frog green so people would look at it. I think a cartoon frog is a good idea for your logo.

Sincerely,
Mikael Singh



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

**Why is Mikael writing this letter? What does he want the reader to do?** *[Mikael is writing to suggest a new logo. He wants the company to make a cartoon frog logo.]*

**Does Mikael give any reasons to support his suggestion? What are they?** *[He says that kids will like the frog. He also says that people will look at the green frog.]*

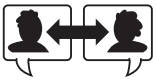
**Is Mikael's letter persuasive? Do you think it would convince the company to have a cartoon frog on its logo?** *[The students will probably agree that it is not very convincing.]*

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

**I think Mikael'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 idea: *an idea that without a doubt would be unforgettable*.**

**For the third sentence, he could change it to a question: *Have you thought about using a cartoon character, like a frog?* By using a question, you engage the reader in thinking about the idea more deeply.**

**He could also add some persuasive words and phrases about the frog. *Frogs are super cute and jump around, and I think kids would absolutely love it.* He could also add the word *attracted*, which is a positive, convincing word: *You could make the frog bright green so people would be attracted to it.***



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

  **Looking at the list of persuasive words, what words could Mikael add to his last sentence to make it more convincing?** *[(Accept reasonable responses.) For example, I think a cartoon frog is a fun, creative idea for your logo that will increase your business.]*

**Sample Letter 3 revised**

1801 Finley Lane
Jasper, IN 46204
December 16, 2007

Play Zone
378 Manor Road
Madison, WI 53708

Dear Sir or Madam:

I read in an advertisement that your company is looking for a new logo. I have an idea that without a doubt would be unforgettable. Have you thought about using a cartoon character, like a frog? Frogs are super cute and jump around, and I think kids would absolutely love it. You could make the frog bright green so people would be attracted to it. I think a cartoon frog is a fun, creative idea for your logo that will increase your business.

Sincerely,
Mikael Singh

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

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## 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 students' work. Ask:

  **Why is Shakira writing?** *[She has a suggestion for the Department of Recreation.]*

  **What action does she want the Department of Recreation to take?** *[She wants them to sell coffee to parents at soccer games.]*

  **Does Shakira give supporting reasons why she wants the department to do this? What are the reasons?** *[She says it could make money for the Department of Recreation, it will make the parents happy, and fewer kids would be late for soccer because their parents wouldn't have to stop to buy coffee.]*

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

For Team Practice, the 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.

### 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 Karl writing?** *[He has a suggestion for the city council.]*

**What action does he want the city council to take?** *[He wants them to upgrade the city's playground equipment.]*

**Does Karl give supporting reasons why he wants the city council to do this? What are the reasons?** *[He says the swings are rusty and broken, it would make the city more attractive to move to, and keep children safe and healthy.]*

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

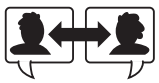
## Quick Check

- Distribute the **Quick Check: Persuasive Words and Phrases**.
- 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.

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

# Reflection

Timing Goal: 3 minutes



- 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 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.

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# Answer Keys

## Team Practice

**Sample Response**

45 Winding Trail
Tallahassee, FL 32301
April 5, 2006

Department of Recreation
211 Orange Street
Tallahassee, FL 32301

Dear Sir or Madam:

Last week at my soccer game on Saturday morning I had a fantastic idea. Sell energizing coffee to parents who are watching the exciting games. It would certainly make money for the Department of Recreation. It will also make the parents extremely happy. Fewer kids would be late for soccer because their parents wouldn't have to stop to buy coffee. I think this is a terrific idea.

Sincerely,
Shakira Moore

## Team Mastery

**Sample Response**

1078 Lake Road
Portland, OR 97310
December 4, 2006

Portland City Council
89 Golfview Lane
Portland, OR 97310

Dear City Council:

I have a super suggestion to add upgrading the city's playground equipment to the budget. In my opinion, most of the swings are rusty or broken. Without a doubt, new playgrounds would make the city more attractive to move to. It will also keep the precious children safe and healthy. This rewarding decision will make a difference in our city.

Sincerely,
Karl Payne

## Team Practice 2

**Sample Response**

55 Meadow Lane
Galveston, TX 78714
March 13, 2006

Pet Palace
7 Dallas Avenue
Galveston, TX 78715

Dear Sir or Madam:

I read on a poster that you were looking for super volunteers to walk the dogs on Saturday and Sunday mornings. I have a fantastic dog, and I walk her every day. The truth is I understand how important it is for dogs to get exercise. I am very dependable and responsible. As you can see, I would make a terrific volunteer. I hope you pick me to be a volunteer.

Sincerely,
Jamal Samuels

## Team Mastery 2

**Sample Response**

2924 North Avenue
Orlando, FL 32311
April 2, 2006

Games Galore
800 Juniper Lane
Orlando, FL 32310

Dear Sir or Madam:

I was in your store last week looking for a fun toy for my three-year-old cousin. I have an excellent suggestion. Put your best toys for younger children on lower shelves. For example, I am eight, and I could barely reach the toys to check them out. An important thing to remember is that it would allow the kids to touch and test out the toys. In my opinion, if they touch them, they will buy them.

Sincerely,
Anna Kim

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## Quick Check

**Sample Response**

828 Sarah Street
Philadelphia, PA 17120
November 4, 2006

Pearl Street Cafe
22 E. Pearl Street
Philadelphia, PA 17123

Dear Sir or Madam:

I am writing because I have an exciting suggestion. My idea is to have some tables outside your fantastic restaurant for customers. It's springtime and the weather is gorgeous. Without a doubt, if you put tables outside, you would get more customers. People walking by would see the amazing food and want to eat there. I think it's a dazzling idea.

Sincerely,
Jenna Hart

## Quick Check 2

**Sample Response**

636 Robin's Way
Cheyenne, WY 82002
February 17, 2006

Daily News
25 Orchard Street
Cheyenne, WY 82004

Dear Sir or Madam:

I saw in your terrific newspaper that you are having a Father of the Year contest. My father, Jerry Coor, is an amazing father. For this reason, I think he should get the award. He is extremely funny and plays games with me. My super dad is also smart and helps me with my homework. It would be the best decision to make my dad the Father of the Year.

Sincerely,
Malek Coor

| Craft Lesson Scoring Guide | |
|---|---|
| **100 Points** | The student has improved the letter by adding four persuasive words or phrases appropriately. |
| **90 Points** | The student has improved the letter by adding three persuasive words or phrases appropriately. |
| **80 Points** | The student has improved the letter by adding two persuasive words or phrases appropriately. |

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.

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## Unit 9 | 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 literary character to whom they will write an advice letter.

### 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.

> Brie took out the ingredients to make brie's dinner

- Remind the students that pronouns can replace naming words. In this sentence, the naming word *Brie* is repeated. The sentence can be improved by replacing the second *Brie* with the pronoun *her*. The word *brie'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

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

- 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's 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 the discussion and is prepared to share with the class.

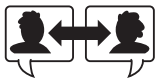
Throughout the lesson, award team cooperation points to teams whose members all participate. Award up to 9 team cooperation points per team.

- 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 literary character that needs advice.

### Instruction



- Initiate a discussion about the meaning of *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 get along with their brother or sister.]*

- 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 getting along with siblings, you are telling your friend what action to take to have a good relationship. 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.**

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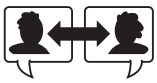


- Use **Think-Pair-Share** to ask:

  **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 in this unit they will write advice letters. 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 literary characters. Point out that each of the literary characters has problems and needs some advice. Have the students help add to this list. Remind the students to think of books or stories they have read so far in school this year or books they have read at home.

**Literary Characters**

Wilbur or Charlotte from *Charlotte's Web*

Peggy or Maddie from *The Hundred Dresses*

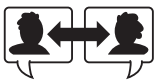
Peter or Fudge from *Tales of a Fourth Grade Nothing*

Sadako from *Sadako and the Thousand Paper Cranes*

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

**Writing Prompt**

Choose a character from a book you've read recently. 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.



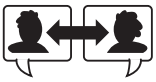
- Use **Think-Pair-Share** to review what should be included in the letter. Underline the elements in the prompt.

  **What does your letter need?** *[It should tell why I am writing. It should tell what action the character should take. It should have 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 Wilbur 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.

> **Letter to Wilbur**
>
> 2915 Chestnut Street
> Peoria, IL 21243
> September 22, 2007
>
> Mr. Wilbur Pig
> Zuckerman's Farm
> Lincoln, ME 04457
>
> Dear Mr. Wilbur,
>
> I am writing to you to give you some advice. One day you decided to try to escape the barn based on the goose's advice. My advice to you is to listen to your own instincts. First, as soon as you left the barn, you felt frightened. The truth is that your feeling of fear should have told you to go back to the barn. Second, you were worried that you would get lost. Getting lost is a real concern, and who knows what would happen to you out in the woods. Last, the smell of food and your hunger led you safely back to the barn. All of these feelings were trying to tell you that your best home is in the barn. My advice is to listen to your body's cues, and not the words of a crazy goose. I hope my advice helps you make strong decisions in the future.
>
> Sincerely,
>
> Ben Reed

- 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, it 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 Ben is writing? What is his purpose for writing?** *[He is writing because Wilbur needs advice.]*

  **Does Ben tell what action he thinks Wilbur should take? Which sentence tells this?** *[Yes, in the third sentence he tells Wilbur to listen to his instincts.]*

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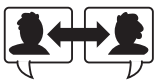
**Does Ben include reasons to convince Wilbur? What are they?** *[Yes, he explains that Wilbur's body's feelings were trying to tell him that he belonged in the barn. The fear, worry, and hunger were all signs that he should go back to the safety of the barn.]*



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

  **Does Ben use any persuasive words or phrases in his letter? Which ones?** *[He uses* first, second, the truth is, strong, *and* best.*]*

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

  **What problem or problems does this character have in the story?**

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

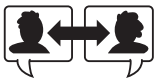
## Teamwork

Timing Goal: 10 minutes

- Have the students work with their partners to identify a literary character and brainstorm problems with which they might need help.
- Circulate through the classroom and listen to discussions. Praise partners who actively listen and ask follow-up questions.
- Have the students choose a character that they will 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 decide what problems the literary characters have?**

  **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 their partner asked 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.

> Tavon singed with the choir at Tavon's church last Sunday.

- Remind the students that *sing* is an irregular verb so you do not add *-ed*. The correct form is *sang*. Remind the students that pronouns can replace naming words. In this sentence the name *Tavon* is repeated. The sentence can be improved by replacing the second *Tavon's* with the pronoun *his*.
- 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 the students have shared their work. **NOTE:** This should not take longer than 5 minutes each day.

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## Active Instruction

Timing Goal: 17 minutes

### Set the Stage

- Refer to the posted team cooperation goal: **Everyone participates.** Remind the students that team members 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. 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 advice 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 can use a web. Tell the students that today they will plan their advice letters to a literary character. They will also give their partners helpful feedback by asking follow-up questions. Read the focus and goals for the day aloud.

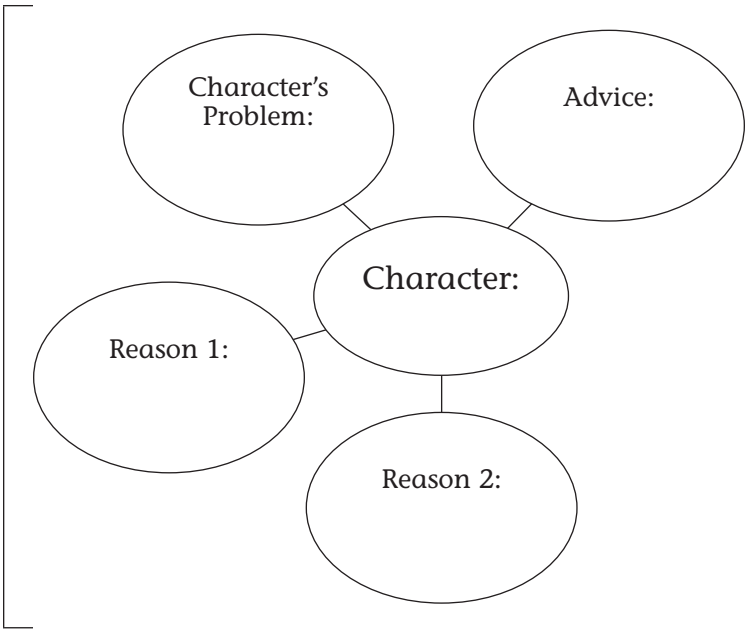
### Instruction

- Display and review the writing prompt.

> **Writing Prompt**
>
> Choose a character from a book you've read recently. 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.

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

- Tell the students that you have chosen to write a letter to a literary character from a book the class read this year called *The Hundred Dresses*. The character's name is Maddie.
- Create a web like the following one on chart paper. Model planning your letter using the web.




- Begin by recording the character in the center.

  **When I was brainstorming yesterday, I thought about how one problem Maddie had was that she did not have the courage to speak up when everyone else was teasing Wanda.**

- Record *no courage to speak up against others* under "Character's Problem."

  **I decided to give Maddie advice about standing up for what she knows is right. The action I think she should take is to speak up when someone is doing something to hurt someone else.**

**Think Aloud**

- Record this under "Advice" on the web. Use a **Think Aloud** to model reasons why she should take this action.

  **I will need to tell Maddie at least two reasons why she should take my advice. I think one reason is to prevent people from getting hurt. Maddie could have helped Wanda by telling the others to stop teasing her. I'll write that on my web under "Reason 1."**

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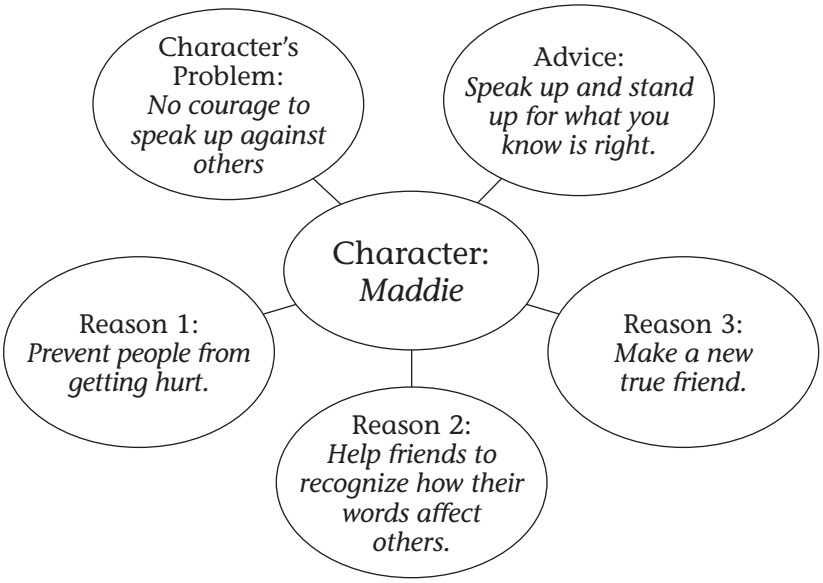
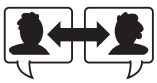
**Another reason to speak up is that it can help her friends to recognize how what they say and do affects others. If Peggy realized how what she said affected Wanda, maybe she would stop being so mean. I'll write that under "Reason 2."**

**I can think of another reason that might convince Maddie to take action. If she helps Wanda, she may discover a true friend. I'm going to add that to my web as "Reason 3."**

**Advice Letter to Maddie**



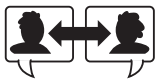



- Have teams compare the web to the writing prompt. Use **Think-Pair-Share** to ask:

  **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, 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 with the help of their partners, they will discuss their advice and plan their letters by creating webs. Remind the students about 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. Use **Random Reporter**, and award an additional point to teams whose members can share an example of helpful feedback they received from their partner during planning.

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# Unit 9 | 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 students practices the songs, so the students are ready for the concert.

- 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, *students*, then the action word *practice* does not have an *s* at the end. This sentence also repeats the word *students*. The second *the students* can be replaced by the pronoun *they*.
- 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 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 on: **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 literary character, the character's problem, advice for the character—that is, 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 today they will use the web to begin writing their letters. They will also give their partners helpful feedback about the business letter form. Read the focus and goals for the day aloud.

### Instruction

- Review the writing prompt with the class.

> **Writing Prompt**
>
> Choose a character from a book you've read recently. 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."

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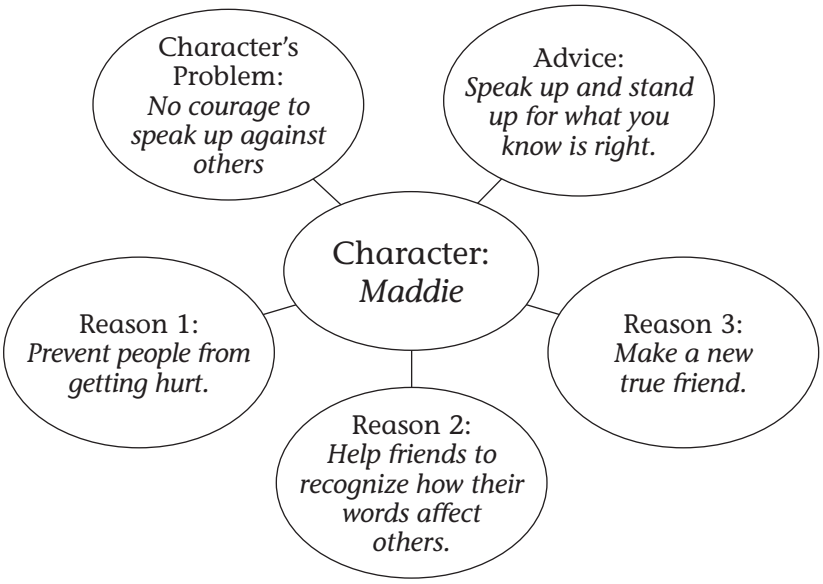
When drafting, include a few spelling, punctuation, and grammatical errors. During the editing stage on Day 9, model identifying your errors and correcting them using the appropriate editing marks.

- Display the web you created on chart paper yesterday to plan your letter to Maddie. Also display the transparency of the business-letter format. Model using the web to draft your letter, and skip lines.

**Advice Letter to Maddie**




**I'm going to begin drafting my advice letter to Maddie. I'll be using the 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 correct address here. But since I'm writing to a character, I will make up an address.**

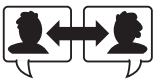
**A business letter needs a formal greeting, so I will write *Dear Miss Maddie*.**

**Now, for the body of my letter. Looking at my web, I think I should first tell her my purpose for writing. *I am writing to give you some advice about speaking up to your friends.* Next, I will tell her my advice, or what action I think she should take. *I suggest that you tell your friends to stop teasing Wanda because you know it is wrong.***

**If I expect to convince Maddie to take this action, I will have to give her some reasons why. I'll look at what I wrote on my web. *Prevent people from getting hurt.* Now what is Reason #2 on my web? *Help your***

***friends realize how their words affect others.*** **Next, I'll include the third reason from my web.** ***If you speak up for Wanda, you may make a new, true friend.***

**Now I need to wrap up the letter. I'll remind Maddie again of how this can help her.** ***How would you feel if you were in Wanda's shoes? Speak up now, and tell your friends to treat others how they would want to be treated.***



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

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

- Point out to the students that you have drafted an advice letter to Maddie, but now 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 of them to the draft. An example letter follows.

312 Hill Road
Cleveland, OH 44137
October 14, 2007

Miss Maddie
477 Fifth Avenue
Brooklyn, NY 11217

Dear Miss Maddie,

I am writing to give you some advice about speaking up to your friends. I suggest that you tell your friends to stop teasing Wanda because you know it is wrong. An important thing to remember is that you can prevent people from getting hurt. If you do nothing, the teasing will continue. In my opinion, you can help your friends realize how their words affect others. Maybe if you say something, Peggy will understand how hurtful her words are to Wanda. The truth is that you may make a new, true friend if you speak up for Wanda. How would you feel if you were in Wanda's shoes? Speak up now, and tell your friends to treat others how they would want to be treated. Without a doubt, you will be glad you said something.

Sincerely,

Ms. Burns

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

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## 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 partner during drafting.

Unit 9

# 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 the students to the posted team cooperation goal: **Everyone participates**. Remind the students that it is the job of the team to prepare all team members to 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:** 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 DVD segment**

- Show "Combining Sentences" (running time: 5:41).

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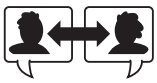


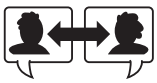
- Facilitate a discussion about the video. Point out that Noungelo and Verbena combined sentences that both described the same action. Use **Think-Pair-Share** to ask the following questions:

  **What did Noungelo 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.

> Ted rode to the baseball field after school.
> He rode his scooter.



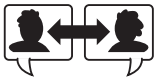
- Use **Think-Pair-Share** to ask the students to identify the action words in the sentences and circle them. *[Rode.]*
- Remind the students that when we combine sentences, we take out the repeated information.
- Explain what information in the sentence is repeated.

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

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

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

- Point out that the only remaining words in the second sentence are *his scooter*.
- 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 *his scooter* 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 of 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 *his scooter* part of the sentence in the middle of the first sentence. It would say, "Ted rode his scooter to the baseball field after school."**

- 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.

> Sophia did her homework after dinner.
> Sophia did her homework at her desk.

- Have the students work in teams to combine them 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. *[Sophia did her homework at her desk after dinner* or *After dinner, Sophia did her homework at her desk.]*
- 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.

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- Explain that during Team Practice teams will combine sentences. Explain that one teammate will read the sentences aloud, and 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. Then 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.

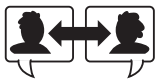
If students struggle with the Team Mastery activity, review the skill and allow them to try again with the Team Mastery 2 sentences.

## 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 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 combining sentences improve your writing?** *[It 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 and 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 all team members to share an example from the team's discussion.

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## Answer Keys:
## Combining Sentences (possible answers)

### Team Practice

1. Randy opened the big box in the kitchen.
2 Patricia pointed at the cute little dog barking on the patio.
3. Melanie arranged the flowers for her teacher in a vase.
4. The children played last week in the new park.
5. The boys walked slowly into the dark cave because they were afraid.

### Team Mastery

1. Sandra stopped her bike and looked up at the steep hill.
2. Paul gave Mary a present for her birthday on Monday.
3. The little dog chased the ball under the bushes.
4. Willie ate all of the cookies on the special plate before his mom came home.
5 Nancy waited for the bus by the bench.

### Team Practice 2

1. The lion saw a deer and dashed across the field.
2. Danny danced with his friends in the cafeteria.
3. Melissa went to see a movie with her brother after school on Friday.
4. The little boy swept the leaves off the steps with a push broom.
5. Molly drew a beautiful picture for her teacher with her new markers.

### Team Mastery 2

1. The cat drank all the water in his bowl on the counter.
2. The little girl ran to school so she wouldn't be late.
3. Valerie dove and swam across the pond behind her grandmother's house.
4. Rachel left the package in the house so Terry could pick it up.
5. Ron lifted the heavy log off his driveway.

### Quick Check

1. Janet watched the play yesterday at the new theater.
2. The dog sat quietly on the chair and waited for his master.
3. Pete bought a book at the book fair to give to his father.
4. Patience rode her bike this morning to the store.
5. The clowns juggled bowling pins at the circus.

### Quick Check 2

1. The tree in the backyard was taller than the house.
2. Lisa returned the overdue books to the library.
3. Tessa practiced her guitar in the basement with her cousin.
4. When Ivana fell off her bicycle, she scraped her knee on the pavement.
5. Phillip and Sean went to Sean's house after school to play chess.

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.

This Two-Minute Edit features Ace Writer, a character who leaves sentences on the board. 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

- 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 he stood on the empty beach and gazed up at the brilliant stars in the night sky, gentle waves lapped against his feet and hissed through the sand.

- 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 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 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 their team's discussion with the class.

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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 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 that included a character, the character's problem, advice, and reasons for following the advice.

REVISION GUIDE Advice Letter

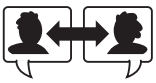
Name: _____ Date: _____

Partner: _____ Unit: 9

| 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 compelling reasons why the character should follow my advice? | | | | |
| | | | | |

| Organization | First Draft Ratings | Revised Draft Ratings | Teacher Ratings | Score (25 points) |
|---|---|---|---|---|
| Does the beginning of the letter tell why I am writing? | | | | |
| Does the middle of the letter tell my advice with supporting reasons? | | | | |
| Did I conclude with a persuasive closing statement? | | | | |
| 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? | | | | |
| Did I vary how I started each sentence so my writing is smooth? | | | | |
| | | | | |

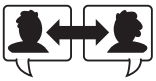


- Refer the students to the Style section of the revision guide. Use **Think-Pair-Share** to ask:

  **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.]*

  **Why do you think you would want to vary how you started each sentence?** *[(Accept reasonable responses.) For example, varying how you start each sentence makes the writing easier to read. The students will learn more about varying sentences on Day 8.]*

- 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?** *[She 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?** *[She 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.

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## Teamwork

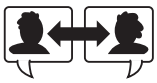
Timing Goal: 10 minutes

- Tell the students that they will share their first drafts with their partners and give each other feedback on and ratings 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 letters. 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**. 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 that they received from their partners.

Unit 9

# 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.

> Joey got flowers at the market, and Joey gived them to his mother

- Remind the students that some verbs are irregular. To make the irregular verb *give* in the past, we do not add *-ed*. The correct word is *gave*, not *gived*. Also, this sentence repeats Joey's name. *Joey* can be replaced by the pronoun *he*. 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.

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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.

> 312 Hill Road
> Cleveland, OH 44137
> October 14, 2007
>
> Miss Maddie
> 477 Fifth Avenue
> Brooklyn, NY 11217
>
> Dear Miss Maddie,
>
> I am writing to give you some advice about speaking up to your friends. I suggest that you tell your friends to stop teasing Wanda because you know it is wrong. An important thing to remember is that you can prevent people from getting hurt. If you do nothing, the teasing will continue. In my opinion, you can help your friends realize how their words affect others. Maybe if you say something, Peggy will understand how hurtful her words are to Wanda. The truth is that you may make a new, true friend if you speak up for Wanda. How would you feel if you were in Wanda's shoes? Speak up now, and tell your friends to treat others how they would want to be treated. Without a doubt, you will be glad you said something.
>
> Sincerely,
>
> Ms. Burns

- 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 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 *certainly* or *definitely* to the sentence that says, "the teasing will continue." Make this revision to your letter.
- Read the revised draft aloud, and have the students rate the revised draft using the questions on the revision guide. Record their feedback on the transparency 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 that 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.

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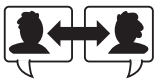
## Reflection

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?**

- 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 9 | Day 8 Language-Mechanics Lesson

**OBJECTIVE:** The students will vary sentence structure to make writing smoother and more interesting.

## 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 teammates all 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 so they flow 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.

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. Tell the students that Verbena, Maude, and Noungelo are about to repair a composition with too much repetition.
- Show "Varying Sentences" (running time 4:59).

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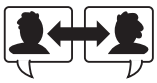


- Facilitate a discussion about the video. Use **Think-Pair-Share** to ask:

  **Why did the Language Mechanics think that the Captain Hook composition needed repair?** *[It 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.*

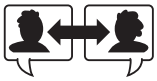
  **What was wrong with the paragraph on butterflies?** *[The short sentences all started with the word* butterflies. *It had no variety. It wasn't smooth sounding.]*

- 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.

> Maddie watched Wanda's face.
> Maddie waited for Peggy to finish talking.
> Maddie hoped the teasing would stop.



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

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

- Underline *Maddie* in the sentences. Point out that each of the sentences begins with the same words. When read aloud, the sentences do not flow.
- Remind the students that one way to make the sentences flow is to combine sentences. 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 *Maddie* with the word *she*. Read the new sentences aloud. Have partners decide if the sentences sound better and flow.

> Maddie watched Wanda's face, as she waited for Peggy to finish talking. She hoped the teasing would stop.

- 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 *Maddie* with the pronoun *she* changes the beginning of the second sentence. Now the sentences don't begin with the same words. Explain that when sentences begin in different ways, they sound better.
- Write the following sentences on the board, and then read them aloud.

> The three little pigs were scared.
> The three little pigs hid from the wolf.
> The three little pigs built their houses.

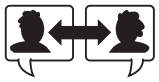
- Ask the students if they think the sentences sound right.

  **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 three little pigs.*]*

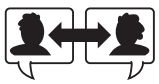
- Underline *the three little pigs* in each sentence. Model combining the first two sentences using the connecting word *so*.

> The three little pigs were scared so they hid from the wolf.
> The three little pigs built their houses.



- 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 *built their houses."]*



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

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

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- 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 of 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 during Team Practice the students will work as a team 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 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 then allow them to try again with Team Practice 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.

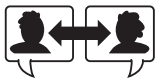
## Quick Check

- Distribute **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.

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.

## Reflection

Timing Goal: 5 minutes



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

  **When sentences all begin with the same words, how does it 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?**

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

  **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.

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# Answer Keys:
# Varying Sentences (possible answers)

## Team Practice

1. Charlotte made friends with Wilbur and saved his life. She wrote words in her web.
2. Shrek fell in love with Fiona and got married. He made the prince angry.
3. Hank Aaron played baseball and broke the home run record. He is in the Baseball Hall of Fame.

## Team Practice 2

1. The caterpillar was very hungry so he ate fruit and leaves. He got a stomachache.
2. As Corduroy looks for his missing button, he tries to pull one off a mattress. He gets a new home with a young girl.
3. Rosa Parks got arrested for refusing to give up her bus seat. She inspired others to stand up for their civil rights.

## Team Mastery

1. The beast sits in the castle and scares people away. The beast falls in love with a beauty.
2. Snow White stays in a cottage with the seven dwarfs. She eats the poison apple.
3. Little Sal went to pick blueberries with her mother. He met some bears looking for blueberries too.

## Team Mastery 2

1. Wilbur went to the fair with Mr. Zuckerman and won a prize. He showed his medal to Charlotte.
2. The Cat in the Hat comes in the house and makes a mess. He finally cleans up the mess before mother comes home.
3. George Washington was the leader of the Continental Army and the first president of the United States. He lived in a place called Mount Vernon.

## Quick Check

1. Opal finds a dog at the store and names him Winn Dixie after the store. Her adventures with the dog introduce her to many exciting people.
2. Pinocchio is a wooden puppet who wishes to become a real boy. He helps to rescue Gepetto from the whale.
3. Sleeping Beauty pricks her finger and falls into a deep sleep. She is rescued from her trance by a prince.

## Quick Check 2

1. Ariel is a mermaid who wants to have legs to visit the human world. Ariel meets Prince Eric and falls in love.
2. Goldilocks gets tired and falls asleep in the bear's bed. She escapes from the bear's house and never returns.
3. Jackie Robinson was a talented athlete who became the first African American major league baseball player. He played for a team called the Brooklyn Dodgers.

Unit 9

# 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.

> kelly won the spelling bee at kelly's school.

- Remind the students that pronouns can replace naming words. In this sentence, the naming word *Kelly* is repeated. The sentence can be improved by replacing the repeated *Kelly* with the pronoun *her*. The *K* in *Kelly* should be capitalized because it is the first letter in a person's name.
- 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 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.

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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 advice letters.

- 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

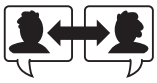
- Explain to the students that now they are going on to the editing step of the writing process.

> **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:

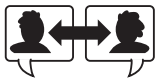
> **What will I check for the first time that I read my letter?** *[You will check to see that the first word of each sentence is capitalized, and that all names are capitalized.]*

- 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 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.

  Without a doubt you will be glad you said something.



- 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 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 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 Rating column of the revision guide.

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## 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 partner 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 9 | 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."

## Two-Minute Edit

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

**What would 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.

> Mrs. Dayton works at the hospital. Mrs. Dayton is a surgeon.

- Point out that these sentences are short and choppy. The sentences can be combined into one longer sentence that sounds smoother. For example, *Mrs. Dayton works as a surgeon at the hospital.*
- 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: **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."

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.

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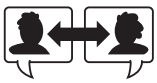
- Point out today's focus. Remind the students that they have completed several steps in the writing process and are now ready to publish their work. Read the focus and goal for the day aloud.

### 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 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 drafted a letter using our webs. 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 that?** *[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 liked 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.

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# 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 going to write a fairy tale for preschool students. What would your fairy tale be about?
> 2. Tell about a time when something really funny happened to you. What happened and how did it make you feel?
> 3. What advice would you give someone who is nervous to talk to someone?
> 4. Write a letter to someone you haven't seen in a while. What do you want to tell them about? What has happened since you saw this person last?

- 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

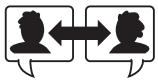
- Allow the students time to brainstorm, plan, and write their journal entries. As the students work, monitor their progress and assist when needed.

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.

- While the students work, meet with a number of the 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 Inkwell tokens will be counted 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.

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- 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)

**Using Persuasive Language**

Write a Letter Giving Your Advice


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

## Two Sample Letters

**Letter 1**

24 Williams Street
Madison, WI 53708
November 10, 2007

Music Mania
9 Light Street
Madison, WI 53708

Dear Music Mania Manager:

I read about your contest to meet the pop singer Izzy Ohio. I would like you to choose me because I like Izzy's music. If I were picked, I would ask her to sing a song with me. I think I would be a good choice for your contest.

Sincerely,

Margarita Suez

**Letter 2**

24 Williams Street
Madison, WI 53708
November 10, 2007

Music Mania
9 Light Street
Madison, WI 53708

Dear Music Mania Manager:

I read about your contest to meet the fabulous pop singer Izzy Ohio. I think you should choose me because I adore Izzy's music and am her biggest fan. If I were picked, I would ask her to sing a fantastic song with me. As you can see, I am the best choice to win this contest.

Sincerely,

Margarita Suez

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**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…<br>second…<br>third… | an important thing to remember is |
| improve | energize | for this reason | for example |
| exciting | fun | definitely | my point is |
| fantastic | unforgettable | rewarding | life-changing |


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**Sample Letter 3**

1801 Finley Lane
Jasper, IN 46204
December 16, 2007

Play Zone
378 Manor Road
Madison, WI 53708

Dear Sir or Madam:

I read in an advertisement that your company is looking for a new logo. I have an idea. I think a cartoon frog. Frogs are cute and jump around, and I think kids would like it. You could make the frog green so people would look at it. I think a cartoon frog is a good idea for your logo.

Sincerely,

Mikael Singh

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**Team Practice**

45 Winding Trail
Tallahassee, FL 32301
April 5, 2006

Department of Parks
211 Orange Street
Tallahassee, FL 32301

Dear Sir or Madam:

Last week at my soccer game on Saturday morning I had an idea. Sell coffee to parents who are watching the games. It could make money for the Department of Recreation. It will also make the parents happy. Fewer kids would be late for soccer because their parents wouldn't have to stop to buy coffee. I think this is a good idea.

Sincerely,
Shakira Moore


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**Team Mastery**

1078 Lake Road
Portland, OR 97310
December 4, 2006

Portland City Council
89 Golfview Lane
Portland, OR 97310

Dear City Council:

I have a suggestion to add upgrading the city's playground equipment to the budget. Most of the swings are rusty or broken. New playgrounds would make the city more attractive to move to. It will also keep the children safe and healthy. This decision will make a difference in our city.

Sincerely,

Karl Payne

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**Team Practice 2**

55 Meadow Lane
Galveston, TX 78714
March 13, 2006

Pet Palace
7 Dallas Avenue
Galveston, TX 78715

Dear Sir or Madam:

I read on a poster that you were looking for volunteers to walk the dogs on Saturday and Sunday mornings. I have a dog, and I walk her every day. I understand how important it is for dogs to get exercise. I am dependable and responsible. I would make a good volunteer. I hope you pick me to be a volunteer.

Sincerely,

Jamal Samuels


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**Team Mastery 2**

2924 North Avenue
Orlando, FL 32311
April 2, 2006

Games Galore
800 Juniper Lane
Orlando, FL 32310

Dear Sir or Madam:

I was in your store last week looking for a toy for my three-year-old cousin. I have a suggestion. Put your toys for younger children on lower shelves. I am eight, and I could barely reach the toys to check them out. It would allow the kids to touch and test out the toys. If they touch them, they will buy them.

Sincerely,

Anna Kim

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**Quick Check**

828 Sarah Street
Philadelphia, PA 17120
November 4, 2006

Pearl Street Cafe
22 E. Pearl Street
Philadelphia, PA 17123

Dear Sir or Madam:

I am writing because I have a suggestion. My idea is to have some tables outside your restaurant for customers. It's springtime and the weather is nice. If you put tables outside, you would get more customers. People walking by would see the food and want to eat there. I think it's a good idea.

Sincerely,

Jenna Hart


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**Quick Check 2**

636 Robin's Way
Cheyenne, WY 82002
February 17, 2006

Daily News
25 Orchard Street
Cheyenne, WY 82004

Dear Sir or Madam:

I saw in your newspaper that you are having a Father of the Year contest. My father, Jerry Coor, is a good father. I think he should get the award. He is funny and plays games with me. My dad is also smart and helps me with my homework. It would be a good decision to make my dad the Father of the Year.

Sincerely,

Malek Coor

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**Writing Prompt**

Choose a character from a book that you've read recently. 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.


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**Letter to Wilbur**

2915 Chestnut Street
Peoria, IL 21243
September 22, 2007

Mr. Wilbur Pig
Zuckerman's Farm
Lincoln, ME 04457

Dear Mr. Wilbur,

I am writing to you to give you some advice. One day you decided to try to escape the barn based on the goose's advice. My advice to you is to listen to your own instincts. First, as soon as you left the barn, you felt frightened. The truth is that your feeling of fear should have told you to go back to the barn. Second, you were worried that you would get lost. Getting lost is a real concern, and who knows what would happen to you out in the woods. Lastly, the smell of food and your hunger led you safely back to the barn. All of these feelings were trying to tell you that your best home is in the barn. My advice is to listen to your body's cues, and not the words of a crazy goose. I hope my advice helps you make strong decisions in the future.

Sincerely,

Ben Reed

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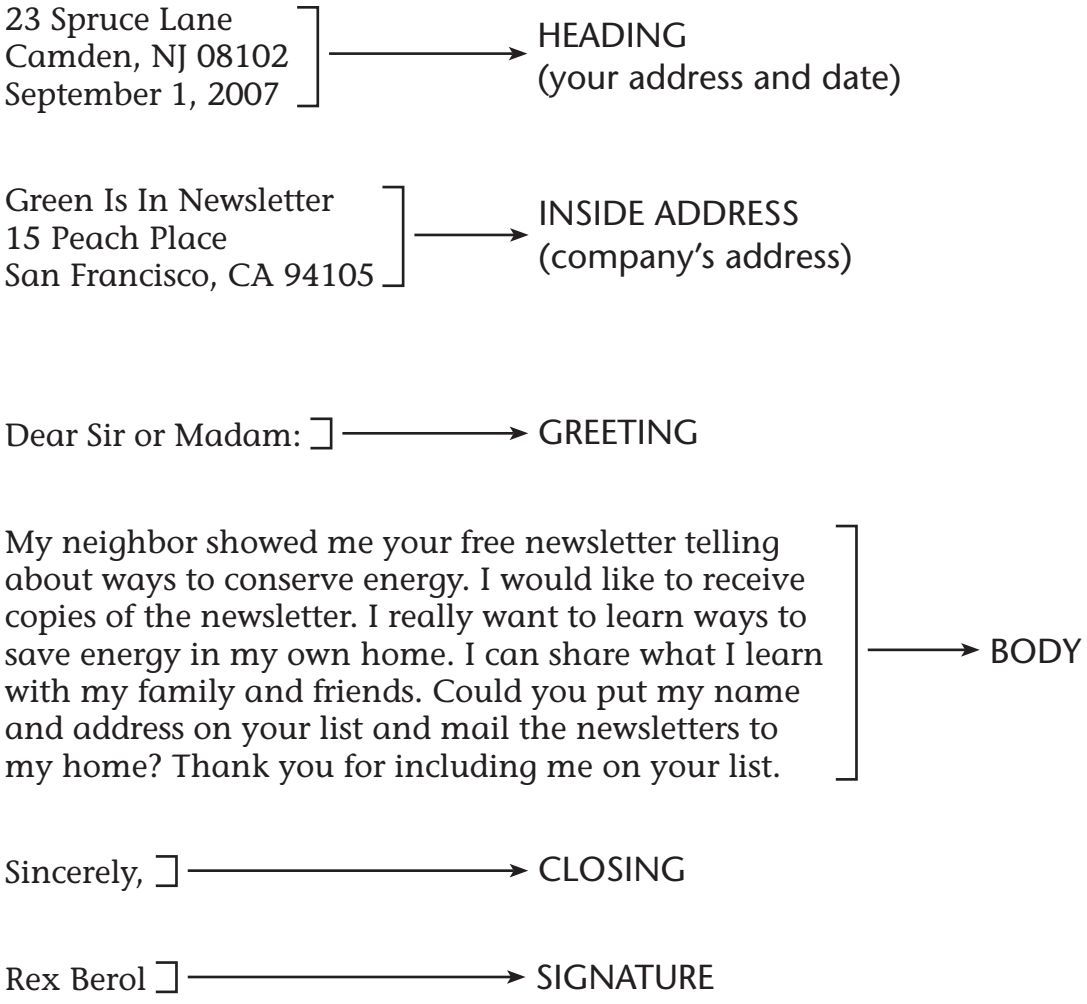
**Business-Letter Format**





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**Team Practice**

1. Randy opened the big box.
   He opened it in the kitchen.

   _____

   _____

2. Patricia pointed at the cute little dog.
   The dog barked on the patio.

   _____

   _____

3. Melanie arranged the flowers for her teacher.
   She put the flowers in a vase.

   _____

   _____

4. The children played last week.
   They played in the new park.

   _____

   _____

5. The boys walked slowly because they were afraid.
   They walked into the dark cave.

   _____

   _____

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**Team Mastery**

1. Sandra looked at the steep hill.
   She stopped her bike at the bottom of the hill.

   _____

   _____

2. Paul gave Mary a present.
   It was her birthday on Monday.

   _____

   _____

3. The little dog chased the ball.
   He chased it under the bushes.

   _____

   _____

4. Willie ate all of the cookies before his mom came home.
   The cookies were on the special plate.

   _____

   _____

5. Nancy waited for the bus.
   She waited by the bench.

   _____

   _____


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**Team Practice 2**

1. The lion dashed across the field.
   The lion saw a deer.

   _____

   _____

2. Danny danced with his friends.
   He danced in the cafeteria.

   _____

   _____

3. Melissa went to see a movie after school on Friday.
   She went with her brother.

   _____

   _____

4. The little boy swept the leaves off the steps.
   He used a push broom.

   _____

   _____

5. Molly drew a beautiful picture for her teacher.
   She used her new markers.

   _____

   _____

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**Team Mastery 2**

1. The cat drank all the water.
   The water was in his bowl on the counter.

   _____

   _____

2. The little girl ran so she wouldn't be late.
   She ran to school.

   _____

   _____

3. Valerie dove and swam across the pond.
   The pond is behind her grandmother's house.

   _____

   _____

4. Rachel left the package so Terry could pick it up.
   The package was in the house.

   _____

   _____

5. Ron lifted the heavy log.
   The log was on his driveway.

   _____

   _____


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**Quick Check**

1. Janet watched the play yesterday.
   The play was at the new theatre.

   _____

   _____

2. The dog sat quietly and waited for his master.
   He sat on the chair.

   _____

   _____

3. Pete bought a book to give to his father.
   He bought it at the book fair.

   _____

   _____

4. Patience rode her bike this morning.
   She rode to the store.

   _____

   _____

5. The clowns juggled bowling pins.
   The clowns juggled at the circus.

   _____

   _____

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**Quick Check 2**

1. The tree was taller than the house.
   The tree was in the backyard.

   _____

   _____

2. Lisa returned the books to the library.
   The books were overdue.

   _____

   _____

3. Tessa practiced her guitar in the basement.
   She practiced with her cousin.

   _____

   _____

4. Ivana scraped her knee on the pavement.
   Ivana fell off her bicycle.

   _____

   _____

5. Phillip and Sean played chess after school.
   Phillip and Sean went to Sean's house after school.

   _____

   _____


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REVISION GUIDE

# Advice Letter

Name: _____ Date: _____

Partner: _____ Unit: 9

| 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 compelling reasons why the character should follow my advice? | | | | |
| | | | | |

| Organization | First Draft Ratings | Revised Draft Ratings | Teacher Ratings | Score (25 points) |
|---|---|---|---|---|
| Does the beginning of the letter tell why I am writing? | | | | |
| Does the middle of the letter tell my advice with supporting reasons? | | | | |
| Did I conclude with a persuasive closing statement? | | | | |
| 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? | | | | |
| Did I vary how I started each sentence so my writing is smooth? | | | | |
| | | | | |

| 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 | |
|---|---|

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**Team Practice**

1. Charlotte made friends with Wilbur.
   Charlotte saved Wilbur's life.
   Charlotte wrote words in her web.

2. Shrek fell in love with Fiona.
   Shrek got married to Fiona.
   Shrek made the prince angry.

3. Hank Aaron played baseball.
   Hank Aaron broke the home run record.
   Hank Aaron is in the Baseball Hall of Fame.


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**Team Mastery**

1. The beast sits in the castle.
   The beast scares people away.
   The beast falls in love with a beauty.

2. Snow White stays in a cottage.
   Snow White stays with the seven dwarfs.
   Snow White eats the poison apple.

3. Little Sal went to pick blueberries.
   Little Sal picked blueberries with her mother.
   Little Sal met some bears looking for blueberries too.

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**Team Practice 2**

1. The caterpillar was very hungry.
   The caterpillar ate fruit and leaves.
   The caterpillar got a stomachache.

2. Corduroy looks for his missing button.
   Corduroy tries to pull a button off a mattress.
   Corduroy gets a new home with a young girl.

3. Rosa Parks refused to give up her bus seat.
   Rosa Parks got arrested for not giving up her seat.
   Rosa Parks inspired others to stand up for their civil rights.


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**Team Mastery 2**

1. Wilbur went to the fair with Mr. Zuckerman.
   Wilbur won a prize at the fair.
   Wilbur showed his medal to Charlotte.

2. The Cat in the Hat comes in the house.
   The Cat in the Hat makes a mess in the house.
   The Cat in the Hat finally cleans up the mess before mother comes home.

3. George Washington was the leader of the Continental Army.
   George Washington was the first president of the United States.
   George Washington lived in a place called Mount Vernon.

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**Quick Check**

1. Opal finds a dog at the store.
   Opal names the dog Winn Dixie after the store.
   Opal has adventures with the dog that introduce her to many exciting people.

2. Pinocchio is a wooden puppet.
   Pinocchio wishes to become a real boy.
   Pinocchio helps to rescue Gepetto from the whale.

3. Sleeping Beauty pricks her finger.
   Sleeping Beauty falls into a deep sleep.
   Sleeping Beauty is rescued from her trance by a prince.


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**Quick Check 2**

1. Ariel is a mermaid.
   Ariel wants to have legs to visit the human world.
   Ariel meets Prince Eric and falls in love.

2. Goldilocks gets tired at the bear's house.
   Goldilocks falls asleep in the bear's bed.
   Goldilocks escapes from the bear's house and never returns.

3. Jackie Robinson was a talented athlete.
   Jackie Robinson became the first African American major league baseball player.
   Jackie Robinson played for a team called the Brooklyn Dodgers.

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# Unit 10 Clearly Stating and Supporting a Position

Writing Project:
**Write a Persuasive Letter**

**Author's Chair**

## Overview

### The Author's Opportunity

The students will write a letter to the principal to persuade him or her to make a change in the school. The letters will follow business-letter format and clearly state a position with supporting reasons. The students will publish their letters by reading them from the Author's Chair and then mailing them to their principal.

### Unit Summary

In this unit, the students write a persuasive letter to the principal. Instruction on Day 1 focuses on how to create strong and clear position statements to make their letters more persuasive. The students are introduced to how to clearly state a position and use persuasive reasons to support the position. They practice adding clear position statements to persuasive letters and identify the supporting reasons for each statement.

On Days 2 and 3, the students plan their persuasive letters using a graphic organizer. They identify a topic, write a position statement about what they want the principal to change, and list several reasons why making the change is a good idea. Then the students draft their persuasive letters using persuasive words and phrases. They use the revision guide to rate their partners' drafts for ideas, organization, and style. 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 mailing final versions to their principal.

### Language Mechanics

The first language-mechanics lesson, on Day 5, offers instruction and practice in forming nouns using common endings like *-ness*, *-tion*, *-ity*, and *-ment* (*sadness*, *carefulness*, *decoration*, *location*, *invention*, *illustration*). 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

**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 plan persuasive letters to their school principal using a web to record their position statement and supporting reasons.
- The students will use their plans to draft clear and organized business letters with a position statement followed by supporting reasons. They will use persuasive words and phrases to help convince the principal to agree with their position and make a change.
- The students will use the revision guide to rate their partners' drafts.
- The students will use editing marks to edit their letters.
- The students will publish their persuasive letters by reading them from the Author's Chair and then sending them to the principal.

## Unit 10 Sequence

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

Day 2: **Brainstorm** | Persuasive Letter

Day 3: **Plan** | Persuasive Letter

Video Support: "Persuasive Letter: Planning"

Day 4: **Draft** | Persuasive Letter

Day 5: **Language-Mechanics Lesson** | Noun Endings

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

Video Support: "Share, Respond, Revise"

Day 7: **Revise** | Persuasive Letter

Day 8: **Language-Mechanics Lesson** | "Pronouns II"

Video Support: "Pronouns II"

Day 9: **Edit** | Persuasive Letter

Day 10: **Publish** | Persuasive Letter

Day 11: **Writing Journal**

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## 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.)
- Sample Principal Letter transparency
- Form of a Business Letter transparency (from previous unit)
- Mona's Web transparency (See Day 3.)
- Noun Endings transparency (See Day 5.)
- Mona's Letter transparency (See Day 6.)

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.)
- Persuasive Letter Revision Guide (The students create it.)
- 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 in this lesson:
  - "Persuasive Letter: Planning" (running time 5:27) on Day 3
  - "Share, Respond, Revise" (running time 4:29) on Day 6
  - "Pronouns II" (running time 4:38) on Day 8

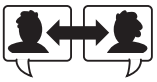
# Unit 10 | Day 1 Craft Lesson

**OBJECTIVE:** The students will identify a position statement in a persuasive letter. They will write position statements and supporting reasons for letters that need them.

## Active Instruction

Timing Goal: 12 minutes

### Set the Stage



**Think-Pair-Share**

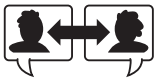
- Introduce the team cooperation goal. Use **Think-Pair-Share** to ask:

  **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 better understand your idea.]*

- 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.

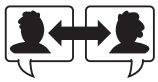
Throughout the lesson, award team cooperation points to teams whose members explain their ideas/tell why. Award up to 9 team cooperation points per team. Be sure to identify the behavior that you observe.



- Tell the students that you will award team cooperation points to teams whose members explain their ideas/tell why. Tell them that you will be asking 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
>
> **TODAY'S GOALS:**
> 1. Learn what a position statement is.
> 2. Write clear and strong position statements.

- Point out today's focus. Tell the students that today they will be looking at position statements. They will discuss how to clearly state their position and how to support it with persuasive reasons.



## Instruction

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

  **What does *persuade* mean?** *[*Persuade *means to convince someone or win someone over to your way of thinking.]*

  **What is the difference between persuading someone and telling that person what to do?** *[(Accept reasonable responses.) For example, when you tell someone what to do, you are giving a command without concern for whether or not the person agrees with you. When you persuade, you try to get the person to agree with you.]*

  **Suppose your friend wants you to do something such as join a club or go somewhere. When you ask why, your friend says, "I don't know…just because." Would that convince you?** *[(Answers will vary.)]*

- Point out that a person can often be persuaded to agree with your ideas if you state your ideas clearly and then give reasons to support your ideas.
- Tell the students what *stating a position* means.

  **When you tell your idea or opinion about something, you are stating your position. You are telling which side of an issue you support. Some people might support a change or an idea, and other people might be against it.**

  **For example, suppose the issue is building a new highway. One person could be for, or in support of, building a new highway because it will help people travel. That person's position statement could be: "Building a highway to help people travel is a good idea." Another person could be against building the highway because it means cutting down trees. That person's position statement could be: "Building a highway is a bad idea because it would destroy natural resources like trees."**

- Put up the Sample Letter 1 transparency. Tell them you will read it aloud, and then ask them to identify the position statement in the letter.

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**Sample Letter 1**

65 Hidden Pines Way
Lincoln, NE 68508
October 3, 2006

Stars Cinema
56 Union Street
Lincoln, NE 68508

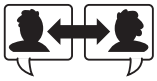
Dear Sir or Madam:

You should offer discount or free movie tickets for students who get good grades. You could ask students to bring in their report cards as proof of their grades. Students who get good grades work hard and deserve some reward for their hard work. Giving discounted or free tickets would encourage students to work hard in school. Also, it would make your movie theater more popular for the families of these children because parents would not need to buy as many movie tickets.

Giving discounted or free tickets would help you and the education of students.

Sincerely,

Mia Petrule

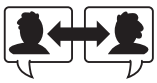


- Tell the students that in this letter Mia Petrule has stated a position on an issue. Use **Think-Pair-Share** to ask:

  **Which sentence states Mia's position?** *[The first sentence is the position statement.]*

  **Does Mia say "I think" or "I believe" anywhere in her letter?** *[No.]*

- Explain that leaving out phrases like "I think" or "I believe," even though she is stating her opinion, makes Mia's position statement sound stronger and more convincing. Tell the students that when they state their positions, they should leave out these phrases.



- Use **Think-Pair-Share** to ask the students what reasons Mia gives to support her position? *[The students with good grades deserve a reward, it would encourage the students to work hard, and families would come to the movies and buy more tickets.]*
- Point out that Mia includes three reasons to support her position. Tell the students that she includes reasons, or support, for her opinion because she wants to persuade the reader of the letter to agree with her position.

- Refer the students to the Sample Letter 2 transparency. Read the letter aloud.

**Sample Letter 2**

321 E. Roaring Road
Keene, NH 03431
November 16, 2006

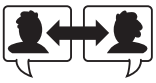
Town Hall
1 Washington Blvd.
Keene, NH 03431

Dear Mayor O'Leary:

I heard about your idea of building a new park. The new park could be used by children of all ages. There are many teams—such as soccer, softball, and baseball—that could use the park for practice or games. People could also reserve parts of the park for family picnics or parties.

Sincerely,

Fred Rogers



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

  **Does the writer of this letter include a position statement?** *[No, there is no clear position statement.]*

  **Is Fred for or against students building a park? How do you know?** *[Fred is for building a park. He gives reasons why it is a good idea.]*

- Have partners work together to create a strong, clear position statement for the letter. Remind them to avoid phrases like "I think" and "I believe."

**Random Reporter**

- Use **Random Reporter** to share responses. For example, "I strongly support building a new park to improve our community" or "Building a new park is an excellent way to bring the people of our community together."
- Point out that adding a strong, clear position statement improves Fred's letter and makes it more convincing. Explain that by making Fred's point at the beginning of the letter, it helps the reader to know exactly what Fred thinks and how his reasons support his opinion.

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## Teamwork

Timing Goal: 15 minutes

### Team Practice

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

- Tell the students that for Teamwork they will read some persuasive letters and improve them by writing strong, clear position statements. They will also decide if the letter has included three strong reasons to support the position statement, and add a supporting reason if needed.
- Distribute the **Teamwork 1: Position Statement** page and the **Team Practice** section.
- Explain that the students will work in teams to write a clear position statement and decide if the letter has included three strong reasons to support the position statement. If any reasons are missing from the letter, the students will work together to write a supporting reason for the position statement.
- 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 students' work. Ask:

  **What does Harvey want the school board members to do?** *[He wants the school board to dedicate a day to thanking teachers.]*

  **What position statement did you add to Harvey's letter?** *[(Accept reasonable responses.) For example: A special day dedicated to thanking teachers for their hard work needs to be added to the school calendar.]*

  **Does Harvey include three good reasons why he wants the school board to do this? What are the reasons?** *[He includes two reasons. He says that teachers work hard and do not get acknowledged for their work and the students would be able to thank their favorite teachers.]*

  **What is another reason you added to Harvey's letter?** *[(Accept reasonable responses.) For example, it would increase public approval of the school board if the board shows that they appreciate and honor the hard work of the teachers.]*

- Display the Persuasive Words transparency from the previous unit. Ask:

  **What persuasive words or phrases did you notice in Harvey's letter?** *[*The truth is *and* in my opinion.*]*

For Team Practice, the 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.

## Team Mastery

- Distribute the **Teamwork 1: Position Statement** 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 changes to the letter with their teammates. Circulate through the teams as the students work. Remind teams to explain their ideas/tell why.
- Use **Random Reporter** to have teams share their responses. Ask:

  **What change does John want the City Parks Department to make? Why is John writing?** *[He wants the parks department to let his family join the BBQ Bonanza.]*

  **What position statement did you add to John's letter?** *[(Accept reasonable responses.) For example, Allowing the Frisch family to enter your BBQ Bonanza would be great for all teams involved.]*

  **Does John include three good reasons why he wants the parks department to do this? What are the reasons?** *[Yes. Everyone loves the taste of their ribs, his family has been cooking ribs for many years, and the new competition would give energy to the contest.]*

  **What persuasive words or phrases did you notice in Mel's letter?** [Amazing, best, *and* from my point of view.]

## Quick Check

- Distribute the **Quick Check: Position Statement**.
- 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.

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

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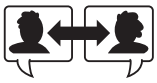
## Reflection



- Remind the students that they have been adding position statements to make letters strong and convincing. Use **Think-Pair-Share** to ask the following questions:

  **Was it hard to write a position statement?** *[(Answers will vary.)]*

  **Do you think adding a position statement improved the letters? How?** *[(Answers will vary.)]*

  **Why do you think a position statement comes at the beginning of a persuasive letter?** *[(Accept reasonable responses.) For example, when the position statement comes at the beginning, it means your letter gets right to the point, and the reader gets a clear picture of what you want.]*

- 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 Position Statement: *A special day dedicated to thanking teachers for their hard work needs to be added to the school calendar.*

Additional Supporting Reasons: *If the school board shows that they appreciate and honor teachers, it will increase public approval of the board.*

## Team Mastery

Sample Position Statement: *Allowing the Frisch family to enter your BBQ Bonanza would be great for all teams involved.*

## Team Practice 2

Sample Position Statement: *Adding a curbside recycling program to our county's services is easy and critical to the future of our planet.*

## Team Mastery 2

Sample Position Statement: *The school needs to add an extra bus to our route for the safety and well-being of our students.*

## Quick Check

Sample Position Statement: *The Willistown Public Library could help preteen children to read more by adding more books about preteens to their collection.*

Additional Supporting Reasons: *More preteens would visit the library and participate in some of the library's other activities and programs.*

## Quick Check 2

Sample Position Statement: *A donation of flowers from Garden and Gates for our school's new garden is beneficial to the entire community.*

| Craft Lesson Scoring Guide | |
|---|---|
| **100 Points** | The student has written a strong, clear position statement that is supported by three reasons in the body of the letter. |
| **90 Points** | The student has stated a position that is related to the three reasons in the text, but it is not a strong statement. |
| **80 Points** | The student has written a position statement, but it is not clearly stated and may not be related to the three reasons in the body of the letter. |

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.

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## Unit 10 | Day 2 Brainstorm

**OBJECTIVE:** The students will brainstorm with their partners and choose a topic for their persuasive letters to the principal.

### 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.

> jose rode his bike with Nick. Nick is Jose's best friend

- The sentences can be improved by combining sentences and using pronouns. The word *jose* refers to a person's name so it should be capitalized. An example of an improved sentence is: *Jose rode his bike with Nick, his best friend*.
- Demonstrate the use of the appropriate editing marks to edit the sentence.

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

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

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.

- Post and present the day's agenda.

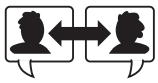
> **TODAY'S FOCUS:** Brainstorm ideas.
>
> **TODAY'S GOAL:**
> We will brainstorm ideas for our persuasive letters.

- 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 topic for their persuasive letters.

## Instruction

- Initiate a discussion about school improvement.

> **The students, teachers, principal, other staff members, and parents are all part of our school community.**
>
> **People are always looking for ways to improve their communities to make them better.**
>
> **Think about ways you might improve our school community. Maybe we could have a student art gallery in our school lobby. Or, we could invite people from the community to a music performance.** (Have the students suggest other improvements.)



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

> **If you wanted to suggest one of these improvements, who would you talk to? Who is the person in charge that can make changes in your school?** *[Possible answer: The principal.]*
>
> **How could you persuade your principal to make a change in the school?** *[Lead the students to understand that writing a letter is a good first step in persuading the principal.]*

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

> **Writing Prompt**
>
> Write a business letter to the principal convincing him or her to change something about your school. Clearly state what the change should be. Give good reasons why the principal should make this change. Use persuasive words and phrases and a formal tone. End with a persuasive closing statement. Be sure to follow the business-letter format.

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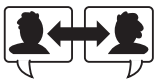


- Use **Think-Pair-Share** to review what should be included in the letter. Underline the elements in the prompt.

  **What does your letter need?** *[The letter should tell why I am writing, clearly stating the change I want to make to the school. It should include persuasive reasons to support my position. It should use persuasive words. It should have a formal tone and be in business-letter format.]*

- Remind the students that the purpose of this business letter is to persuade. Explain that they have opinions, or positions, about things that should be changed in their school. They will try to get the principal to agree with their positions. Point out that this is easier if they write a strong, clear position statement and support it with persuasive reasons.
- Put up the Sample Principal Letter transparency. Tell the students that you would like them to take a look at this letter to see if it has all the elements from the writing prompt. Read the letter aloud.

**Sample Principal Letter**

8769 Mountain View Drive
Sandy, UT 84070
November 21, 2005

Principal Heath
Brook Elementary School
8769 Mountain View Drive
Sandy, UT 84070

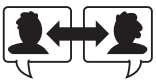
Dear Principal Heath:

I am writing to tell you an amazing way to improve our school. There should be a reading program called Reading Pals. This would be a time when fifth graders read to kindergarteners. First, it would allow the younger students and older students a time to get to know one another. Second, it would let the older children model good reading for the younger ones. Third, it would help some of the shy older children become more confident readers. As you can see, Reading Pals would help many students in the school.

Sincerely,

Luke White

- Remind them that in previous lessons 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, it 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 Luke is writing? What is his purpose for writing?** *[Yes. He is writing to tell the principal how the school can be improved.]*

  **Does Luke clearly state his position? Which sentence states his position?** *[Yes, Luke clearly states his position in the second sentence: "There should be a reading program called Reading Pals."]*

  **Does Luke include reasons to convince the principal? What are they?** *[Luke includes three reasons. He says that the children would get to know one another, younger children would have a model of how to read, and that it would help shy children to be more confident.]*

  **Does Luke use any persuasive words or phrases in his letter? Which ones?** *[He uses* amazing, improve, first, second, third, *and* as you can see.*]*

  **Does Luke include a closing statement to wrap things up? What is his closing statement?** *[Yes, Luke's closing statement is: "As you can see, Reading Pals would help many students in the school."]*

- Point out that Luke had an idea about a new reading program for his school.
- Remind the students that they might have ideas about how to improve other aspects of the school day, or different locations in the school.
- Encourage them to picture in their minds the different parts of the school and the different activities that happen there every day. Have them ask themselves if there is one thing they would change or add to improve the school.
- Model brainstorming with a student partner. Record and discuss possible ideas with the students. Ask questions such as:

  **What problem or problems do the students or teachers have in the school?**

  **What change should be made to solve this problem?**

  **What advice would you give the principal about making this change? What would be your position?**

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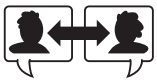
## Teamwork

Timing Goal: 10 minutes

- Have the students work with their partners to brainstorm a list of possible changes that they want to make to the school.
- Circulate through the classroom, and listen to discussions. Praise partners who actively listen and ask follow-up questions.
- Have the students choose a topic for their persuasive letter to the principal.

## Reflection

Timing Goal: 3 minutes



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

  **Was it hard to think of changes you could write about?**

  **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 that their partner 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.

> Renee packed Renee's lunch for the field trip. Renee's class was going to the art museum.

- Remind the students that repeated names can be replaced with pronouns. The sentences can also be combined into one sentence: *Renee packed her lunch for the class field trip to the art museum.*
- 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 the students have shared their work. **NOTE:** This should not take longer than 5 minutes each day.

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## 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.
- Post and present the day's agenda.

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.

> **TODAY'S FOCUS: Organize ideas.**
>
> **TODAY'S GOALS:**
>
> 1. We will use a graphic organizer to plan our persuasive 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 today they will plan their persuasive letters to the principal. They will also give their partners helpful feedback by asking follow-up questions. Read the focus and goals for the day aloud.

### Instruction

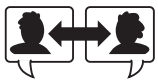
- Display and review the writing prompt.

> **Writing Prompt**
>
> Write a business letter to the principal to convince him or her to change something about your school. Clearly state what the change should be. Give good reasons why the principal should make this change. Use persuasive words and phrases and a formal tone. End with a persuasive closing statement. Be sure to follow the business-letter format.

- Point out that the students brainstormed a list of possible topics and chose a change in the school to write about.
- Introduce the video. Tell the students that Mona has selected a change she would like to see in the school and is planning her letter to the principal. Have the students pay attention to how Mona plans her letter.

**Show DVD segment**

- Show "Persuasive Letter: Planning" (running time 5:27)

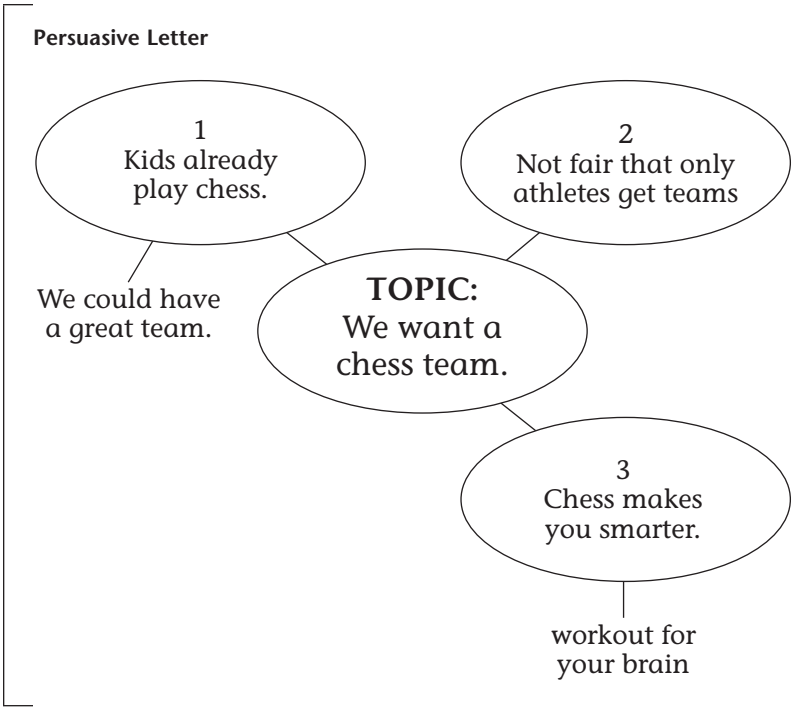


- Facilitate a discussion about the video. Use **Think-Pair-Share** to ask:

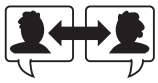
  **What change does Mona want to happen at her school? What is she writing the principal about?** *[She wants there to be a chess club.]*

  **What does Mona do to plan her letter?** *[She makes a web.]*

- Put up the Mona's Web transparency.




- Point out that Mona has one change (or topic) that she is going to write about to the principal. Explain that she writes the topic in the center of the web. Tell the students that is the topic for her position statement.



- Use **Think-Pair-Share** to ask the students how many supporting reasons Mona has written on her web. *[Mona has three reasons.]*
- Review Mona's reasons and the supporting details that she added to her web. Use **Think-Pair-Share** to ask:

  **Are these three good reasons to have a chess club?** *[Yes, Mona has written good reasons with supporting details.]*

  **How do you think making a web could help Mona when she drafts her letter?** *[Mona can use the topic in the middle to write her position statement. She can use the reasons on her web to tell why her idea is a good one.]*

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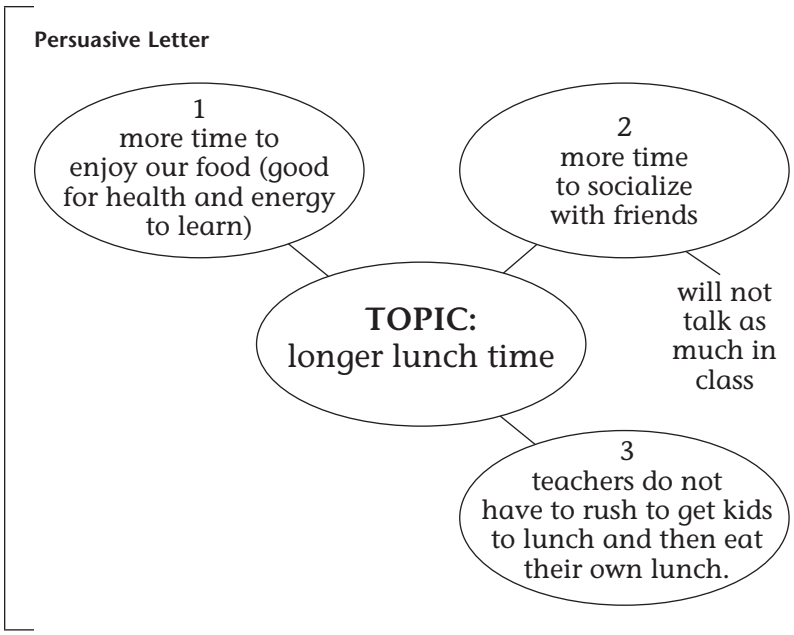
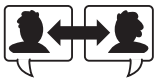
**Think Aloud**

- Model creating a web to plan your letter. Tell the students what change you think should be made in the school, and write it in the center of the web. Use a **Think Aloud** to ask yourself questions and decide what good reasons support your position. Write these on the web. Following is a sample web.




## Teamwork

Timing Goal: 10 minutes



- Tell the students that with the help of their partners, they will discuss their topics and plan their letters by creating webs. Remind the students about the team cooperation goal that they are working on: **Explain your ideas/tell why.** 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 topic or position about a change in the center and at least three reasons to support this change. 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. Use **Random Reporter**, and award an additional point to teams whose members can share an example of helpful feedback that they received from their partner during planning.

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# Unit 10 | Day 4 Draft

**OBJECTIVE:** The students will use their plans to draft their persuasive 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.

> felix finds sharon's pencil under sharon's desk and felix give it back to sharon.

- Remind the students that action words must agree with the number of people or things doing the action. If there is a singular subject, *Felix*, then the action word *give* needs to have an *s* at the end (*gives*). This sentence also repeats the words *Felix* and *Sharon*, so pronouns can be used instead.
- 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 explain their ideas/tell why. 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 that teams are working on explaining their ideas/telling why. Point out that explaining their ideas clearly and giving reasons means team members will understand their ideas. If everyone on the team understands the team's ideas, then all team members are prepared to share them with the class.
- Post and present the day's agenda.

> **TODAY'S FOCUS:** Use a **plan** to **draft**.
>
> **TODAY'S GOAL:**
>
> 1. We will use our webs to help us draft our persuasive 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 topic for their position statement and at least three supporting reasons for the position. 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**
>
> Write a business letter to the principal to convince him or her to change something about your school. Clearly state what the change should be. Give good reasons why the principal should make this change. Use persuasive words and phrases and a formal tone. End with a persuasive closing statement. 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 mail them to the principal.
- Display the web you created on chart paper yesterday to plan your letter. Model using the web to draft your letter, and skip lines.

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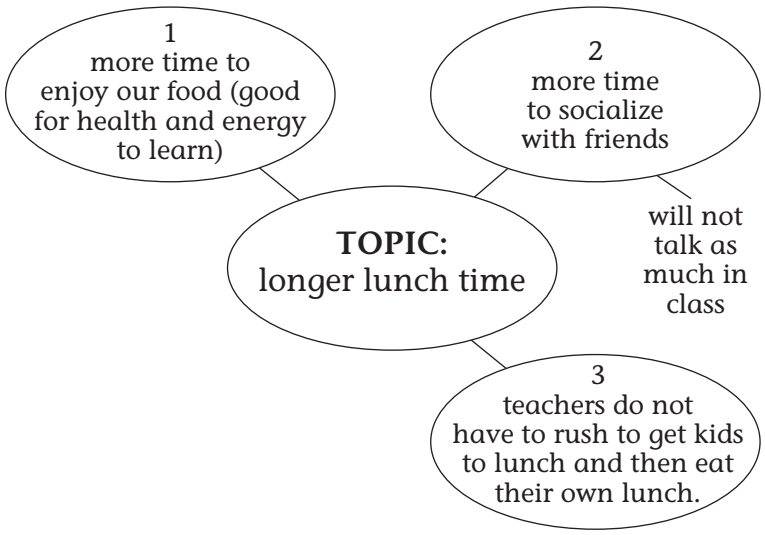
**Persuasive Letter**




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

**I'm going to begin drafting my letter to the principal. I'll be using the 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. I am sending my letter to the principal, so I will use the school address here also.**

**A business letter needs a formal greeting, so I will write Dear Mr. or Ms.** (principal's name)**.**

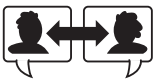
**Now for the body of my letter. First, my reason for writing. I am writing to tell you a way to improve the school. Now my position statement. I'll look at the center of my web: A longer lunch time would be great for the students and teachers.**

**If I expect to convince the principal to take this action, I will have to give him/her some reasons why. I'll look at what I wrote on my web. First I will write that a longer lunch time would give the students more time to eat their food. Hmmm, why would the principal care about that? Well, if the students have enough time to eat their food, then they will have more energy to learn in the afternoon.**

**I will put the second reason into a sentence: If we have a longer lunch time, we will talk more while we eat. This will cut down on the talking in class.**

**For the third reason on my web, I will write that many days the teachers do not have enough time to eat their lunch because they have to walk us to the cafeteria. This cuts into their time to eat their lunches.**

**Now for a closing statement that wraps up the letter. I'll remind the principal again that this is a good idea. A longer lunch time would energize the students and make us more focused in class.**



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

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

- Point out to the students that you have drafted a persuasive letter to the principal, 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 persuasive words to the draft. An example letter follows.

School's Address
City, State, Zip
Today's Date

Mr./Ms. Principal's Name
Your School's Name
Your School's Address

Dear Mr./Ms. Principal's Name,

I am writing to tell you a great way to improve the school. A longer lunch time would be <u>great</u> for students and teachers. First, a longer lunch time would give the students more time to eat their food. <u>An important thing to remember is</u> that the students need energy to learn in the afternoon. If we have a longer lunch time, we will talk more while we eat. This will <u>definitely</u> cut down on the talking in class. Many days the teachers do not have enough time to eat their lunch because they have to walk us to the cafeteria. This <u>certainly</u> cuts into their time to eat their lunches. A longer lunch time would energize the students and make us more focused in class.

Sincerely,

Mrs. Watson

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

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## 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 that they created. Have them write a first draft of their persuasive 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 that they received from their partner during drafting.

# Unit 10 | Day 5 Language-Mechanics Lesson

**OBJECTIVE:** The students will form nouns by adding suffixes to words.

## Preparation

- Reproduce copies of the following materials from the blackline masters at the end of this unit.
  - **Teamwork 1: Forming Nouns** (1 per student)
  - **Teamwork 2: Forming Nouns** (as needed)
  - **Quick Check: Forming Nouns** (1 per student)
  - **Quick Check 2: Forming Nouns** (as needed)

## 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 them with the class.
- Post and present the day's agenda.

> **TODAY'S FOCUS:** Mechanics
>
> **TODAY'S GOAL:**
> We will add endings to words to form nouns.

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

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.

### Instruction

- Write the following words on the board, and ask a student to read them aloud.

| |
|---|
| move |
| relax |
| happy |
| weak |

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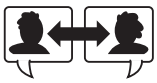


- Use **Think-Pair-Share** to ask the students to identify the parts of speech of these words.

  **What parts of speech are these words?** *[Verbs and adjectives.]*

  **Do you think you can make these words into nouns? How?** *[Some students may know that you can add endings to these words to form nouns.]*

- Use a **Think Aloud** to model how to add endings to these words to form nouns.

  **I want to make the word *move* into a noun.**

  **If I add the ending *-ment* to *move*, then I have the word *movement*.**

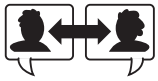
  **Let me see if I can use that word in a sentence: *The movement of the dancers on the stage was graceful and beautiful.***

- Point out that by adding an ending (or suffix) to the word, you created a new word. The new word is a noun. Have the students work in teams to add endings to the remaining words to form nouns. Share responses. *[*Relaxation, happiness, weakness.*]*
- Post a list of common noun endings (see transparency). Have the students continue to add to the list as they think of new noun endings.

| Suffix (ending) | Examples |
|---|---|
| -ment | entertainment, amazement |
| -ion, -tion, -sion | hibernation, explosion |
| -ness | illness, weakness |
| -ity | stupidity, clarity |
| -ance, -ence | brilliance, difference |

- Write the following sentences on the board, and ask a student to read them aloud.

> The colorful sunset was the artist's _____ (inspire) for his award-winning painting.
>
> The _____ (bright) of the morning sun woke me from a deep sleep.



- Have the teams add endings to the words in parentheses to complete each sentence. Use **Random Reporter** to listen to the teams' responses. *[Inspiration* and *brightness.]* Model how the students decide on the correct ending to use. Use **Think-Pair-Share** to ask:

  **For the first sentence how do you decide if you should use *inspirement*, *inspiration*, or *inspireness*?** *[(Accept reasonable responses.) For example, you would look up the words in the dictionary and find out that only* inspiration *is a word.]*

- As writers, it is useful for the students to know different forms and uses of the same word. Building their vocabulary and varying the nouns that they use in their writing will make their writing more interesting to read.

## Teamwork

Timing Goal: 10 minutes

### Team Practice

- Distribute the **Teamwork 1: Forming Nouns** page. Ask the students to look at the **Team Practice** section. Read the sentences aloud.
- Explain that during Team Practice teams will complete each sentence with a noun, which they will form by adding a suffix to the word given in parentheses. Explain that one teammate will read the sentences aloud, and as a team they will decide which ending can be used to correctly complete the sentence. Then they will write the noun on the line.
- 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: Forming Nouns** 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 complete the 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.

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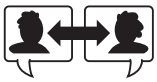
If students struggle with the Team Mastery activity, review the skill and then allow them to try again with the Team Mastery 2 sentences.

## Quick Check

- Distribute the **Quick Check: Forming Nouns** 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:

> **How can understanding noun endings improve your writing?** *[It makes sentences more interesting. You can vary the structure of the sentences by using different forms of nouns.]*

- Allow the students some time to review their persuasive letters to see if there are sentences that could be improved by using different nouns.

> **How did your teammates encourage one another to explain their ideas/tell why?**

- Praise the students for working toward the team cooperation goal. Using **Random Reporter**, award an additional point to teams whose members can discuss how telling their ideas added to their team's discussion.

# Answer Keys: Forming Nouns

## Team Practice

1. enjoyment
2. scarcity
3. kindness
4. hibernation
5. silence

## Team Practice 2

1. conclusion
2. rarity
3. absence
4. involvement
5. toughness

## Team Mastery

1. assistance
2. appointment
3. production
4. illness
5. probability

## Team Mastery 2

1. contentment
2. forgetfulness
3. tension
4. possibility
5. dominance

## Quick Check

1. flexibility
2. resistance
3. celebration
4. replacement
5. weakness

## Quick Check 2

1. achievement
2. cleverness
3. independence
4. complexity
5. injection

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# 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.

This Two-Minute Edit features Ace Writer, a character who leaves sentences on the board. 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

- 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.

> The buzzing sound made her look up into the tree branches, where she spotted a gray paperlike ball—a hornet's nest.

- 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 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 teams are working on explaining their ideas/telling why. Point out that explaining their ideas clearly and giving their reasons means team members will understand their ideas. If everyone on the team understands the team's 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 brainstormed ideas with their partners, used a web to organize their ideas, and used their plans to write first drafts of their persuasive 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

- Have the students look at the writing prompt and create a revision guide. Remind the students to refer to the writing prompt and think about the questions they would ask in each section of the revision guide. Tell the students to think about the questions that they asked in their previous two units about persuasive writing. Allow the students some time to write the questions for each section with their teammates.
- Review the Ideas and Organization sections. Remind the students that they used a web to organize the ideas for their letters that included a topic, a position statement, and supporting reasons for the position. Listed below are some possible questions that the students may have included in their revision guide.

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REVISION GUIDE Persuasive Letter

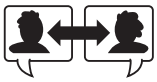
Name: _____ Date: _____

Partner: _____ Unit: 10

| Ideas | First Draft Ratings | Revised Draft Ratings | Teacher Ratings | Score (25 points) |
|---|---|---|---|---|
| Does my letter clearly state my position? | | | | |
| Does it include strong reasons to support my position? | | | | |
| | | | | |

| Organization | First Draft Ratings | Revised Draft Ratings | Teacher Ratings | Score (25 points) |
|---|---|---|---|---|
| Does the beginning tell my position? | | | | |
| Does the middle tell my supporting reasons? | | | | |
| Did I conclude with a persuasive closing statement? | | | | |
| Is it in the form of a business letter? | | | | |
| | | | | |

| Style | First Draft Ratings | Revised Draft Ratings | Teacher Ratings | Score (25 points) |
|---|---|---|---|---|
| Does my letter include persuasive words and phrases? | | | | |
| Does it have a formal tone? | | | | |
| | | | | |

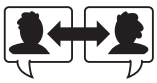


- Refer the students to the Style section of the revision guide. Use **Think-Pair-Share** to ask:

  **Why do I have to use a formal tone when I know our principal so well?** *[The letter is a persuasive business letter, so you want the tone to be formal so the principal takes it as a serious and important issue.]*

  **How can I make sure the principal takes my letter seriously?** *[(Accept reasonable responses.)]*

- Show "Share, Respond, Revise" (running time 4:29)

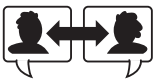


- Facilitate a discussion about the video. Use **Think-Pair-Share** to ask:

  **How does Ricardo help Mona revise her letter?** *[(Accept reasonable responses.) For example, he retells what the letter is about. He tells Mona what he likes about her letter. He asks a question and helps her decide to take out a reason that isn't as strong as the others.]*

- Refer the students to the body of Mona's letter on the transparency.

> Dear Mrs. Penn,
>
> I am writing to ask you to support me in starting a chess team at our school.
>
> We have a lot of sports teams, but we don't have teams for kids who aren't into sports. I don't think that's fair.
>
> We could have a good team. I know at least ten kids at our school who are good at chess. Kevin Jackson and Victoria Sanchez have even played in tournaments. If we had a chess team, more kids would learn chess. My dad says chess is a workout for your brain. So maybe kids would be smarter if they played chess. Other schools already have chess teams, so we could have a league and make more friends and have fun. A chess team would bring fame to our school, and could help kids be smarter and make new friends.



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

  **Does Mona clearly state her position in her letter? What sentence is her position statement?** *[Yes. The first sentence is her position statement. It tells what she wants to change.]*

  **Does Mona include good reasons to start a chess club?** *[(Accept reasonable responses.) The students will probably say Mona includes good reasons why.]*

  **Does Mona include a persuasive closing statement, one that sums up her idea? What is it?** *[The last sentence is a persuasive closing that sums up her reasons.]*

- 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.

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- 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

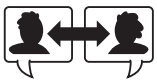
Timing Goal: 10 minutes

- 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 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 persuasive letter?**

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

## Unit 10 | Day 7 Revise

**OBJECTIVE:** The students will revise the first drafts of their persuasive letters. They will use the revision guide to give feedback on the revised drafts.

### 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.

> The wind blowed Carrie's kite into the tree and Carrie cried and she runned home to get help.

- Remind the students that some verbs are irregular. To make the irregular verb *blow* in the past, we do not add *-ed*. The correct word is *blew*, not *blowed*. Also, *runned* should be *ran*. Also, this sentence repeats Carrie's name. *Carrie* can be replaced by the pronoun s*he*.

### 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: **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.

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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:** 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 persuasive letter, and model using the revision guide to check that you included all the necessary elements. Tell the students that you will use the notes you made on your revision guide to help you improve your letter. When you look at the Ideas section, model making a revision to add supporting details to your reasons. For example, add a detail about how having a longer lunch time will reduce the stress on the cafeteria staff.
- Have partners discuss your revision and decide whether it makes the reasons more persuasive. Solicit suggestions for other ways to make the letter more convincing.
- 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 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, students might suggest adding "I have no doubt" or "improve" to the letter. Make this revision to your letter.
- Read the revised draft aloud, and have the students rate the revised draft using the questions on the revision guide. Record their feedback on the transparency under the Revised Draft Ratings column.

## Teamwork

Timing Goal: 10 minutes

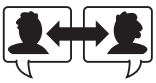
- Have the students work *on their own* to make changes to their writing based on the feedback they received from their partners. Hold brief conferences with as many of the students as possible to support this task.
- Have the authors read their drafts to their teammates. Ask them to read as fluently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

- 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 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' explanation helped them improve their writing.
- Ask the students to check off revising on their team score sheets. Celebrate completing this step.

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# Unit 10 | Day 8 Language-Mechanics Lesson

**OBJECTIVE:** The students will rewrite sentences to correct misused pronouns.

## 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 a DVD player available to show the following video segment in this lesson:
  - **"Pronouns II"** (running time 4:38)

## Active Instruction

Timing Goal: 15 minutes

### Set the Stage

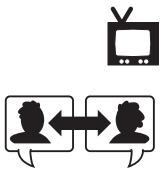
- Refer to the posted team cooperation goal: **Explain your ideas/tell why.** Remind the students that when teammates explain their ideas clearly, every team member is prepared to share the team's ideas with the class.

Throughout the lesson, award team cooperation points to teams whose members 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:** 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 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 the following 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 had been waiting for the bus for twenty minutes.
> They were getting wet because they didn't have an umbrella with they.
> Him told the bus driver he was angry when the bus finally came.

- 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 had been waiting for the bus for twenty minutes." Yes, that sounds right.**

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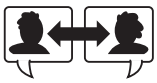
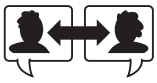


- Explain that you need the students help to fix the pronoun mistakes in the next two sentences. Read the second sentence aloud. Use **Think-Pair-Share** to ask:

  **Is there a pronoun mistake in this sentence? How would you fix it?** *[Yes, the last word in the sentence should be* them*, not* they*.]*



- Read the new sentence aloud, and confirm that it sounds right. Read the third sentence aloud. Use **Think-Pair-Share** to ask:

  **Is there a pronoun mistake in this sentence? How would you fix it?** *[*Him *is not a pronoun that replaces a subject. The correct pronoun is* he*.]*

- Tell the students that they will be Pronoun Detectives and fix more pronoun mistakes during teamwork.

## 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 then 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.

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: 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.

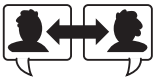
## Quick Check

- Distribute **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.

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.

# 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 letters and fix any pronoun mistakes.

  **Look at your letter 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 whose members can give an example of how the team explained ideas during teamwork.

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# Answer Keys: Pronouns II

## Team Practice

Karen went up to her room to make her bed. She removed the dirty sheets from her bed. She put the clean sheets on her bed. Her brother carried the sheets down to the laundry room. Her father thanked them for finishing their chores.

## Team Practice 2

Jonathan was excited for his party. He invited four friends for a movie night. The boys were going to bring their sleeping bags and stay overnight. They would watch *Pirates' Gold*, their favorite movie. Jonathan had a lot of snacks, including his favorite, popcorn.

## Team Mastery

Haley was new at school and she was lost. She could not find the library. She saw some girls from her class playing on the playground. Haley went up to them and asked for help. The girls were happy to help her.

## Team Mastery 2

Ted, Rex, and Spencer went on a camping trip with their fathers. They arrived at the campsite in the afternoon. Rex said he would get some wood for the campfire while Ted and Spencer set up the tent. When Rex returned with the wood, the boys got their fishing poles and headed down to the river. At night, the boys lit the fire and they cooked hot dogs and roasted marshmallows.

## Quick Check

Kyle wanted to bury a time capsule in his backyard. He asked his family to think of one thing to put in the time capsule that they thought was important. His mother chose her favorite movie. Kyle's dad picked a newspaper with his picture in it. His brothers put in some baseball cards.

## Quick Check 2

Maya was nervous for her piano recital tomorrow. Trevor, Maya's piano teacher, told her not to worry. He told Maya a story about the first time he played piano in front of an audience. When he sat down to play, he looked out into the crowd and saw his grandmother. She waved at Trevor and made him feel better.

# Unit 10 | Day 9 Edit

**OBJECTIVE:** The students will check spelling, punctuation, capitalization, and grammar in their persuasive 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.

> Janada puts she books in her backpack and walk to the bus

- Remind the students to look for the correct use of pronouns in the sentence (*her*, not *she*). Tell the students that the subject and verb in the sentence need to agree (*walks*, not *walk*). For example, *Janada puts her books in her backpack and walks to the bus*.
- 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

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

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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:** Mechanics
>
> **TODAY'S GOAL:**
> We will correct errors in our persuasive 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

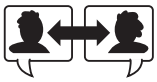
- Explain to the students that now they are going on to the editing step of the writing process.

> **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 persuasive 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:

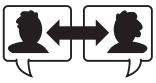
> **What will I check for the first time that I read my letter?** *[You will check to see that the first word of each sentence and that all names are capitalized.]*

- 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 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:

  In my opinion this is a great way to improve our school.



- 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 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 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 Rating column of the revision guide.

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## 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 partner 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 persuasive 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 persuasive letters by reading them from the Author's Chair and then send the letters to the principal.

## 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.

> Us went to the bowling center on Friday and get a ride home from me cousin.

- Point out that the letter contains errors with pronoun use and verb tense. For example, *We went to the bowling center on Friday and got a ride home from my cousin.*
- 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.
- Post and present the day's agenda.

> **TODAY'S FOCUS:** **Publish** and **celebrate**.
>
> **TODAY'S GOAL:**
> We will publish our persuasive letters by reading them from the Author's Chair and then sending them to the principal.

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.

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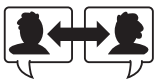
- Point out today's focus. Remind the students that they have completed several steps in the writing process and are now ready to publish their work. Read the focus and goal for the day aloud.

### Instruction



- Refer the students to their team score sheets. Point out that the students have completed several tasks and are now ready to publish their writing. They have 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 changes that the principal should make to the school.]*

  **What did you do next?** *[We made webs with the topic, the position statement, and supporting reasons to persuade the principal.]*

  **What task did you complete next?** *[We drafted a letter using our webs. 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 send them to their principal.

## 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.
- 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 liked 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 explaining their ideas 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.

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# 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 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. Write a persuasive letter to the President of the United States about a change that you think will improve our country.
> 2. Tell about a time when you changed your mind about something. What caused you to change your mind?
> 3. Describe a time when someone did something kind for you. How did it make you feel?
> 4. Describe something you did recently that was really fun. Why was it so fun?

- 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

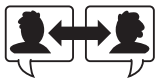
- Allow the students time to brainstorm, plan, and write their journal entries. As the students work, monitor their progress, and assist when needed.

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.

- While the students work, meet with a number of the 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.

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- 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 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)

## Clearly Stating and Supporting a Position

Write a Persuasive Letter


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

**Sample Letter 1**

65 Hidden Pines Way
Lincoln, NE 68508
October 3, 2006

Stars Cinema
56 Union Street
Lincoln, NE 68508

Dear Sir or Madam:

You should offer discount or free movie tickets for students who get good grades. You could ask students to bring in their report cards as proof of their grades. Students who get good grades work hard and deserve some reward for their hard work. Giving discounted or free tickets would encourage students to work hard in school. Also, it would make your movie theater more popular for the families of these children because parents would not need to buy as many movie tickets.

Giving discounted or free tickets would help you and the education of students.

Sincerely,

Mia Petrule

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**Sample Letter 2**

321 East Roaring Road
Keene, NH 03431
November 16, 2006

Town Hall
1 Washington Blvd.
Keene, NH 03431

Dear Mayor O'Leary:

I heard about your idea of building a new park. The new park could be used by children of all ages. There are many teams—such as soccer, softball, and baseball—that could use the park for practice or games. People could also reserve parts of the park for family picnics or parties.

Sincerely,

Fred Rogers


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**Team Practice**

86 East Ave.
Helena, MT 59601
May 9, 2005

Board of Education
23 School Street
Helena, MT 59601

The truth is teachers work very hard and rarely get acknowledged for helping so many children every year. In my opinion, if there were a day dedicated to thanking teachers, students would be able to tell their favorite teachers why the teachers made a difference in the students' lives.

Sincerely,

Harvey Miller

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**Team Mastery**

30 Portland Drive
Chicago, IL 60608
December 4, 2005

City Parks Department
78 Third Street
Chicago, IL 60611

Dear Sir or Madam:

We would be a great addition to your BBQ Bonanza. My family has been cooking amazing barbecue ribs for many years. Everyone who tastes our ribs says they are the best they have ever had. Some new competition for the other teams would energize your contest. From my point of view, you cannot afford to leave us out of the BBQ Bonanza.

Sincerely,

John Frisch


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**Team Practice 2**

10 Rider Road
Baltimore, MD 21204
November 12, 2006

County Sanitation Department
904 St. Paul Street
Baltimore, MD 21210

Dear Sir or Madam:

There are many types of garbage that could be recycled, for example newspapers, aluminum cans, and glass bottles. It has been proven that recycling paper can save trees. You could give out special recycling bins that would definitely encourage people to recycle. The bins would be easy for the trash collectors to identify too. Certainly you would want to keep trash off the street and save the planet.

Sincerely,

Bernie White

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**Team Mastery 2**

410 Lockwood Lane
Austin, TX 78705
October 17, 2006

Austin School Transportation Station
60 Knight Street
Austin, TX 78705

Dear Sir or Madam:

There are a lot of kids on my bus. We could use two buses for our route. Some of the kids on my bus ride the bus for over an hour because we have to make so many stops. There are not enough seats on the bus for all of us to sit comfortably. The bus driver gets confused about who gets off at each stop. As you can see, it would be super if we could divide the children onto two buses.

Sincerely,

Angela Renkin


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**Quick Check**

97 Fig Tree Drive
Williston, ND 58801
April 2, 2006

Williston Public Library
15 Center Drive
Williston, ND 58801

Dear Children's Librarian:

I like to read books about children my age, and there are not many of them at the Williston Public Library. These books would encourage children to read more because the topic is more interesting for us. By reading more of these books, we could learn about other cultures and different life experiences that children may experience. As you can see, having more books for children around ten to twelve years old would benefit many children.

Sincerely,

Somera Johnson

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**Quick Check 2**

21 Well Way
Albany, NY 12226
March 23, 2006

Garden and Gates
33 State Street
Albany, NY 12223

Dear Sir or Madam:

You could donate flowers for our school's new garden. We would let all of the families know the flowers came from your store and encourage them to buy their gardening supplies from you as well. Donating flowers would improve the look of the front of the school where the new garden is being planted. By improving the look of our school, it might encourage other people to improve their surroundings, too.

Sincerely,

Mia Jones


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**Writing Prompt**

Write a business letter to the principal to convince him or her to change something about your school. Clearly state what the change should be. Give good reasons why the principal should make this change. Use persuasive words and phrases and a formal tone. End with a persuasive closing statement. Be sure to follow the business-letter format.

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**Sample Principal Letter**

8769 Mountain View Drive
Sandy, UT 84070
November 21, 2005

Principal Heath
Brook Elementary School
8769 Mountain View Drive
Sandy, UT 84070

Dear Principal Heath:

I am writing to tell you an amazing way to improve our school. There should be a reading program called Reading Pals. This would be a time when fifth graders read to kindergarteners. First, it would allow the younger students and older students a time to get to know one another. Second, it would let the older children model good reading for the younger ones. Third, it would help some of the shy older children become more confident readers. As you can see, Reading Pals would help many students in the school.

Sincerely,

Luke White


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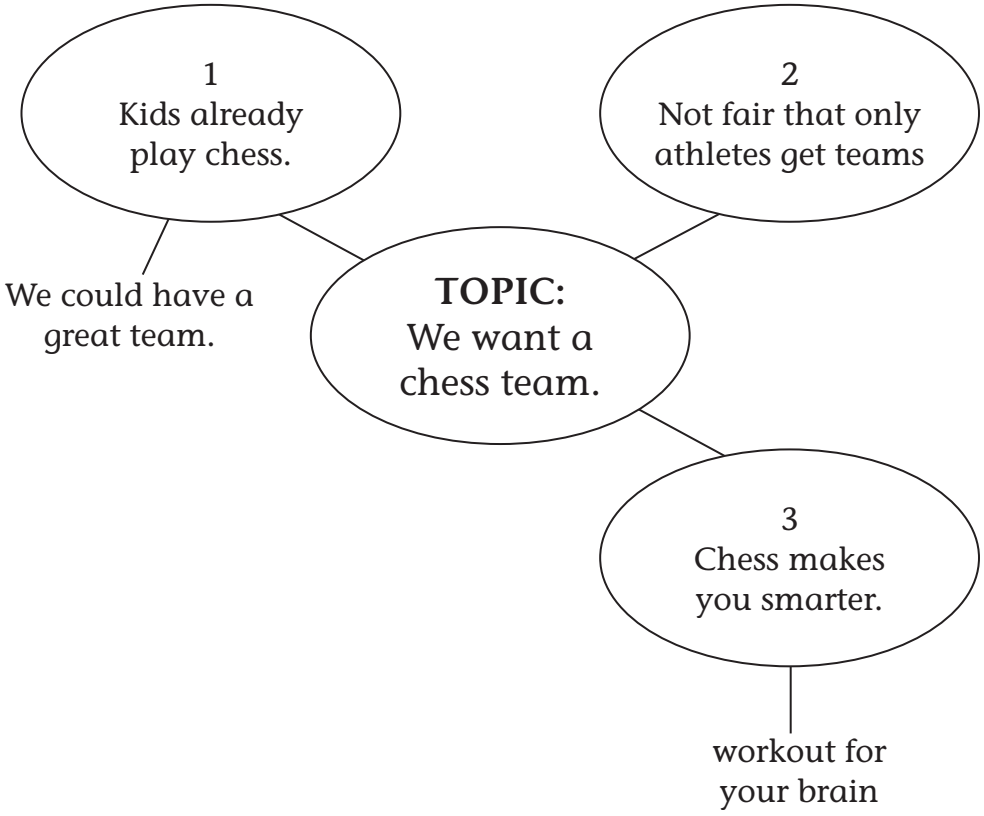
**Mona's Web**

**Persuasive Letter**

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**Noun Endings**

| Suffix (ending) | Examples |
|---|---|
| -ment | entertainment, amazement |
| -ion, -tion, -sion | hibernation, explosion |
| -ness | illness, weakness |
| -ity | stupidity, clarity |
| -ance, -ence | brilliance, difference |


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**Team Practice**

1. The arcade owner smiled whenever he saw the _____ (enjoy) of the children playing games.

2. The _____ (scarce) of oil resulted in higher gas prices.

3. Because of the _____ (kind) of volunteers, the hurricane victims were able to rebuild their houses.

4. During their winter _____ (hibernate), the bears sleep cozily in their cave.

5. The principal was happy with the complete _____ (silent) in the hallway during our state assessments.

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**Team Mastery**

1. After my father broke his hip, he needed a little _____ (assist) to get out of his chair.

2. The _____ (appoint) of the senator as the new governor resulted in an empty seat in the state senate.

3. An increase in the _____ (produce) of oil led to lower gas prices.

4. Kim missed three days of school because of her recent _____ (ill).

5. The _____ (probable) is high that Cynthia will win the poetry award because she is a talented writer.


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**Team Practice 2**

1. At the _____ (conclude) of the concert, the audience clapped loudly for the musicians.

2. My mother says that seeing my brother up early in the morning is a _____ (rare) because he likes to sleep late.

3. The _____ (absent) of my best friend from school made me sad because I wanted to play with her at recess.

4. The _____ (involve) of parents in activities at school helps them to know more about their child's education.

5. The coach said that it takes physical and mental _____ (tough) to be a good athlete.

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**Team Mastery 2**

1. The _____ (content) showed on the parents' smiling faces as they watched their children in the spring concert.

2. I really need to work on my _____ (forget) because I keep leaving my library book at home.

3. You could feel the _____ (tense) in the air as the two finalists competed to see who would win the spelling bee.

4. My parents were thrilled with the _____ (possible) of my sister going to college on a scholarship.

5. The _____ (dominant) of the Blue Mustangs in the minors division was impressive with their 100th victory.


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**Quick Check**

1. The _____ (flexible) of my father's schedule allows him to volunteer at my school once a month.

2. My doctor only prescribes antibiotics if they are really necessary because she says the body builds a _____ (resist) to the drug over time.

3. My family had a big _____ (celebrate) when my grandmother turned 80 years old last month.

4. The bike shop said that I needed a _____ (replace) part for my bicycle because it got cracked when I fell.

5. Rosa could feel the _____ (weak) of her right leg after she got her cast removed.

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**Quick Check 2**

1. My proudest _____ (achieve) is getting a perfect score on my big science test.

2. The _____ (clever) of the squirrels in my yard allows them to remember where they hid all the acorns.

3. The colonists fought for _____ (independent) from England during the American Revolutionary War.

4. The _____ (complex) of the math problems in my homework assignment was giving me a headache.

5. I have to get an _____ (inject) of special medicine if I get stung by a bee because I'm allergic to them.


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REVISION GUIDE

# Persuasive Letter

Name: _____ Date: _____

Partner: _____ Unit: 10

| Ideas | First Draft Ratings | Revised Draft Ratings | Teacher Ratings | Score (25 points) |
|---|---|---|---|---|
| | | | | |
| | | | | |
| | | | | |

| Organization | First Draft Ratings | Revised Draft Ratings | Teacher Ratings | Score (25 points) |
|---|---|---|---|---|
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| | | | | |
| | | | | |

| Style | First Draft Ratings | Revised Draft Ratings | Teacher Ratings | Score (25 points) |
|---|---|---|---|---|
| | | | | |
| | | | | |
| | | | | |

| Mechanics | First Draft Ratings | Revised Draft Ratings | Teacher Ratings | Score (25 points) |
|---|---|---|---|---|
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |

**RATINGS KEY:**

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

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

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**Body of Mona's Letter**

Dear Mrs. Penn,

I am writing to ask you to support me in starting a chess team at our school.

We have a lot of sports teams, but we don't have teams for kids who aren't into sports. I don't think that's fair.

We could have a good team. I know at least ten kids at our school who are good at chess. Kevin Jackson and Victoria Sanchez have even played in tournaments. If we had a chess team, more kids would learn chess. My dad says chess is a work-out for your brain. So maybe kids would be smarter if they played chess. Other schools already have chess teams, so we could have a league and make more friends and have fun. A chess team would bring fame to our school, and could help kids be smarter and make new friends.


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**Team Practice**

Karen went up to she room to make her bed. Her removed the dirty sheets from her bed. She put the clean sheets on she bed. She brother carried the sheets down to the laundry room. Her father thanked they for finishing their chores.

**Team Mastery**

Haley was new at school and her was lost. Her could not find the library. She saw some girls from us class playing on the playground. Haley went up to they and asked for help. The girls were happy to help she.

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**Team Practice 2**

Jonathan was excited for him party. Him invited four friends for a movie night. The boys were going to bring them sleeping bags and stay overnight. Them would watch *Pirates' Gold*, they favorite movie. Jonathan had a lot of snacks, including he favorite, popcorn.

**Team Mastery 2**

Ted, Rex, and Spencer went on a camping trip with they fathers. Them arrived at the campsite in the afternoon. Rex said him would get some wood for the campfire while Ted and Spencer set up the tent. When Rex returned with the wood, the boys got they fishing poles and headed down to the river. At night, the boys lit the fire and their cooked hot dogs and roasted marshmallows.


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**Quick Check**

Kyle wanted to bury a time capsule in him backyard. His asked his family to think of one thing to put in the time capsule that them thought was important. He mother chose she favorite movie. Kyle's dad picked a newspaper with him picture in it. Him brothers put in some baseball cards.

**Quick Check 2**

Maya was nervous for she piano recital tomorrow. Trevor, Maya's piano teacher, told she not to worry. Him told Maya a story about the first time his played piano in front of an audience. When he sat down to play, him looked out into the crowd and saw us grandmother. Her waved at Trevor and made him feel better.

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# 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

- Tell the students that they will participate in a practice writing activity today.
- 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 they will look at a practice writing challenge today. 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 teacher is planning a class community service project. Do you think the community service project should be cleaning up litter at a local park, collecting used books to donate to a preschool, or having a fitness day with fun exercise activities to help people stay fit? Choose one of these projects. Write a persuasive letter to your teacher telling reasons why you think this service project would be the best choice. 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—their teacher—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.<br>The letter has a formal, all-business tone throughout. |
| 3 | The letter includes some persuasive words and phrases.<br>The letter mostly has a formal, all-business tone. |
| 2 | The letter includes only one or two persuasive words and phrases.<br>The letter shows some evidence of a formal tone. |
| 1 | The letter includes no persuasive words or phrases.<br>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 keep Writing Sample #2 covered.

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**Writing Sample #1**

279 River Rd.
Olympia, WA 98504
May 10, 2008

Mr. Bradley
Oak Lane Elementary School
2 Oak Lane
Olympia, WA 98504

Dear Mr. Bradley,

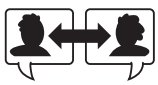
I am writing to share my opinion about the class community service project. I think the best idea is to have a fitness day for the community. In my opinion, people do not get enough exersise, and it will be a terrific way to get people in our community physicaly active.

First, having a fitness day will remind people in our community how important regular exersise is. People get busy and forget to think about getting enough exercise. Second, organizing the fitness day will be a learning experience for us as students. We will have to learn which activities will be the most fun and beneficial to our community members. Finally, having a fitness day will be fun. Without a doubt, having a fitness day is a fantastic idea that will improve the health of our entire community.

Sincerely,

Shayley Roberts

- 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 them right now.
- Remind the students that for a piece of writing to get a high score of 4 on style, the letter must have many persuasive words and phrases and have a formal tone throughout.
- Read Writing Sample #1.

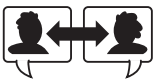


- Use **Think-Pair-Share** to ask:

  **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**

279 River Rd.
Olympia, WA 98504
May 10, 2008

Mr. Bradley
Oak Lane Elementary School
2 Oak Lane
Olympia, WA 98504

Dear Mr. Bradley,

I think you should collect books. I like to read. What do you like to read? I read two books last week, but I did'nt like one of them. Whatever, but we should collect books for our project.

See ya,

Jack

- Refer the students to the scoring guide, and ask them to work in teams to score this writing on style using the Persuasive Writing Scoring Guide.

- 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. "See ya" 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.

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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 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: Persuasive 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 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 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 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.).
- Display the Writing Challenge Score Sheet transparency so the students can see how they compare to the class score on the previous writing challenges. 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?**

- 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 share ideas on how to help your students improve their scores.

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# Writing Challenge

## Blackline Masters
(also found on CD accompanying volume 1)

### Persuasive Writing


| | |
|---|---|
| **Day 1** | **Transparencies**<br>Writing Prompt ..... 269<br>Persuasive Writing Scoring Guide—Style ..... 269<br>Writing Sample #1 ..... 270<br>Writing Sample #2 ..... 271 |
| **Day 2** | **Student Handout**<br>Persuasive Writing Challenge ..... 273<br>**Teacher Reference**<br>Persuasive Writing Challenge Rubric ..... 275<br>Anchor Papers—Ideas ..... 276<br>Anchor Papers—Organization ..... 279<br>Anchor Papers—Style ..... 282<br>Anchor Papers—Mechanics ..... 285<br>**Transparency**<br>Writing Challenge Score Sheet ..... 289 |

**Writing Prompt**

Imagine that your teacher is planning a class community service project. Do you think the community service project should be cleaning up litter at a local park, collecting used books to donate to a preschool, or having a fitness day with fun exercise activities to help people stay fit? Choose one of these projects. Write a persuasive letter to your teacher telling reasons why you think this service project would be the best choice. Use persuasive words and phrases and a formal tone. Follow the business-letter format.

**Persuasive Writing Scoring Guide**

| **Style** | |
|---|---|
| 4 | The letter includes many persuasive words and phrases.<br>The letter has a formal, all-business tone throughout. |
| 3 | The letter includes some persuasive words and phrases.<br>The letter mostly has a formal, all-business tone. |
| 2 | The letter includes only one or two persuasive words and phrases.<br>The letter shows some evidence of a formal tone. |
| 1 | The letter includes no persuasive words or phrases.<br>The letter does not have a formal tone. |

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**Writing Sample #1**

279 River Rd.
Olympia, WA 98504
May 10, 2008

Mr. Bradley
Oak Lane Elementary School
2 Oak Lane
Olympia, WA 98504

Dear Mr. Bradley,

I am writing to share my opinion about the class community service project. I think the best idea is to have a fitness day for the community. In my opinion, people do not get enough exersise, and it will be a terrific way to get people in our community physicaly active.

First, having a fitness day will remind people in our community how important regular exersise is. People get busy and forget to think about getting enough exercise. Second, organizing the fitness day will be a learning experience for us as students. We will have to learn which activities will be the most fun and beneficial to our community members. Finally, having a fitness day will be fun. Without a doubt, having a fitness day is a fantastic idea that will improve the health of our entire community.

Sincerely,

Shayley Roberts


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**Writing Sample #2**

279 River Rd.
Olympia, WA 98504
May 10, 2008

Mr. Bradley
Oak Lane Elementary School
2 Oak Lane
Olympia, WA 98504

Dear Mr. Bradley,

I think you should collect books. I like to read. What do you like to read? I read two books last week, but I did'nt like one of them. Whatever, but we should collect books for our project.

See ya,

Jack

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# Writing Challenge

## Persuasive Writing

You will have **sixty** minutes to **plan**, **draft**, **revise**, and **edit** your response to this writing prompt.

**Writing Prompt**

Imagine you live in a place named Sunnyville. Your town wants to turn some extra land into a mall, a park, or a zoo. Choose which way you would like your town to use the land. Write a letter to Mayor Smith persuading her to develop the land into what you think is the best choice. Include reasons why your choice would be the best decision. Use persuasive words and phrases and a formal tone. Follow the business-letter format. The mayor's address is: 123 Main Street, Sunnyville, 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.

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Rubric

| 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.<br>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.<br>Begins by stating a position, middle tells supporting reasons, but lacks a persuasive closing statement. |
| 2 | Uses few of the conventions of a business letter.<br>Does not begin by stating position, lacks a persuasive closing statement. |
| 1 | Uses none of the conventions of a business letter.<br>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.<br>The letter has a formal tone throughout (all business). |
| 3 | The letter includes some persuasive words and phrases.<br>The letter mostly has a formal tone (all business). |
| 2 | The letter includes only one or two persuasive words and phrases.<br>The letter shows some evidence of a formal tone. |
| 1 | The letter includes no persuasive words or phrases.<br>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 |
|---|---|---|---|

**NSR** = Nonscorable Response

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## Ideas

**Score Point: 4**

543 Washington Street
Sunnyville, ME 55111
November 29, 2006

Mayor Smith
Town Hall
123 Main Street
Sunnyville, ME 55111

Dear Mayor Smith:

I cannot think of a better way to develop the extra land than to build a zoo. First, a zoo would give families and school classes an edacational place to visit. Children could learn about what animals eat, what countries they are from, and even talk to zookeepers to learn how to take care of the animals. Second, a zoo would bring in money for the town. People from many towns would come to see the Sunnyville Zoo. It would be terrific to have extra money for the town. Also, a zoo would boost the town spirite. Many people in town complain that there is nothing to do here. A zoo would eleviate that problem. I think you can see, mayor, that a zoo is without a doubt the best option for the extra land.

Sincerely,

Trevor Hicks

**EXPLANATION:** There is a clear position statement that is supported with many good reasons.

---

continued on next page


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Ideas—continued

**Score Point: 3**

November 29, 2006
20 Johnson Way
Sunnyville, ME 55111

Mayor Smith
123 Main Street
Sunnyville, ME 55111

Dear Mayor Smith -

Where do many people go to buy things? They go to the mall! That is why our town should build a mall on the extra land. A mall is a safe place for kids to hang out. It is a good place to buy stuff in one place. Everyone likes the mall.

Sincerely,

Natalie Morales

**EXPLANATION:** The position is stated and there are some good reasons included to support it.

---

continued on next page

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Ideas—continued

**Score Point: 2**

20 Johnson Way
Sunnyville, ME 55111

Dear Mayor Smith,

Do you like the zoo, park, and mall? I do. So, that's why I think you should build it. I want to play on the swings and slide down the slide and use the monky bars. I like to play with my friends to. And when I am older I will bring my own kids to play their to. Okay?

Sincerely,

Mitch Reede

**EXPLANATION:** The position is unclear, and there are few reasons to support it.

---

**Score Point: 1**

20 Johnson Way
Sunnyville, ME 55111
November 29, 2006

Dear miss Smith,

Hi. How are you? I am fine. I like the mall. Do you like the mall? I think you are nice even tho I had never met you before. Maybe I will meet you at the mall or the park. Do you like anemles? Then you should build a zoo.

Sincerely,

Heidi Morgan

**EXPLANATION:** The position is not stated and there are no reasons provided to support it.


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## Organization

**Score Point: 4**

788 Narrow Point Way
Sunnyville, ME 55111
November 29, 2006

Mayor Smith
Town Hall
123 Main Street
Sunnyville, ME 55111

Dear Mayor Smith:

I think our town should use the land to build a mall. We could have many new stores come to our town. It would also bring more people to our town to buy things. Right now our town doesn't have too many things to bring people here. The best reason to build a mall is that it will be a place for kids to go. All kids love the mall, so we will have a fun place to go. I think you have to agree that a shopping mall is a super idea. Thank you for your time, Ms. Mayor.

Sincerely,

Candace Feinberg

**EXPLANATION:** The student follows the business-letter format. The letter begins with a position statement. The middle includes supporting reasons. It ends with a persuasive closing.

---

continued on next page

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Organization—continued

**Score Point: 3**

45 Forest Hill Lane
Sunnyville, ME 55111

November 29
Town Hall
123 Main Street
Sunnyville, ME 55111

Dear mayor Smith;

A good way to use the extra land is to make a park. A park has a lot of things for many people to enjoy. One time I went to an amusement park, and it had a big roller coaster. It would be a terrific place for kids to play. Moms would benefit from a park too because it would give them a place to bring their children. People could use a park for picnics to. I'm sure you know that everyone loves picnics. Also, a park would be a good place for people to play sports. I know that my soccer team needs a feeld, and this would be a good spot. As you can see there are many reasons to build a park on the extra land.

Benji Hughes

**EXPLANATION:** Most of the parts of a formal letter are here, but some are in the incorrect place and others are missing. The student begins with a position statement but wanders off topic before stating supporting reasons. It does include a closing.

continued on next page


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Organization—continued

**Score Point: 2**

20 Johnson Way
Sunnyville, ME 55111

Dear Mayor Smith,

Do you like the zoo, park, and mall? I do. So, that's why I think you should build it. I want to play on the swings and slide down the slide and use the monky bars. I like to shop with my friends to. And when I am older I will bring my own kids to play their to. Okay?

Mitch Reede

**EXPLANATION:** There are parts missing from the business-letter format. The letter does not clearly state a position at the beginning. It has two supporting reasons, but no closing.

---

**Score Point: 1**

20 Johnson Way
Sunnyville, ME 55111

Dear miss Smith,

Hi. How are you? I am fine. I like the mall. Do you like the mall? I think you are nice even tho I had never met you before. Maybe I will meet you at the mall or the park. Do you like anemles? Then you should build a zoo.

Bye,

Heidi Morgan

**EXPLANATION:** This does not follow a business-letter format. It does not begin by stating a position, there are few supporting reasons, and it does not end with a closing statement.

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## Style

**Score Point: 4**

543 Washington Street
Sunnyville, ME 55111
November 29, 2006

Mayor Smith
Town Hall
123 Main Street
Sunnyville, ME 55111

Dear Mayor Smith:

I cannot think of a better way to develop the extra land than to build a zoo. First, a zoo would give families and school classes an edacational place to visit. Children could learn about what animals eat, what countries they are from, and even talk to zookeepers to learn how to take care of the animals. Second, a zoo would bring in money for the town. People from many towns would come to see the Sunnyville Zoo. It would be terrific to have extra money for the town. Also, a zoo would boost the town spirite. Many people in town complain that there is nothing to do here. A zoo would eleviate that problem. I think you can see, mayor, that a zoo is without a doubt the best option for the extra land.

Sincerely,

Trevor Hicks

**EXPLANATION:** The letter includes many persuasive words and phrases, follows a formal tone, and the author chose rich words.

---

continued on next page


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Style—continued

**Score Point: 3**

16 Tether Road
Sunnyville, ME 55111

Mayor Smith
Town Hall
123 Main Street
Sunnyville, ME 55111

Dear Mayor Smith,

There are many reasons to build a zoo on the extra land in town. First, our town could use a zoo as a place to home exotc animals. Second, there are alot of kids who love animals and they could go to the zoo to see the animals and learn about them. A zoo would definitely help teachers when they are teaching students about different animal families. My point is that a zoo is the best choice for the land.

Sincerely,

Hilary Serbs

**EXPLANATION:** There are some persuasive words, the formal tone is recognizable, and there is some rich word choice.

continued on next page

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Style—continued

**Score Point: 2**

November 29, 2006
20 Johnson Way
Sunnyville, ME 55111

Mayor Smith
123 Main Street
Sunnyville, ME 55111

Dear Mayor Smith -

Where do many people go to buy things? The mall. That is why our town should build a mall on the extra land. A mall is a safe place for kids to hang out. It is a good place to buy stuff. Everyone likes the mall.

Sincerely,

Natalie Morales

**EXPLANATION:** There are few persuasive words. It is difficult to identify the formal tone and rich word choice.

---

**Score Point: 1**

November 29, 2006

Mayor Smith
123 Main Street
Sunnyville, ME 55111

Hi Missus mayor. I like for you to build a 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. That would be good.

Peace,

Izzy Walsh

**EXPLANATION:** The author did not include persuasive words or phrases, follow a formal tone, or use rich words.


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## Mechanics

**Score Point: 4**

16 Tether Road
Sunnyville, ME 55111
November 29, 2006

Mayor Smith
Town Hall
123 Main Street
Sunnyville, ME 55111

Dear Mayor Smith:

The land in town should be used for a park. First, we could have field trips to the park to learn about trees and grass. Also, we could have a school group keep the park clean. It would be a terrific way for us to get into volunteering. It would be fun to have a camp at the park, too. Please consider using the land for a park.

Sincerely,

Justin Miser

**EXPLANATION:** The letter has few or no errors in punctuation, capitalization, spelling, grammar, and word usage.

---

continued on next page

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Mechanics—continued

**Score Point: 3**

45 Forest Hill Lane
Sunnyville, ME 55111

November 29
Mayor Smith at Town Hall
123 Main Street
Sunnyville, ME 55111

Dear mayor Smith;

A good way to use the extra land is to make a park. A park has a lot of things for many people to enjoy. It would be a terrific place for kids to play. Moms would benefit from a park too because it would give them a place to bring their children. People could use a park for picnics to. I'm sure you know that everyone loves picnics. Also, a park would be a good place for people to play sports. I know that my soccer team needs a feeld, and this would be a good spot. As you can see there are many reasons to build a park on the extra land.

Benji Hughes

**EXPLANATION:** The letter has some errors in punctuation, capitalization, spelling, grammar, and word usage.

---

continued on next page


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Mechanics—continued

**Score Point: 2**

772 Gate Way
Sunnyville ME 55111
November 29 2006

Mayor Smith
Town Hall
123 Main Street

Dear mayor smith.

The zoo is a good choose for the land. Are the kids going to go there. Yes they will. Are biggest people go to use it? I think them will do it. I like animals so if you make a zoo I will go with my mom and dad and sister but we willn't bring my dog cauze he doesnt get it.

Sinserly

Hope Flester

**EXPLANATION:** The letter has several errors in punctuation, capitalization, spelling, grammar, and word usage.

---

**Score Point: 1**

Mayor smith
Town hall
123 main st
Sunnyville, ME 55111

Mrs mayor Smith -

I think you should build a mall because it would be a good place for me to meet our frends and we cod shop and we cod eat ther and do other stuff. Peepl need to bye close and them cod get them at a mall. I bet you nede close two so you can go to the mall and bye them. I see you later.

your frend- Luke Quest

**EXPLANATION:** Most sentences in the letter have errors in punctuation, capitalization, spelling, grammar, and word usage.

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Writing Wings with Media

# Writing Challenge

## SCORE SHEET

| | Descriptive Writing | Informative Writing | Persuasive Writing | Narrative Writing |
|---|---|---|---|---|
| Ideas | | | | |
| Organization | | | | |
| Style | | | | |
| Mechanics | | | | |
| Total Score | | | | |

# 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 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 share 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. Instruction in 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 recording 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 forming adjectives using common endings like *-ous*, *-less*, or *-ful*.

### 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 effectively use story maps to plan their stories and record setting, characters, and problem.
- 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** | Adjective Endings

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 Present" 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)

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- 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 for 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

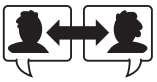
# Unit 11 | Day 1 Craft Lesson

**OBJECTIVE:** The students will analyze stories and record story elements on story maps.

## Active Instruction

Timing Goal: 12 minutes

### Set the Stage



**Think-Pair-Share**

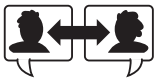
- Introduce the team cooperation goal. Use **Think-Pair-Share** to ask:

  **When we say, "complete tasks," what do we mean?** *[(Accept reasonable responses.) For example,* complete tasks *means getting your writing work done; completing 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.]*

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.

- 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 the students work toward this goal, they will also help their partners and teammates complete tasks and make their writing the best it can be.

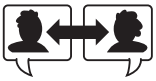


- Distribute the team score sheets. Have teams write their team name, date, and unit number on it as well as the team cooperation goal: **Complete tasks**. Use **Think-Pair-Share** to facilitate a review about the team score sheet and team rewards. If necessary, refer to the back of the team score sheet.
- 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 map to organize ideas and plan a story. They will be looking at some stories to see how they are organized today. 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 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.

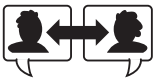
**Elements of a Story**

| At the beginning of the story | In the middle of the story | At the end of the story |
|---|---|---|
| Characters: whom the story is about<br>Setting: where and when the story happens<br>Problem: the main characters' 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<br>Ending: how the main characters feel about the solution or what happens to them after that |

- Tell the students that the kids in Ms. Inkwell's class can show them how to use a kind of organizer authors use to help them include story elements in their writing.

**Show DVD segment**

- Show "Story Maps" (running time 7:52).



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

  **What other graphic organizer looks like a story map?** *[A sequence chain looks like a story map.]*

  **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.]*

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**What kind of information does Tasha include to 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 setting, characters, problem, and solution 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 Present." Read the passage aloud while the students read along silently.

**The Present**

by Eliza

Last Tuesday was Teacher Appreciation Day. On my way out the door, I grabbed my carefully wrapped present for Mrs. Renfrew, and placed it in my bag.

As I walked to school, I lost my balance and fell. I slammed into the ground. So did my book bag.

"That's just great," I muttered to myself under my breath. I picked myself up and reached for my book bag. Then I smelled something sweet, like flowers. That sweet smell had to mean that the bottle of perfume I had for Mrs. Renfrew's gift was leaking.

As I continued walking to school, my mind raced. What was I going to do? Mrs. Renfrew was my favorite teacher, and I had to give her something for Teacher Appreciation Day.

A few minutes later, I caught up to my friend Elliot. I quickly explained my situation. "I know what you can do," Elliot said. "Make her a card. It won't be as nice as a bottle of perfume, but she'll still like it." That sounded like a great idea! Then I remembered that my crayons were in the same perfume-soaked bookbag with Mrs. Renfrew's broken gift. My crayons were ruined.

"I know!" I exclaimed. "I'll just be extra good today. She'll appreciate that."

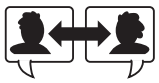
"Eliza," Elliot said, "you're a good student anyway. I don't know that she'll really notice that."

He was right and I knew it.

"You know, Eliza, if you want, you can put your name on my gift. It can be from both of us," Elliot offered.

Now that was a good friend! I was just about to open my mouth to say thanks when we both suddenly stopped walking. There, right next to us, was a field with beautiful flowers. Elliot and I looked at each other and smiled. It was perfect.

When I walked into the classroom, I gave Mrs. Renfrew a beautiful bouquet of flowers. I was thrilled that I was able to give her a great present for Teacher Appreciation Day!



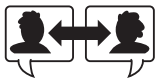
- Display the transparency of the blank story map. Have the students use **Think-Pair-Share** to identify the areas for the story elements.
- Model identifying the setting and characters of the story and writing them on a story map.

  **Hmm. What is the setting of this story? When and where does this story take place? This story happens in the morning, on Eliza's walk to school. That's the setting of this story.**

- Put this information in the story map under "Setting."

  **Who are the characters in this story? This story is about Eliza, so I will write her name under "Characters." Eliza's friend, Elliot, is also a main character in this story. I'll add his name under "Characters" too. Mrs. Renfrew is also a character in the story.**

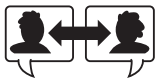
- Put this information in the story map under "Characters."



- Point out that the main character in this story has a problem. Use **Think-Pair-Share** to ask:

  **What problem does Eliza have in this story?** *[Eliza breaks her present for Teacher Appreciation Day and needs a new one.]*

- Add this to the story map under "Problem."
- Model identifying the first thing a character does to try to solve Eliza's problem. *[Elliot suggests that Eliza make a card, but her crayons are ruined.]* 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. *[Eliza thinks she'll be extra good, but Elliot says Mrs. Renfrew won't notice. Elliot offers to share his gift with Eliza.]* 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 Eliza do to solve the problem in this story?** *[Eliza passes a field of flowers and gives Mrs. Renfrew a bouquet for Teacher Appreciation Day.]*

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- Add the solution to the story map.

Story Map

**Setting:** in the morning, on Eliza's walk to school

**Characters:** Eliza, Elliot, Mrs. Renfrew

**Problem:** Eliza breaks her present for Teacher Appreciation Day and needs a new one.

Elliot suggests that Eliza make a card, but her crayons are ruined.

Eliza thinks she'll be extra good, but Elliot says Mrs. Renfrew won't notice.

Elliot offers to share his gift with Eliza.

**Solution:** Eliza passes a field of flowers and gives Mrs. Renfrew a bouquet for Teacher Appreciation Day.

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

### Team Practice

- Distribute the **Teamwork 1: Creating Story Maps, Team Practice** page and a blank story map.
- Read the Team Practice passage aloud. Point out that the story tells about an experience that Jamal had.

**Hidden Money**

by Jamal

One day I saw the perfect gift for my mom. Her birthday was coming up, and I wanted to get her something special. I knew she would love a new CD, and I had found the perfect one.

The thing was I couldn't remember where I had put my money. I knew I had saved enough, but I couldn't remember where I had put it. I thought I might have put it deep down in one of my drawers. I emptied every single drawer and found nothing.

Where next? I thought I might have put it on one of the shelves of my closet. So, I took everything off every shelf. Still no money. Where could it be?

I thought I might have stashed it behind some books or games in my bookcase. Once again, I cleared off every shelf. Finally, tucked behind the last book on the last shelf, I saw a roll of bills. Success!

I now had my money, and a very messy room.

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**

- 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 students' work. Ask:

  **What did your team decide was the setting for this story? Where and when does it take place?** *[One day in Jamal's room.]*

  **What characters did you put on your story map?** *[Jamal, who tells the story, and his mom because he talks about buying her a present.]*

  **What is Jamal's problem?** *[He can't find the money he saved to buy his mom's birthday present.]*

  **What event did you put first on the story map? What happens first?** *[(Accept reasonable responses.) For example, the first event is Jamal empties all his drawers searching for the money.]*

  **What did you write under "Solution" on this story map? What does Jamal do to solve the problem?** *[Jamal finally finds the money tucked behind a book on the bookshelf.]*

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## 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.

**Soccer Surprise**
By Isabel

One warm and sunny afternoon, I stopped to catch my breath as all the other forwards on my soccer team raced away from me toward the goal. I never seemed to be able to keep up with them. Coach Brown called me over at the end of practice. He said, "Isabel, if you can't keep up with the others, I might have to find another player who can."

No way! I had to find a way to keep my spot on the team. Maybe I just needed to get in better shape. I decided to walk up the stairs to my apartment instead of taking the elevator. Walking up three flights a day was bound to help.

I took the stairs for a week. At the next soccer game, I was still behind the others, but it seemed like it wasn't as bad as before. Sure enough, Coach Brown said I was getting better but still had a long way to go.

So I needed to get faster, as well as get in better shape. Maybe, instead of walking to school, I could run. That had to be good practice.

I ran to and from school for a week. At the next soccer game, I could almost keep up with the others. I must have been better because Coach didn't say anything.

For a week, I went to the soccer field every day, even when we didn't have practice. I ran around the field three times. At the next soccer game, I didn't just keep up. I got to the goal ahead of everyone else! Coach's smile told me that he was proud of me.

Now I just have to work on getting the ball in the goal!

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.

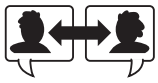
- Allow enough time for the students to complete the Team Mastery, and then have the students discuss their story maps with their teammates. Circulate through the teams as the students work, making sure that the students help prepare every teammate to give a response.
- Use **Random Reporter** to review the teams' work, and give appropriate feedback.

## Quick Check

- Distribute the **Quick Check: Creating Story Maps**.
- 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 their 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. Use **Random Reporter**, and award an additional point to teams whose members can give examples of something from the team's discussion.

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# Answer Keys

## Team Practice

**Sample Responses on Story Map**
**Setting:** one day in Jamal's room
**Characters:** Jamal, Jamal's mother
**Problem:** can't find the money to buy his mother's birthday present
**Events:** Jamal empties all his drawers.
Jamal looks on all the shelves in his closet.
Jamal searches on the book shelves.
**Solution:** Jamal finds the money behind the last book on the bookshelf.

## Team Mastery

**Sample Responses on Story Map**
**Setting:** warm, sunny afternoon on the soccer field
**Characters:** Isabel, her coach, her teammates
**Problem:** She can't keep up with the other forwards on her team.
**Events:** Isabel takes the stairs for a week.
Isabel runs to and from school for a week.
Isabel runs around the soccer field every day.
**Solution:** She gets faster and is the first to get to the goal.

## Team Practice 2

**Sample Responses on Story Map**
**Setting:** the pool
**Characters:** Dionne, Tre, and Matt
**Problem:** Dionne doesn't know how to swim.
**Events:** checks out books about swimming from the library
finds information and pictures on the Internet
gets in the water with his brother Matt
**Solution:** He learns how to doggie paddle and float.

## Team Mastery 2

**Sample Responses on Story Map**
**Setting:** Avery's house and school
**Characters:** Avery, Mr. Ruiz, and Avery's mom
**Problem:** has a hole in his backpack
**Events:** pins up the hole with safety pins
tapes the hole shut
asks his mom for help
**Solution:** His mom sews up the hole.

## Quick Check

**Sample Responses on Story Map**
**Setting:** Zoe's house, in her room
**Characters:** Zoe and her dad
**Problem:** She is late for school every day.
**Events:** asks her dad for help
gets some things done the night before
goes to bed earlier
**Solution:** Dad gives her an alarm clock, and she wakes up early enough to get to school on time.

## Quick Check 2

**Sample Responses on Story Map**
**Setting:** Jamie's house and neighborhood
**Characters:** Jamie, his parents, Jamie's brother, Mrs. Pratt, Mr. Wilson and his three children
**Problem:** Jamie needs $14 to go on a trip.
**Events:** mows lawn and gets $5 from his brother
mows Mrs. Pratt's lawn for $6
watches Mr. Wilson's kids for $4
**Solution:** Jamie raises enough money for the trip.

| 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.

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# 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.

  Searched for the keys in her bag

- 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:

  Tanya's aunt searched for the keys in her bag.

- Demonstrate the use of appropriate editing marks to edit the sentence.

## Author's Chair

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

- Have a few students take turns reading their persuasive 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: **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 how they helped teammates complete brainstorming, planning, drafting, revising, editing, and publishing their work.

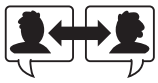
Throughout the lesson, award team cooperation points to teams whose members complete tasks. Award up to 9 team cooperation points per team.

- Post and present the day's agenda.

> **TODAY'S FOCUS:** Brainstorm ideas.
>
> **TODAY'S GOALS:**
>
> 1. Look at a story, and rate it using the revision guide.
> 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 they will brainstorm with their partners to choose a topic for a story today.

### Instruction



- Display the story "The Present," 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?** *[Eliza.]*

  **What problem does she have?** *[Eliza broke her present for Teacher Appreciation Day.]*

- Remind the students that Eliza wrote about her experience, something that happened to her. 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 include events and problems too. 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 the students read along silently.

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**Writing Prompt**

Think about an experience where you had to solve a problem. Write a story about this experience. Make sure you include the setting, characters, a problem, the important events in order, and a 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 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 Present." Tell the students that they will be Eliza's partner and rate her writing using the revision guide.

| 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 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 Eliza's story. The first item asks, "Does my story have a setting and characters?"**

**Do we know where and when this story takes place? We know that the events happen in the morning on Eliza's walk to school, so the story has a setting. We meet Eliza in this story, her teacher Mrs. Renfrew, and her friend Elliot. These are the characters in the story. We can put a "✓" for that item.**

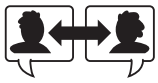
Remember to award Team Cooperation points for when teams prepare each other well for Random Reporter.

- Have the teams rate Eliza's story using the remaining two items in the Ideas section of the revision guide. Use **Random Reporter** to review responses. *[Eliza's story has a problem and solution, and she includes details in her 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.

Your students may have reasons to give different ratings.

- Tell the students that they will now rate Eliza'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 with the students the organizer that Eliza used to plan her story. *[A story map.]* Fill in this information on the revision guide transparency.
- Have the teams rate Eliza's story using the two items in the Organization section of the revision guide.

  **Are the events in order? Has Eliza explained the events so they 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 that are explained so the audience can follow what is going on.

**Think Aloud**

- Review the prompt with the students. Point out that the first thing to do to plan their writing is to brainstorm a topic. 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 cold and I forgot my coat. But that isn't a very interesting problem or story.**

  **Hmm. Another time I forgot where I parked my car at the mall. 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.**

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## Teamwork

Timing Goal: 10 minutes

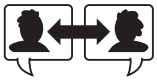
- Have the students work with their partners to brainstorm a list of possible topics about which they can write (personal experiences in which they had to solve a problem). If you think the students may need some idea starters, display the following list.

> A time when you…
>
> had a decision to make
>
> lost something or were lost yourself
>
> did something for the first time
>
> helped someone else with a problem
>
> played on a sports team
>
> spent a special day with a friend
>
> went on a trip
>
> helped in the kitchen
>
> traveled with your family

- Circulate through the classroom, and listen to discussions. Praise partners who show active listening, ask follow-up questions, and help and encourage one another.

## Reflection

Timing Goal: 3 minutes



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

  **Was it hard to think of problems 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**. Use **Random Reporter**, and 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.

> charlene weared a new dress and danced all night at Charlene's party.

- Remind the students that *wear* is an irregular verb so you do not add *-ed*. The correct form is *wore*. Remind the students that pronouns can replace repeated naming words like *Charlene*. The sentence can be improved by replacing the second *Charlene's* with the pronoun *her*. Charlene'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 persuasive 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**. Point out that part of working as a team means reminding and helping one another with each stage of the writing process. Tell the

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

students that you will give an extra point each day to teams whose members can give an example of how they helped teammates complete the steps in the writing process.

- 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

- Review the writing prompt with the students, and remind them that they made a list of possible topics. Point out that the next steps in planning their writing are 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: a setting, characters, a problem, the important events in order, and a solution.

> **Writing Prompt**
>
> Think about an experience where you had to solve a problem. Write a story about this experience. Make sure you include the setting, characters, a problem, important events in order, and a solution. Include details that will help your audience hear, see, and feel your experience.

- Model how to use a story map to plan your experience story. Tell the students that you have decided on the experience you want to write about—the time you forgot where you parked at the mall—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.)

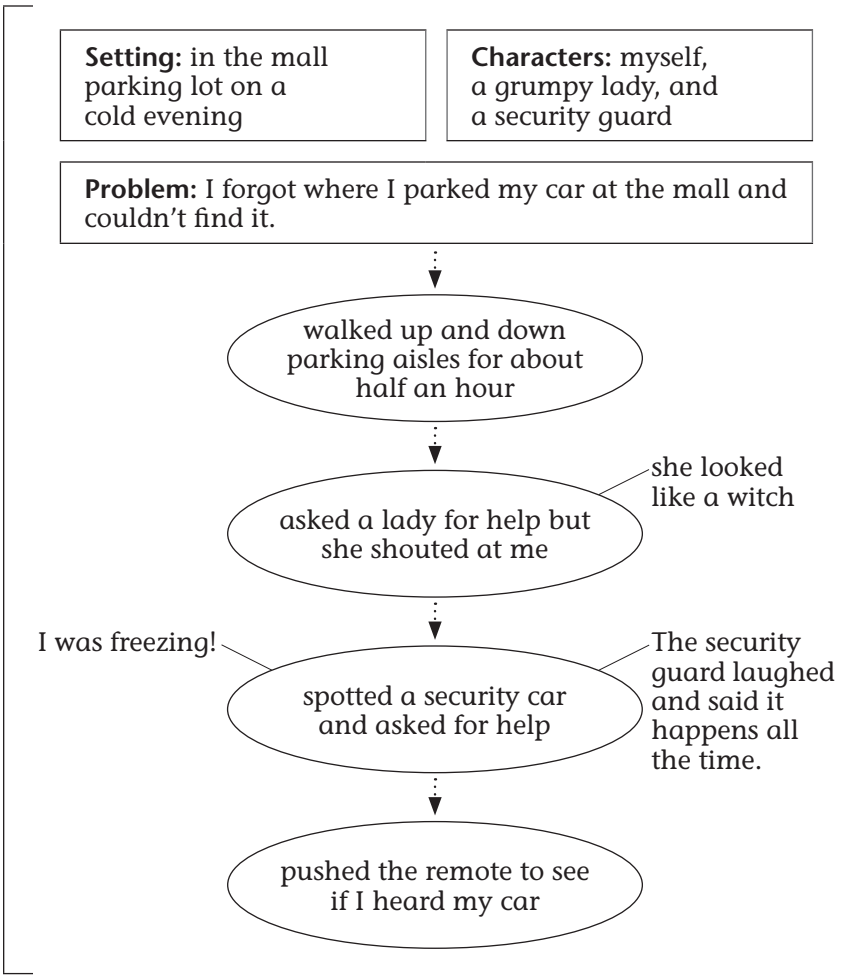
  **Who was there?** (Fill in characters.)

  **What happened first? What happened next?** (Add events.)

  **How did you feel then?** (Add details.)

Point out that adding more details to the events make your writing 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, problem, events in order, 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.

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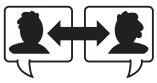
## Teamwork

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 partners who listen 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. Use **Random Reporter**, and award an additional point to teams whose members can give an example of how 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 a pair of 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 player slid into home plate.
> The umpire called the player out at home.

- Remind the students that sentences can be combined into one. These sentences can be improved by taking out the repeated words *the player* and putting the important information in one sentence. For example: *The umpire called the player out as he slid into home plate* or *Although the player slid into home plate, the umpire called him out.*
- Demonstrate the use of appropriate editing marks to edit the sentence.

## Author's Chair

- Have a few students take turns reading their persuasive 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.

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## Active Instruction

Timing Goal: 17 minutes

### Set the Stage

- Refer to the posted team cooperation goal: **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 be giving an extra point each day to teams whose members can give an example of how they helped teammates 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:** 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 that 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 use vivid verbs and adjectives where they make sense to help my readers feel like they were there when it happened. 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 the mall parking lot on a cold evening." I think I will write that it was a busy Saturday during the holiday season. I didn't put that in my story map, but I think it's a good detail to add. I walked out of the crowded mall and stood speechless.**

- 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 a 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 vivid mind movie? | | | | |
| Did I include vivid verbs and adjectives? | | | | |
| | | | | |

**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 the mall parking lot on a cold evening during the busy holiday season, so I have a setting. As I read on, I see that I'm in this story, and so is a grumpy lady and a friendly security guard. So, yes, there are characters.**

- Continue to model, checking your draft against all of the elements in the Ideas and Organization sections of the revision guide.

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

- 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. Have the students identify vivid verbs and adjectives in your draft. Use **Random Reporter** to share team responses.

## Teamwork

Timing Goal: 10 minutes

- Refer the students again to the story maps that 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.

- Use **Random Reporter**, and award an additional team cooperation point to teams whose members give an example of how a team member 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.

## 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 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 learned about using apostrophes in contractions like *don't* and *won't*. Tell the students that today they will be learning about how to use apostrophes to show who owns something. Read the focus and goal for the day aloud.

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.

### 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.

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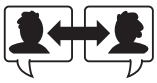


- Show "Simple Possessives" (running time 3:29).
- Facilitate a discussion about the video. Use **Think-Pair-Share** to ask the following questions:

  **What did Mynah do to her name to show she owned the book?** *[She added an apostrophe and an* s *to the end of her name.]*

  **Do you do anything different when you want to add an apostrophe and an *s* to someone'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.]*

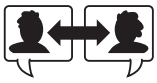
- Write the following sentences on the board:

> The bag that belongs to Marvin is blue.
> It is the book that belongs to Mrs. Jonas.
> The fur of the cat was orange.

- 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 Marvin is the owner. He owns a blue bag. I can change this sentence and make it sound better if I use an apostrophe and an *s* to show ownership. I will write *Marvin's bag is blue*.**

  (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 an apostrophe and an *s*? What would the new sentence be?** *[It is Mrs. Jonas's book.]*

- Praise the students for remembering that all names, even those ending in *s,* are followed by an apostrophe and an *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 students 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 cat's fur was orange.]*
- Point out that *cat* is a noun, a naming word, so it is also followed by an apostrophe and an *s* to show ownership.

## 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 they own, 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.

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: 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.

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: Simple Possessives** 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 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.

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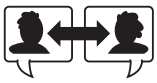
## Reflection

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. Use **Random Reporter**, and 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 that they could improve by using the apostrophe and an *s* to show ownership.

# Answer Keys: Simple Possessives

## Team Practice

1. My brother's computer is broken.
2. Felicia's friends like to talk on the phone.
3. Henry and Priscilla like to play in their grandfather's basement.
4. My father's boss came to our house for dinner.
5. Our class's project is to build a model of a spaceship.

## Team Mastery

1. We helped paint Mrs. Smith's house.
2. The teacher cannot read Brad's handwriting.
3. When is the firehouse's carnival?
4. I borrowed Wes's dictionary.
5. Reggie likes Chris's shirt.

## Team Practice 2

1. We borrowed Lucas's ball.
2. I sat in the dentist's waiting room until I was called.
3. Maggie rode Thomas's skateboard without asking his permission.
4. Where is the school's playground?
5. We spent the night at my cousin's house.

## Team Mastery 2

1. Is the van parked in front of Bess's house?
2. We played with Lydia's dolls.
3. Grace sold lemonade in front of her aunt's house.
4. The brown dog's leg was broken.
5. We saw the blue jay's nest on a high branch.

## Quick Check

1. We helped Beth wash her Uncle Francis's car.
2. They took a ride on Agnes's boat.
3. Alyssa used her neighbor's key to get in the house.
4. The waiter's shirt was black and white.
5. Karen borrowed her teacher's pencil.

## Quick Check 2

1. The fish's skin was scaly and wet.
2. May I go to Jeremy's house after school?
3. I sat on Mrs. Sanches's bench.
4. Peter asked his mother for his father's phone number.
5. The tree's leaves fell to the ground.

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# Unit 11 | Day 6 Share and Respond

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

This Two-Minute Edit features Ace Writer, a character who leaves sentences on the board. 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

- 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 scalding hot summer day, I relaxed under a shady maple tree in the park with a crisp, cool glass of lemonade

- 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 persuasive 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: **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 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 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.

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 a 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 vivid mind movie? | | | | |
| Did I include vivid verbs and adjectives? | | | | |
| | | | | |

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- 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

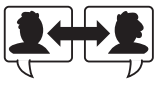
Timing Goal: 10 minutes

- Tell the students that they will share their first drafts with their partners and give each other feedback 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: **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?**

- Use **Random Reporter**, and 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 11 | Day 7 Revise

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

### 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 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.

> Eric had a flat tire on his bicycle.
> Eric used a patch to fix the hole on his tire.

- 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: *Eric used a patch to fix the hole in his flat bicycle tire.*

### Author's Chair

- Have a few students take turns reading their persuasive 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 team members complete each step in the writing process.

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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 vivid verbs and adjectives to help the reader make a mind movie.

- Use a **Think Aloud** to brainstorm vivid verbs and adjectives, and model adding them to your draft.
- Read the revised draft aloud, and have the students rate the revised draft using the questions on the revision guide. Record their feedback on the transparency under the Revised Draft Ratings column.

## Teamwork

Timing Goal: 10 minutes

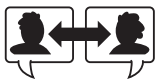
- Have the students work *on their own* to make changes to their writing based on the feedback that they received from their partners. Hold brief conferences with as many of the students as possible to support this task.
- Have the authors read their drafts to their teammates. Ask them to read as fluently 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 of the team cooperation goal that they are working on: **Complete tasks**. Praise the students for completing the revising step in the writing process. Use **Random Reporter**, and award an additional point to teams whose members can share an example of a something they did to help team members revise their writing.

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# Unit 11 | Day 8 Language-Mechanics Lesson

**OBJECTIVE:** The students will form adjectives by adding suffixes to words.

## Preparation

- Reproduce copies of the following materials from the blackline masters at the end of this unit.
  - **Adjective Endings** transparency
  - **Teamwork 1: Forming Adjectives** (1 per student)
  - **Teamwork 2: Forming Adjectives** (as needed)
  - **Quick Check: Forming Adjectives** (1 per student)
  - **Quick Check 2: Forming Adjectives** (as needed)

## 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.

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.

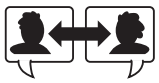
> **TODAY'S FOCUS:** Mechanics
>
> **TODAY'S GOAL:**
> We will add endings to words to form adjectives.

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

### Instruction

- Write the following words on the board, and ask a student to read them aloud.

| |
|---|
| exhaust |
| fear |
| joy |
| agree |



- Use **Think-Pair-Share** to ask the students to identify the parts of speech of these words.

  **What parts of speech are these words?** *[Verbs and nouns.]*

  **Do you think you can make these words into adjectives? How?** *[Some students may know that you can add endings to these words to form adjectives.]*

- Use a **Think Aloud** to model how to add endings to these words to form adjectives.

  **I want to make the word *exhaust* into an adjective.**

  **If I add the ending *-ive* to *exhaust*, then I have the word *exhaustive*.**

  **Let me see if I can use that word in a sentence. *After a long, exhaustive search, I gave up looking for my earring and collapsed on the sofa.***

- Point out that by adding an ending (or suffix) to the word, you created a new word. The new word is an adjective. Have the students work in teams to add endings to the remaining words to form adjectives. Share responses. *[*Fearless, joyful, agreeable.*]*
- Post a list of common adjective endings (see transparency). Have the students continue to add to the list as they think of new adjective endings. Point out to the students that sometimes you have to alter the spelling when you add a suffix. For example, when adding *-ive* to *create* to form an adjective, you drop the *e* (*creative*). Remind the students that if they are not sure of the spelling, to check their dictionary.

**Adjective Endings**

| Suffix (ending) | Examples |
|---|---|
| -able, -ible | dependable, flexible |
| -ous | adventurous, courageous |
| -less | fearless, speechless |
| -ive | creative, destructive |
| -ful | painful, faithful |

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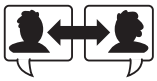
- Write the following sentences on the board, and ask a student to read them aloud.

> I was so shocked when I saw my new bicycle that I was _____ (speech).
> The _____ (nerve) boy walked tentatively into his new classroom of strangers.



- Have the teams add endings to the words in parentheses to complete each sentence. Use **Random Reporter** to listen to the teams' responses. *[*Speechless *and* nervous.*]* Model how the students decide on the correct ending to use. Use **Think-Pair-Share** to ask:

  **For the first sentence, how do you decide if you should use *speechable*, *speechless*, or *speechful*?** *[(Accept reasonable responses.) For example, you would look up the words in the dictionary and find out that* speechless *is the only word, and it makes sense in the sentence.]*

- As writers, it is useful for the students to know different forms and uses of the same word. Building their vocabulary and varying the adjectives they use in their writing will make their writing more interesting to read.

## Teamwork

Timing Goal: 10 minutes

### Team Practice

- Distribute the **Teamwork 1: Forming Adjectives** page. Ask the students to look at the **Team Practice** section. Read the sentences aloud.
- Explain that during Team Practice teams will complete each sentence with an adjective, which they will form by adding a suffix to the word given in parentheses. Explain that one teammate will read the sentences aloud, and as a team they will decide which ending can be used to correctly complete the sentence. Then they will write the adjective on the line.
- 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.

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

## Team Mastery

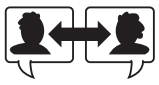
- Refer the students to the **Teamwork 1: Forming Adjectives** page and the **Team Mastery** section.
- Explain that they will follow the same process as they did in Team Practice, but that this time they will complete the sentences and then share their answers with their teammates.
- Allow enough time 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.

## Quick Check

- Distribute the **Quick Check: Forming Adjectives** 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 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:

  **How can understanding adjective endings improve your writing?** *[It makes sentences more interesting. You can vary the structure of the sentences by using different forms of adjectives.]*

- Allow the students some time to review their stories and see if there are sentences that could be improved by using different adjectives.

  **How did your team members encourage one another to complete all tasks?**

- Praise the students for working toward the team cooperation goal. Use **Random Reporter**, and award an additional point to teams whose members can discuss how they helped one another to complete tasks.

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# Answer Keys: Forming Adjectives

## Team Practice

1. constructive
2. careless
3. lovable
4. dangerous
5. cheerful

## Team Practice 2

1. gracious
2. helpless
3. thoughtful
4. attractive
5. predictable

## Team Mastery

1. frightful
2. defensive
3. spacious
4. disposable
5. useless

## Team Mastery 2

1. selective
2. noticeable
3. victorious
4. worthless
5. harmful

## Quick Check

1. odorless
2. helpful
3. curious
4. extensive
5. avoidable

## Quick Check 2

1. abusive
2. pleasurable
3. faithful
4. fearless
5. famous

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 hungry dog growled in his cage.
> The hungry dog nibbled on his bone.

- 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: *The hungry dog nibbled on his bone as he growled in his cage* or *The hungry dog growled and nibbled on his bone in his cage.*
- Demonstrate the use of appropriate editing marks to edit the sentence.

## Author's Chair

- Have a few students take turns reading their persuasive 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 when team members help one another complete tasks, they prepare everyone on the team to share his or her writing with the class.

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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.

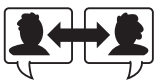
## Instruction

- 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 they will use this section of the revision guide for editing.

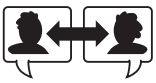
| Mechanics | First Draft Ratings | Revised Draft Ratings | Teacher Ratings | Score (25 points) |
|---|---|---|---|---|
| Does my story have correct capitalization? | | | | |
| Does my story have correct punctuation? | | | | |
| Does my story have correct spelling? | | | | |
| Does my story have correct 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 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 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 story 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 that 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.

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## 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 partner 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 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.

> shawn, my cousin, came over for dinner.
> shawn slept over.

- 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: *Shawn, my cousin, came over for dinner and slept over.* Remind the students that the *s* in *Shawn* 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 team members help one another complete tasks, they prepare everyone on the team to share their writing with the class.

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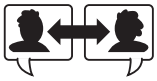
Throughout the lesson, award team cooperation points to teams whose members help one another complete tasks. Award up to 9 team cooperation points per team. Be sure to identify the behavior that you observe.

- 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 when we had to deal with a problem. We chose one to write about.]*

  **What did you do next?** *[We planned our stories by making a story map with the setting, characters, problem, events, and solution.]*

  **What task did you complete next?** *[We wrote a draft using the story maps. 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 that 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.

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# 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 are opening a new business in your city. Describe what type of business you have. What does it look like? What products do you sell or services do you provide?
2. What is the most important rule in your classroom? Why?
3. Tell about a time when you were surprised. What happened? How did you handle it?
4. What is your least favorite day of the week? Why?

- 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, 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

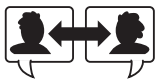
Timing Goal: 20 minutes

- 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 them 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.

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.

## 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.

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- 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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| **Day 10** | **(No blackline masters)** |
| **Day 11** | **(No blackline masters)** |

**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<br><br>Setting: where and when the story happens<br><br>Problem: the main characters' 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<br><br>Ending: how the main characters feel about the solution or what happens to them after that |

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**The Present**

by Eliza

Last Tuesday was Teacher Appreciation Day. On my way out the door, I grabbed my carefully wrapped present for Mrs. Renfrew, and placed it in my bag.

As I walked to school, I lost my balance and fell. I slammed into the ground. So did my book bag.

"That's just great," I muttered to myself under my breath. I picked myself up and reached for my book bag. Then I smelled something sweet, like flowers. That sweet smell had to mean that the bottle of perfume I had for Mrs. Renfrew's gift was leaking.

As I continued walking to school, my mind raced. What was I going to do? Mrs. Renfrew was my favorite teacher, and I had to give her something for Teacher Appreciation Day.

A few minutes later, I caught up to my friend Elliot. I quickly explained my situation. "I know what you can do," Elliot said. "Make her a card. It won't be as nice as a bottle of perfume, but she'll still like it." That sounded like a great idea! Then I remembered that my crayons were in the same perfume-soaked bookbag with Mrs. Renfrew's broken gift. My crayons were ruined.

"I know!" I exclaimed. "I'll just be extra good today. She'll appreciate that."

"Eliza," Elliot said, "you're a good student anyway. I don't know that she'll really notice that."

He was right and I knew it.

"You know, Eliza, if you want, you can put your name on my gift. It can be from both of us," Elliot offered.

Now that was a good friend! I was just about to open my mouth to say thanks when we both suddenly stopped walking. There, right next to us, was a field with beautiful flowers. Elliot and I looked at each other and smiled. It was perfect.

When I walked into the classroom, I gave Mrs. Renfrew a beautiful bouquet of flowers. I was thrilled that I was able to give her a great present for Teacher Appreciation Day!


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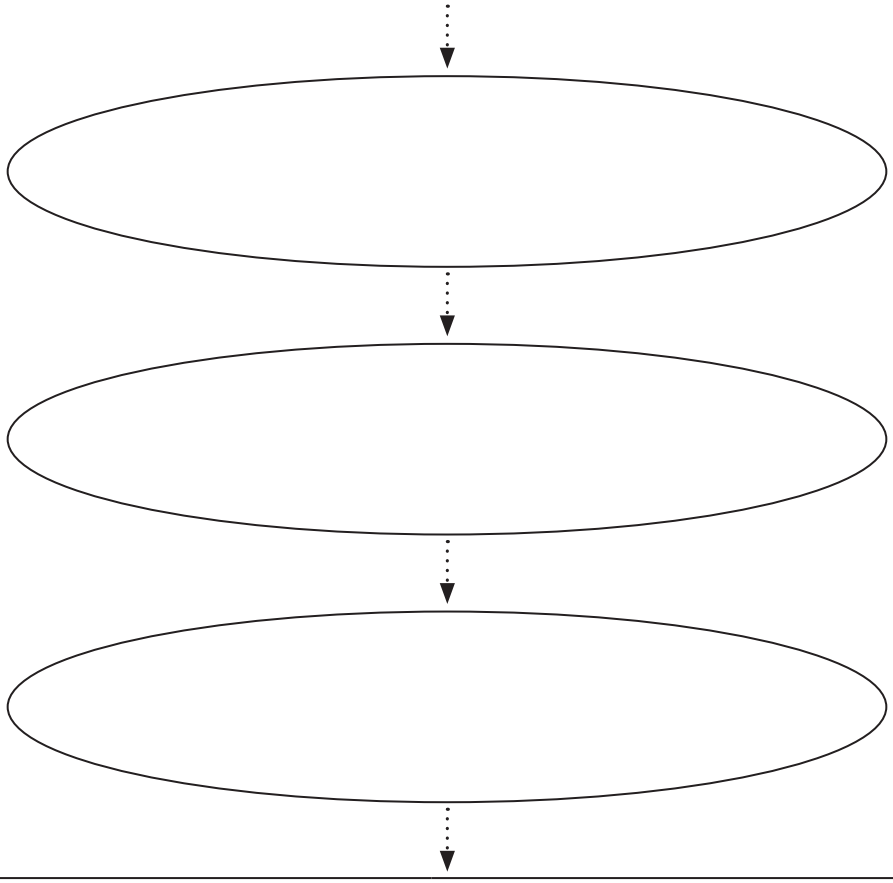
# Story Map

**Title:** _____

**Setting:**

**Characters:**

**Problem:**



**Solution:**

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**Team Practice**

## Hidden Money

by Jamal

One day I saw the perfect gift for my mom. Her birthday was coming up and I wanted to get her something special. I knew she would love a new CD, and I had found the perfect one.

The thing was I couldn't remember where I had put my money. I knew I had saved enough, but I couldn't remember where I had put it. I thought I might have put it deep down in one of my drawers. I emptied every single drawer and found nothing.

Where next? I thought I might have put it on one of the shelves of my closet. So, I took everything off every shelf. Still no money. Where could it be?

I thought I might have stashed it behind some books or games in my bookcase. Once again, I cleared off every shelf. Finally, tucked behind the last book on the last shelf, I saw a roll of bills. Success!

I now had my money, and a very messy room.


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**Team Mastery**

## Soccer Surprise

By Isabel

One warm and sunny afternoon, I stopped to catch my breath as all the other forwards on my soccer team raced away from me toward the goal. I never seemed to be able to keep up with them. Coach Brown called me over at the end of practice. He said, "Isabel, if you can't keep up with the others, I might have to find another player who can."

No way! I had to find a way to keep my spot on the team. Maybe I just needed to get in better shape. I decided to walk up the stairs to my apartment instead of taking the elevator. Walking up three flights a day was bound to help.

I took the stairs for a week. At the next soccer game, I was still behind the others, but it seemed like it wasn't as bad as before. Sure enough, Coach Brown said I was getting better but still had a long way to go.

So I needed to get faster, as well as get in better shape. Maybe, instead of walking to school, I could run. That had to be good practice.

I ran to and from school for a week. At the next soccer game, I could almost keep up with the others. I must have been better because Coach didn't say anything.

For a week, I went to the soccer field every day, even when we didn't have practice. I ran around the field three times. At the next soccer game, I didn't just keep up. I got to the goal ahead of everyone else! Coach's smile told me that he was proud of me.

Now I just have to work on getting the ball in the goal!

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**Team Practice 2**

## Pool Party

By Dionne

I was so excited! My friend Tré invited me to his pool party. The only trouble was I couldn't swim!

I did not want to be embarrassed at the party. I decided to do something about it. I went to the library and checked out some books about swimming. After reading them, I went to the pool to try out what I learned. I took one look at the water and ran back home.

I had to try something else. I searched the Internet and found some information and pictures. I thought it would help, but I was wrong. Once again, as soon as I saw the water at the pool, I turned around and came home.

I finally asked my brother Matt what to do. He went with me to the pool and got in the water with me. He taught me how to doggie paddle and how to float. A week later, I went to the party and had a wonderful time!


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**Team Mastery 2**

### Backpack Blues

By Avery

The other day as I got ready for school, I noticed a hole at the bottom of my backpack. That wouldn't do! I looked around in my room and found two safety pins. I pinned up the hole and thought that should take care of it. Nope! On the way to school I saw a pencil fall out, so I knew that the safety pins did not work.

At school, I went up to my teacher Mr. Ruiz and asked to borrow his tape. I must have used a million pieces of tape to close the hole. I was sure that would work. Wrong again! On the way home, I saw an eraser fall out. I wasn't going to let some hole get to me!

That night I asked my mom to sew up the hole in my backpack. She did. I am sure I'll never lose anything out of that backpack again!

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**Quick Check**

## Sleeping In

By Zoe

One morning when I got up, I saw that school was starting in 30 minutes. Once again, I had overslept. I had to decide what to wear, get dressed, pack up my backpack, eat breakfast, and walk two blocks. I knew I'd be late. "This can't happen again," I thought.

I asked my dad for help.

"Get as much done as you can the night before," he said. "That way you won't need as much time in the morning."

So I tried that. I picked out my clothes and packed my backpack at night. The next morning I still overslept. Since I had done so many things to get ready the night before, I wasn't as late as usual. Still, I was late to school. I had to try something else.

Once again, I asked my dad for help.

"Go to bed earlier," he said.

So I tried that. The next morning, I still overslept. This had to stop!

That night when I got home, my dad gave me an alarm clock. He showed me how to set it. The next morning I woke up when I heard a loud beeping. I had plenty of time to get ready and be on time for school. That was a great feeling!


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**Quick Check 2**

## Earning My Way

By Jamie

A few days ago I found out that the youth center is sponsoring a trip to Fun Times Amusement Park. I really wanted to go, but my parents said I had to pay my own way. "No problem," I said to myself. Then I checked my bank and realized that I was about $14.00 dollars short. How was I supposed to earn that kind of money in a few days?

I decided to ask my brother for a loan. "No way," he said. Then he told me that if I mowed the lawn for him, he'd pay me $5.00. I took him up on his offer.

Then I only had to earn $9.00 more. As I was sitting on our front porch trying to think of a way to earn money, our neighbor Mrs. Pratt came over to me. "I saw you mowing your lawn yesterday," she said. "I was wondering if you would mow my lawn, too? I'll pay you $6.00."

A few hours later, I only needed three more dollars to reach my goal. I had to think of something fast, because the trip was the next day. On my way home from Mrs. Pratt's house I passed Mr. Wilson and his three young kids playing in their front yard. "Hey, Jamie, could you help me out?" he asked. "These guys are too much for me today. Could you play with them for about an hour? I'd pay you four bucks."

A little over an hour later, I walked home with a big smile on my face. I was going on the trip!

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**Writing Prompt**

Think about an experience where you had to solve a problem. Write a story about this experience. Make sure you include the setting, characters, a problem, the important events in order, and a solution. Include details that will help your audience hear, see, and feel your experience.


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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 a 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 vivid mind movie? | | | | |
| Did I include vivid verbs and adjectives? | | | | |
| | | | | |

| 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 | |
|---|---|

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**Team Practice**

1. The computer that belongs to my brother is broken.

_____

_____

2. The friends of Felicia like to talk on the phone.

_____

_____

3. Henry and Priscilla like to play in the basement that belongs to their grandfather.

_____

_____

4. The boss of my father came to our house for dinner.

_____

_____

5. The project for our class is to build a model of a spaceship.

_____

_____


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**Team Mastery**

1. We helped paint the house that belongs to Mrs. Smith.

_____

_____

2. The teacher cannot read the handwriting that belongs to Brad.

_____

_____

3. When is the carnival of the firehouse?

_____

_____

4. I borrowed the dictionary that belongs to Wes.

_____

_____

5. Reggie likes the shirt that belongs to Chris.

_____

_____

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**Team Practice 2**

1. We borrowed the ball that belongs to Lucas.

2. I sat in the waiting room of the dentist until I was called.

3. Maggie rode the skateboard that belongs to Thomas without asking his permission.

4. Where is the playground of the school?

5. We spent the night at the house of my cousin.


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**Team Mastery 2**

1. Is the van parked in front of the house that belongs to Bess?

2. We played with dolls that belong to Lydia.

3. Grace sold lemonade in front of the house of her aunt.

4. The leg of the brown dog was broken.

5. We saw a nest of the blue jay on a high branch.

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**Quick Check**

1. We helped Beth wash the car that belongs to her Uncle Francis.

2. They took a ride on the boat that belongs to Agnes.

3. Alyssa used the key of her neighbor to get in the house.

4. The shirt of the waiter was black and white.

5. Karen borrowed the pencil that belongs to her teacher.


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**Quick Check 2**

1. The skin of the fish was scaly and wet.

_____

_____

2. May I go to the house of Jeremy after school?

_____

_____

3. I sat on the bench that belongs to Mrs. Sanches.

_____

_____

4. Peter asked his mother for the phone number of his father.

_____

_____

5. The leaves of the tree fell to the ground.

_____

_____

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**Adjective Endings**

| Suffix (ending) | Examples |
|---|---|
| -able, -ible | dependable, flexible |
| -ous | adventurous, courageous |
| -less | fearless, speechless |
| -ive | creative, destructive |
| -ful | painful, faithful |


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**Team Practice**

1. The _____ (construct) comments from my teammates helped me to improve my story.

2. Forgetting the punctuation at the end of the sentence was a _____ (care) mistake that I won't let happen again.

3. The _____ (love) puppy caught my eye and I couldn't wait to give him a big hug.

4. The firefighter warned us that playing with matches is _____ (danger), and it can lead to a big fire.

5. The _____ (cheer) receptionist greeted the patients with a warm smile.

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**Team Mastery**

1. We spent a _____ (fright) night in the tent when we heard bears growling in the distance.

2. The _____ (defend) play of the game was when the goalie blocked a shot in the last seconds of the game.

3. The _____ (space) room was able to fit all the party guests comfortably.

4. _____ (Dispose) products are convenient, but can result in problems for the environment.

5. The video game from my friend was _____ (use) because it was not the same brand as my game system.


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**Team Practice 2**

1. The _____ (grace) girl accepted the award with dignity and thanked all those who helped her along the way.

2. The _____ (help) cat waited nervously on the high branch for someone to notice that he was stuck.

3. My grandmother is always very _____ (thought) and remembers to bring me my favorite snack when she visits.

4. The _____ (attract) flowers outside the store makes many customers stop to check out the merchandise.

5. The _____ (predict) ending to the story made it a bit of a disappointment as I was hoping for some surprises.

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**Team Mastery 2**

1. The elite camp is very _____ (select) and only chooses the best players from each team to attend.

2. The _____ (notice) improvements to the lobby of the school were a pleasant surprise to the returning students.

3. The _____ (victory) team celebrated their win in the center of the field.

4. The man said my baseball cards were _____ (worth) because they were in bad condition.

5. The _____ (harm) rays of the sun can cause severe damage to your skin.


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**Quick Check**

1. The _____ (odor) gas is extremely dangerous because it is not easily detected.

2. The _____ (help) salesperson showed me how to find exactly what I needed.

3. The _____ (curiosity) dog sniffed under the bush when he heard a rustling noise.

4. The _____ (extend) search for the lost dog spanned three counties and lasted two days.

5. The _____ (avoid) accident was frustrating because the driver failed to stop at the red light.

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**Quick Check 2**

1. The _____ (abuse) words of my angry brother were not easily forgotten.

2. It was a _____ (pleasure) day at the beach with the warm sunshine and calm waves.

3. The _____ (faith) dog walked proudly next to his owner even though he was tired.

4. My cousin is _____ (fear) and will try just about anything once.

5. The _____ (fame) musician played another song for her adoring fans.


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# Unit 12 Developing Story Details

Writing Project:
**Write a Tall Tale that Makes a Mind Movie**

## Overview

### The Author's Opportunity

The students will write tall tales. 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 tall tales 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 learn about making descriptive comparisons using similes and metaphors. Using descriptive comparisons will prepare the students to describe the characters in their tall tales.

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 (including descriptive comparisons) 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 using 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, 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 and descriptive comparisons 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** | Descriptive Comparisons

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

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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
- Tell a Tale Revision Guide transparency (blank)
- 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 (The students create it.)
- Portfolio folder
- Writing Journal (marble composition book)

For **each team**:

- Writing Wings Team Score Sheet
- Notebook paper

- Have examples of tall tales available in the classroom:
  - *Paul Bunyan* by Steven Kellogg
  - *Sally Ann Thunder Ann Whirlwind Crockett* by Steven Kellogg
  - *American Tall Tales* by Mary Pope Osborne
- 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

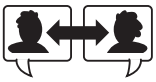
# Unit 12 | Day 1 Craft Lesson

**OBJECTIVE:** The students will add descriptive comparisons like similes and metaphors to help readers make a vivid mind movie.

## Active Instruction

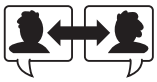
Timing Goal: 15 minutes

### Set the Stage



**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.



- 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 our 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 ask 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 similes and metaphors to make vivid mind movies.

- Read the focus and goal for the day aloud. Point out that when a writer uses a comparison to describe something, it helps the reader make a mind movie.

### Instruction

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

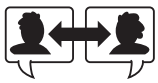
> Tessa's shirt is yellow.

- Point out that this simple sentence does not give very much information about Tessa's shirt except that it is yellow. Explain that it is hard for the reader to make a mind movie of Tessa's shirt without a description of the color.
- Explain that one way a writer can help the reader picture the color of the shirt is to compare it to other things. Write the following sentence on the board, and read it aloud.

> Tessa's shirt is as yellow as a lemon.

- Ask the students if this sentence helps them make a more vivid mind movie than the first one.
- Explain that phrases that compare two things using the words *as* or *like* are called similes. Point out that you have used a simile in the sentence. Underline "yellow as a lemon."

> **I compared the color of Tessa's shirt to the color of a lemon. This is a simile because I used the word *as*: yellow *as* a lemon.**



- Erase the word *lemon*, and replace it with a blank. Use **Think-Pair-Share** to ask:

> **Can you think of other things that are yellow? What could you put in this blank to create a simile?** *[(Accept reasonable responses. For example, as yellow as mustard, a banana, Big Bird, a school bus, a dandelion, sunshine.]*

**Random Reporter**

- Use **Random Reporter** to share responses.
- Explain that similes can be used to describe verbs too.
- Write the following sentence on the board, and read it aloud.

> The train moved slowly.

- Explain that you want to describe how slowly the train moved. To do that, you will compare it to something else.

> **We used similes to describe the yellow color of Tessa's shirt.**
>
> **We can use similes to describe verbs too.**
>
> **In this sentence, I will use a simile to describe how slowly the train moved.**
>
> **One thing that moves very slowly is a turtle. I will use the word *like* to compare the train to the turtle.**
>
> **I will write, "The train moved slowly like a turtle."** (Write this sentence on the board.)

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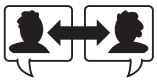
- Underline "like a turtle" in the sentence. Point out that this simile compares how the train moved and how a turtle moves. The simile helps a reader picture the train.
- Write the following sentence on the board:

> The car was blue.

- Have the students work in teams to add a simile to the sentence. Remind them that a simile compares two things and uses the words *as* or *like*.

- Allow time for the teams to complete the activity. Use **Random Reporter** to listen to the teams' responses.
- As the teams share their answers, write the new sentences on the board. Point out how different the sentences are because different similes were used.
- Write the following sentence on the board:

> Lucy's brother is an angel.



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

  **What two things are being compared in this sentence?** *[Lucy's brother and an angel.]*

  **What do you think Lucy's brother is like?** *[(Accept reasonable responses.) Most of the students will probably say that they imagine him to be peaceful and well behaved.]*

  **Did the comparison use *like* or *as*?** *[No.]*

- Explain that comparisons that do not use like or as are metaphors. Metaphors create powerful images that the reader will remember.
- Write the following sentence on the board, and read it aloud.

> The shopping mall was loud and busy.

- Explain that you want to describe how loud and busy the shopping mall was for your readers. To do that, you will compare it to something else.

  **In this sentence, I will use a metaphor to describe how loud and busy it was at the mall.**

  **I need to think of events or places that are loud and busy. I will compare the shopping mall to a circus. The circus has lots of different things going on at once with lots of people.**

  **I will write, "The shopping mall was a circus."** (Write this sentence on the board.)

- Point out that this metaphor compares the shopping mall to a circus. The metaphor provides the reader with a clear and memorable picture of what the mall was like.
- Write the following sentence on the board:

> The young girl is cheerful and bright.

- Have the students work in teams to add a metaphor to the sentence. Remind them that a metaphor compares two things without using the words *as* or *like*.

- Allow time for the teams to complete the activity. Use **Random Reporter** to listen to the teams' responses.
- As the teams share their answers, write the new sentences on the board. Point out how using metaphors creates vivid mind movies.
- Tell the students they will continue to rewrite sentences to include similes or metaphors.

## Teamwork

Timing Goal: 10 minutes

### Team Practice

- Distribute the **Teamwork 1: Adding Descriptive Comparisons** page. Ask the students to look at the **Team Practice** section.
- Explain that during Team Practice, the students will work as a team to add a simile or a metaphor to a sentence. Explain that one teammate will read the sentence, and then the team will brainstorm some similes or metaphors that could be added to make the sentence better.
- Assign a sentence 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: Adding Descriptive Comparisons** 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 add a simile or metaphor to the sentence, and then share their answers with their teammates.

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- 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.

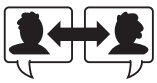
- Use **Random Reporter** to listen to the teams' responses.

### Quick Check

- Distribute a **Quick Check: Adding Descriptive Comparisons** 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 80 points.

## Reflection

Timing Goal: 5 minutes



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

  **What words do similes always use?** *[Similes always use* like *or* as.*]*

  **What is a metaphor?** *[A metaphor is a comparison that does not use* like *or* as.*]*

  **Why do writers use similes and metaphors?** *[Writers use similes and metaphors to describe something and to give a reader a more vivid picture of it. They compare one thing to something else.]*

  **What did your team do to make sure everyone participated?**

- Using **Random Reporter**, award an additional point to teams who can share something from their team's discussion.

# Answer Keys:
# Adding Descriptive Comparisons (possible answers)

## Team Practice

1. My sister is loving and kind. She is a gentle _____. *[lamb, bear, doll]*
2. The thunder was so loud that it sounded like _____. *[a bowling alley in the sky, a bass drum, a rumbling train]*
3. The snow covered the ground like _____. *[a white blanket, a white tablecloth, a soft coat]*
4. The stars shine brightly. They are _____ in the sky. *[diamonds, jewels, fireflies]*
5. Her perfume smelled as sweet as _____. *[roses, lilies, flowers, honeysuckle]*

## Team Mastery

1. The house is cold. It is _____. *[an ice rink, an Arctic cave, an icy freezer]*
2. The tiger's eyes are as green as _____. *[the grass, a Christmas tree, slime, emeralds]*
3. The floor sparkled like _____. *[diamonds, ice, glitter]*
4. I heard a quiet buzzing sound like _____. *[a fly buzzing, a vibrating cell phone, a bumblebee]*
5. The man is strong. He is _____. *[a bull, Superman, a steel machine]*

## Team Practice 2

1. The loaf of stale bread was hard. It was _____. *[a brick, a rock, a block of wood]*
2. The moon was big and round like _____. *[a basketball, a dinner plate, a pie]*
3. The room was so hot. It was _____. *[an oven, a blazing desert, a steamy sauna]*
4. The pink blanket was as soft as _____. *[kitten's fur, silk, flower petals]*
5. The baby toy was squishy like _____. *[a sponge, a bean bag, a pillow]*

## Team Mastery 2

1. The school is empty and quiet. It is _____. *[a barren desert, a wasteland, a peaceful paradise]*
2. When he yawned his mouth opened so wide it looked like _____. *[a big hole, a cave, a canyon]*
3. She was so angry that she roared as loud as a _____. *[lion, tiger, jet engine]*
4. As the storm clouds rolled in, the sky turned as black as _____. *[charcoal, night, ink]*
5. Her little brother was annoying. He was a _____. *[a pesky mosquito, a persistent fly, a yapping puppy]*

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## Quick Check

1. The dog was as tiny as _____. *[a mouse, a teacup, a salt shaker]*
2. When he took off his shoes, his feet were stinky like _____. *[old cheese, a skunk, moldy pizza]*
3. The man was tall. He was a _____. *[house, giant, skyscraper]*
4. Dion runs fast. He is a _____. *[rocket, speeding car, cheetah]*
5. The bird's feathers were dark red like _____. *[a cherry popsicle, blood, a stop sign]*

## Quick Check 2

1. The dancer spins gracefully. She is a _____. *[swan, gazelle, spinning top]*
2. When they tiptoed into the room, they were as quiet as _____. *[mice, snow falling, ghosts]*
3. The cat's claws are sharp. They are _____. *[needles, thorns, daggers]*
4. The air smelled as fresh as _____. *[clean laundry, cut grass, lemons, spring rain]*
5. Eating that crunchy cereal is like chewing _____. *[peanuts, dry twigs, pretzels]*

| Craft Lesson Scoring Guide | |
|---|---|
| **100 Points** | The student correctly added five comparisons. |
| **90 Points** | The student correctly added four comparisons. |
| **80 Points** | The student correctly added three comparisons. |

If the student does not show an understanding of adding descriptive comparisons, 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.

### 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.

> Matt gaves him sister a pencil so her could finish her homework?

- Remind the students about the correct use of pronouns to replace nouns in a sentence. A suggested improved sentence is below.

> Matt gave his sister a pencil so she could finish her homework.

- Demonstrate the use of appropriate editing marks to edit the sentence.

### Author's Chair

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

- 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

- Remind the students of the team cooperation goal: **Everyone participates**. Point out that participating in discussions with partners during brainstorming, 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.

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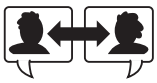
Throughout the lesson, award team cooperation points to teams whose members all participate in discussion. Award up to 9 team cooperation points per team.

- Post and present the day's agenda.

> **TODAY'S FOCUS: Brainstorm ideas.**
>
> **TODAY'S GOALS:**
>
> 1. Review a story's elements, and talk about using exaggeration in stories.
> 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:

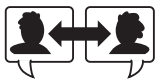
  **Thinking back to our story maps, what other elements do all stories have?** *[All stories have a setting, characters, a problem or goal, events, and a solution.]*

- Have the students discuss examples of different types of stories that they have read.

  **What are some types of stories that you know? What are some fairy tales that you have read? What are some examples of fables? What are some examples of folktales and tall tales? Which kinds of stories do you like to read?**

- Read an example of a tall tale. Some famous tall tale characters that the students may be familiar with are Pecos Bill, Paul Bunyan, John Henry, or Sally Ann Crockett. A tall tale is a fictional story about characters with exaggerated traits. Many tall tales are about a hero or heroine, and the stories were often created to attempt to explain a natural phenomenon.
- Refer the students to the writing prompt, and read it aloud.

> **Writing Prompt**
>
> Write a tall tale about a character who has an extraordinary trait and solves a problem. What problem does the main character face? How does the character solve the problem? Is the problem solved in an unusual or funny way? Write a story with at least three paragraphs with a clear beginning, middle, and end. Be sure to include all the story elements. Help your reader make a clear mind movie by adding descriptive comparisons and exaggeration.



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

  **What does your story need?** *[It needs to tell a tall tale about a character with an extraordinary trait who solves a problem. It should have all the story elements and be at least three paragraphs with a beginning, middle, and end. It should use descriptive comparisons and exaggeration to help the reader make a clear mind movie.]*

- Tell the students that the extraordinary traits of the main character are an important part of a tall tale. To describe these extraordinary traits, the students will add exaggeration to their writing. Write the following sentences on the board:

  I was so hungry I could eat a horse.
  I've told you a million times!

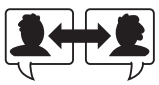
- Ask the students if they have ever heard or said these types of statements before. Point out that these are examples of exaggeration.

  **Have you ever heard someone say these things or said them yourself? Do you think someone could really eat a horse? Does someone really tell you something a million times? Of course not. When we make things sound larger or smaller than they really are, or better or worse than they really are, we call this exaggeration.**

- Tell the students that they will include exaggeration in the tall tales that they will write. Point out that when authors exaggerate, they write about events that could not really happen, behaviors that are impossible for humans, or numbers that are too big or too small to be true. Explain that authors often use exaggeration to describe a trait about a character.

- Display the following passage. Read it aloud or ask a volunteer to read.

  Polly Donovan is the smartest girl ever. She is as smart as twenty-four kids and twelve grown-ups all put together. When she talks, she sounds like she swallowed a dictionary. She can add forty numbers together in two seconds, and she can multiply fifty numbers together in five seconds. Polly never has to check her facts in an encyclopedia because she knows all the facts the world has ever created. There is nothing Polly Donovan doesn't know!



- Use **Think-Pair-Share** to ask the students what trait of Polly's the author is exaggerating. *[The author is exaggerating Polly's smartness.]*

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- Have the students work in teams to identify the exaggerations about Polly's smartness. Use **Random Reporter** to have the students share exaggerations where the author overstated events or behaviors *["She sounds like she swallowed a dictionary"* or *"She knows all the facts the world has ever created."]* and amounts. *["She is as smart as twenty-four kids and twelve grown-ups put together"* or *"She can add forty numbers in two seconds"* and *"She can multiply fifty numbers in five seconds."]*
- Explain to the students that authors often use exaggeration to help readers create vivid mind movies.
- Write the following on the board:

| |
|---|
| Tim can move really fast.<br>He moves as fast as…<br>He can move so fast that… |

- Tell the students you want to write a paragraph that creates a vivid mind movie of Tim's speed. Have the students work in teams to decide how to exaggerate Tim's trait. Remind the students that descriptive comparisons can be used to make exaggerations. Use **Random Reporter** to share responses. Write the sentences on the board. *[(Responses might include.) He moves as fast as a speeding race car; he moves as fast as a lightning bolt; he moves so fast, if you blink he is gone.]*

**Think Aloud**

- Remind the students that they will include exaggeration when they write their tall tales. 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 a tall tale about a character with an extraordinary trait who solves a problem. One thing I've noticed about other tall tales is that they are often funny with exaggerated details. I could write about a hero with a super ability like the ability to see through walls.**
>
> **What else could I write a tall tale about? I could write a tall tale about a woman with long hair that is as strong as steel. She could use her hair to rescue someone.**

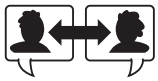
## Teamwork

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.

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# 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.

> rachel spread the newspaper on the table and her started painted a picture.

- Remind the students about the correct use of pronouns and to pay attention to verb tense. A corrected sentence is *Rachel spread the newspaper on the table, and she started to paint a picture.*
- 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 team members 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 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 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**
>
> Write a tall tale about a character who has an extraordinary trait and solves a problem. What problem does the main character face? How does the character solve the problem? Is the problem solved in an unusual or funny way? Write a story with at least three paragraphs with a clear beginning, middle, and end. Be sure to include all the story elements. Help your reader make a clear mind movie by adding descriptive comparisons and exaggeration.

- Point out that the students brainstormed a list of possible story ideas and chose one that that they wanted to write about.
- Tell the students that you will write your story about a woman with long hair that is as strong as steel (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.

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**First, I will decide on a main character for my story. My main character's extraordinary trait is that she has really long hair that is incredibly strong. I think I will call her Laurie Locks.**

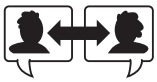
**Where and when should my story take place? I think the setting will be a big ditch on the side of the road where a car is stuck.**

**I already know what to write under "Problem" on my story map. The problem is that a car is stuck in a huge ditch on the side of the road.**

- Point out that you have planned a setting, a main character, and a 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 describing how the car swerves off the road to avoid hitting a large deer.** (Record this as Event 1 on the story map.)

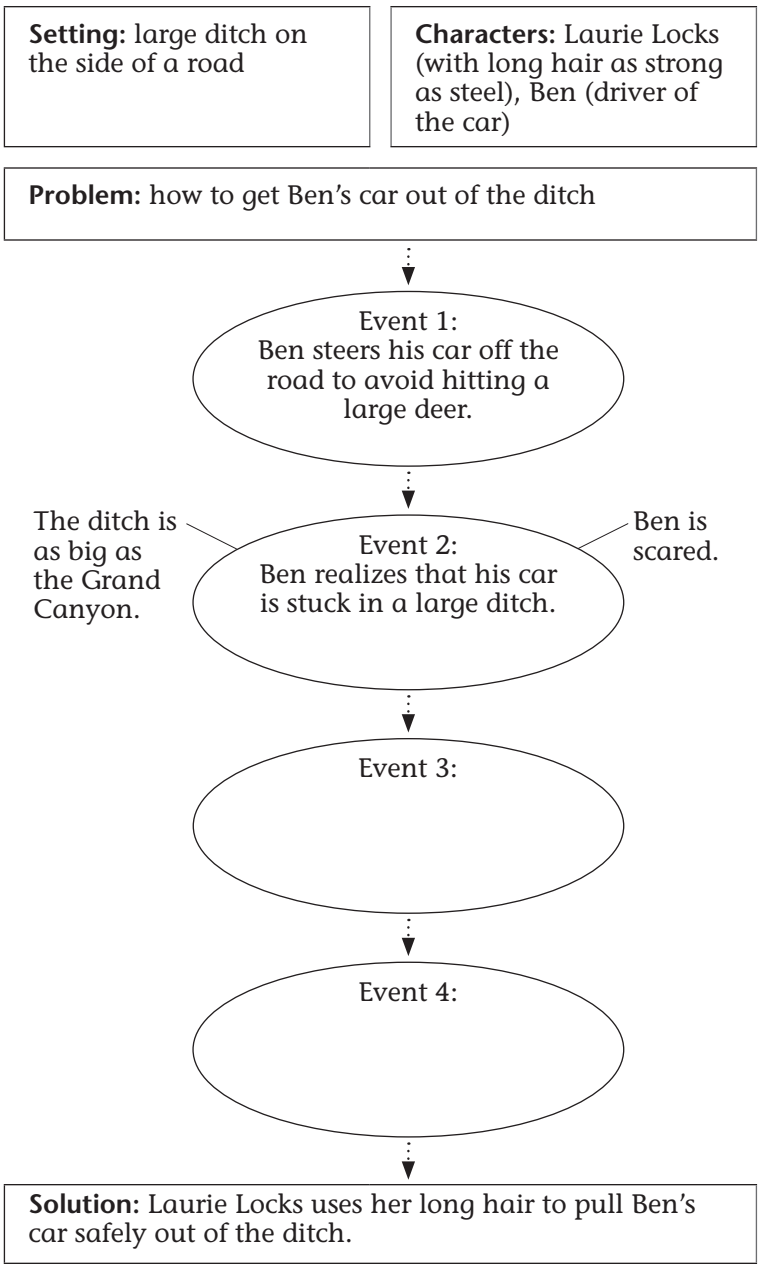
**What happens next? I think the driver will realize that the car is stuck in a large ditch. I can exaggerate about how big the ditch is to make it funny. The ditch could be as big as the Grand Canyon.** (Add this as Event 2.)



- 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 the problem will be solved?** *[(Accept reasonable responses.) For example, Laurie Locks will arrive and use her strong hair to pull the car from the ditch.]*

Story Map




- 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.

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## Teamwork

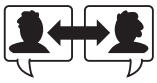
Timing Goal: 10 minutes

- Tell the students that with the help of their partners, they will discuss their story ideas and use story maps to plan their stories. Remind the students about the team cooperation goal they are working toward.
- Have the students create their story maps and plan the elements in their stories. Hold conferences with 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.

> stan asked him sister if he could borrow his sister's markers?

- 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 *him* should be changed to *his* for the sentence to sound right. The repeated words, *his sister*, can be replaced by *her*.

> Stan asked his sister is he could borrow her markers.

- 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.

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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: **Everyone participates**. Point out that when everyone on the team participates, then every member is ready to share the team's 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 tall tales.

- 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 tall tales. Read the focus and goal for the day aloud.

### Instruction

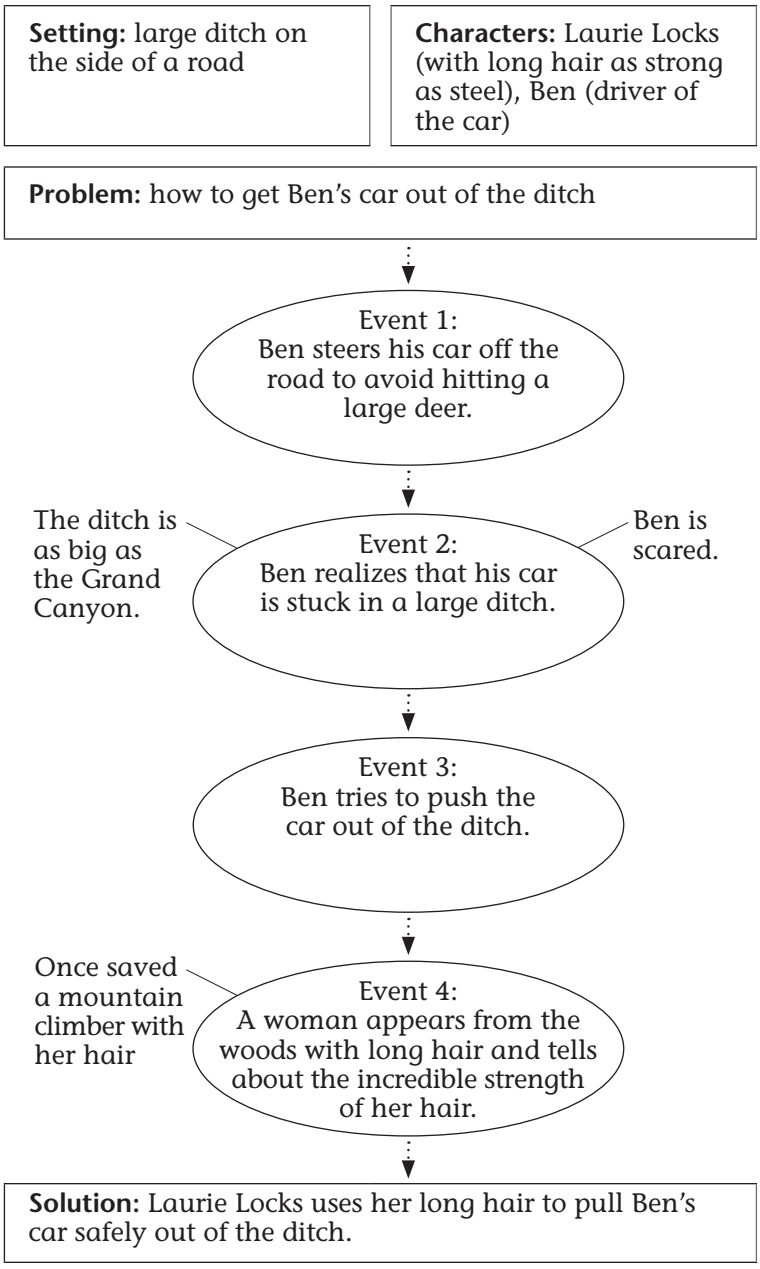
- Review the writing prompt with the class.

> **Writing Prompt**
>
> Write a tall tale about a character who has an extraordinary trait and solves a problem. What problem does the main character face? How does the character solve the problem? Is the problem solved in an unusual or funny way? Write a story with at least three paragraphs with a clear beginning, middle, and end. Be sure to include all the story elements. Help your reader make a clear mind movie by adding descriptive comparisons and exaggeration.

- Have the students individually review the story maps that they created for their tall tales.
- Remind the students that they will publish their stories by reading them from the Author's Chair and then compiling them in an anthology or 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

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- Model using the plan to draft your story, including skipping lines to make room for revisions. Make some spelling or grammar mistakes that you can model correcting during editing on Day 9.

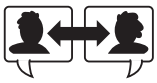
  **I'm going to use my story map to help me draft my story. At the beginning of my story, I will describe the setting and the problem.**

  One afternoon Ben was driving down the road. He had the windows down, and he was singing along to the radio. Suddenly, a large deer stood in the middle of the road. Ben jammed on the brakes and steered the car off the road to miss the deer.

  **I'll bet I could add exaggeration to be funny and create a mind movie for the reader. I will also try to add descriptive comparisons to make a vivid mind movie for the reader.**

- Model adding exaggeration and descriptive comparisons to the tall tale.

  One afternoon Ben was driving down a winding, country road. He had the windows down, and he was singing along to the radio. His voice sounded like a howling dog, but he was happy. Suddenly, a large deer stood in the middle of the road. The deer was as big as an elephant. Ben jammed on the brakes and steered the car off the road to miss the deer. Ben's car landed in a big ditch.



- 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***? [Yes.]*

  **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 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 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 team members participated to help them during drafting.

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# 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 that subject and verb agree.

## 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 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 with all members participating. 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 fix sentences where the subject and verb do not agree.

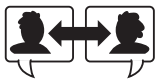
- Remind the students that often when the subject and verb do not agree in a sentence, the sentence does not sound right. We have to change the verb.
- Write the following sentences on chart paper. Read the first sentence aloud.

> Brittany jumps on the trampoline.
> Brittany and John jumps on the trampoline.

- Model identifying the subject in the first sentence. Underline *Brittany*. Point out that Brittany is just one person.

  **Brittany is the subject, the doer, in this sentence. There is just one Brittany doing the action, so we say this is a *singular* subject. *Single* means just one.**

- Point out that the action word, *jumps*, in the sentence has an *s* at the end. This singular subject and verb agree, and the sentence sounds right.



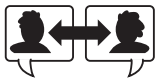
- Read the second sentence aloud. Use **Think-Pair-Share** to ask:

  **What is the subject, or doer, in this sentence?** *[Brittany and John.]*

  **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.**



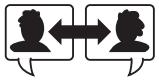
- Use **Think-Pair-Share** to ask:

  **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 they would take off the* s *ending on the verb.]*

- Remove the *s* from *jumps,* and 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.

  **What did Verbena and Noungelo 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.]*

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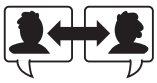
**Verbena and Noungelo also talked about some exceptions to that rule. Sometimes subject-verb agreement is tricky. They explained that the subjects *I* and *you* are singular subjects. There is just one doer. But what happens to the verbs when we use the singular subjects *I* and *you*?** *[You do not 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 Noungelo also mentioned some other singular and plural subjects. Write the following sentences on the board:

> All the students read the book.
> Each student reads the book.



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

  **Which sentence has a plural subject, more than one, and what is the subject?** *[The first sentence has a plural subject, and it is* all the students.*]*

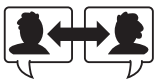
  **Does the verb in this sentence agree with the plural subject?** *[Yes, it does not end in* s*, and it sounds right.]*

  **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 the teachers attends the meeting in the morning.
> The bees fly over the flowers.

- 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 that they will continue to check subject-verb agreement during Teamwork.

## 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.

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: 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.

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: Subject-Verb Agreement II** 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 students work independently to complete the Quick Check.
- Collect the students' Quick Checks, and celebrate a job well done.

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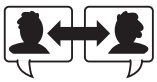
- Assign scores for the activity, and record the scores on the team score sheets. Follow up with the students who do not score at least 40 points.

## 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 a 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. I like to eat fresh strawberries.
2. After school, Gianna and Marcella want to go to the mall.
3. Each child writes a story for the anthology.
4. All the plants grow quickly.
5. The artist paints a picture of the school.

## Team Mastery

1. All the classes watch a movie on Friday afternoon.
2. You help the young child to cross the busy street.
3. Tara and Brendan wipe off the desks before lunch.
4. The three brothers enjoy basketball and hockey.
5. My cousin saves money to buy a new bicycle.

## Team Practice 2

1. Donte and Yvonne deliver newspapers after school.
2. I scream when I hear the news about my award.
3. The birds chirp loudly in the morning.
4. Each of the girls searches for the missing earring.
5. All the winners choose one new pencil from the prize box.

## Team Mastery 2

1 The bus drivers park in the driveway outside school.
2. I leave for my trip to New York in the morning.
3. Tyson and Emilia play on the playground at recess.
4. The beautiful butterfly lands on the flower.
5. All the houses put out signs about the big neighborhood yard sale.

## Quick Check

1. Laura and Samantha practice the songs for the concert.
2. All the cousins gather for a group picture.
3. I make my bed every day in the morning.
4. My uncle drives a red truck.
5. The wasps build a nest near the entrance to the apartment building.

## Quick Check 2

1. Jack plays guitar in a band.
2. Mr. Lane and Mrs. Dolan coach soccer in the fall.
3. Each member receives a certificate at the end of the program.
4. All the bugs eat the crumbs off the floor.
5. I look for my notebook under my bed.

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## 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.

> I quickly sprinted down the stairs and exploded with excitement when I saw the shiny, new, black mountain bike standing in the middle of the living room.

- 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 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 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 with all members participating. 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 tall tales. 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

- Have the students look at the writing prompt and create a revision guide. Remind the students to refer to the writing prompt and think about the questions they would ask in each section of the revision guide. Tell the students to think about the questions they asked in their previous unit about writing a story. Allow the students some time to write the questions for each section with their teammates.
- 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. Following is a sample revision guide and some possible questions that the students may have included in their revision guide.

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REVISION GUIDE Tell a Tale

Name: _____ Date: _____

Partner: _____ Unit: 12

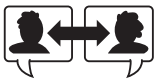
| Ideas | First Draft Ratings | Revised Draft Ratings | Teacher Ratings | Score (25 points) |
|---|---|---|---|---|
| Does my story have a setting and a main character with an extraordinary trait? | | | | |
| Does my story have a problem that is solved in an unusual or funny way? | | | | |
| Are the important events included? | | | | |
| | | | | |

| Organization | First Draft Ratings | Revised Draft Ratings | Teacher Ratings | Score (25 points) |
|---|---|---|---|---|
| Does the beginning describe the setting, main characters, and a problem? | | | | |
| Does the middle include events? | | | | |
| Does my story end with a solution? | | | | |
| | | | | |

| Style | First Draft Ratings | Revised Draft Ratings | Teacher Ratings | Score (25 points) |
|---|---|---|---|---|
| Did I use exaggeration to help the reader create a vivid mind movie? | | | | |
| Did I use descriptive comparisons 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 the necessary elements. When you look at the Style section, model making a revision to add descriptive comparisons or exaggeration. For example, add details about Laurie Locks—compare her hair to something strong (e.g., *as strong as an iron chain*). Have partners discuss your revision and decide whether it makes a clearer mind movie. Solicit suggestions for other details 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.

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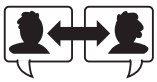
## Reflection

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 descriptive comparisons or exaggeration 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.

> Me doed my math and spelling homework earlier this afternoon.

- Point out that this sentence does not sound right because it has a pronoun mistake. Caroline used the wrong pronoun as the subject. The correct pronoun is *I*. Also, the verb *do* is an irregular verb. Remind the students that we have to change the spelling with an irregular verb to make the action happen in the past. The correct form of this irregular verb is *did*.

> I did my math and spelling homework earlier this afternoon.

### 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.

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## 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 their team members to share their teamwork discussions.
- Post and present the day's agenda.

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.

> **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 descriptive comparisons to help the reader make a mind movie.

- Use a **Think Aloud** to create descriptive comparisons, 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.

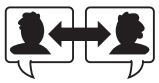
  **What do you especially like about your teammate's story?**

  **Looking at the revision guide, can you answer yes to all the questions for ideas, organization, and style?**
- Point out that there may be places in their tall tales where adding a simile or metaphor could help the reader.

  **Look at your tall tale. Is there something you could describe using a simile or metaphor?**
- 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 the 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 of the team cooperation goal that 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 something their team did to help teammates revise their writing.

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# Unit 12 | Day 8 Language-Mechanics Lesson

**OBJECTIVE:** The students will use apostrophes to show ownership with plural words.

## 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.

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.

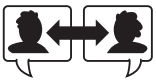
- Post and present the day's agenda.

> **TODAY'S FOCUS:** Mechanics
>
> **TODAY'S GOAL:**
> We will use 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 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?** *[They 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 legs of a frog help it jump. |
|---|

  **First, I want to figure out who or what is the owner in this sentence. I think the frog is the owner. There is just one frog, so *frog* is a singular noun. What does the frog own? The sentence talks about the legs that belong to a frog. To show ownership with a singular noun, we put the apostrophe before the *s*. I will change this sentence to say, "a frog's legs."**
- Change the sentence, and read it aloud.

| A frog's legs<br>~~The legs of a frog~~ help it jump. |
|---|

- 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 legs of frogs help them jump. |
|---|

- Explain that now there is more than one frog. To show ownership with a plural noun, we put the apostrophe after the *s*.

| Frogs' legs<br>~~The legs of frogs~~ help them jump. |
|---|

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- Write the following sentence on the board:

> The room that belongs to the girls is on the third floor.

- 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 girls' room is on the third floor.]*
- 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.

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: 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.

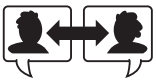
## Quick Check

- 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.

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.

# 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 to check to see that they used apostrophes properly.

  **Look at your tall tale 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 whose members can give an example from their team's discussion.

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# Answer Keys: Plural Possessives

## Team Practice

1. My brothers' closet is a mess.
2. The birds' feathers covered the empty nest.
3. We stayed over at the girls' house.
4. The brushes' handles were brown.
5. The players' uniforms were dirty from playing in the rain.

## Team Practice 2

1. The dogs' barking was loud and annoying.
2. The hamsters' food was on the shelf.
3. Do you know where your cousins' car is?
4. Matt found a wallet outside his grandparents' apartment.
5. The fire fighters' boots were lined up along the wall.

## Team Mastery

1. Did you go to the artists' show?
2. His sisters' clothes were in his closet.
3. She listened to the actors' rehearsal.
4. Mrs. Carmela put the students' projects on display in the hallway.
5. Elephants' trunks help them move large objects.

## Team Mastery 2

1. Where is the players' equipment?
2. The construction workers' lunches were in the cooler.
3. The doctors' offices were on the fifth floor.
4. The giraffes' tails were swaying back and forth.
5. The police officers' car was parked in the middle of the street.

## Quick Check

1. The flowers' petals were purple.
2. I am so excited to go to my nieces' dance recital.
3. The soccer players' bags were on the bench.
4. The swings' chains got hot in the sun.
5. The fourth graders' chairs were lined up in the hallway.

## Quick Check 2

1. The trees' branches fell during the storm.
2. The girl scouts' cookies were delivered today.
3. We enjoyed the performers' show.
4. My relatives' house is on the beach.
5. Along the path, they found snakes' skins.

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

> The kite that belongs to Heidi got stuck in a tree and her couldnt get it out.

- Point out that this sentence does not sound right because it has several mistakes. Remind the students about the correct use of pronouns and the location of apostrophes.

> Heidi's kite got stuck in a tree and she couldn't get it out.

- 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 to prepare everyone on the team to share their writing with the class.

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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.

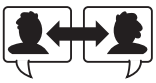
> **When we edit our writing, we look for errors and correct them. Editing is what we do when we look for mistakes in capitalization, punctuation, spelling, and grammar (like Caroline's sentences) and mark them for correction.**

- Refer the students to the Mechanics section of the revision guide. Have the students list the questions they need to ask themselves in this section. 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. For example:

> max lookt under the bed to find him mothers' book.

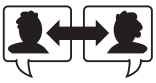


- Use **Think-Pair-Share** to ask:

  **What errors do you see in this sentence?**

  **What would you do to make this sentence right?** *[The sentence should begin with a capital letter. The word* lookt *should be* looked. Him *should be* his, *and* mothers' *should be* mother's.*]*

- 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 story 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 story 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.

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## 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 that 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 identify an item their partner 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 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.

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## Unit 12 | Day 10 Publish

**OBJECTIVE:** The students will publish their tall tales 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 teams work together to improve the sentence. Use **Random Reporter** to share responses. Use the sample below or one of your own.

> Me buyed a new video game for the birthday of my brother.

- Point out that this sentence does not sound right because it has a pronoun mistake. Caroline used the wrong pronoun as the subject. The correct pronoun is *I*. Also, the verb *buy* is an irregular verb. Remind the students that we have to change the spelling with an irregular verb to make the action happen in the past. The correct form of this irregular verb is *bought*.

> I bought a new video game for my brother's birthday.

- 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.

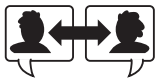
Throughout the lesson, award team cooperation points to teams whose members all participate. Award up to 9 team cooperation points per team. Be sure to identify the behavior that you observe.

- Post and present the day's agenda.

> **TODAY'S FOCUS:** **Publish** and **celebrate**.
>
> **TODAY'S GOAL:**
> We will publish our tall tales 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 tall tales with the story elements.]*

  **What task did you complete next?** *[We used our story maps to draft a tall tale. 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 descriptive comparisons and exaggeration 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 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 tall tales 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.

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## 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 tall tales. As the students work, monitor their progress, and assist when needed. If time allows, let the students illustrate their tall tales.
- Remind the students to check off publishing on their team score sheets.

## Reflection

Timing Goal: 5 minutes

- Celebrate by having some volunteers share their tall tales 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 whose members 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 wake up one morning and it is twenty years later than today. What is your life like? Where do you live?
> 2. What is your favorite animal? Why do you like this animal so much?
> 3. Should students be able to bring cell phones to school? Explain why or why not.
> 4. What does it feel like to work with your writing team? Tell about some ways that your teammates have helped you become a better writer.

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- 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, 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

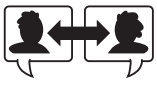
Timing Goal: 20 minutes

- 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.

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.

## Reflection

Timing Goal: 5 minutes



- Ask questions to help 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.

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# Unit 12 Blackline Masters

(also found on CD accompanying volume 1)

**Developing Story Details**

Write a Tall Tale that Makes a Mind Movie


| | |
|---|---|
| **Day 1** | **Student Handouts**<br>Teamwork 1: Adding Descriptive Comparisons ..... 429<br>Teamwork 2: Adding Descriptive Comparisons ..... 430<br>Quick Check: Adding Descriptive Comparisons ..... 431 |
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| **Day 3** | **Transparency**<br>Writing Prompt ..... 432<br>Story Map ..... 433 |
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| **Day 10** | **(No blackline masters)** |
| **Day 11** | **(No blackline masters)** |

**Team Practice**

1. My sister is loving and kind. She is a gentle _____.
2. The thunder was so loud that it sounded like _____.
3. The snow covered the ground like _____.
4. The stars shine brightly. They are _____ in the sky.
5. Her perfume smelled as sweet as _____.

**Team Mastery**

1. The house is cold. It is _____.
2. The tiger's eyes are as green as _____.
3. The floor sparkled like _____.
4. I heard a quiet buzzing sound like _____.
5. The man is strong. He is _____.

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**Team Practice 2**

1. The loaf of stale bread was hard. It was _____.
2. The moon was big and round like _____.
3. The room was so hot. It was _____.
4. The pink blanket was as soft as _____.
5. The baby toy was squishy like _____.

**Team Mastery 2**

1. The school is empty and quiet. It is _____.
2. When he yawned his mouth opened so wide it looked like _____.
3. She was so angry that she roared as loud as a _____.
4. As the storm clouds rolled in, the sky turned as black as _____.
5. Her little brother was annoying. He was a _____.


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**Quick Check**

1. The dog was as tiny as _____.
2. When he took off his shoes, his feet were stinky like _____.
3. The man was tall. He was a _____.
4. Dion runs fast. He is a _____.
5. The bird's feathers were dark red like _____.

**Quick Check 2**

1. The dancer spins gracefully. She is a _____.
2. When they tiptoed into the room, they were as quiet as _____.
3. The cat's claws are sharp. They are _____.
4. The air smelled as fresh as _____.
5. Eating that crunchy cereal is like chewing _____.

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**Writing Prompt**

Write a tall tale about a character who has an extraordinary trait and solves a problem. What problem does the main character face? How does the character solve the problem? Is the problem solved in an unusual or funny way? Write a story with at least three paragraphs with a clear beginning, middle, and end. Be sure to include all the story elements. Help your reader make a clear mind movie by adding descriptive comparisons and exaggeration.

**All About Polly**

Polly Donovan is the smartest girl ever. She is as smart as twenty-four kids and twelve grown-ups all put together. When she talks, she sounds like she swallowed a dictionary. She can add forty numbers together in two seconds, and she can multiply fifty numbers together in five seconds. Polly never has to check her facts in an encyclopedia because she knows all the facts the world has ever created. There is nothing Polly Donovan doesn't know!


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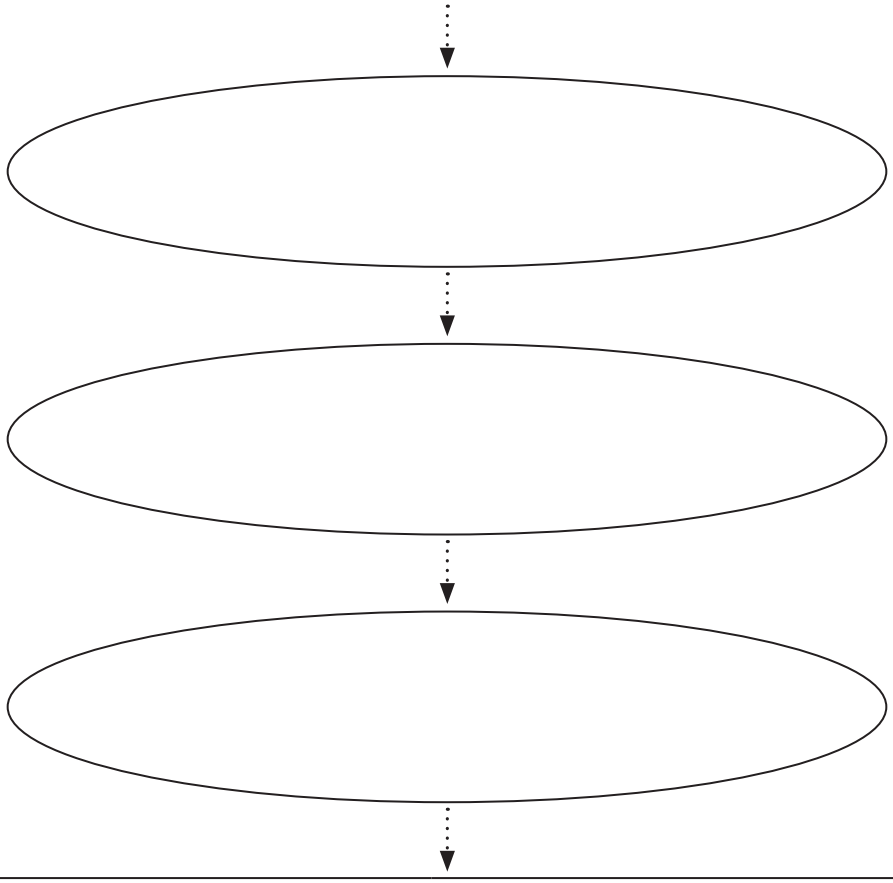
# Story Map

**Title:** _____

**Setting:**

**Characters:**

**Problem:**



**Solution:**

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**Team Practice**

1. I likes to eat fresh strawberries.
2. After school, Gianna and Marcella wants to go to the mall.
3. Each child writes a story for the anthology.
4. All the plants grows quickly.
5. The artist paint a picture of the school.

**Team Mastery**

1. All the classes watches a movie on Friday afternoon.
2. You help the young child to cross the busy street.
3. Tara and Brendan wipes off the desks before lunch.
4. The three brothers enjoys basketball and hockey.
5. My cousin save money to buy a new bicycle.


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**Team Practice 2**

1. Donte and Yvonne delivers newspapers after school.
2. I scream when I hear the news about my award.
3. The birds chirps loudly in the morning.
4. Each of the girls search for the missing earring.
5. All the winners chooses one new pencil from the prize box.

**Team Mastery 2**

1. The bus drivers park in the driveway outside school.
2. I leaves for my trip to New York in the morning.
3. Tyson and Emilia plays on the playground at recess.
4. The beautiful butterfly land on the flower.
5. All the houses puts out signs about the big neighborhood yard sale.

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**Quick Check**

1. Laura and Samantha practices the songs for the concert.
2. All the cousins gathers for a group picture.
3. I makes my bed every day in the morning.
4. My uncle drives a red truck.
5. The wasps builds a nest near the entrance to the apartment building.

**Quick Check 2**

1. Jack play guitar in a band.
2. Mr. Lane and Mrs. Dolan coaches soccer in the fall.
3. Each member receives a certificate at the end of the program.
4. All the bugs eats the crumbs off the floor.
5. I looks for my notebook under my bed.


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REVISION GUIDE

# Tell a Tale

Name: _____ Date: _____

Partner: _____ Unit: 12

| Ideas | First Draft Ratings | Revised Draft Ratings | Teacher Ratings | Score (25 points) |
|---|---|---|---|---|
| | | | | |
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| | | | | |

| Organization | First Draft Ratings | Revised Draft Ratings | Teacher Ratings | Score (25 points) |
|---|---|---|---|---|
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| Style | First Draft Ratings | Revised Draft Ratings | Teacher Ratings | Score (25 points) |
|---|---|---|---|---|
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| Mechanics | First Draft Ratings | Revised Draft Ratings | Teacher Ratings | Score (25 points) |
|---|---|---|---|---|
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |

**RATINGS KEY:**

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

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

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**Team Practice**

1. The closet of my brothers is a mess.
2. The feathers that belonged to the birds covered the empty nest.
3. We stayed over at the house that belongs to the girls.
4. The handles of the brushes were brown.
5. The uniforms that belonged to the players were dirty from playing in the rain.

**Team Mastery**

1. Did you go to the show of the artists?
2. The clothes that belong to his sisters were in his closet.
3. She listened to the rehearsal of the actors.
4. Mrs. Carmela put the projects that belong to the students on display in the hallway.
5. The trunks of the elephants help them move large objects.


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**Team Practice 2**

1. The barking of the dogs was loud and annoying.
2. The food that belonged to the hamsters was on the shelf.
3. Do you know where the car that belongs to your cousins is?
4. Matt found a wallet outside the apartment of his grandparents.
5. The boots that belonged to the fire fighters were lined up along the wall.

**Team Mastery 2**

1. Where is the equipment that belongs to the players?
2. The lunches of the construction workers were in the cooler.
3. The offices of the doctors were on the fifth floor.
4. The tails that belonged to the giraffes were swaying back and forth.
5. The car that belonged to the police officers was parked in the middle of the street.

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**Quick Check**

1. The petals of the flowers were purple.
2. I am so excited to go to the dance recital of my nieces.
3. The bags that belonged to the soccer players were on the bench.
4. The chains of the swings got hot in the sun.
5. The chairs that belonged to the fourth graders were lined up in the hallway.

**Quick Check 2**

1. The branches of the trees fell during the storm.
2. The cookies that belonged to the girl scouts were delivered today.
3. We enjoyed the show of the performers.
4. The house that belongs to my relatives is on the beach.
5. Along the path, they found skins of the snakes.


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# Unit 13 Developing Story Elements to Create Suspense

Writing Project:
**Write a Mystery Story**

Author's Chair

## Overview

### The Author's Opportunity

The students will write mystery stories that include setting, characters, a suspenseful mystery, and a resolution. The students will publish their stories by reading them from the Author's Chair at a Mystery Lovers' Café.

### Unit Summary

In this unit, the students write mystery stories that include setting, characters, a mystery, and a resolution. In the craft lesson, the students learn about dialogue. They practice writing dialogue for short scenes, using speaker tags such as "she shouted" or "he moaned," to express the feelings of the speaker.

The students look at what makes a good mystery story: a vividly described setting, a detective character, a mystery, clues, and a resolution to the mystery that will make sense to the reader. The students use a story map to plan their stories. Then students draft their mystery stories and add realistic-sounding dialogue with speaker tags. 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 mystery stories to classmates and other students at a Mystery Lovers Café.

### Language Mechanics

The first language-mechanics lesson, on Day 5, supports the students in writing dialogue in their mystery stories. It deals with using the correct punctuation for quotations. The characters in the video demonstrate proper the placement of quotation marks and commas in quotations. The students practice punctuating quotations. Be sure to remind the students of what they learned about contractions in the previous unit. Contractions will be useful when writing dialogue in their stories to make the conversation sound more real or natural.

The second language-mechanics lesson, on Day 8, offers instruction and practice in varying the kinds of sentences used in writing. The students learn how a question, command, or exclamation can be used to communicate emotions using dialogue.

## Cooperative Learning

**Practice active listening** is the team cooperation goal in this unit. Partners practice active listening when they have eyes on the speaker, listen carefully, and think about the speaker's words. Active listening helps partners understand each other and ask good follow-up questions. At the end of each day during Reflection, encourage the students to give examples of how active listening 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, mystery, events, and the solution.
- The students will use their plans to draft clear and organized mystery stories with a beginning, a middle, and an end. They will use dialogue to make their stories more interesting.
- 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 mystery stories by reading them at a special Mystery Lovers' Café reading.

## Unit 13 Sequence

Day 1: **Craft Lesson** | Using Speaker Tags in Dialogue

Day 2: **Brainstorm** | Mystery Story

Day 3: **Plan** | Mystery Story

Day 4: **Draft** | Mystery Story

Day 5: **Language-Mechanics Lesson** | Using Quotation Marks

Video Support: "Using Quotation Marks"

Day 6: **Share and Respond** | Mystery Story

Video Support: "Share, Respond, Revise"

Day 7: **Revise** | Mystery Story

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

Day 9: **Edit** | Mystery Story

Day 10: **Publish** | Mystery Story

Day 11: **Writing Journal**

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## Unit Preparation

You will need the following materials:

For **the teacher**:

- Dialogue transparency (See Day 1.)
- Blank story map transparency from previous unit
- Mystery Story Revision Guide transparency (See Day 6.)
- 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.)
- Mystery Story Revision Guide (student edition)
- Portfolio folder
- Writing Journal (marble composition book)

**For each team**:

- Writing Wings Team Score Sheet
- Notebook paper

- In preparation for publishing, set up the classroom to be a Mystery Lovers' Café. If possible, have the students write invitations to the café, and send them out a few days in advance of the reading. If possible, have the students bring refreshments.
- 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:
  - "Using Quotation Marks " (running time 5:54) on Day 5
  - "Share, Respond, Revise" (running time 7:06) on Day 6

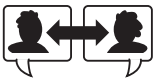
# Unit 13 | Day 1 Craft Lesson

**OBJECTIVE:** The students will add speaker tags to dialogue to express how the speaker is feeling and to make the dialogue more revealing and interesting.

## Active Instruction

Timing Goal: 15 minutes

### Set the Stage

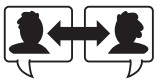


Think-Pair-Share

- Introduce the team cooperation goal. Use **Think-Pair-Share** to review the meaning of active listening.

  **What is active listening? What does an active listener do? Think about that for a moment. Now turn to your partner and discuss the answer.**

- Remind the students that an active listener has eyes on the speaker, listens carefully, and thinks about the speaker's words. Active listening helps partners understand each other and ask good questions. Remind the students that you will be awarding team cooperation points to teams using active listening. 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: **Practice active listening**. 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.

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.

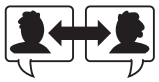
- Post and present the day's agenda.

  **TODAY'S FOCUS:** Style

  **TODAY'S GOAL:**
  We will add speaker tags to dialogue to make it more interesting.

- Read the focus and goal for the day aloud. Point out that when a writer uses dialogue, it makes the story more interesting to read.

## Instruction



- Begin a discussion about dialogue. Ask the students to think about a conversation that they had with someone recently. Use **Think-Pair-Share** to ask:

  **When you were having your conversation, could you tell how the other person felt? Was he or she excited, sad, upset, or happy? How could you tell?** *[(Accept reasonable responses.) The students may say that they could tell how the person was feeling by the way he or she moved, talked, or by what was said.]*

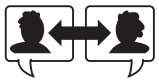
- Point out that characters in stories also have conversations. Explain that conversations in stories are called dialogue. Display the Sample Dialogue transparency.

**Sample Dialogue**

"Quick! Grab the line and I'll pull you in!" she shouted to him.

"It's no use. I can't reach it," he wailed.

"You can do it! I know you can. Just try again," she begged him.



- Use **Think-Pair-Share** to review what the students already know about dialogue.

  **How do you know when a character is speaking in a story?** *[(Accept reasonable responses.) There are quotation marks to show someone is speaking.]*

  **How can you tell who is doing the talking?** *[The dialogue includes "she shouted" or "he wailed" or "she begged."]*

  **Can you learn more about characters from dialogue? What can you learn?** *[(Accept reasonable responses.) Yes, you can learn about how they are feeling and what is happening from how they say things and what they say.]*

  **What do you think is happening in this dialogue?** *[(Accept reasonable responses.) A guy is in the water or high in the air, and a girl is trying to save him by throwing him a line to pull him to safety.]*

  **How is the man feeling? How can you tell?** *[The man is feeling afraid and is giving up. I can tell because it says "he wailed."]*

  **How is the woman feeling? How can you tell?** *[She is not giving up and wants badly to save the man. I can tell because she begs him to take the line and tells him not to give up.]*

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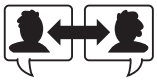
- Point out that dialogue gives us more information about characters, tells us more about what is happening in the story, and also makes the story more interesting to read. Tell the students that they will make their stories more interesting by adding dialogue.
- Tell the students that the phrases "s*he shouted," "he wailed,"* and *"she begged"* are called speaker tags. Speaker tags tell us how a speaker is feeling. A speaker tag is made up of a name or pronoun and a verb that gives a specific feeling and action. On chart paper, begin a list of speaker tag verbs. Record the verbs *shouted*, *wailed*, and *begged* on the list.
- Display the How Do You Say It? section on the transparency. Read the first sentence aloud. Then, read the second sentence, using expression to indicate the change in feeling.

> **How Do You Say It?**
> The telephone rang. "I'll get it," she said.
> The telephone rang. "I'll get it," she sighed.
> The telephone rang. "I'll get it," she yelled.
> The telephone rang. "I'll get it," she moaned.
> The telephone rang. "I'll get it," she grumbled.
> The telephone rang. She squealed, "I'll get it."

**Random Reporter**

- Have the students work in teams to discuss how they would say the remaining examples. Use **Random Reporter** to share responses. As the students share, add the verb from each speaker tag to the list on chart paper.



- Remind the students that speaker tags let us know how a character feels and sounds. Tell the students that writers use a variety of speaker tags when they write. Use **Think-Pair-Share** to have students brainstorm other verbs that could be used in a speaker tag, and add them to the list. *[Answers might include* cried, groaned, whispered, laughed, replied, asked, *or* answered.*]*
- Review the correct punctuation for writing dialogue. (The students will have more instruction and practice in the proper use of quotation marks in the language-mechanics lesson on Day 5.) Use **Think-Pair-Share** to ask:

  **In dialogue, where do the quotation marks go?**
  *[They go immediately before and after the words that the character says.]*

- Demonstrate where to place the comma in a quotation followed by a speaker tag.

> The telephone rang. "I'll get it," she said.

- Demonstrate where to place the comma in a quotation that is preceded by a speaker tag.

> The telephone rang. She squealed, "I'll get it."

- Refer the students to the What Did You Say? Section on the transparency. Tell the students that you would like their help in turning the sentences into dialogue.

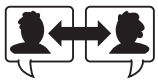
> **What Did You Say?**
>
> **Example 1**
> Lia wants to know if Wanda will return the sweater she borrowed. Wanda wants to keep it for another week. Lia wants the sweater back now.
>
> **Example 2**
> Tyrese was going to go to the game with Shawn, but he changes his mind. Shawn still wants Tyrese to go with him to the game because he doesn't want to go by himself.

- Model turning the sentences in Example 1 into a dialogue.

> **Example 1 Dialogue**
>
> "Did you bring back the sweater you borrowed from me?" asked Lia.
>
> "Oh, can't I keep it for just one more week?" Wanda begged.
>
> "No!" Lia grumbled. "I want it back now."

- Point out that the verbs match the appropriate actions and emotions of the people speaking. Also point out that when what the speaker says is a question, the question mark replaces the comma. Tell the students that this is also true when you add an exclamation point to dialogue.

- Have the students work in teams to discuss how to turn Example 2 into dialogue. Refer them to the list of speaker tag verbs, and remind them to use a variety of speaker tags to make the dialogue interesting. Also remind them to use correct punctuation. Use **Random Reporter** to check responses, asking the students what you should write on the board.



- Use **Think-Pair-Share** to review why writers use dialogue.

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## Teamwork

Timing Goal: 10 minutes

### Team Practice

- Distribute the **Teamwork 1: Using Speaker Tags** 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 sentences into dialogue. Explain that one teammate should read the sentences, and then the team will brainstorm how to change the sentences into dialogue. The students will rewrite the sentences as dialogue. Remind the students to use correct punctuation and a variety of speaker tags that are appropriate to the conversation.
- 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.

  **What speaker tags did you use?**

  **Do the speaker tags you used match the feelings of the speaker?** *[(Accept reasonable responses.)]*

  **Do you think the dialogue you wrote is more interesting for a reader than the sentences?** *[(Accept reasonable responses.)]*

### Team Mastery

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

- Refer the students to the **Teamwork 1: Using Speaker Tags** 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 sentences to dialogue, 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.

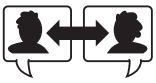
- Use **Random Reporter** to listen to the teams' responses.

## Quick Check

- Distribute a **Quick Check: Using Speaker Tags** 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 80 points.

# Reflection

Timing Goal: 5 minutes



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

  **Do you think it is hard to write dialogue?** *[(Responses will vary.)]*

  **What are some other verbs that you used in speaker tags to add to our list?** *[Answers will vary but might include* yawned*,* chuckled*, or* shrieked.*]* **What feelings of the speaker match these verbs?** *[Example:* yawned–*bored;* chuckled–*happy;* shrieked–*frightened or angry.]*

  **Do you think dialogue makes a story more interesting to read? Why?** *[(Accept reasonable responses.)]*

- Praise the students for practicing active listening. Use **Random Reporter**, and award an additional point to teams whose members can give an example of how active listening helped their team during teamwork.

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## Answer Keys:
## Using Speaker Tags (possible answers)

### Team Practice

"I'm going to meet my friends at the park to play baseball," said Ronnie.

"You need to clean your room first," his mother warned.

"But then I will be late to meet my friends," whined Ronnie.

### Team Mastery

As Antonio walked into the house, his family and friends shouted, "Surprise!"

"Happy Birthday, Antonio!" his mother whispered. "Are you surprised?"

"I can't believe you were able to keep this a secret from me," replied Antonio.

### Team Practice 2

"Hi Auntie," shouted Rudy outside the grocery store.

"How is your cute little dog doing?" asked his aunt with a smile.

"He knows a new trick," shrieked Rudy. "Want to see it?"

### Team Mastery 2

"Felix, will you please keep an eye on your sister while I make dinner?" his mom pleaded.

"Waa, my doll is broken," screamed his sister.

"I don't want to watch her," moaned Felix, "all she does is cry!"

### Quick Check

"Basketball is the best game ever!" bragged Brandon.

"No, I don't think so," sighed Max. "Baseball is much more fun to play."

"No way!" exclaimed Brandon.

### Quick Check 2

"I call the front seat," yelled Shirleen.

"Nope, I called it first," screamed her sister, Brandy.

"I have a great solution," replied their mother. "You can both sit in the back seat!"

| Craft Lesson Scoring Guide | |
|---|---|
| **100 Points** | The student has written all the sentences in dialogue form. The speaker tags vary and are appropriate for the emotions of the speaker. Correct punctuation is used. |
| **90 Points** | The student has written all the sentences in dialogue form. The dialogue lacks one of the traits above (variety of speaker tags, appropriate tags for the emotions of the speaker, or correct punctuation). |
| **80 Points** | The student has written some sentences in dialogue form. The dialogue lacks two of the above traits. |

If the student does not show an understanding of using speaker tags to write dialogue, 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.

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# Unit 13 | Day 2 Brainstorm

**OBJECTIVE:** The students will identify the elements of a mystery. The students will brainstorm ideas for their stories with their partners.

## 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 that belongs to Mack should not lick my face.

- Remind the students about the use of possessives and contractions. A suggested improved sentence is below.

> Mack's dog shouldn't lick my face.

- Demonstrate the use of appropriate editing marks to edit the sentence.

## Author's Chair

- Have a few students take turns reading their tall tales 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.

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

## Active Instruction

Timing Goal: 17 minutes

### Set the Stage

- Remind the students of the team cooperation goal that they are working on: **Practice active listening**. Point out that during brainstorming, participating in discussions with partners helps them think of new ideas for their writing. Partners help each other by listening carefully to ideas and asking follow-up questions to spark new ideas.

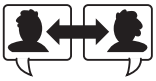
Throughout the lesson, award team cooperation points to teams whose members demonstrate active listening. Award up to 9 team cooperation points per team.

- Post and present the day's agenda.

> **TODAY'S FOCUS:** Brainstorm ideas.
>
> **TODAY'S GOALS:**
>
> 1. Listen to a mystery, and talk about the elements of a mystery story.
> 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 mystery story.

### Instruction



- Tell the students that they will be writing mystery stories. Remind the students that like all stories, mystery stories have a beginning, middle, and an end. They also have story elements like setting and characters. Use **Think-Pair-Share** to ask:

  **What characters would you expect to find in a mystery story?** *[(Accept reasonable responses.) For example, a mystery story usually has a detective, someone putting together clues to solve the mystery.]*

  **Why are clues important in a mystery story?** *[Clues are important because that is how the mystery is solved.]*

- Display a blank story map, and explain how the story elements relate to a mystery story. Point out that the main character of a mystery story is the detective. The problem in a mystery story is the mystery that the detective has to solve. The events in a mystery story include finding clues to solve the mystery. The solution in a mystery story happens when the detective puts the clues together to solve the mystery.

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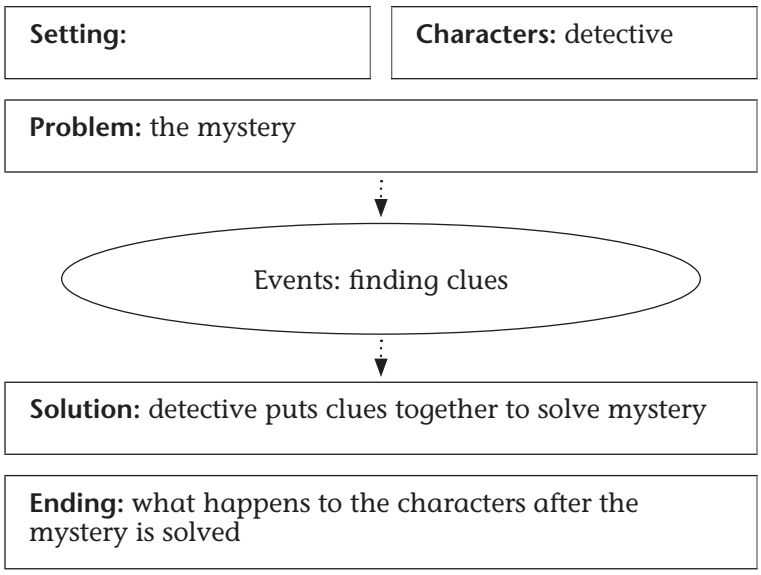
Mystery Story Map




- Refer the students to The Empty Bag Mystery transparency. Tell the students that you will read them a mystery story. Explain that you will stop as you read to ask them to identify the story elements that occur in the beginning, middle, and end of the story.

**The Empty Bag Mystery**

By Calvin Bennett

Len couldn't wait for lunch time. All during math class he thought about the big ham and cheese sandwich with mustard that his mother had packed in his lunch bag. But when the lunch bell rang, and he opened his lunch bag…the sandwich was gone! In fact, there was no sandwich, no banana, and no peanut butter crackers. The lunch bag was empty. Where was his lunch? Len turned to his friend Malik for help. Malik was great at solving mysteries.

"I am really hungry, Malik," groaned Len. "I had a sandwich this morning, but now my lunch bag is empty."

"Hmm," Malik wondered. "Are you sure it is the right lunch bag?"

"Of course this is my lunch bag," insisted Len. "I know because it is blue."

Malik looked carefully at the empty lunch bag. In one corner he spied the initials L.E.R. "Len," he asked quietly, "what are your initials?"

"My initials are L.A.L. for Len A. Lincoln. Why?"

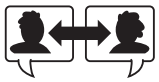
*continued on next page*

**The Empty Bag Mystery, *continued***

Malik pointed to the initials. "Look, Len," he cried. "These are not your initials. This is someone else's lunch bag. That is why it is empty."

"You are right!" Len agreed. "I must have picked it up by mistake. I bet my lunch is still in the coat room."

Len raced to the coat room and spotted his lunch bag hanging on a hook. He thanked his friend and happily munched on the best ham and cheese sandwich with mustard that he had ever tasted.



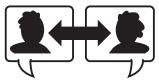
- Read the first paragraph of the story aloud. Use **Think-Pair-Share** to ask:

  **What story elements do we find in the beginning of Calvin's mystery?** *[The setting (classroom at lunch time), characters (Len and Malik the detective), and the mystery (where is Len's lunch?).]*

- Record these elements on the story map transparency. Read paragraphs 2–6 stopping after "…L.A.L. for Len A. Lincoln. Why?"

  **What events happen in the middle of this mystery?** *[In the middle of the story, Malik finds clues.]*

  **Do you notice any dialogue in this story? Where?** *[There is dialogue between Len and Malik in the middle of the story.]*



- Point out that each line of dialogue starts a new paragraph and that the paragraph is indented. Point out the punctuation used in the dialogue. Use **Think-Pair-Share** to ask:

  **What speaker tags does Calvin use? Do you think they are appropriate to the feelings of the speakers?** *[(Accept reasonable responses.) For example, Calvin uses speaker tags like "groaned Len," "Malik wondered," and "Len insisted."]*

  **Does this dialogue sound natural? Does it sound like the way people really talk?** *[(Accept reasonable responses.)]*

- Record events on the story map. Read the last part of the story.

  **What story element is at the end of Calvin's mystery story?** *[The solution. Malik solves the mystery when he figures out it is not Len's bag. Also there is an ending that tells what the characters did after the mystery was solved.]*

- Review where the story elements generally appear in a mystery story. Beginning: setting, main character/detective, problem or mystery; middle: story events or clues; end: solution of the mystery and ending.

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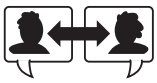
- Refer the students to the writing prompt, and read it aloud.

> **Writing Prompt**
>
> Think of something that makes a strange sound. Write a mystery story about the sound. Include a detective, clues to help him or her solve the mystery, and how the detective solved the mystery. Write at least five paragraphs. Be sure to include a setting, a detective, a mystery, clues, and a solution to the mystery. Use dialogue between characters to make your story more interesting.



- 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 have a setting, a detective, a mystery, clues, and a solution to the mystery. It needs to have dialogue between characters.]*

**Think Aloud**

- Model brainstorming a list of story ideas. Choose a student partner, or use a **Think Aloud** to reveal how you go about generating ideas. An example of a **Think Aloud** follows.

  **Hmm. I need to choose a strange sound and imagine what the mystery I write will be about and where it will take place. I can imagine what might happen in that mystery. I imagine that some characters are hearing strange sounds coming from…hmm…maybe from the basement. They do not know what is making the strange sounds. That is one mystery I could write about.**

  **I could also write about a clicking sound coming from the ceiling in our classroom. Sometimes during class we hear strange sounds coming from the vents or ceiling. I wonder what the solution to that mystery could be.**

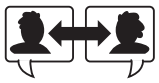
## Teamwork

Timing Goal: 10 minutes

- Have the students brainstorm unique or strange sounds that they may have heard. Tell the students to think about a sound and imagine what might happen in a mystery story about the sound.
- Have the students work with their partners to brainstorm possible story ideas.
- Circulate through the classroom, and listen to discussions. Praise partners who practice active listening and ask follow-up questions.
- 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: **Practice active listening**.
- Using **Random Reporter**, award an additional point to teams whose members can give an example of how partners and teams prepared them for class discussion today. Remind the students that it is the team's job to see that all members are actively listening and prepared.

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# Unit 13 | Day 3 Plan

**OBJECTIVE:** The students will use a story map to plan their mysteries.

## 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 orang coat that belongs to Micah is under him chair

- Remind the students about the correct use of pronouns, possessives, and spelling. A corrected sentence is *Micah's orange coat is under his chair*.
- Demonstrate the use of appropriate editing marks to edit the sentence.

## Author's Chair

- Have a few students take turns reading their tall tales 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: **Practice active listening.** Remind the students that when partners and teams practiced active listening in the last lesson, it helped them brainstorm ideas.

Throughout the lesson, award team cooperation points to teams whose members actively listen to one another. 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 mysteries.
> 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 mysteries 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**
>
> Think of something that makes a strange sound. Write a mystery story about the sound. Include a detective, clues to help him or her solve the mystery, and how the detective solved the mystery. Write at least five paragraphs. Be sure to include a setting, a detective, a mystery, clues, and a solution to the mystery. Use dialogue between characters to make your story more interesting.

- Point out that the students brainstormed a list of possible story ideas and chose one about which to write.
- Tell the students that you will write your story about a strange sound in the basement (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.

> **I already know what the mystery in my story will be, so I will record that on my story map first. The mystery is: What are the strange sounds coming from the basement?**
>
> **Who is the detective in my story? Hmm. I think the detective will be a really smart boy named Ernesto. I should have another character too, so I can write some dialogue for my story. The other character will be Ernesto's little sister, Celeste.**

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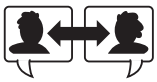
**The setting of my story will be Ernesto's home one winter night during a snowstorm. I like it being a winter night because that sounds more mysterious.**

- Point out that you have planned a setting and picked a detective and a mystery for your story. Explain that later you will go back and add details to describe these story elements. Tell the student that now you will plan the events in the story.

  **What will happen first in my story? I think I will begin by having Celeste hearing the strange sounds coming from the basement and telling Ernesto. The next event will be Ernesto finding a clue. Maybe he listens and realizes that the sound is like something else he has heard before. Maybe it sounds like clanking.** (Record this as Event 1 on the story map.)

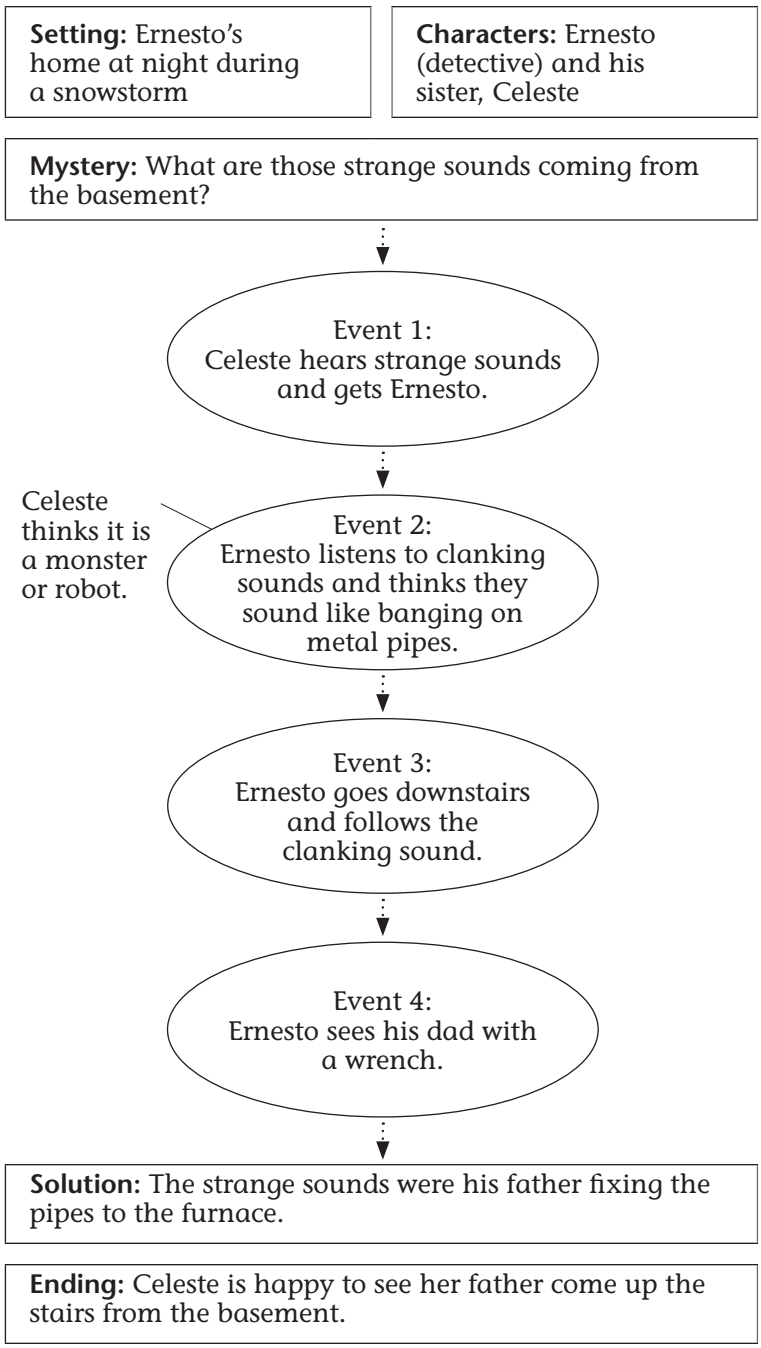
  **What happens next? I bet little Celeste is frightened and imagines that the clanking sound was a monster or a robot. That would be a good place to add dialogue between Ernesto and Celeste. Ernesto could have a clue that it couldn't be either of those things making the noise.**



- 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 mystery story map? How could Ernesto solve this mystery?** *[(Accept reasonable responses.) For example, Ernesto might go downstairs to find out where the sounds are coming from and find out that the clanking sound is the furnace clanking or his father fixing the pipes.]*

Story Map




- 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 they include all the elements of a good story: a setting, characters, a problem, the important events in order, and a solution.

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## Teamwork

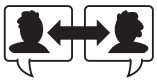
Timing Goal: 10 minutes

- Tell the students that with the help of their partners, they will discuss their story ideas and use story maps to plan their stories. Remind the students of the team cooperation goal they are working on: **Practice active listening**.
- Have the students create their story maps and plan the elements in their mysteries. 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.]*

- Praise the students for practicing active listening. Use **Random Reporter**, and award an additional point to teams whose members can give an example of how partners practiced active listening during planning.

## Unit 13 | Day 4 Draft

**OBJECTIVE:** The students will use their story maps to draft their mysteries.

### Two-Minute Edit

- Present Careless Caroline sentences. 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.

> if you do not tell her, you can not take the necklace that belongs to Janelle?

- Remind the students about using possessives and the correct use of contractions.

> If you don't tell her, you can't take Janelle's necklace.

- Demonstrate the use of appropriate editing marks to edit the sentence.

### Author's Chair

- Have a few students take turns reading their tall tales 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.

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Throughout the lesson, award team cooperation points to teams whose members all practice active listening. 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: **Practice active listening**. Point out that when they use active listening, they have lively and useful discussions and help each other as writers.
- 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 mysteries.

- 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 mysteries. Read the focus and goal for the day aloud.

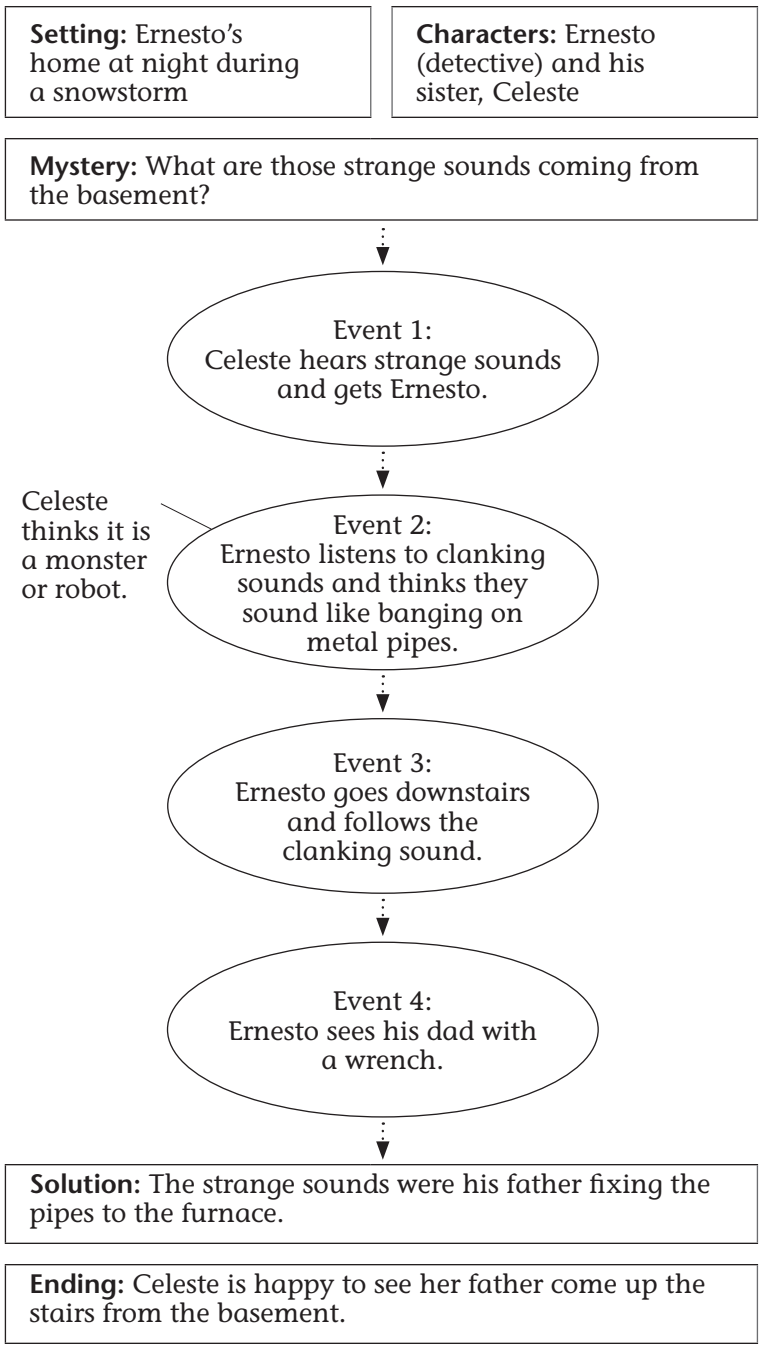
### Instruction

- Review the writing prompt with the class.

> **Writing Prompt**
>
> Think of something that makes a strange sound. Write a mystery story about the sound. Include a detective, clues to help him or her solve the mystery, and how the detective solved the mystery. Write at least five paragraphs. Be sure to include a setting, a detective, a mystery, clues, and a solution to the mystery. Use dialogue between characters to make your story more interesting.

- Have the students individually review the story maps that they created for their mysteries.
- Remind the students that they will publish their mystery stories by sharing them at a special Mystery Lovers' Café reading.
- Display the transparency of the story map you created yesterday to plan your story.

Story Map




- Model using the plan to draft your story, skipping lines to make room for revisions. Make some spelling or grammatical mistakes that you can model correcting during editing on Day 9.

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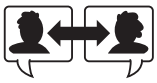
**I'm going to use my story map to help draft my story. At the beginning of my story I will describe the setting and the main characters, Ernesto the detective and his little sister, Celeste. Then I will tell about the mystery in the story.**

**The Strange Sounds Mystery**

It was a cold winter night. Ernesto watched from his window as the snow swirled outside his home and covered the streets. Suddenly his little sister Celeste came running into his room.

"Ernesto, I'm scared," she whispered. "I think there is something in the basement."

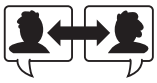
Ernesto and Celeste tiptoed to the basement door and listened. What were those strange sounds coming from the basement?



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

  **What story elements have I included in the beginning of my mystery story?** *[You have included the setting; the characters, including the detective, Ernesto; and the mystery.]*

  **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. You will tell the clues Ernesto used to solve the mystery.]*



- Remind the students that the middle of the story would be a good place to write some dialogue between Ernesto and Celeste and to use speaker tags. Model writing a few lines of dialogue. For example, *"I don't think that sounds anything like a robot," said Ernesto. "It does, too! A robot or a monster!" said Celeste.* Use **Think-Pair-Share** to ask:

  **How could I improve this dialogue? What speaker tags do you think I could use?** *[(Accept reasonable responses.) For example, "Ernesto argued" or "Celeste shrieked."]*

  **What elements will I put in the end of the story?** *[You will put the solution, how Ernesto figured out that the clanking noise was his father fixing the pipes, and the ending: Celeste being happy to see her father come upstairs.]*

When drafting, include a few spelling, punctuation, and grammatical 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. 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.
- Praise the students for participating in team discussion. Award an additional point to teams whose members can tell how active listening prepared everyone on their team to participate in class discussion.

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# Unit 13 | Day 5 Language-Mechanics Lesson

**OBJECTIVE:** The students will use quotation marks to punctuate dialogue correctly.

## Preparation

- Reproduce copies of the following materials from the blackline masters at the end of this unit:
  - **Quotation Rules** transparency
  - **Teamwork 1: Using Quotation Marks** (1 per student)
  - **Teamwork 2: Using Quotation Marks** (as needed)
  - **Quick Check: Using Quotation Marks** (1 per student)
  - **Quick Check 2: Using Quotation Marks** (as needed)
- Have a television and DVD player available for the following video segment in this lesson:
  - **"Using Quotation Marks"** (running time 5:54)

## Active Instruction

Timing Goal: 15 minutes

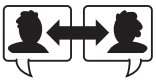
### Set the Stage

- Refer to the posted team cooperation goal: **Practice active listening.** Remind the students to listen carefully to their teammates.
- Post and present the day's agenda.

> **TODAY'S FOCUS:** Mechanics
>
> **TODAY'S GOAL:**
> We will use quotation marks and commas to punctuate dialogue.

- Remind the students that they are using dialogue in their mystery stories, and they need to know how to correctly use punctuation with dialogue.
- Tell the students that they will meet two new characters in the video today who will help them learn when to use quotation marks.
- Show "Using Quotation Marks" (running time 5:54).

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



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

  **Who were the characters in the video?** *[Quoth, the raven, and Squeak.]*

  **Where do quotation marks go?** *[Around the words that someone says and the punctuation.]*

  **What do you do if the person talking is in the middle of the quotation?** *[You put quotation marks only around what they say.]*

- Remind the students that quotation marks go around what people say.
- Explain that there are other rules to remember when punctuating dialogue. Display the Quotation Rules transparency, and review the rules with the students.

**Quotation Rules**

- Put quotation marks around the exact words that were said.
- Capitalize the first word of what the speaker says.
- End what the speaker says with the correct punctuation *inside* the quotation marks.
- If the sentence begins with the speaker and not what is said, a comma must separate the quote from the speaker from the rest of the sentence.

- Write the following sentences on the board:

Mark said you are a great player
Jane exclaimed let's keep winning our games

- Read the first sentence, and use a **Think Aloud** to punctuate it.

  **I know that I have to put the dialogue inside quotation marks. Mark said, "you are a great player," so I will put quotation marks there.** (Add quotation marks to the sentence.)

  **I must capitalize the first letter of dialogue. I will change the *y* in *you* to a capital letter.** (Change the *y* to a *Y*.)

  **The words that Mark said are a statement. A statement ends with a period, so I will add that too.** (Add the comma and period. The new sentence should read: Mark said, "You are a great player.")

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- Ask a volunteer to read the second sentence. Have the students help you punctuate and capitalize the sentence correctly. If necessary, point out the word *exclaimed* and discuss what type of punctuation is necessary. *[Jane exclaimed, "Let's keep winning our games!"]*
- Tell the students that sometimes the speaker comes after or in the middle of a quote.
- Write the following sentences on the board:

| I have to walk the dog. It is one of my chores Carla said |
|---|

- Read the sentences, and use a **Think Aloud** to punctuate the dialogue.

  **I know that I have to put the dialogue inside quotation marks. Carla said "I have to walk the dog. It is one of my chores," so I will put quotation marks there.** (Add quotation marks to the sentence.)

  **I must capitalize the first letter of dialogue. In this case, it is also the first letter of the sentence, so I do not have to change anything.**

  **The words that Carla said are a statement. Usually a statement ends with a period, but when the speaker comes after the quote, I use a comma to separate what the speaker said from the rest of the sentence. I will add a comma after the word *chores* and a period at the end of the sentence.** (Add the comma and period. The new sentence should read: "I have to walk the dog. It is one of my chores," Carla said.)

- Rewrite the sentence, putting the speaker in the middle of the sentence. ("I have to walk the dog Carla said It is one of my chores.")

- Read the sentences, and use a **Think Aloud** to punctuate the dialogue.

  **I have to put the words that Carla said in quotation marks, but this time the words come before and after her name. I will need two sets of quotation marks—one set around "I have to walk the dog" and one set around "It is one of my chores."** (Add quotation marks to the sentence.)

  **Both sentences are already capitalized, so I do not have to add any capital letters.**

  **This is two statements. The first one ends with the words "Carla said," so I have to use a comma after the word *dog*, not a period.** (Add a comma after *dog*.)

**I will put a period at the end of the statements.** (Add periods after the words *said* and *chores*. The new sentence should read: "I have to walk the dog," Carla said. "It is one of my chores.")

- Write the following sentences on the board:

> I like to tap dance said Elizabeth. I also like ballet.
> What is for dinner tonight asked Jake

- Have the students work in teams to punctuate and capitalize the sentences.
- Remind the students that every teammate needs to be able to give a response for each sentence.

- Use **Random Reporter** to listen to the teams' responses. *["I like to tap dance," said Elizabeth. "I also like ballet." / "What is for dinner tonight?" asked Jake."]*
- Tell the students that they will continue to practice punctuation and capitalization in dialogue during Teamwork.

## Teamwork

Timing Goal: 10 minutes

### Team Practice

- Distribute the **Teamwork 1: Using Quotation Marks** 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 punctuate the sentences. Remind the students that they need to add quotation marks, place commas in the correct place, use capitalization, and punctuate the end of sentences.
- 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.

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: Using Quotation Marks** 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 punctuate the sentences and then share their answers with their teammates.

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

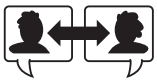
- Allow enough time for the students to complete the Team Mastery, and then have the students discuss their answers with their teammates. Circulate through the teams as the students work, making sure that the students help prepare every teammate to give a response.
- Use **Random Reporter** to listen to the teams' responses.

### Quick Check

- Distribute the **Quick Check: Using Quotation Marks** 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 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:

  **What do you use quotation marks for?** *[(Accept reasonable responses.)]*

  **Where do they go in a sentence?** *[Quotation marks go around what is being said.]*

- Praise the students for team cooperation and participation. Using **Random Reporter**, award an additional point to teams whose members give an example of how active listening helped prepare all their team members to participate in class discussion.
- Have the students read over the drafts of their stories to see if they correctly used punctuation for dialogue.

# Answer Keys: Using Quotation Marks

## Team Practice

1. Sarah said, "I think we all would like to be famous for a day."
2. "How long does it take to get there?" asked Sam.
3. Wendy said, "Mike, let the dog out, please."
4. Crystal announced, "We had the best time at the circus."
5. "I'm late for football practice," Frank explains. "I will call you later."

## Team Mastery

1. "I want a puppy for my birthday," Anne said.
2. "How long did it take you to read that book?" Jill asked. "I want to read it too."
3. Perry says, "This is the worst movie I have ever seen."
4. "Tomorrow I'm going to visit my grandmother," said Wendy.
5. "I hope Meredith made some cookies," Greg said. "Her cookies are my favorite."

## Team Practice 2

1. Nick asked, "Where did you get your shoes?"
2. "That was a great play!" exclaimed Louis.
3. Will said, "Someday I want to go to Africa."
4. "Get off the ladder," Katherine screamed. "It is broken."
5. "I love banana splits," Melissa squealed.

## Team Mastery 2

1. "Where is my skateboard?" Jose wondered. "I know I put it away yesterday."
2. Neil said, "I am the last to play in the recital."
3. "Look at the robin," whispered Lois. "It's building a nest."
4. Alex said, "This rain will make the baseball field muddy."
5. "Why is the sky blue?" Marissa asked.

## Quick Check

1. I don't like to sit in the back of the bus," Christopher mentions. "It makes me sick."
2. Rosa asked, "Why are you dressed like a chicken?"
3. Emily yelled, "Get out of my room!"
4. Stacey asked, "Can you please pass the popcorn?"
5. "You never let me do anything," Mia cried. "I'm going to my room."

## Quick Check 2

1. "Take a shot!" the fan cheered.
2. "Who wants to ride in my car?" asks Mrs. Hunt. "I have room for three kids."
3. "I can't find my book," said Jonah.
4. "When is our social studies test?" asked Lisa.
5. Peter yelled, "That soup is gross!"

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# Unit 13 | 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.

> The yellow and black butterfly fluttered gracefully through the air and landed gently on the sweet-smelling purple flower.

- 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 tall tales 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: **Practice active listening**. Point out that when the students actively listen, they are prepared to give helpful feedback to their teammates. They can also improve their own writing by actively listening to their partner's feedback.

Throughout the lesson, award team cooperation points to teams whose members all practice active listening. 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 mysteries. Tell them that they will share their drafts with their partners today and record that feedback on their revision guides. Read the focus and goals for the day aloud.

## Instruction

- Refer the students to the Mystery 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, a problem, main events, and a solution.

REVISION GUIDE Mystery Story

Name: _____ Date: _____

Partner: _____ Unit: 13

| Ideas | First Draft Ratings | Revised Draft Ratings | Teacher Ratings | Score (25 points) |
|---|---|---|---|---|
| Does my story have a setting and characters, including a detective? | | | | |
| Does my story have a mystery? | | | | |
| Does the solution make sense? | | | | |
| | | | | |

| Organization | First Draft Ratings | Revised Draft Ratings | Teacher Ratings | Score (25 points) |
|---|---|---|---|---|
| Does the beginning describe the setting, main character (detective), and the mystery? | | | | |
| Does the middle include the clues the detective finds? | | | | |
| Does the end provide the solution to the mystery? | | | | |
| | | | | |

| Style | First Draft Ratings | Revised Draft Ratings | Teacher Ratings | Score (25 points) |
|---|---|---|---|---|
| Does the dialogue sound real (the way people really talk)? | | | | |
| Are there speaker tags that tell how the speaker is feeling? (example: she screamed, he sighed) | | | | |
| | | | | |

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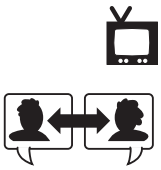


- Remind the students that they will check their stories to make sure they include everything on the revision guide.
- Introduce the video. Tell the students that Tasha has written a draft of her story and is sharing it with her partner, Mona. Have the students pay attention to how Mona helps Tasha revise her story.
- Show "Share, Respond, Revise" (running time 7:06).
- Facilitate a discussion about the video. Use **Think-Pair-Share** to ask:

  **How does Mona help Tasha revise her story?** *[(Accept reasonable responses.) For example, Mona retells the story and tells what she likes about it. She asks questions like, "Who is going to be the detective?" She asks questions about how the characters feel so Tasha can think of better speaker tags. She helps Tasha write dialogue that sounds like the way people talk.]*

  **What speaker tags did Tasha add to her story? Can you give any examples?** *[(Accept reasonable responses.) For example, Tasha adds* moaned, yelled, *and* quizzed *as speaker tags to tell what the characters were feeling.]*

  **Do you think that the dialogue makes Tasha's story more interesting?** *[Yes, it makes it more fun to read and easier to picture the characters and what they are feeling.]*
- Display the draft of your story, and model using the revision guide to check that you included all the necessary elements. When you look at the Style section, model making a revision to add dialogue and speaker tags. For example, add some lines of dialogue between Ernesto and Celeste concerning the source of sounds from the basement with speaker tags such as "*she gasped"* or "*he argued*." Have partners discuss your revisions and decide whether the speaker tags reflect the feelings of the speaker or not. Solicit suggestions for more appropriate speaker tags.
- 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

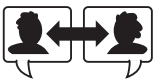
Timing Goal: 10 minutes

- 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 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: **Practice active listening**.



- 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 dialogue or speaker tags 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.

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## Unit 13 | 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 Careless Caroline sentence. Read the sentence aloud. Ask:

**What would you do to make the sentence better?**

- Have teammates 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 brother who belongs to Celeste did not believe that there was a monstr in the basement.

- Point out that this sentence has a misspelled word: *monster*. Remind the students that you can show ownership by using an apostrophe and an *s*. *The brother who belongs to Celeste* can be shortened to *Celeste's brother*. Also, the words *did not* can be replaced by a contraction *didn't*.

> Celeste's brother didn't believe that there was a monster in the basement.

### Author's Chair

- Have a few students take turns reading their tall tales 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: **Practice active listening.** Remind the students that they can help their partners improve their drafts by using the revision guide and asking good questions. Remind them that if their team members share with the class an example of how they have used active listening to help their teammates, they can earn an extra team cooperation point.

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 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 dialogue between Celeste and Ernesto.

- Use a **Think Aloud** to think of dialogue and model adding dialogue to your draft. Also model using appropriate speaker tags with the dialogue.

- 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.

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## Teamwork

Timing Goal: 10 minutes

- Have the students work *on their own* to make changes to their writing based on the feedback that 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.

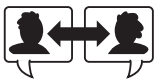
  **What do you especially like about your teammate's story?**

  **Looking at the revision guide, can you answer yes to all the questions for ideas, organization, and style?**
- Point out that there may be places in their mysteries where adding dialogue or more descriptive speaker tags could help the reader.

  **Look at your mystery story. Is there dialogue or are there speaker tags that you want to add to make your story more interesting?**
- Have the students record ratings and notes under the column for "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?**
- Ask the students to check off revising on their team score sheets. Celebrate completing this step.

- End the class by celebrating good teamwork. Using **Random Reporter**, award an additional point to teams whose members can give an example of how their teammates' feedback helped them improve their writing.

# Unit 13 | Day 8 Language-Mechanics Lesson

**OBJECTIVE:** The students will vary the kinds of sentences they use to make their writing more interesting.

## Preparation

- Reproduce copies of the following materials from the blackline masters at the end of this unit:
  - **Teamwork 1: Varying Sentences II** (1 per student)
  - **Teamwork 2: Varying Sentences II** (as needed)
  - **Quick Check: Varying Sentences II** (1 per student)
  - **Quick Check 2: Varying Sentences II** (as needed)

## Active Instruction

Timing Goal: 15 minutes

### Set the Stage

- Refer to the posted team cooperation goal: **Practice active listening.** Remind the students that active listening by team members will prepare them to share with the class.

Throughout the lesson, award team cooperation points to teams who demonstrate active listening. 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 different kinds of sentences with appropriate punctuation in dialogue.

- Read the focus and goal for the day aloud. Tell the students that they will be learning about different kinds of sentences. Some sentences make a statement, some ask a question, some tell a command, and some make an exclamation. The students will practice using different kinds of sentences in dialogue to make their writing more interesting and realistic.

### Instruction

- 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**

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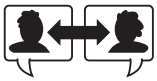
**sound good. When we read dialogue, sometimes it sounds how people really talk, and other times it doesn't. Sometimes you may say something in your writing that could be communicated better if you used dialogue between characters.**

- Tell the students that there are different kinds of sentences. Write the following sentences on the board and read them aloud.

> George's mother asked him to take out the trash.
> "George, will you please take out the trash?" his mother asked.
> "Take out the trash!" insisted George's mother.



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

  **What do these sentences have in common?** *[The sentences all talk about George being asked to take out the trash.]*

  **What is different about the sentences?** *[The first sentence is a statement, the second sentence is a question asked in dialogue, and the third sentence is a command expressed with dialogue.]*

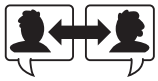
  **What types of punctuation do you see in each sentence?** *[The statement ends with a period, the question has a question mark, and the command uses an exclamation point.]*

- Explain to the students that different kinds of sentences can be used to express or communicate the same thing. As a reader, it is more interesting if a story uses a variety of sentences and includes dialogue. The most common kind of sentence used is a statement. Tell the students that they will practice changing statements into dialogue to make their writing smoother and more interesting to read.
- Model changing statements into dialogue. Point out that writers want to vary the kinds of sentences that they use (statements, questions, commands, or exclamations).

> Nick couldn't believe how hot it was outside.
> Haley asked Nick if he would like to have some lemonade.
> Nick wanted Haley to get the lemonade right away.

- Use a **Think Aloud** to show how these statements could be turned into dialogue:

  **The first statement says that Nick couldn't believe how hot it was outside. What could I have Nick say with dialogue to communicate the same thing? *"Wow, it's really hot today!" Nick said.* Instead of saying "Haley asked Nick," I could have Haley asking a question. *"Do you want some cold lemonade?" asked Haley.* Finally, the last statement could be turned into a command from Nick. *"Yes, get it now!" replied Nick.***



- Discuss that using a dialogue with varying kinds of sentences is much more interesting to read in a story. Trying to explain everything through statements gets boring, and it's much more fun to have the characters interact with dialogue. Use **Think-Pair-Share** to ask:

  **Do you think it would be fun to read a story where the characters had no dialogue and every sentence was a statement?** *[No, it would be boring.]*

- Tell the students that they will read some sentences that are statements during teamwork. They will rewrite the statements using dialogue with varying kinds of sentences. Remind them to think about whether the same information can be communicated using a question, a command, or an exclamation. Tell the students to think about the appropriate punctuation for each kind of sentence.

  Question = ?

  Command = . or !

  Exclamatory sentence = !

- Remind the students that they need to think about the kind of sentence to use to match the purpose of what is being said. For example, if a character is trying to express strong emotion about something, then they would want to use an exclamatory sentence (e.g., *I found a four-leaf clover!* or *I love it!*).

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## Teamwork

Timing Goal: 10 minutes

### Team Practice

- Distribute the **Teamwork 1: Varying Sentences 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 change the statements into dialogue using different kinds of sentences.
- 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.

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: Varying Sentences 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 change the statements into dialogue, 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.

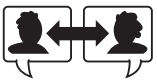
### Quick Check

- Distribute a **Quick Check: Varying Sentences 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.

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.

## Reflection

Timing Goal: 5 minutes



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

  **Was it hard to change the statements into dialogue?**

  **Do you think it's more interesting to use dialogue?**

  **What type of punctuation do you use for a question?** *[A question mark.]*

- Allow the students some time to review their stories, and then check to see that they used different kinds of sentences in the dialogue.

  **Look at your mystery story, and read it quietly to yourself. Can any of the sentences that are statements be changed into dialogue? Did you use the correct punctuation for the sentence?**

- Praise the students for working toward the team cooperation goal. Using **Random Reporter**, award an additional team cooperation point to teams whose members can give an example of how active listening helped prepare all their members to participate in discussion.

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# Answer Keys: Varying Sentences II

## Team Practice

"Do you want to go shopping on Saturday?" asked Monica.

"Absolutely!" responded Jessica.

"Which mall do you want to go to?" Monica replied.

## Team Mastery

"Would you like to go to the playground or to the basketball court?" inquired Carly.

"I love the playground!" roared Julia.

"Let's get moving!" Carly replied with a smile.

## Quick Check

"How many times do I have to remind you to clean your room?" asked his mother with her hand on her hip.

"I don't know," uttered Will.

"Clean it now!" ordered his mother.

## Team Practice 2

"Ouch, that hurt!" screamed Justin.

"What happened to your finger?" asked Kyle.

"I got a splinter from that old bench," cried Justin.

## Team Mastery 2

"This game rocks!" shouted Carlos.

"Do you want to play this game again or try a different one?" Ed responded.

"I want to play this game all night!" cried Carlos.

## Quick Check 2

"Look out!" screamed Lucy.

"Why are you yelling when I'm trying to talk on the phone?" whispered Lucy's sister.

"The ball slipped out of my hand, and I didn't want it to hit you," Lucy responded.

## Unit 13 | 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.

> The mother of Rachel was shocked when she saw the mess in the kitchen.

- Remind the students that "the mother of Rachel" can be changed to *Rachel's mother*. Also, the sentence could be changed into dialogue.

> "What a mess!" screamed Rachel's mother as she walked into the kitchen.

- Demonstrate the use of appropriate editing marks to edit the sentence.

### Author's Chair

- Have a few students take turns reading their tall tales 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: **Practice active listening.** Remind the students that active listening means asking questions and carefully listening to the answers. Today the students will edit their work. They will ask the questions on the revision guide, carefully read their partners, story, and note mistakes in spelling, punctuation, capitalization, and grammar.

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Throughout the lesson, award team cooperation points to teams whose members demonstrate active listening. 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.**

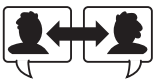
- Refer the students to the Mechanics section of the revision guide. Have the students list the questions they need to ask themselves in this section. Point out that they will use this section of the revision guide for editing.

| 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.

  For example:

> no more food fights in my kitchen growled Rachel's mother

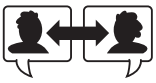


- Use **Think-Pair-Share** to ask:

  **What errors do you see in this sentence? What would you do to improve this sentence?** *[The sentence should begin with a capital letter. There should be quotation marks around what Rachel's mother said. A comma belongs at the end of what she says before the quotation marks.]*

  **What does the speaker tag tell you about how Rachel's mother is feeling?** *[The speaker tag shows that Rachel's mother is feeling angry.]*

- 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 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 I read the draft of my story?** *[You will check to see that each sentence has a period at the end, a question mark if it is a question, or an exclamation point.]*

- 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 story 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?** *[You will listen to how it sounds when you 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 story 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.

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## 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 that 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 and 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 give an example of how active listening to their partners helped them correct errors in their stories.

### 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.

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# Unit 13 | Day 10 Publish

**OBJECTIVE:** The students will publish their mystery stories by reading them at a Mystery Lovers' Café.

## Two-Minute Edit

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

**How could you 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.

> "If I do not stand up, I can not see the team play Brenna complained?

- Point out that this sentence has a quotation. There should be quotation marks before and after the words Brenna says. A comma also belongs inside the quotation marks. Contractions can also be used instead of *do not* and *can not*.

> "If I don't stand up, I can't see the team play," Brenna complained.

- Demonstrate the use of appropriate editing marks to edit the sentence.

## Active Instruction

Timing Goal: 10 minutes

### Set the Stage

- Refer to the team cooperation goal: **Practice active listening.** Praise the students for actively listening to their teammates as they worked on their stories. Point out that their super teamwork will show in the quality of their published stories.

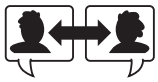
Throughout the lesson, award team cooperation points to teams whose members demonstrate active listening. Award up to 9 team cooperation points per team. Be sure to identify the behavior that you observe.

- Post and present the day's agenda.

> **TODAY'S FOCUS:** **Publish** and **celebrate.**
>
> **TODAY'S GOAL:**
>
> We will publish our mystery stories by preparing to read them at a Mystery Lovers' Café.

- 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 mysteries with the story elements.]*

  **What task did you complete next?** *[We used our story maps to draft a mystery. 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 used different kinds of sentences in dialogue to make the story more interesting to read.]*

  **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 mysteries by reading them at the Mystery Lovers' Café. Explain that after doing this, they may check off publishing on their team score sheets. Explain that the audience at the Mystery Lovers' Café will include other students and teachers from the school who like mysteries.

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## 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 mysteries. As the students work, monitor their progress, and assist when needed. If time allows, let the students illustrate their mysteries.
- Remind the students to check off publishing on their team score sheets.

## Reflection

Timing Goal: 5 minutes

- Celebrate by having some volunteers share their mysteries 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 whose members 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 13 | 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 organize our ideas 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. If you could be a famous detective, what would your name be? Describe the best mystery that you ever solved.
> 2. What is your favorite way to relax? Why do you think this activity is relaxing?
> 3. Should school be in session year round, even in the summer? Explain why or why not.
> 4. What was your favorite piece of writing that you did this year? Why did you like this piece so much? How do you feel when someone else reads this piece?

- 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.

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**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

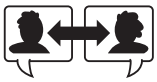
Timing Goal: 20 minutes

- 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 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.

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.

## 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 portfolios that show significant writing growth to share with your colleagues at the next meeting. You may wish to preview the *Teacher Learning Community Guide* for meeting 14 and note your comments and questions.

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# Unit 13 Blackline Masters

(also found on CD accompanying volume 1)

**Developing Story Elements to Create Suspense**
Write a Mystery Story


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

**Sample Dialogue**

"Quick! Grab the line and I'll pull you in!" she shouted to him.

"It's no use. I can't reach it," he wailed.

"You can do it! I know you can. Just try again," she begged him.

**How Do You Say It?**

The telephone rang. "I'll get it," she said.

The telephone rang. "I'll get it," she sighed.

The telephone rang. "I'll get it," she yelled.

The telephone rang. "I'll get it," she moaned.

The telephone rang. "I'll get it," she grumbled.

The telephone rang. She squealed, "I'll get it."

**What Did You Say?**

### Example 1

Lia wants to know if Wanda will return the sweater she borrowed. Wanda wants to keep it for another week. Lia wants the sweater back now.

### Example 2

Tyrese was going to go to the game with Shawn, but he changes his mind. Shawn still wants Tyrese to go with him to the game because he doesn't want to go by himself.

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**Team Practice**

Ronnie plans to meet his friends at the park to play baseball.

His mother wants him to clean his room.

Ronnie is afraid if he cleans his room he will be late meeting his friends.

**Team Mastery**

Antonio walked into the house, and his family and friends jumped out and yelled. It was a surprise birthday for him. Antonio couldn't believe they could keep a secret from him.


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**Team Practice 2**

Rudy met his aunt in the grocery store. She asked him about his dog. He told her about the new trick his dog could do.

**Team Mastery 2**

Felix's mom asked him to babysit his sister while she fixed dinner. Felix didn't want to because his sister was crying.

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**Quick Check**

Brandon told his friend Max that basketball was the best game to play. Max disagreed and said that baseball was more fun to play.

**Quick Check 2**

Shirleen argued with her sister, Brandy, about who would sit in the front seat first. Their mother told them both to sit in the back seat.


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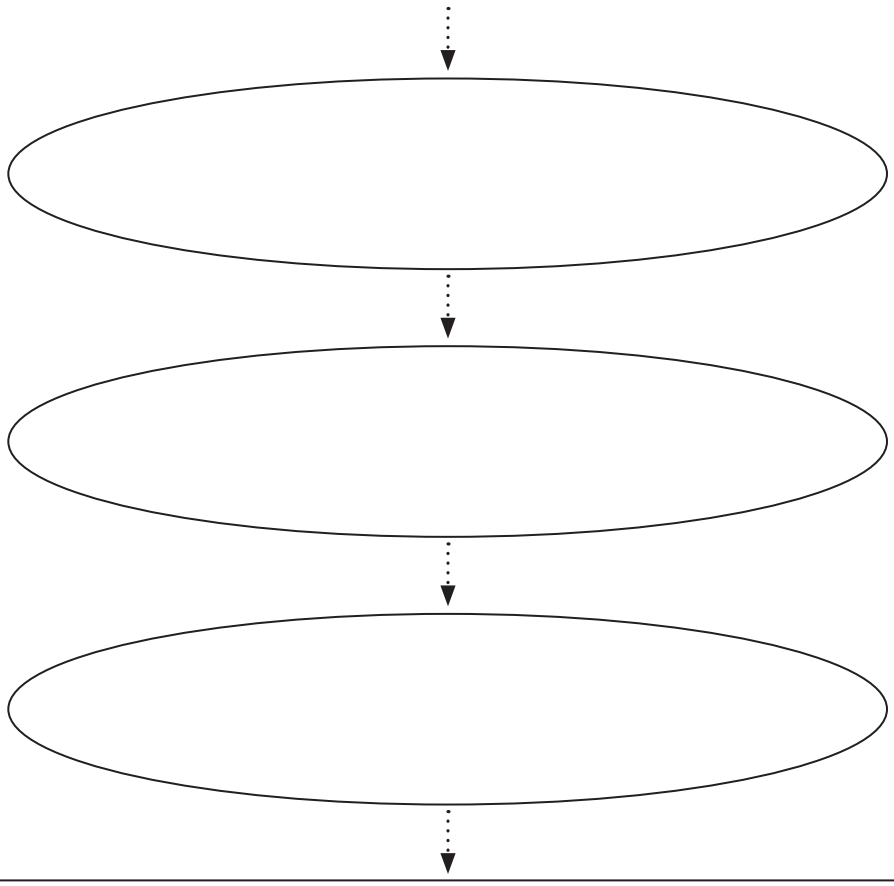
# Story Map

**Title:** _____

**Setting:**

**Characters:**

**Problem:**



**Solution:**

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**The Empty Bag Mystery**

By Calvin Bennett

Len couldn't wait for lunch time. All during math class he thought about the big ham and cheese sandwich with mustard that his mother had packed in his lunch bag. But when the lunch bell rang, and he opened his lunch bag…the sandwich was gone! In fact, there was no sandwich, no banana, and no peanut butter crackers. The lunch bag was empty. Where was his lunch? Len turned to his friend Malik for help. Malik was great at solving mysteries.

"I am really hungry, Malik," groaned Len. "I had a sandwich this morning, but now my lunch bag is empty."

"Hmm," Malik wondered. "Are you sure it is the right lunch bag?"

"Of course this is my lunch bag," insisted Len. "I know because it is blue."

Malik looked carefully at the empty lunch bag. In one corner he spied the initials L.E.R. "Len," he asked quietly, "what are your initials?"

"My initials are L.A.L. for Len A. Lincoln. Why?"

Malik pointed to the initials. "Look, Len," he cried. "These are not your initials. This is someone else's lunch bag. That is why it is empty."

"You are right!" Len agreed. "I must have picked it up by mistake. I bet my lunch is still in the coat room."

Len raced to the coat room and spotted his lunch bag hanging on a hook. He thanked his friend and happily munched on the best ham and cheese sandwich with mustard that he had ever tasted.


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**Writing Prompt**

Think of something that makes a strange sound. Write a mystery story about the sound. Include a detective, clues to help him or her solve the mystery, and how the detective solved the mystery. Write at least five paragraphs. Be sure to include a setting, a detective, a mystery, clues, and a solution to the mystery. Use dialogue between characters to make your story more interesting.

**Quotation Rules**

- Put quotation marks around the exact words that were said.
- Capitalize the first word of what the speaker says.
- End what the speaker says with the correct punctuation *inside* the quotation marks.
- If the sentence begins with the speaker and not what is said, a comma must separate the speaker from the rest of the sentence.

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**Team Practice**

1. Sarah said I think we all would like to be famous for a day
2. how long does it take to get there asked Sam
3. Wendy said Mike let the dog out please
4. Crystal announced we had the best time at the circus
5. I'm late for football practice Frank explains I will call you later

**Team Mastery**

1. I want a puppy for my birthday Anne said
2. how long did it take you to read that book Jill asked I want to read it too
3. Perry says this is the worst movie I have ever seen
4. tomorrow I'm going to visit my grandmother said Wendy
5. I hope Meredith made some cookies Greg said her cookies are my favorite


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**Team Practice 2**

1. Nick asked where did you get your shoes
2. that was a great play exclaimed Louis
3. Will said someday I want to go to Africa
4. get off the ladder Katherine screamed it is broken
5. I love banana splits Melissa squeals

**Team Mastery 2**

1. where is my skateboard Jose wondered I know I put it away yesterday
2. Neil said I am the last to play in the recital
3. look at the robin whispered Lois it's building a nest
4. Alex said this rain will make the baseball field muddy
5. why is the sky blue Marissa asked

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**Quick Check**

1. I don't like to sit in the back of the bus Christopher mentions it makes me sick
2. Rosa asked why are you dressed like a chicken
3. Emily yelled get out of my room
4. Stacey asked can you please pass the popcorn
5. you never let me do anything Mia cried I'm going to my room

**Quick Check 2**

1. take a shot the fan cheered
2. who wants to ride in my car asks Mrs. Hunt I have room for three kids
3. I can't find my book said Jonah
4. when is our social studies test asked Lisa
5. Peter yelled that soup is gross


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REVISION GUIDE

# Mystery Story

Name: _____ Date: _____

Partner: _____ Unit: 13

| Ideas | First Draft Ratings | Revised Draft Ratings | Teacher Ratings | Score (25 points) |
|---|---|---|---|---|
| Does my story have a setting and characters, including a detective? | | | | |
| Does my story have a mystery? | | | | |
| Does the solution make sense? | | | | |
| | | | | |

| Organization | First Draft Ratings | Revised Draft Ratings | Teacher Ratings | Score (25 points) |
|---|---|---|---|---|
| Does the beginning describe the setting, main character (detective), and the mystery? | | | | |
| Does the middle include the clues the detective finds? | | | | |
| Does the end provide the solution to the mystery? | | | | |
| | | | | |

| Style | First Draft Ratings | Revised Draft Ratings | Teacher Ratings | Score (25 points) |
|---|---|---|---|---|
| Does the dialogue sound real (the way people really talk)? | | | | |
| Are there speaker tags that tell how the speaker is feeling? (example: she screamed, he sighed) | | | | |
| | | | | |

| 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 | |
|---|---|

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**Team Practice**

Monica asked Jessica if she wanted to go shopping on Saturday. Jessica explained that she really wanted to. Monica wondered which mall that they should go to.

**Team Mastery**

Carly asked Julia is she wanted to go to the playground or to the basketball court. Julia explained how much she loved the playground. Carly suggested that they get moving to the playground right away.


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**Team Practice 2**

Justin screamed that his finger was really hurt. Kyle asked Justin about what happened to his finger. Justin explained that he had gotten a splinter from an old bench.

**Team Mastery 2**

Carlos shouted about how he thought the game really rocked. Ed wondered if Carlos wanted to play the same game again or if he wanted to try a different one. Carlos explained that he could play the same game all night.

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**Quick Check**

Will's mother asked him how many times she was going to have to remind him to clean his room. Will replied that he didn't know. His mother insisted that Will clean his room immediately.

**Quick Check 2**

Lucy warned that her sister needed to look out. Her sister wanted to know why Lucy was bothering her while she was on the phone. Lucy tried to explain that the ball had slipped out of her hand, and she was trying to prevent her sister from being hit.


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# 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 have written 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. They also added dialogue to make the story more interesting. 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 will enable them to see how much their writing has improved. Tell them that the class will celebrate these improvements.
- Explain that they will look at a practice writing challenge today. 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 new superhero. What is the superhero's name? Create a super power for your superhero. What problem does the superhero face? How does the superhero use the super power to solve the problem? Write a story with at least three paragraphs that includes this information. Be sure to include a setting. Use dialogue to make your story more interesting.

- 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 then correct them.
- Tell the students that you have some writing samples, parts of stories students have written, that you would like them to read and evaluate only for 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 to the students 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**

One day Charles was having a lot of truble with some kids at school. They were picking on him and wouldn't let him play on the swings. Charles wished that Super Friend could help him. Next thing you know Super Friend was there!

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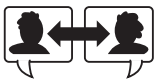

- Use **Think-Pair-Share** to ask:

  **Do you notice any mechanics errors in this writing sample? How many errors do you find?** *[There is one error.* Trouble *is spelled incorrectly in the first sentence.]*

  **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**

I can sav you from a lot of stuf. I am super guy and i help you and i help yure family and I could help any one. My name is hank and i am super guy. One day I saved a cat from a tre cuz it was stuk and I cod get it.

- 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, and to explain why they gave the writing that score.

## 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, the word* I *is not capitalized. Several words such as* save, stuff, your, *and* tree *are not spelled correctly.]*

  **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 them 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 narrative story.

## Preparation

- The students will need the following materials:
  - The **Writing Challenge: Narrative 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 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 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.

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## 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 share 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**<br>Writing Prompt ..... 525<br>Narrative Writing Scoring Guide—Mechanics ..... 525<br>Writing Sample #1 ..... 526<br>Writing Sample #2 ..... 526 |
| **Day 2** | **Student Handout**<br>Narrative Writing Challenge ..... 527<br>**Teacher Reference**<br>Narrative Writing Challenge Rubric ..... 529<br>Anchor Papers—Ideas ..... 530<br>Anchor Papers—Organization ..... 532<br>Anchor Papers—Style ..... 534<br>Anchor Papers—Mechanics ..... 536<br>**Transparency**<br>Writing Challenge Score Sheet ..... 537 |

**Writing Prompt**

Make up a new superhero. What is the superhero's name? Create a super power for your superhero. What problem does the superhero face? How does the superhero use the super power to solve the problem? Write a story with at least three paragraphs that includes this information. Be sure to include a setting. Use dialogue to make your story more interesting.

**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. |

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**Writing Sample #1**

One day Charles was having a lot of truble with some kids at school. They were picking on him and wouldn't let him play on the swings. Charles wished that Super Friend could help him. Next thing you know Super Friend was there!

**Writing Sample #2**

I can sav you from a lot of stuf. I am super guy and i help you and i help yure family and I could help any one. My name is hank and i am super guy. One day I saved a cat from a tre cuz it was stuk and I cod get it.


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# 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 gets lost. What is the character's name? How did he or she get lost? Tell what happens to the character while being lost. How does the character solve this problem? Write a story with at least three paragraphs that includes this information. Be sure to include a setting. Remember to include dialogue to make the story more interesting.

**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.

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Rubric

| Ideas | |
|---|---|
| 4 | Describes a setting, main character, and problem.<br>Describes the sequence of events thoroughly.<br>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.<br>Uses dialogue throughout the story to make the story more interesting. |
| 3 | Includes some sensory details that help the reader make a mind movie.<br>Uses dialogue occasionally to make the story more interesting. |
| 2 | Includes few sensory details and it is difficult to make a mind movie.<br>Uses dialogue only a few times in the story. |
| 1 | Does not include sensory details and it is impossible to make a mind movie.<br>Uses little or no dialogue in the story. |

| 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

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## Ideas

**Score Point: 4**

Ralph wandered down the path through the woods. He was enjoying listening to the birds chirping, looking at the tremendous trees, and smelling the crisp, fresh air. Suddenly, Ralph realized he was no longer on the path. He wasn't paying attention, and had become lost in the woods!

"Oh, great!" exclaimed Ralph. "What am I going to do now?"

"You could listen for the sound of the river," responded a little voice.

"Who said that?" asked Ralph, as he searched for the owner of the voice.

"I did," answered a little bird sitting on a branch near Ralph.

Ralph shook his head back and forth because he thought he was going crazy. He knew that birds couldn't talk, but it sure seemed like this bird talked. Maybe the stress of the situation was getting to him.

"Do you hear the river?" asked the bird.

Ralph didn't answer, but he listened to see if he could hear the river. He heard a slight rumbling to his left. He walked for about five minutes in the direction of the noise, and he found himself back on the path by the river. Ralph was happy to be on the path again, and he decided he wouldn't tell anyone about the talking bird when he got home.

**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 rebecca walked thru the grosery store with her mother. She was looking at all the interesting products on the shelfs. Her stopped to look at a box of cookies.

When Rebecca turned around, her mother was gone. She walked down the isle but still no mom. Rebecca started to get nervous.

"Mom," she screamed. "Where are you."

Rebecca heard no reply. rebecca found a penny. She pick it up.

**EXPLANATION:** Some of the story elements are included, but it does not have a solution. Events are not clearly described, but there are some details.

---

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Ideas—continued

**Score Point: 2**

He goed to the mall wit him sister. him don't' know wear her be. He axed a man to help?

Jessie seen her frend. they goed to get a sota. She brother is crying.

**EXPLANATION:** Some story elements are missing and the plot is unclear.

---

**Score Point: 1**

I do not like to be lost. It's scary.

My frend lost her earring. She was at school. She has a brother.

My mom takes me to buys some earrings.

**EXPLANATION:** Does not tell a story.

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## Organization

**Score Point: 4**

One day after school, Marty waited for his dad. He had stayed after for play practice. All the other kids had been picked up etcept for Marty and his neighbor Eliza. Then, Eliza's mom pulled up to the school.

"Hi, Marty," said Eliza's mom. "Do you need a ride?"

"No, thanks," replied Mary. "My dad is coming."

Marty sat on the grass and waited for his dad. He looked through the grass for a four-leaf clovir. Ten more minutes past, and his dad still wasn't there.

Eliza's mom pulled into the school a few minutes later. Marty's dad had gotten a flat tire. Eliza's mom saw him, and she said she would pick up Marty. Marty was releeved to be going home.

**EXPLANATION:** The story events follow a logical sequence with a beginning, middle, and solution at the end.

---

**Score Point: 3**

Olivia was so excited to be at the amusement park. She liked the rides. She went with her aunt and cousins. All of a sudden, Olivia realized she was lost and couldn't find her aunt or cousins.

Olivia looked everywhere. Her aunt found a security guard.

"What was she wearing?" asked the security guard.

Olivia and her cousins went on a roller coaster.

The security guard made an announcement, and they finded Olivia.

**EXPLANATION:** The story has a beginning, middle, and end, but the sequence of events is unclear in places.

---

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Organization—continued

**Score Point: 2**

Shawn wished it was over. He tried to stay calm. He walked around the station.

"Where did he go when you got off the train?" asked Shawn's mom.

"I don't know," replied Shawn's sister.

Shawn sees his mom's jacket. They hug. They buy a train ticket.

**EXPLANATION:** The sequence of events is unclear in places and there is no beginning to the story.

---

**Score Point: 1**

I was at the arcade. I played bowling. I get a strike.

My mom was mad. She is a nurse. Maybe i will be a nurse to.

I hope we get a new car. I like trucks.

**EXPLANATION:** This story lacks focus and shows little or no evidence of following a sequence with a beginning, middle, and end.

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## Style

**Score Point: 4**

Ralph wandered down the path through the woods. He was enjoying listening to the birds chirping, looking at the tremendous trees, and smelling the crisp, fresh air. Suddenly, Ralph realized he was no longer on the path. He wasn't paying attention, and had become lost in the woods!

"Oh, great!" exclaimed Ralph. "What am I going to do now?"

"You could listen for the sound of the river," responded a little voice.

"Who said that?" asked Ralph, as he searched for the owner of the voice.

"I did," answered a little bird sitting on a branch near Ralph.

Ralph shook his head back and forth because he thought he was going crazy. He knew that birds couldn't talk, but it sure seemed like this bird talked. Maybe the stress of the situation was getting to him.

"Do you hear the river?" asked the bird.

Ralph didn't answer, but he listened to see if he could hear the river. He heard a slight rumbling to his left. He walked for about five minutes in the direction of the noise, and he found himself back on the path by the river. Ralph was happy to be on the path again, and he decided he wouldn't tell anyone about the talking bird when he got home.

**EXPLANATION:** The story includes many details and uses dialogue to make the story interesting.

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Style—continued

**Score Point: 3**

One day after school, Marty waited for his dad. He had stayed after for play practice. All the other kids had been picked up etcept for Marty and his neighbor Eliza. Then, Eliza's mom pulled up to the school.

"Hi, Marty," said Eliza's mom. "Do you need a ride?"

"No, thanks," replied Mary. "My dad is coming."

Marty sat on the grass and waited for his dad. He looked through the grass for a four-leaf clovir. Ten more minutes past, and his dad still wasn't there.

Eliza's mom pulled into the school a few minutes later. Marty's dad had gotten a flat tire. Eliza's mom saw him, and she said she would pick up Marty. Marty was releeved to be going home.

**EXPLANATION:** The story includes some sensory details and occasional dialogue.

---

**Score Point: 2**

Shawn wished it was over. He tried to stay calm. He walked around the station.

"Where did he go when you got off the train?" asked Shawn's mom.

"I don't know," replied Shawn's sister.

Shawn sees his mom's jacket. They hug. They buy a train ticket.

**EXPLANATION:** The story includes few sensory details and limited dialogue.

---

**Score Point: 1**

He goed to the mall wit him sister. him don't' know wear her be. He axed a man to help?

Jessie seen her frend. they goed to get a sota. She brother is crying.

**EXPLANATION:** Does not include sensory details or dialogue.

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## Mechanics

**Score Point: 4**

Olivia was so excited to be at the amusement park. She liked the rides. She went with her aunt and cousins. All of a sudden, Olivia realized she was lost and couldn't find her aunt or cousins.

Olivia looked everywhere. Her aunt found a security guard.

"What was she wearing?" asked the security guard.

Olivia and her cousins went on a roller coaster.

The security guard made an announcement, and they finded Olivia.

**EXPLANATION:** The story has few or no errors in punctuation, capitalization, spelling, grammar, and word usage.

---

**Score Point: 3**

I do not like to be lost. It's scary.

My frend lost her earring. She was at school. She has a brother.

My mom takes me to buys some earrings.

**EXPLANATION:** The story has some errors in punctuation, capitalization, spelling, grammar, and word usage.

---

**Score Point 2:**

One day rebecca walked thru the grosery store with her mother. She was looking at all the interesting products on the shelfs. Her stopped to look at a box of cookies.

When Rebecca turned around, her mother was gone. She walked down the isle but still no mom. Rebecca started to get nervous.

"Mom," she screamed. "Where are you."

Rebecca heard no reply. rebecca found a penny. She pick it up.

**EXPLANATION:** The story has several errors in punctuation, capitalization, spelling, grammar, and word usage.

---

**Score Point: 1**

He goed to the mall wit him sister. him don't' know wear her be. He axed a man to help?

Jessie seen her frend. they goed to get a sota. She brother is crying.

**EXPLANATION:** Most sentences in the story have errors in punctuation, capitalization, spelling, grammar, and word usage.


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Writing Wings with Media

# Writing Challenge

## SCORE SHEET

| | Descriptive Writing | Informative Writing | Persuasive Writing | Narrative Writing |
|---|---|---|---|---|
| Ideas | | | | |
| Organization | | | | |
| Style | | | | |
| Mechanics | | | | |
| Total Score | | | | |

# Volume 3 Appendix

# Appendix How to Publish Student Books

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: 10½" × 8½" (same size as standard lined paper)
- 8½" × 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 10½" × 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 facedown. Put the two cardboard pieces on top of it. Leave a small space (about ½") 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).

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# Appendix Writing in Social Studies: Research Report

## Overview

### The Author's Opportunity

In unit 8, the students chose a national park about which they wanted to learn more, and they wrote a business letter to that park's 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 national park. The students will publish their research reports in a class book entitled *Our National Parks*.

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.

### 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 a formal tone, persuasive letters with strong supporting reasons, and lively narratives with sensory details. Throughout their education, 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 and then writing to tell what you have found.
- Remind the students that they wrote letters to national park offices to request information. The pamphlets, brochures, etc. that they received are full of national park information.
- Remind the students that they brainstormed a list of questions to ask about the park that they chose. For example:
  - What is the land like?
  - What activities can you do at the park?
  - What is the history of the park? What important events happened there?
  - What is the weather like?
  - Are there any special tourist attractions?
- Explain that the students will write a research report about their chosen national park. 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 are five things you would like to know about your chosen national park? 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.

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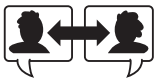
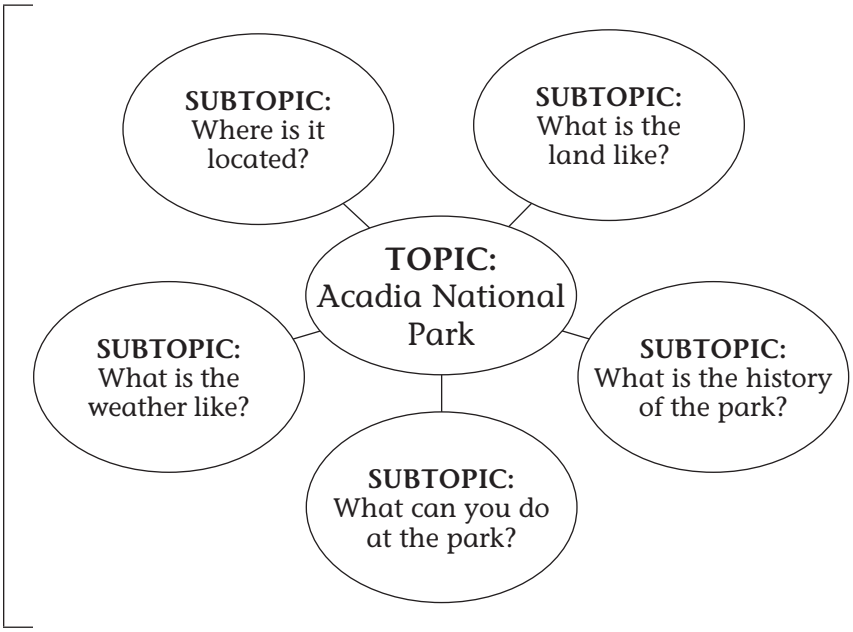


- Use **Think-Pair-Share** to review what should be included in the research report. Underline the necessary elements in the prompt.

  **According to the writing prompt, what should your research report include?** *[It should tell the facts that answer five questions about my chosen national park. 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 national park 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 park. 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 park as the topic in the center. Model asking questions about the topic, and record each question on an arm of the web.

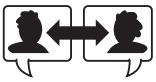



- Tell the students that this is a plan for your research paper. You will do research to find the answers to these questions. Each subtopic will be a paragraph in your research report.

## Teamwork

- Explain to the students that they will each make a web to plan their research reports. They will write the name of the national park 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 national parks. 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 national park?**

  **How did your partner help you?**

- Praise the students for working toward a team cooperation goal.

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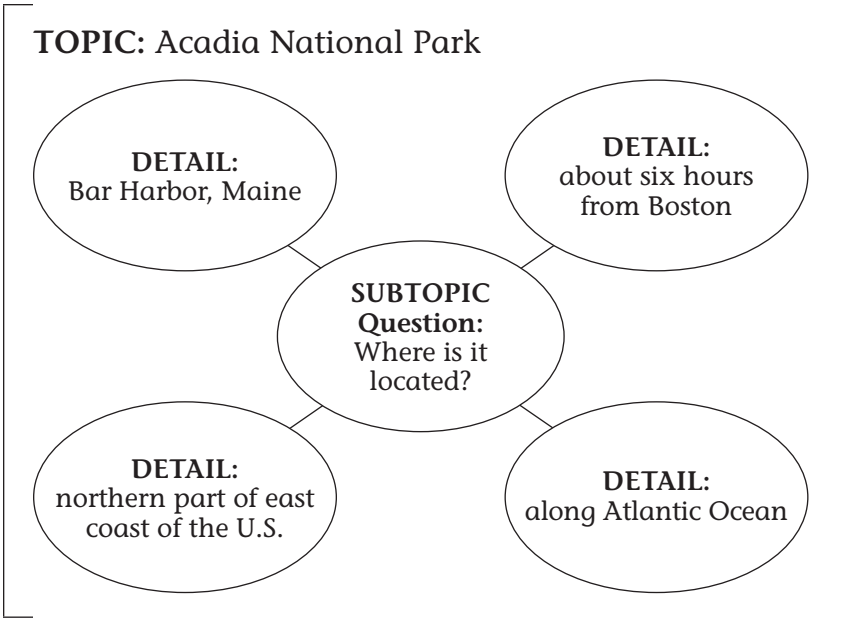
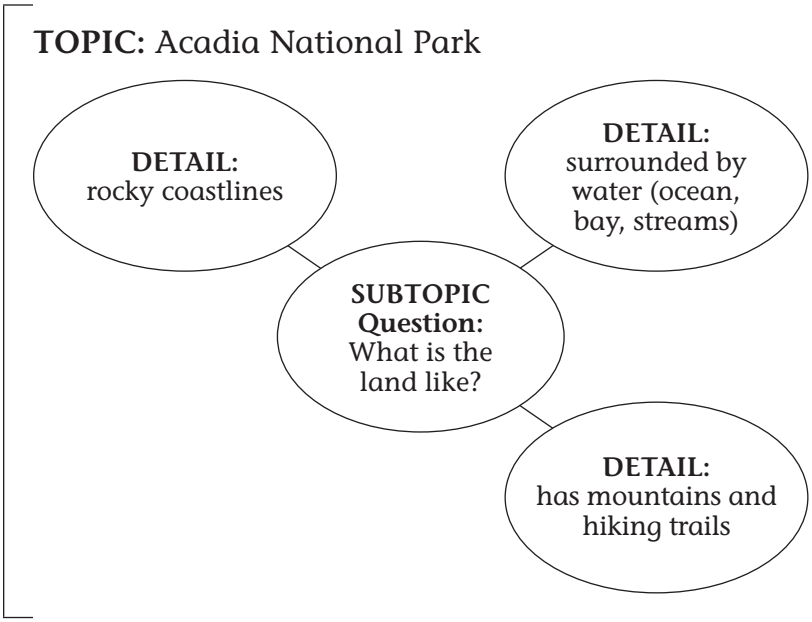
# Appendix | Research and Note-taking

## 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 Acadia National Park on the web, for example: Where is the park 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 national park, is in your pack of information. The map shows that the park is on the east coast (or other location) of the United States. Record this information on the web. Note any other information about the park's location, and record it on other arms of the web.



- Point out that you have researched the first question. You browsed through the material and took notes about the location of the park 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 Acadia National Park. The question is: What does the land look like at Acadia? Write the question in the center of a second web. Model using pictures or headings to locate information about the land features at Acadia National Park. Record these details on the web.




- 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

The students' research will require several social studies class periods. You may wish to provide additional sources of information about the parks such as library books, magazines articles, or national park websites.

- 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 national parks, 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.

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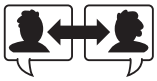
- Hold conferences with the students to provide support as needed. Over the next few days, as the students take notes for their reports, monitor their progress to make sure they record the information in their own words and include at least three details for each subtopic. Tell the students that if they 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 park? Did you add them to your plan?**

  **How did your partner help you?**

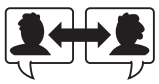
- Each day, have the students celebrate by sharing any new information that they have learned and added to their organizers.
- Praise the students for working toward a team cooperation goal.

# Appendix | Drafting an Introductory Paragraph

## 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 park, 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.]*

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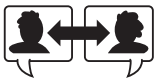
- Explain to the students that the information in an introductory paragraph can be written in various ways. Tell them that some authors begin their reports with their questions and then define the topic and give the purpose, while others may give the purpose first. Point out that whatever order the information is presented, the sentences should be 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 Acadia National Park 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 Acadia National Park? What can you do if you visit the park? What is the history of the park?" Then I will give the reader a purpose for reading: "This report will answer these questions and more about Acadia National Park."**

> **Acadia National Park**
>
> Where is Acadia National Park? What can you do if you visit the park? What is the history of the park? This report will answer these questions and more about Acadia National Park.

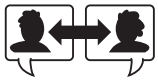


- Point out that in this introductory paragraph, to get the readers' attention, questions that will be answered come first, followed by the topic and purpose of the report. Use **Think-Pair-Share** to ask:

  **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.

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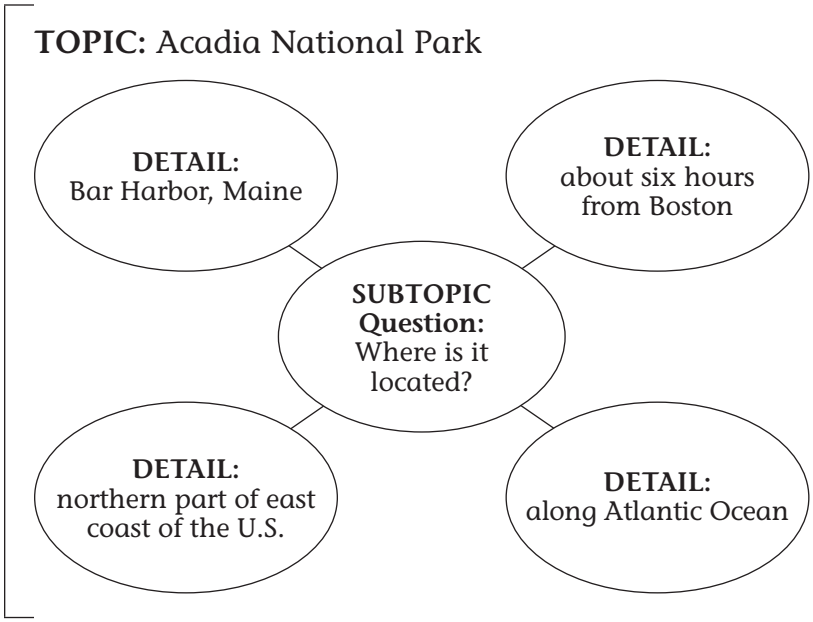
# Appendix | Drafting the Body of the Report

## 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 park.
- Display a web that you created during planning. Model using the information on a web to draft a body paragraph on chart paper.




**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 Acadia National Park located?* I'll turn that question into a statement to write my topic sentence: *Acadia National Park is located*…hmm. I think this detail about the northern part of the east coast of the U.S. makes sense to finish that sentence: *Acadia National Park is located***

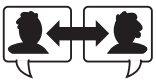
***in the northern part of the east coast of the United States.*** **Now I will use details from my web to write supporting sentences:** ***It is in Bar Harbor, Maine. The park is about a six-hour drive from Boston, MA. The park has a beautiful spot along the Atlantic Ocean.***

**Acadia National Park**

Where is Acadia National Park? What can you do if you visit the park? What is the history of the park? This report will answer these questions and more about Acadia National Park.

Where is Acadia National Park located?

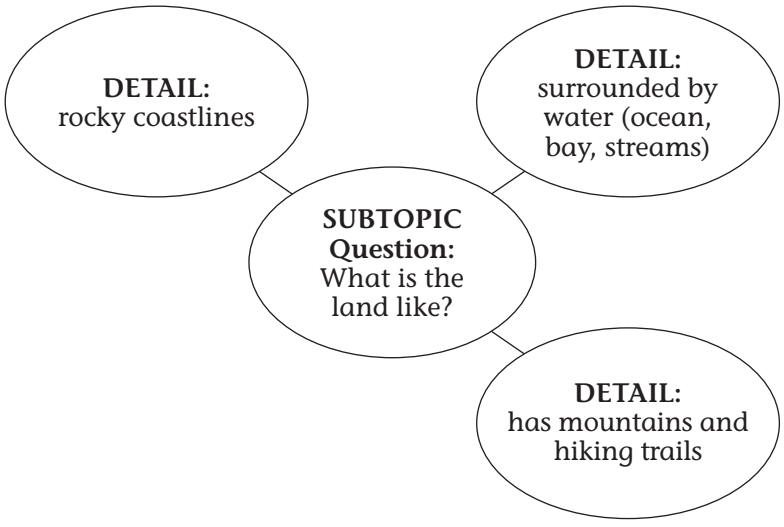
Acadia National Park is located in the northern part of the east coast of the United States. It is in Bar Harbor, Maine. The park is about a six-hour drive from Boston, MA. The park has a beautiful spot along the Atlantic Ocean.



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

  **Do the details in this paragraph answer the question: Where is Acadia National Park 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?

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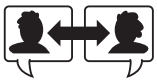
- Have partners draft a topic sentence for the next paragraph. Remind them that they can change the subtopic question into a statement to begin their topic sentence. Use **Random Reporter** to share responses.
- Model completing the draft for the paragraph adding the details from the web in supporting sentences. For example:

> **Acadia National Park**
>
> What is the landscape like at Acadia?
>
> Acadia National Park has rocky coastlines. The park is surrounded by water with the Atlantic Ocean, several bays, and streams throughout the grounds. Acadia also has mountains with some challenging and scenic hiking trails.

## 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?**

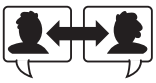
  **Does having more details make your report more interesting?**

- 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 Acadia report.

**Sources**

Able, Joan. *The History of Acadia National Park and Mount Desert Island.* Broom Press, 2006, p. 10.

Acadia National Park Education Office. *Acadia Paw Press,* Spring, 2008, p. 4.

Bond, Beth (editor). *Welcome to Acadia National Park.* Friends of the Parks Press, 2007, p. 4.

Nangle, Hilary. *Moon Acadia National Park (Moon Handbooks).* Avalon Travel Publishing, pp. 5–50.

National Park Service, "Acadia National Park." http://www.nps.gov/acad, 2008.

- Explain the format for a list of sources.

  **The fourth source on my list is a book. The author is Hilary Nangle. 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.**

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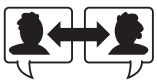
**Authors' names are followed by the italicized (underlined if you can't use a computer) title of the book, the publisher, the year the book was published, and the page numbers where the information in my report can be found.**



- 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 Acadia National Park. 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.]*

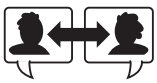
- Point out that this is the address or URL for the website. Ask:

  **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 park.
- 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 *Our National Parks*.

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# 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**<br>Writing Prompt ..... 561<br>Sample Introductory Paragraph..... 561<br>Sample List of Sources..... 562 |

**Writing Prompt**

What are five things you would like to know about your chosen national park? 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.

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**Sources**

Able, Joan. *The History of Acadia National Park and Mount Desert Island.* Broom Press, 2006, p. 10.

Acadia National Park Education Office. *Acadia Paw Press*, Spring, 2008, p. 4.

Bond, Beth (editor). *Welcome to Acadia National Park.* Friends of the Parks Press, 2007, p. 4.

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National Park Service, "Acadia National Park." http://www.nps.gov/acad, 2008.



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