



Teacher Edition | Grade 5 | Volume 3
Persuasive and Narrative Writing

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

***Writing Wings: Teacher Edition Grade 5 Volume 3
Persuasive and Narrative Writing***

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Unit 8

Clearly Stating a Purpose

Writing Project:

Compose a Business Letter Requesting Information



Author's Chair

Overview

The Author's Opportunity

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

Unit Summary

In this unit, the students choose an embassy from a country that they want to learn about and write a business letter to its office requesting information (a list of addresses can be found at <http://www.state.gov/documents/organization/91446.pdf>, starting on page v). The craft lesson prepares the students by presenting and explaining the tone and content of a business letter. The students analyze sample business letters and record on webs the writer's purpose, details that explain that purpose, and the request being made.

The lesson on Day 2 focuses on the parts of a business letter and on clearly stating a purpose and including details that explain or support the purpose. The students use a web to plan their letters and then draft them. In the video, Ms. Inkwell reinforces the ideas that business letters get right to the point, are businesslike, briefly state a request, and end with a polite closing. Tasha and Ricardo in the video 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 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 their envelopes and the letters are mailed. The

information and brochures that the students receive in response should be saved as they will be used when the students write reports on the countries 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 over and over 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. 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 8 Sequence

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

Day 2: **Brainstorm** | Business Letter

Day 3: **Plan** | Business Letter

Day 4: **Draft** | Business Letter

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

Video Support: “Pronouns I”

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

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

Day 7: **Revise** | Business Letter

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

Video Support: “Commas for Subordinate Clauses”

Day 9: **Edit** | Business Letter

Day 10: **Publish** | Business Letter

Day 11: **Writing Journal**

Unit Preparation

You will need the following materials:

For **the teacher**:

- Friendly Letter/Business Letter transparency (See Day 1.)
- 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.)

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**:

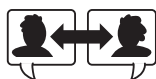
- Writing Wings Team Score Sheet
- Notebook paper
- List of embassy addresses (See <http://www.state.gov/documents/organization/91446.pdf> for the list.)
- Continue to display the team cooperation goals.
- Copy the writing prompt on the board or on chart paper.
NOTE: Be sure to keep the writing prompt displayed during the entire activity.
- Copy the Two-Minute Edit sentence on the board or on chart paper each day.

-
- Have a number of informative books or magazine articles about different countries available for the students to get ideas and information.
 - Have a television and a DVD player available to show the following video segments in this unit:
 - “Pronouns I” (running time 2:45) on Day 5
 - “Business Letter: Share, Respond, Revise” (running time 5:45) on Day 6
 - “Commas for Subordinate Clauses” Day 8 (running time 5:06) on Day 8

Unit 8

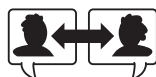
Day 1 Craft Lesson

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



Think-Pair-Share

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



Active Instruction

Timing Goal: 12 minutes

Set the Stage

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

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

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

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

- Post and present the day's agenda.

TODAY'S FOCUS: Ideas and organization**TODAY'S GOALS:**

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

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

Instruction

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

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

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

Kenny's Friendly Letter

May 24, 2007

Dear Colin,

I am so excited to go to camp this summer. Do you remember how much fun we had last year? By far my favorite thing to do is taking out the canoe. I was laughing so hard last year when you flipped over and fell in the water. That was so funny! Maybe this year we can try kayaking too. What else do you want to do at camp this year? I hope the counselors are cool this year. Give me a call when you get a chance and we can talk about what to bring to camp. See you soon.

Your friend,
Kenny

Kenny's Business Letter

5213 Shady Tree Lane
 Cheyenne, OK 73628
 January 18, 2007

Movies and More
 429 Sullivan Way
 Cambridge, MA 02138

Dear Sir or Madam:

I ordered three DVDs from your company last month. I received the DVDs four days after I placed the order, so I was happy. However, I was not happy to find that one of the DVDs had a huge scratch across it. I don't understand how a brand new DVD can get a scratch. My cousin had ordered movies from you before and suggested that I try your company.

Please send me a replacement for the DVD that is scratched, which I have enclosed with this letter. I thank you in advance for your prompt attention to this matter.

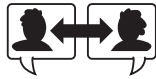
Sincerely,
 Kenny Martin



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

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 Kenny write the first letter? Do you think he knows this person? How can you tell? [Kenny wrote the first letter to his friend from camp, Colin. He signs it "your friend."]



To whom did he write the second letter? Does he know this person? How do you know? [*He does not know the person because he writes “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 Kenny’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 Kenny’s reason for writing the business letter? [*Kenny writes the second letter to request a replacement for a scratched DVD he received.*]

Which sentence in the business letter tells his purpose for writing? [*“Please send me a replacement for the DVD that is scratched, which I have enclosed with this letter.”*]

What is he asking the person at the company to do? [*He is asking the person to send him a new DVD.*]

- 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

29 Elm Street
Morristown, NJ 07960
March 16, 2007

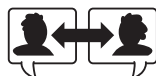
Summer Science Program
39 Walnut Street
Madison, NJ 07940

Dear Sir or Madam:

My teacher told me that you have a great science program during the summer for students in grade 5 through grade 8. I am a fifth grader and I have excellent grades in science. I love to do experiments and test out new ideas.

I am writing to request information about your science program. Please send me information regarding cost, time, and location of the program. Thank you and I look forward to hearing from you soon.

Sincerely,
Chaunte West



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

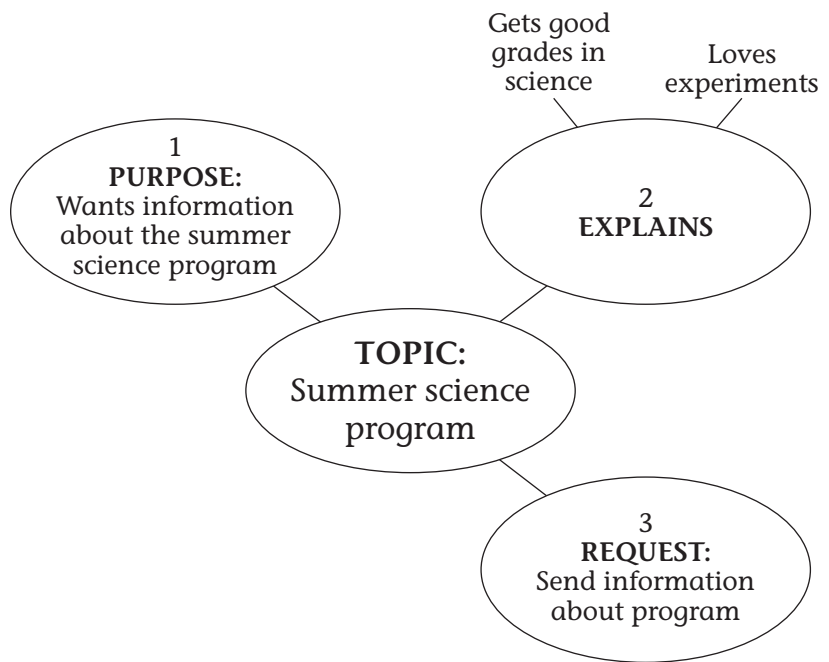
What is the topic of this letter? *[The topic is a summer science program.]*

Why is Chaunte writing this letter? Which sentence tells Chaunte's reason, or purpose, for writing this letter? *[The purpose sentence is: I am writing to request information about your science program.]*

What does Chaunte explain about her purpose, about the science program? *[She explains that her teacher told her about the program and how she gets good grades in science and loves experiments.]*

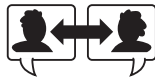
What action is Chaunte requesting? What does she want the company to do? *[Chaunte wants the company to send her information about the summer science program.]*

Business Letter Web



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

Chaunte gets right to the point and explains why she is writing. She explains how she found out about the program and why she is interested in it. Then she makes a request. She tells the company what she would like it to do. Finally, she politely thanks the reader and ends her letter with “Sincerely.”



- Use Think-Pair-Share to ask:
Why didn’t Chaunte end her letter with “your friend, Chaunte”? *[She 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

29 Park Street
Syracuse, NY 13244
July 12, 2007

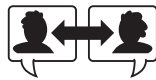
Nearly Home Nursing Center
125 Main Street
Syracuse, NY 13244

Dear Sir or Madam:

I am writing to find out about volunteer opportunities at your nursing center. I need to do a service project for my school. I enjoy working with older adults and learning from their experiences. I am a hard and dependable worker. Please let me know if you have any opportunities for volunteers available at your organization. I can be reached at the address above or by phone at 315-555-4532. Thank you for your time and consideration.

Sincerely,

James Chase



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

What is the topic of this letter? *[Opportunities to volunteer.]*

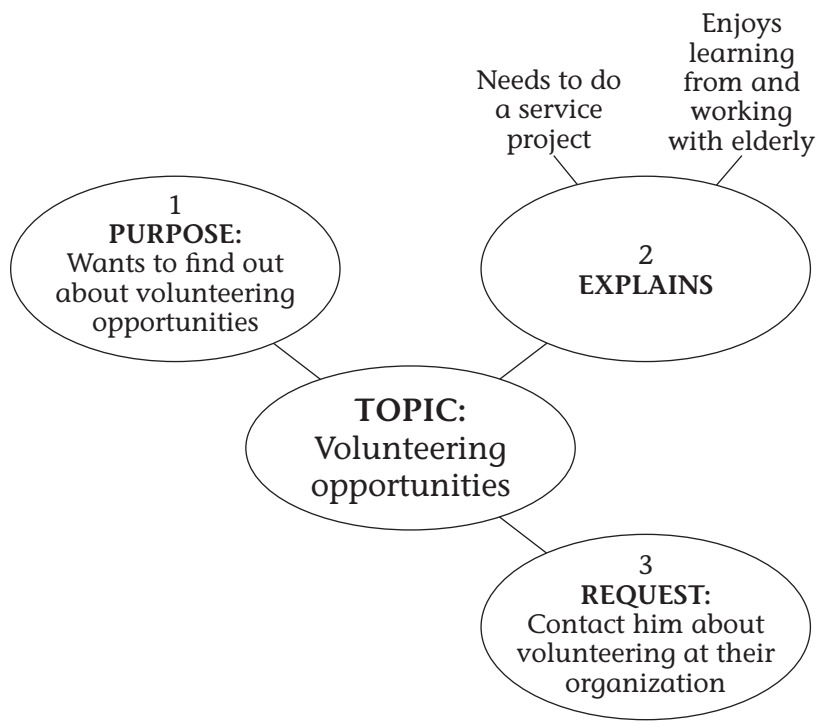
What is James's reason or purpose for writing this letter? *[He wants to find out about volunteer opportunities at the nursing center.]*

What does James explain about his purpose? What details does he include? *[He explains that he has to do a service project for his school. He also mentions that he enjoys learning from and working with older adults.]*

What action is James requesting? What does he want the reader to do? *[James wants the reader to contact him about any volunteer opportunities with their organization.]*

- Point out that James thanks the reader at the conclusion of the letter.

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.**
- Allow time for the students to complete Team Practice. Use **Random Reporter** to review the students' work. Ask:



Random Reporter

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.]*

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.



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.

What is the topic of the letter? *[Model plane kit.]*

What is Steve's reason, or purpose, for writing this letter? *[He wants to buy a model plane kit.]*

Does he include details to explain his purpose? *[Yes, he explains that he wants to be a pilot someday and loves to build and make things.]*

What is his request? What is he asking the company to do? *[He wants them to send a kit to his address.]*

Team Mastery

- Distribute the **Team Mastery** page. Explain that they will follow the same directions that they did for Team Practice, but they will work individually and then share their webs with their teammates.
- Allow enough time for the students to complete the Team Mastery, and then have the students share their webs with their teammates. Circulate through the teams as the students work. Remind teams to explain their ideas/tell why.
- Use **Random Reporter** to have teams share their responses. Ask:

What is the topic of this letter? *[Music magazine.]*

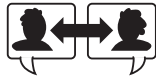
Why did Gabriella write this letter? What is her purpose? *[She wants to order a subscription to a music magazine.]*

Does her letter include an explanation or details? *[Yes, she explains that she plays the guitar, likes the ads in the magazine, and wants to hear about other musicians.]*

What is her request? What is she asking the reader to do? *[Gabriella wants to be added to the subscription list so she can start getting the magazine.]*

Quick Check

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



Reflection

Timing Goal: 3 minutes

- 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:

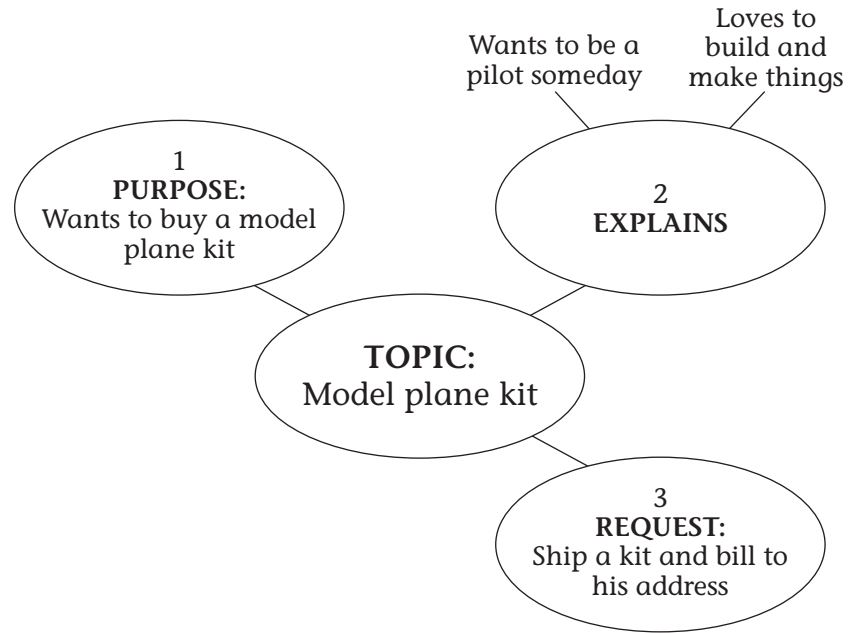
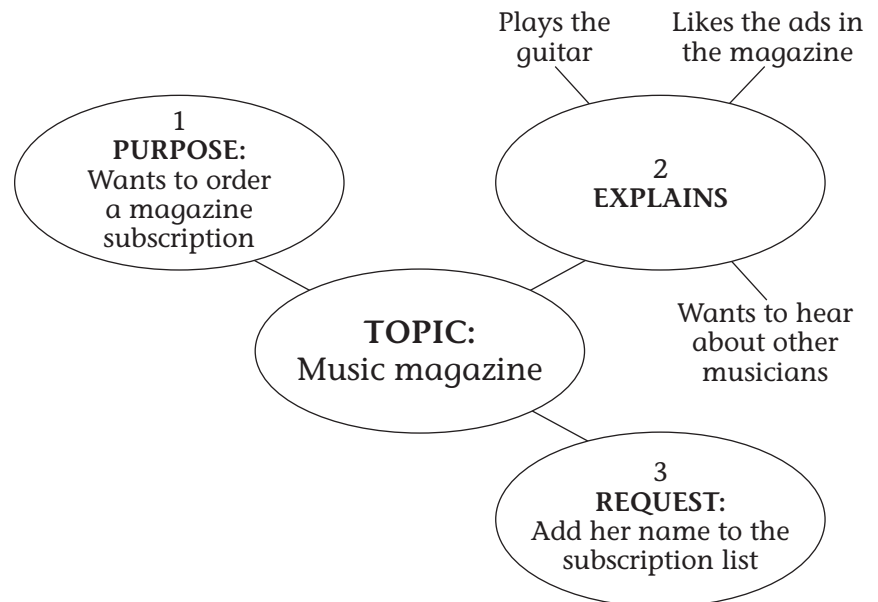
Was it hard to figure out the purpose in each business letter? Why or why not? *[(Answers may vary.) Most students will probably agree that the purpose is not hard to figure out because in a good business letter the purpose is stated clearly near the beginning.]*

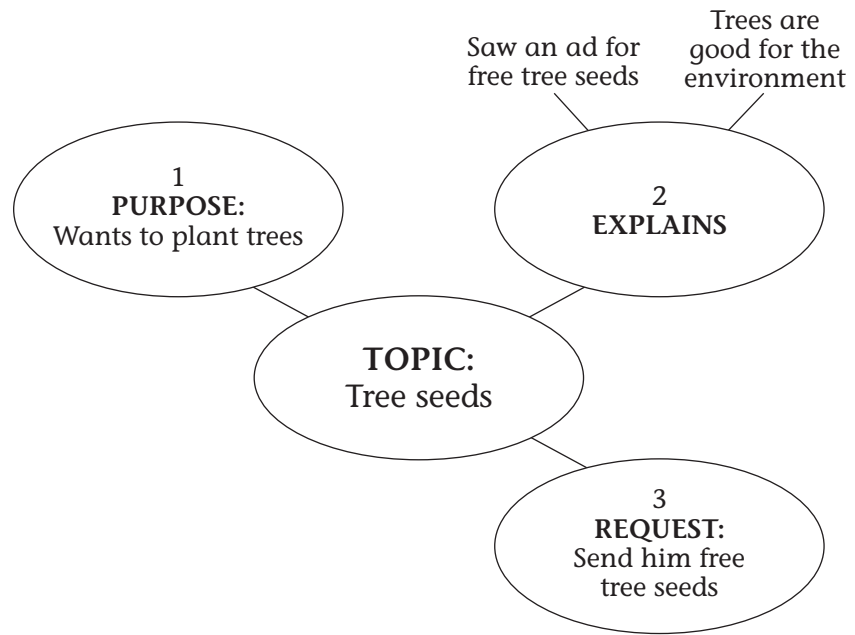
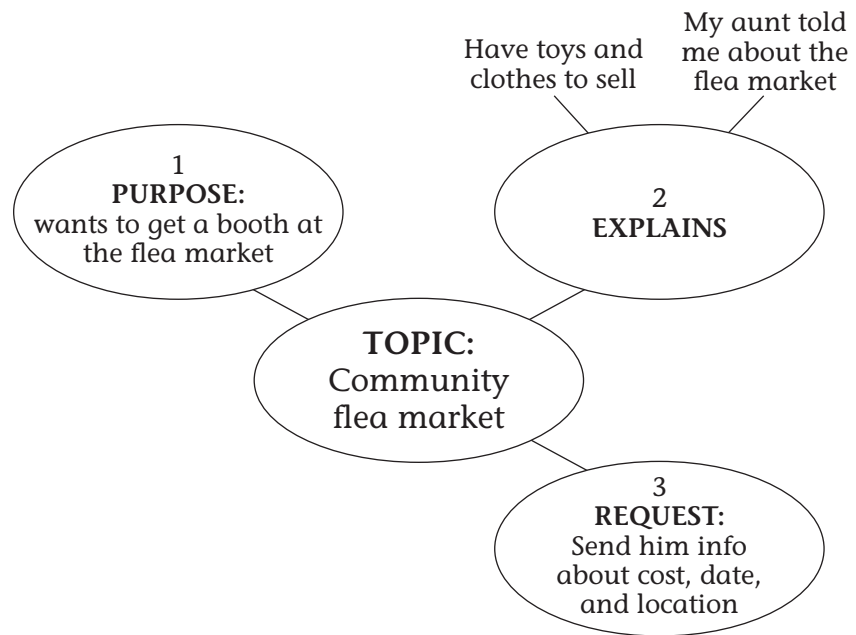
Why would it be important to include your address at the top of a business letter? *[If you are asking for information or for a company to send you something, the reader needs to know where to send it.]*

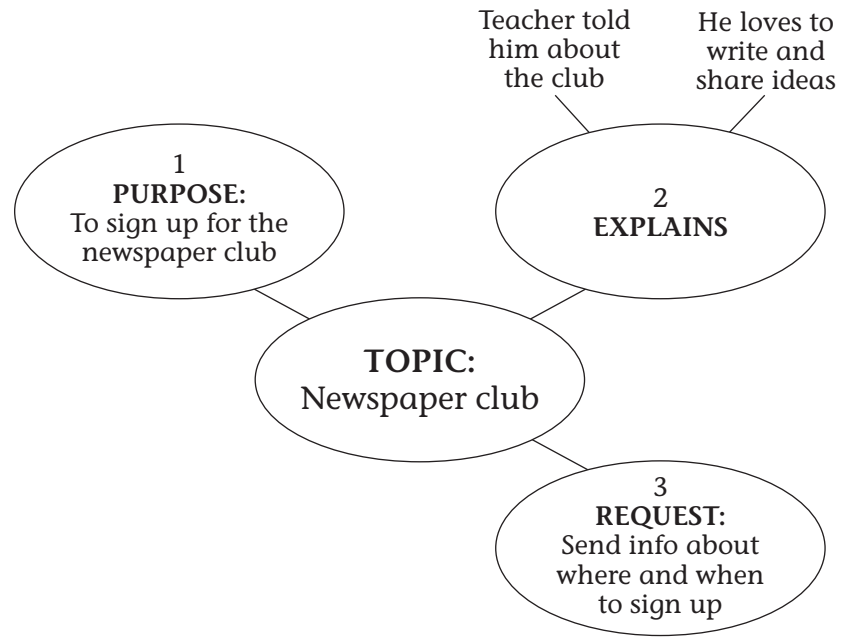
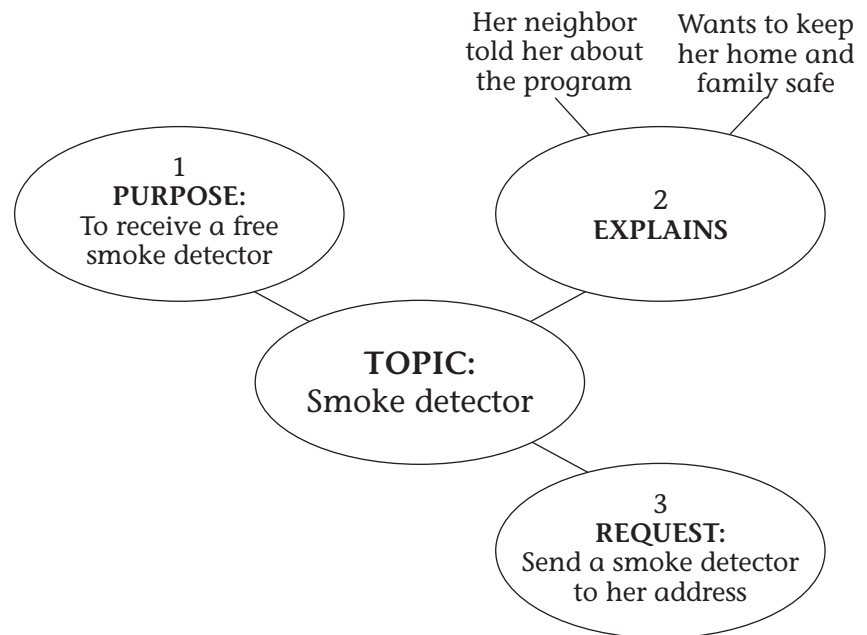
When you are writing to ask the reader to do something, why would it be important to thank the reader at the end of your letter? *[It is polite to say thank you when someone does something for you.]*



- 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 team members explained during teamwork.

Answer Keys**Team Practice****Team Mastery**

Team Practice 2**Team Mastery 2**

Quick Check**Quick Check 2**

Craft Lesson Scoring Guide**100
Points**

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

**90
Points**

The student has correctly identified and used a web to record the topic of 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 an embassy to which they will write for information.



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

Two-Minute Edit

- Present a Careless Caroline sentence. Ask:

What would you do to make this sentence better?

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

Carly walked to the library and talked with her friends and checked out two books about whales and started to work on her report for school.

- 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, *Carly walked to the library, where she talked with her friends. She checked out two books about whales to start working on her report for school.*

Author's Chair

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

Active Instruction

Timing Goal: 17 minutes

Set the Stage

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

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 country we would like to live in and locate its embassy.

- Point out today's focus. Remind the students that writers talk about their ideas when they brainstorm. Tell the students that today they will brainstorm with their partners and choose a country that they want to find out more about by writing its embassy. 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.

8 Pioneer Lane
Raleigh, NC 27601
April 25, 2007

HEADING
(your address and date)

Shoe Palace
15 Market Street
Raleigh, NC 27601

INSIDE ADDRESS
(company's address)

Dear Sir or Madam: □

GREETING

I purchased a pair of boots from your store last month. I was very happy with the boots until last week. I was walking home from school and my left foot felt wet. I got home and noticed a hole in the side of the left boot. I am writing to request a replacement for the damaged boot. Please send a new boot to me as soon as possible. Thanks.

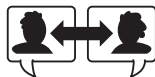
BODY

Sincerely, □

CLOSING

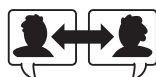
Katie Duncan □

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.]*

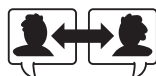
- Point out that sometimes the greeting of a business letter can refer to a person with a particular job or title. For example, a greeting could be “Dear Representative,” “Dear Town Council Members,” or “Dear Marketing Director.”
- Refer to the body of the business letter. Remind the students that the 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 the letter with a thank you. Remind the students that unlike in 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

Have you ever wondered what it’s like to live in another country? Imagine that you are going to live in another country, and you want to find out all you can about it before you go. Write a business letter to the embassy office of that country asking for information about what it’s like to live in that country. Make sure that your purpose is clearly stated. Include details that explain why you are writing the letter. Tell the reader what you want him or her to do. Remember to use a business-letter format and a formal, all-business tone.



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

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

What do we mean when we say an all-business tone?

[(Accept reasonable responses.) For example, all-business means it gets right to the point.]

- Make sure that the students understand what an embassy is. An embassy represents its own country abroad. For example, the United States has embassies in countries throughout the world. If you are traveling in Paris, France, you can go the Embassy of the United States there and get help or information. Countries from around the world also have embassies here in the United States. Most of them are located in Washington, D.C. or New York (see <http://www.state.gov/documents/organization/91446.pdf> for a list). You can contact these embassies to find out information about their countries.
- Display the sample letter signed by Syesha Morgan. 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.

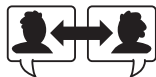
32 Brighton Place
Baltimore, MD 21230
April 9, 2007

Republic of Rwanda

Dear Sir or Madam:

I am interested in learning more about your country of Rwanda. I read an article about a family from Rwanda last week in a magazine. They had experienced some violence when they lived there. Are there still problems with violence in Rwanda? What is the weather like in your country? Thank you.

Your friend,
Syesha Morgan



- 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 letter does not have a complete inside address.]*

What do you think about the body of the letter? Does it clearly state a purpose? *[Yes, it says that she is interested in learning more about Rwanda.]*

Do you think Syesha includes details to explain her purpose? *[The students may feel that Syesha does include details because she tells about how she read an article about a family from Rwanda and the violence that they experienced.]*

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

What could Syesha say in her letter to more clearly state her request? *[Syesha could say, "Please send information or brochures about Rwanda to my home address."]*

What do you think about the tone of Syesha's letter?

Would you say it is an all-business tone? *[Most of it has a business tone, but she signs it "Your friend" instead of something formal.]*

- Point out that Syesha's letter would have to be revised to include the elements in the writing prompt.
- Remind the students that they will first choose a country that they want to learn more about, and then they will write a business letter to its embassy requesting information. Tell the students that they will use the information they receive from the embassy offices to write descriptions of their chosen countries. These will be compiled in a book. (The students can think of a title for their book later.)
- Show the students a complete list of the embassies located in the United States (see <http://www.state.gov/documents/organization/91446.pdf>, beginning on page V). Choose a country, and model brainstorming what you would like to learn about it with a student partner.

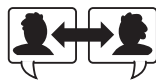
What do you already know about this country?

What information do you want to know?

Do you want to find out what the land is like? What is the food like? What is the history of the country? What are the biggest cities? What jobs are available there? What is the government like? What is the weather like? What do tourists like to do there?

Teamwork

Timing Goal: 10 minutes



- Have partners review the list of countries and identify where the countries are located on a map. Use **Think-Pair-Share** to ask:

Have you or members of your family visited other countries before?

Have you ever wished you could live in another country?

Which country would you like to learn more about?

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

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

Reflection

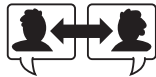
Timing Goal: 3 minutes

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

What questions do you have about your chosen country?

What did your partner do to help you brainstorm questions?

- Have teams share what they learned from their team members about countries that they have visited.
- Remind the students of the team cooperation goal that they are working on: **Explain your ideas/tell why**. Using **Random Reporter**, award an additional point to teams whose members can give an example of something their team members explained during teamwork.



Unit 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.

David got second place in the spelling bee. David thought he was going to win.

- Remind the students that *think* is an irregular verb, so you do not add *-ed*. The correct form is *thought*. The sentences are short and about the same subject. The solution is to combine the sentences into one sentence. For example, *David thought he was going to win the spelling bee, but he got second place.*
- Demonstrate the use of the appropriate proofreading marks to edit the sentence.



Author's Chair

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

Active Instruction

Timing Goal: 17 minutes

Set the Stage

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

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

- Post and present the day's agenda.

TODAY'S FOCUS: Organize ideas.

TODAY'S GOALS:

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

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

Instruction

- Display and review the writing prompt.

Writing Prompt

Have you ever wondered what it's like to live in another country? Imagine that you are going to live in another country, and you want to find out all you can about it before you go. Write a business letter to the embassy office of that country asking for information about what it's like to live in that country. 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 country and brainstormed a list of questions about the country. 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 Topic in the center, and bubbles labeled: "1-Purpose," "2-Explains," and "3-Request." Record the name of the country you have chosen in the center under "Topic."
- Use a **Think Aloud** to model planning the content of your letter.

If I use this web to plan the body of my business letter, I can be sure it will include a purpose, details that explain the purpose, and a request for the reader to do something. Now what is the purpose of my letter? Why am I writing to the embassy? I want to learn all that I can about the country. I will write that on the web under "Purpose."

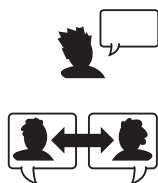
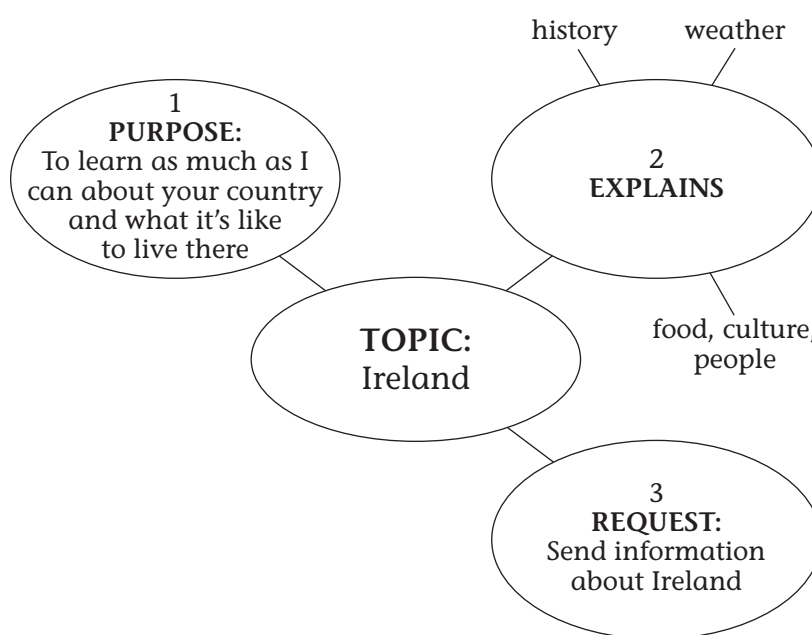


Think Aloud

Now I want to explain my purpose. I want to know what it would be like to live in their country. I want to know about the country's history. I want to know about the weather. I want to know about the people, the food, and the culture. 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 embassy. Then you explained your purpose. You explained what kind of information you were looking for.]*

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

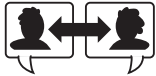


- Have teams compare the web to the writing prompt. Use **Think-Pair-Share** to ask:

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

Teamwork

Timing Goal: 10 minutes



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

How can explaining your ideas help you and your partner during planning? *[When my partner explains his or her ideas, it can help me think of good follow-up questions to ask. Explaining my ideas to my partner can help me see if they 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 and telling why. Using **Random Reporter**, award an additional point to teams whose members can give an example of something a team member explained during planning.



Unit 8

Day 4 Draft

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



Two-Minute Edit

- Present a Careless Caroline sentence. Ask:

What would you do to make this sentence better?

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

Jason went to the arcade and played games with his friends and he lost his sunglasses and he ate a hamburger for lunch.

- 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, *Jason went to the arcade to play games with his friends. As he ate a hamburger for lunch, he realized he lost his sunglasses.*
- 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 means team members will better understand their ideas. If everyone on the team understands their ideas, then all team members are prepared to share them with the class.

Throughout the lesson, award team cooperation points to teams whose members explain their ideas/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

Have you ever wondered what it's like to live in another country? Imagine that you are going to live in another country, and you want to find out all you can about it before you go. Write a business letter to the embassy office of that country asking for information about what it's like to live in that country. 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 embassy of the country they have chosen.
- Distribute the list of embassy addresses. Have the students locate the address for their chosen country. 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 country of Ireland and planned the content of my letter using a web. Now I am ready to draft the letter. The first thing I need is the heading because that is the first part of a business letter.

The heading is my address and the date. I will use the school's address because I want my reply to be delivered here.

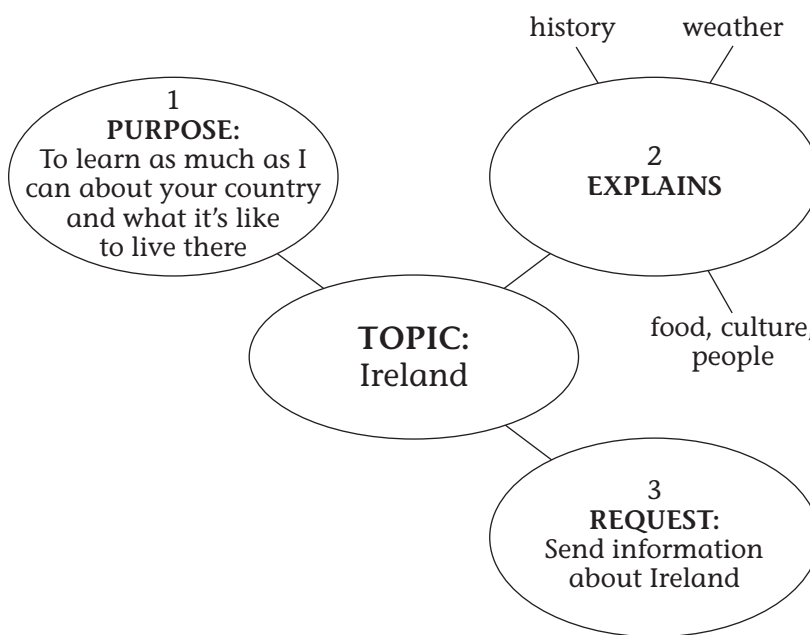
The next part of the letter is the inside address. This tells where I am sending the letter. I found the address for the Irish embassy on the list, so I will copy it here.

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

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



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

I am doing a project for school and I want to learn about what it is like to live in your country.

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 learning about the history of Ireland. I also want to hear about the weather in your country. I want to know about Ireland’s food, people, and culture.

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 would love to hear more about Irish music. Music is awesome!

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

Please send any information that will help me learn about what life is like in Ireland.

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 grammatical 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 that 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 team member explained during drafting.



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.
- Post and present the day’s agenda.

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

We will improve sentences by replacing repeated nouns with pronouns.

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

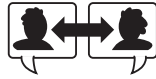
Instruction

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

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



Show DVD segment



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

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

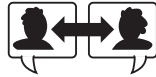
What are some examples of pronouns from the video?

[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:

Joanne and Colton told Joanne and Colton's father that Joanne and Colton wanted to make dinner for Joanne and Colton's mother.



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

What is wrong with the sentence? *[The words "Joanne and Colton" 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 word.

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

Instead of saying, "Joanne and Colton's father," I can say, "their father."

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

I will replace the last "Joanne and Colton's mother" with "their mother."



their

Joanne and Colton told ~~Joanne and Colton's~~ father

they

that ~~Joanne and Colton~~ wanted to make dinner for

their

~~Joanne and Colton's~~ mother.

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



- Write the following sentences on the board.

Reyna and Mark went to Reyna and Mark's baseball practice after school.

Ella cleans Ella's room because Ella's grandmother is going to be staying with Ella.

- 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.



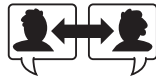
If the students struggle with the activity, review the skill, and then allow them to try again with Team Practice 2.

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 it 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 team member explained during teamwork.

Answer Keys: Pronouns I

Team Practice

Jack and Leo went with ~~Jack and Leo's~~ (*their*) aunt to ~~Jack and Leo's~~ (*their*) school carnival. Jack and Leo talked with ~~Jack and Leo's~~ (*their*) aunt as ~~Jack and Leo~~ (*they*) walked with ~~Jack and Leo's~~ aunt (*her*) to the carnival. ~~Jack and Leo and Jack and Leo's~~ aunt (*They*) went on the roller coaster. ~~Jack and Leo's~~ (*Their*) aunt screamed as ~~Jack and Leo's~~ aunt (*she*) got on the ride. Jack and Leo thanked ~~Jack and Leo's~~ (*their*) aunt for taking ~~Jack and Leo~~ (*them*) to the carnival.

Team Mastery

My family goes for a walk every night around ~~my family's~~ (*our*) neighborhood. My family talks about ~~my family's~~ (*our*) plans for the next day. Sometimes my sister and I ask if ~~my sister and I~~ (*we*) can ride ~~my sister's and my~~ (*our*) bikes. My father walks ~~my family's~~ (*our*) dog on ~~my family's~~ (*our*) evening walk. ~~My family's~~ (*Our*) dog likes to chase the squirrels in ~~my family's~~ (*our*) yard.

Team Practice 2

Tammy and Maya went to Maya's house after ~~Tammy and Maya~~ (*they*) were done with play practice. Maya's mother made ~~Tammy and Maya~~ (*them*) some cookies for ~~Tammy and Maya's~~ (*their*) snack. ~~Tammy and Maya~~ (*They*) played with Maya's dog in ~~Maya's~~ (*her*) backyard. ~~Tammy and Maya~~ (*They*) listened to Maya's radio in ~~Maya's~~ (*her*) room. ~~Maya's~~ (*Her*) mother asked ~~Tammy and Maya~~ (*them*) to clean up before Tammy went home.

Team Mastery 2

Delia and Charlie rode ~~Delia's and Charlie's~~ (*their*) scooters to the park. ~~Delia and Charlie~~ (*they*) met ~~Delia and Charlie's~~ (*their*) cousins at the playground. Delia and Charlie rode on the seesaw with ~~Delia and Charlie's~~ (*their*) cousins. Delia slipped off the seesaw and scraped ~~Delia's~~ (*her*) knee. Charlie saw some of ~~Charlie's~~ (*his*) friends and went to play with ~~Charlie's~~ friends (*them*).

Quick Check

The lion sat in the long grass with ~~the lion's~~ (*her*) cubs. The lion watched a gazelle nearby and hoped to make ~~the gazelle~~ (*it*) ~~the lion's~~ (*her*) dinner. The lion's cubs jumped on ~~the lion's~~ (*her*) back. ~~The lion~~ (*She*) growled at ~~the lion's~~ (*her*) cubs. ~~The lion and the lion's~~ cubs (*They*) rolled in the grass as the gazelle ran away.

Quick Check 2

Hillary and Keeku played with ~~Hillary and Keeku's~~ (*their*) dolls. ~~Hillary and Keeku~~ (*They*) made a house for ~~Hillary and Keeku's~~ (*their*) dolls. Hillary's father told ~~Hillary and Keeku~~ (*them*) that it was time for dinner. ~~Hillary and Keeku~~ (*They*) ate ~~Hillary and Keeku's~~ (*their*) dinner, and then cleaned up the kitchen. Hillary and Keeku went to watch ~~Hillary and Keeku's~~ (*their*) favorite television show.

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.

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

- Remind the students that sometimes we read a sentence in a book, magazine, or in a partner's writing that we really like. 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 the sample below or a particularly good sentence from the students' work.

My hands are sweating and I can feel my heart pounding in my chest as I climb the stairs to the stage to give my speech.

- 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 reasons for them means team members will better understand their ideas. If everyone on the team understands their ideas, then all team members are prepared to share them with the class.

Throughout the lesson, award team cooperation points to teams whose members explain their ideas/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 Business 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 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 it tell the reader what you want him or her to do?					
Organization	First Draft Ratings	Revised Draft Ratings	Teacher Ratings	Score (25 points)	
Is the letter in the form of a business letter?					
Can the reader follow your thinking?					
Style	First Draft Ratings	Revised Draft Ratings	Teacher Ratings	Score (25 points)	
Does the letter have a formal tone (all business)?					



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

What do we mean when we say, “use a formal tone”?
[(Accept reasonable responses.) For example, using a formal tone 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 section of the revision guide and gave Ricardo feedback. What suggestion did she make?
[Tasha suggested that he not use so many fancy words. She pointed out that the tone for a business letter is businesslike, right to the point, brief, and polite.]

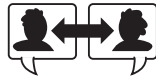
Did Tasha’s feedback help Ricardo revise his letter?
[Yes, Ricardo revised his letter and made it more businesslike.]

- 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 giving helpful feedback to their partners.
- 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 that their partners explained.

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.

He slumped in the uncomfortable wooden chair, and sipped lukewarm cocoa from a cracked tea cup.

- 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, "Music is awesome," 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, students might suggest changing "Music is awesome" to the more formal "Music tells stories about people." 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 they received from their partners. Hold brief conferences with as many of the students as possible to support this task.
- Have the authors read their drafts to their teammates. Ask them to read as fluently as possible—correctly, smoothly, and with expression.

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

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

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

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

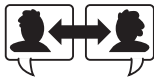
Reflection

Timing Goal: 3 minutes

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

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

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



Unit 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.

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

Preparation

- Reproduce copies of the following materials from the blackline masters at the end of this unit.
 - **Teamwork 1: 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

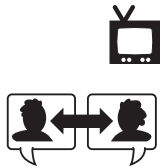
Set the Stage

- 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 in a sentence.



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 the following questions:

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

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

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

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

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

Marty my dog likes to chew on rawhide bones.

- 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 Marty. I think that “Marty likes to chew rawhide bones” is the important part. “My dog” tells who the dog belongs to, so that is less important. So I’ll use commas to separate the less important part from the more important part.

Marty, my dog, likes to chew on rawhide bones.

- 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.

After school on Wednesdays Ronnie gets a ride home from his neighbor.

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

Hmm. What is the subject of this sentence? The subject is Ronnie because he does the action. I think “Ronnie gets a ride home from his neighbor” is the important information in this sentence. “After school on Wednesdays” is less important. I will use a comma to separate the important information from the less important information.

After school on Wednesdays, Ronnie gets a ride home from his neighbor.



- 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.

Jackie my cousin is the pitcher for her softball team.
Because I forgot to do my homework I did not do well on the quiz.



- 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.



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



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

Teamwork

Timing Goal: 10 minutes

Team Practice

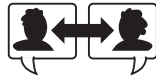
- Distribute the **Teamwork 1: Commas for Subordinate Clauses** page. Ask the students to look at the **Team Practice** section.
- Explain that during Team Practice the students will work as a team to place commas in the sentences. Explain that one teammate should read the sentence, and then the team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

Team Mastery

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

Quick Check

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



Reflection

Timing Goal: 5 minutes

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

Why would you use commas in your writing? *[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.



Answer Keys: Commas for Subordinate Clauses

Team Practice

1. The flowers, yellow roses, bloomed along the sidewalk.
2. Iesha and Tiffany, the team captains, had a meeting before the game.
3. Ghana, a country in Africa, is where my cousin lives.
4. Last Friday afternoon, we had a fire drill at school.
5. Mr. Kelly, our principal, talked to my class about the upcoming tests.

Team Mastery

1. Caleb, a fourth-grader, played football with us after school.
2. At the rehearsal, Taylor got in trouble for being rude.
3. On the way to art class, Sammy stopped at the nurse's office.
4. The movie, *The Hidden Heart*, was already checked out from the library.
5. Maia, the crossing guard, helps the young students to cross the street safely.

Quick Check

1. After we ate breakfast, we went for a walk around the park.
2. My cousin's bicycle, a mountain bike, got stolen from school yesterday.
3. Because it was raining, my mother took her umbrella with her to work.
4. The black car, a minivan, parked in front of the bank.
5. Dominic, the quietest boy in our class, surprised everyone when he sang in the talent show.

Team Practice 2

1. My shirt, a present from my sister, has my favorite player's name on it.
2. At the playground, we love to go on the swings.
3. My brother showed me his book, *The Decision*.
4. Because I was late, I missed the morning announcements.
5. My Aunt Eileen, my favorite aunt, always makes me laugh.

Team Mastery 2

1. Before I won the contest, I practiced spelling words every day.
2. Oregon, a state on the West Coast, is where my dad was born.
3. As she walked into the room, everyone turned to look at her dress.
4. Mr. Nuss, a teacher, is running a marathon this weekend.
5. Ava, who plays the violin, had a solo in the spring concert.

Quick Check 2

1. After the wave crashed on the shore, the boy's sandcastle was washed away.
2. The longest river in the world, the Nile, is in Egypt.
3. Zara, my best friend, is going to Florida for spring vacation.
4. Because we didn't behave in reading class, we stayed inside for recess.
5. Mrs. Morris, an author, has written her fifth book.

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 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.

Sophia gave her old jacket to her younger cousin.
Sophia went to cousin's house.

- Remind the students the sentence needs punctuation at the end. Point out that *give* is an irregular verb, so you do not add *-ed*. The correct form is *gave*. Share ideas for ways to improve the sentence. For example, *When Sophia went to her cousin's house, she gave her old jacket to her younger cousin.*
- Demonstrate the use of the appropriate proofreading marks to edit the sentence.



Author's Chair

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

Active Instruction

Timing Goal: 17 minutes

Set the Stage

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

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

- Post and present the day's agenda.

TODAY'S FOCUS: Mechanics

TODAY'S GOAL:

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

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

Instruction

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

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

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

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

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

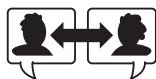
argentina a country in south america is very beautiful.

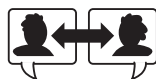
- Use **Think-Pair-Share** to ask:

What errors do you see in this sentence?

What would you do to make this sentence correct?

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

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

What will I look for the third time 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.



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 who 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 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.



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

Two-Minute Edit

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

What can 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.

my brother lives in north carolina. My brother is married.

- Remind the students that North Carolina is the name of a state, so it needs to be capitalized. Share ideas for ways to correct and improve the sentence. For example, *My brother, who is married, lives in North Carolina.*
- Demonstrate the use of the appropriate proofreading marks to edit the sentence.

Active Instruction

Timing Goal: 10 minutes

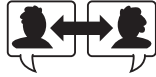
Set the Stage

- 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.



- 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 countries. We chose a country 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 embassy 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 embassy 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 embassy. 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 the team to improve their writing.
- Complete the team score sheets (refer to the back of the team score sheet for specific directions). Celebrate Good Teams, Great Teams, and Super Teams.
- When the students have read their letters from the Author's Chair, explain how to fold a business letter into thirds before placing it in the envelope and sealing it. Remind the students that they will be using the information they receive about the countries from the embassy offices. They will use it later in the year when they write informative compositions for their book.

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.

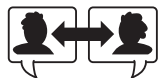
**When you write in your journal, you choose the topic.
Your purpose is to tell about your ideas.**

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

1. What is something that you are really good at doing and enjoy? In which careers do you think you could apply this talent? Why?
2. Write a letter to someone who is going to go to your school ten years from now. What things do you think will be different in your school? Why?
3. Imagine that you have been selected to go on the next launch to the moon. Will you go? Why or why not?
4. Describe a time when someone persuaded you to do something you didn't want to do. How did they persuade you? How did you feel about it?



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



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

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

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

Teamwork

Timing Goal: 20 minutes

- Allow the students time to brainstorm, plan, and write their journal entries. As the students work, monitor their progress, and assist when needed.
- While the students work, meet with a number of 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?

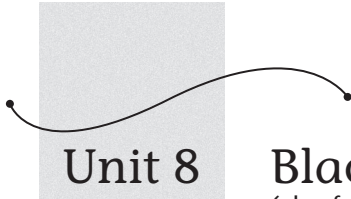
- Suggest that the students review their journal writing and choose an Ace Writer sentence that they want to share with the class. Have them underline the sentence and mark the page in their journals. You can use these Ace Writer sentences for the Two-Minute Edits in subsequent units.
- Celebrate by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



- 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 8	Student Handouts
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	Quick Check: Commas for Subordinate Clauses.....84
Day 9	(No blackline masters)
Day 10	(No blackline masters)
Day 11	(No blackline masters)

Kenny's Friendly Letter

May 24, 2007

Dear Colin,

I am so excited to go to camp this summer. Do you remember how much fun we had last year? By far my favorite thing to do is taking out the canoe. I was laughing so hard last year when you flipped over and fell in the water. That was so funny! Maybe this year we can try kayaking too. What else do you want to do at camp this year? I hope the counselors are cool this year. Give me a call when you get a chance and we can talk about what to bring to camp. See you soon.

Your friend,
Kenny

Kenny's Business Letter

5213 Shady Tree Lane
Cheyenne, OK 73628
January 18, 2007

Movies and More
429 Sullivan Way
Cambridge, MA 02138

Dear Sir or Madam:

I ordered three DVDs from your company last month. I received the DVDs four days after I placed the order, so I was happy. However, I was not happy to find that one of the DVDs had a huge scratch across it. I don't understand how a brand new DVD can get a scratch. My cousin had ordered movies from you before and suggested that I try your company.

Please send me a replacement for the DVD that is scratched which I have enclosed with this letter. I thank you in advance for your prompt attention to this matter.

Sincerely,
Kenny Martin

Business Letter Sample 2

29 Elm Street
Morristown, NJ 07960
March 16, 2007

Summer Science Program
39 Walnut Street
Madison, NJ 07940

Dear Sir or Madam:

My teacher told me that you have a great science program during the summer for students in grade 5 through grade 8. I am a fifth grader and I have excellent grades in science. I love to do experiments and test out new ideas.

I am writing to request information about your science program. Please send me information regarding cost, time, and location of the program. Thank you and I look forward to hearing from you soon.

Sincerely,
Chaunte West

Business Letter Sample 3

29 Park Street
Syracuse, NY 13244
July 12, 2007

Nearly Home Nursing Center
125 Main Street
Syracuse, NY 13244

Dear Sir or Madam:

I am writing to find out about volunteer opportunities at your nursing center. I need to do a service project for my school. I enjoy working with older adults and learning from their experiences. I am a hard and dependable worker. Please let me know if you have any opportunities to volunteer available at your organization. I can be reached at the address above or by phone at 315-555-4532. Thank you for your time and consideration.

Sincerely,
James Chase

Team Practice

2134 Elm Street
Golden, CO 80403
February 24, 2007

Makin' Models
566 17th Street
Golden, CO 80403

Dear Sir or Madam:

I am writing to buy a model plane kit. I want to be a pilot someday. I also love to build and make things. I got your address from a local store. Please ship a model plane kit, along with the bill, to my address listed above. Thank you.

Sincerely,
Steve Kucowski

Team Mastery

111 Winsor Street
East Providence, RI 02914
November 5, 2007

Music Makers
6655 Business Parkway
Vista, CA 92081

Dear Sir or Madam:

I would like to order a subscription to your music magazine. I play the guitar, and I like to look at the ads in your magazine. I also really want to hear about other musicians, especially in my area. Please add my name to your subscription list. I look forward to receiving my first magazine. Thank you.

Sincerely,
Gabriella Rodriguez

Team Practice 2

555 Oak Lane
Bend, OR 97701
October 15, 2006

A Tree a Day
2335 Dallas Avenue
Media, PA 19063

Dear Sir or Madam:

I recently saw an advertisement for your organization in a newspaper and it said to contact you about getting free tree seeds. I am writing because I would love to receive some seeds to plant new trees. Trees are good for our environment and make everything look so beautiful. Please send me free tree seeds as soon as possible so I can start planting. Thanks so much for this terrific program.

Sincerely,
Brad Jackson

Team Mastery 2

810 Riverwatch Street
Lexington, KY 40506
April 2, 2006

Lexington Community Development
8998 Westway Road
Lexington, KY 40506

Dear Sir or Madam,

My aunt told me that you are planning a community flea market for next month. I have plenty of toys and clothes that I would like to sell at the flea market. I'm sure I can get some more stuff to sell from my family and neighbors too. I would like to sign up to get a booth at the flea market. Please send me information about the cost of the booth, the date, and the exact location of the flea market. Thank you.

Sincerely,
Terrell Walker

Quick Check

615 Ellis Road
Geneva, NY 14456
June 3, 2005

Main Street Times
5 Main Street
Geneva, NY 14456

Dear Sir or Madam:

I am writing to express my interest in joining your newspaper club for local students. My teacher told us about the club yesterday at school. I love to write, and I really enjoy sharing my ideas with others. Please send me information about where and when to sign up for the newspaper club. Thank you for taking the time to organize this club for students.

Sincerely,
Jessica Lyons

Quick Check 2

612 Franklin Boulevard
Harper, WV 25851
October 15, 2006

Franklin Fire Department
8 Main Street
Harper, WV 25851

Dear Sir or Madam:

My neighbor, who is a firefighter, told me about your program to provide free smoke detectors to local families. I am writing because I would love to receive a free smoke detector for my family. I want to keep my family and my home safe in the event of a fire. Please send me a free smoke detector to my address above. Thank you for this program and for keeping us safe.

Sincerely,
Wendy Freeman

Business-Letter Format

8 Pioneer Lane
Raleigh, NC 27601
April 25, 2007

→ HEADING
(your address and date)

Shoe Palace
15 Market Street
Raleigh, NC 27601

→ INSIDE ADDRESS
(company's address)

Dear Sir or Madam:

→ GREETING

I purchased a pair of boots from your store last month. I was very happy with the boots until last week. I was walking home from school and my left foot felt wet. I got home and noticed a hole in the side of the left boot. I am writing to request a replacement for the damaged boot. Please send a new boot to me as soon as possible. Thanks.

→ BODY

Sincerely,

→ CLOSING

Katie Duncan

→ SIGNATURE

Writing Prompt

Have you ever wondered what it's like to live in another country? Imagine that you are going to live in another country, and you want to find out all you can about it before you go. Write a business letter to the embassy office of that country asking for information about what it's like to live in that country. Make sure that your purpose is clearly stated. Include details that explain why you are writing the letter. Tell the reader what you want him or her to do. Remember to use a business-letter format and a formal, all-business tone.

Sample Letter

32 Brighton Place
Baltimore, MD 21230
April 9, 2007

Republic of Rwanda

Dear Sir or Madam:

I am interested in learning more about your country of Rwanda. I read an article about a family from Rwanda last week in a magazine. They had experienced some violence when they lived there. Are there still problems with violence in Rwanda? What is the weather like in your country? Thank you.

Your friend,
Sysha Morgan

Team Practice

Jack and Leo went with Jack and Leo's aunt to Jack and Leo's school carnival. Jack and Leo talked with Jack and Leo's aunt as Jack and Leo walked with Jack and Leo's aunt to the carnival. Jack and Leo and Jack and Leo's aunt went on the roller coaster. Jack and Leo's aunt screamed as Jack and Leo's aunt got on the ride. Jack and Leo thanked Jack and Leo's aunt for taking Jack and Leo to the carnival.

Team Mastery

My family goes for a walk every night around my family's neighborhood. My family talks about my family's plans for the next day. Sometimes my sister and I ask if my sister and I can ride my sister's and my bikes. My father walks my family's dog on my family's evening walk. My family's dog likes to chase the squirrels in my family's yard.

Team Practice 2

Tammy and Maya went to Maya's house after Tammy and Maya were done with play practice. Maya's mother made Tammy and Maya some cookies for Tammy and Maya's snack. Tammy and Maya played with Maya's dog in Maya's back yard. Tammy and Maya listened to Maya's radio in Maya's room. Maya's mother asked Tammy and Maya to clean up before Tammy went home.

Team Mastery 2

Delia and Charlie rode Delia's and Charlie's scooters to the park. Delia and Charlie met Delia and Charlie's cousins at the playground. Delia and Charlie rode on the seesaw with Delia and Charlie's cousins. Delia slipped off the seesaw and scraped Delia's knee. Charlie saw some of Charlie's friends and went to play with Charlie's friends.

Quick Check

The lion sat in the long grass with the lion's cubs. The lion watched a gazelle nearby and hoped to make the gazelle the lion's dinner. The lion's cubs jumped on the lion's back. The lion growled at the lion's cubs. The lion and the lion's cubs rolled in the grass as the gazelle ran away.

Quick Check 2

Hillary and Keeku played with Hillary and Keeku's dolls. Hillary and Keeku made a house for Hillary and Keeku's dolls. Hillary's father told Hillary and Keeku that it was time for dinner. Hillary and Keeku ate Hillary and Keeku's dinner, and then cleaned up the kitchen. Hillary and Keeku went to watch Hillary and Keeku's favorite television show.

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 it tell the reader what you want him or her to do?				
Organization	First Draft Ratings	Revised Draft Ratings	Teacher Ratings	Score (25 points)
Is the letter in the form of a business letter?				
Can the reader follow your thinking?				
Style	First Draft Ratings	Revised Draft Ratings	Teacher Ratings	Score (25 points)
Does the letter have a formal tone (all business)?				
Mechanics	First Draft Ratings	Revised Draft Ratings	Teacher Ratings	Score (25 points)
Does my writing have correct capitalization?				
Does my writing have correct punctuation?				
Does my writing have correct spelling?				
Does my writing have correct grammar?				
RATINGS KEY: ? = missing or needs to be improved ✓ = here and complete + = here, complete, and excellent				Total Teacher Score

Team Practice

1. The flowers yellow roses bloomed along the sidewalk.
2. Iesha and Tiffany the team captains had a meeting before the game.
3. Ghana a country in Africa is where my cousin lives.
4. Last Friday afternoon we had a fire drill at school.
5. Mr. Kelly our principal talked to my class about the upcoming tests.

Team Mastery

1. Caleb a fourth-grader played football with us after school.
2. At the rehearsal Taylor got in trouble for being rude.
3. On the way to art class Sammy stopped at the nurse's office.
4. The movie *The Hidden Heart* was already checked out from the library.
5. Maia the crossing guard helps the young students to cross the street safely.

Team Practice 2

1. My shirt a present from my sister has my favorite player's name on it.
2. At the playground we love to go on the swings.
3. My brother showed me his book *The Decision*.
4. Because I was late I missed the morning announcements.
5. My Aunt Eileen my favorite aunt always makes me laugh.

Team Mastery 2

1. Before I won the contest I practiced spelling words every day.
2. Oregon a state on the West Coast is where my dad was born.
3. As she walked into the room everyone turned to look at her dress.
4. Mr. Nuss a teacher is running a marathon this weekend.
5. Ava who plays the violin had a solo in the spring concert.

Quick Check

1. After we ate breakfast we went for a walk around the park.
2. My cousin's bicycle a mountain bike got stolen from school yesterday.
3. Because it was raining my mother took her umbrella with her to work.
4. The black car a minivan parked in front of the bank.
5. Dominic the quietest boy in our class surprised everyone when he sang in the talent show.

Quick Check 2

1. After the wave crashed on the shore the boy's sandcastle was washed away.
2. The longest river in the world the Nile is in Egypt.
3. Zara my best friend is going to Florida for spring vacation.
4. Because we didn't behave in reading class we stayed inside for recess.
5. Mrs. Morris an author has written her fifth book.

Unit 9

Using Persuasive Language

Writing Project:

Write a Letter Giving Your Advice



Author's Chair

Overview

The Author's Opportunity

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

Unit Summary

In this unit, the students write a persuasive letter to a fictional person, 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 person and action the person 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 person 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**

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 in this lesson:
 - “Combining Sentences” on Day 5 (running time 5:41)
 - “Advice Letter: Share, Respond, Revise” on Day 6 (running time 5:25)
 - “Varying Sentences” on Day 8 (running time 4:59)

Unit 9

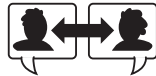
Day 1 Craft Lesson

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



Think-Pair-Share

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



Active Instruction

Timing Goal: 12 minutes

Set the Stage

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

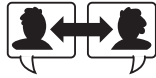
When we say “everyone participates,” what does that mean? *[(Accept reasonable responses.) For example, all team members take part in team discussion.]*

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

- Remind the students that when every team member participates, the partner and team members get the help and feedback they need to make their writing the best it can be. Writing teams need the ideas and help of every team member.
- Tell the students that you will award team cooperation points to teams whose members all participate. Tell them that you will ask a member of 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 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 at first 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 phone* and *dazzling new phone* on the board. Use **Think-Pair-Share** to ask the students which phone they would like to have and why. Point out that the second phrase has a persuasive word in it: *dazzling*. 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

13 Water Street
Las Vegas, NV 89101
October 21, 2007

WXPB Radio
225 S. Main Street
Las Vegas, NV 89101

Dear Radio Manager:

I read about your contest to win tickets to the Hayes Brothers concert. I would love to go to the Hayes Brothers concert. I think they are really cute! I would sing and dance all night if I get picked to win the contest. I am a good choice to win your contest.

Sincerely,
Samantha Ortiz

Sample Letter 2

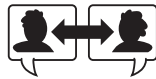
13 Water Street
Las Vegas, NV 89101
October 21, 2007

WXPG Radio
225 S. Main Street
Las Vegas, NV 89101

Dear Radio Manager:

I read about your amazing contest to win tickets to the Hayes Brothers concert. I would certainly love to go to the Hayes Brothers concert. I am one of their biggest and most enthusiastic fans. Without a doubt, I would sing and dance all night if I get picked to win the contest. In my opinion, I am the best choice to win your contest.

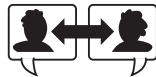
Sincerely,
Samantha Ortiz



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

What does Samantha 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 the Hayes Brothers' biggest and most enthusiastic fan. She would sing and dance all night at the concert, and she is the best choice.]*



- Use **Think-Pair-Share** to ask the students which letter is more persuasive. *[Letter 2 is more persuasive.]*
- Explain that Samantha'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 *amazing*.

I think the word *amazing* is a persuasive word. Samantha doesn't just say, "your contest," she says, "your *amazing* contest." The radio manager will like that she thinks the contest is amazing. 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 and phrases that Samantha used to improve her second letter. Use **Random Reporter** to share responses. Responses could include the words and phrases *biggest*, *most*, *without a doubt*, *in my opinion*, and *best*.
- Explain that using persuasive words and phrases and giving convincing reasons can help persuade a reader to take an action, for example, choosing Samantha as the contest winner. Display the Persuasive Words and Phrases transparency and review the words.

Persuasive Words and Phrases

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

Sample Letter 3

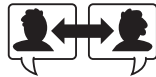
557 Green Street
Chicago, IL 60607
June 18, 2007

Washington High School
32 Pulaski Road
Chicago, IL 60630

Dear Sir or Madam:

I read on a poster that your school is choosing a new mascot. I have a suggestion. I think a cheetah is a good mascot. It is gold and black and those are your school's colors. Cheetahs are really fast! I think a cheetah is a good choice for your new mascot.

Sincerely,
Rita Murphy



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

Why is Rita writing this letter? What does she want the reader to do? *[Rita is writing to suggest a new mascot. She wants the school to choose a cheetah as its new mascot.]*

Does Rita give any reasons to support her suggestion? What are they? *[She says that it is gold and black like the school's colors. She also says that cheetahs are fast.]*

Is Rita's letter persuasive? Do you think it would convince the school to have a cheetah as its mascot? *[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 Rita's letter would be more convincing if she added some persuasive words. For example, in the second sentence she could add persuasive words about her suggestion: *I have an exciting and fantastic suggestion.*



For the third sentence, she could change it to a question: *What do you think about having a cheetah as your school's mascot?* By using a question, you engage the reader in thinking about the idea more deeply.

She could also add some persuasive words and phrases about the cheetah. The dazzling gold and black fur of the cheetah matches your school's colors. Cheetahs are the fastest animals. For this reason, I think it makes a super mascot.

- Use Think-Pair-Share to ask:

Looking at the list of persuasive words, what words could Rita add to his last sentence to make it more convincing? [(Accept reasonable responses.) For example, *In my opinion, I think your choice is easy and clear: pick the unforgettable cheetah.*]

Sample Letter 3 revised

557 Green Street
Chicago, IL 60607
June 18, 2007

Washington High School
32 Pulaski Road
Chicago, IL 60630

Dear Sir or Madam:

I read on a poster that your school is choosing a new mascot. I have an exciting and fantastic suggestion.

What do you think about having a cheetah as your school's mascot? The dazzling gold and black fur of the cheetah matches your school's colors. Cheetahs are the fastest animals. For this reason, I think it makes a super mascot. In my opinion, I think your choice is easy and clear: pick the unforgettable cheetah.

Sincerely,
Rita Murphy

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



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.



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 members agree that the words are persuasive.
- Remind the students 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 Raphael writing? *[He has a suggestion for the Department of Parks.]*

What action does he want the Department of Parks to take? *[He wants them to fix the nails sticking out of benches at Silver Park.]*

Does Raphael give supporting reasons why he wants the department to do this? What are the reasons? *[He says it is unsafe, and children are going to get hurt; he wants visitors to the park to see the town in a positive light; if the nails are not fixed, then the benches themselves will have to be replaced.]*

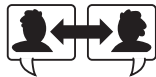
What persuasive words or phrases did you add to his letter to make it more convincing?

Team Mastery

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

Why is Aaron writing? *[He has a suggestion for the restaurant.]*

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.



What action does he want the restaurant to take?

[He wants them to offer more vegetarian options on their menu.]

Does Aaron give supporting reasons why he wants the restaurant to do this? What are the reasons?

[He says it will contribute to a healthier community, it will increase business at the restaurant, and it will lead to happier customers.]

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.

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.

Answer Keys

Team Practice

Sample Response

23 Oak Place
Tallahassee, FL 32301
April 16, 2007

Department of Parks
64 Palm Tree Road
Tallahassee, FL 32301

Dear Sir or Madam:

Last week at my baseball game at Silver Park, I came up with an important suggestion. I really think you need to fix the nails sticking out of the benches. My younger cousin almost sat on one of the nails, so other children might get hurt. Many visitors from other towns were there, and we want them to view our town in a positive light. An important thing to remember is that if the nails are not fixed, then the department might be putting out more money to replace the benches themselves. As you can see, fixing the nails is a terrific idea.

Sincerely,
Raphael Kirby

Team Mastery

Sample Response

546 Delaware Avenue
Portland, OR 97310
December 4, 2006

Corner Café
1510 Mountain Terrace
Portland, OR 97310

Dear Café Manager:

I have some advice to improve your restaurant. I suggest that you add more energizing vegetarian options to your menu. Adding more salads and vegetable dishes will help to improve the health of our community. Without a doubt, adding more vegetarian options will increase your business. In fact, it will make your customers much happier to have more options. I definitely think adding more vegetarian dishes is a fantastic idea!

Sincerely,
Aaron Aamir

Team Practice 2**Sample Response**

411 Robin Terrace
Galveston, TX 78714
April 3, 2007

Hill Street Library
19 Hill Street
Galveston, TX 78715

Dear Sir or Madam:

I read in the paper that you are looking for kids to be buddy readers for your Saturday morning reading program. I would definitely like to be a buddy reader. I am an excellent reader. The truth is that I love books. I have three brothers and one sister, so I am used to working with kids. For this reason, I think I will make a super buddy reader.

Sincerely,
Simon Lee

Team Mastery 2**Sample Response**

21 Orchard Street
Orlando, FL 32311
February 12, 2007

Games Galore
45 Coral Lane
Orlando, FL 32310

Dear Sir or Madam:

I was in your store yesterday and had a terrific idea. My suggestion is to buy and sell used video games. In my opinion, this will prevent unused games from being wasted or getting thrown away. It will give kids the opportunity to sell old games so they can afford to buy new ones. In fact, it will increase your business. I think it is definitely a great idea.

Sincerely,
Anshika Phelps

Quick Check**Sample Response**

20 Rolling Road
Philadelphia, PA 17120
November 4, 2006

Caroline's Restaurant
1505 Almond Street
Philadelphia, PA 17123

Dear Sir or Madam:

I am writing because I have a super suggestion. My suggestion is to have crayons and activity menus for kids at your restaurant. First, it will decrease the amount of noise because the kids will be busy coloring their menus. Second, it will increase your business because more families will come. Third, it will create a fun and happy atmosphere at your restaurant. As you can see, I think having crayons and activity menus is a great idea.

Sincerely,
Tasha Lake

Quick Check 2**Sample Response**

33 Birch Street
Cheyenne, WY 82002
February 17, 2006

Cheyenne City Council
126 Eagle Road
Cheyenne, WY 82004

Dear Sir or Madam:

I saw on a poster that you are sponsoring a Hometown Hero award. In my opinion, my uncle, Bruce Gordy, is the best candidate. He is a volunteer firefighter and has helped train new firefighters. Two weeks ago he rescued a dog from the sewer. He improves our town by cleaning up the parks and recreation fields. For these reasons, it would be a terrific idea to give my uncle a Hometown Hero award.

Sincerely,
Jake Ross

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.

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 to list ideas to write about in their advice letter.



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

Two-Minute Edit

- Present a Careless Caroline sentence. Ask:

What would you do to make this sentence better?

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

Matt lost matt's keys to the lock on matt's bicycle.

- Remind the students that pronouns can replace naming words. In this sentence, the naming word *Matt* is repeated. The sentence can be improved by replacing the second and third *Matt's* with the pronoun *his*. The word *matt's* refers to a person's name so it should be capitalized.
- 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.

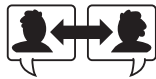
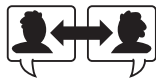
Active Instruction

Timing Goal: 17 minutes

Set the Stage

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

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 about ideas for someone 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 telling the truth or coping with problems.]

- 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 telling the truth, you are telling your friend what action to take to be honest and avoid future trouble. Another example is when you give advice to your partner, you are telling your partner what action to take to improve his or her writing.

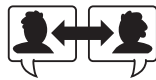
- Use **Think-Pair-Share** to ask:

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

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

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

- Tell the students that 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 using persuasive words and phrases.



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

Writing Prompt

Pretend a woman named Carla is opening a new restaurant in your town or city. She needs advice on the best location for the restaurant, the type of food to serve, and any other information that will help her make a plan for her new restaurant. What advice would you give Carla? Write a letter giving your advice. Tell Carla why you are writing and what action you think she should take. Include reasons why 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 she 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 Rick transparency. Explain that this is a similar advice letter to someone named Rick opening a clothing store. 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 Rick

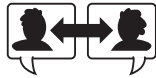
54 Winding Lane
Peoria, IL 21243
September 8, 2007

Mr. Rick Larson
570 Main Street
Lincoln, ME 04457

Dear Mr. Larson,

I am writing to you to give you some advice. I heard you are putting in a new clothing store in my neighborhood. My advice is to put the store in the center of town and sell sports clothes. First, you need to know that people in my neighborhood wear very casual clothes. Second, you need to know that most people walk to get places. For this reason, keep your store in the center of town. Third, you should advertise your new store with posters because not many people read the newspaper. Without a doubt, if you follow my advice, then your store will be a fantastic success.

Sincerely,
Shaunice Marshall



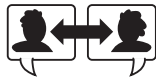
- Remind the students that in the previous unit they looked at how a business letter is organized.
- Use **Think-Pair-Share** to ask:

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 Shaunice is writing? What is her purpose for writing? *[She is writing because Rick needs advice.]*

Does Shaunice tell what action she thinks Rick should take? Which sentence tells this? *[Yes, in the third sentence she tells Rick to put the store in the center of town and sell sports clothes.]*

Does Shaunice include reasons to convince Rick? What are they? *[Yes, she explains that people wear casual clothes in her town, that people walk most places, and that he should advertise using posters.]*



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

Does Shaunice use any persuasive words or phrases in her letter? Which ones? *[She uses first, second, third, for this reason, without a doubt, and fantastic.]*

- Tell the students that when thinking about their advice, they should focus on what information they think will be the most helpful to the reader.
- Model brainstorming with a student partner. Record and discuss possible ideas with the student. Ask questions such as:

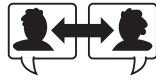
What problem or problems does this person have?

Do you have an idea what action the person could take to solve the problem?

Teamwork

Timing Goal: 10 minutes

- Have the students work with their partners to brainstorm ideas that will help Carla.
- Circulate through the classroom and listen to discussions. Praise partners who actively listen and ask follow-up questions.
- Have the students begin thinking about the advice they would give Carla.



Reflection

Timing Goal: 3 minutes

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

Was it hard to decide what advice to give Carla?

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 who share an example of a follow-up question that 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.

Lu sitted at his desk and took out Lu's books.

- Remind the students that *sit* is an irregular verb so you do not add *-ed*. The correct form is *sat*. Remind the students that pronouns can replace naming words. In this sentence the name *Lu* is repeated. The sentence can be improved by replacing the second *Lu'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.

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

Active Instruction

Timing Goal: 17 minutes

Set the Stage

- Refer to the posted team cooperation goal: **Everyone participates.** Remind the students that 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.
- 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. They will also give their partners helpful feedback by asking follow-up questions. Read the focus and goals for the day aloud.

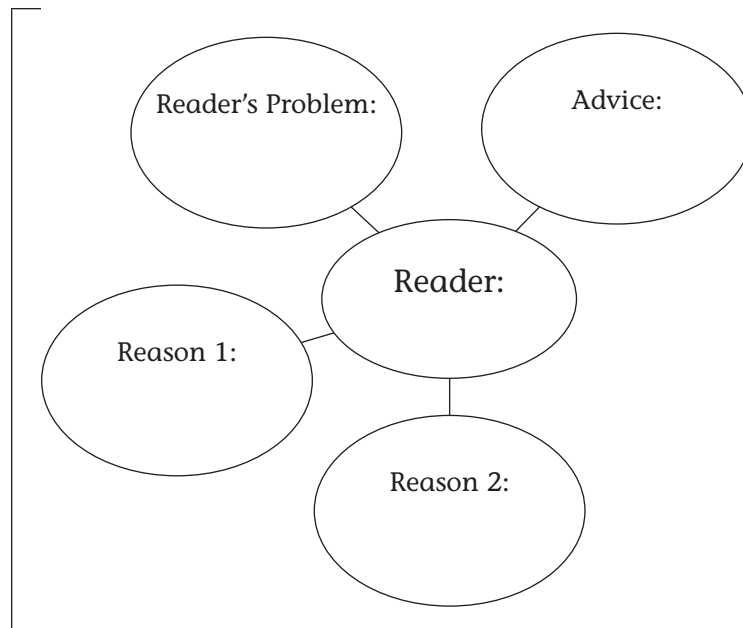
Instruction

- Display and review the writing prompt.

Writing Prompt

Pretend a woman named Carla is opening a new restaurant in your town or city. She needs advice on the best location for the restaurant, the type of food to serve, and any other information that will help her make a plan for her new restaurant. What advice would you give Carla? Write a letter giving your advice. Tell Carla why you are writing and what action you think she should take. Include reasons why she should follow your advice. Use persuasive words and phrases and a formal tone. Be sure to follow the business-letter format.

- Create a web like the following one on chart paper. Model planning your letter using the web.



- Begin by recording the reader's name (Carla) in the center.

When I was brainstorming yesterday, I thought that Carla's most important decisions are the location of her restaurant and the type of food to serve.

- Record *location* and *type of food* under "Reader's Problem."

My advice to Carla is to locate her restaurant near the school and to serve Chinese food.

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

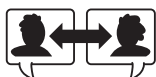
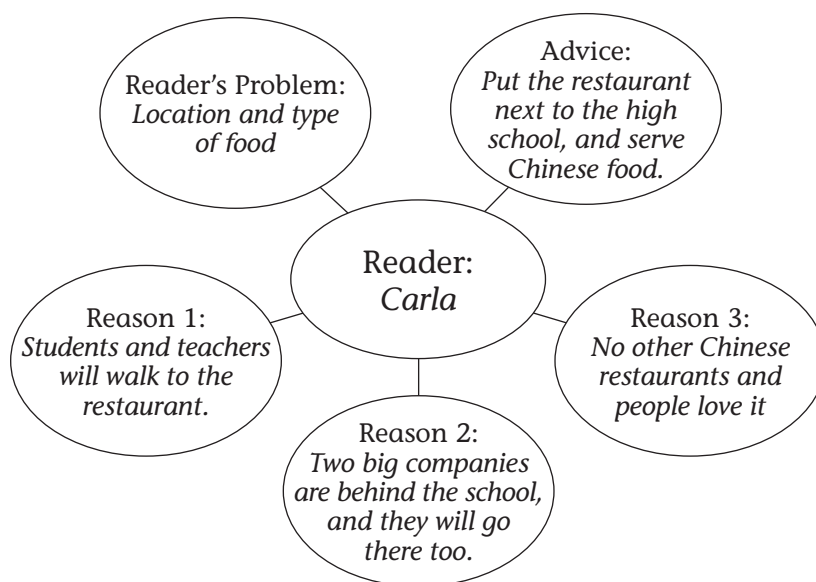
I will need to tell Carla at least two reasons that she should take my advice. I think one reason to locate the restaurant near the school is because the students and teachers can walk there. I'll write that on my web under "Reason 1."

Another reason to put the restaurant by the school is that there are two big companies behind the school that would go to the restaurant too. They could have business lunches or dinners there. I'll write that under "Reason 2."

I will also tell Carla why I think she should serve Chinese food at her restaurant. Our town doesn't have any other Chinese restaurants, and I know lots of people love Chinese food. I'm going to add that to my web as "Reason 3."



Think Aloud

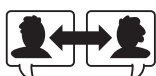
Advice Letter to Carla

- 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 Carla, a problem Carla 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 the reader, the reader's problem, what action they would advise the reader to take, and reasons why the reader 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.

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 dancers stretches before the dancers' rehearsal.

- 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, *dancers*, then the action word *stretch* should not have an *s* at the end. This sentence also repeats the word *dancers*. The second *the dancers'* can be replaced by the pronoun *their*.
- 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.

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, every member is ready to share the team discussion with the class.

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

- Post and present the day's agenda.

TODAY'S FOCUS: 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 the reader, the reader's problem, advice for the reader, that is, what the reader should do to solve the problem, and at least two reasons why the reader should follow the advice. Tell the students that they will use the web to begin writing their letters today. They will also give their partners helpful feedback about the business-letter format. Read the focus and goals for the day aloud.

Instruction

- Review the writing prompt with the class.

Writing Prompt

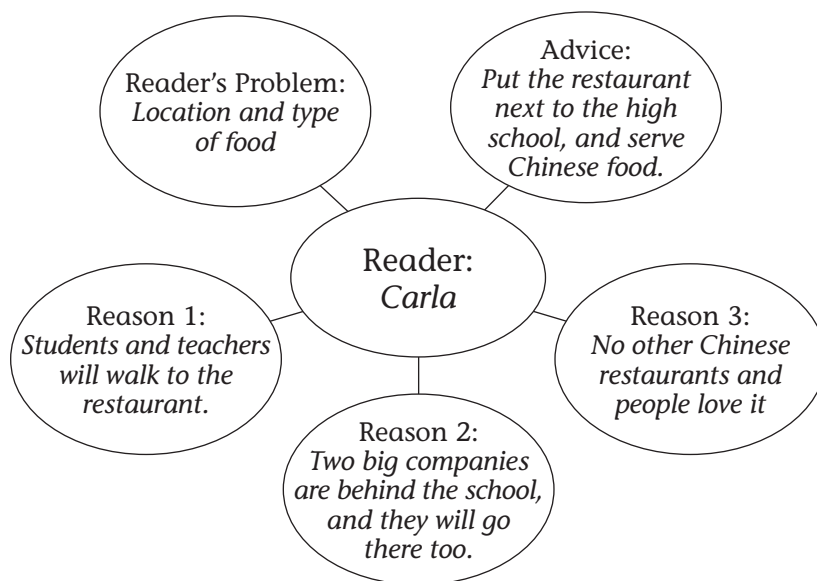
Pretend a woman named Carla is opening a new restaurant in your town or city. She needs advice on the best location for the restaurant, the type of food to serve, and any other information that will help her make a plan for her new restaurant. What advice would you give Carla? Write a letter giving your advice. Tell Carla why you are writing and what action you think she should take. Include reasons why she should follow your advice. Use persuasive words and phrases and a formal tone. Be sure to follow the business-letter format.

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

When drafting, include a few spelling, punctuation, and 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 Carla. Also display the transparency of the business-letter format. Model using the web to draft your letter, and skip lines.

Advice Letter to Carla



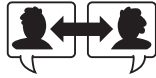
I'm going to begin drafting my advice letter to Carla. I'll be using the business-letter format, so first I will write the heading. I'll write my school address and the date.

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 pretend person, I will make up an address.

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

Now, for the body of my letter. Looking at my web, I think I should tell her my purpose for writing first. *I am writing to give you some advice about the location of your restaurant and type of food to serve.* Next, I will tell her my advice, or what action I think she should take. *I suggest that you put your new restaurant near the high school and serve Chinese food.*

If I expect to convince Carla to take this action, I will have to give her some reasons why. I'll look at what I wrote on my web. *Students and teachers will walk to restaurant.* Now what is the second reason on my web? *Two big companies are behind the school, and they will*



go there too. Next, I'll include the third reason from my web. The town has no other Chinese restaurants, and people love the food.

Now, I need to wrap up the letter. I'll remind Carla again of how this is the best advice. *Without a doubt, this is the best location and the best type of food to serve.*

- 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 Carla, 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.

543 Dayton Place
Flagstaff, AZ 86004
December 20, 2007

Miss Carla
39 Main Street
Salt Lake City, UT 84107

Dear Miss Carla,

I am writing to give you some advice about the location of your restaurant and the type of food to serve. I suggest that you put your fabulous restaurant near the high school and serve Chinese food. If you put the restaurant near the high school, the students and teachers will definitely walk there during lunch or after school. An important thing to remember is that there are two large companies behind the school that would use the restaurant for business lunches or dinners. Serving Chinese food is a good idea because the town has no other Chinese restaurants, and people love the food. Without a doubt, this is the best location and the best type of food to serve.

Sincerely,
Ms. Jackson

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

Teamwork

Timing Goal: 10 minutes

- Write the school's address on the board for the students to use as the heading in their letters. Refer the students to the webs that 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 letters 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 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 to the posted team cooperation goal: **Everyone participates.** Remind the students that it is the job of the team to prepare all team members. Every member of the team should be able to share an example from their team’s discussion.
- Post and present the day’s agenda.

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

We will combine sentences about the same topic.

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

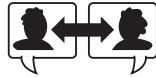
Instruction

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

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



Show DVD segment



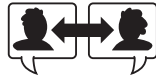
- Facilitate a discussion about the video. Point out that NOUNGLO and Verbena combined sentences that both described the same action. Use **Think-Pair-Share** to ask the following questions:

What did NOUNGLO 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.

Wesley played the drums.
He played with the school's band on Saturday.



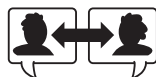
- Use **Think-Pair-Share** to ask the students to identify the action words in the sentences and circle them. [*Played.*]
- Remind the students that when we combine sentences, we take out the repeated information.
- Explain what information in the sentence is repeated.

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

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

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

- Point out that the remaining words in the second sentence are *with the school's band on Saturday*.
- 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 *with the school's band on Saturday* answer any of those question words, and if they do, which question they answer. [*How? and when?*]





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

I want to combine these two sentences into one.

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

There is more than one way to combine these sentences.

I could say, “Wesley played the drums with the school’s band on Saturday.”

- 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.

Maureen ate her lunch quickly.

Maureen ate her lunch in the cafeteria this afternoon.

- 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. [*Maureen ate her lunch quickly in the cafeteria this afternoon* or *This afternoon, Maureen ate her lunch quickly in the cafeteria.*]
- As the teams share their answers, write the new sentences on the board. If possible, point out how teams combined the sentences differently. Varying how we combine sentences can make the new sentence more interesting.



Teamwork

Timing Goal: 10 minutes

Team Practice

- Distribute the **Teamwork 1: Combining Sentences** page. Ask the students to look at the **Team Practice** section. Read the sentences aloud.
- Explain that during Team Practice teams will combine sentences. Explain that one teammate will read the sentences aloud, and as a team they will decide what information is repeated in the second



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.

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.

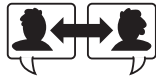
- Assign a pair of sentences to each team.
- Allow time for the teams to complete Team Practice. Circulate through the teams as the students work, making sure that the students help prepare every teammate to give a response.
- Use **Random Reporter** to listen to the teams' responses.

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.

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:

How can combining sentences improve your writing?

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

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

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

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.

Answer Keys:

Combining Sentences (possible answers)

Team Practice

1. Mr. Anderson drove slowly around the block looking for his cat.
2. Yesterday, Jamon hit the ball over the fence.
3. Bella drew a picture for her teacher when she got home from school.
4. Sergio set the table for dinner in the dining room.
5. We went to see my cousin's play at the high school on Saturday.

Team Mastery

1. At the park, Lenore watched the bird flying over the trees.
2. We celebrated the first day of school by getting ice cream.
3. On Monday, Nicole delivered the package for her father.
4. The hallways were decorated with streamers and balloons for the festival.
5. The children folded their clothes for their camping trip.

Team Practice 2

1. Carmela waited for the train on the platform in the morning.
2. Charlie climbed on the counter to reach the cookies.
3. Rebecca had to stay home from school last week because she had the chicken pox.
4. Kendra swam underwater to the other side of the pool.
5. My dog buried its bone in my father's garden.

Team Mastery 2

1. On Fridays, we like to eat pizza at my friend Nino's family restaurant.
2. Joanne read her poem out loud in the auditorium at the assembly.
3. Pat hid from Hilary under the bed.
4. After practice, the team ran two laps around the school.
5. Peggy swept the leaves off the walkway in front of her house.

Quick Check

1. On Friday, Ken and Kyle went to the movies at the mall.
2. The bug crawled across the table to get to the cookie crumbs.
3. Julia bought a necklace to give to her sister.
4. Yesterday, Payton found a dollar under the bench on the playground.
5. The fans cheered loudly when their team won last night.

Quick Check 2

1. A branch fell during the storm and landed on the roof.
2. Garrett walked with his brother to the fair on Saturday morning.
3. Last month, Mrs. Shepherd went to Italy with her family.
4. When Donna slipped on the steps, she twisted her ankle.
5. Claire walked to the store to get batteries last night.

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 the frigid wind nipped at her face, she coasted down the steep snow-covered hill on her orange sled.

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

Author's Chair

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

Active Instruction

Timing Goal: 17 minutes

Set the Stage

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

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

- Post and present the day's agenda.

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

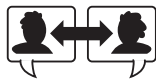
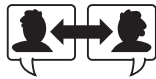
TODAY'S GOALS:

1. We will listen to our partner's draft and use the questions on the revision guide to give feedback.
 2. We will make notes about revisions.
- Point out today's focus. Remind the students that they have brainstormed ideas with their partners, used a web to organize their ideas, and used their plans to write first drafts of their advice letters. Tell them that today they will share their letters 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 reader, the reader'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 reader should take?					
Does it include compelling reasons why the reader 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 start 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.

Teamwork

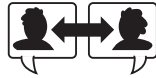
Timing Goal: 10 minutes

- 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: **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.

Tamika grewed a plant in her room, and Tamika's brother knocked it over yesterday

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



Author's Chair

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

Active Instruction

Timing Goal: 17 minutes

Set the Stage

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

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

- Post and present the day's agenda.

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

TODAY'S GOALS:

1. We will use the notes we made and revise our drafts.
 2. We will listen to our teammates' revised drafts and use the questions on the revision guide to give feedback.
- Point out today's focus. Remind the students that today they will revise their drafts. Read the goals for the day aloud.

Instruction

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

543 Dayton Place
Flagstaff, AZ 86004
December 20, 2007

Miss Carla
39 Main Street
Salt Lake City, UT 84107

Dear Miss Carla,

I am writing to give you some advice about the location of your restaurant and the type of food to serve. I suggest that you put your fabulous restaurant near the high school and serve Chinese food. If you put the restaurant near the high school, the students and teachers will definitely walk there during lunch or after school. An important thing to remember is that there are two large companies behind the school that would use the restaurant for business lunches or dinners. Serving Chinese food is a good idea because the town has no other Chinese restaurants, and people love the food. Without a doubt, this is the best location and the best type of food to serve.

Sincerely,
Ms. Jackson



- 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 smoother if you varied the sentences by including a question.
- Have partners look at the letter and find a place where they think adding a question would improve the letter. Use **Random Reporter** to share responses. For example, students might suggest adding a question like “Why should you serve Chinese food?” before the sentence that starts “Serving Chinese food is....” 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

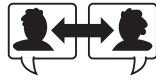
Timing Goal: 10 minutes

- 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 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?

- 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

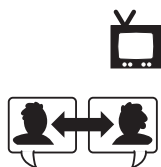
- Refer to the posted team cooperation goal: **Everyone participates.** Remind the students that when all teammates participate, every team member is prepared to share their discussion with the class.
- Post and present the day’s agenda.

TODAY’S FOCUS: Style**TODAY’S GOAL:**

Use both long and short sentences so when we read them, they flow.

- 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 Nongelo are about to repair a composition with too much repetition.
- Show “Varying Sentences” (running time 4:59).
- Facilitate a discussion about the video. Use **Think-Pair-Share** to ask the following questions:

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 the Language Mechanics do to repair the composition? *[The Language Mechanics took out repeated words. They used connecting words to combine some sentences to make them longer.]*

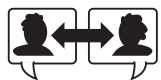
What was wrong with the paragraph on butterflies? *[The short sentences all started with the word butterflies. It had no variety. It wasn't smooth sounding.]*

- 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 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.

Carla put up posters.
Carla told people about her restaurant.
Carla finally opened her restaurant.



- Use **Think-Pair-Share** to ask:
What do you notice about these sentences? *[These sentences all begin with the word Carla.]*
- Underline *Carla* in the sentences. Point out that each of the sentences begins with the same word. When read aloud, the sentences do not flow.

- Remind the students that 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 *Carla* with the word *she*. Read the new sentences aloud. Have partners decide if the sentences sound better and flow.

Carla put up posters and told people about her restaurant. Finally she opened her restaurant.

- 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 *Carla* 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. Read them aloud.

The tired soldiers stopped to rest.
The tired soldiers drank water.
The tired soldiers started to walk again.

- 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?

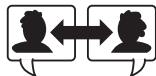
What could I do to fix these sentences? [*Combine the sentences by taking out the repeated words: the tired soldiers.*]

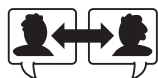
- Underline *the tired soldiers* in each sentence. Model combining the first two sentences using the connecting word *and*.

The tired soldiers stopped to rest and drank water.
The tired soldiers started to walk again.

- 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 started to walk again."





- Make a suggested addition, and 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.*]

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

Teamwork

Timing Goal: 10 minutes

Team Practice

- Distribute the **Teamwork 1: Varying Sentences** page. Ask the students to look at the **Team Practice** section.
- Explain that 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 team 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.



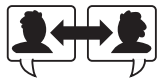
If the students struggle with the activity, review the skill, and then allow them to try again with Team Practice 2.

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.



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.



- 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.

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, the writing sounds choppy.]*

Why do writers use both short and long sentences? *[Using both short and long 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 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.

Answer Keys: Varying Sentences (possible answers)

Team Practice

1. Ramone found two dollars and used it to buy candy. He went home to show his brother.
2. The cute bunnies left their cozy nest and hopped behind their mother. They nibbled on some grass.
3. Mr. Williams bought his lunch and ate it in the cafeteria. Then he went to his afternoon meeting.

Team Mastery

1. Three puppies chased a balloon and popped it. They looked for a new toy.
2. Alex took a shortcut when he walked home from school. He ate a snack when he got home.
3. Dejuan made twenty dollars mowing lawns and used it to buy a new video game. He played the game all night with his brother.

Quick Check

1. Amber had a sore throat so she went to the doctor. She missed the party on Friday.
2. Mrs. Blair put gas in her car and drove two hours to the conference. She went to bed early that night.
3. Two squirrels ran across the roof and jumped to the tree. They went into their nest in the tree.

Team Practice 2

1. Four dolphins swam in the ocean and jumped through the waves. They ate some fish as they swam.
2. Earl chased after John because he had left his book in John's bag. He went home to read his book.
3. The teachers had a meeting about an upcoming fundraiser. They went out to dinner after the meeting.

Team Mastery 2

1. Terrence dribbled the ball down the court and took a shot. He smiled at the crowd as the ball went through the net.
2. Grace jumped and twirled on the dance floor. She was the star of the show.
3. Two birds sat on the branch next to their nest. They looked for food on the ground below the tree.

Quick Check 2

1. The flock of geese flew over the school and landed on the playground. They ate insects in the grass.
2. Sam ate popcorn as she watched a movie. Then she talked on the phone.
3. The coach talked to the team about the tournament. He had a drink of water before heading out of the locker room.

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.

Aidan caught the ball and ran for a touchdown in the last ten seconds of Aidan's game.

- Remind the students that pronouns can replace naming words. In this sentence, the naming word *Aidan* is repeated. The sentence can be improved by replacing the repeated *Aidan* with the pronoun *his*. Also, the verb *catch* is an irregular verb, and the past tense is *caught*.
- 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.

Active Instruction

Timing Goal: 17 minutes

Set the Stage

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

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

- Post and present the day's agenda.

TODAY'S FOCUS: Mechanics

TODAY'S GOAL:

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

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

Instruction

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

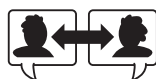
When we edit our writing, we look for errors and correct them. Editing is what we do when we look for mistakes in capitalization, punctuation, spelling, and grammar (like Caroline's sentences) and mark them for correction.

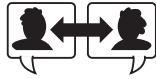
- Refer the students to the Mechanics section of the revision guide. Point out that they will use this section of the revision guide for editing.

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

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

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

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

If you put the restaurant near the high school, the students and teachers will definitely walk there during lunch or after 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 Ratings column of the revision guide.



Reflection

Timing Goal: 3 minutes

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

Explain and tell why you marked this as an error.

What editing mark did you use to mark it?

- Tell the students to check off the editing step on their team score sheets to show that they have completed it. Celebrate completing this step of the process.
- Use **Random Reporter**, and award an additional team cooperation point to teams whose members identify an item their 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."



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

Two-Minute Edit

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

What would you do to make this sentence better?

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

Dana has long hair. Dana wears her hair in a ponytail for gym class.

- Point out that these sentences are short and choppy. The sentences can be combined into one longer sentence that sounds smoother. For example, *Dana has long hair so she wears it in a ponytail for gym class.*
- Demonstrate the use of the appropriate editing marks to edit the sentence.

Active Instruction

Timing Goal: 10 minutes

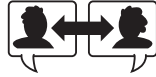
Set the Stage

- 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."



- 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 reader had and what advice we would give her.]*

What did you do next? *[We made webs with the reader's problem, our advice, and reasons why the reader 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 like about the writing, what is especially interesting, or the author's use of persuasive words and phrases.



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

Unit 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 starring in a new movie. What is the movie about and what is your character's role?
2. Tell about a time when something surprising happened to you. What happened and how did it make you feel?
3. What advice would you give someone who is nervous about going to middle school?
4. Write an advice letter to the president of the United States. What problem do you want to advise him about? What is your advice?



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

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

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

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

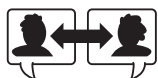
Teamwork

Timing Goal: 20 minutes

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

Reflection

Timing Goal: 5 minutes



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

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

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

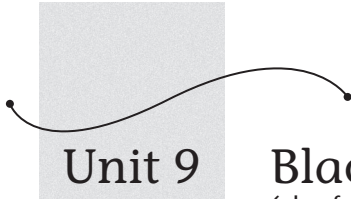
- Suggest that the students review their journal writing and choose an Ace Writer sentence that they want to share with the class. Have them underline the sentence and mark the page in their journals. You can use these Ace Writer sentences for the Two-Minute Edits in subsequent units.
- Celebrate by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



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

Teacher Learning Community Meeting

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



Unit 9

Blackline Masters

(also found on CD accompanying volume 1)

Using Persuasive Language

Write a Letter Giving Your Advice

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Two Sample Letters

Letter 1

13 Water Street
Las Vegas, NV 89101
October 21, 2007

WXPG Radio
225 S. Main Street
Las Vegas, NV 89101

Dear Radio Manager:

I read about your contest to win tickets to the Hayes Brothers concert. I would love to go to the Hayes Brothers concert. I think they are really cute! I would sing and dance all night if I get picked to win the contest. I am a good choice to win your contest.

Sincerely,
Samantha Ortiz

Letter 2

13 Water Street
Las Vegas, NV 89101
October 21, 2007

WXPG Radio
225 S. Main Street
Las Vegas, NV 89101

Dear Radio Manager:

I read about your amazing contest to win tickets to the Hayes Brothers concert. I would certainly love to go to the Hayes Brothers concert. I am one of their biggest and most enthusiastic fans. Without a doubt, I would sing and dance all night if I get picked to win the contest. In my opinion, I am the best choice to win your contest.

Sincerely,
Samantha Ortiz

Persuasive Words and Phrases

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

Sample Letter 3

557 Green Street
Chicago, IL 60607
June 18, 2007

Washington High School
32 Pulaski Road
Chicago, IL 60630

Dear Sir or Madam:

I read on a poster that your school is choosing a new mascot. I have a suggestion. I think a cheetah is a good mascot. It is gold and black and those are your school's colors. Cheetahs are really fast! I think a cheetah is a good choice for your new mascot.

Sincerely,
Rita Murphy

Team Practice

23 Oak Place
Tallahassee, FL 32301
April 16, 2007

Department of Parks
64 Palm Tree Road
Tallahassee, FL 32301

Dear Sir or Madam:

Last week at my baseball game at Silver Park, I came up with a suggestion. I think you need to fix the nails sticking out of the benches. My younger cousin almost sat on one of the nails, so other children might get hurt. Many visitors from other towns were there, and we want them to view our town in a positive light. If the nails are not fixed, then the department might be putting out more money to replace the benches themselves. I think fixing the nails is a terrific idea.

Sincerely,
Raphael Kirby

Team Mastery

546 Delaware Avenue
Portland, OR 97310
December 4, 2006

Corner Café
1510 Mountain Terrace
Portland, OR 97310

Dear Café Manager:

I have some advice for your restaurant. I suggest that you add more vegetarian options to your menu. Adding more salads and vegetable dishes will help to improve the health of our community. Adding more vegetarian options will increase your business. It will make your customers much happier to have more options. I think adding more vegetarian dishes is a good idea.

Sincerely,

Aaron Aamir

Team Practice 2

411 Robin Terrace
Galveston, TX 78714
April 3, 2007

Hill Street Library
19 Hill Street
Galveston, TX 78715

Dear Sir or Madam:

I read in the paper that you are looking for kids to be buddy readers for your Saturday morning reading program. I would like to be a buddy reader. I am a good reader. I love books. I have three brothers and one sister, so I am used to working with kids. I think I will make a good buddy reader.

Sincerely,
Simon Lee

Team Mastery 2

21 Orchard Street
Orlando, FL 32311
February 12, 2007

Games Galore
45 Coral Lane
Orlando, FL 32310

Dear Sir or Madam:

I was in your store yesterday and had an idea. My suggestion is to buy and sell used video games. This will prevent unused games from being wasted or getting thrown away. It will give kids the opportunity to sell old games so they can afford to buy new ones. It will increase your business. I think it is a great idea.

Sincerely,
Anshika Phelps

Quick Check

20 Rolling Road
Philadelphia, PA 17120
November 4, 2006

Caroline's Restaurant
1505 Almond Street
Philadelphia, PA 17123

Dear Sir or Madam:

I am writing because I have a suggestion. My suggestion is to have crayons and activity menus for kids at your restaurant. It will decrease the amount of noise because the kids will be busy coloring their menus. It will increase your business because more families will come. It will create a happy atmosphere at your restaurant. I think having crayons and activity menus is a great idea.

Sincerely,
Tasha Lake

Quick Check 2

33 Birch Street
Cheyenne, WY 82002
February 17, 2006

Cheyenne City Council
126 Eagle Road
Cheyenne, WY 82004

Dear Sir or Madam:

I saw on a poster that you are sponsoring a Hometown
Hero award. My uncle, Bruce Gordy, is a good candidate.
He is a volunteer firefighter and has helped train new
firefighters. Two weeks ago he rescued a dog from the
sewer. He cleans up the parks and recreation fields. It
would be a good idea to give my uncle a Hometown
Hero award.

Sincerely,
Jake Ross

Writing Prompt

Pretend a woman named Carla is opening a new restaurant in your town or city. She needs advice on the best location for the restaurant, the type of food to serve, and any other information that will help her make a plan for her new restaurant. What advice would you give Carla? Write a letter giving your advice. Tell Carla why you are writing and what action you think she should take. Include reasons why she should follow your advice. Use persuasive words and phrases and a formal tone. Be sure to follow the business-letter format.

Letter to Rick

54 Winding Lane
Peoria, IL 21243
September 8, 2007

Mr. Rick Larson
570 Main Street
Lincoln, ME 04457

Dear Mr. Larson,

I am writing to you to give you some advice. I heard you are putting in a new clothing store in my neighborhood. My advice is to put the store in the center of town and sell sports clothes. First, you need to know that people in my neighborhood wear very casual clothes. Second, you need to know that most people walk to get places. For this reason, keep your store in the center of town. Third, you should advertise your new store with posters because not many people read the newspaper. Without a doubt, if you follow my advice, then your store will be a fantastic success.

Sincerely,
Shaunice Marshall

Business-Letter Format

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

Green Is In Newsletter
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**

Team Practice

1. Mr. Anderson drove slowly.
Mr. Anderson drove around the block looking for his cat.

2. Jamon hit the ball yesterday.
Jamon hit it over the fence.

3. Bella drew a picture for her teacher.
Bella drew it when she got home from school.

4. Sergio set the table in the dining room.
Sergio set the table for dinner.

5. We went to see my cousin's play on Saturday.
The play was at the high school.

Team Mastery

1. Lenore watched the bird flying at the park.
She watched it fly over the trees.

2. We celebrated the first day of school.
We celebrated by getting ice cream.

3. Nicole delivered the package.
She delivered it for her father on Monday.

4. The hallways were decorated for the festival.
They were decorated with streamers and balloons.

5. The children folded their clothes.
They folded them for their camping trip.

Team Practice 2

1. Carmela waited for the train in the morning.
Carmela waited on the platform for the train.

2. Charlie climbed on the counter.
Charlie climbed on the counter to reach the cookies.

3. Rebecca had to stay home from school.
Rebecca had the chicken pox last week.

4. Kendra swam to the other side of the pool.
Kendra swam underwater.

5. My dog buried its bone.
It buried the bone in my father's garden.

Team Mastery 2

1. We like to eat pizza.

We eat pizza at my friend Nino's family restaurant on Fridays.

2. Joanne read her poem out loud at the assembly.

Joanne read it in the auditorium.

3. Pat hid from Hillary.

Pat hid under the bed.

4. The team ran two laps around the school.

The team ran after practice.

5. Peggy swept the leaves off the walkway.

She swept the leaves in front of her house.

Quick Check

1. Ken and Kyle went the movies at the mall.
They went to the movies on Friday.

2. The bug crawled across the table.
The bug crawled to get to the cookie crumbs.

3. Julia bought a necklace.
Julia got the necklace to give to her sister.

4. Payton found a dollar on the playground.
She found it under the bench.

5. The fans cheered loudly.
The fans cheered when their team won last night.

Quick Check 2

1. A branch fell during the storm.
The branch landed on the roof.

2. Garrett walked to the fair on Saturday morning.
He walked with his brother.

3. Mrs. Shepherd went to Italy.
She went with her family last month.

4. Donna slipped on the steps.
Donna twisted her ankle.

5. Claire walked to the store to get batteries.
She walked to the store last night.

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 reader should take?				
Does it include compelling reasons why the reader 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

Team Practice

1. Ramone found two dollars.
Ramone used the two dollars to buy candy.
Ramone went home to show his brother.

2. The cute bunnies left their cozy nest.
The cute bunnies hopped behind their mother.
The cute bunnies nibbled on some grass.

3. Mr. Williams bought his lunch in the cafeteria.
Mr. Williams ate his lunch in the cafeteria.
Mr. Williams went to his afternoon meeting after lunch.

Team Mastery

1. Three puppies chased a balloon.
Three puppies popped a balloon.
Three puppies looked for a new toy.

2. Alex walked home from school.
Alex took a shortcut on his way home from school.
Alex ate a snack when he got home.

3. Dejuan made twenty dollars mowing lawns.
Dejuan used the twenty dollars to buy a new video game.
Dejuan played the video game with his brother all night.

Team Practice 2

1. Four dolphins swam in the ocean.
Four dolphins jumped through the waves in the ocean.
Four dolphins ate some fish as they swam.

2. Earl chased after John.
Earl had left his book in John's bag.
Earl went home to read his book.

3. The teachers had a meeting.
The teachers met about an upcoming fundraiser.
The teachers went out to dinner after the meeting.

Team Mastery 2

1. Terrence dribbled the ball down the court.
Terrence took a shot when he got down the court.
Terrence smiled at the crowd as the ball went through the net.

2. Grace jumped and twirled.
Grace jumped and twirled on the dance floor.
Grace was the star of the show.

3. Two birds sat on the branch.
Two birds sat on the branch next to their nest.
Two birds looked for food on the ground below the tree.

Quick Check

1. Amber had a sore throat.
Amber went to the doctor.
Amber missed the party on Friday.

2. Mrs. Blair put gas in her car.
Mrs. Blair drove two hours to the conference.
Mrs. Blair went to bed early that night.

3. Two squirrels ran across the roof.
Two squirrels jumped from the roof to the tree.
Two squirrels went into their nest in the tree.

Quick Check 2

1. The flock of geese flew over the school.
The flock of geese landed on the playground.
The flock of geese ate insects in the grass.

2. Sam ate popcorn.
Sam watched a movie.
Sam talked on the phone after she watched a movie.

3. The coach talked to the team.
The coach talked about the tournament.
The coach had a drink of water before heading out of the locker room.

Unit 10

Clearly Stating and Supporting a Position

Writing Project:

Write a Persuasive Speech



Author's Chair

Overview

The Author's Opportunity

The students will write a persuasive speech to give to their class about selecting a class mascot. The persuasive speech will clearly state a position with supporting reasons. The students will publish their speeches by reading them from the Author's Chair (or delivering them on a speech presentation day), and then the class will vote on a mascot.

Unit Summary

In this unit, the students write a persuasive speech for their class about choosing a mascot. Instruction on Day 1 focuses on how to create strong and clear position statements to make their speeches 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 speeches and identify the supporting reasons for each statement.

On Days 2 and 3, the students plan their persuasive speeches using a graphic organizer. They identify a mascot choice, write a position statement about their mascot choice, and list several reasons why their choice is the best for the class. Then the students draft their persuasive speeches 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 speeches and their partners' speeches using the Mechanics section of the revision guide. The students complete the activity by reading their speeches from the Author's Chair and then vote on a final choice for the class mascot.

Language Mechanics

The first language-mechanics lesson, on Day 5, offers instruction and practice in forming nouns using common endings like *-ness*, *-tion*, *-ity*, *-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 that their team members explained during teamwork.

Writing Process Objectives

- The students will plan their persuasive speeches to their class using a web to record their position statement and supporting reasons.
- The students will use their plans to draft clear and organized persuasive speeches with a position statement followed by supporting reasons. They will use persuasive words and phrases to help convince the class to agree with their choice for the class mascot.
- The students will use the revision guide to rate their partners' drafts.
- The students will use proofreading marks to edit their speeches.
- The students will publish their persuasive letters by reading them from the Author's Chair and then having a class vote on a new mascot.

Unit 10 Sequence

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

Day 2: **Brainstorm** | Persuasive Speech

Day 3: **Plan** | Persuasive Speech

Video Support: "Persuasive Letter: Planning"

Day 4: **Draft** | Persuasive Speech

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

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

Video Support: "Share, Respond, Revise"

Day 7: **Revise** | Persuasive Speech

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

Video Support: "Pronouns II"

Day 9: **Edit** | Persuasive Speech

Day 10: **Publish** | Persuasive Speech

Day 11: **Writing Journal**

Unit Preparation

You will need the following materials:

For the teacher:

- Labeled Sample Speeches 1 and 2 transparencies (See Day 1.)
- Persuasive Words and Phrases transparency from previous unit
- Sample Persuasive Speech transparency
- Sample Web transparency (See Day 3.)
- Noun Endings transparency (See Day 5.)
- Speech draft transparency (See Day 6.)
- Pronouns paragraph transparency (See Day 8.)

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 Speech Revision Guide (The students create it.)
- Portfolio folder
- Writing Journal (marble composition book)

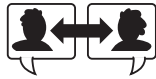
For each team:

- 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 for 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

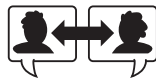
Day 1 Craft Lesson

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



Think-Pair-Share

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.



Active Instruction

Timing Goal: 12 minutes

Set the Stage

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

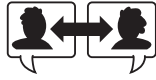
When we say, “explain an idea,” what does that mean?
[(Accept reasonable responses.) For example, explain an idea means tell your reasons, tell why you think that.]

How might explaining your idea help your partner or team?
[Explaining helps your partner or teammates 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.
- Tell the students that you will be awarding team cooperation points to teams whose members explain their ideas and 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 a relative thinks you should change how you dress. When you ask why, your relative 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 supporting reasons why.
- Tell the students what *stating a position* means.

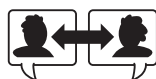
When you tell your idea or opinion about something, you are stating your position. You are telling which side of an issue you support. Some people might support a change or an idea, and other people might be against it.

For example, suppose the issue is banning the use of cellular phones while driving. One person could be for, or in support of, banning the use of cellular phones because they were once in a car accident as a result of phone use while driving. That person’s position statement could be: “Banning the use of cellular phones while driving will make our roads safer.” Another person could be against banning the use of cellular phones because they conduct a lot of business via phone while traveling in the car. That person’s position statement could be: “Banning the use of cellular phones in the car will negatively affect the economy.”

- Display the Sample Speech 1 transparency. Tell the students that you will read it aloud and then ask them to identify the position statement in the speech.

Sample Speech 1

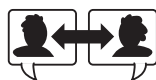
The best idea for a new after-school club is to start a newspaper club. By writing a newspaper, students would gain practice in research and interviewing skills. In order to gather facts for their stories, students would have to consult primary sources and interview local experts. In addition to research and interviewing skills, writing a newspaper will give students more opportunities to write. The best way to become a better writer is to write more. Finally, producing a newspaper will provide a way for students to share with the entire school community information about current events and happenings. As you can see, having a newspaper club has benefits for the students and our entire community. Please show your support for a newspaper club at next week's vote.



- Tell the students that in this speech the writer states a position on an issue. Use **Think-Pair-Share** to ask:

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

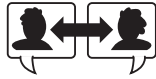
Does the writer say "I think" or "I believe" anywhere in her letter? *[No.]*



- Explain that leaving out phrases like "I think" or "I believe," even though the speech is stating an opinion, makes the 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 the writer gives to support the position? *[The newspaper will give the students practice in conducting research and interviews, it will give the students more opportunities to write, and it will provide a way to share news about school events and happenings with the entire community.]*
- Point out that the writer includes three reasons to support his or her position. Tell the students that the author includes reasons or support for his or her opinion because the writer wants to persuade the audience to agree with the position.
- Refer the students to the Sample Speech 2 transparency. Read the speech aloud.

Sample Speech 2

Some of the students were talking about having recycling bins in the cafeteria. The school could get the bins for free from a local recycling company. The students could learn about the importance of recycling from the facts written on the side of the bins about how recycling saves the environment. The school will also produce less trash by recycling.



Random Reporter

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

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

Is the writer for or against having recycling bins? How do you know? *[The writer is for having recycling bins. The author 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.”
- Use **Random Reporter** to share responses. For example, *Adding recycling bins to the cafeteria is a fantastic way for our school to show our support for the environment.*
- Point out that adding a strong, clear position statement improves the speech and makes it more convincing. Explain that by making the point at the beginning of the speech, it helps the reader to know exactly what he thinks and how his reasons support his opinion.

Teamwork

Timing Goal: 15 minutes

Team Practice

- Tell the students that for Teamwork they will read some persuasive speeches and improve them by writing strong, clear position statements. They will also decide if the speech 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 speech has included three strong reasons to support the position statement. If any reasons are missing from the speech, the students will work together to write a supporting reason for the position statement.
- Remind the students 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 the writer want the school board to do?
[He wants the school board to vote against adding an extra hour to the school day.]



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.



What position statement did you add to the speech?

[(Accept reasonable responses.) For example: Adding an extra hour to the school day will not increase achievement and will limit the students' opportunities to pursue creative interests.]

Does the writer include three good reasons why she wants the school board to do this? What are the reasons? *[She includes two reasons. She says that adding an extra hour will make the students tired and unable to learn, and that the students won't be able to participate in after-school activities like dance, music, or sports.]*

What is another reason you added to the speech?

[(Accept reasonable responses.) For example, it will frustrate the teachers if they have to work an additional hour each day.]

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

What persuasive words or phrases did you notice in the speech? *[My point is and in fact.]*

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 speech with their teammates.
- Allow enough time for the students to complete the Team Mastery, and then have the students share their changes to the speech with their teammates. Circulate through the teams as the students work. Remind the students to explain their ideas/tell why.
- Use **Random Reporter** to have teams share their responses. Ask:

What change does the writer want to see in the school district? *[He wants the school district to have an annual art show.]*

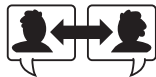
What position statement did you add to the speech?

[(Accept reasonable responses.) For example, Having an annual art show will highlight the artistic talents of our students and show support for the art program.]

Does the writer include three good reasons why he wants the district to have the art show? What are the reasons? *[Yes. It gives the students a chance to show off their artistic talents, the younger students get to see the exciting art projects that they will do in middle and high school, and it shows the entire community the importance of the art program in our schools.]*

What persuasive words or phrases did you notice in the speech? *[Amazing, fantastic, and in my opinion.]*

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.



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.

Reflection

- Remind the students that they have been adding position statements to make speeches 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 speeches? How? *[(Answers will vary.)]*

Why do you think a position statement comes at the beginning of a persuasive speech? *[(Accept reasonable responses.) For example, when the position statement comes at the beginning, it means that your speech gets right to the point, and the audience 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: *Adding an extra hour to the school day will not increase achievement and will limit the students' opportunities to pursue creative interests.*

Additional Supporting Reasons: *It will frustrate the teachers if they have to work an additional hour each day.*

Team Mastery

Sample Position Statement: *Having an annual art show will highlight the artistic talents of our students and show support for the art program.*

Team Practice 2

Sample Position Statement: *The use of cellular phones during school should be banned for the protection of all students.*

Team Mastery 2

Sample Position Statement: *The best candidate for the Teacher of the Year is Mr. Wolfe.*

Quick Check

Sample Position Statement: *Paying students money for getting good grades is a bad idea.*

Additional Supporting Reasons: *In my opinion, it's a better idea to reward good grades by doing something fun or special as a family.*

Quick Check 2

Sample Position Statement: *The best way to unwind after a stressful day is to play video games.*

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 speech.
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 speech.

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

Unit 10

Day 2 Brainstorm

OBJECTIVE: The students will brainstorm with their partners and choose a topic for their persuasive speeches.



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

Two-Minute Edit

- Present a Careless Caroline sentence. Ask:

What would you do to make this sentence better?

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

Anne went to the library with Brett. Brett is her older brother.

- The sentences can be improved by combining sentences and using pronouns. An example of an improved sentence is: *Anne went to the library with her older brother, Brett.*
- 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.

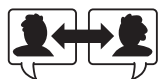
Active Instruction

Timing Goal: 17 minutes

Set the Stage

- 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 out loud. 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 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: Brainstorm ideas.

TODAY'S GOAL:

We will brainstorm ideas for our persuasive speeches.

- 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 speeches.

Instruction

- Initiate a discussion about mascots. Use **Think-Pair-Share** to ask:

What is a mascot? *[A mascot is a person, animal, or object that is chosen to represent a group.]*

What are some examples of mascots? *[Possible answers include animals like a turtle or a lion, a person like Abraham Lincoln, or an object like a tree or a star.]*

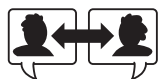
It is often thought that a mascot brings luck.

Why would our class need good luck? *[(Accept reasonable responses.)]*

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

Writing Prompt

Your class is choosing a mascot that reflects the personality of your class. Write a persuasive speech to present to your class about what you think the class mascot should be. Clearly state your opinion, and give at least three good reasons why the class should choose your choice for a mascot. Use persuasive words and phrases, and end with a persuasive closing statement.



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

What are you writing? *[A persuasive speech to my class about what I think our class mascot should be.]*

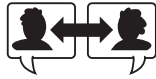
What is a speech? *[A speech is communicating ideas by speaking to an audience.]*

What does your speech need? *[It should clearly state your opinion, and give at least three persuasive reasons to support your position. It should use persuasive words. It should end with a persuasive closing statement.]*

- Remind the students that the purpose of this speech is to persuade the rest of the class to agree with their choice for a mascot. Explain that they may have different opinions about the best mascot to represent the personality of their class. They will try to get their classmates 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.
- Display the Sample Mascot Speech transparency. Tell the students that you would like them to take a look at this speech to see if it has all the elements from the writing prompt. Read the speech aloud.

Sample Mascot Speech

Good morning fellow classmates. I'm talking to you today to tell you why a bee is the best choice for our class mascot. First, the champion of the school spelling bee is from our class. The bee will be a reminder of that day when our classmate won the spelling contest. Second, bees have sharp stingers, and our class has sharp minds. In my opinion, I think we're pretty sharp dressers as well. Finally, bees are hard workers, and our class is full of teams of hard-working students. As you can see, the bee will represent our class well and is an excellent choice for our mascot.



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

Does the writer clearly state his position? Which sentence states his position? *[Yes, the second sentence is his position statement: "I'm talking to you today to tell you why a bee is the best choice for our class mascot."]*

Does the writer include reasons to convince the class? What are they? *[Yes, he includes three reasons. He says that the bee will be a reminder that the champion of the spelling bee is from our class, bees have sharp stingers like our sharp minds, and bees are hard workers like we are.]*

Does he use any persuasive words or phrases in his speech? Which ones? *[He uses best, first, second, finally, in my opinion, and as you can see.]*

Does the writer include a closing statement to wrap things up? What is his closing statement? *[Yes, his closing statement is: "As you can see, the bee will represent our class well and is an excellent choice for our mascot."]*

- Encourage the students to picture in their minds the qualities that they think represent their class. Have them ask themselves if there is a person, animal, or object that best illustrates the qualities.

- Model brainstorming with a student partner. Record and discuss possible ideas with the student. Ask questions such as:

What qualities, or personality, does our class have?

What do you think about when you think of our class?

What person, place, or object is the best representation of these qualities? Why?

Do you think your classmates will agree with your choice for a mascot?

Teamwork

Timing Goal: 10 minutes

- Have the students work with their partners to brainstorm a list of possible mascots for their class.
- Circulate through the classroom, and listen to discussions. Praise partners who actively listen and ask follow-up questions.
- Have the students choose a topic (mascot) for their persuasive speech to the class.

Reflection

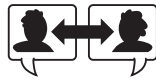
Timing Goal: 3 minutes

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

Was it hard to think of ideas 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 speeches 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.

Caitlyn threw the ball to Caitlyn's sister. Caitlyn and Caitlyn's sister were in the backyard.

- Remind the students that repeated names can be replaced with pronouns, and that *throw* is an irregular verb (*threw*, not *throwed*). The sentences can also be combined into one sentence: *Caitlyn threw the ball to her sister in their backyard.*
- 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: **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 that a team member explained during teamwork.

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 persuasive speeches using a graphic organizer.
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 speeches to the class. 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

Your class is choosing a mascot that reflects the personality of your class. Write a persuasive speech to present to your class about what you think the class mascot should be. Clearly state your opinion, and give at least three good reasons why the class should choose your choice for a mascot. Use persuasive words and phrases, and end with a persuasive closing statement.

- Point out that the students brainstormed a list of possible topics and chose a class mascot about which to write.
- Introduce the video. Explain to the students that the Write-On Dudes are working on a slightly different writing project. They are writing persuasive letters to their principal about a change that they would like to see at their school. Tell the students that Mona has selected a change that 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. Tell the students that you want them to focus on the process that Mona goes through to plan.
- Show "Persuasive Letter: Planning" (running time 5:27)
- Facilitate a discussion about the video. Use **Think-Pair-Share** to ask:

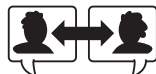
What change does Mona want to happen at her school? What is she writing to the principal about?
[She wants there to be a chess club.]

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

What information does she include on her web?
[She includes the topic and supporting reasons and details.]



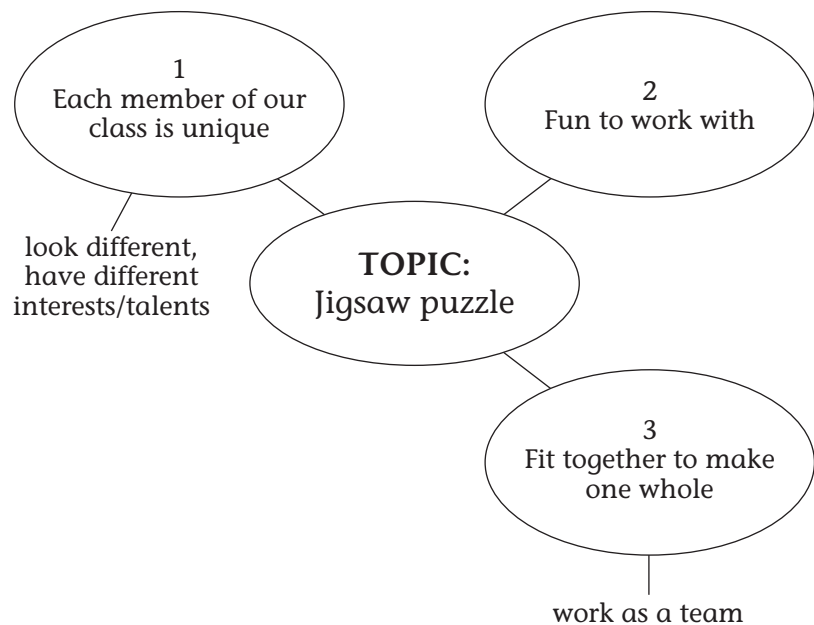
Show DVD segment





- Model creating a web to plan your speech. Tell the students what idea you have for a mascot, 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. Display the Sample Web transparency, or make one of your own.

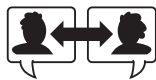
Persuasive Speech

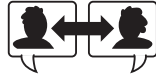


- Point out that your idea for a class mascot is a jigsaw puzzle. Explain that you have a picture in your mind of a small jigsaw puzzle with a cute face and stick-figure arms and legs. Tell the students that is the topic for your position statement.
- Use **Think-Pair-Share** to ask the students how many supporting reasons you have written on your web. *[You have three reasons.]*
- Review your reasons and the supporting details from your web. Use **Think-Pair-Share** to ask:

Are these three good reasons to have a jigsaw puzzle as the mascot? *[Yes, you have written good reasons with supporting details.]*

How do you think making a web will help me when I draft my speech? *[I can use the topic in the middle to write my position statement. I can use the reasons on my web to tell why my idea is a good one.]*





Teamwork

Timing Goal: 10 minutes

- Tell the students that with the help of their partners, they will discuss their topics and plan their speeches 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 topic or position about a mascot in the center, and at least three reasons to support this choice. 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.



Unit 10

Day 4 Draft

OBJECTIVE: The students will draft their persuasive speeches 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.

Kevin look for Tiffany's notebook in tiffany's desk and kevin brought it home for Tiffany.

- Remind the students that action words must agree with the number of people or things doing the action. If there is a singular subject, *Kevin*, then the action word *look* needs to have an *s* at the end (*looks*). This sentence also repeats the words *Kevin* and *Tiffany*, so pronouns can be used instead.
- 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.

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.

Active Instruction

Timing Goal: 17 minutes

Set the Stage

- Remind the students that team members 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 their 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:

We will use our webs to help us draft our persuasive speeches.

- 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 speeches today. Read the focus and goal for the day aloud.

Instruction

- Review the writing prompt with the class.

Writing Prompt

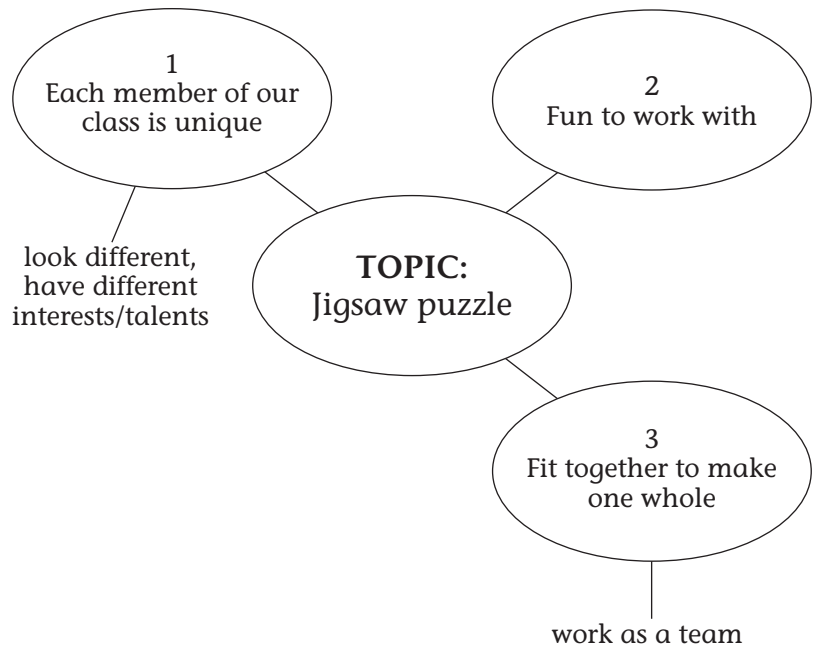
Your class is choosing a mascot that reflects the personality of your class. Write a persuasive speech to present to your class about what you think the class mascot should be. Clearly state your opinion, and give at least three good reasons why the class should choose your choice for a mascot. Use persuasive words and phrases, and end with a persuasive closing statement.

- Have the students individually review the webs that they created for their speeches.
- Remind the students that they will read their speeches from the Author's Chair and then vote as a class for a mascot.

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 speech. Model using the web to draft your speech, and skip lines.

Persuasive Speech



I'm going to begin drafting my speech to the class. I know that usually when I hear a speech, they start with a greeting to the audience. I think I will say, "Good morning fifth graders!"

Now, for the point of my speech with my position statement. I'll look at the center of my web: A jigsaw puzzle is the perfect mascot to represent our class.

If I expect to convince the class that this is the best mascot choice, I will have to give them some reasons why. I'll look at what I wrote on my web. First, I will write: As each puzzle piece is unique, so is each member of our class. Hmm, why would the class think that is important? Well, we want a mascot that shows how each person in our class contributes their individual talents to make our class special.

I will put the second reason into a sentence: Just as a jigsaw puzzle is fun to figure out, our class is fun to work with and get to know. The more you spend time with our class, the easier it is to understand how we work.

For the third reason on my web, I will write: While each member of our class is unique, we fit together perfectly to make one united class. We work together to create a unified and terrific team.

Now, for a closing statement that wraps up the speech. I'll remind the class again that this is the best choice. A jigsaw puzzle communicates that we are distinct individuals that fit together perfectly.

- Point out to the students that you have drafted a persuasive speech to the class, 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 speech follows.

Good morning fifth graders! A jigsaw puzzle is the perfect mascot to represent our class. As each puzzle piece is unique, so is each member of our class. Without a doubt, our mascot needs to show how each person in our class contributes their individual talents to make our class special. Just as a jigsaw puzzle is fun to figure out, our class is fun to work with and get to know. In fact, the more you spend time with our class, the easier it is to understand how we work. While each member of our class is unique, we fit together perfectly to make one united class. We work together to create a unified and terrific team. In my opinion, a jigsaw puzzle communicates that we are distinct individuals that fit together perfectly.

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

Teamwork

Timing Goal: 10 minutes

- Refer the students to the webs that they created. Have them write a first draft of their persuasive speeches, 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.



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 10

Day 5 Language-Mechanics Lesson

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

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.

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:

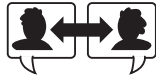
We will add endings to words to form nouns.

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

Instruction

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

enjoy
celebrate
sad
resist



- 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 *enjoy* into a noun.

If I add the ending *-ment* to *enjoy*, then I have the word *enjoyment*.

Let me see if I can use that word in a sentence.

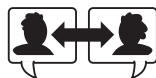
The library has books, music, movies, and games for your enjoyment.

- Point out that by adding an ending (or suffix) to the word that 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. [*Celebration, sadness, resistance.*]
- 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 sudden _____ (ill) of my grandmother meant that she had to cancel her trip to New York.
The _____ (complex) of my science homework was giving me a headache.



- Have the teams add endings to the words in parentheses to complete each sentence. Use **Random Reporter** to listen to the teams' responses. [Illness *and* complexity.] 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 *illment*, *illness*, or *illity*? [(Accept reasonable responses.) For example, you would look up the words in the dictionary and find out that only illness 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 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.

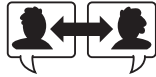
Team Mastery

- 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.

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 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 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 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 and see if there are sentences that could be improved by using different nouns.

How did your teammates encourage one another to explain their ideas and 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. preference
2. rigidity
3. politeness
4. alteration
5. entertainment

Team Mastery

1. activity
2. advancement
3. demonstration
4. graciousness
5. clearance

Quick Check

1. fitness
2. attendance
3. suspension
4. punishment
5. stability

Team Practice 2

1. darkness
2. serenity
3. interference
4. judgment
5. inclusion

Team Mastery 2

1. acknowledgment
2. cleanliness
3. expansion
4. generosity
5. endurance

Quick Check 2

1. action
2. quickness
3. acceptance
4. ability
5. equipment

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.

As we strolled peacefully through the mall, we heard the trickling of the water fountain and the steady buzz of busy shoppers.

- 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 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 persuasive speeches. 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 that 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 speeches 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.

REVISION GUIDE		Persuasive Speech		
Name: _____		Date: _____		
Partner: _____		Unit: <u>10</u>		
Ideas	First Draft Ratings	Revised Draft Ratings	Teacher Ratings	Score (25 points)
Does my speech 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 of the speech state my position?				
Does the middle of the speech provide my supporting reasons?				
Did I conclude with a persuasive closing statement?				
Style	First Draft Ratings	Revised Draft Ratings	Teacher Ratings	Score (25 points)
Does my speech include persuasive words and phrases?				



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

How did you decide which were the strongest reasons to support your position? [(Accept reasonable responses.)]

How did your partner help you to choose your supporting reasons? [(Accept reasonable responses.)]



- Tell the students that they are going to watch the Write-On Dudes sharing and responding. Remind the students that although they are working on a different persuasive assignment, you want them to focus on how they share and respond to one another. Show the video “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.]

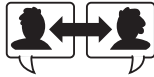
- Refer the students to the body of Mona's letter on the transparency.

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 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.



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

Does Mona clearly state her position in her letter?

What sentence is her position statement? *[The first sentence is her position statement. It tells what change she wants.]*

Does Mona include good reasons to start a chess club?

[(Accept reasonable responses.) The students will probably say she 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 speech 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 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

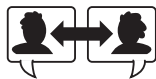
- End the class by celebrating good teamwork. Remind the students of the team cooperation goal that they are working on: **Explain your ideas/tell why**. Praise the students for sharing and giving helpful feedback to one another and improving their writing.
- Use **Think-Pair-Share** to ask the following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

- Use **Random Reporter**, and 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 speeches. 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.

John knowed it was time to go home but he wanted to stay and play with john's friends.

- Remind the students that some verbs are irregular. To make the irregular verb *know* in the past, we do not add *-ed*. The correct word is *knew*, not *knowed*. Also, this sentence repeats John's name. *John's* can be replaced by the pronoun *his*.



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.

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



- Post and present the day's agenda.

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

TODAY'S GOALS:

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

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

Instruction

- Display the draft of your persuasive speech, and model using the revision guide to check that you included all necessary elements. Tell the students that you will use the notes that you made on your revision guide to help you improve your speech. When you look at the Ideas section, model making a revision to add supporting details to your reasons.
- Have partners discuss your revision and decide whether it makes the reasons more persuasive. Solicit suggestions for other ways to make the speech 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 speech 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 speech. Use **Random Reporter** to share responses. For example, the students might suggest adding "I have no doubt" or "certainly" to the speech. Make this revision to your speech.
- 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 speech?

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.

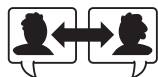
Reflection

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?

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



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.
 - Lyle and Keith transparency
 - 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

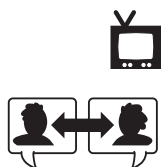
- Refer to the posted team cooperation goal: **Explain your ideas/tell why.** Remind the students that when teammates explain their ideas clearly, every team member is prepared to share the ideas with the class.
- Post and present the day’s agenda.

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

We will uncover and fix pronoun mistakes in sentences.

- Read the focus and goal for the day aloud. Point out that sometimes when we read a sentence aloud, we find that it does not sound right. This could be because there is a pronoun mistake in the sentence.

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.

**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 subject 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.]

- Remind the students that they can use pronouns to replace nouns so their writing is not too repetitive.
- Display the Lyle and Keith transparency and read it aloud.

Lyle and Keith

Lyle and Keith were playing in the attic. Lyle found a picture of them parents from they wedding day. Keith found him dad’s old baseball mitt. It was faded and dirty. Then them found an old, dusty trunk. Lyle wiped off the dust and opened it. The trunk was filled with old diaries that belonged to they grandmother. The boys read some diary entries and liked learning about she. Them heard they mother call him. Her said it was time for dinner. Them had been in the attic for hours and didn’t even realize it.

- Tell the students that the paragraph does not sound right. Explain that you need the students to help to fix the paragraph.
- Explain that today the students will be Pronoun Detectives and they will help find pronoun mistakes.



- Read the first two sentences from the paragraph. Use a **Think Aloud** to fix pronoun mistakes in these sentences.

(Read the sentences aloud.) **I do not see any mistakes in the first sentence. There aren't any pronouns in the sentence!**

In the second sentence it says *them* parents. That does not sound right, so I will cross out *them*. It should be *their* parents. I will write *their* in its place. (Make changes to the sentence.)

The sentence also says *they* wedding day. That isn't correct either. I will cross out *they* and write *their* in its place. (Make changes to the sentence. The new sentence should read: Lyle found a picture of their parents from their wedding day.)



- Read the third sentence aloud. Use **Think-Pair-Share** to ask the students what word is incorrect in the sentence [*Him.*] and what word you should put in its place. [*His.*] Write the new word in the paragraph.
- Have the students work in teams to read through the remaining sentences in the paragraph and replace incorrect pronouns with the correct ones.
- Remind the students that every teammate needs to be able to discuss the changes the teams make.
- Allow time for the teams to complete the activity. Use **Random Reporter** to listen to the teams' responses. Write the changes on the paragraph.
- Tell the students that they will continue to rewrite passages to correct misused pronouns.



Teamwork

Timing Goal: 10 minutes

Team Practice

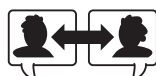
- Distribute the **Teamwork 1: Pronoun II** page. Ask the students to look at the **Team Practice** section.
- Explain that during Team Practice the students will work as a team to fix the pronoun mistakes. Explain that one teammate should read the sentence, and then the team will decide how to fix it.
- 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.



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.



Team Mastery

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

Quick Check

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

Reflection

Timing Goal: 5 minutes

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

How can you tell when there is a pronoun mistake in a sentence? *[It doesn't sound right.]*

Is it easy to remember the pronouns that replace the subject? *[(Answers will vary.)]*
- Allow the students some time to review their speeches and fix any pronoun mistakes.

Look at your speech, 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.

Answer Keys : Pronouns II

Team Practice

Alysha and her brother, Skip, were bored. They had been sitting around the house all morning.

“Let’s go outside. We can play kickball,” Alysha said.

Skip thought that was a great idea. He loved to play outside. He said, “I will ask some other kids if they want to play too.”

Alysha got the ball and Skip went out to gather some kids to play. Soon there were ten children ready to play kickball. They split into two teams and the game began. It was an exciting game!

Team Mastery

Kathy, Brad, and Simon were playing hide-and-seek. Kathy was it first. She hid her eyes and counted to twenty. Brad and Simon ran off and tried to find somewhere to hide. Brad hid behind a big bush. It was just big enough to cover him up. Simon hid under the porch. Kathy looked for them. She knew that it would be tough because they were both good at hiding. Then Kathy heard a sneeze from behind a bush.

“Brad, I see you behind the bush!” Kathy called.

Kathy ran toward the house. She thought she heard some giggling. She looked under the porch where she spotted Simon’s red shirt.

Team Practice 2

Jack, a writer, sat down at his desk to do some work. He couldn’t think of anything to write about. “Maybe I just need to take a break. I will take a walk and when I come back, I will be ready to work.” That’s just what Jack did. He hooked up his dog, Smiley, to her leash and they took a walk. They had walked for about fifteen minutes when Jack thought of a great topic to write about. He hurried Smiley home. As soon as they walked through the door, Jack started writing a new story.

Team Mastery 2

Paula’s dog, Chance, was dirty. He had spent all morning rolling in the mud.

“Chance,” Paula said. “I need to give you a bath!”

Paula got the soap and towel and headed outside. She turned on the hose and got Chance all wet. He didn’t like it! Then Paula poured the soap on him and she scrubbed him for a long time. He liked that a lot! He thought she was petting him! Next, Paula rinsed Chance off. Both of them thought the water was too cold, but it was too late to stop. Finally, Paula dried Chance off. He was clean again.

Quick Check

We wanted to surprise Mrs. Fisher, my teacher. She was the best teacher we ever had, and we wanted to thank her. We asked the principal, Mrs. Cooper, for permission to enter the classroom before school started. Gary and Brent hung up streamers. They used four different colors! Missy and Taylor were in charge of blowing up and hanging balloons. I made a poster for Mrs. Fisher. Mick helped me hang it up over the blackboard. When Mrs. Fisher came through the door, we all yelled, “Surprise!” She was definitely surprised—she even cried a little. We were happy we could do something special for her.

Quick Check 2

Eddie couldn’t find his sneakers anywhere! He looked in his closet. There were slippers, other shoes, and even some flip flops in there, but no sneakers. Next he looked in his brothers’ closet. They were always taking Eddie’s things. Eddie found his chess set, some of his clothes, and his pillow. But, again, there were no sneakers. Eddie asked his mom if she knew where his sneakers were and she started to laugh. Eddie was shocked! Eddie’s sneakers were right there on his feet.

Unit 10

Day 9 Edit

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

Mario hide him key to the house under a rock and walk to Mario's friend's house.

- Remind the students to look for the correct use of pronouns in the sentence (*his*, not *him*). Tell the students that the subject and verb in the sentence need to agree (*hides*, not *hide*, and *walks*, not *walk*). For example, *Mario hides his key to the house under a rock and walks to his friend's house.*
- 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: **Explain your ideas/tell why.** Remind the students that when teammates explain their ideas clearly, every team member is prepared to share the ideas with the class.

Throughout the lesson, award team cooperation points to teams whose members explain their ideas 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 correct errors in our persuasive speeches using editing marks.

- Point out today's focus. Remind the students that they have used the revision guide to help them improve the ideas, organization and style of their speeches. 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.

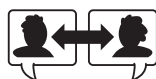
When we edit our writing, we look for errors and correct them. Editing is what we do when we look for mistakes in capitalization, punctuation, spelling, and grammar (like Caroline's sentences) and mark them for correction.

- 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 speech. Point out that you will only mark your errors at this point; you will make the corrections when you rewrite your speech to publish it.
- Remind the students that you will be reading the speech 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 speech? *[You will check to see that the first word of each sentence is capitalized and that all names are capitalized.]*

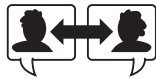


- Model reading the revised draft and noting where you need to capitalize. Demonstrate how to use the appropriate editing mark by underlining the letter three times.

What will I check for the second time that I read the draft of my speech? *[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 the jigsaw puzzle is the perfect mascot to represent our class.



- 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 speech 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 speech 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 speeches 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 speeches, 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 identify an item that their partner edited on their work, explain why it is an error, and what editing mark the partner used.

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 speeches 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 speeches by reading them from the Author's Chair and then vote on a new class mascot.



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.

Two-Minute Edit

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

What would you do to make this sentence better?

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

Them went to the mall on Saturday and find a new chair for they office.

- Point out that the sentence contains errors with pronoun use and verb tense. For example, *They went to the mall on Saturday and found a new chair for their office.*
- Demonstrate the use of the appropriate editing marks to edit the sentence.

Active Instruction

Timing Goal: 10 minutes

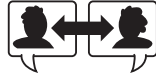
Set the Stage

- 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 speeches by reading them from the Author's Chair and then have a vote on our new mascot.



- 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 mascots to represent our class.]*

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

What task did you complete next? *[We drafted a speech 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 speeches. Explain that they will read their speeches from the Author's Chair and then hold a class vote.

Teamwork

Timing Goal: 15 minutes

- 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 speeches. As the students work, monitor their progress, and assist when needed.

Reflection

Timing Goal: 5 minutes

- Celebrate by having volunteers share their speeches with the class. You may want to review some speech delivery tips such as speaking clearly and slowly, and making eye contact with the audience. 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.

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. Describe a time when you had to make a difficult decision. How did you finally make the decision? How did you feel after making the decision?
2. What is your best quality? Why? How do you think this quality could be important for a career that you may have in the future?
3. Describe a time when you were nervous. How did you try to calm yourself?
4. What is a piece of advice or something you heard in a speech that has changed your life? How did it change your life?



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

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

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

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

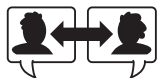
Teamwork

Timing Goal: 20 minutes

- Allow the students time to brainstorm, plan, and write their journal entries. As the students work, monitor their progress, and assist when needed.
- While the students work, meet with a number of 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?

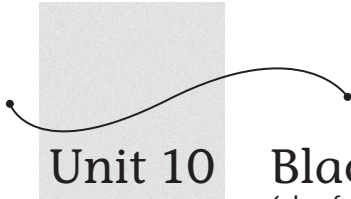
- Suggest that the students review their journal writing and choose an Ace Writer sentence that they want to share with the class. Have them underline the sentence and mark the page in their journals. You can use these Ace Writer sentences for the Two-Minute Edits in subsequent units.



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

Teacher Learning Community Meeting

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



Unit 10

Blackline Masters

(also found on CD accompanying volume 1)

Clearly Stating and Supporting a Position

Write a Persuasive Speech

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

Sample Speech 1

The best idea for a new after-school club is to start a newspaper club. By writing a newspaper, students would gain practice in research and interviewing skills. In order to gather facts for their stories, students would have to consult primary sources and interview local experts. In addition to research and interviewing skills, writing a newspaper will give students more opportunities to write. The best way to become a better writer is to write more. Finally, producing a newspaper will provide a way for students to share with the entire school community information about current events and happenings. As you can see, having a newspaper club has benefits for the students and our entire community. Please show your support for a newspaper club at next week's vote.

Sample Speech 2

Some of the students were talking about having recycling bins in the cafeteria. The school could get the bins for free from a local recycling company. The students could learn about the importance of recycling from the facts written on the side of the bins about how recycling saves the environment. The school will also produce less trash by recycling.

Team Practice

The school board is considering adding an extra hour to the school day. In fact, making the school day longer will exhaust the students and decrease their achievement. It is already a long day for the students, and they can't learn if they are tired. Adding to the school day will also cut into the students' time to do other activities like music, sports, or crafts. My point is that making the school day longer will limit their ability to pursue creative interests after school.

Team Mastery

Art shows are really amazing. I went to an art show in my cousin's school district last week. It really gives the students a chance to show off their fantastic artistic talents. The younger students get to see the exciting projects that they will do in middle and high school. In my opinion, the entire community gets a chance to see how important and valuable the art program is to our school district.

Team Practice 2

I think cellular phones in school are really annoying. So many students can't resist the temptation to take them out during class, which means they aren't paying attention to the teacher. In the hallway, students are talking on their phones and not watching where they are walking. In my opinion, it is dangerous to walk down the hall when everyone is on their phones. In fact, I have seen more than one student using their cellular phone to cheat during a test.

Team Mastery 2

I heard that your group is sponsoring a Teacher of the Year contest. Mr. Wolfe is my teacher, and he always starts the day off with a joke. Isn't that the best way to start your day? Mr. Wolfe always finds a way to make any subject interesting by telling stories. Mr. Wolfe also uses the computer to make his lessons more interactive. Certainly using the computer is always motivating to the students.

Quick Check

My friend gets paid money from her parents for getting good grades. Now she thinks that every time she does something, she deserves a reward, usually money. I think you should want to do well or learn something new to improve yourself as a person, not because you will get money for doing it. I also think that once you start getting money for grades, then you will expect more money each year. In my opinion, it's just not a good idea.

Quick Check 2

There are many ways to unwind after a stressful day. First, playing video games is fun. Having fun is a great way to relieve stress. Second, playing video games does require some physical exercise, at least of your fingers. Everyone knows exercise is good for stress. Finally, playing video games is something you can do by yourself. In my opinion, it's important to have activities that you can do on your own. Playing video games is really a great way to relax.

Writing Prompt

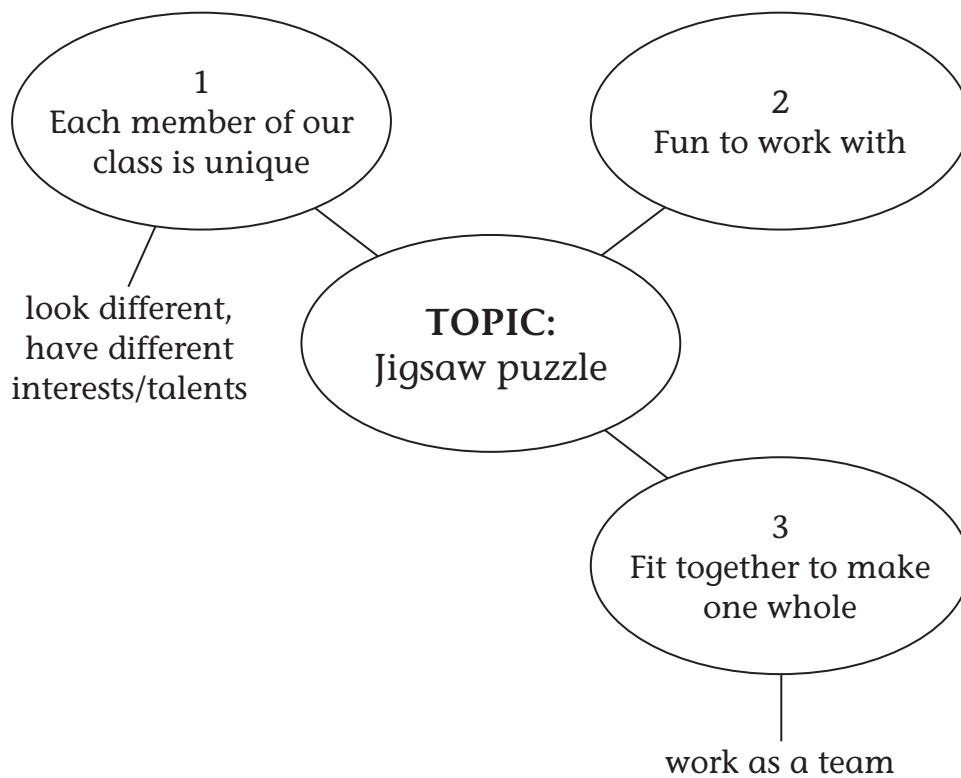
Your class is choosing a mascot that reflects the personality of your class. Write a persuasive speech to present to your class about what you think the class mascot should be. Clearly state your opinion, and give at least three good reasons why the class should choose your choice for a mascot. Use persuasive words and phrases, and end with a persuasive closing statement.

Sample Speech

Good morning fellow classmates. I'm talking to you today to tell you why a bee is the best choice for our class mascot. First, the champion of the school spelling bee is from our class. The bee will be a reminder of that day when our classmate won the spelling contest. Second, bees have sharp stingers, and our class has sharp minds. In my opinion, I think we're pretty sharp dressers as well. Finally, bees are hard workers, and our class is full of teams of hard-working students. As you can see, the bee will represent our class well and is an excellent choice for our mascot.

Sample Web

Persuasive Speech



Noun Endings

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

Team Practice

1. My _____ (prefer) is to have lunch earlier in the day.
2. The _____ (rigid) of the rules leaves no room for flexibility or creativity.
3. My grandfather says that _____ (polite) is one of the three most important qualities that a person should possess.
4. My mother had to make an _____ (alter) to my pants because they were too long.
5. The _____ (entertain) at the school fair is going to be fantastic with musicians, comedians, and dancers.

Team Mastery

1. My _____ (active) is to relax in a comfortable chair with a great book.
2. The _____ (advance) of my mother to the role of vice president at her company means that she has to work late sometimes.
3. Our science teacher did a _____ (demonstrate) of what happens below the surface of the earth during an earthquake.
4. Her _____ (gracious) after receiving the Student of the Month award was in sharp contrast to her loud behavior in the cafeteria yesterday.
5. My doctor gave _____ (clear) to participate in gym class again because my broken wrist had healed completely.

Team Practice 2

1. All the lights were out when we got home and the _____ (dark) made me feel nervous.
2. I feel a sense of peace and _____ (serene) when I go hiking in the mountains.
3. The _____ (interfere) of my brother in my private conversation with my friend made me angry.
4. The _____ (judge) of the jury will determine the outcome of the trial.
5. The _____ (include) of my younger sister in my game with my friends made my mother very happy.

Team Mastery 2

1. The _____ (acknowledge) of the hard work of the teachers at the awards banquet was nice to see.
2. _____ (clean) is not a priority for my brother, and that's why his room is always a mess.
3. The _____ (expand) of the middle school next year means there will be room for new students and more classrooms.
4. The _____ (generous) of his neighbors when he was sick in the hospital was incredible.
5. Marathon runners have strength and _____ (endure) to run for twenty-six miles.

Quick Check

1. During the month of April, our school is emphasizing healthy eating and physical _____ (fit).
2. _____ (attend) at this year's carnival was low because of the cold, rainy weather.
3. The _____ (suspend) of their star player for the championship game disappointed the fans, but he failed to meet the academic requirements.
4. Jada had to wash all the windows in her apartment as a _____ (punish) for writing on the window in her bedroom.
5. The _____ (stable) of the economy is a relief to businesses that have not been doing well the last few months.

Quick Check 2

1. Luke's father said the police need to take immediate _____ (act) to control violence on the city's subway.
2. The _____ (quick) of Cheryl's hands makes her one of the best goalies in the league.
3. My sister's _____ (accept) of my apology was a big relief because I hate when she's mad at me.
4. Will was impressed with the juggler's _____ (able) to keep four balls in the air at once.
5. The football team was able to purchase new _____ (equip) for next season because of their successful fundraiser.



REVISION GUIDE

Persuasive Speech

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)

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

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 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.

Lyle and Keith

Lyle and Keith were playing in the attic. Lyle found a picture of them parents from their wedding day. Keith found him dad's old baseball mitt. It was faded and dirty. Then them found an old, dusty trunk. Lyle wiped off the dust and opened it. The trunk was filled with old diaries that belonged to they grandmother. The boys read some diary entries and liked learning about she. Them heard they mother call him. Her said it was time for dinner. Them had been in the attic for hours and didn't even realize it.

Team Practice

Alysha and she brother, Skip, were bored. Them had been sitting around the house all morning.

“Let’s go outside. Us can play kickball,” Alysha said.

Skip thought that was a great idea. Him loved to play outside. His said, “Me will ask some other kids if their want to play too.”

Alysha got the ball and Skip went out to gather some kids to play. Soon there were ten children ready to play kickball. Them split into two teams and the game began.

He was an exciting game!

Team Mastery

Kathy, Brad, and Simon were playing hide-and-seek.

Kathy was it first. Her hid she eyes and counted to twenty.

Brad and Simon ran off and tried to find somewhere to hide. Brad hid behind a big bush. It was just big enough to cover he up. Simon hid under the porch. Kathy looked for they. Her knew that it would be tough because them were both good at hiding. Then Kathy heard a sneeze from behind a bush.

“Brad, me see you behind the bush!” Kathy called.

Kathy ran toward the house. He thought she heard some giggling. Her looked under the porch where she spotted Simon’s red shirt.

Team Practice 2

Jack, a writer, sat down at her desk to do some work. Him couldn't think of anything to write about. "Maybe me just need to take a break. Me will take a walk and when I come back, my will be ready to work." That's just what Jack did. His hooked up his dog, Smiley, to shes leash and them took a walk. They walked for about fifteen minutes when Jack thought of a great topic to write about. Him hurried Smiley home. As soon as them walked through the door, Jack started writing a new story.

Team Mastery 2

Paula's dog, Chance, was dirty. Him had spent all morning rolling in the mud.

"Chance," Paula said. "Me need to give your a bath!"

Paula got the soap and towel and headed outside.

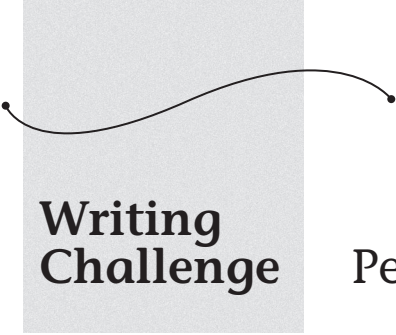
Her turned on the hose and got Chance all wet. His didn't like it! Then Paula poured the soap on he and her scrubbed his for a long time. His liked that a lot! Him thought her was petting him! Next, Paula rinsed Chance off. Both of they thought the water was too cold, but it was too late to stop. Finally, Paula dried Chance off. His was clean again.

Quick Check

Us wanted to surprise Mrs. Fisher, my teacher. Her was the best teacher us ever had, and we wanted to thank her. We asked the principal, Mrs. Cooper, for permission to enter the classroom before school started. Gary and Brent hung up streamers. Them used four different colors! Missy and Taylor were in charge of blowing up and hanging balloons. I made a poster for Mrs. Fisher. Mick helped I hang her up over the blackboard. When Mrs. Fisher came through the door, us all yelled, “Surprise!” Her was definitely surprised—she even cried a little. Them were happy we could do something special for she.

Quick Check 2

Eddie couldn't find his sneakers anywhere! He looked in his closet. There were slippers, other shoes, and even some flip flops in there, but no sneakers. Next he looked in his brothers' closet. They were always taking Eddie's things. Eddie found his chess set, some of his clothes, and his pillow. But, again, there were no sneakers. Eddie asked his mom if she knew where his sneakers were and she started to laugh. Eddie was shocked! Eddie's sneakers were right there on his feet.



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 today they will participate in a practice writing activity.
- Remind the students that persuasive writing, like the persuasive speech 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 school principal is thinking about cancelling all recess to add more learning time to the school day. Do you think this is a good idea? Decide whether you agree or disagree with the idea of cancelling recess. Write a persuasive letter to your principal telling reasons to support your position. 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 principal—to take an action.

- Review the steps of the writing process, asking the students which step comes first, second, etc. and what should be done during each step. Remind them that they will complete each step of the writing challenge independently.
- Tell the students that you have some writing samples that you would like them to read and evaluate with you. Remind them that *evaluate* means to tell what is good about the writing and what needs improvement.
- Display the Persuasive Writing transparency, and cover the writing samples. Explain that when you grade the students’ writing, you will use a chart that includes the information on the transparency. Tell the students that this section of the chart explains what this style of writing should include.

Persuasive Writing Scoring Guide

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

- Review the scoring guide. Explain that the highest score a persuasive letter can receive is a 4.
- Explain to the students that you want them to help you score some writing samples using this scoring guide.
- Uncover Writing Sample #1, but keep Writing Sample #2 covered.

Writing Sample #1

521 Harrington Rd.
Wabash, IN 46992
April 30, 2008

Mrs. Kent
Washington Elementary School
25 King Hwy.
Wabash, IN 46992

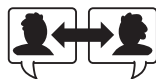
Dear Mrs. Kent,

I just heard the news that you are considering cancelling recess to add more learning time to the school day. I am writing to say that cancelling recess is not the answer. In fact, cancelling recess will result in less learning for the students.

Why should you keep recess as part of the school day? First, during recess the students get exercise and are able to get rid of excess energy. If students don't get rid of excess energy, they will not behave during class. Second, recess is a time when the students are able to socialize with their friends. It gives the students an opportunity to interact with other students in an unstructured environment. Finally, and perhaps the strongest reason, is that recess gives teachers some time to relax and get refreshed for their upcoming lessons. Teachers will be able to deliver super lessons and increase our learning! Without a doubt, keeping recess is the best idea for the entire school community.

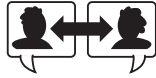
Sincerely,
Ken Grady

- Explain to the students that there may be some spelling or grammatical errors in the writing, but you do not want them to pay attention to those mistakes right now.
- Remind the students that for a piece of writing to get a high score of 4 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

521 Harrington Rd.
Wabash, IN 46992
April 30, 2008

Dear Mrs. Kent,

I think you should take away recess. I don't like to play.
I like to stay inside. What do you like to do? I like to play
on the computer. For real, who cares about recess?

Talk to you soon,
Ashley

- Refer the students to the scoring guide, and ask them to work in teams to score this writing on style and to explain why they gave the writing that score.

Reflection

- Use **Random Reporter** to ask the students questions about the writing.

Does the letter use any persuasive words or phrases?
[No, there are no persuasive words and phrases.]

Does it have a formal tone, an all-business tone? *[No. It is not a formal tone. "Talk to you soon" is not formal.]*

What score did you give this letter for style?
[The students will probably give the letter a 1.]

- Remind the students that they will have the opportunity to write a persuasive letter from start to finish independently tomorrow.



Writing Challenge

Day 2 Independent Writing

OBJECTIVE: The students will independently respond to a persuasive writing prompt.

Preparation

- The students will need the following materials:
 - **The Writing Challenge: Persuasive Writing** handout

Active Instruction

Set the Stage

- Tell the students that today they will participate in a timed writing activity.

Instruction

- Explain that you will score their papers, focusing on the same categories that are found on the revision guides.

When I score your papers, I'm going to look for how well you express your ideas and organize your writing. I'm also going to look at your writing style and mechanics. These are the same areas we score using the revision guide.

- Distribute the Persuasive Writing Challenge handout. Read the prompt and the directions aloud. Ask the students if they have any questions.
- Allow the students 60 minutes to work on the activity. At the end of 60 minutes, collect all papers.

Scoring

- Score the papers using the Persuasive Writing Rubric. Each paper is scored in four categories: ideas, organization, style, and mechanics. Scores in each category range from a 1 (the lowest score) to a 4 (the highest score).
- Use anchor papers as a guide when scoring the students' work. The anchor papers represent examples of responses for each score point and offer explanations for the assignment of scores.
- Record the students' scores on the Record of Unit Scores.

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 the nearest 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 Persuasive Writing column.
- Discuss with the students the areas in which the class did well and the areas in which they can improve. Ask the students to brainstorm ideas on how they can improve the weaker areas.
- Have teams celebrate their successes and discuss goal setting. Have teams discuss the following questions:

For which aspect of writing did the class score the highest?

Compare these scores with the ones for the last challenge. Which scores improved from the last writing challenge?

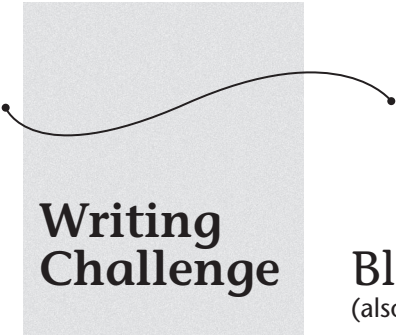
Looking at the scores, which aspect of writing—ideas, organization, style, or mechanics—do we need to work on as a class?

Do you think working toward team cooperation goals will help us improve that score? How?



When you meet with your Teacher Learning Community, 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.

- 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.



Blackline Masters
(also found on CD accompanying volume 1)

Persuasive Writing

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Writing Prompt

Imagine that your school principal is thinking about cancelling all recess to add more learning time to the school day. Do you think this is a good idea? Decide whether you agree or disagree with the idea of cancelling recess. Write a persuasive letter to your principal telling reasons to support your position. Use persuasive words and phrases and a formal tone. Follow the business-letter format.

Persuasive Writing Scoring Guide

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Wabash, IN 46992
April 30, 2008

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Sincerely,
Ken Grady

Writing Sample #2

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Wabash, IN 46992
April 30, 2008

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I think you should take away recess. I don't like to play.
I like to stay inside. What do you like to do? I like to play
on the computer. For real, who cares about recess?

Talk to you soon,
Ashley

Writing Challenge

Persuasive Writing

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

Writing Prompt

Imagine that your school librarian is trying to decide the best way to spend money for next year. The choices are to buy two new computers, two new digital cameras, or 100 new books. Which would be the most useful to students? Write a letter to persuade your librarian to pick 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.

Before you write, **plan**.

- Read the prompt carefully. Make sure you understand exactly what you are asked to do.
- Decide the topic you want to write about.
- Choose the best graphic organizer to plan your ideas (web, paragraph organizer, sequence chain, etc.).
- Use the back of this paper to draw your organizer and plan your response.

As you write, **draft**.

- Use your organizer and stay on topic.
- Be sure that what you write will make sense to the reader.
- Include reasons to convince the reader.

After you write, **revise and edit**.

- Reread your writing to be sure that it makes sense.
- Remember to include persuasive words and phrases.
- Check for capitalization, punctuation, spelling, and grammar.

Ideas			
4	Clearly states a position and includes good reasons that support that position.		
3	States a position and includes some good reasons that support that position.		
2	Position is not clear and there are few reasons that support that position.		
1	There is no position stated and there are no reasons to support it.		
Organization			
4	Uses all the conventions of a business letter. Begins by stating a position, tells supporting reasons, ends with a persuasive closing statement.		
3	Uses most of the conventions of a business letter. Begins by stating a position, tells supporting reasons, but lacks a persuasive closing statement.		
2	Uses few of the conventions of a business letter. Does not begin by stating a position, lacks a persuasive closing statement.		
1	Uses none of the conventions of a business letter. Does not begin by stating position, middle has few supporting reasons, lacks a persuasive closing statement.		
Style			
4	The letter includes many persuasive words and phrases. The letter has a formal tone throughout (all business).		
3	The letter includes some persuasive words and phrases. The letter mostly has a formal tone (all business).		
2	The letter includes only one or two persuasive words and phrases. The letter shows some evidence of a formal tone.		
1	The letter includes no persuasive words or phrases. The letter does not have a formal tone.		
Mechanics			
4	Has few or no errors in punctuation, capitalization, spelling, grammar, and word usage.		
3	Has some errors in punctuation, capitalization, spelling, grammar, and word usage.		
2	Has several errors in punctuation, capitalization, spelling, grammar, and word usage.		
1	Most sentences have errors in punctuation, capitalization, spelling, grammar, and word usage.		
NSR	Off task	Illegible	No response

NSR = Nonscorable Response

Ideas

Score Point: 4

424 South Street
Raleigh, NC 27601
November 12, 2008

Ms. Ramirez
Lake Street Elementary
465 Lake Street
Raleigh, NC 27601

Dear ms. Ramirez:

The best way to spent money for the library is to buys two new computers. the extra computers will make a huge different and allow more students to get there work done.

Having more computers in the library means more students can conduct research at the same time? Using the internet, students cans find informasion quickly and be more productive. In addition to making research easier, the extra computers will be fantastic for publishing the students' work. The programs on the computer gives the students unique and creative ways to publish there papers. Finally, the computers provide axess to thousands of online texts and articles. The bestest part of using online texts is that you do'nt have to worry about them getting lost or damaged. As you can see, buying two new computers is the best decision for our library.

Sincerely,
Tavon Ramsey

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

continued on next page

Ideas—continued

Score Point: 3

424 South Street
Raleigh, NC 27601
November 12, 2008

Ms. Ramirez
Lake Street Elementary
465 Lake Street
Raleigh, NC 27601

Dear Ms. Ramirez:

Our teacher told us that you have three options you are considering for new equipment for the library. In my opinion, the best choice is to buy 100 new books for the library.

Unlike computers and cameras, books are something that all students can use every day. Being able to buy so many books will also allow you to satisfy the diverse interests of the students. With one hundred books, you can choose some about sports, music, animals, and other topics. Keep in mind that books can be checked out and shared with the students' families. Computers and cameras stay in school, but books are something that can be shared at home. Without a doubt, buying new books is a super choice that will improve our library.

Sincerely,
Ann Reynolds

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

continued on next page

Ideas—continued

Score Point: 2

Lake Street Elementary
465 Lake Street
Raleigh, NC 27601

Dear Ms. Ramirez:

Do you like computers or cameras? I like them. So, that's how you should spend the money. We could use the cameras for papers and projects. I like to take pictures. I could take picktures at sports stuff two. Is that cool?

Thanks,

Matt Reegan

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

Score Point: 1

424 South Street
Raleigh, NC 27601
November 12, 2008

Dear ms. Ramirez:

How are you doing? I am feeling happy. I like cameras. Do you have a camera? I have a school picture. Maybe I can use your computer some time. Do you like to read? Then you should buys books.

Best,

Hayley George

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

Organization

Score Point: 4

424 South Street
Raleigh, NC 27601
November 12, 2008

Ms. Ramirez
Lake Street Elementary
465 Lake Street
Raleigh, NC 27601

Dear Ms. Ramirez:

What's the best way to spend money for the library? The answer is clear, you should buy two new digital cameras.

First, teachers can check out a camera to take pictures of special events or class projects. I know teachers often bring in their own personal cameras, and it would be fantastic to have them here at school. In addition to special class projects, students could also use the cameras to take pictures for the school newspaper or yearbook of school-wide events. For example, two students could have cameras to take pictures at the end of the year carnival. Finally, students could take pictures to use to add images to their compositions for publishing. Like when we made our class newspaper, it would have been great to have a camera to take pictures.

For these reasons, I think the wisest choice is to use the money to purchase two new cameras.

Sincerely,
Cynthia Arey

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

continued on next page

Organization—continued

Score Point: 3

424 South Street
Raleigh, NC 27601

November 12, 2008
Ms. Ramirez
Lake Street Elementary
465 Lake Street
Raleigh, NC 27601

Dear Ms. Ramirez:

A smart way to spend money is to buy computers. Computers can be used for so many different purposes. My computer at home is in the living room, and the living room is painted blue. The computers can be used for games when we have indoor recess. We can find maps on the computer, and use them to do research for science or social studies. The computers can be used to store and print out our papers. It's a lot easier for teachers to read our work if we print it out. Also, a computer can be used for email. Email helps teachers, students, and parents to stay in touch. As you can see there are several convincing reasons to buy new computers.

Eric Kim

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

Organization—continued

Score Point: 2

Lake Street Elementary
465 Lake Street
Raleigh, NC 27601

Dear Ms. Ramirez:

Do you like computers or cameras? I like them. So, that's how you should spend the money. We could use the cameras for papers and projects. I like to take pictures. I could take picktures at sports stuff two. Is that cool?

Thanks,

Matt Reegan

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

465 Lake Street
Raleigh, NC 27601

Dear ms. Ramirez:

Me couzin have a phone wit a camera. Her live in New york. my class goed to the library on Wednesdays. I gots a book aboot sharks. My granpa caught a shark one time. I likes my granpa.

EXPLANATION: This does not follow a business letter format. It does not begin by stating a position, there are no supporting reasons, and it does not end with a closing statement.

Style

Score Point: 4

424 South Street
Raleigh, NC 27601
November 12, 2008

Ms. Ramirez
Lake Street Elementary
465 Lake Street
Raleigh, NC 27601

Dear Ms. Ramirez:

Do you know the one activity that has proven effective in increasing a student's vocabulary and achievement? Reading books is a sure way to increase students' academic achievement.

Buying one hundred books for the library will make the students excited to read new books. Sometimes it's hard to be motivated to read old books, but reading new books is easy. Increasing the number of books in the library translates to more books being read by students. You could post a list of the new books, and keep track of how many students read each book to encourage students to read more. In my opinion, the research says it all. Reading improves student achievement, and adding more books will inspire more students to read. Without a doubt, buying more books is the best choice!

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

continued on next page

Style—continued

Score Point: 3

424 South Street
Raleigh, NC 27601
November 12, 2008

Ms. Ramirez
Lake Street Elementary
465 Lake Street
Raleigh, NC 27601

Dear Ms. Ramirez:

What's the best way to spend money for the library? The answer is clear, you should buy two new digital cameras.

First, teachers can check out a camera to take pictures of special events or class projects. I know teachers often bring in their own personal cameras, and it would be fantastic to have them here at school. In addition to special class projects, students could also use the cameras to take pictures for the school newspaper or yearbook of school-wide events. For example, two students could have cameras to take pictures at the end of the year carnival. Finally, students could take pictures to use to add images to their compositions for publishing. Like when we made our class newspaper, it would have been great to have a camera to take pictures.

For these reasons, I think the wisest choice is to use the money to purchase two new cameras.

Sincerely,
Cynthia Arey

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

continued on next page

Style—continued

Score Point: 2

424 South Street
Raleigh, NC 27601
November 12, 2008

Ms. Ramirez
Lake Street Elementary
465 Lake Street
Raleigh, NC 27601

Hi ms. ramires,

I love computers. Computers are fun. I wrote a song with my computer.
What do you use the computer for? Computers are simply the best. Don't
you think they are awesome? I wish I had a computer in my room.

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

Score Point: 1

November 12, 2008

Ms. Ramirez
Lake Street Elementary
465 Lake Street
Raleigh, NC 27601

Hi Missus ramirez. I thinks you shuld buys cameras cuz they are neat. I want
to use a camra. I could take picktures of my frends. I want to print piktures.
That would be totally cool.

Peace,

Ayesha Amdur

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

Mechanics

Score Point: 4

424 South Street
Raleigh, NC 27601
November 12, 2008

Ms. Ramirez
Lake Street Elementary
465 Lake Street
Raleigh, NC 27601

Dear Ms. Ramirez:

Our teacher told us that you have three options you are considering for new equipment for the library. In my opinion, the best choice is to buy 100 new books for the library.

Unlike computers and cameras, books are something that all students can use every day. Being able to buy so many books will also allow you to satisfy the diverse interests of the students. With one hundred books, you can choose some about sports, music, animals, and other topics. Keep in mind that books can be checked out and shared with the students' families. Computers and cameras stay in school, but books are something that can be shared at home. Without a doubt, buying new books is a super choice that will improve our library.

Sincerely,

Ann Reynolds

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

continued on next page

Mechanics—continued

Score Point: 3

Lake Street Elementary
465 Lake Street
Raleigh, NC 27601

Dear Ms. Ramirez:

Do you like computers or cameras? I like them. So, that's how you should spend the money. We could use the cameras for papers and projects. I like to take pictures. I could take picktures at sports stuff two. Is that cool?

Thanks,

Matt Reegan

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

continued on next page

Mechanics—continued

Score Point: 2

424 South Street
Raleigh, NC 27601
November 12, 2008

Ms. Ramirez
Lake Street Elementary
465 Lake Street
Raleigh, NC 27601

Dear ms. Ramirez:

The best way to spent money for the library is to buys two new computers. the extra computers will make a huge different and allow more students to get there work done.

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Sincerely,

Tavon Ramsey

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

continued on next page

Mechanics—continued

Score Point: 1

Ms. Ramirez
465 Lake Street
Raleigh, NC 27601

Dear ms. Ramirez:

Me couzin have a phone wit a camera. Her live in New york. my class
goed to the library on Wednesdays. I gots a book aboot sharks. My granpa
caught a shark one time. I likes my granpa.

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

Writing **Wings**

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 at school. They will include the story elements (setting, characters, problem, important events in order, and solution) and 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 at school. 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 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 game that belongs to Kevin* as *Kevin's game*. 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 team members 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 the 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/"Lucky Bat" transparency
- Blank story map transparency
- Experience as Story Revision Guide transparency

For **each student**:

- Team Practice and Team Mastery handouts (See the blackline masters at the end of this unit.)
- Story maps for Team Practice, Team Mastery, and Quick Check.
- Quick Checks (See the blackline masters at the end of this unit.)
- Experience as Story Revision Guide (student edition)
- Portfolio folder
- Writing Journal (marble composition book)

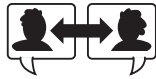
For **each team**:

- Writing Wings Team Score Sheet
- Notebook paper
- Continue to display the 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:
 - “Story Maps” (running time 7:52) on Day 1
 - “Simple Possessives” (running time 3:29) on Day 5

Unit 11

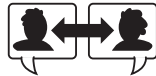
Day 1 Craft Lesson

OBJECTIVE: The students will analyze stories and record story elements on story maps.



Think-Pair-Share

Throughout the lesson, award team cooperation points to teams whose members complete tasks and help other team members to complete tasks. Award up to 9 team cooperation points per team. Be sure to identify the behavior that you observe.



Active Instruction

Timing Goal: 12 minutes

Set the Stage

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

When we say, “complete tasks,” what do we mean?

[(Accept reasonable responses.) For example, complete tasks means getting your writing work done or 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.]*

- 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 be awarding team cooperation points to teams whose members complete tasks and help their teammates to complete tasks. As they work toward this goal, they will also help their partners and teammates to complete tasks and improve their writing.
- 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 organizes ideas and plans a story using a story map. They will be looking at some stories and seeing 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, a middle, and an 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	Events: what happens to the main characters as they try to solve the problem or meet the goal	Solution: how the problem is solved
Setting: where and when the story happens		Ending: how the main characters feel about the solution or what happens to them after that
Problem: the main characters’ problem or goal		



Show DVD segment



- 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 “Story Maps” (running time 7:52).
- Facilitate a discussion about the video. Use **Think-Pair-Share** to ask the following:

What other graphic organizer looks like a story map?
[A sequence chain.]

How is a story map similar to a sequence chain? *[Both organizers help authors put the events of their stories in an order that makes sense.]*

How is it different? *[On a story map, an author also plans out the setting, characters, problem, and solution of the story.]*

What does Mona do to help Tasha complete her story map? *[Mona asks Tasha questions.]*

What does Mona ask about? *[Mona asks about the parts of a story map.]*

What kind of information does Tasha include that will make her story interesting to her audience? *[Tasha includes how her experience looked and sounded and how she felt.]*

So a sequence chain is a part of a story map. Authors use the middle of the story map to keep events in an order that makes sense. They also use story maps to plan the 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 “Lucky Bat.” Read the passage aloud while the students read along silently.

Lucky Bat
by Natalie

The day of the big game against the Ponies was finally here. I was dressed in my uniform, and I ran to the closet to grab my lucky bat. I looked in the back corner where I keep my bat, but it wasn't there.

“Where could it be?” I said.

I took everything out of the closet, but still no lucky bat. After searching the entire apartment, with my mom's help, we decided to leave for the softball field. My mom suggested that maybe I left it at the field at practice yesterday.

When we got to the field at school, I searched both dugouts, all around the field, and even behind the snack shed. My lucky bat wasn't anywhere!

“How am I going to get a hit without my lucky bat?” I asked my coach.

“Don't worry, you'll get a hit no matter what bat you use,” she replied calmly.

Then Julia came running down the hill from the parking lot. She put down her bag on the bench. When I saw her bag, I had an idea. Maybe someone put my bat in their bag by mistake.

Sure enough, when I unzipped Julia's bag, there was my lucky bat smiling at me. Now I was ready for the big game!



- Display the transparency of the blank story map. Have the students use **Think-Pair-Share** to identify the areas for the story elements.

- Model identifying the setting and characters of the story and writing them on a story map.

Hmm. What is the setting of this story? When and where does this story take place? This story happens on the day of the big game with the Ponies. The setting begins at Natalie's apartment and then moves to the softball field at her school.

- Put this information in the story map under "Setting."

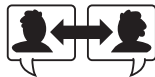
Who are the characters in this story? This story is about Natalie, so I will write her name under "Characters." Natalie's mom, her coach, and Julia are also characters in the story. I'll add their names under "Characters" too.

- Put this information in the story map under "Characters."
- Point out that the main character in this story has a problem. Use **Think-Pair-Share** to ask:

What problem does Natalie have in this story? *[Natalie can't find her lucky bat for the big game.]*

- Add this to the story map under "Problem."
- Model identifying the first thing a character does to try to solve Natalie's problem. *[Natalie searches the closet where she usually keeps her bat.]* 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. *[Natalie and her mom search the apartment before leaving for the field. Then, Natalie looks in the dugouts, around the field, and behind the snack shed.]* 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 Natalie do to solve the problem in this story? *[Natalie looks in Julia's bag and finds her lucky bat.]*



- Add the solution to the story map.

Story Map

Setting: the day of the big game, at Natalie's apartment and at the softball field

Characters: Natalie, her mom, her coach, Julia

Problem: Natalie can't find her lucky bat for the big game.

Natalie searches the closet where the bat is usually kept.

She goes to the softball field and hopes she left it there.

She searches both dugouts, the field, and behind the snack shed.

Solution: Natalie looks in Julia's bag and finds her lucky bat.

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 to each student.
- Read the Team Practice passage aloud. Point out that the story tells about an experience that Elena had.

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

Where Do I Sit?

by Elena M.

It was the first day of school in September, and we went to lunch in the cafeteria. Our teacher said we could sit next to whomever we wanted as long as we sat with our class.

Deena asked me to sit next to her. I said yes and went to take my seat. Then, Jordan got mad because she wanted me to sit next to her.

"I will sit next to you tomorrow, Jordan," I explained.

But then Deena got mad when I said I would sit next to Jordan tomorrow.

"What am I going to do?" I thought.

I was so confused, and I didn't feel much like eating lunch any more. Maybe I shouldn't sit next to Deena or Jordan. That's not good though because then they will both be mad or sad. Finally, Ms. Martin came over to the table.

"I have an idea, girls. How about Elena sits in between Deena and Jordan? That way everybody is happy," Ms. Martin said.

"Why didn't I think of that?" I replied.

I sat between my two friends and happily ate my lunch.

- 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 discussion.
- 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? [*The school cafeteria on the first day of school in September.*]

What characters did you put on your story map? [*Elena (who tells the story), her teacher (Ms. Martin), and her friends Deena and Jordan.*]

What is Elena's problem? [*She can't decide whom to sit next to in the cafeteria.*]

What event did you put first on the story map? What happens first? [(Accept reasonable responses.) For example, the first event is Deena asks Elena to sit next to her.]

What did you write under "Solution" on this story map? What does Elena do to solve the problem? [*Ms. Martin suggests that Elena sit between her two friends.*]

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.



Team Mastery

- Refer the students to the **Teamwork 1: Creating Story Maps** page and **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.

Three Strikes

By Connor

Last Tuesday on a spring afternoon as I was sitting in math class, I was having trouble paying attention. It was getting warmer outside, and everyone had a slight case of spring fever. At least that's what my teacher said.

I leaned over to Joe and whispered, "This is boring, isn't it?"

"Okay, Connor, that's two strikes today," said Mr. King. "One more strike and no recess."

I really was trying to be good, but I couldn't seem to stop talking. I tried to look right at Mr. King so I wouldn't be distracted. That worked for about a minute.

Then, I tried blocking my view of Joe with a book. The book kept falling over, so that didn't work.

Finally, I moved my desk away from Joe. I was able to pay attention for the rest of the day, and I never got that third strike.

- 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

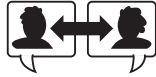
- Distribute the **Quick Check: Creating Story Maps** page.
- Explain that the students will do the same thing in Quick Check that they did in Team Practice and Team Mastery, but this time without help, for a teacher score.
- Explain to, or remind, the students that if their scores are 80 or more, they are ready to create story maps when they plan their compositions about their own experiences. Tell the students that if they do not score at least 80 points, they should either redo the Quick Check for a higher grade or have a conference with the teacher before 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

Timing Goal: 3 minutes

- Remind the students that a story map is a plan. Point out that each story map that the students created today shows them a writer's plan for a story.
- Use **Think-Pair-Share** to ask the following questions:



Was it difficult to figure out the problem in each story? How did you figure it out? Did your partner or team help you? *[(Answers will vary.) The students may say that team discussion helped them figure out the problem.]*

Can you explain why writers write about characters with problems? *[(Accept reasonable responses.) For example, reading about a character solving a problem is interesting to people. We try to guess what the character will do.]*



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

Answer Keys

Team Practice

Sample Responses on Story Map

Setting: first day of school in September in the cafeteria

Characters: Elena, Ms. Martin, Deena, and Jordan

Problem: Elena can't decide which friend to sit next to at lunch.

Events: Deena asked Elena to sit next to her.

Jordan got mad because she wanted to sit next to Elena.

Elena was confused and didn't feel like eating.

Solution: Ms. Martin suggested that Elena sit between Deena and Jordan.

Team Mastery

Sample Responses on Story Map

Setting: last Tuesday, spring afternoon in Connor's classroom

Characters: Connor, Joe, and Mr. King

Problem: Connor couldn't pay attention or stop talking in class.

Events: Connor whispered to Joe and got a second strike.

He tried looking right at Mr. King.

He tried to block his view of Joe with a book.

Solution: Connor moved his desk away from Joe and was able to stay out of trouble.

Team Practice 2

Sample Responses on Story Map

Setting: on the playground at recess last Monday

Characters: Lisa, Matt, and the rest of the fifth graders

Problem: kickball got stuck in a tree

Events: They tried shaking the tree.

Lisa got on Matt's shoulders.

They poked the tree with a long stick.

Solution: Lisa threw a rock at the ball, and it came down.

Team Mastery 2

Sample Responses on Story Map

Setting: Colin's classroom, wintertime

Characters: Colin, his teacher, and his sister

Problem: couldn't finish all the problems on his weekly math fact quiz

Events: practiced his math facts every night

did flash cards with his sister every morning

reviewed the cards on the bus on the way to school

Solution: He finished all the problems on the quiz and got them all correct.

Quick Check

Sample Responses on Story Map

Setting: Deon’s locker at school, last week

Characters: Deon, his teacher, Alex, Michael, and Dana

Problem: can’t figure out who left a note in his locker

Events: asked his teacher if she saw anyone leave something in his locker
looked at Dana’s handwriting to see if it matched the note
saw his friends laughing

Solution: Alex and Michael told him that they left the note as a joke.

Quick Check 2

Sample Responses on Story Map

Setting: Jennifer’s school, outside the fifth-grade wing

Characters: Jennifer, her principal, and the sixth grader

Problem: Jennifer saw a sixth grader spraying graffiti on the school.

Events: Jennifer told the boy to stop.
The sixth grader grabbed her arm and told her not to tell anyone.
Jennifer sat in class and didn’t know what to do.

Solution: Jennifer told the principal, and the sixth grader never came around school again.

Craft Lesson Scoring Guide	
100 Points	The student creates a story map with all the story elements included.
90 Points	The student creates a story map with most of the story elements included.
80 Points	The student creates a story map with some of the story elements included.

If a student does not show an understanding of a story map and story elements, provide feedback, and ask the student to redo the Quick Check before proceeding with the writing activity.

Unit 11

Day 2 Brainstorm

OBJECTIVE: The students will evaluate a story. The students will brainstorm with their partners and choose a topic for their stories.



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

Two-Minute Edit

- Present a Careless Caroline sentence. Ask:

What would you do to make this sentence better?

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

Rummaged through the pile of clothes

- 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,

My brother rummaged through the pile of clothes.

- Demonstrate the use of appropriate editing marks to edit the sentence.

Author's Chair

- Have a few students take turns reading their persuasive speeches 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.

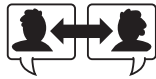
Active Instruction

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.

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



Tell the students that you will give an extra point each day to teams whose members can give an example of how they helped teammates complete brainstorming, planning, drafting, revising, editing, and publishing their work.

- Post and present the day's agenda.

TODAY'S FOCUS: Brainstorm ideas.

TODAY'S GOALS:

1. Look at a story, and use the revision guide to rate it.
2. Brainstorm topics for our stories.

- Point out today's focus. Remind the students that 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

- Display the story "Lucky Bat," 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? [*Natalie.*]

What is the main character's problem? [*Natalie can't find her lucky bat for the big game.*]

- Remind the students that Natalie 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 at school. Display the following prompt. Read it aloud while the students read along silently.

Writing Prompt

Think about an experience when you had to solve a problem at school. 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, “Lucky Bat.” Tell the students that they will be Natalie’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 a 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.

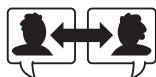
Let’s look at the Ideas section of the revision guide to rate Natalie’s story. The first item asks, “Does my story have a setting and characters?”

Do we know where and when this story takes place? We know that the events happen on the day of the big game against the Ponies at Natalie’s apartment and at the softball field, so the story has a setting. We meet Natalie, her mom, her coach, and her teammate Julia in this story. These are the characters in the story. We can put a “✓” for that item.

- Have the teams rate Natalie’s story using the remaining two items in the Ideas section of the revision guide. Use **Random Reporter** to review responses. *[Natalie’s story has a problem and a 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.



Think Aloud

- Tell the students that they will now rate Natalie's story using the Organization section of the revision guide.

Organization	First Draft Ratings	Revised Draft Ratings	Teacher Ratings	Score (25 points)
Are the events in order?				
Can your audience follow your thinking?				

- Use **Think-Pair-Share** to review the organizer Natalie used to plan her story with the students. [*A story map.*] Fill in this information on the revision guide transparency.
- Have the teams rate Natalie's story using the two items in the Organization section of the revision guide.

Are the events in order? Has Natalie explained the events so the readers can follow what is going on in the story?

- Use **Random Reporter** to review responses. After discussion, add ratings to the revision guide transparency.
- Point out to the students that their compositions should also have the events in order and explained so the audience can follow what is going on.
- Review the prompt with the students. Point out that the students should brainstorm a topic to plan their writing. Use a **Think Aloud** to model identifying a problem you had.

Hmm. What can I write about? What problem did I have to solve at school? I remember one time I lost my pencil. But that isn't a very interesting problem or story.

Hmm. Another time I was in the school play and I kept forgetting my lines. I think that might make a good story. I think I'll list that as a possible topic.

Teamwork

Timing Goal: 10 minutes

- Have the students work with their partners to brainstorm a list of possible topics about which they can write (personal experiences in which they had to solve a problem at school). If you think the students may need some idea starters, display the following list.

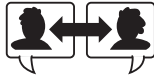
A time when you...

- had a decision to make.
- lost something.
- did something for the first time.
- helped someone else with a problem.
- played on a sports team.
- did something special at recess.
- had a funny or scary experience in the cafeteria.
- went on a field trip.
- were in a concert or play.

- Circulate through the classroom, and listen to discussions. Praise partners who practice active listening, ask follow-up questions, and who help and encourage others.

Reflection

Timing Goal: 3 minutes



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

Was it hard to think of problems that you could write about?

What did your partner do to help you brainstorm?

- Remind the students of the team cooperation goal that they are working on: **Complete tasks**.
- Use **Random Reporter**, and award an additional point to teams whose members can give an example of how partners helped each other complete the task of brainstorming today.



Unit 11

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.

tommy runned down the street and went in Tommy's car.

- Remind the students that *run* is an irregular verb so you do not add *-ed*. The correct form is *ran*. Remind the students that pronouns can replace repeated naming words like *Tommy*. The sentence can be improved by replacing the second *Tommy's* with the pronoun *his*. Tommy'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 speeches 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 students that you will give an extra point each day to teams whose

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

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 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

- 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 use a story map to make sure they include all the elements of a good story: the setting, characters, a problem, the important events in order, and a solution.

Writing Prompt

Think about an experience when you had to solve a problem at school. 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.

- Model using a story map to plan your experience story. Tell the students that you have decided on the experience that you want to write about—the time you kept forgetting your lines for the school play—and work with a student partner to put the 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 the setting.)

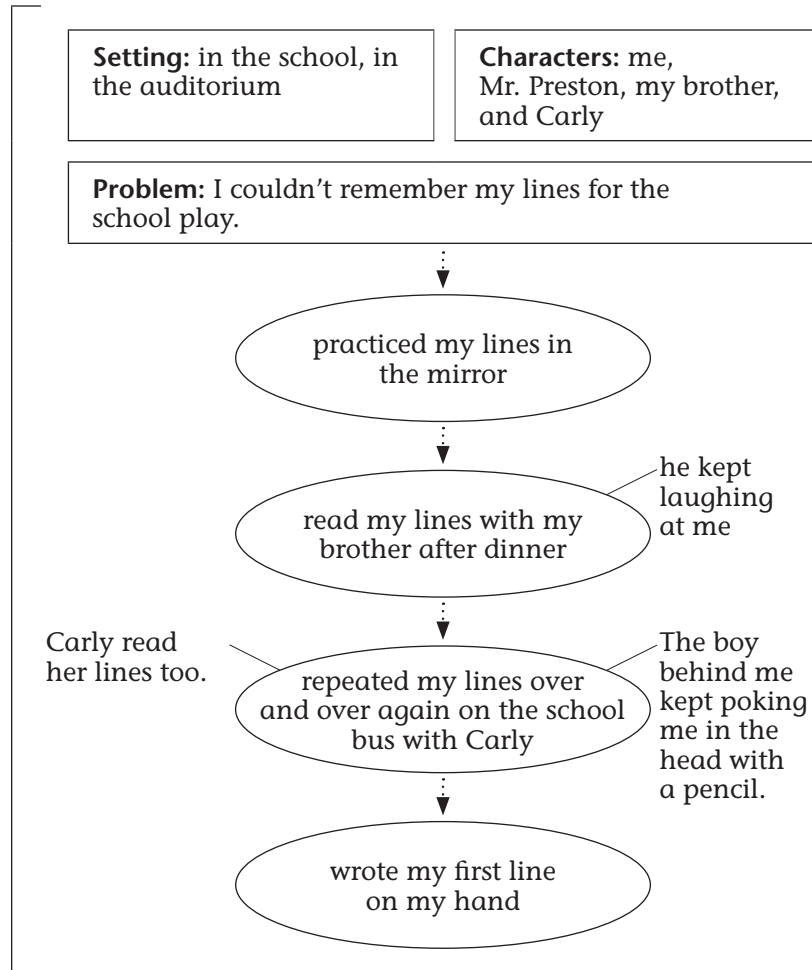
Who was there? (Fill in the characters.)

What happened first? What happened next?
(Add events.)

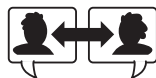
How did you feel then? (Add details.)

Point out that adding details to the events makes your writing more interesting to your audience.

- Point out that you are adding details to the events that you want to make more interesting to your audience. Following is a sample story map.



- Have teams compare your story map to the writing prompt to see if you have included the underlined elements: the setting, characters, a problem, the events in order, a solution, and details. Use **Random Reporter** to share team responses. The students will probably note that the map does not include a solution.
- Have teams discuss and predict a solution for the story. Use **Random Reporter** to share responses, and add an appropriate solution to the story map.
- If you think your students need additional modeling, select a volunteer to identify his or her topic and describe the experience. Ask questions and provide feedback as necessary. Have the volunteer help you make a story map of his or her experience on the board. Ask questions about the different elements as you record the information. Continue until the story map is complete.



Teamwork

Timing Goal: 10 minutes

- With the help of their partners, have the students select topics and describe the events in their experiences to their partners. Remind the students of the team cooperation goal that they are working on: **Complete tasks**. Use **Think-Pair-Share** to ask:

How can your partner help you complete your story map? *[My partner can ask good questions. My partner can check to see that I have all the story elements.]*

- Tell the listening partners to think about the elements in their partner's experience story.

Can you restate the elements: the characters, the setting, important events, and the problem and solution?

- Have the students create their own story maps, recording the information about their experiences and using your example story map as a guide. Hold conferences with the students to provide support as needed.
- Have partners share their written plans. Display the transparency of the revision guide. Tell partners to refer to the revision guide to help them give each other feedback and make changes to their plans if necessary.

Reflection

Timing Goal: 3 minutes

- Tell the students to check off the planning step on their team score sheets to show that they have completed it.
- Ask one or two volunteers to share their plans with the class. Celebrate completing this part of the process.
- Praise the students for completing their plans. Using **Random Reporter**, award an additional point to teams whose members can give an example of how teammates helped them complete their plans.



Unit 11

Day 4 Draft

OBJECTIVE: The students will use their plans to draft their stories.



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 bus driver opened the door.
The bus driver told us to quickly take our seats.

- Remind the students that sentences can be combined into one. These sentences can be improved by taking out the repeated words *the bus driver* and putting the important information in one sentence. For example, *The bus driver opened the door, and told us to quickly take our seats.* Or *After opening the door, the bus driver told us to quickly take our seats.*
- Demonstrate the use of appropriate editing marks to edit the sentence.



Author's Chair

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

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

Active Instruction

Timing Goal: 17 minutes

Set the Stage

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

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

TODAY'S GOAL:

We will use the story maps that we created to help us draft our stories.

- Point out today's focus. Remind the students that they have organized their ideas on a story map. They have included a setting, characters, a problem, events, and a solution. Tell the students that 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 be reading 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 a 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 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 school, in the auditorium." I think I will write that it was two weeks before the spring play. I didn't put that in my story map, but I think it's a good detail to add. I waited nervously backstage until it was my turn to come out.

- 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 the 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 a 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?				

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 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 school auditorium two weeks before the spring play, so I have a setting. As I read on, I see that I'm in this story, and so are Mr. Preston (the director of the play), my brother, and my friend Carly. So, yes, there are characters.



- Continue to model, checking your draft against all the elements in the Ideas and Organization sections of the revision guide.
- Have teams look at the Style section of the revision guide and decide what details in your story help the reader make a clear mind movie. 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 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.
- Using **Random Reporter**, award an additional team cooperation point to teams whose members give an example of how team members helped them complete the task of drafting.



Unit 11

Day 5 Language-Mechanics Lesson

OBJECTIVE: The students will rewrite words in sentences using apostrophes to show ownership.

Throughout the lesson, award team cooperation points to teams whose members help one another complete tasks. Award up to 9 team cooperation points per team. Be sure to identify the behavior that you observe.

Preparation

- Reproduce copies of the following materials from the blackline masters at the end of this unit:
 - **Teamwork 1: Simple Possessives** (1 per student)
 - **Teamwork 2: Simple Possessives** (as needed)
 - **Quick Check: Simple Possessives** (1 per student)
 - **Quick Check 2: Simple Possessives** (as needed)
- Have a television and a DVD player available to show the following video segment in this lesson:
 - **“Simple Possessives”** (running time 3:29)

Active Instruction

Timing Goal: 15 minutes

Set the Stage

- Refer to the posted team cooperation goal: **Complete tasks.** Remind the students that it is the job of the team to help all team members complete each step in the writing process.
- Post and present the day’s agenda.

TODAY’S FOCUS: Mechanics

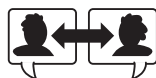
TODAY’S GOAL:

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 learn how to use apostrophes to show who owns something. Read the focus and goal for the day aloud.

Instruction

- Tell the students that they will meet a new character named Mynah at the Repair Shop today.
- Tell the students that Mynah will explain how to use apostrophes to make things hers.



- Show “Simple Possessives” (running time 3:29).
- Facilitate a discussion about the video. Use **Think-Pair-Share** to ask the following questions:

What did Mynah do to her name to show that she owned the book? [*Mynah added an apostrophe and an s to the end of her name.*]

Do you do anything different when you want to add an apostrophe 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.*]

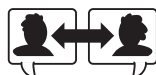
- Write the following sentences on the board:

The pencil that belongs to Tia is orange.
It is the folder that belongs to Mr. Gray.
The nose of the dog is black.



- 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 Tia is the owner. She owns an orange pencil. I can change this sentence and make it sound better if I use an apostrophe and an s to show ownership. I will write, *Tia’s pencil is orange.* (Write this new sentence next to the old one on the board.)



- Read the second sentence. Use **Think-Pair-Share** to ask:
Can you make this sentence better by using apostrophe and an s? What would the new sentence be? [*It is Mr. Gray’s folder.*]

- 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 dog’s nose is black.*]
- Point out that *dog* is a noun, a naming word, so it is also followed by an apostrophe and an s to show ownership.





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



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

Teamwork

Timing Goal: 10 minutes

Team Practice

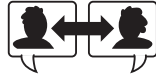
- Distribute the **Teamwork 1: Simple Possessives** page. Ask the students to look at the **Team Practice** section. Read the sentences aloud.
- Explain that during Team Practice teams will read each sentence, identify who or what owns something, what they own, and then rewrite the sentence using an 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.

Team Mastery

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

Quick Check

- Distribute the **Quick Check: Simple Possessives** 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 sentences.
- If necessary, review the directions for the task before having the students work independently to complete the Quick Check.
- Collect the students' Quick Checks, and celebrate a job well done.
- Assign scores for the activity, and record the scores on the team score sheets. Follow up with the students who do not score at least 40 points.



Reflection

Timing Goal: 5 minutes

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

Why would you use an apostrophe and an s at the end of a name? *[To show ownership.]*

What if the name of the person, place, or thing already ends in an s? *[You still add an 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 an apostrophe and an s to show ownership.

Answer Keys: Simple Possessives

Team Practice

1. After school, we are going to Simon's house.
2. Why is Ava's dog at school?
3. The lizard's tongue caught the fly.
4. Evan put air in his bike's tire.
5. Sophia asks if she can borrow Nicholas's pen.

Team Mastery

1. Noah got a ride in Terry's car.
2. During the concert, Mr. Luke took pictures with Ms. Burgess's camera.
3. Where is Kevin's journal?
4. They watched the fireworks from Aunt Mia's deck.
5. We took the subway to Sean's house.

Team Practice 2

1. Edward likes to eat Uncle Bart's brownies.
2. The basketball team used Ms. Rodgers's classroom for their meeting.
3. Cayla spread out Taylor's blanket for the picnic.
4. When is James's graduation party?
5. Haley throws the cat's toy mouse.

Team Mastery 2

1. Where did you find Juan's notebook?
2. Erin borrowed her brother's sweatshirt because it was cold.
3. Ron rode Thomas's bike to school yesterday.
4. Gianna asked her father for her grandmother's address.
5. Isabel painted a picture to hang by her mother's desk.

Quick Check

1. The squirrel's fur was brown and white.
2. May I have a bite of Mr. Weiss's cake?
3. We picked up the tree's needles that fell to the ground.
4. Our class made a poster for the team's pep rally.
5. Tyler found Vanessa's picture under his desk.

Quick Check 2

1. Todd found money in his Uncle Myles's car.
2. The giraffe's tongue was long and black.
3. Our class's bulletin board won second prize in the contest.
4. Karl's favorite ice cream flavor is mint chocolate chip.
5. Nicole enjoyed looking at her neighbor's magazines.

Unit 11

Day 6 Share and Respond

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

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.



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

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 rubbed my sweaty palms on my blue corduroy pants as I sat in the wooden chair outside the principal's office.

- 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 speeches 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 complete each step in the writing process.

- Post and present the day’s agenda.

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

TODAY’S GOALS:

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

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

Instruction

- Refer to the revision guide. Review the Ideas, Organization, and Style sections. Remind the students that they used a story map to help them write their drafts, so there should be a setting, characters (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 a 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?				

- 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

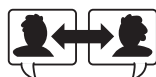
Timing Goal: 10 minutes

- 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?

- 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 11

Day 7 Revise

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



Two-Minute Edit

- Present a pair of Careless Caroline sentences. Read the sentences aloud. Ask:

What would you do to make these sentences better?

- Have 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.

Ryan found a wallet outside of school.
Ryan brought the wallet to the main office.

- 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: *Ryan brought the wallet that he found outside of school to the main office.*



Author's Chair

- Have a few students take turns reading their persuasive speeches 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.

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.

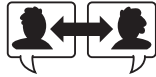
What do you especially like about your teammate's story?

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 the changes you made to your draft 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. 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. Using Numbered Heads, award an additional point to teams whose members can share an example of something their team did to help team members revise their writing.

Unit 11

Day 8 Language-Mechanics Lesson

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

Throughout the lesson, award team cooperation points to teams whose members help one another complete tasks. Award up to 9 team cooperation points per team. Be sure to identify the behavior that you observe.

Preparation

- Reproduce copies of the following materials from the blackline masters at the end of this unit:
 - **Teamwork 1: 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.

TODAY'S FOCUS: Mechanics

TODAY'S GOAL:

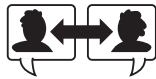
We will add endings to words to form adjectives.

- 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.

attract
care
cheer
predict



- 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 *attract* into an adjective.

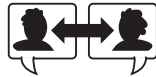
If I add the ending *-ive* to *attract*, then I have the word *attractive*.

Let me see if I can use that word in a sentence. *As the attractive young man walked down the street, many people turned to look at him.*

- 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. [*Careless, cheerful, and predictable.*]
- 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 *defense* to form an adjective, you drop the *e* (*defensive*). Remind the students to check the dictionary if they are not sure of the spelling.

Adjective Endings

Suffix (ending)	Examples
-able, -ible	dependable, flexible
-ous	adventurous, courageous
-less	fearless, speechless
-ive	creative, destructive
-ful	painful, faithful



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

The stamp collector said the old stamp was in bad condition, so it was _____ (worth).

The _____ (space) room had plenty of space to store the boxes of books.

- Have the teams add endings to the words in parentheses to complete each sentence. Use **Random Reporter** to listen to the teams' responses. [Worthless *and* spacious.] 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 *worthable*, *worthless*, or *worthful*? [(Accept reasonable responses.) For example, you would look up the words in the dictionary and find out that *worthable* is not a word, and *worthful* does not make 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

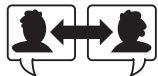
- Distribute the **Teamwork 1: Forming Adjectives** page. Ask the students to look at the **Team Practice** section. Read the sentences aloud.
- Explain that during Team Practice teams will complete each sentence with an adjective, which they will form by adding a suffix to the word given in parentheses.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

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 teammates encourage each other 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 their teammates to complete tasks.

Answer Keys: Forming Nouns

Team Practice

1. imaginative
2. speechless
3. preferable
4. anxious
5. faithful

Team Mastery

1. mindful
2. repetitive
3. courteous
4. drinkable
5. careless

Quick Check

1. shameless
2. merciful
3. poisonous
4. expensive
5. enjoyable

Team Practice 2

1. victorious
2. tireless
3. joyful
4. effective
5. visible

Team Mastery 2

1. combative
2. flexible
3. famous
4. heartless
5. hopeful

Quick Check 2

1. festive
2. comfortable
3. painful
4. thoughtless
5. envious

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 black bird landed on the wire.
The black bird squawked loudly.

- 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 *After landing on the wire, the black bird squawked loudly* or *The bird landed on the wire and squawked loudly*.
- Demonstrate the use of the appropriate editing marks to edit the sentence.



Author's Chair

- Have a few students take turns reading their persuasive speeches 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.

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.

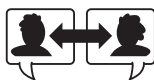
Instruction

- Explain to the students that 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 read the story through at least four times to check the mechanics. Use **Think-Pair-Share** to ask the following questions:

What will I check for the first time that I read my story? *[You will check to see that the first word of each sentence and 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.

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 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.



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.

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.

Mr. Payne, my favorite teacher, is retiring.
Mr. Payne has been teaching for twenty years.

- 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 *Mr. Payne, my favorite teacher, is retiring after teaching for twenty years.*
- Demonstrate the use of appropriate editing marks to edit the sentence.

Active Instruction

Timing Goal: 10 minutes

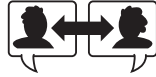
Set the Stage

- 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.
- 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 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 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.

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. If you could spend the day with a fictional character from a book, who would you choose? Why? What would you do with this character for a day?
2. What is your least favorite holiday? Why?
3. Tell about a time when you changed your opinion about someone or something. What happened? What made you change your opinion?
4. Write about a time when someone did something really nice for you. What did they do? How did it make you feel?



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

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

You may want to brainstorm ideas with your partner for a few minutes. Sometimes as you talk about topics, more ideas come to you. Once you have chosen a topic to write about, you will want to make some notes about your ideas. A web, list, 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.

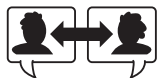
Teamwork

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 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?

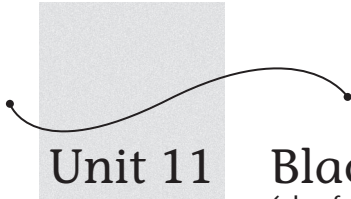
- Suggest that the students review their journal writing and choose an Ace Writer sentence that they want to share with the class. Have them underline the sentence and mark the page in their journals. You can use these Ace Writer sentences for the Two-Minute Edits in subsequent units.



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

Teacher Learning Community Meeting

- Collect two examples of narrative compositions, which you have evaluated for style, to share with your colleagues at the next meeting. You may wish to preview the video segment and the *Teacher Learning Community Guide* for meeting 12 and note your comments and questions.



Unit 11

Blackline Masters

(also found on CD accompanying volume 1)

Developing the Elements of a Story

Write a Story About Your Experience

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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 Setting: where and when the story happens 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 Ending: how the main characters feel about the solution or what happens to them after that

Lucky Bat

by Natalie

The day of the big game against the Ponies was finally here. I was dressed in my uniform, and I ran to the closet to grab my lucky bat. I looked in the back corner where I keep my bat, but it wasn't there.

"Where could it be?" I said.

I took everything out of the closet, but still no lucky bat. After searching the entire apartment, with my mom's help, we decided to leave for the softball field. My mom suggested that maybe I left it at the field at practice yesterday.

When we got to the field at school, I searched both dugouts, all around the field, and even behind the snack shed. My lucky bat wasn't anywhere!

"How am I going to get a hit without my lucky bat?" I asked my coach.

"Don't worry, you'll get a hit no matter what bat you use," she replied calmly.

Then Julia came running down the hill from the parking lot. She put down her bag on the bench. When I saw her bag, I had an idea. Maybe someone put my bat in their bag by mistake.

Sure enough, when I unzipped Julia's bag, there was my lucky bat smiling at me. Now I was ready for the big game!

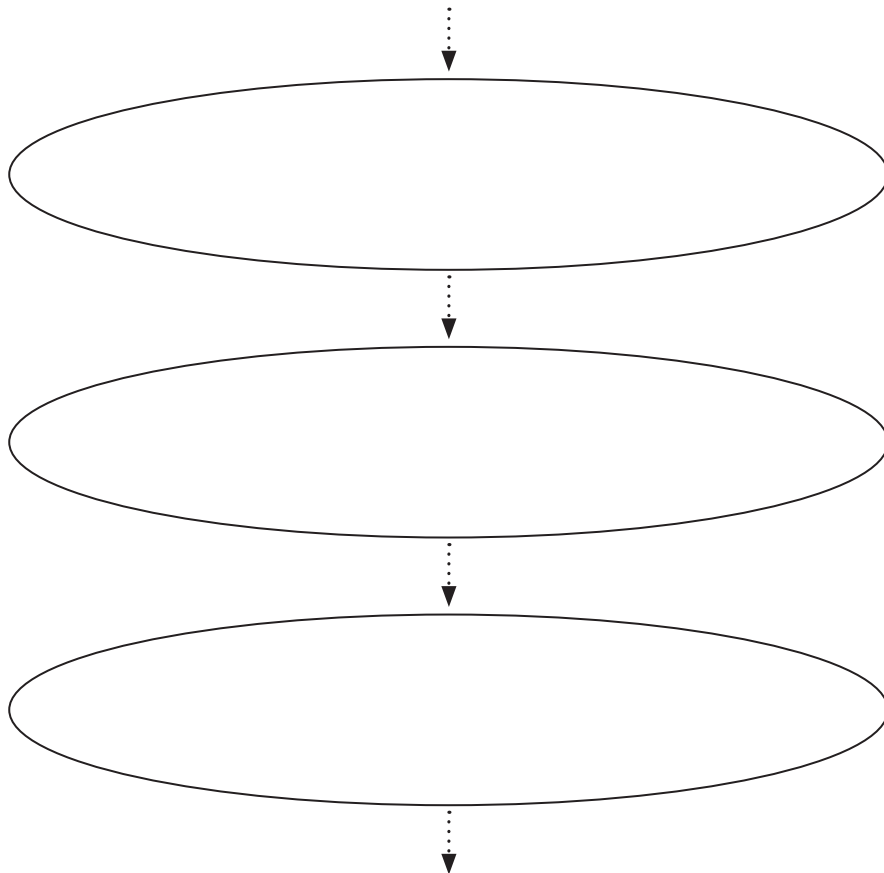
Story Map

Title: _____

Setting:

Characters:

Problem:



Solution:

Team Practice**Where Do I Sit?**

by Elena M.

It was the first day of school in September, and we went to lunch in the cafeteria. Our teacher said we could sit next to whomever we wanted as long as we sat with our class.

Deena asked me to sit next to her. I said yes and went to take my seat. Then, Jordan got mad because she wanted me to sit next to her.

“I will sit next to you tomorrow, Jordan,” I explained.

But then Deena got mad when I said I would sit next to Jordan tomorrow.

“What am I going to do?” I thought.

I was so confused, and I didn’t feel much like eating lunch any more. Maybe I shouldn’t sit next to Deena or Jordan. That’s not good though because then they will both be mad or sad. Finally, Ms. Martin came over to the table.

“I have an idea, girls. How about Elena sits in between Deena and Jordan? That way everybody is happy,” Ms. Martin said.

“Why didn’t I think of that?” I replied.

I sat between my two friends and happily ate my lunch.

Team Mastery**Three Strikes**

By Connor

One spring afternoon as I was sitting in math class, I was having trouble paying attention. It was getting warmer outside, and everyone had a slight case of spring fever. At least that's what my teacher said.

I leaned over to Joe and whispered, "This is boring, isn't it?"

"Okay, Connor, that's two strikes today," said Mr. King. "One more strike and no recess."

I really was trying to be good, but I couldn't seem to stop talking. I tried to look right at Mr. King so I wouldn't be distracted. That worked for about a minute.

Then, I tried blocking my view of Joe with a book. The book kept falling over, so that didn't work.

Finally, I moved my desk away from Joe. I was able to pay attention for the rest of the day, and I never got that third strike.

Team Practice 2**Kickball Thief**

By Lisa

Last Monday, on the playground at recess, the fifth graders were having the best kickball game ever. The score was tied seven to seven, and the girls were up. I kicked the ball as hard as I could, and it landed in a tree.

“Time out, interference,” Matt yelled.

I ran over to the tree with Matt to see where the ball had landed. It was stuck between two branches high up in the tree.

“Great, that would have been a home run,” I said grumpily.

“Forget about that, we have to figure out how to get this ball down,” replied Matt.

Matt, a few other fifth graders, and I tried grabbing the tree and shaking it. The tree was too big, it didn’t budge an inch!

Then, I climbed on top of Matt’s shoulders to see if I could reach the ball. No, I still couldn’t reach the branches.

Matt found a long stick in the bushes near the tree. He held it up and tried to hit the ball loose. But, the stick wasn’t long enough.

I grabbed a big rock I saw on the ground. After telling all the kids to stand back, I threw the rock at the ball in the tree. Bam! The rock hit the ball, and the ball fell to the ground. By then recess was over, but at least we got the ball back.

Team Mastery 2**Math Facts**

By Colin

Every Friday during the winter, we had a math facts practice quiz. Every week, I had the same problem. I couldn't finish all the problems in two minutes. So, all the problems that I couldn't finish were marked wrong. I had to do something to fix this, and quick!

First, I practiced my math facts every night for an entire week. That Friday I got a few more questions done on the quiz, but still not enough.

Next, my sister did flash cards with me every morning for a week. That Friday, again, I finished a few more problems, but still not all of them.

Then, I reviewed my facts on the ride to school on the bus each morning. Finally, the next Friday came, and I finished all the problems on the quiz! And I got them all correct!

Quick Check**Secret Admirer**

By Deon J.

Last Tuesday, I found a small note sticking out of my locker. The note said that I was really nice, and it was signed, “your secret admirer.” I was really curious to know who had left the note in my locker.

I decided to check with my teacher to see if she had seen anyone near my locker.

“Did you happen to see anyone leave something in my locker today?” I asked.

“No, I didn’t see anything,” my teacher replied.

Who could it be? I knew that Dana always talked to me, so maybe she left me the note. I was too shy to ask her, so I looked at a paper in her desk to check her handwriting. Dana’s handwriting was much neater than the writing in the note. So, it wasn’t Dana.

I was stumped! I was sitting at my desk thinking about it, when I heard giggling across the room. It was my friends, Alex and Michael.

“Oh, Deon, you are so cute and nice,” Alex teased.

Mystery solved. Alex and Michael left the note in my locker as a joke. I didn’t think it was too funny.

Quick Check 2**To Tell or Not to Tell**

By Jennifer

Last Wednesday, I was walking by the school, when I saw something that I couldn't believe. Someone was painting graffiti on the side of the school near the 5th grade wing!

It was late in the afternoon, so all the teachers had already gone home. I stood there watching the boy painting on the school.

"Hey, stop painting on my school," I yelled.

The boy glanced over at me, and then continued painting. I recognized the boy, he was a 6th grader. I walked closer and screamed at him to stop.

The boy stood up and came toward me. He was really big, and my knees began to feel shaky. He grabbed my arm.

"Don't you dare tell anyone what you saw," he muttered.

The next morning, the principal talked about the terrible graffiti on the morning announcements. The principal asked that anyone who saw anything come talk to her. I sat at my desk and didn't know what to do. I was scared of that boy, but I also wanted to tell the principal what I saw.

Finally, I told my teacher I needed to go talk to the principal. I was glad that I talked to her, and I never saw that boy at my school again.

Writing Prompt

Think about an experience when you had to solve a problem at school. 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.

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 a 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

Team Practice

1. After school, we are going to the house that belongs to Simon.

2. Why is the dog that belongs to Ava at school?

3. The tongue of the lizard caught the fly.

4. Evan put air in the tire of his bike.

5. Sophia asks if she can borrow the pen that belongs to Nicholas.

Team Mastery

1. Noah got a ride in the car that belongs to Terry.

2. During the concert, Mr. Luke took picture with the camera that belongs to Ms. Burgess.

3. Where is the journal that belongs to Kevin?

4. They watched the fireworks from the deck of Aunt Mia.

5. We took the subway to the house of Sean.

Team Practice 2

1. Edward likes to eat brownies that are made by Uncle Bart.

2. The basketball team used the classroom of Ms. Rodgers for their meeting.

3. Cayla spread out the blanket that belongs to Taylor for the picnic.

4. When is the graduation party of James?

5. Hayley throws the toy mouse that belongs to the cat.

Team Mastery 2

1. Where did you find the notebook that belongs to Juan?

2. Erin borrowed the sweatshirt of her brother because it was cold.

3. Ron rode the bike that belongs to Thomas to school yesterday.

4. Gianna asked her father for the address of her grandmother.

5. Isabel painted a picture to hang by the desk of her mother.

Quick Check

1. The fur of the squirrel was brown and white.

2. May I have a bite of the cake that belongs to Mr. Weiss?

3. We picked up the needles of the tree that fell to the ground.

4. Our class made a poster for the pep rally of the team.

5. Tyler found the picture that belongs to Vanessa under his desk.

Quick Check 2

1. Todd found money in the car that belongs to his Uncle Myles.

2. The tongue of the giraffe was long and black.

3. The bulletin board of our class won second prize in the contest.

4. The favorite ice cream flavor of Karl is mint chocolate chip.

5. Nicole enjoyed looking at the magazines that belong to her neighbor.

Adjective Endings

Suffix (ending)	Examples
-able, -ible	dependable, flexible
-ous	adventurous, courageous
-less	fearless, speechless
-ive	creative, destructive
-ful	painful, faithful

Team Practice

1. The _____ (imagine) young girl created a house for her doll using an old shoe box and crayons.
2. The shocked woman was _____ (speech) was she entered the room for her surprise party.
3. The _____ (prefer) method of cooking a hamburger is to use a grill.
4. The _____ (anxiety) man waited for news from his wife's doctors during the surgery.
5. The _____ (faith) dog waited patiently for his owner outside the store.

Team Mastery

1. Our teacher told us to be _____
(mind) of any strangers that try to talk to us on our
field trip.
2. The annoying beep of the car alarm was
_____ (repeat) and I
couldn't wait for it to stop.
3. The _____ (courtesy) hostess found
us a lovely table by the window right away.
4. The homemade lemonade was sour and tart, but it
was _____ (drink).
5. The _____ (care) driver was
speeding and caused a major accident on the
busy highway.

Team Practice 2

1. The _____ (victory) car racer jumped from his car and celebrated with his pit crew.
2. The _____ (tire) determination of the candidate helped him to win the election.
3. The _____ (joy) expression on my father's face when he saw me get my diploma was fantastic.
4. The most _____ (effect) way to get rid of a cold is to get plenty of rest.
5. The planet was not _____ (vision) without the use of a telescope.

Team Mastery 2

1. The angry students were _____ (combat) when they found out their field trip was canceled.
2. The hotel was _____ (flexibility) and let us change to a new room with more space.
3. The _____ (fame) actress was bombarded by cameras every time she left her house.
4. My mother thinks the way our neighbor ignores his crying dog is cruel and _____ (heart).
5. The _____ (hope) words from friends and relatives helped my mother to recover from her illness.

Quick Check

1. The _____ (shame) boy didn't even apologize for knocking over the table.
2. The _____ (mercy) kindness of volunteers helped the flood victims to clean up their houses.
3. The _____ (poison) snake coiled in the corner and prepared to strike its prey.
4. The beautiful diamond ring was _____ (expense) and not in my budget.
5. The preschoolers had an _____ (enjoy) day at the park feeding the ducks and playing on the swings.

Quick Check 2

1. The _____ (festival) decorations made the room look bright and cheery.
2. My father sank into the _____ (comfort) chair and fell asleep in two minutes.
3. The _____ (pain) cut throbbed on the young boy's hand as he cried.
4. Our teacher told us that the fact that we left the room a mess was _____ (thought) and disrespectful.
5. The _____ (envy) girl watched from the window as her friend rode a shiny new bike.

Unit 12

Developing Story Details

Writing Project:

Write a Fractured Fairy Tale that Makes a Mind Movie



Author's Chair

Overview

The Author's Opportunity

The students will write fractured fairy tales. They will choose fairy tales with which they are familiar and alter them by changing story elements and adding humor. 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 fractured fairy 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 fractured fairy 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 the students draft their stories and add descriptive comparisons and humor to help the reader picture what is happening. They use the revision guide to rate their partners' drafts for ideas, organization, and style. After revising, the students edit their stories and their partners' stories using the Mechanics section of the revision guide. The students complete the activity by reading their stories from the Author's Chair and compiling them in a class story anthology.

Language Mechanics

The first language-mechanics lesson, on Day 5, offers instruction and practice in identifying subjects and verbs, deciding if the subject is singular or plural, and checking that the verb agrees with the subject. Characters in the video demonstrate how to correct sentences in which the subjects and verbs do not agree. When the subject is singular, the verb gets the s. When the subject is plural, the verb loses the s. The students correct sentences that do not agree. In the second language-mechanics lesson, on Day 8, characters in the video demonstrate how to show ownership with a plural noun. Then the students practice the use of apostrophes to make plural possessives.

Cooperative Learning

Everyone participates is the team cooperation goal in this unit. The students work to prepare every member of the team to present the content of team discussion or a team response to the class. At the end of each day during Reflection, the students share examples of how their partners and teammates have helped and encouraged them as they brainstormed ideas, planned, drafted, revised, and edited 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, middle, and end. They will use descriptive comparisons and humor 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

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
- 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)

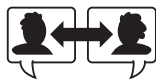
For **each team**:

- Writing Wings Team Score Sheet
- Notebook paper
- Have examples of fractured fairy tales available in the classroom:
 - *The Three Little Wolves and the Big Bad Pig* by Eugene Trivizas
 - *That Awful Cinderella* by Alvin Granowsky
 - *Sleeping Ugly* by Jane Yolen
- 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 lesson:
 - “Subject-Verb Agreement II ” (running time 6:56) Day 5
 - “Share, Respond, Revise” (running time 8:42) Day 6
 - “Plural Possessives” (running time 5:49) Day 8

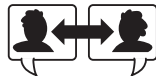
Unit 12

Day 1 Craft Lesson

OBJECTIVE: The students will add descriptive comparisons like similes and metaphors to help readers make a vivid mind movie.

**Think-Pair-Share**

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

**Active Instruction**

Timing Goal: 15 minutes

Set the Stage

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

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

- Tell the students that you will award team cooperation points to teams whose members all participate. Tell them that you will be asking a member of their team to share something from the team's discussion.
- Distribute the team score sheets. Have teams write their team name, date, and unit number on it as well as the team cooperation goal: **Everyone participates**. Use **Think-Pair-Share** to facilitate a review about the team score sheet and team rewards. If necessary, refer to the back of the team score sheet.
- Post and present the day's agenda.

TODAY'S FOCUS: Style**TODAY'S GOAL:**

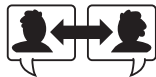
We will add similes and metaphors to make vivid mind movies.

- 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.

Justin's bag is red.



Random Reporter

- Point out that this simple sentence does not give very much information about Justin's bag except that it is red. Explain that it is hard for the reader to make a mind movie of Justin's bag because there is no description of the color.
- Explain that one way a writer can help the reader picture the color of the bag is to compare it to other things. Write the following sentence on the board, and read it aloud.

Justin's bag is as red as an apple.

- 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 "red as an apple."

I compared the color of Justin's bag to the color of an apple. This is a simile because I used the word *as*: red as an apple.

- Erase the word *apple*, and replace it with a blank. Use **Think-Pair-Share** to ask:

Can you think of other things that are red? What could you put in this blank to create a simile? [(Accept reasonable responses.) For example, *as red as a tomato, a fire truck, a beet, a rose, or blood.*]

- 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 boy ran quickly.

- Explain that you want to describe how quickly the boy ran. To do that you will compare it to something else.

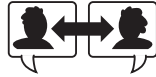
We used similes to describe the color red of Justin's bag.

We can use similes to describe verbs too.

In this sentence I will use a simile to describe how quickly the boy ran.

One thing that moves very quickly is a cheetah. I will use the word *like* to compare the boy to the cheetah.

I will write, "The boy ran quickly like a cheetah."
(Write this sentence on the board.)



- Underline “like a cheetah” in the sentence. Point out that this simile compares how the boy ran and how a cheetah runs. The simile helps a reader picture the boy.
- Write the following sentence on the board:

The ribbon was black.

- 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:

Marco’s sister is a witch.

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

What two things are being compared in this sentence?
[Marco’s sister and a witch.]

What do you think Marco’s sister is like? *[(Accept reasonable responses.) Most students will probably say that they imagine her to be mean and wicked.]*

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 auditorium was silent as the curtain opened.

- Explain that you want to describe how quiet the auditorium 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 silent it was in the auditorium.

I need to think of events or places that are silent.

I will compare the auditorium to a peaceful garden.

A peaceful garden is quiet with no noise.

I will write, “The auditorium was a peaceful garden as the curtain opened.” (Write this sentence on the board.)



- Point out that this metaphor compares the auditorium to a peaceful garden. The metaphor provides the reader with a clear and memorable picture of what the auditorium was like.
- Write the following sentence on the board:

The cute kitten is warm and cuddly.

- 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 a vivid mind movie.
- Tell the students that 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 should 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.



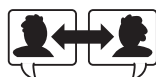
- Allow enough time for the students to complete the Team Mastery, and then have the students discuss their answers with their teammates. Circulate through the teams as the students work, making sure that the students help prepare every teammate to give a response.
- Use **Random Reporter** to listen to the teams' responses.

Quick Check

- Distribute the **Quick Check: Adding Descriptive Comparisons** page. 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.
- Explain to, or remind, the students that if their scores are 80 or more, they are ready to go on to the writing lesson. Tell the students that if they do not score at least 80 points, they should either redo the Quick Check for a higher grade or have a conference with the teacher before writing their first drafts.
- If necessary, review the directions for the task before having the students work independently to complete the Quick Check.
- Collect the students' Quick Checks, and celebrate a job well done.
- Assign scores for the activity, and record the scores on the team score sheets. Follow up with the students who do not score at least 80 points.

Reflection

Timing Goal: 5 minutes



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

What words do similes always use? [*Like or as.*]

What is a metaphor? [*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 help a reader picture it. They compare one thing to something else.*]

What did your team do to make sure everyone participated?

- Use **Random Reporter**, and award an additional point to teams whose members can share something from their team's discussion.



Answer Keys:**Adding Descriptive Comparisons (possible answers)****Team Practice**

1. Shawn's face turned red. *[Shawn's face turned as red as a bright tomato.]*
2. The pile of presents was tall. *[The pile of presents was a tower.]*
3. The fire burned brightly. *[The fire burned brightly like a shining star.]*
4. Jerry's eyes are blue. *[Jerry's eyes are as blue as the sky.]*
5. Nadia's locker smelled sour. *[Nadia's locker smelled like sour milk.]*

Team Mastery

1. The frozen ground was hard. *[The frozen ground was a steel plate.]*
2. The shark swam quickly. *[The shark swam quickly like a missile.]*
3. Miss Simpson talked slowly. *[Miss Simpson talked as slowly as a turtle.]*
4. Jane's nose is small. *[Jane's nose is as small as a button.]*
5. The penguin's belly is white. *[The penguin's belly is as white as snow.]*

Team Practice 2

1. Molly tiptoed quietly to her room. *[Molly tiptoed as quietly as a mouse to her room.]*
2. Dave beat the drums loudly. *[Dave beat the drums loudly like booming thunder.]*
3. The library was cold. *[The library was an icebox.]*
4. The butterfly's wings are colorful. *[The butterfly's wings are as colorful as a rainbow.]*
5. The horse galloped fast. *[The horse galloped fast like a bolt of lightning.]*

Team Mastery 2

1. The boy snorted loudly. *[The boy snorted loudly like a pig.]*
2. The tiger's eyes are green. *[The tiger's eyes are as green as emeralds.]*
3. The tree is big. *[The tree is a monument.]*
4. The cat's fur is soft. *[The cat's fur is as soft as a pillow.]*
5. Kelly's dress is yellow. *[Kelly's dress is yellow like a dandelion.]*

Quick Check

1. The cow is mad. *[The cow is as mad as a hornet.]*
2. The children ran happily to the playground. *[The children ran as happily as clowns to the playground.]*
3. The teenager was silly. *[The teenager was as silly as a goose.]*
4. Jessie's ring sparkles. *[Jessie's ring sparkles like the sun.]*
5. The whale is huge. *[The whale is a giant.]*

Quick Check 2

- 1. The waves crashed loudly on the beach. *[The waves crashed as loud as fireworks on the beach.]*
- 2. This road is busy! *[This road is a zoo!]*
- 3. Candice walked slowly to dinner. *[Candice walked as slow as a snail to dinner.]*
- 4. That boy runs fast. *[That boy runs like a bullet.]*
- 5. The girl's legs are thin. *[The girl's legs are as thin as toothpicks.]*

Craft Lesson Scoring Guide	
100 Points	Correctly added five comparisons.
90 Points	Correctly added four comparisons.
80 Points	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 with their partners ideas for their stories.



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

Two-Minute Edit

- Present a Careless Caroline sentence. Ask:

What would you do to make this sentence better?

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

Carly gave she sister a piece of candy from her bag?

- Remind the students about the correct use of pronouns to replace nouns in a sentence. An example of an improved sentence is below.

Carly gave her sister a piece of candy from her bag.

- 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.

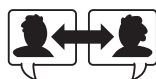
Active Instruction

Timing Goal: 17 minutes

Set the Stage

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

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 humor 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, middle, and end. Use **Think-Pair-Share** to ask:

Thinking back to our story maps, what other elements do all stories have? *[All stories have settings, characters, a problem or goal, events, and a solution.]*

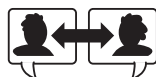
- Have the students discuss examples of different types of stories that they have read.

What are some types of stories that you know? What are some fairy tales that you have read? What are your favorite fairy tales? Who are the main characters? Which characters are your favorites? Why?

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

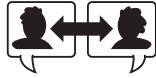
Writing Prompt

Write a fractured fairy tale. A fractured fairy tale is when the author takes a known fairy tale and changes parts of it to make it funny. How can you add unexpected or silly details to the story? What problem does the main character face? Write a story with at least three paragraphs with a clear beginning, middle, and end. Be sure to include all story elements. Help your reader make a clear mind movie by adding descriptive comparisons and humorous details.



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

What does your story need? *[It needs to tell a fractured fairy tale that is funny. 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 humorous details to help the reader make a clear mind movie.]*



What does *fractured* mean? [*Fractured means changed or broken. So a fractured fairy tale is one in which the original characters or events are changed.*]

- Read an example of a fractured fairy tale. Some examples are listed in the introduction to this unit. See if the students are able to identify the original tale that was fractured to make this new tale (e.g., *Sleeping Ugly* from *Sleeping Beauty*). Use **Think-Pair-Share** to ask:

What was the original fairy tale?

Was there a hero or villain? Who were they?

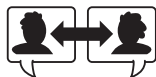
How did the author fracture this story?

What are some unexpected or silly details and events that the author included?

- As the students probably noticed from the example, humor is an important element in a fractured fairy tale. Tell the students that they will look at some of the things that authors can do to add humor to their work. Display Example 1 from the Adding Humor transparency. Tell the students to create mind movies of the sentence as they read it. Point out that nothing particularly funny happens in this sentence.

Example 1

As the queen gracefully walked down the red carpet, she waved to her loyal subjects.

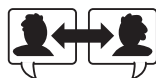


- Reveal Example 2, and tell the students to create mind movies of what they read. Use **Think-Pair-Share** to ask the students what funny detail or event the author added to make the sentences funny. [*The graceful queen tripped and her crown went flying.*]

Example 2

The queen began to walk gracefully down the red carpet. Suddenly, she caught her heel on a snag in the carpet and tripped, and her gold crown went flying through the air.

- Point out that in Example 1, the expected happened: we expect to see a queen walking gracefully and waving to her people. Explain that in Example 2, the unexpected happened: no one expects that a queen will trip and her crown will fly off her head. Tell the students that one way authors add humor is to make something unexpected happen.



- Tell the students that they will look at something else an author can do to add humor. Reveal Example 3. Have the students read it, creating mind movies. Use **Think-Pair-Share** to ask the students what funny detail or event the author added to make the sentence funny. [*The queen blew spitballs.*]

Example 3

As the queen gracefully walked down the red carpet, she blew spitballs at her loyal subjects.

- Point out that blowing spitballs was not only unexpected, it was also silly and unrealistic. Explain to the students that adding silly, unrealistic details and events is another way that authors can add humor to their writing.
- Explain that everyone has his or her own sense of humor and that not all people find the same things funny. Point out that authors add details and events *they* think are funny and hope that the audience will find them funny as well.
- Tell the students that when they write their fractured fairy tales, they will add unexpected or silly details and/or events to make them funny. Display Example 4. Have the students read it silently, and then think of how to revise it to add humor. Call on a few students to share their responses.

Example 4

Jaden began to rip open the wrapping from his presents.

**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 have always loved *Little Red Riding Hood*.

I could write a story about a little girl who wears a ski cap instead of a riding hood. I can think of lots of ways to make it a funny story.

What other fairy tale could I fracture? I could write a story called *The Prince and the Carrot*. I would change the original story, *The Princess and the Pea*, and make it about a prince.

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 show active listening, ask follow-up questions, and help and encourage others.
- Tell the students to review their lists and choose a story idea for their writing.

Reflection

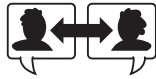
Timing Goal: 3 minutes

- 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.**
- Use **Random Reporter**, and award an additional point to teams whose members can give an example of how their partners helped them brainstorm ideas today.



Unit 12

Day 3 Plan

OBJECTIVE: The students will 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.

Melanie put the clothes on the bed and her started folded the laundry.

- Remind the students about the correct use of pronouns, and to pay attention to verb tense. A corrected sentence is *Melanie put the clothes on the bed and she started to fold the laundry.*
- Demonstrate the use of appropriate editing marks to edit the sentence.



Author's Chair

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

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

Active Instruction

Timing Goal: 17 minutes

Set the Stage

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

TODAY'S FOCUS: Organize ideas.

TODAY'S GOALS:

1. We will use a 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 fractured fairy tales 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 fractured fairy tale. A fractured fairy tale is when the author takes a known fairy tale and changes parts of it to make it funny. How can you add unexpected or silly details to the story? What problem does the main character face? Write a story with at least three paragraphs with a clear beginning, middle, and end. Be sure to include all story elements. Help your reader make a clear mind movie by adding descriptive comparisons and humorous details.

- Point out that the students brainstormed a list of possible story ideas and chose one that they wanted to write about.

- Explain that the students will publish their fractured fairy tales in one book, called *Fabulous Fifth-Grade Fractured Fairy Tales*. When Hans Christian Andersen and the Grimm brothers wrote their fairy tales, they had to make decisions about their writing: “Who will my characters be?” “Where will the story take place?” “What problems will my characters have?” “How will the problems be solved?” and “How can I make this interesting to children?” As fairy tale authors, the students will have to make the same kinds of decisions about their writing.
- Tell the students that you will write your story about a little girl who always wears a little red ski cap when she plays in the snow (or whatever story idea you have chosen). Display a blank story map transparency. Model planning your story and recording your ideas on the story map.

First, I will decide on a main character for my story. My story is a fractured fairy tale based on *Little Red Riding Hood*. However, the main character in my story is Little Red Ski Cap.

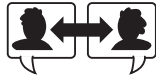
Where and when should my story take place? I think the setting will be a big, dark forest.

I already know what to write under problem on my story map. The problem is that Elwyn the evil caterpillar likes to capture people like Red in the woods.

- Point out that you have planned a setting, main character, and problem for your story. Later you will go back and add details to describe these story elements. Right now you will go on to plan the events in the story.

What will happen first in my story? I think I will begin by describing how Red decided to visit her Granny one day. (Record this as Event 1 on the story map.)

What happens next? I think Red runs into a big wolf deep in the forest. (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:

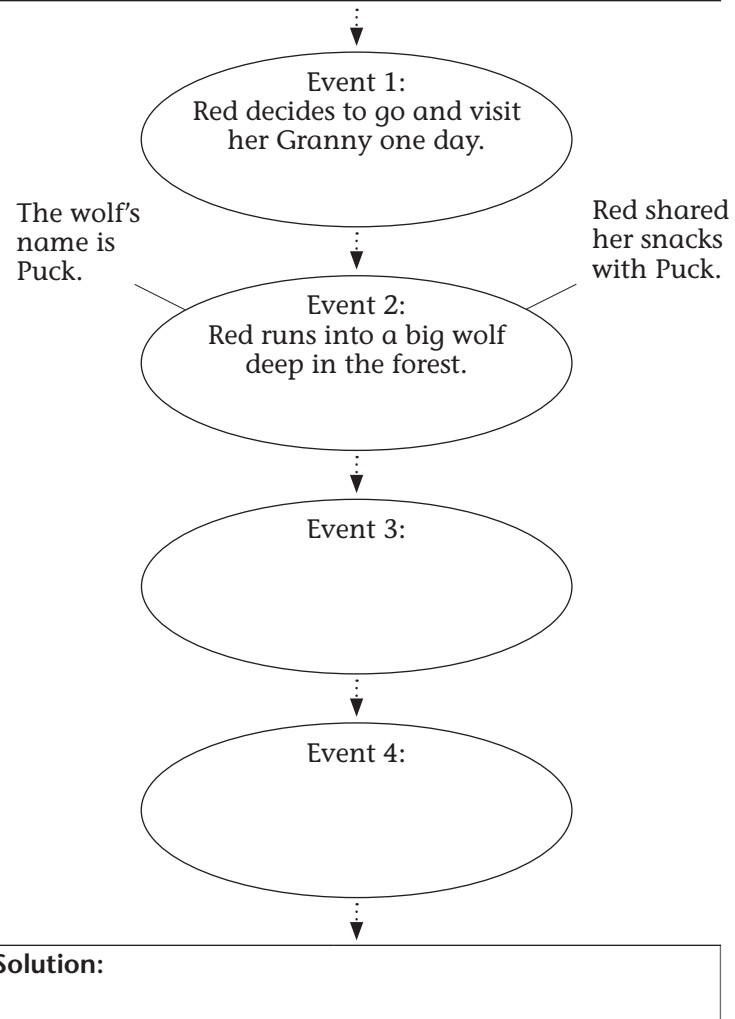
What do you think I should put under “Solution” on my story map? How do you think the problem will be solved? *[(Accept reasonable responses.) For example, the wolf will help Red escape from Elwyn the evil caterpillar.]*

Story Map

Setting: large, dark forest

Characters: Little Red Ski Cap, her Granny, big wolf (Puck), Elwyn the evil caterpillar

Problem: how to prevent being captured by Elwyn the evil caterpillar in the forest



- Remind the students that they made a list of possible story ideas and chose one about which to write. 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.

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 fractured fairy tales. Remind the students of the team cooperation goal that they are working toward.
- Have the students create their story maps and plan the elements in their stories. Hold conferences with the students to provide support as needed.
- Have partners share their written plans. Tell partners to refer to the writing prompt to help them give each other feedback and make changes to their plans if necessary.

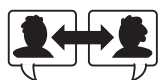
Reflection

Timing Goal: 3 minutes

- Tell the students to check off the planning step on their team score sheets to show that they have completed it.
- Ask one or two volunteers to share their plans with the class. Celebrate completing this part of the process.
- Praise the students for completing their plans. Use **Think-Pair-Share** to ask:

What did you do during planning to work toward the team cooperation goal? *[(Accept reasonable responses.) For example, I participated by giving my partner helpful feedback on his or her story map; I asked good follow-up questions.]*

- Use **Random Reporter**, and 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 fractured fairy tales.



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.

ryan asked him mother if he could borrow his mother's car?

- 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 mother*, can be replaced by *her*.

Ryan asked his mother if he could borrow her car.

- Demonstrate the use of appropriate editing marks to edit the sentence.



Author's Chair

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

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

Active Instruction

Timing Goal: 17 minutes

Set the Stage

- Refer to the posted team cooperation goal: **Everyone participates.** Point out that when everyone on the team participates, then every team member is ready to share team discussion with the class.
- Post and present the day's agenda.

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

TODAY'S GOAL:

We will use the story maps that we created to help us draft our fractured fairy 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 fractured fairy tales. Read the focus and goal for the day aloud.

Instruction

- Review the writing prompt with the class.

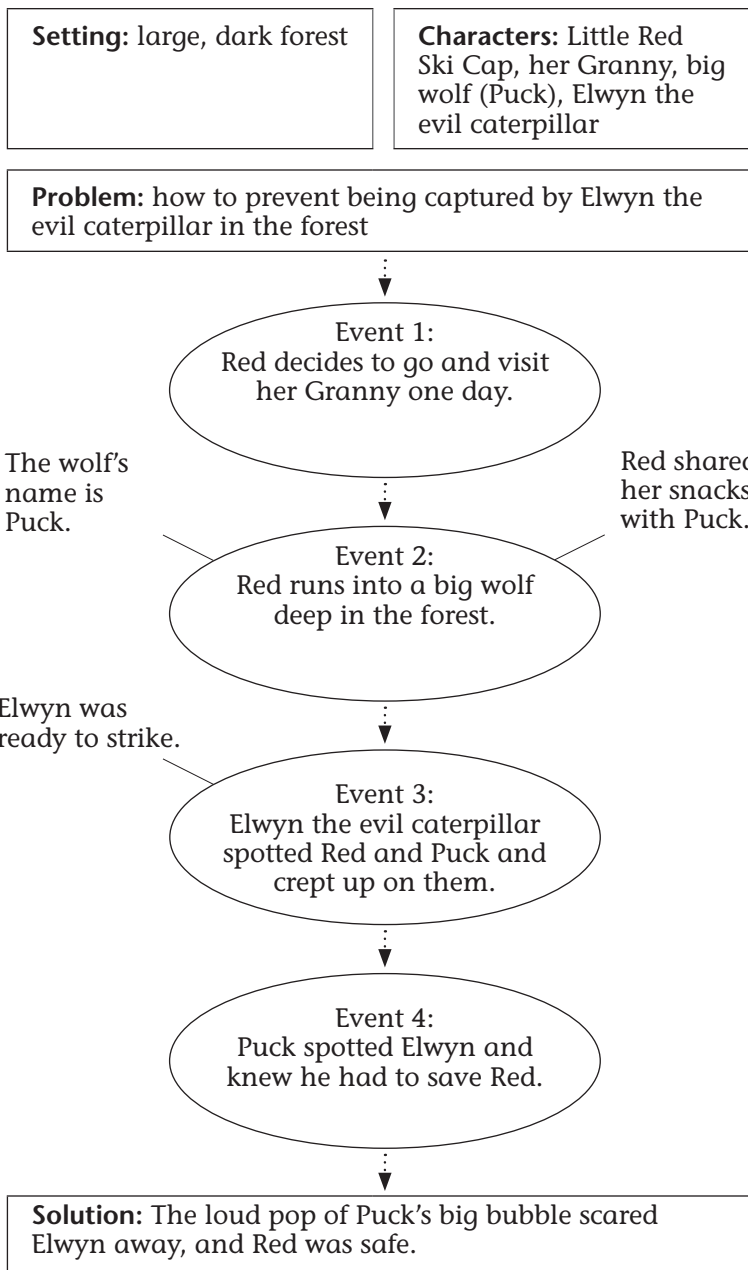
Writing Prompt

Write a fractured fairy tale. A fractured fairy tale is when the author takes a known fairy tale and changes parts of it to make it funny. How can you add unexpected or silly details to the story? What problem does the main character face? Write a story with at least three paragraphs with a clear beginning, middle, and end. Be sure to include all story elements. Help your reader make a clear mind movie by adding descriptive comparisons and humorous details.

- Have the students individually review the story maps that they created for their fractured fairy tales.
- Remind the students that they will be publishing their stories by reading them from the Author's Chair and then compiling them in an anthology or class book of stories (*Fabulous Fifth-Grade Fractured Fairy Tales*) that will be placed in the library for the students in the school to read.

- Display the transparency of the story map that you created yesterday to plan your story.

Story Map



- Model using the plan to draft your story, and skip lines to leave room for comments and revisions. Make some spelling or grammatical mistakes that you can model correcting during editing on Day 9.

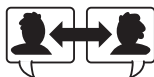
I'm going to use my story map to help me draft my story. At the beginning of my story, I will describe the setting and the main character. I will tell how she got her nickname, Little Red Ski Cap.

Once upon a time there was a girl named Fenella Agatha Hickenlooper. Fenella hated her name. She liked it when her father called her Little Red Ski Cap. He called her this because she wore a red coat, red mittens, red boots, and a red ski cap whenever she played in the snow. Pretty soon everyone called her Red.

I'll bet I could add more humor and create a mind movie for the reader. I will also try to add a descriptive comparison to make a vivid mind movie for the reader.

- Model adding humor and descriptive comparisons to the fractured fairy tale.

Once upon a time there was a girl named Fenella Agatha Hickenlooper. Fenella hated her name, especially the Hickenlooper part. She liked it when her father called her Little Red Ski Cap. He called her this because she wore a red coat, red mittens, red boots, and a red ski cap whenever she played in the snow. She looked like a red rose blooming in the snow. Pretty soon everyone called her Red.



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.

- 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, the characters and setting are described, but we don't know the problem yet.]*

Do you think the details that 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.]*

Teamwork

Timing Goal: 10 minutes

- Refer the students again to the story maps that they created. Have the students write a first draft, skipping lines to leave room for comments and revisions. Remind the students that they can ask their partners for help if they feel stuck.
- Circulate through the classroom, and hold conferences with the students to provide support as needed.
- When the students are finished, have them softly read their work aloud to see if they have written what they intended. Have the students make changes to their drafts if necessary.

Reflection

Timing Goal: 3 minutes

- Tell the students to check off the drafting step on their team score sheets to show that they have completed it. Celebrate completing this part of the process.
- Ask one or two volunteers to share their drafts with the class.
- Use **Random Reporter**, and award an additional team cooperation point to teams whose members give an example of how team members participated to help them during drafting.



Unit 12

Day 5 Language-Mechanics Lesson

OBJECTIVE: The students will identify the subject and verbs in sentences. The students will decide if the subject is singular or plural, and correct sentences so the subject and verb agree.

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 team members. Every member of the team should be able to share an example from their team’s discussion.
- Post and present the day’s agenda.

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

We will fix sentences where the subject and verb do not agree.

- Remind the students that often when the subject and verb do not agree in a sentence, the sentence does not sound right. We have to change the verb.

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.

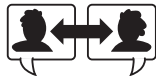
- Write the following sentences on chart paper. Read the first sentence aloud.

Brigid walks through the park.
Brigid and Jason walks through the park.

- Model identifying the subject in the first sentence. Underline *Brigid*. Point out that Brigid is just one person.

Brigid is the subject, the doer, in this sentence. There is just one Brigid doing the action, so we say this is a *singular* subject. *Single* means just one.

- Point out that the action word, *walks*, in the sentence has an *s* at the end. This singular subject and verb agree and the sentence sounds right.



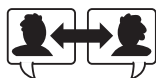
- Read the second sentence aloud. Use **Think-Pair-Share** to ask:

What is the subject, or doer, in this sentence? [*Brigid and Jason.*]

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:

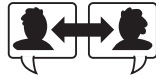
Do you think the subject and verb agree in this sentence? How do you know? [*They don't agree because the sentence doesn't sound right.*]

How would you change the verb so they agree? [*The students will probably say that they would take off the s ending on the verb.*]

- Remove the *s* from *walks*, 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).



Show DVD segment



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

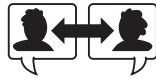
What did Verbena and Nounelo say about sentences with a singular subject? *[When there is a singular subject, the verb has an s on the end.]*

What did they say about plural subjects? *[When the subject is plural, there is no s on the verb.]*

Verbena and Nounelo 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 Nounelo also mentioned some other singular and plural subjects. Write the following sentences on the board.

All the students type on the computer.
Each student types on the computer.



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

Which sentence has a plural subject, more than one, and what is it? *[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 players changes into their uniforms.
The squirrels climb the tree.



- 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 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.



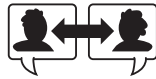
If the students struggle with the activity, review the skill, and then allow them to try again with Team Practice 2.

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

Reflection

Timing Goal: 5 minutes

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

How does a verb change when it is plural rather than singular? *[There is no s at the end of the verb.]*

Do the words *all* and *each* help you decide whether it is 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 saw *I* or *you* as the subject of a sentence, what did it tell you about the verb? *[The verb has no s.]*

- Praise the students for working toward the team cooperation goal. Use **Random Reporter**, and award an additional point to teams whose members 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. They paint the basement with the help of their father.
2. Ann and Zenon deliver newspapers after school.
3. Sam or George mows Mr. McGregor's lawn each week.
4. Mr. Fisher runs fast so he does not miss the train.
5. All the students read four books during the summer.

Team Mastery

1. The books fall off the shelf and make a loud noise.
2. The flowers smell sweet in the garden.
3. You love to listen to music every morning.
4. We want to go to the zoo this weekend.
5. Yvette and I like thunderstorms.

Team Practice 2

1. Bob kisses his puppy before leaving for school.
2. Sally and Nick argue about taking out the trash.
3. I fold the laundry when it is dry.
4. The class leaves for the museum trip at nine o'clock.
5. All the team members work together to figure out the answers.

Team Mastery 2

1. Each bear saves food for the winter.
2. Ned or Addison drops off food to Mrs. Winters.
3. We lead the chorus in singing the school song.
4. You jump on the trampoline.
5. All the toddlers wave at their parents.

Quick Check

1. Many volunteers search for the missing purse.
2. You frighten Missy because you are too loud.
3. All the children wipe off their desks.
4. The clown and juggler laugh at each other.
5. Does any one know what time it is?

Quick Check 2

1. All the fifth graders scream when they hear about their party.
2. We walk to the store to buy milk and eggs.
3. I concentrate on my math homework.
4. You need to mix the batter before pouring it into the cake pan.
5. Everyone travels on the bus to the games.

Unit 12

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 who contribute an Ace Writer sentence.



Two-Minute Edit

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

What do you like about this sentence?

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

As the train rattled down the track, the old man stumbled down the aisle gripping the seats to keep his balance.

- Use **Random Reporter** to share responses. The students may say that the sentence makes a mind movie for the reader. Have the students identify which words in the sentence help them make a mind movie.
- Challenge the students to write the sentence that follows this one in a story and include sensory details.

Author's Chair

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

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

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

TODAY'S FOCUS: 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 fractured fairy 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 that they would ask in each section of the revision guide. Tell the students to think about the questions that 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 on their revision guide.

REVISION GUIDE

Tell a Tale

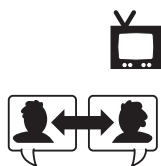
Name: _____ Date: _____
 Partner: _____ Unit: 12

Ideas	First Draft Ratings	Revised Draft Ratings	Teacher Ratings	Score (25 points)
Does my story have a setting and fairy tale characters?				
Does my story have a problem and solution?				
Are the important events included?				
Organization	First Draft Ratings	Revised Draft Ratings	Teacher Ratings	Score (25 points)
Does the beginning describe the setting, main characters, and problem?				
Does the middle tell events?				
Does it end with a solution?				
Style	First Draft Ratings	Revised Draft Ratings	Teacher Ratings	Score (25 points)
Did I use descriptive comparisons to help the reader make a mind movie?				
Did I use humor and unexpected details to make the reader laugh and create a mind movie?				

- Remind the students that they will be checking 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. Explain that Flash and Ricardo are not working on fractured fairy tales like the students, but they wrote stories and are using the same revision process.
- Show “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 that 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 did Flash add to his story? Can you give an example? [(Accept reasonable responses.) For example, Flash added details about the sounds of the soldiers shouting and marching; about the smell of smoke from burning houses.]



Did the details help Ms. Inkwell make a mind movie?

[Yes, she was able to picture the burning houses and marching soldiers and feel the fear of the Zebeckians.]

- Remind the students that adding details about sights, sounds, smells, and feelings can make their stories stronger and help readers make clear mind movies of the setting, characters, and action.
- Display the draft of your story, and model using the revision guide to check that you included all necessary elements. When you look at the Style section, model making a revision to add descriptive comparisons or humor. For example, add details about Red, Puck, or the big bubble—talk about how big the bubble was (e.g., *it was as big as a basketball*). 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

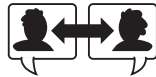
- Tell the students that they will share their first drafts with their partners and give each other feedback and ratings on the ideas, organization, and style.
- Have partners read their drafts to each other and give ratings with feedback on the items listed on the revision guide. Tell authors to note 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.

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 humorous or unexpected details that you want to add?**
- 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 12

Day 7 Revise

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



Two-Minute Edit

- Present a pair of Careless Caroline sentences. Read the sentences aloud. Ask:

What would you do to make the sentence better?

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

him goed with he mother this morning to the doctor's office.

- Point out that this sentence does not sound right because it has pronoun mistakes. Caroline used the wrong pronoun as the subject. The correct pronoun is *He*. Also, the verb *go* is an irregular verb. Remind the students that with an irregular verb, we have to change the spelling to make the action happen in the past. The correct form of this irregular verb is *went*.

He went with his mother this morning to the doctor's office.



Author's Chair

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

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



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 team members to share their discussions in teamwork.
- 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 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. 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?

- Point out that there may be places in their fractured fairy tales where adding a simile or metaphor could help the reader.

Look at your fractured fairy 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 what changes you made to your draft. What feedback helped you make these changes and improve your writing?

- Ask the students to check revising on their team score sheets. Celebrate completing this step.
- End the class by celebrating good teamwork. Remind the students of the team cooperation goal that they are working on: **Everyone participates**. 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 something their team did to help team members revise their writing.



Unit 12

Day 8 Language-Mechanics Lesson

OBJECTIVE: The students will use apostrophes to show ownership with plural words.

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

Preparation

- Reproduce copies of the following materials from the blackline masters at the end of this unit:
 - **Teamwork 1: Plural Possessives** (1 per student)
 - **Teamwork 2: Plural Possessives** (as needed)
 - **Quick Check: Plural Possessives** (1 per student)
 - **Quick Check 2: Plural Possessives** (as needed)
- Have a television and a DVD player available to show the following video segment in this lesson:
 - **“Plural Possessives”** (running time 5:49)

Active Instruction

Timing Goal: 15 minutes

Set the Stage

- Refer to the posted team cooperation goal: **Everyone participates.** Remind them that you will be asking a member of their team to share something from the team’s discussion.
- Post and present the day’s agenda.

TODAY’S FOCUS: Mechanics

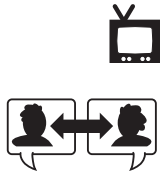
TODAY’S GOAL:

We will use apostrophes to show ownership with plural nouns.

- Read the focus and goal for the day aloud. Tell the students that they will be learning 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 fin of the shark sticks out of the water.

First, I want to figure out who or what is the owner in this sentence. I think the shark is the owner. There is just one shark, so *shark* is a singular noun. What does the shark own? The sentence talks about the fin of the shark. To show ownership with a singular noun, we put the apostrophe before the s. I will change this sentence to say, “The shark’s fin.”

- Change the sentence, and then read it aloud.

The shark’s fin
~~The fin of the shark~~ sticks out of the water.

- 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 fins of the sharks stick out of the water.

- Explain that now there is more than one shark. To show ownership with a plural noun, we put the apostrophe after the s.

The sharks’ fins
~~The fins of the sharks~~ stick out of the water.



- Write the following sentence on the board.

The restroom for the girls is on the first floor next to the cafeteria.

- 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' restroom is on the first floor next to the cafeteria.*]
- Tell the students that they will change sentences with plural nouns and use apostrophes to show ownership during Teamwork.

Teamwork

Timing Goal: 10 minutes

Team Practice

- Distribute the **Teamwork 1: Plural Possessives** page. Ask the students to look at the **Team Practice** section.
- Explain that during Team Practice the students will work as a team to change the underlined words in the sentence and use the apostrophe to show ownership.
- Allow time for the teams to complete Team Practice. Circulate through the teams as the students work, making sure that the students help prepare every teammate to give a response for each sentence.
- Use **Random Reporter** to listen to the teams' responses.

Team Mastery

- Refer the students to the **Teamwork 1: Plural Possessives** page. Ask the students to look at the **Team Mastery** section.
- Explain that they will follow the same process as they did in Team Practice, but that this time they will change the underlined words in the sentence, and then share their answers with their teammates.



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



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



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

Reflection

Timing Goal: 5 minutes

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

Was it hard to figure out the owners in the sentences?

Where do you put an apostrophe when you want to show ownership of a plural noun? [After the s.]

- Allow the students some time to review their stories and check to see that they used apostrophes properly.

Look at your fractured fairy 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. Use **Random Reporter**, and award an additional point to teams whose members can give an example from their team's discussion.

Answer Keys: Plural Possessives

Team Practice

1. His sisters' bedroom was painted pink and white.
2. The flowers' petals were wilting in the hot sun.
3. The students' photographs decorated the front hallway of the school.
4. The fifth graders' yearbooks were delivered today.
5. The basketball players' uniforms are red with black stripes.

Team Mastery

1. The boys' sneakers were outside on the porch.
2. The dancers' costumes were beautiful.
3. The horses' hay is changed every week.
4. My cousins' friends came to visit us last night.
5. Mr. Kelly answered all the students' questions before the test.

Team Practice 2

1. Many bicycles' tires become flat from driving over broken glass.
2. The clams' shells were left all over the beach.
3. The colonists' ships were very crowded.
4. The chairs' legs were loose, so my father fixed them.
5. We cooked the pumpkins' seeds after we were finished carving them.

Team Mastery 2

1. The girl scouts' craft projects were displayed on a table.
2. The rabbits' cage needs to be cleaned.
3. The guests' gifts were placed on a table.
4. The hippopotamuses' ears were sticking out of the river.
5. The boys' dishes were left in the sink.

Quick Check

1. The owls' eyes are big to help them see better at night.
2. We used our friends' towels because we got wet.
3. The kids' jackets were dirty from playing in the mud.
4. The researchers' report concluded that young people do not get enough sleep.
5. Samantha cleaned up the babies' toys.

Quick Check 2

1. The states' flags are displayed outside the building.
2. The teachers' parking lot was full.
3. My brothers' hamsters escaped and got stuck in a closet.
4. The roses' thorns are sharp and can cut you.
5. The twins' house is the last one on Main Street.

Unit 12

Day 9 Edit

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



Two-Minute Edit

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

What would you do to make this sentence better?

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

The earring that belongs to Drew was missing and her couldnt find it anywhere.

- 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.

Drew's earring was missing and she couldn't find it anywhere.

- 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 it is the job of the team to prepare all team members to share their writing with the class.

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

- Post and present the day's agenda.

TODAY'S FOCUS: Mechanics

TODAY'S GOAL:

We will correct errors in our stories 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 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. Have the students list the questions that they need to ask themselves in this section. Point out that they will use this section of the revision guide for editing.

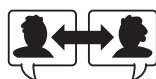
Mechanics	First Draft Ratings	Revised Draft Ratings	Teacher Ratings	Score (25 points)
Does my writing have correct capitalization?				
Does my writing have correct punctuation?				
Does my writing have correct spelling?				
Does my writing have correct grammar?				

- 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:

brian bought a new necklace for him favorite aunts' birthday.

- 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 bought should be bought. Him should be his, and aunts' should be aunt'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 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 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.



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 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 12

Day 10 Publish

OBJECTIVE: The students will publish their fractured fairy 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 thinked I would win the spelling bee at mine school.

- Point out that this sentence does not sound right because it has pronoun mistakes. Caroline used the wrong pronoun as the subject. The correct pronoun is *I*. Also, the verb *think* is an irregular verb. Remind the students that with an irregular verb, we have to change the spelling to make the action happen in the past. The correct form of this irregular verb is *thought*.

I thought I would win the spelling bee at my school.

- Demonstrate the use of appropriate editing marks to edit the sentence.

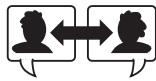
Active Instruction

Timing Goal: 10 minutes

Set the Stage

- Refer to the posted team cooperation goal: **Everyone participates**. Remind the students that teams prepare all team members 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 fractured fairy 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 fractured fairy tales with the story elements.]*

What task did you complete next? *[We drafted a fractured fairy tale using our story maps. 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 humorous details to help the reader make a clear mind movie.]*

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

What task did you complete 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 fractured fairy tales in a class anthology of stories (*Fabulous Fifth-Grade Fractured Fairy Tales*) that will be displayed in the classroom so everyone will have a chance to read it. Explain that after each student has read his or her story from the Author's Chair, they will put the anthology in the library for other students in the school to read.

Teamwork

Timing Goal: 15 minutes

- Depending on the book-publishing option that 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 fractured fairy tales. As the students work, monitor their progress, and assist when needed. If time allows, let the students illustrate their fractured fairy 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 fractured fairy 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.

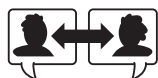
**When you write in your journal, you choose the topic.
Your purpose is to tell about your ideas.**

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

1. Imagine that you wake up one morning and it is 100 years earlier than today. What is your life like? Where do you live? How is your life different from today?
2. What is your favorite movie? Which character do you relate to in this movie? Why?
3. Should teenagers have a curfew? Explain why or why not.
4. What does it feel like to work with your writing team? Tell about some ways your teammates have helped you become a better writer.



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



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

You may want to brainstorm ideas with your partner for a few minutes. Sometimes as you talk about topics, more ideas come to you. Once you have chosen a topic to write about, you will want to make some notes about your ideas. A web, list, 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 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?

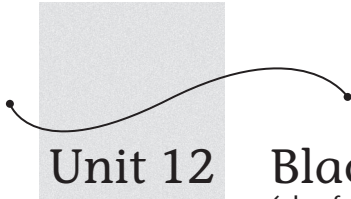
- Suggest that the students review their journal writing and choose an Ace Writer sentence that they want to share with the class. Have them underline the sentence and mark the page in their journals. You can use these Ace Writer sentences for the Two-Minute Edits in subsequent units.
- Celebrate by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



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

Teacher Learning Community Meeting

- Collect two examples of student work that have raised questions for you related to scoring to share with your colleagues at the next meeting. You may wish to preview the *Teacher Learning Community Guide* for meeting 13 and note your comments and questions.



Unit 12

Blackline Masters

(also found on CD accompanying volume 1)

Developing Story Details

Write a Fractured Fairy Tale that Makes a Mind Movie

Day 1	Student Handouts
	Teamwork 1: Adding Descriptive Comparisons, Team Practice 423
	Teamwork 1: Adding Descriptive Comparisons, Team Mastery..... 424
	Teamwork 2: Adding Descriptive Comparisons, Team Practice 2..... 425
	Teamwork 2: Adding Descriptive Comparisons, Team Mastery 2..... 426
	Quick Check: Adding Descriptive Comparisons 427
	Quick Check 2: Adding Descriptive Comparisons 428
Day 2	Transparency
	Adding Humor 429
	Writing Prompt 429
Day 3	Transparency
	Writing Prompt 429
	Story Map (blank) 430
Day 4	Transparency
	Writing Prompt 429
	Story Map (from Day 3)..... 430
Day 5	Student Handouts
	Teamwork 1: Subject-Verb Agreement II 431
	Teamwork 2: Subject-Verb Agreement II 432
	Quick Check: Subject-Verb Agreement II..... 433
Day 6	Transparency
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	Tell a Tale Revision Guide (blank)..... 434
Day 7	Transparency
	Tell a Tale Revision Guide (from Day 6) 434
Day 8	Student Handouts
	Teamwork 1: Plural Possessive, Team Practice 435
	Teamwork 1: Plural Possessive, Team Mastery..... 436
	Teamwork 2: Plural Possessive, Team Practice 2 437
	Teamwork 2: Plural Possessive, Team Mastery 2..... 438
	Quick Check: Plural Possessive 439
	Quick Check 2: Plural Possessive 440
Day 9	Transparency
	Tell a Tale Revision Guide (from Day 6) 434
Day 10	(No blackline masters)
Day 11	(No blackline masters)

Team Practice

1. Shawn's face turned red.

2. The pile of presents was tall.

3. The fire burned brightly.

4. Jerry's eyes are blue.

5. Nadia's locker smelled sour.

Team Mastery

1. The frozen ground was hard.

2. The shark swam quickly.

3. Miss Simpson talked slowly.

4. Jane's nose is small.

5. The penguin's belly is white.

Team Practice 2

1. Molly tiptoed quietly to her room.

2. Dave beat the drums loudly.

3. The library was cold.

4. The butterfly's wings are colorful.

5. The horse galloped fast.

Team Mastery 2

1. The boy snorted loudly.

2. The tiger's eyes are green.

3. The tree is big.

4. The cat's fur is soft.

5. Kelly's dress is yellow.

Quick Check

1. The cow is mad.

2. The children ran happily to the playground.

3. The teenager was silly.

4. Jessie's ring sparkles.

5. The whale is huge.

Quick Check 2

1. The waves crashed loudly on the beach.

2. This road is busy!

3. Candice walked slowly to dinner.

4. That boy runs fast.

5. The girl's legs are thin.

Adding Humor

Example 1

As the queen gracefully walked down the red carpet, she waved to her loyal subjects.

Example 2

The queen began to walk gracefully down the red carpet. Suddenly, she caught her heel on a snag in the carpet and tripped, and her gold crown went flying through the air.

Example 3

As the queen gracefully walked down the red carpet, she blew spitballs at her loyal subjects.

Example 4

Jaden began to rip open the wrapping from his presents.

Writing Prompt

Write a fractured fairy tale. A fractured fairy tale is when the author takes a known fairy tale and changes parts of it to make it funny. How can you add unexpected or silly details to the story? What problem does the main character face? Write a story with at least three paragraphs with a clear beginning, middle, and end. Be sure to include all story elements. Help your reader make a clear mind movie by adding descriptive comparisons and humorous details.

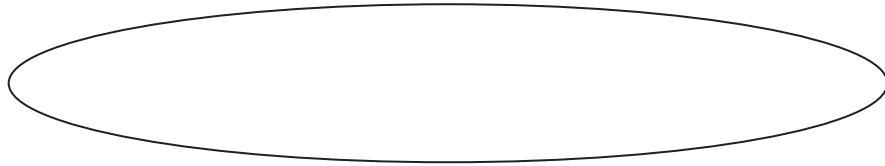
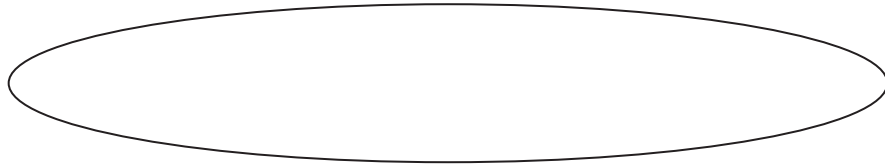
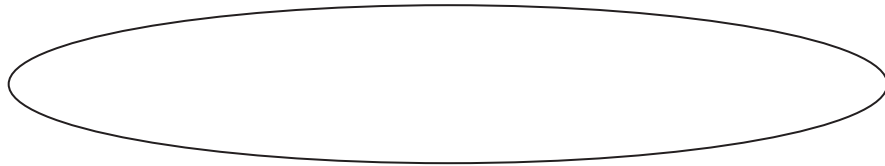
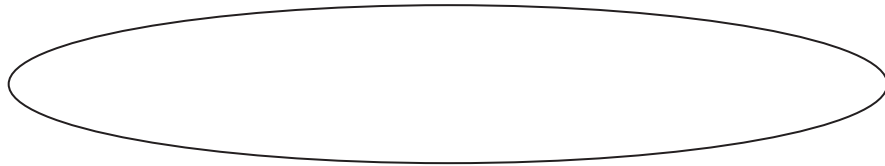
Story Map

Title: _____

Setting:

Characters:

Problem:



Solution:

Team Practice

1. They paints the basement with the help of their father.
2. Ann and Zenon delivers newspapers after school.
3. Sam or George mow Mr. McGregor's lawn each week.
4. Mr. Fisher runs fast so he does not miss the train.
5. All the students reads four books during the summer.

Team Mastery

1. The books falls off the shelf and make a loud noise.
2. The flowers smell sweet in the garden.
3. You loves to listen to music every morning.
4. We wants to go to the zoo this weekend.
5. Yvette and I likes thunderstorms.

Team Practice 2

1. Bob kisses his puppy before leaving for school.
2. Sally and Nick argues about taking out the trash.
3. I folds the laundry when it is dry.
4. The class leave for the museum trip at nine o'clock.
5. All the team members works together to figure out the answers.

Team Mastery 2

1. Each bear save food for the winter.
2. Ned or Addison drops off food to Mrs. Winters.
3. We leads the chorus in singing the school song.
4. You jumps on the trampoline.
5. All the toddlers waves at their parents.

Quick Check

1. Many volunteers search for the missing purse.
2. You frightens Missy because you are too loud.
3. All the children wipes off their desks.
4. The clown and juggler laughs at each other.
5. Does any one knows what time it is?

Quick Check 2

1. All the fifth graders scream when they hear about their party.
2. We walks to the store to buy milk and eggs.
3. I concentrates on my math homework.
4. You needs to mix the batter before pouring it into the cake pan.
5. Everyone travel on the bus to the games.



Tell a Tale

Name: _____ Date: _____
 Partner: _____ Unit: **12**

Ideas	First Draft Ratings	Revised Draft Ratings	Teacher Ratings	Score (25 points)
Organization	First Draft Ratings	Revised Draft Ratings	Teacher Ratings	Score (25 points)
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	

Team Practice

1. The bedroom that belonged to his sisters was painted pink and white.

2. The petals of the flowers were wilting in the hot sun.

3. The photographs taken by the students decorated the front hallway of the school.

4. The yearbooks that belong to the fifth graders were delivered today.

5. The uniforms that belong to the basketball players are red with black stripes.

Team Mastery

1. The sneakers that belong to the boys were outside on the porch.

2. The costumes that belong to the dancers were beautiful.

3. The hay for the horses is changed every week.

4. The friends of my cousins came to visit us last night.

5. Mr. Kelly answered all the questions of the students before the test.

Team Practice 2

1. Many tires of bicycles become flat from driving over broken glass.

2. The shells of the clams were left all over the beach.

3. The ships that belonged to the colonists were very crowded.

4. The legs of the chairs were loose, so my father fixed them.

5. We cooked the seeds from the pumpkins after we were finished carving them.

Team Mastery 2

1. The craft projects that belong to the girl scouts were displayed on a table.

2. The cage that belongs to the rabbits needs to be cleaned.

3. The gifts from the guests were placed on a table.

4. The ears of the hippopotamuses were sticking out of the river.

5. The dishes from the boys were left in the sink.

Quick Check

1. The eyes of owls are big to help them see better at night.

2. We used the towels that belong to our friends because we got wet.

3. The jackets of the kids were dirty from playing in the mud.

4. The report of the researchers concluded that young people do not get enough sleep.

5. Samantha cleaned up the toys that belong to the babies.

Quick Check 2

1. The flags of the states are displayed outside the building.

2. The parking lot for the teachers was full.

3. The hamsters that belong to my brothers escaped and got stuck in a closet.

4. The thorns of the roses are sharp and can cut you.

5. The house of the twins is the last one on Main Street.

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. Instruction in the craft lesson focuses on dialogue. The students practice writing dialogue for short scenes using speaker tags such as "she whispered" or "he groaned" 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 the 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 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 will 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, the students share 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, middle, and 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**

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)

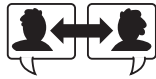
For **each team**:

- 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.



Think-Pair-Share

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.



Active Instruction

Timing Goal: 15 minutes

Set the Stage

- Introduce the team cooperation goal. Use **Think-Pair-Share** to review the meaning of active listening.

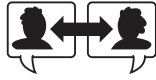
What is active listening? What does an active listener do? Think about that for a moment. Now turn to your partner, and discuss the answer.

- 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 award team cooperation points to teams whose members practice active listening. 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: **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.
- 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, by their facial expressions, or by what was said.]*

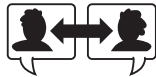
- Point out that characters in stories also have conversations. Explain that conversations in stories are called dialogue. Display the Sample Dialogue on the transparency.

Sample Dialogue

"Help! I can't hold the branch much longer," he screamed to his sister.

"Hold on, I'm getting the ladder," she assured him.

"Hurry, my fingers are slipping!" he wailed.



- 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 "he screamed" or "she assured," and "he wailed."]*

Can you learn more about characters from dialogue?

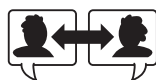
What can you learn? *[(Accept reasonable responses.) For example, you can learn about how they are feeling and what is happening from how they say things and what they say.]*

What do you think is happening in this dialogue?

[(Accept reasonable responses.) For example, a boy is hanging from a branch in a tree, and his sister is getting a ladder to help him.]

How is the boy feeling? How can you tell? *[The boy is feeling afraid and is panicking. I can tell because it says he screamed and wailed.]*

How is his sister feeling? How can you tell? *[She is trying to keep him calm by getting the ladder. It says, "she assured him."]*



- 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 words “*he screamed*,” “*he wailed*,” and “*she assured*” 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 *screamed*, *wailed*, and *assured* on the list.
- Display *How Do You Say It?* 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?

Nathan said, “Throw me the ball.”

Nathan yelled, “Throw me the ball.”

Nathan grumbled, “Throw me the ball.”

“Throw me the ball,” Nathan gasped.

- 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 the students brainstorm other verbs that could be used in a speaker tag, and add them to the list. [*Answers might include* cried, responded, 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.

“Throw me the ball,” Nathan gasped.

- Demonstrate where to place the comma in a quotation that is preceded by a speaker tag.

Nathan said, "Throw me the ball."

- Refer the students to What Did You Say? section of the transparency. Tell the students that you would like their help in turning the sentences into dialogue.

What Did You Say?

Example 1

Carson wants to ask Jared to Carson's house for a sleepover. Jared wants to know what day the sleepover is on. Carson tells Jared that it is this coming Saturday.

Example 2

Emily needs help baking a cake for her school's bake sale. Her mom tells her that she will help Emily. Emily thanks her mom for helping.

- Model turning the sentences in Example 1 into a dialogue.

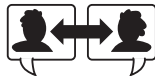
Example 1 Dialogue

"Jared, do you want to come to my house for a sleepover?" Carson asks.

Jared says, "What day are you having it?"

Carson answers, "This coming Saturday."

- 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, and ask the students what you should write on the board.
- Use **Think-Pair-Share** to review why writers use dialogue.





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



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 the team will brainstorm how to change the sentences into dialogue. The students will then rewrite the sentences as dialogue. Remind the students to use a variety of speaker tags that are appropriate to the conversation, and to use correct punctuation.
- 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 that 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

- 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 the **Quick Check: Using Speaker Tags** page.
- 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.

- Explain to, or remind, the students that if their scores are 80 or more, they are ready to go on to the writing lesson. Tell the students that if they do not score at least 80 points, they should either redo the Quick Check for a higher grade or have a conference with the teacher before writing their first drafts.
- If necessary, review the directions for the task before having the students work independently to complete the Quick Check.
- Collect the students' Quick Checks, and celebrate a job well done.
- Assign scores for the activity, and record the scores on the team score sheets. Follow up with the students who do not score at least 80 points.

Reflection

Timing Goal: 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 using 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.



Answer Keys: Using Speaker Tags (possible answers)

Team Practice

"I'm going to ride my bike to Ella's house," says Veronica.

"It's getting dark, so I will drive you to Ella's house," her mother replies.

"Oh, thank you Mom!" exclaims Veronica.

Team Mastery

"I can't find my homework," cried Mary. "Have you seen it?"

"No, but you might want to check on the kitchen table," suggested her brother.

"Phew, he was right!" Mary sighed.

Team Practice 2

"Where would I find spaghetti?" asked Yolanda.

"I would be happy to show you," responded the grocer with a smile.

"Thank you," replied Yolanda. "I'm cooking a spaghetti dinner for my family."

Team Mastery 2

"I wanted to watch a show, but I guess you're already watching something," complained Heather.

"Can I choose a show when your show is over?" pleaded Heather.

"Sure, that's fine," answered Gina.

Quick Check

"I really want to play basketball," said Ben. "Do you guys want to play with me?"

"Yes, basketball is my favorite sport!" screamed Ian.

"I want to play too!" agreed Ned.

Quick Check 2

"My dictionary is missing," cried Phyllis. "Do you know where it is?"

"I think I saw it on your desk," suggested her father.

"Oh, there it is!" exclaimed Phyllis looking at her desk.

Craft Lesson Scoring Guide	
100 Points	All the sentences are written in dialogue form. The speaker tags vary and are appropriate for the emotions of the speaker. Correct punctuation is used.
90 Points	All the sentences are written 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	Some sentences are written 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.

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.



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

Two-Minute Edit

- Present a Careless Caroline sentence. Ask:

What would you do to make this sentence better?

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

mr jones could not find the keys that belong to his wife.

- Remind the students about the use of possessives and contractions. An example of an improved sentence follows:

Mr. Jones couldn't find his wife's keys.

- Demonstrate the use of the appropriate editing marks to edit the sentence.

Author's Chair

- Have a few students take turns reading their fractured fairy 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.

Throughout the lesson, award team cooperation points to teams whose members demonstrate active listening. Award up to 9 team cooperation points per team.



Active Instruction

Timing Goal: 17 minutes

Set the Stage

- Remind the students of the team cooperation goal 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.
- 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 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.

Mystery Story Map**Setting:****Characters:** detective**Problem:** the mystery

Events: finding clues

Solution: detective puts clues together to solve mystery**Ending:** what happens to the characters after the mystery is solved

- Refer the students to The Case of the Missing Miss Kitty transparency. Tell the students that you will read them a mystery story. Explain that you will stop as you read and ask them to identify the story elements that occur in the beginning, middle, and end of the story.

The Case of the Missing Miss Kitty

by Joanie Thomas

Mona came home from school and was surprised that her beloved cat, Miss Kitty, was not at the door to greet her. Mona thought this was strange. She looked in Miss Kitty's favorite hiding places and even pulled out her favorite toys. There was still no sign of Miss Kitty. Mona decided that this was a case for Delia Douglas. Delia, or Detective D.D., as everyone at school liked to call her, was famous in town. She had solved many mysteries. Delia always walked by Mona's house on her way home. Mona ran outside and waited for her. Sure enough, at 4:30 on the dot, Delia walked by.

"Delia, I am sure glad to see you," Mona said.

"What's up?" asked Delia.

"It's Miss Kitty. I can't find her," Mona cried.

"Well, you've come to the right person. I will make sure Miss Kitty is back by dinnertime," Delia promised.

"Let's take a look inside your house. Maybe we will find some clues that will help solve this mystery," Delia suggested.

continued on next page

The Case of the Missing Miss Kitty, *continued*

Mona and Delia walked inside. Delia asked to see Miss Kitty's food bowl.

"What time did you feed Miss Kitty?" Delia asked Mona.

"I fed her at seven o'clock. The bowl was full," Mona answered.

"Well, the bowl is still full. Was Miss Kitty here when you fed her?" Delia asked.

"Yes. Then I left for school, so I didn't see if she ate anything," Mona replied.

Delia thought for a while. She asked, "Who else was here this morning at seven o'clock?"

"Besides my parents, Chester stopped by. He loves Miss Kitty and said he wanted a cat just like her," Mona said.

"Maybe Chester took Miss Kitty. Did Chester leave your sight when he was here?" Delia asked.

"No. Chester just knocked on the door and we walked to school together," Mona answered.

Delia thought some more. She walked to the front door and noticed a bag of cat treats. She knew the cat treats were usually kept in the kitchen. Delia asked Mona why the cat treats might be at the front door. Mona told Delia that they only kept the treats next to the door when Miss Kitty had to go somewhere, like to the veterinarian.

"Aha. I think we might have cracked the case. Where is Miss Kitty's cat carrier?" Delia asked.

Mona went to the hall closet and the cat carrier was gone. Then she realized that her mom or dad must have taken Miss Kitty to the veterinarian. Sure enough, ten minutes later, Mona's mom came home, carrying Miss Kitty. The case was solved and Miss Kitty was home, safe and sound.



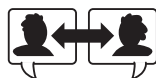
- Read the first paragraph of the story aloud. Use **Think-Pair-Share** to ask:

What story elements are in the beginning of Joanie's mystery? [*The setting (Mona's house), characters (Mona and the detective, Delia), and the mystery (where is Miss Kitty?).*]

- Record these elements on the story map transparency. Continue reading the story through the paragraph that starts "No. Chester just knocked on the door..."

What events happen in the middle of this mystery? [*In the middle of the story, Delia and Mona find clues.*]

Do you notice any dialogue in this story? Where? [*There is dialogue between Mona and Delia throughout 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 Joanie use? Do you think they are appropriate to the feelings of the speakers? [(Accept reasonable responses.) For example, Joanie used speaker tags like “Mona cried,” “Delia promised,” “Mona replied,” etc.]

Does this dialogue sound natural? Does it sound like the way people really talk? [(Accept reasonable responses.)]

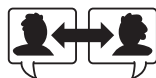
- Record events on the story map. Read the last part of the story.

What story element is at the end of Joanie’s mystery story? [The solution. Mona’s parents took Miss Kitty to the veterinarian.]

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

Writing Prompt

Think of something that might disappear. Write a mystery story about the item. 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, detective, mystery, clues, and 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.]

- 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.

I need to think of something that might disappear.
In the story we just read, Mona’s cat disappeared.
I always lose my shoes, I could write about a sneaker disappearing.

Another thing I always lose is my socks in the dryer.
I wonder what happens to them. That could be a good story.



Think Aloud

What if I wrote about something disappearing that doesn't happen often? I could write about a statue disappearing. I wonder what the solution to that mystery would be.

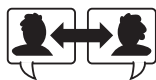
Teamwork

Timing Goal: 10 minutes

- Have the students work with their partners to brainstorm possible story ideas.
- Circulate through the classroom, and listen to discussions. Praise partners who actively listen 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.**
- Use **Random Reporter**, and 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 team members are actively listening and prepared.



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 purpl pen that belongs to zach is under he chair

- Remind the students about the correct use of pronouns, possessives, and spelling. A corrected sentence is *Zach's purple pen is under his chair.*
- Demonstrate the use of the appropriate editing marks to edit the sentence.



Author's Chair

- Have a few students take turns reading their fractured fairy 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.

Throughout the lesson, award team cooperation points to teams whose members actively listen to each other. Award up to 9 team cooperation points per team.

Active Instruction

Timing Goal: 17 minutes

Set the Stage

- Refer to the posted team cooperation goal: **Practice active listening.** Remind the students that when partners and teams practiced active listening in the last lesson, it helped them brainstorm ideas.
- Post and present the day's agenda.

TODAY'S FOCUS: Organize ideas.

TODAY'S GOALS:

1. We will plan our mysteries 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 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 might disappear. Write a mystery story about the item. 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, detective, mystery, clues, and 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 the first idea on your list—a disappearing sneaker (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 first on my story map. The mystery is: Where is the missing sneaker?

Who is the detective in my story? I think the detective will be a boy named Bart. I will have at least one more character in my story. That way I can have someone lose a sneaker, and I will be able to include dialogue in the story. I will have the other character be Bart's sister, Heidi.

The setting of my story will be Bart and Heidi's house.

- Point out that you have planned a setting, detective, and mystery for your story. Explain that later you will go back and add details to describe these story elements. Tell the students that now you will plan the events in the story.

What will happen first in my story? I think I will begin by having Heidi look for her sneaker. She will look in her room, her parents' room, and Bart's room. (Record this as Event 1 on the story map.)

The next event will have Heidi ask Bart to help her find her sneaker. Bart asks Heidi where she found her first sneaker and where she has looked for the lost one. (Record this as Event 2 on the story map.)

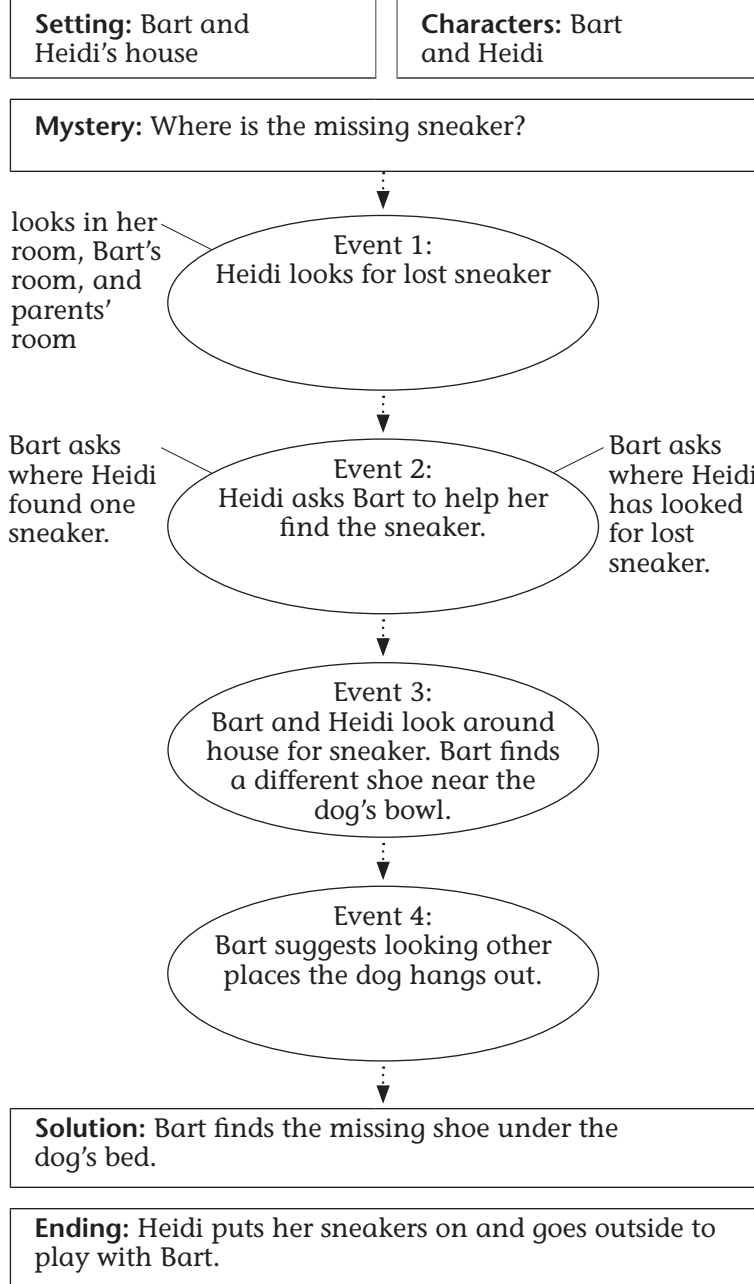
What happens next? Bart and Heidi look in other rooms of their house for the sneaker. I could add dialogue to this part of the story. Also, I will have Bart find a clue. He will find a different missing shoe near their dog's food bowl.

- 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 Bart solve this mystery? *[(Accept reasonable responses.) For example, Bart finds the missing sneaker under the dog's bed.]*



Story Map



- Remind the students that they made a list of possible story ideas and chose one about which to write. Point out that the next step is to use a story map to make sure they include all the elements of a good story: setting, characters, problem, important events in order, and solution.

Teamwork

Timing Goal: 10 minutes

- Tell the students that with the help of their partners, they will discuss their story ideas and plan their stories using story maps. Remind the students of the team cooperation goal that 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.

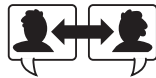
Reflection

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 active listening. Use **Random Reporter**, and award an additional point to teams whose members can give an example of how partners used 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 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 boys cleans up the room that belongs to the boys.

- Remind the students about using possessives and subject-verb agreement.

The boys clean up their room.

- Demonstrate the use of the appropriate editing marks to edit the sentence.



Author's Chair

- Have a few students take turns reading their fractured fairy 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.

Throughout the lesson, award team cooperation points to teams whose members all actively listen. 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: **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 that 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

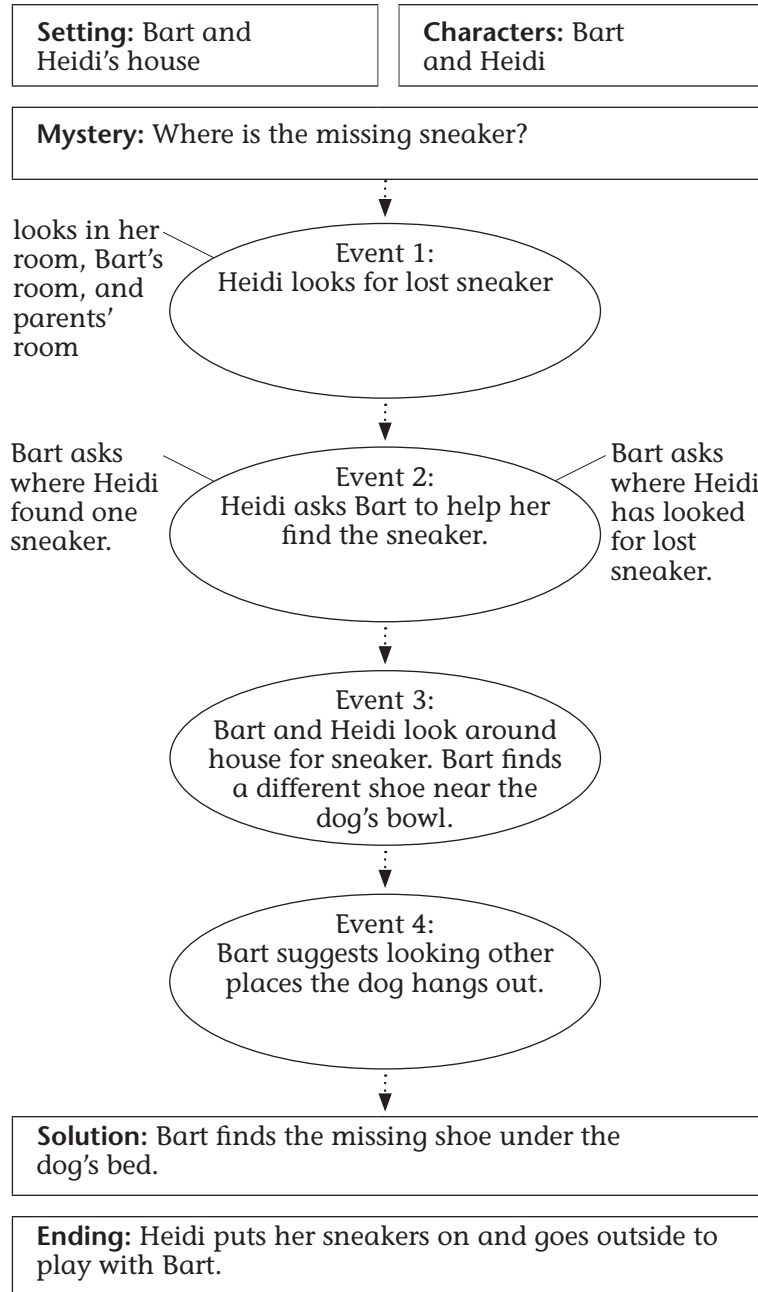
- Review the writing prompt with the class.

Writing Prompt

Think of something that might disappear. Write a mystery story about the item. 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, detective, mystery, clues, and 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 that you created yesterday to plan your story.

Story Map



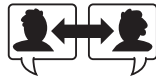
- Model using the plan to draft your story skipping lines. Make some spelling or grammar mistakes that you can model correcting on Day 9 during editing.

I'm going to use my story map to help draft my story. At the beginning of my story, I will describe the setting, the main characters, and the mystery in the story.

The Missing Sneaker

Heidi looked under her bed. She looked in her closet. She grumbled, "Where is that missing sneaker? I can't find it any where!" She stomped around her room a bit more. Then she headed to her parents' room and looked for the sneaker there. It wasn't there either. She marched into her brother's room. Her brother, Bart, was lying on his bed.

"Bart, have you seen my sneaker? I can't find it anywhere and I have gym today. I have to have it!" Heidi complained.



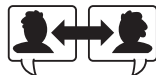
- Use **Think-Pair-Share** to ask:

What story elements have I included in the beginning of my mystery story? *[You have included the setting, the characters, 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 Bart used to solve the mystery.]*

- Remind the students that you will continue to add dialogue in the middle of the story. Use **Think-Pair-Share** to ask:

What elements will I put in the end of the story? *[You will put the solution at the end of the story.]*



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 again 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.

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 a DVD player available to show 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 5:54).

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



Show DVD segment



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

Who are 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 around only 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:

Tom said you are a talented artist
Caroline replied do you really think so



- Read the first sentence, and use a **Think Aloud** to punctuate it.

I know that I have to put the dialogue inside quotation marks. Tom said, “you are a talented artist,” 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 Y.)

The words that Tom 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: Tom said, “You are a talented artist.”)



- Ask a volunteer to read the second sentence. Have the students help you punctuate and capitalize the sentence correctly. If necessary, point out that Caroline replied with a question, and discuss what type of punctuation is necessary. [*Caroline replied, "Do you really think so?"*]
- Tell the students that sometimes the speaker comes after or in the middle of a quote.
- Write the following sentences on the board:

We are going to the movies. I can't wait to get a big tub of popcorn Michael 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. Michael said, "We are going to the movies. I can't wait to get a big tub of popcorn," 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 Michael 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 *popcorn* and a period at the end of the sentence. (Add the comma and period. The new sentence should read: "We are going to the movies. I can't wait to get a big tub of popcorn," Michael said.)

- Rewrite the sentence, putting the speaker in the middle of the sentence. ("We are going to the movies Michael said I can't wait to get a big tub of popcorn.")
- Read the sentences, and use a **Think Aloud** to punctuate the dialogue.



I have to put the words that Michael said in quotation marks, but this time the words come before and after his name. I will need two sets of quotation marks—one set around "We are going to the movies" and one set around "I can't wait to get a big tub of popcorn." (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 “Michael said,” so I have to use a comma after the word *movies*, not a period. (Add a comma after *movies*.)

I will put a period at the end of the statements. (Add periods after *said* and *popcorn*. The new sentence should read: “We are going to the movies,” Michael said. “I can’t wait to get a big tub of popcorn.”)

- Write the following sentences on the board:

I like to play guitar said Maggie. I also like drums.
When are we going to go bowling asked Drew

- 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 play guitar,” said Maggie. “I also like drums.” / “When are we going to go bowling?” asked Drew.*]
- Tell the students that they will continue to practice punctuation and capitalization in dialogue during Teamwork.

Teamwork

Timing Goal: 10 minutes

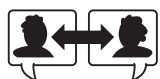
Team Practice

- 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.



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.



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.
- 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. Use **Random Reporter**, and award an additional point to teams whose members give an example of how active listening helped prepare all 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. "My house is two blocks from the grocery store," Dave explains.
"I can pick up some food for you."
2. "When Tammy comes home, tell her to make her bed," Mother says.
3. "That noise is too loud!" Michael shouted. "I cannot concentrate on my work."
4. "Where are you going in such a hurry?" Teddy asked.
5. "I hope it won't rain tomorrow," said George. "I want to play outside."

Team Mastery

1. "Watch out!" shouted Phillip. "I don't want to bump into you."
2. "Should I tie a knot in this string?" Nelson asks.
3. Emily said, "I have a check-up at the doctor tomorrow."
4. "You have become a great tennis player," Dad said. "I am proud of your hard work."
5. "That was some hit!" yelled Casey.

Team Practice 2

1. "Did anyone see the space shuttle take off?" Mrs. Rush asked. "It took off early this morning."
2. "I will be home in fifteen minutes," said Evan.
3. Ken wondered, "Why are we turning around again?"
4. Tischelle announces, "I cannot find my favorite jacket."
5. "I am almost done with my homework," said Roger. "I am so happy!"

Team Mastery 2

1. "When did the pain start?" Dr. Epos asked.
2. "Give back my money!" Paul demanded.
3. "I washed the dishes," said Sam. "Now can I go to Jimmy's house?"
4. "I will be going to a new school next year," said Wade. "I will miss my friends."
5. "Why do you like to dance?" Alyssa asked.

Quick Check

1. Maya said, "I could not figure out the answer to question six."
2. Sean wondered, "Why do elephants have such big ears?"
3. "I want to be on Ryan's team," shouted Paulene. "He is a fun captain."
4. Kaylee asked, "How much money will I need for the class trip?"
5. "Ready or not here I come!" roars Deon.

Quick Check 2

1. "Go bears!" the crowd cheered.
2. "What are you going to do in the summer?" Sophia asks.
3. "I can't find my pencil," said Jorge.
4. "I could not come to your house because my bicycle tire was flat," explained Eric.
5. The conductor yelled, "Get off the track!"

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.

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 curious detective searched the cold, empty room in the abandoned house for hidden clues.

- 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 fractured fairy 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 actively listen. 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 today they will share their drafts with their partners and record that feedback on their revision guides. Read the focus and goals for the day aloud.

Instruction

- Refer to the revision guide. Review the Ideas, Organization, and Style sections. Remind the students that they used a story map to help them write their drafts, so there should be a setting, characters, a problem, main events, and a solution.

REVISION GUIDE

Mystery Story

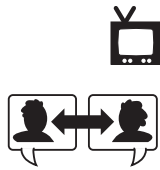
Name: _____Date: _____

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 tell the setting, main character (detective), and the mystery?				
Does the middle tell the clues that the detective finds?				
Does the end tell 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)				



- Remind the students that they will check the revision guide to see if their stories include everything on it.
- 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 does Tasha add to her story? Can you give an example? *[(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 Heidi and Bart when they find a different shoe near the dog’s bowl. Have partners discuss your revisions and decide whether or not the speaker tags reflect the speaker’s feelings. 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

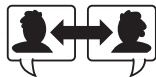
Timing Goal: 10 minutes

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



- 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 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.

bart ask heidi if her looked under her bed for the lost sneaker.

- Point out that this sentence has a misspelled word: *sneaker*. Remind the students to check for subject-verb agreement and the correct use of pronouns.

Bart asks Heidi if she looked under her bed for the lost sneaker.



Author's Chair

- Have a few students take turns reading their fractured fairy 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.

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.



Active Instruction

Timing Goal: 12 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.
- 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 made notes 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 Heidi and Bart.
- Use a **Think Aloud** to think of dialogue, and model adding it to your draft. Also model using appropriate speaker tags with the dialogue.
- 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: 15 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 “Revised Draft Ratings” column on their revision guides.
- Hold brief conferences with as many of the students as possible to help them integrate the feedback they have received and make changes to their drafts.

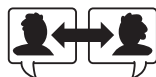
Reflection

Timing Goal: 3 minutes

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

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

- Ask the students to check off revising on their team score sheets. Celebrate completing this step.
- End the class by celebrating good teamwork. Use **Random Reporter**, and 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.
- 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.

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.

- 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.

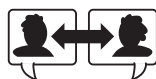
Instruction

- 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 makes sense. Other times, it does not 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.

Jessica's mother asked her to clean the kitchen.
"Jessica, can you please clean the kitchen?" her mother asked.
"Clean up the kitchen!" yelled Jessica's mother.



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

What do these sentences have in common? *[The sentences all talk about Jessica being asked to clean up the kitchen.]*

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.]*

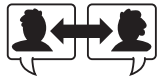
- Explain to the students that different kinds of sentences can be used to express or communicate the same thing. As a reader, it is more interesting if a story uses a variety of sentences and includes dialogue. The most common kind of sentence used is a statement. Tell the students that they will practice 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).

Terry wanted to know if Charlene wanted to go to the arcade.
Charlene said that she would love to go to the arcade.
Terry said that they should go immediately.



- Use a **Think Aloud** to show how these statements could be turned into dialogue:

The first statement says that Terry wanted to know if Charlene wanted to go to the arcade. What could I have Terry say with dialogue to communicate the same thing? *“Do you want to go the arcade with me?” Terry asked.* Then I could say: *Charlene said, “I would love to go to the arcade.”* Finally, the last statement could be turned into a command from Terry. *“Let’s go!” shouted Terry.*



- Discuss with the students 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 by using dialogue. Use **Think-Pair-Share** to ask:

Do you think it would be fun to read a story where the characters have no dialogue and every sentence is 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 to use with 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 won the race!* or *Wow!*).



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



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

Teamwork

Timing Goal: 10 minutes

Team Practice

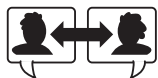
- Distribute the **Teamwork 1: Varying Sentences II** page. Ask the students to look at the **Team Practice** section.
- Explain that during Team Practice the students will work as a team to change the statements into dialogue using different kinds of sentences.
- Allow time for the teams to complete 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.

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 **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.



Reflection

Timing Goal: 5 minutes

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

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. Use **Random Reporter**, and award an additional team cooperation point to teams whose members can give an example of how active listening helped prepare all team members to participate in discussion.

Answer Keys: Varying Sentences II

Team Practice

“Do you want to go fishing this afternoon?” asked Jared.

“Definitely!” responded Jay.

“What do you think we should use for bait?” Jared wondered.

Team Mastery

“Would you like to come over my house on Saturday?”
asked Kevin.

“I can’t, we’re going to my grandma’s on Saturday,” groaned Gavin.

“That stinks!” grumbled Kevin.

Team Practice 2

“Wow!” screamed Simon.

“What’s all the fuss about?” wondered Olivia.

“I just saw a shooting star!” exclaimed Simon.

Team Mastery 2

“That is awesome!” shouted Leo.

“Would you like to try out my cool, new bike?” Dan responded.

“I would love to!” cried Leo.

Quick Check

“Why do you always leave your dirty clothes on the floor?” asked
her father in an angry tone.

“I’m not sure,” whispered Annie.

“Pick them up!” ordered her father.

Quick Check 2

“Help!” screamed Lily.

“What’s the matter now?” her mother groaned.

“I got my hand stuck in the door,” Lucy explained.

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 brothers of Rob plays on the football team coached by the uncle of Rob.

- Remind the students that the subject and verb need to agree, and about the use of possessives.

Rob's brothers play on the football team coached by his uncle.

- Demonstrate the use of the appropriate editing marks to edit the sentence.



Author's Chair

- Have a few students take turns reading their fractured fairy 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 partner's story, and note mistakes in spelling, punctuation, capitalization, and grammar.

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 like the following:

me found you're sneaker under murphys bed
Bart hollered.



- 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, and Me should be I. There should be quotation marks around what Bart said. A comma belongs at the end of what he says before the quotation marks. You're should be your, and murphys should be Murphy's.]*

What does the speaker tag tell you about how Bart is feeling? *[The speaker tag shows that Bart is excited.]*

- 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, 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.

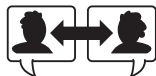
What will I look for the third time that I read it? *[You will check to see that all the words are spelled correctly.]*

- 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? *[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.



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 off the editing step on their team score sheets to show that they have completed it. Celebrate completing this step of the process.
- Use **Random Reporter**, and award an additional team cooperation point to teams whose members can give an example of how actively 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 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 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.

"can you help me with me homework." shane asked his sister?

- Point out that this sentence has a quotation. There should be quotation marks before and after the words Shane says. The question mark also belongs inside the quotation mark. The sentence should begin with a capital letter.

"Can you help me with my homework?" Shane asked his sister.

- Demonstrate the use of the appropriate editing marks to edit the sentence.

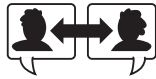
Active Instruction

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 drafted a mystery using our story maps. 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.

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 person for a day, who would you be? Describe why you chose this person and what you would do for a day.
2. What is your favorite day of the week? What do you like the most about this day?
3. Do you think there should be a dress code at your school? 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?



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

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

You may want to brainstorm ideas with your partner for a few minutes. Sometimes as you talk about topics, more ideas come to you. Once you have chosen a topic to write about, you will want to make some notes about your ideas. A web, list, 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.

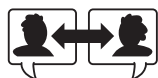
Teamwork

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 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?

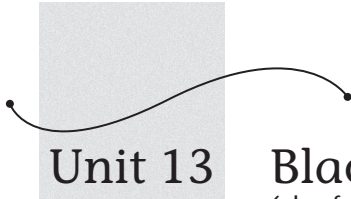
- Suggest that the students review their journal writing and choose an Ace Writer sentence that they want to share with the class. Have them underline the sentence and mark the page in their journals. You can use these Ace Writer sentences for the Two-Minute Edits in subsequent units.



- 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.



Unit 13

Blackline Masters

(also found on CD accompanying volume 1)

Developing Story Elements to Create Suspense

Write a Mystery Story

Day 1	Transparency Sample Dialogue.....501 How Do You Say It?.....501 What Did You Say? 501 Student Handouts Teamwork 1: Using Speaker Tags 502 Teamwork 2: Using Speaker Tags 503 Quick Check: Using Speaker Tags.....504
Day 2	Transparencies Story Map (blank).....505 The Case of the Missing Miss Kitty 506–507 Writing Prompt.....508
Day 3	Transparencies Writing Prompt 508 Story Map (blank).....505
Day 4	Transparency Writing Prompt 508 Story Map (from Day 3).....505
Day 5	Transparency Quotation Rules 508 Student Handouts Teamwork 1: Using Quotation Marks 509 Teamwork 2: Using Quotation Marks 510 Quick Check: Using Quotation Marks.....511
Day 6	Transparency Mystery Story Revision Guide.....512
Day 7	Transparency Mystery Story Revision Guide.....512
Day 8	Student Handouts Teamwork 1: Varying Sentences II.....513 Teamwork 2: Varying Sentences II.....514 Quick Check: Varying Sentences II.....515
Day 9	(No blackline masters)
Day 10	(No blackline masters)
Day 11	(No blackline masters)

Sample Dialogue

“Help! I can’t hold the branch much longer,” he screamed to his sister.

“Hold on, I’m getting the ladder,” she assured him.

“Hurry, my fingers are slipping!” he wailed.

How Do You Say It?

Nathan said, “Throw me the ball.”

Nathan yelled, “Throw me the ball.”

Nathan grumbled, “Throw me the ball.”

“Throw me the ball,” Nathan gasped.

What Did You Say?

Example 1

Carson wants to ask Jared to Carson’s house for a sleepover. Jared wants to know what day the sleepover is on. Carson tells Jared that it is this coming Saturday.

Example 2

Emily needs help baking a cake for her school’s bake sale. Her mom tells her that she will help Emily. Emily thanks her mom for helping.

Team Practice

Veronica wants to ride her bike to Ella's house.

Her mother says it is getting dark and she will drive Veronica to Ella's house.

Veronica is thankful for her mother's offer.

Team Mastery

Mary could not find her homework. She asked her brother if he had seen it. He hadn't but told her to look on the kitchen table. Mary felt relieved to find her work there.

Team Practice 2

Yolanda asked the grocer where she could find spaghetti. The grocer told Yolanda that he would take her there. Yolanda thanked the grocer and explained that she was cooking a spaghetti dinner for her family.

Team Mastery 2

Heather wanted to watch a television show. Her sister, Gina, was already watching something. Heather asked if she could pick a show when Gina's show was over. Gina thought that would be okay.

Quick Check

Ben wanted to play basketball at recess. He asked Ned and Ian to play with him. Ian really wanted to play because basketball was his favorite sport. Ned wanted to play, too.

Quick Check 2

Phyllis did not know where her dictionary was. She asked her father if he knew where it was. He thought it was on her desk. When Phyllis checked her desk again, she found it there.

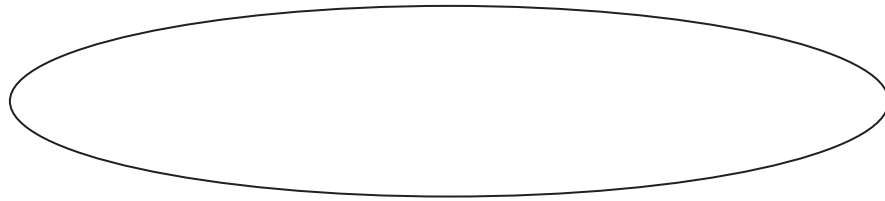
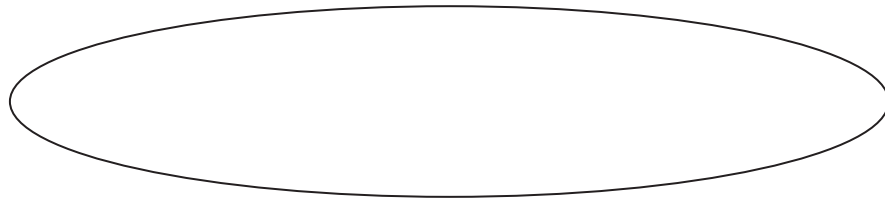
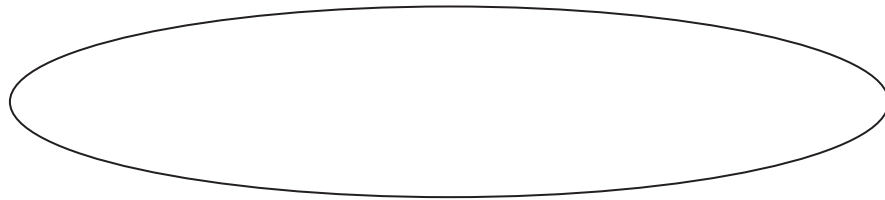
Story Map

Title: _____

Setting:

Characters:

Problem:



Solution:

The Case of the Missing Miss Kitty

by Joanie Thomas

Mona came home from school and was surprised that her beloved cat, Miss Kitty, was not at the door to greet her. Mona thought this was strange. She looked in Miss Kitty's favorite hiding places and even pulled out her favorite toys. There was still no sign of Miss Kitty. Mona decided that this was a case for Delia Douglas. Delia, or Detective D.D., as everyone at school liked to call her, was famous in town. She had solved many mysteries. Delia always walked by Mona's house on her way home. Mona ran outside and waited for her. Sure enough, at 4:30 on the dot, Delia walked by.

"Delia, I am sure glad to see you," Mona said.

"What's up?" asked Delia.

"It's Miss Kitty. I can't find her," Mona cried.

"Well, you've come to the right person. I will make sure Miss Kitty is back by dinnertime," Delia promised.

"Let's take a look inside your house. Maybe we will find some clues that will help solve this mystery," Delia suggested.

Mona and Delia walked inside. Delia asked to see Miss Kitty's food bowl.

"What time did you feed Miss Kitty?" Delia asked Mona.

"I fed her at seven o'clock. The bowl was full," Mona answered.

"Well, the bowl is still full. Was Miss Kitty here when you fed her?" Delia asked.

"Yes. Then I left for school, so I didn't see if she ate anything," Mona replied.

continued on next page

The Case of the Missing Miss Kitty, *continued*

Delia thought for a while. She asked, "Who else was here this morning at seven o'clock?"

"Besides my parents, Chester stopped by. He loves Miss Kitty and said he wanted a cat just like her," Mona said.

"Maybe Chester took Miss Kitty. Did Chester leave your sight when he was here?" Delia asked.

"No. Chester just knocked on the door and we walked to school together," Mona answered.

Delia thought some more. She walked to the front door and noticed a bag of cat treats. She knew the cat treats were usually kept in the kitchen. Delia asked Mona why the cat treats might be at the front door. Mona told Delia that they only kept the treats next to the door when Miss Kitty had to go somewhere, like to the veterinarian.

"Aha. I think we might have cracked the case. Where is Miss Kitty's cat carrier?" Delia asked.

Mona went to the hall closet and the cat carrier was gone. Then she realized that her mom or dad must have taken Miss Kitty to the veterinarian. Sure enough, ten minutes later, Mona's mom came home, carrying Miss Kitty. The case was solved and Miss Kitty was home, safe and sound.

Writing Prompt

Think of something that might disappear. Write a mystery story about the item. 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, mystery, clues, and 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.

Team Practice

1. my house is two blocks from the grocery store Dave explains
I can pick up some food for you
2. when Tammy comes home tell her to make her bed Mother says
3. that noise is too loud Michael shouted I cannot concentrate on
my work
4. where are you going in such a hurry Teddy asked
5. I hope it won't rain tomorrow said George I want to play outside

Team Mastery

1. watch out shouted Phillip I don't want to bump into you
2. should I tie a knot in this string Nelson asks
3. Emily said I have a check-up at the doctor tomorrow
4. you have become a great tennis player Dad said I am proud of
your hard work
5. that was some hit yelled Casey

Team Practice 2

1. did anyone see the space shuttle take off Mrs. Rush asked it took off early this morning
2. I will be home in fifteen minutes said Evan
3. Ken wondered why are we turning around again
4. Tischelle announces I cannot find my favorite jacket
5. I am almost done with my homework said Roger I am so happy

Team Mastery 2

1. when did the pain start Dr. Epos asked
2. give back my money Paul demanded
3. I washed the dishes said Sam now can I go to Jimmy's house
4. I will be going to a new school next year said Wade I will miss my friends
5. why do you like to dance Alyssa asked

Quick Check

1. Maya said I could not figure out the answer to question six
2. Sean wondered why do elephants have such big ears
3. I want to be on Ryan's team shouted Paulene he is a fun captain
4. Kaylee asked how much money will I need for the class trip
5. ready or not here I come roars Deon

Quick Check 2

1. go bears the crowd cheered
2. what are you going to do in the summer Sophia asks
3. I can't find my pencil said Jorge
4. I could not come to your house because my bicycle tire was flat
explained Eric
5. the conductor yelled get off the track

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 tell the setting, main character (detective), and the mystery?				
Does the middle tell the clues that the detective finds?				
Does the end tell 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:				Total Teacher Score
? = missing or needs to be improved ✓ = here and complete + = here, complete, and excellent				

Team Practice

Jared asked Jay if he wanted to go fishing this afternoon. Jay said that he definitely wanted to go fishing. Jared wondered what they should use for bait.

Team Mastery

Kevin asked Gavin if he wanted to come over his house on Saturday. Gavin explained that he couldn't because he was going to his grandma's house on Saturday. Kevin thought that stunk.

Team Practice 2

Simon screamed wow about something. Olivia wondered what the fuss was all about. Simon explained that he just saw a shooting star.

Team Mastery 2

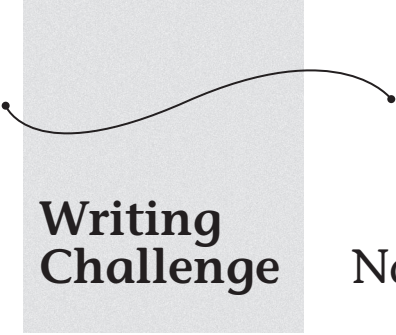
Leo shouted that he thought it was awesome. Dan asked if Leo wanted to try out his cool, new bike. Leo said that he would love to.

Quick Check

Annie's father asked her why she always left her dirty clothes on the floor. Annie whispered that she wasn't sure. Her father ordered her to pick up her clothes.

Quick Check 2

Lily screamed for help. Her mother wondered what was wrong with Lily now. Lily explained that she got her hand stuck in the door.



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 today they will participate in a practice writing activity.
- 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 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 character for a video game. What is the character's name? Does the character have special powers? How does the character solve a problem in the game? Write a story with at least three paragraphs that includes this information. Be sure to include a setting. Remember to include 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 correct them.
- Tell the students that you have some writing samples, parts of stories students have written, and that you would like them to read and evaluate only the mechanics of the writing. Remind them that *evaluate* means to tell what is good about the writing and what needs improvement.
- Display the Narrative Writing transparency, and cover the writing samples. Explain that when you grade the mechanics of the students' writing, you will use a chart that includes the information on the transparency.

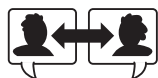
Narrative Writing Scoring Guide

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

Uggie is the main character in the new action game called Uggie's Universe. The object of the game is to get Uggie through different levels of challenges to get safely back to his planet. Uggie can jump and fly to avoid possible dangers. Its' a fantastic game!



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

Do you notice any mechanics errors in this writing sample? How many errors do you find? *[There is one error. The apostrophe in Its' is in the incorrect place.]*

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

Meet Goobie. goobie are a gorilla that sav a pincess.

Goobie use a rope to swing from tres. him climb

buildings. Her is strong.

- Refer the students to the scoring guide, and ask them to work in teams to score this writing on mechanics and to explain why they gave the writing that score.
- 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, Goobie is not capitalized. Several words such as save, princess, and trees are not spelled correctly. There are pronoun errors. There are subject-verb agreement errors.]*

What score did you give this story for mechanics? *[The students will probably give the story a 1 because there are errors in all the sentences.]*

- Thank the students for helping you score the samples. Remind the students that they will have the opportunity to write a whole story from start to finish independently tomorrow. Remind them that their stories will be scored on ideas, organization, style, and mechanics.



Writing Challenge

Day 2 Independent Writing

OBJECTIVE: The students will independently respond to a narrative writing prompt.

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 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 students' scores on the Record of Unit Scores.

Goal Setting

- After you have recorded the scores for the narrative writing challenge on the Record of Unit Scores, calculate the class averages for ideas, organization, style, and mechanics. Write these averages on the Writing Challenge Score Sheet transparency under the Narrative Writing column. **Note:** When you calculate the scores for each section—ideas, organization, style, and mechanics—the class averages will be in decimal form. For simplicity's sake, these can be rounded to whole numbers (ex.: $2.1 = 2$; $2.85 = 3$; $2.5 = 3$).
- Display the Writing Challenge Score Sheet transparency so the students can see how they compare to the class score on the previous writing challenge. Point out the Narrative Writing column.
- Discuss with the students the areas in which the class did well and the areas in which they can improve. Ask the students to brainstorm ideas on how they can improve the weaker areas.
- Have teams celebrate their successes and discuss goal setting. Have teams discuss the following questions:

For which aspect of writing did the class score the highest?

Compare these scores with the ones for the last challenge. Which scores improved from the last writing challenge?

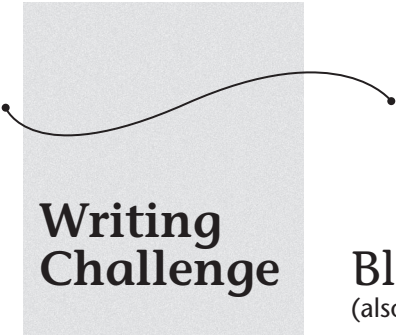
Looking at the scores, which aspect of writing—ideas, organization, style, or mechanics—do we need to work on as a class?

Do you think working toward team cooperation goals will help us improve that score? How?

- Use **Random Reporter** to share team responses. Record the class goal(s) on the transparency.
- Collect and count the Inkwell tokens. On a class thermometer or other scale, record the count, and celebrate the students' successes in reaching their goals.
- Return the papers to the students. Hold individual conferences to discuss the scores.
- Place the papers in the students' portfolios.



When you meet with your teacher team, bring the Writing Challenge Score Sheet. Discuss the areas in which your students need to improve, and share ideas on how to help your students improve their scores.



Blackline Masters

(also found on CD accompanying volume 1)

Narrative Writing

Day 1	Transparencies	
	Writing Prompt	527
	Narrative Writing Scoring Guide—Mechanics	527
	Writing Sample #1	528
	Writing Sample #2	528
Day 2	Student Handout	
	Narrative Writing Challenge.....	529
	Teacher Reference	
	Narrative Writing Challenge Rubric	531
	Anchor Papers—Ideas.....	532
	Anchor Papers—Organization	534
	Anchor Papers—Style.....	536
	Anchor Papers—Mechanics	538
	Transparency	
	Writing Challenge Score Sheet	539

Writing Prompt

Make up a new character for a video game. What is the character's name? Does the character have special powers? How does the character solve a problem in the game? Write a story with at least three paragraphs that include this information. Be sure to include a setting. Remember to include 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.

Writing Sample #1

Uggie is the main character in the new action game called Uggie's Universe. The object of the game is to get Uggie through different levels of challenges to get safely back to his planet. Uggie can jump and fly to avoid possible dangers. Its' a fantastic game!

Writing Sample #2

Meet Goobie. goobie are a gorilla that sav a pincess. Goobie use a rope to swing from tres. him climb buildings. Her is strong.

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 becomes invisible. What is the character's name? How did the character become invisible? Tell what happens to the character while being invisible. How does the character solve this problem? Write a story with at least three paragraphs that include this information. Be sure to include a setting. Remember to include 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.

Ideas			
4	Describes a setting, main character, and problem. Describes the sequence of events thoroughly. Includes a solution to the problem at the end.		
3	Includes most of the story elements, but lacks a clear description of some.		
2	Lacks several story elements and does not have a cohesive plot.		
1	Does not tell a story.		
Organization			
4	Demonstrates focus and follows a clear, logical sequence with a beginning, middle, and end.		
3	Follows a logical sequence with a beginning, middle, and end, but may occasionally lose focus.		
2	Follows a sequence, but may lose focus and/or be missing a beginning, middle, and end.		
1	Shows little or no evidence of following a sequence with a beginning, middle, and end or focus.		
Style			
4	Includes vivid sensory details that help the reader make a mind movie. Uses dialogue throughout the story to make the story more interesting.		
3	Includes some sensory details that help the reader make a mind movie. Uses dialogue occasionally to make the story more interesting.		
2	Includes few sensory details and it is difficult to make a mind movie. Uses dialogue only a few times in the story.		
1	Does not include sensory details and it is impossible to make a mind movie. 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

Ideas

Score Point: 4

Emma sat quietly at the kitchen table on Saturday morning. The sweet smell of cinnamon rolls baking in the oven filled the air. Emma noticed an unfamiliar blue glass sitting on the table. It was filled with a green liquid that smelled delicious. Emma took a big sip, and she immediately became invisible.

"Wow!" screamed Emma. "What was that stuff?"

"Emma, is that you?" asked her mother. "Where are you?"

"I'm right here at the table, Mom," replied Emma.

"Stop playing games!" yelled her mother. "Where are you?"

"I drank this green stuff, and now I'm invisible." Emma said calmly.

Emma's mother ran upstairs to get her husband. Emma's father was a chemist and he had been working on some new products.

"George, Emma drank that green stuff and now she's invisible!" shrieked Emma's mother.

"Oops!" giggled Emma's father. "Here, just drink this red stuff."

Emma drank the tangy red drink. It tasted tart and sour. Emma glanced down and her body had reappeared. Phew!

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 Jason wer walking home from skool. he walked passed the creepy brown house on the korner. Nobody ever seemed to come out of that house. A spooky lady with a black dress appeered on the front porch and stard right at jason.

The wierd woman waved a long stick at jason and sang a chant. Jason looked down, as his legs, and then his entire body became inbisible.

"What did you do to me?" he screamed "You crazy witch!"

The lady laught. jason stood on the sidewalk. He wer sad.

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.

continued on next page

Ideas—continued

Score Point: 2

She snift the powder. Her body shaked. Where is my arm?

Her went in her brother room. He not see her. She taked his game.

She sat on she bed. It was fun.

EXPLANATION: Some story elements are missing and the plot is unclear.

Score Point: 1

No one sees me. I see them.

I went to the park. I like the swings. Me brother swings really high.

i am going shopping tomorrow.

EXPLANATION: Does not tell a story.

Organization

Score Point: 4

Sam woke up early on Saturday morning. He got out of bed and went downstairs. He felt a little dizzy as he walked down the steps. He walked into the kitchen and saw his dad.

"Good morning, Dad," said Sam.

Sam's father looked around the room, and then shrugged his shoulders. He continued reading the newspaper and sipping his coffee.

"Dad, I said good morning," Sam said sternly.

"I better go back to bed," replied Sam's dad. "I keep hearing things."

Sam walked over to the mirror, and saw that he was invisible. Sam had to fix this before baseball practice. Sam shut his eyes tightly, and wished that he was visible again. Somehow it worked because Sam could see himself in the mirror again.

EXPLANATION: The story events follow a logical sequence with a beginning, middle, and solution at the end.

Score Point: 3

Laura rushed as she walked to school on Monday morning. She was always running late on Mondays. she quickly ate the apple in her hand as she walked. Her belly started to feel funny, she blinked her eyes, and then she became instantly invisible.

"What happened to me?" screamed Laura.

Laura got her backpack from the closet.

Laura thought she was still asleep and dreaming. She took a big drink of water from her water bottle. She blinked her eyes again, and she was no longer invisible.

EXPLANATION: The story has a beginning, middle, and end, but the sequence of events is unclear in places.

continued on next page

Organization—continued

Score Point: 2

Nicky was so confused. How could this happen?. He walked back and forth in his room.

“Hurry, or you will be late for school!” yelled Nicky’s sister.

“I can’t go to school,” mumbled Nicky.

Nicky said a prayer. He is better. He turns on the radio.

EXPLANATION: The sequence of events is unclear in places and there is no beginning to the story.

Score Point: 1

He drank a potion. He sleeps. He have a blanket.

He has a puppy. It is cute. She likes sticks.

It started to rain. Then it was sunny.

EXPLANATION: This story lacks focus and shows little or no evidence of following a sequence with a beginning, middle, and end.

Style

Score Point: 4

Emma sat quietly at the kitchen table on Saturday morning. The sweet smell of cinnamon rolls baking in the oven filled the air. Emma noticed an unfamiliar blue glass sitting on the table. It was filled with a green liquid that smelled delicious. Emma took a big sip, and she immediately became invisible.

"Wow!" screamed Emma. "What was that stuff?"

"Emma, is that you?" asked her mother. "Where are you?"

"I'm right here at the table, Mom," replied Emma.

"Stop playing games!" yelled her mother. "Where are you?"

"I drank this green stuff, and now I'm invisible." Emma said calmly.

Emma's mother ran upstairs to get her husband. Emma's father was a chemist and he had been working on some new products.

"George, Emma drank that green stuff and now she's invisible!" shrieked Emma's mother.

"Oops!" giggled Emma's father. "Here, just drink this red stuff."

Emma drank the tangy red drink. It tasted tart and sour. Emma glanced down and her body had reappeared. Phew!

EXPLANATION: The story includes many details and uses dialogue to make the story interesting.

continued on next page

Style—continued

Score Point: 3

Sam woke up early on Saturday morning. He got out of bed and went downstairs. He felt a little dizzy as he walked down the steps. He walked into the kitchen and saw his dad.

“Good morning, Dad,” said Sam.

Sam’s father looked around the room, and then shrugged his shoulders. He continued reading the newspaper and sipping his coffee.

“Dad, I said good morning,” Sam said sternly.

“I better go back to bed,” replied Sam’s dad. “I keep hearing things.”

Sam walked over to the mirror, and saw that he was invisible. Sam had to fix this before baseball practice. Sam shut his eyes tightly, and wished that he was visible again. Somehow it worked because Sam could see himself in the mirror again.

EXPLANATION: The story includes some sensory details and occasional dialogue.

Score Point: 2

Nicky was so confused. How could this happen?. He walked back and forth in his room.

“Hurry, or you will be late for school!” yelled Nicky’s sister.

“I can’t go to school,” mumbled Nicky.

Nicky said a prayer. He is better. He turns on the radio.

EXPLANATION: The story includes few sensory details and limited dialogue.

Score Point: 1

She snift the powder. Her body shaked. Where is my arm?

Her went in her brother room. He not see her. She taked his game.

She sat on she bed. It was fun.

EXPLANATION: Does not include sensory details or dialogue.

Mechanics

Score Point: 4

Laura rushed as she walked to school on Monday morning. She was always running late on Mondays. she quickly ate the apple in her hand as she walked. Her belly started to feel funny, she blinked her eyes, and then she became instantly invisible.

“What happened to me?” screamed Laura.

Laura got her backpack from the closet.

Laura thought she was still asleep and dreaming. She took a big drink of water from her water bottle. She blinked her eyes again, and she was no longer invisible.

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

Score Point: 3

No one sees me. I see them.

I went to the park. I like the swings. Me brother swings really high.

i am going shopping tomorrow.

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

Score Point 2:

One day Jason wer walking home from skool. he walked passed the creepy brown house on the korner. Nobody ever seemed to come out of that house. A spooky lady with a black dress appeered on the front porch and stard right at jason.

The wierd woman waved a long stick at jason and sang a chant. Jason looked down, as his legs, and then his entire body became inbisible.

“What did you do to me?” he screamed “You crazy witch!”

The lady laught. jason stood on the sidewalk. He wer sad.

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

Score Point: 1

Mikey walkd under the wader. him cant' see. His mom seerched for mikey.

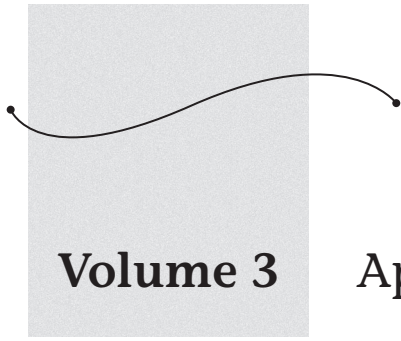
mikey finded a doktor. Them talked. he drink medsin.

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

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: $10\frac{1}{2}" \times 8\frac{1}{2}"$ (same size as standard lined paper)
- $8\frac{1}{2}" \times 11"$ pieces of paper for pages (The number of pages depends on the length of your students' written products. Make sure there are enough pages for the students to include their entire stories.)
- Cover material $10\frac{1}{2}" \times 14"$ (wallpaper, construction paper, wrapping paper, fabric, etc.)
- Glue
- Scissors
- Stapler (saddle staplers or swing staplers work well) or a thread and needle

Procedures

- Fold the pages in half. Put a blank page on the outside to glue onto the cardboard. Staple or stitch up the center. Set the pages aside.
- Place the cover material on a flat surface facedown. Put the two cardboard pieces on top of it. Leave a small space (about $\frac{1}{2}"$) between the cardboard pieces for the pages. Glue the cardboard in place.
- Fold and glue the corners of the cover material over the corners of the cardboard.
- Fold and glue the four sides down.
- Position the book pages in the space between the cardboard. Glue the blank pages to the front and back of the book (onto the cardboard).
- Have the students write the final copies of their work on the blank pages of the book.
- Design the front cover of the book, including the title and author(s).



Appendix

Writing in Social Studies: Research Report

If the students write about a different topic, one you are focusing on in social studies class, they will need access to print or online sources of information for their research.

Overview

The Author's Opportunity

In unit 8, the students chose a country about which they wanted to learn more, and they wrote a business letter to that country's embassy 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 country. The students will publish their research reports in a class book entitled *Travel the World*.

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

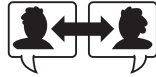
- Explain that when we do research, we start with questions, and then we look for the answers. Tell the students that research writing is a kind of informative writing. Research writing involves finding information to answer our questions and then writing to describe what we have found.
- Remind the students that they wrote letters to embassy offices to request information. The pamphlets, brochures, etc. that they received are full of country information.
- Remind the students that they brainstormed a list of questions to ask about the country that they chose. For example:
 - Where is it located?
 - What is the land or geography like?
 - Are there any special foods for which the country is known?
 - What is the history of the country? What important events happened there?
 - What are the big cities in the country like?
 - What is the weather like?
 - Are there any special tourist attractions?
- Explain that the students will write a research report about their chosen country. They will start with questions, do research to find the answers, and then write to tell others what they have found.
- Refer the students to the writing prompt, and read it aloud.

Writing Prompt

What five things would you like to know about your chosen country? List those questions. Research the answers to those questions, and write a report that tells the facts and answers to your five questions.

To do your research, use the materials you received in the mail as your sources for facts.

Begin your report with an introductory paragraph that will interest the reader. Write a paragraph for each subtopic that includes a topic sentence and at least three supporting details. Try to make your ideas flow. Be sure to include a list of sources you used.

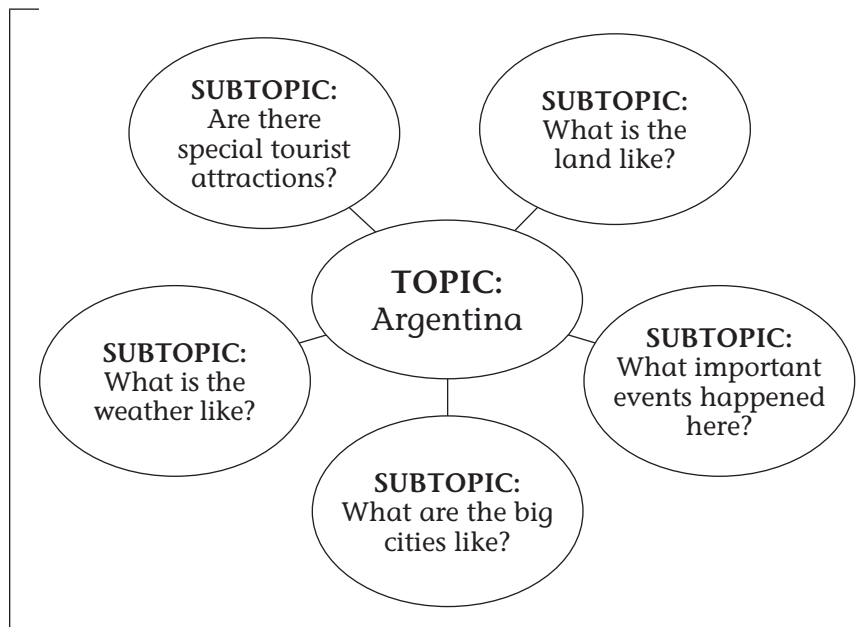


- Use **Think-Pair-Share** to review what should be included in the research report. Underline the necessary elements in the prompt.

According to the writing prompt, what should your research report include? *[It should tell the facts that answer five questions about my chosen country. 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 an embassy's 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 country. 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 country 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 country 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 countries. Point out that looking over the material that they received from the embassy's 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 country?

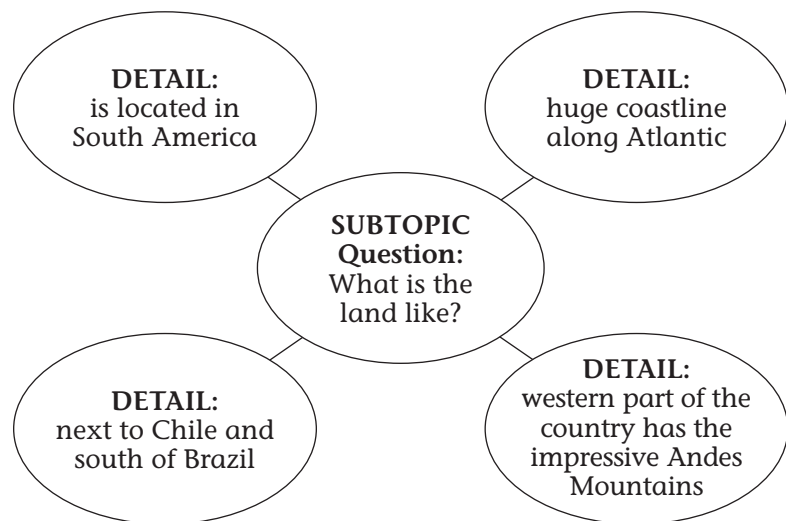
How did your partner help you?

- Praise the students for working toward a team cooperation goal.

Active Instruction

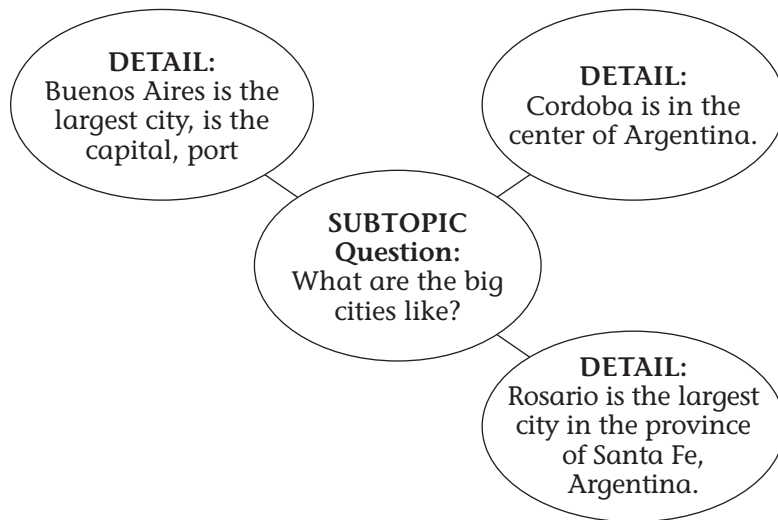
- Remind the students that a research report begins with questions. Doing research means looking for the answers to those questions.
- Display the web that you made on chart paper in the previous lesson. Remind the students that you recorded the questions that you have about Argentina on the web, for example: Where is the country 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 world, showing the location of the chosen country, is in your pack of information. The map shows that the country is in South America (or other location). Record this information on the web. Note any other information about the land, and record it on other arms of the web.

TOPIC: Argentina



- Point out that you have researched the first question. You browsed through the material and took notes about the land 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 Argentina. The question is: What are the big cities like in Argentina? Write the question in the center of a second web. Model using pictures or headings to locate information about the land features in Argentina. Record these details on the web.

TOPIC: Argentina

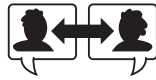


- Remind the students that asking questions and then collecting information on webs will help them organize their research. Taking notes about subtopics and details is an important step that will make it much easier when they begin drafting each paragraph for their reports. Remind them that they will need to find at least three details for each subtopic. Tell them to be sure the details they write actually answer the question they are asking.

Teamwork

- Tell the students that they will have a lot of information to write as they take notes. Explain that they will create a separate web on a separate page for each subtopic. Then they will browse through the material that they received about their countries, do research, and collect details that answer the questions. Then they will take notes in their own words on the arms of each web, just as you have modeled.

The students' research will require several social studies class periods. You may wish to provide additional sources of information about the countries such as library books, magazines articles, or websites.



- Hold conferences with the students to provide support as needed. Over the next few days, as the students take notes for their reports, monitor their progress to make sure they record the information in their own words and include at least three details for each subtopic. Tell the students that if they are having difficulty finding information about a particular subtopic, they should consider asking a different question.
- Have partners share their webs and give feedback. Tell the students that based on their partner's feedback, they may want to make changes on their webs.

Reflection

- Ask one or two volunteers to share their webs with the class. Use **Think-Pair-Share** to ask:

Was it easy or hard to find facts to answer your questions?

Did doing research make you think of other questions about your country? Did you add them to your plan?

How did your partner help you?

- Each day, have the students celebrate by sharing any new information that they have learned and added to their organizers.
- Praise the students for working toward a team cooperation goal.

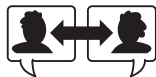
Active Instruction

- Explain to the students that one of the first things authors do when they draft a research report is introduce the topic in the first paragraph. Point out that when authors draft introductory paragraphs, they do not go into great detail about the topic. They give just enough information to let readers know what the report is about.
- Explain that the introductory paragraph not only introduces the topic, it also sets a purpose for reading. It should be short (about three or four sentences), and it needs to get the readers' 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 country, as the students will. The author is writing about Niagara Falls. Read the introductory paragraph aloud.

Sample Introductory Paragraph

Niagara Falls

Niagara Falls is a huge waterfall. How big is Niagara Falls? Where is it located? Do the falls freeze in winter? Read on to find the answers to these questions and more about Niagara Falls.



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

Does this introductory paragraph get you interested in the topic?

What got you interested? *[The students will probably say that the questions got them interested in the topic.]*

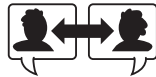
What purpose would you have for reading the rest of the report? *[To find out the answers to the questions and learn more about Niagara Falls.]*

- Explain to the students that the information in an introductory paragraph can be written in various ways. Tell them that some authors begin their reports with their questions and then define the topic and give the purpose, while others may give the purpose first. Point out that 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 Argentina 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: "What is Argentina like? What are the big cities in Argentina? What kind of food do they eat there?" Then I will give the reader a purpose for reading: "This report will answer these questions and more about Argentina."

Argentina

Have you heard of the country of Argentina? What is Argentina like? What are the big cities in Argentina? What kind of food do they eat there? This report will answer these questions and more about Argentina.

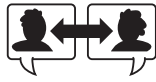


- Point out that in this introductory paragraph, to get the readers' attention, questions that will be answered come first, followed by the topic and purpose of the report. Use **Think-Pair-Share** to ask:

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?

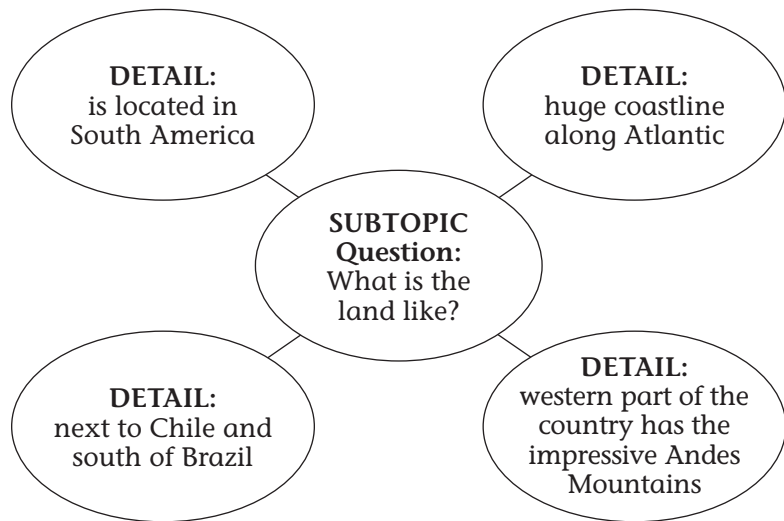
Did you give the reader a purpose for reading on?

- Praise the students for working toward a team cooperation goal.

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 country.
- Display a web that you created during planning. Model using the information on a web to draft a body paragraph on chart paper.

TOPIC: Argentina



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: *What is the land of Argentina like?* I'll turn that question into a statement to write my topic sentence: *You will find Argentina in...hmm.* I think this detail about it being in South America makes sense to finish that sentence: *You will find Argentina in South America.* Now I will

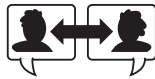
use details from my web to write supporting sentences:
It is next to Chile and south of Brazil. The eastern part of Argentina is a huge coastline on the shores of the Atlantic Ocean. In the western part of the country, you will find the impressive Andes Mountains.

Argentina

Have you heard of the country of Argentina? What is Argentina like? What are the big cities in Argentina? What kind of food do they eat there? This report will answer these questions and more about Argentina.

What is the land of Argentina like?

You will find Argentina in South America. It is next to Chile and south of Brazil. The eastern part of Argentina is a huge coastline on the shores of the Atlantic Ocean. In the western part of the country, you will find the impressive Andes Mountains.

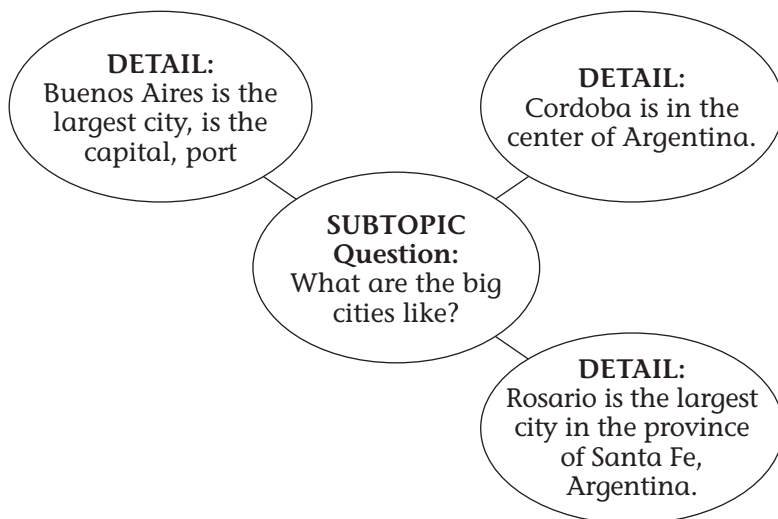


- Use Think-Pair-Share to ask:

Do the details in this paragraph answer the question:
What is the land of Argentina like?

- Display the next web, and continue drafting. Refer to the question and write a heading for the next paragraph: What are the big cities like?

TOPIC: Argentina





- 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:

Argentina

What are the big cities like?

The largest city in Argentina is Buenos Aires, which is the capital and a large port. A big city in the center of Argentina is Cordoba, near the Sierras Chicas mountains. Rosario is a large city in the province of Santa Fe, and is located on the Panama River.

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.

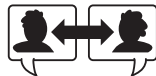
Reflection

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

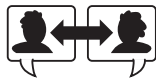
Did the notes you took on your webs help you draft your report?

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 Argentina report.

Sources

Bernhardson, Wayne. *Moon Argentina (Moon Handbooks)*. Avalon Travel Publishing, 2003, pp. 25–100.

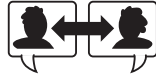
Caldwell, John C. *Let's Visit Argentina*, The John Day Company, 1999, pp. 5–30.

Embassy of Argentina. *Visit Argentina*, 2008, p. 3.

National Office of Tourism, "Argentina."
<http://www.turismo.gov.ar>, 2008.

- Explain the format for a list of sources.

The first source on my list is a book. The author is Wayne Bernhardson. Notice that on a list of sources, the author's last name is first, then the first name. Sources are listed in alphabetical order by the authors' last names.



Authors' names are followed by the italicized (underlined if you can't use a computer) title of the book, the publisher, the year the book was published, and the page numbers where the information in my report can be found.

- Explain that some pamphlets and brochures have no author listed. If there is no author, the publisher or organization that put it together is listed as author. For example, the Embassy of Argentina. 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 country.
- Hold conferences with the students to provide support as needed.

Reflection

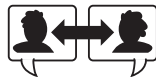
- Use **Think-Pair-Share** to ask:

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.]*

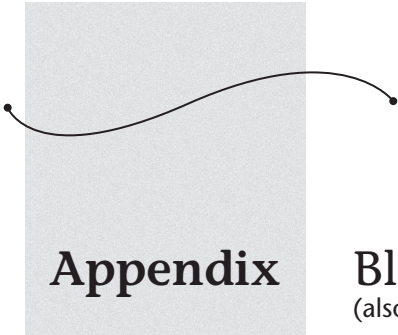
- Praise the students for working toward a team cooperation goal.



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 Publishing Student Books at the beginning of this appendix. Compile the students' reports in a class book entitled *Travel the World*.



Appendix

Blackline Masters
(also found on CD accompanying volume 1)

Volume 3

How to Publish Student Books	(No blackline masters)
Writing in Social Studies: Research Report	Transparencies
	Writing Prompt 563
	Sample Introductory Paragraph..... 563
	Sample List of Sources..... 564

Writing Prompt

What five things would you like to know about your chosen country? List those questions. Research the answers to those questions, and write a report that tells the facts and answers to your five questions.

To do your research, use the materials you received in the mail as your sources for facts.

Begin your report with an introductory paragraph that will interest the reader. Write a paragraph for each subtopic that includes a topic sentence and at least three supporting details. Try to make your ideas flow. Be sure to include a list of sources you used.

Sample Introductory Paragraph**Niagara Falls**

Niagara Falls is a huge waterfall. How big is Niagara Falls? Where is it located? Do the falls freeze in winter? Read on to find the answers to these questions and more about Niagara Falls.

Sources

Bernhardson, Wayne. *Moon Argentina (Moon Handbooks)*. Avalon Travel Publishing, 2003, pp. 25–100.

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National Office of Tourism, "Argentina."
<http://www.turismo.gov.ar>, 2008.