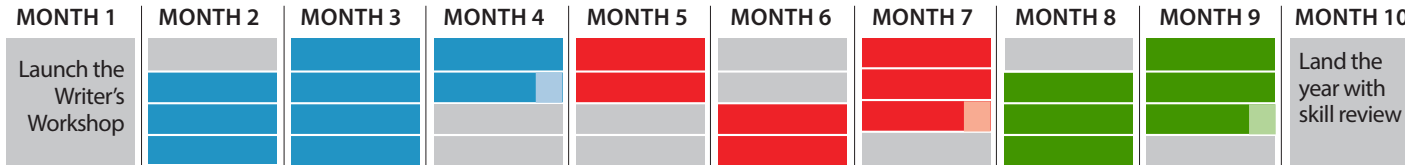


# Plan the year of writing units

## Analyze the traditional unit approach.



### NARRATIVE SKILLS

- Create a basic plot.
- End/Satisfy the reader.
- Begin/Hook the reader.
- Sequence time & events.

### PERSUASIVE/ARG. SKILLS

- Identify topic and position.
- Develop logical reasons.
- Organize key points.
- Present both sides (argument only).
- Conclude with what you want/expect.

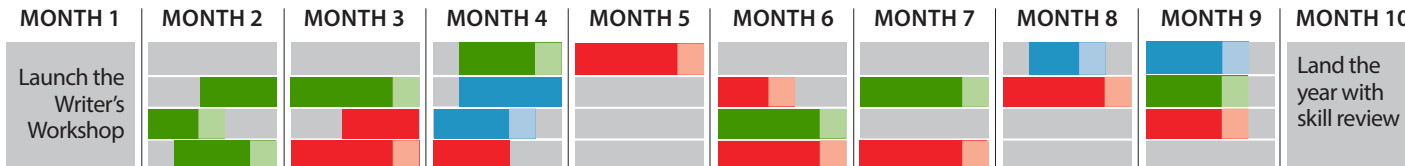
### INFORMATIVE SKILLS

- Introduce narrow topic.
- List important points or big ideas.
- Elaborate with details and evidence.
- Organize details to match the genre.
- Conclude with the *So what?*

TRADITIONAL ORGANIZATION

With **ONE ALL-INCLUSIVE UNIT** during the year, students often:

- Get bored.
- Act like they've never done one.
- Lack confidence.



- Introduce narrow topic.
- List important points or big ideas.

- Identify topic and position.
- Develop logical reasons.

- Elaborate with details and evidence.

- Create a basic plot.
- End/Satisfy the reader.

- Organize key points.

- Present both sides (argument only).

- Organize details to match the genre.

- Conclude with what you want/expect.

- Conclude with the *So what?*

- Begin/Hook the reader.
- Sequence time & event.

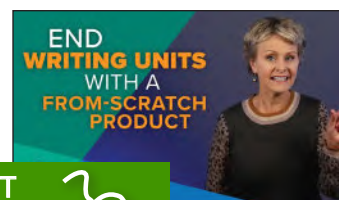
MINI-UNIT ORGANIZATION

With **MULTIPLE, SMALLER MINI-UNITS** during the year, students:

- Experience variety.
- Receive second chances.
- Gain confidence.

- All modes are *not* created equal.
- Consider how modes feed one another.
- Plan with the testing season in mind.

End writing units with a from-scratch product.



Create a writing curriculum of mini-units.

**Provide several opportunities with each mode.**

### CCSS W1 | INDIANA W3.1

#### Persuasive Argumentative

Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

### CCSS W2 | INDIANA W3.2

#### Informative

Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

### CCSS W3 | INDIANA W3.3

#### Narrative

Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Vary genres within mini-units.

- Opinion
- Testimonial
- Advice Column
- Review/Critique
- Advertisement/Commercial
- Sign, Poster, Bumper Sticker
- Persuasive Letter/ Essay
- Editorial/Letter to the Editor
- Constructed Response
- Perspective/ Position Paper
- Argumentative Research Paper
- Evaluate an Argument, Argumentative Analysis
- Apology
- Complaint
- Speech
- Brochure/Pamphlet

- Explanation
- Encyclopedia Entry
- Summary
- Brochure/Pamphlet
- Report
- Speech
- Research Paper
- Application Essay
- Compare-Contrast
- Comparative Analysis
- Literary Analysis
- Newspaper Article
- Biography
- Book Report
- Invitation
- Thank-You Note
- Friendly Letter
- Business Letter
- Interview
- Instructions
- Directions
- Recipe

- Fairy Tale
- Legend
- Fable
- Myth
- Tall Tale
- Mystery
- Personal Narrative
- Imaginary Narrative
- Realistic Fiction (fiction based on fact)
- Historical Fiction (fiction based on fact)
- Science Fiction (fiction based on fact)
- Sequel (what happens next/next time)
- Rewrite from a Different Perspective
- Add in the Missing Page/Part
- Memoir
- Anecdote
- Diary Entry
- Scene
- Satire
- Spoof
- Adventure Story



**RELEVANT  
RESOURCE**



#### SPIN-OFF SESSIONS

##### UNIT ESSENTIALS

Session 3: Target informative writing skills.

Session 4: Meet the argumentative standard.

Session 5: Know the narrative non-negotiables.



### Synchronize reading & writing skills to feed write-about-reading expectations.

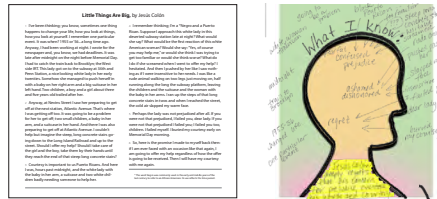
#### READER'S WORKSHOP SEMESTER 1

Instruction targets grade-level **comprehension skills** and how to communicate the **thinking in writing**.

#### COMPREHENSION SKILLS

- Summarize literature.
- Summarize nonfiction.
- Infer theme(s).
- Infer main idea(s).
- Analyze author choices.
- Analyze text structure.
- Analyze purpose.
- Analyze perspective.
- Analyze point of view.

#### THE COMPREHENSION PLAYBOOK



#### CONSTRUCTED-RESPONSE SKILLS

- State the answer.
- Cite evidence.
- Explain thinking.

**Students created the Constructed Response:**  
**State the answer:** The reason that they were willing and taking animals that were likely gone, they had to be taken care of.  
**Cite evidence:** The reason that they were willing and taking animals that were likely gone, they had to be taken care of.  
**Explain thinking:** These animals that the children were taking because they were disappearing, along anything they could do to save them.

#### WRITER'S WORKSHOP SEMESTER 1



Instruction targets the most essential writing **skills tied to each mode/unit** (e.g., persuasive, argumentative, informative, narrative).

Students produce **many first drafts** on familiar topics while growing their skills and **stamina**.

#### ARGUMENTATIVE SKILLS

- Identify topic and position.
- Develop logical reasons.
- Organize key points.
- Present both sides (argument only).
- End with what you want/expect.

#### INFORMATIVE SKILLS

- Introduce narrow topic.
- List important points or big ideas.
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#### NARRATIVE SKILLS

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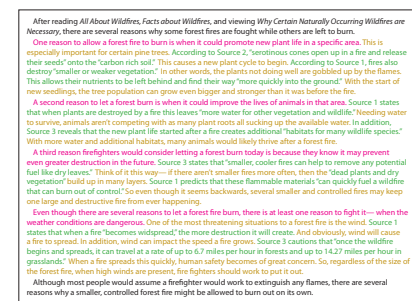
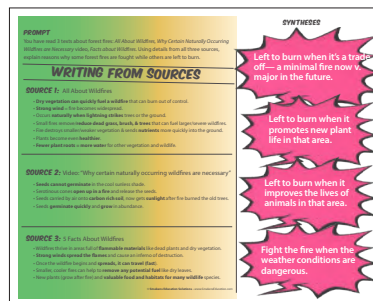
#### READER'S WORKSHOP SEMESTER 2

The same **comprehension skills** from first semester are spiraled and applied to **multiple and more complex texts** (e.g., compare texts, synthesize texts, etc.).

The texts and thinking from the reader's workshop is the subject matter for the writer's workshop.

The same **essential writing skills** are spiraled as students communicate their bigger reader thinking in argumentative, informative, and narrative **extended responses**.

Responses produced in writer's workshop are based on texts & thinking from the reader's workshop.



### Synchronize reading & writing skills to feed write-about-reading expectations.

#### READER'S WORKSHOP SEMESTER 1



#### SPIN-OFF SESSIONS

##### WRITE ABOUT READING

- Session 1: Make inferences in 5 steps.
- Session 2: Write polished constructed responses.



**Narration caused the Columbus's behavior.**  
 According to the text, the Columbus was that "brave, ship" and "fast."  
 This means that they were willing and using a method that were being given they found.  
 The text also stated that the Columbus made "brave" from building their own "ships, bulley" and "brave!"  
 This suggests that they were willing to do things that weren't part of a normal human's life.  
 These details prove that the Columbus were starting because they were desperately doing anything they could to survive.

#### WRITER'S WORKSHOP SEMESTER 1



#### SPIN-OFF SESSIONS

##### UNIT ESSENTIALS

- Session 3: Target informative writing skills.
- Session 4: Meet the argumentative standard.
- Session 5: Know the narrative non-negotiables.

##### ASSESSMENT

- Session 1: Assess based on instruction.



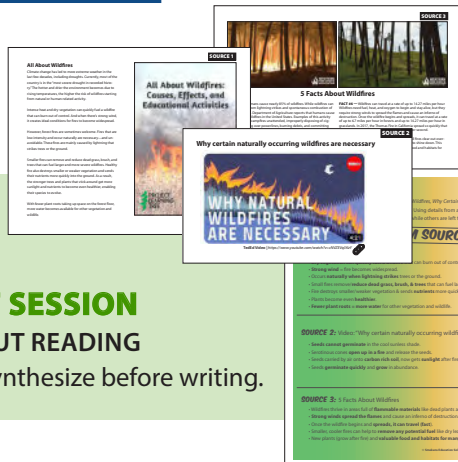
#### READER'S WORKSHOP SEMESTER 2



#### SPIN-OFF SESSION

##### WRITE ABOUT READING

- Session 4: Synthesize before writing.



**Left to burn when it's a trade-off—a minimal fire now v. major in the future.**

**Left to burn when it promotes new plant life in that area.**

**Left to burn when it improves the lives of animals in that area.**

**Fight the fire when the weather conditions are dangerous.**

#### WRITER'S WORKSHOP SEMESTER 2



#### SPIN-OFF SESSION

##### WRITE ABOUT READING

- Session 5: Improve extended responses.

After reading *All About Wildfires*, *Facts About Wildfires*, and viewing *Why Certain Naturally Occurring Wildfires are Necessary*, there are several reasons why some forest fires are fought while others are left to burn.

One reason to allow a forest fire to burn is when it could promote new plant life in a specific area. This is especially important for certain plant trees. According to Source 2, "hardwood trees open up the fire and release their seeds" into the "carbon rich soil." This causes a new plant cycle to begin. According to Source 1, fire also directly "smoke or weaker vegetation." In other words, the plants that die will be replaced by the flames. This allows their nutrients to be left behind and find their way "more quickly into the ground." With the start of new seedlings, the tree population can grow even bigger and stronger than it was before the fire.

A second reason to let a forest burn is when it could improve the lives of animals in that area. Source 1 states that when plants are destroyed by a fire this leaves "more water for other vegetation and wildlife." "Needing water to survive, animals aren't competing with so many plant roots all sucking up the available water." In addition, Source 3 reveals that the new plant life started after a fire creates additional "habitats for many wildlife species."

A third reason firefighters would consider letting a forest burn today is because they know it may prevent even greater destruction in the future. Source 3 notes that "smolder, smolder fires can take so long to remove any potential fuel like dry leaves." Think of it this way— if there aren't smaller fires more often, then the "dead plants and dry vegetation" build up in many layers. Source 3 predicts that these flammable materials "can quickly fuel a wildfire that can burn out of control." So even though it seems backwards, several smaller and controlled fires may keep one large and destructive fire from ever happening.

Even though there are several reasons to let a forest fire burn, there is at least one reason to fight it— when the weather conditions are dangerous. One of the most threatening situations to a forest fire is the wind. Source 1 states that when a fire "becomes widespread" the more destruction it will cause. And obviously, wind will cause a fire to spread. In addition, wind can impact the speed of a fire. Source 3 cautions that once the wildfire "begins and spreads, it can travel at a rate of up to 4.7 miles per hour in forests and up to 14.27 miles per hour in grasslands." When a fire spreads this quickly, human safety becomes of great concern. So, regardless of the size of the forest fire, when high winds are present, the firefighters should work to put it out.

Although most people would assume a firefighter would work to extinguish any fires, there are several reasons why a smaller, controlled forest fire might be allowed to burn out on its own.