



PLAN POWERFUL UNITS

Factor in 4 principles when planning units

PRESENTER

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SPARK YOUR NEXT STEPS

Plan for instruction & practice within every unit.



SECRET SITE RESOURCE



End writing units with a from-scratch product.

DURING-UNIT PRACTICE

(FORMATIVE)

- Assign familiar topics within during-unit writing tasks.
- Offer regular feedback during writing time as students are attempting skills.

END-OF-UNIT ASSESSMENT

(SUMMATIVE)

- Add the rigor of a new topic or text.
- Every unit culminates with a from-scratch product on a new topic or text.
- Assess the whole product for only the skills taught in this mini-unit (and any previous mini-units).
- Juggle multiple skills— versus isolated individual skills.
- Expect a whole product— consider a first-and-only draft.
- Remove peer and teacher support.

FACTOR #1 Start the end-of-unit product at the *end* of the unit.

DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
MINI-LESSON	MINI-LESSON	MINI-LESSON	MINI-LESSON	MINI-LESSON
WRITING TIME	WRITING TIME	WRITING TIME	WRITING TIME	WRITING TIME
DAY 6	DAY 7	DAY 8	DAY 9	DAY 10
MINI-LESSON	EXPLAIN PRODUCT	(Additional days for revision & editing)		
WRITING TIME	WRITING TIME			

FACTOR #2 Practice new writing skills with general-knowledge topics.

GENERAL KNOWLEDGE | Writing about facets of daily school life

CORE KNOWLEDGE | Writing about academic subjects

WRITE FROM TEXTS | Writing about one or more texts

Beware of cognitive overload when practicing new skills.

Lower topic complexity when students practice a skill the first time.

SHARED SCHOOL EXPERIENCES	GENERAL-KNOWLEDGE TOPICS	PERSUADE: TO CONVINC 	INFORM: TO TEACH 	NARRATIVE: TO ENTERTAIN 
Procedures	Beginning of the day	Persuade your teacher to let you keep your coat in class.	Explain the procedures when you first arrive to school.	Tell a story about a time you were late for school.
Specials	P.E.	Convince your principal why you should have P.E. every day.	Explain the importance of stretching before playing in P.E.	Tell a story about a time you were hurt (feelings or body) in P.E.
Recess	Recess equipment	Persuade your principal to buy a new piece of recess equipment.	Explain how to use one piece of recess equipment safely.	Tell a story about a time you were hurt (body or feelings) during recess.
Lunch	Line logistics	ARGUMENTATIVE: TO CONVINC 	INFORM: TO TEACH 	NARRATIVE: TO ENTERTAIN 
	Eating habits	Persuade your classmates why they should not eat only chips and candy for lunch.	Explain dining etiquette— chewing with mouth closed, using a napkin, using utensils properly, etc.	Write about a time when you or someone else had a spill in the lunchroom.
Passing period	Social interactions	Argue the value of social interaction during passing periods.	Describe different ways students utilize passing period.	Describe an embarrassing/frustrating hallway experience.



Identify the genre-writing skills to teach within the unit.

- Prioritize the skills identified within the standards.
- Identify 1-2 transcription skills to teach, too.
- Plan 2-3 mini-lessons per skill.

Informative Essentials

- List and sort topic details.
- Write the topic.
- Give facts and details.
- End with the topic.
- Add more details.

Persuasive Essentials

- Name the 2 sides.
- Find the strongest side.
- Write your opinion.
- Give details.
- End with *What* and *How* you feel.

Argumentative Essentials

- Study sides of an issue.
- Develop logical reasons.
- Present both sides.
- Conclude the argument.
- Connect ideas logically.
- Apply a formal style.

Narrative Essentials

- Think of a problem.
- Plan a solution.
- Name the character(s).
- Write in time order.
- Add actions and feelings.

RELEVANT RESOURCES
Early & Older Writers Genre Posters

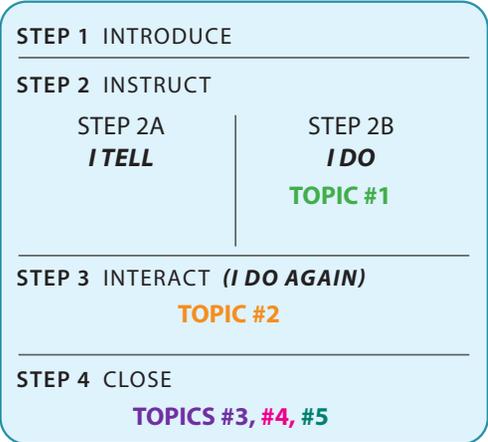
FACTOR #3

Identify (a minimum) of 3 “topics” for each day of writing instruction.

Teach a new writing skill across several days, providing *I-do* and *We-do* models.



Transition every day into *You-do* time where students attempt the lesson skill.



Plan time for students to try the skill *in class*.

FACTOR #4

Plan *You-do* tasks to mirror *I-do* models.

- Provide an opportunity for students to immediately apply the skill they learned.
- Outline the literal and concrete *You-do* task— that parallels the *I-do* and *We-do* models from the lesson.
- Remember that all of the writing produced *during* the unit is practice and will not be part of the end-of-unit product.

Recognize that *You-do* tasks can be executed with peer support.



You do can be executed as a whole-class activity (e.g., interactive writing time, share the pen, etc.).



You do can be executed in a small group.



You do can be executed with a partner.



You do can be executed independently.

During-Unit PRACTICE

- Try out the new skill several times in focused tasks.
- Receive support from peers and the teacher.
- Manage cognitive load: skill is high; topic is low.
- Write only about general-knowledge topics.
- Avoid grading— typically.

End-of-Unit GAME DAY

- Demonstrate mastery of cumulative skills.
- Complete an independent writing task.
- Manage cognitive load: skill is low; topic is high.
- Write about general knowledge, core knowledge, or texts.
- Receive a grade.



RELEVANT RESOURCE
Launch the *Writer's Workshop*: Grades 3-12





SECRET SITE RESOURCE

Make room to revise and edit.

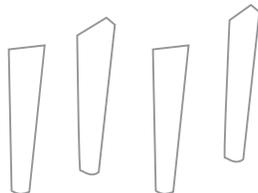
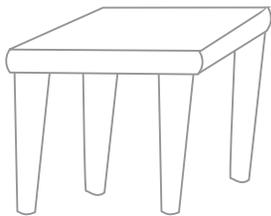




SAMPLE

Informative

Development of a body paragraph



DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
<p>MINI-LESSON</p> <p>How to develop the topic. Include facts, concrete details, and examples as “legs” to support each “table top” sentence.</p> <p>I DO/You watch: Staff present at lunch</p> <p>I DO again/You help: Cafeteria line logistics</p>	<p>MINI-LESSON</p> <p>How to develop the topic. Include precise vocabulary related to the topic—specifically nouns and verbs.</p> <p>I DO/You watch: Staff present at lunch</p> <p>I DO again/You help: Cafeteria line logistics</p>	<p>MINI-LESSON</p> <p>How to develop the topic. Add definition details to aid reader understanding of vocabulary words.</p> <p>I DO/You watch: Staff present at lunch</p> <p>I DO again/You help: Cafeteria line logistics</p>	<p>MINI-LESSON</p> <p>How to develop the topic. Stretch details into supporting “leg” sentences to form a single paragraph.</p> <p>I DO/You watch: Staff present at lunch</p> <p>I DO again/You help: Cafeteria line logistics</p>	<p>MINI-LESSON</p> <p>How to choose appropriate transitions. Identify “leg” sentences that are related by sequence, illustration, or addition.</p> <p>I DO/You watch: Staff present at lunch</p> <p>I DO again/You help: Cafeteria line logistics</p>
<p>WRITING TIME</p> <p>YOU DO/I help Social interactions Student eating habits Seating options</p>	<p>WRITING TIME</p> <p>YOU DO/I help Social interactions Student eating habits Seating options</p>	<p>WRITING TIME</p> <p>YOU DO/I help Social interactions Student eating habits Seating options</p>	<p>WRITING TIME</p> <p>YOU DO/I help Social interactions Student eating habits Seating options</p>	<p>WRITING TIME</p> <p>YOU DO/I help Social interactions Student eating habits Seating options</p>
<p>DAY 6</p> <p>MINI-LESSON</p> <p>How to choose appropriate transitions. Identify “leg” sentences that are related by cause-effect comparison or contrast.</p> <p>I DO/You watch: Staff present at lunch</p> <p>I DO again/You help: Cafeteria line logistics</p>	<p>DAY 7</p> <p>MINI-LESSON</p> <p>How to create parallel structure. Read aloud to determine where to revise for a series of parallel nouns, verbs, or phrases.</p> <p>I DO/You watch: Staff present at lunch</p> <p>I DO again/You help: Cafeteria line logistics</p>	<p>DAY 8</p> <p>EXPLAIN PRODUCT</p> <p>EOU PRODUCT/ASSESSMENT:</p> <div style="border: 1px solid black; padding: 5px; width: fit-content;"> <p>Write 1 informative paragraph that explains a character trait possessed by either Character A or Character B.</p> </div>	<p>DAY 9</p>	<p>DAY 10</p>
<p>WRITING TIME</p> <p>YOU DO/I help Social interactions Student eating habits Seating options</p>	<p>WRITING TIME</p> <p>YOU DO/I help Social interactions Student eating habits Seating options</p>	<p>WRITING TIME</p> <p>YOU DO/I watch Product due at the end of class.</p>		