

Subject: ELA Writing

Unit: Story Writing

Part I: Clarity of Learning Targets

What are the grade level indicators that go with this unit? Place a star next to the grade level indicators that are Power Indicators. Are the indicators in student friendly language? Place the level of Bloom’s Taxonomy next to each Power Indicator.

Writing Applications

1. Write simple stories with a beginning, middle and end that include descriptive words and details.

I can use describing words and details to write stories with a beginning, middle and end.

Writing Conventions

1. Print legibly and space letters, words and sentences appropriately.

I can write neatly with spaces.

5. Spell unfamiliar words using strategies such as segmenting, sounding out and matching familiar words and word parts.

I can use strategies to write words that I don’t know how to spell.

Writing Process

4. Use organizational strategies (e.g., brainstorming, lists, webs and Venn diagrams) to plan writing.

I can use strategies to plan my writing.

12. Proofread writing to improve conventions (e.g., grammar, spelling, punctuation and capitalization).

I can use CUPS to fix my writing.

What are the Big Ideas that go with this unit?

Big Idea:

There are many types of writing.

Big Idea:

It is important to write so others can read and understand your writing.

Big Idea:

Writing is a process.

What are the Essential Questions that go with this unit?

Why do writers write stories?

Why is it important to use C.U.P.S?

What steps does writer take when writing a story?

What strategies will we use in order to make learning targets clearer for all students, before, during and after instruction? How will you communicate the learning indicators to students?

-Showing exemplars: famous authors/author studies

-Showing exemplars: student work

-using graphic organizers to help them plan- make clear beginning, middle and end

-teacher modeling

-rubric

-Communicating learning targets, Big Ideas and Essential Questions

posting

verbally referring to...

adding to paper tasks

Part II: Feedback and Assessments (Formative and Summative)

How will we provide students with feedback throughout the unit?

What formative assessments will we use? (Non-graded assignments that check for understanding and provide feedback to the students) Incorporate the 7 Strategies of Assessment for Learning here.

- conference using the graphic organizer as basis
- peer editing/checklist
- student reads the story to peers. Peers offer feedback.
 - Students show numbers 1, 2, 3 or B,D,S to rate peer story
 - Peers offer compliment and suggestion after hearing peer story

How will students be involved with keeping track of their own learning progress (note—this is different than tracking points for a grade)?

- Collect stories written by the student at several points in the year. Student reviews stories for progress guided by the teacher. (Story Writing Rubric)

What summative assessments will we use? (Graded, evaluative assessments)

Story that is written about a main idea/characters of the student or teacher choice.
Evaluated using the Story Writing Rubric

Part III: Instruction and Student Activities

What instructional and student activities will we use for this unit? These activities should directly align with the indicators and assessments.

Writing Applications

1. Write simple stories with a beginning, middle and end that include descriptive words and details.

I can use describing words and details to write stories with a beginning, middle and end.

- 1. Modeling**
- 2. Writing a story as a group**
- 3. Examples of author work/author study**

4. Use of graphic organizers
5. Use of a word bank to incorporate descriptive words (adjectives, adverbs)
6. Websites:
www.makebelievecomics.com
7. Sequencing activities
8. Comic strips cut apart/sequenced/write text to go with picture
9. SMART Notebooks
10. Author websites to help with “what authors do”

Writing Conventions

1. Print legibly and space letters, words and sentences appropriately.

I can write neatly with spaces.

1. Popsicle stick/“Spaceman” to guide spacing of writing
2. Lined paper with colors to help with visuals
3. Models of correct formation
4. Short segments at a time

5. Spell unfamiliar words using strategies such as segmenting, sounding out and matching familiar words and word parts.

I can use strategies to write words that I don’t know how to spell.

1. Word study lessons
2. Word wall
3. “Between the Lions”
4. www.starfall.com

Writing Process

4. Use organizational strategies (e.g., brainstorming, lists, webs and Venn diagrams) to plan writing.

I can use strategies to plan my writing.

1. Model use of various graphic organizers
2. Model use of graphic organizer to tell about a story read to the class
- 3.

12. Proofread writing to improve conventions (e.g., grammar, spelling, punctuation and capitalization).

I can use CUPS to fix my writing.

1. Mr. C.U.P.S.
2. Peer editing
3. Daily edit
4. Editing as a class using the SMART Board
5. Use of the exemplars
6. Modeling
7. Guided Reading/Shared Reading: ask students to find capital letters, punctuation etc
8. Use of editing tool: Shannon
9. Shared Reading/Read Aloud: Have students signal for one thing (period etc.)

Resources:

Gingerbread Stories

Author Studies:

Jan Brett,

Mo Willems: Pigeon stories, Elephant and Piggy

Diary of a Spider, Diary of a Wimpy Kid

Arthur Writes a Story