

**English Language Arts**  
**Unit 5: Literary Constructed Response**

<b>Essential Understandings</b>	<ul style="list-style-type: none"> <li>▪ Writer's write to identify and explain a position to an identified audience.</li> </ul>
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>▪ How does one restate a question into an answer?</li> <li>▪ How does one write a gist or general answer?</li> <li>▪ How does one write an open restatement?</li> <li>▪ How does one write a closed restatement?</li> <li>▪ How does one insert some smart transitions?</li> <li>▪ How does one use details as evidence support the answer?</li> <li>▪ How does one draw a conclusion?</li> <li>▪ How does the writer use an organizer to plan the writing?</li> </ul>
<b>Essential Knowledge</b>	<ul style="list-style-type: none"> <li>▪ Writers write an introduction that includes a restatement of the prompt and a gist answer.</li> <li>▪ Writers write a body with supporting details, and a conclusion.</li> <li>▪ Writers use smart transitions in order to connect the writing.</li> <li>▪ Writers plan, draft, revise, and edit to develop an organized constructed response.</li> </ul>
<b>Vocabulary</b>	<ul style="list-style-type: none"> <li>▪ <u>Terms</u>:               <ul style="list-style-type: none"> <li>○ restate, gist, conclusion, compare, contrast, cause, effect, changes, explain, topic sentence, lead, supporting details, analyze, define, describe, evaluate, review, transition words and phrases, open restatement, closed restatement</li> </ul> </li> </ul>
<b>Essential Skills</b>	<ul style="list-style-type: none"> <li>▪ Collect facts and organize information.</li> <li>▪ Restate the question to develop an introduction.</li> <li>▪ Build a body of supporting details using smart transitions.</li> <li>▪ Write a conclusion.</li> <li>▪ Demonstrate grade level expectations for grammar and usage, mechanics, legibility, and text layout.</li> </ul>

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<p style="text-align: center;"><b>Related Maine Learning Results</b></p>	<p><u>English Language Arts</u></p> <p>B. Writing</p> <p>B1. Interconnected Elements</p> <p>Students use the writing process with an emphasis on the development of a central idea, for a variety of audiences, and purposes.</p> <p>h. Create legible final drafts.</p> <p>B3. Argument/Analysis</p> <p>Students write to identify and explain a position to an identified audience.</p> <p>a. Summarize information from reading, listening, or viewing.</p> <p>b. Write about a central question or idea by using relevant supporting facts and details.</p> <p>D. Language</p> <p>D1. Grammar and Usage</p> <p>Students use parts of speech and vary sentence structure to communicate.</p> <p>a. Use forms of nouns, verbs, adjectives, adverbs, prepositions, conjunctions, pronouns, and interjections correctly.</p> <p>b. Use simple, compound, and complex sentences.</p> <p>D2. Mechanics</p> <p>Students apply the rules of capitalization, punctuation, and spelling to communicate.</p> <p>a. Use end marks correctly.</p> <p>b. Capitalize correctly.</p> <p>c. Spell high-frequency grade-level words.</p>
<p style="text-align: center;"><b>Sample Lessons And Activities</b></p>	<ul style="list-style-type: none"> <li>▪ Topic: Restating a Question</li> <li>▪ Scaffolding Level: Guided participation</li> <li>▪ Goal: Students will work in partners to restate and mark sentences, which will be later used during a whole-group share.</li> <li>▪ Sample Known-Answer Questions: <ul style="list-style-type: none"> <li>○ What did you do last night when you got home from school?</li> <li>○ How do you and your family have fun together?</li> <li>○ What is your favorite thing to do in the winter?</li> <li>○ Why is it important to be on time for school and other events?</li> <li>○ What would you do to help a forgetful friend remember his or her homework every day?</li> </ul> </li> </ul>
<p style="text-align: center;"><b>Sample Classroom Assessment Methods</b></p>	<ul style="list-style-type: none"> <li>▪ Constructed Response Checklist</li> </ul>

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<b>Sample Resources</b>	<ul style="list-style-type: none"><li>▪ <u>Publications:</u><ul style="list-style-type: none"><li>○ <u>A Quick Guide to Reaching Struggling Writers</u> – M. Colleen Cruz</li><li>○ <u>A Quick Guide to Making Your Teaching Stick</u> – Shanna Schwartz</li><li>○ <u>Conferring with Primary Writers</u> Lucy Calkins</li><li>○ <u>Make it Real – Strategies for Success with Informational Texts</u> – Linda Hoyt</li><li>○ <u>Study Driven</u> – Katie Wood Ray</li><li>○ <u>Strategies that Work</u> – Stephanie Harvey</li><li>○ <u>Seeing the Possibilities</u> - Lucy Calkins</li><li>○ <u>Launch an Intermediate Writing Workshop</u> - Lucy Calkins</li><li>○ <u>Units of Study for Teaching Writing, Grades 3-5</u> - Lucy Calkins</li><li>○ <u>Better Answers</u> – Ardith Cole</li></ul></li></ul>
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