

**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 align="center"><b>Related Maine Learning Results</b></p>	<p><u>English Language Arts</u>  <b>B. Writing</b>  <b>B1. Interconnected Elements</b>          Students use the writing process with an emphasis on the development of a central idea, for a variety of audiences, and purposes.          h. Create legible final drafts.  <b>B3. Argument/Analysis</b>          Students write to identify and explain a position to an identified audience.          a. Summarize information from reading, listening, or viewing.          b. Write about a central question or idea by using relevant supporting facts and details.  <b>D. Language</b>  <b>D1. Grammar and Usage</b>          Students use parts of speech and vary sentence structure to communicate.          a. Use forms of nouns, verbs, adjectives, adverbs, prepositions, conjunctions, pronouns, and interjections correctly.          b. Use simple, compound, and complex sentences.  <b>D2. Mechanics</b>          Students apply the rules of capitalization, punctuation, and spelling to communicate.          a. Use end marks correctly.          b. Capitalize correctly.          c. Spell high-frequency grade-level words.</p>
<p 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 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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<p><b>Sample Resources</b></p>	<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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