

**English Language Arts**  
**Unit 6: Interconnected Elements**

<b>Essential Understandings</b>	<ul style="list-style-type: none"> <li>▪ Writers use a writing process with an emphasis on the development of a central idea for a variety of audiences and purposes.</li> </ul>
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>▪ How does one select a topic for writing based on the purpose?</li> <li>▪ What is the role of the writer's notebook?</li> <li>▪ How does one rehearse/plan writing?</li> <li>▪ How does one cycle through the writing process, follow routines, and make transitions?</li> </ul>
<b>Essential Knowledge</b>	<ul style="list-style-type: none"> <li>▪ How does one select a topic for writing based on the purpose?</li> <li>▪ What is the role of the writer's notebook?</li> <li>▪ How does one rehearse/plan writing?</li> <li>▪ How does one cycle through the writing process, follow routines, and make transitions?</li> <li>▪ Writers follow the structure and routine of writing workshop.</li> <li>▪ Writers write for a specific purpose.</li> <li>▪ Writers generate and collect ideas.</li> <li>▪ Writer's notebook is a tool for collecting, sketching, and drafting.</li> <li>▪ Writers plan/rehearse their writing using a structure to organize their ideas.</li> <li>▪ Writers present ideas in logical order across the piece.</li> <li>▪ Writers write independently for a specified amount of time.</li> <li>▪ Writers review drafts to improve coherence, provide better descriptive details, and to convey voice.</li> <li>▪ Writers edit for correct grammar, usage, and mechanics.</li> <li>▪ Writers create legible final drafts.</li> <li>▪ Writers view themselves as real authors by choosing a piece of writing for publication.</li> </ul>
<b>Vocabulary</b>	<ul style="list-style-type: none"> <li>▪ <u>Terms</u>:               <ul style="list-style-type: none"> <li>○ author, rehearsal, plan, draft, revise, edit, publish, final draft, writing process, writer's notebook</li> </ul> </li> </ul>
<b>Essential Skills</b>	<ul style="list-style-type: none"> <li>▪ Follow the structure and routines of writing workshop.</li> <li>▪ Assume the role of an author.</li> <li>▪ Generate and identify topics for writing.</li> <li>▪ Rehearse plans for writing.</li> <li>▪ Cycle through the writing process, follow routines, and make transitions.</li> <li>▪ Edit, with assistance (i.e., peer edit), for correct grammar, usage, and mechanics.</li> <li>▪ Use feedback to improve writing.</li> </ul>

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<p style="text-align: center;"><b>Related Maine Learning Results</b></p>	<p><u>English Language Arts</u> B. Writing B1. Interconnected Elements Students use a writing process with an emphasis on the development of a central idea, for a variety of audiences and purposes.</p> <ol style="list-style-type: none"> <li>a. Select a purpose for writing.</li> <li>b. Pre-write using graphic organizers or other structures to organize their ideas.</li> <li>c. Establish an organizing structure and maintain a consistent focus.</li> <li>d. Include an introduction and conclusion.</li> <li>e. Write an introduction and conclusion.</li> <li>f. Write coherent paragraphs that have supporting sentences and a concluding sentence.</li> <li>g. Revise original drafts to improve coherence, provide better descriptive details, and to convey voice.</li> <li>h. Create legible final drafts.</li> </ol>
<p style="text-align: center;"><b>Sample Lessons And Activities</b></p>	<ul style="list-style-type: none"> <li>▪ <u>Starting the Writing Workshop</u> - Children learn the structures and rituals of a writing workshop. They learn to gather for a minilesson, to sit and listen throughout most of it, to "turn and talk" with a partner at the designated moment. They learn that they can get themselves started on writing, work past the hard parts, rely on one another as well as on themselves, share their writing, and so forth. Soon children will be able to get themselves started writing new entries without needing any input from the teacher; this means that during one day's writing workshop, they'll write one piece after another, working with independence.</li> <li>▪ <u>The Writer's Job in a Conference</u> – In this lesson you'll introduce children to the structure of the writing conference and teach them ways writers talk about writing.</li> </ul>
<p style="text-align: center;"><b>Sample Classroom Assessment Methods</b></p>	<ul style="list-style-type: none"> <li>▪ Writing Workshop 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, K-5</u> – M. Colleen Cruz</li><li>○ <u>Units of Study for Teaching Writing, Grades 3-5</u>, Lucy Calkins</li><li>○ <u>Talking About Writing</u>, Ralph Fletcher and JoAnn Portalupi</li></ul></li><li>▪ <u>Videos:</u><ul style="list-style-type: none"><li>○ <u>Seeing Possibilities</u> <u>An Inside View of Units of Study for Teaching Writing, Grades 3-5</u> Lucy Calkins &amp; Colleagues from the Teachers College Reading and Writing Project</li></ul></li></ul>
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