



Structure and Tools to Support Independent Writers

5th grade
2018-2019

Units of Study

- Unit 1-Graphic Novels
- Unit 2-Journalism
- Unit 3-Literary Essay
- Unit 4-Research-Based Argument Essays
- Unit 5-Responding to Prompts (Test Prep)
- Unit 6-Lens of History-Research Reports
- Unit 7-Fantasy Writing

Writing Process

- Unit Launch
- On demand based on unit of study
- I Can Menu
- Mentor text
- Revisit On demand
- Goal setting (based on I Can Menu)
- Generating
- Flash drafting
- Revising whole group/small group/conferences
- Editing (within every workshop)
- Publishing

Structures & Tools

- Mentor Texts
- Goal Setting using the unit objectives/I can menu
- Writing Progressions
- Writing Rubrics
- Whole Class Mini Lessons, Small Groups, Student-led seminars, and Individual Conferences

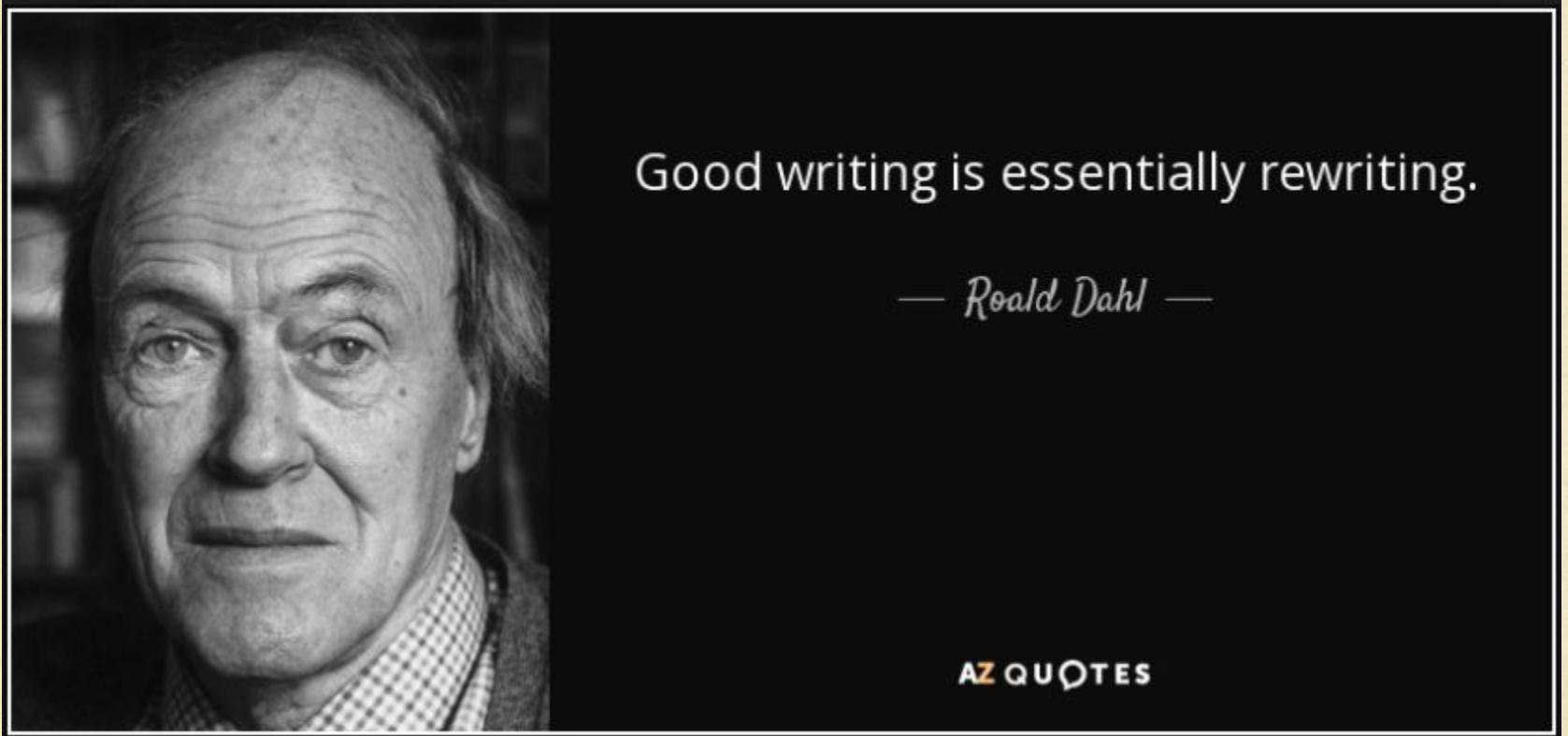
Progression

- Every unit has a list of I can statements (Menu) that show the big ideas and objectives that the students are expected to learn.
- These I can statements come from the progressions created by Teacher's College of Columbia University.
- The progression is divided into subcategories:
 - Meaning (Craft)
 - Spelling
 - Elaboration
 - Punctuation/Grammar
 - Structure

Now You Try.....

- On your table are copies of a student sample of writing. This sample represents beginning of the year opinion writing.
- Your task is to use a strand of the Opinion Progression to determine the level of student's draft.
- Next, using the progressions, determine next steps for students and/or potential goals.

Our Mantra!



Good writing is essentially rewriting.

— *Roald Dahl* —

AZ QUOTES

Goal Setting

- After reviewing and annotating the mentor text, students try the same techniques/structures within their own writing.
- Based on their understanding of mentor text, they self-assess and create their own goals.
- Students typically choose one goal under structure and one or two goals under elaboration or craft that they wish to work on during the start of the unit.
- Mini Lessons, small groups, and seminars are based on these goals.

How Can You Help?

- We will send home one draft per unit with feedback. Encourage your child to make the suggested improvements utilizing his or her tools.
- Always insist that all of their writing contains clear thoughts and is supported with details and/or evidence—stressing the importance of rereading the draft with a lens in mind.
- Use assigned reading responses as a place to remind your child to practice this work.
- Share your experiences of moving through the writing process and the challenges and triumphs you experienced.

Thank you for coming!

Do not hesitate to email your classroom teacher with any questions you may have throughout the year!