Writing Unit Planning Template Mentor Texts 1) free verse poetry books, 2) one free verse everyone can use Day 7, 3) Teacher's writing sample
Grade _____ Targets come from curriculum guide, commercial materials purchased by the school, grade-level guidelines, pacing guides, etc.

Topic: Determine Characteristics	Topic: Decide Where To publish	Topic: Pick a Topic	Topic: Read & Determine What's Important	Topic: Launching Convention Goals
Materials: Free verse samples of poetry that don't rhyme	**Materials:** Notebooks	**Materials:** List of potential topics that fall under the umbrella of the unit you're studying. Teacher's mentor text – see my example page 7	**Materials:** Either print an article for Ss to work with, select pages from the text, or give Ss websites to explore.	**Materials:** Selection of articles. Grammar Help: http://authority.pub/common-grammar-mistakes/
DAY 1 Connect/Target: I CAN analyze a poem to determine its characteristics. "Remember to remind Ss what they've already done. "Since we're authors, we write different genres. We're going to start a research poetry unit."	**Day 2 Connect/Target:** I can decide where I want to publish. Yesterday we looked at free verse poems and made a list of their characteristics. Today we're going to "reach consensus" about publishing. Who do you want to share our research poems with when we finish?	**Day 3 Connect/Target:** I can pick a topic to write about while considering my audience. "Yesterday we analyzed our potential audiences and chose one to write to. Today we will pick a topic to write about."	**Day 4 Connect/Target:** I can choose an article that explains my topic. I can highlight words that are most important.	**Day 5 Target**: I can edit for punctuation, capitalization, grammar, and spelling goals selected for this unit.
Teach: Look at a poem and make a list of the characteristics: no paragraphs, no punctuation, etc.	**Teach:** "When I write, I have to know who my audience is. Knowing our audience will help us know what vocabulary to use and how careful to be. Tell a story about a time I published and how exciting it was. Write 2-3 suggestions on anchor chart."	**Teach:** Our unit is about _____. There are many research opportunities. I chose marine ecosystems because I don't know very much about them. I suggest you pick something you don't know very much about as well. Demonstrate how to look up the word in m-w.com so Ss know what the topics are about.	**Teach:** Show Ss how I found an article that explained my topic. Demonstrate how I determine words and phrases that were most important in understanding the topic, "Marine Ecosystems". Point out the words that were confusing. Show how I found their meanings: context and online dictionary.	**Teach**: Tell Ss that for each unit, they will have 1 content goal (This unit - writing research poetry – will be published _____ .) They will also be responsible for editing their papers for the goals you select. Tell them you scanned their papers to find what they didn't know. Share the class goals you picked. Make a poster for each goal and hang it where everyone can see. Explain the class goals and why you picked them.
Active Engagement/Think-Pair-Share: Turn and Talk to your P. Make a list of the characteristics of the poem you selected from my stack.	**Active Engagement/Think-Pair-Share:** Turn and talk with your P and think of one publishing idea to share. Write it in your notebook. I will check your idea. If you're on track, go to your writing space and brainstorm more ideas with your P.	**Active Engagement/Think-Pair-Share:** Try looking up an idea in m-w.com**.** If you have any trouble, get help from a P or from me.	**Active Engagement/Think-Pair-Share:** Ss select an article or textbooks pages that help them understand their research topic. They get help from their P if needed.	**Active Engagement/Think-Pair- Share:** Ask Ss to work with their Ps to see if they can name the class goals. Ex: Punctuation –

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Link to Writing Time: Take a poem with you. Go to your writing space and make a list of what you notice are a poem's characteristics. You may work alone or with a P.	**Link to Writing Time:** Go to your writing space to brainstorm a list of publishing ideas with your P. We can use this list all year plus select one for this unit.	**Link to Writing Time:** When you're sure you know how to work with this online dictionary, go through the list and select a topic you're interested in researching.	**Link to Writing Time:** Go to your workspace and read your article. Highlight or underline that information if it's an article you can write on. Make a list of words and phrases in your notebook that help explain the topic if it's a textbook or library book.	how to use line breaks in poetry; Capitalization – remove capital letters from the middle of words; Spelling – choose 5 words most Ss can't spell that need to be cleared up; Grammar – vague pronoun reference (Read link above for help.)
Conference Names & Targets: Record who & what they said on record sheet.	**Conference Names & Targets:** Record who & what they said on record sheet.	**Conference Names & Targets:** Record who & what they said on record sheet.	**Conference Names & Targets** Record who & what they said on record sheet.	**Conference Names & Targets**: Record who & what they said on record sheet.
Who Shared: What Target? Ss you conferred with share and explain what they learned in the conference.	**Who Shared: What Target?** Ss you conferred with share and explain what they learned in the conference.	**Who Shared: What Target?** Ss you conferred with share and explain what they learned in the conference.	**Who Shared: What Target?** Ss you conferred with share and explain what they learned in the conference.	**Who Shared: What Target?** Ss you conferred with share and explain what they learned in the conference.
Summary/ Formative Assessment Ss share lists. T makes an anchor chart of what Ss discover. Help them to see the similarities of free verse poems. Make note of who shares.	**Summary/Formative Assess.** Leave time to share ideas and vote on the one we will do. **Closure: Repeat Target** Today we chose who we will send our essays to!	**Summary/Formative Assess.** Restate target and at what you hope Ss learned today.	**Summary/Formative Assess.** Restate target and at what you hope Ss learned today.	**Summary/Formative Assess.** If everyone learns the conventions goals for each unit, then Ss will know how to capitalize, punctuate, spell, etc. for the rest of their lives. Ss will be held accountable for lessons they're taught in each unit. Ss will refer to the posters all through the unit. T will remind them when they've forgotten to use one of the goals no matter the subject. T will be teaching lessons to help them remember the goals forever.
NOTE to teacher about conventions: Where else might you find time to teach conventions lessons? Do you need to extend the unit beyond 15 days? Can you teach Ss in conferences? Can Ss work independently on homework assignments?	One suggestion is to assign homework that strengthens Ss' abilities to use the conventions: read about the grammar and punctuation rules and study the spelling words you selected. Ask them to practice on drafts in their notebooks.	**Homework**	**Homework**	

Topic: Found Poem	Topic: Conventions/2nd Draft	Topic: Revision Circles	Topic: Revision Circles Day 2	Topic: Edit
Materials: Teacher mentor text for each child to be able to see About 15-20 strips of paper /S	**Materials:** Poetry samples used in lesson 1; teacher mentor text; text copy of 2nd mentor text; computers or nice paper or notebooks	**Materials** Circles of 5 Ss Read "Sane Writing Conferences" for detailed explanation of steps below: http://www.liketowrite.com/conferring.html	**Materials** Circles of 5 Ss	**Materials** Editing contracts Read "Editing" http://www.liketowrite.com/editing.html Online or text dictionaries Notes
DAY 6 Connect/Target: I can combine the important words I selected into a poem.	**Day 7 Connect/Target:** I can study free verse poetry to know how line breaks, capitalization, and punctuation work. I can write 2nd draft.	**Day 8 Connect/Target:** I can take advice from my peers and decide for myself what will make my writing better.	**Day 9 Connect/Target:** Same target as yesterday	**Day 10 Target**: I can use suggestions I received in revision circle to make changes. Or, I can edit.
Teach: Show teacher mentor text again. Show list of important words written on strips of paper. Show how you moved the words around until you found a meaningful poem – a Found Poem. Explain that Ss can add words so that the poem makes sense. Point out the words that are added to the poem.	**Teach** Make sure Ss can see a copy of your poem. Explain why you broke the lines the way you did Explain whether you wanted the stanzas where they break Ask Ss to see how you used capital letters and whether you use punctuation.	**Teach:** 1) Bring a circle of 2-3 Ss together in the middle of the room. 2) Ask other Ss to take notes. 3) Choose S from small group to read paper aloud. 4) Allow 2 min for group members to get thoughts together. 5) First, members compliment using the words the author wrote. (Cont. →)	**Teach:** 6) Next, members ask questions about what they don't understand. 7) Finally, members suggest ideas that will make poem better. T participates, too and critiques feedback members offer gently explaining what works and what needs work.	**Teach:** If Ss did homework then papers are ready to edit. Show how to use the editing contract to check and fix paper for unit focus for each strand. Then, show how to edit a P's paper without writing on it. Ps sit together and make suggestions. Consult resources. Writer has final say. Fill out contracts and sign.
Active Engagement/Think-Pair-Share: Ask Ss to tell each other the directions for what they're doing today. Tell them to find their questions and ask them before to go to write time.	**Active Engagement/Think-Pair-Share:** Ask Ss to look at another example of a free verse poem – a different format than yours. How do the lines and stanzas break? How does the author use capitals and punctuation? What conclusions can we draw? (The free verse poem is written at the design of the writer.)	**Active Engagement/Think-Pair-Share:** Make anchor chart with Ss help. 1) Author reads. Members take notes. 2) People take time to gather their thoughts. 3) Members read and explain words they like from notes or borrowing paper. Writer underlines those words. 4) Members ask questions. Writer puts a question mark at those points to consider when revising. 5) Members make suggestions. Author records their suggestions. Next person	**Link to Writing Time:** Ss move right into revision circles so everyone gets a chance to participate.	**Link to Writing Time:** Ss move right into editing papers – first by looking over their own. Then, when it's as good as they can get it, they sit with a P and check to see they've fulfilled the goals of the editing contract. They sign. If Ss didn't do homework, they will need to revise papers using the feedback they received from peers.

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		takes a turn and continues through tomorrow until everyone has a chance at participating in a revision circle.		
Link to Writing Time: So today and every day you can read an article and make a list of the most important words. Next, write the words on strips of paper. Then organize the strips the way they make sense. Add words if you need to so the poem is complete on other strips of paper. Go back to the text you were reading if you have gaps.	**Link to Writing Time:** Put the lines of your poem back in the order you determined yesterday. Write a second draft on notebook paper, on the computer, or in their notebooks – depending on how you're going to carry out the rest of the lesson.	**Link to Revision Time:** Divide Ss into groups of 4-5. Let them try out the revision circles.		
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Summary/ Formative Assessment Restate target and at what you hope Ss learned today.	**Summary/ Formative Assessment** Collect the poems to see if Ss are on track. Restate target and at what you hope Ss learned today.	**Summary/ Formative Assessment** Restate target and at what you hope Ss learned today.	**Summary/ Formative Assessment** Restate target and at what you hope Ss learned today.	**Summary/ Formative Assessment** Collect papers with editing contracts. Restate target and at what you hope Ss learned today.
Homework	**Homework**	**Homework** Make changes to paper based on feedback.	**Homework**. Make changes to paper based on feedback.	**Homework** Write final draft of the poem.

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Topic: Use image sites to find pictures or illustrations for the poem	Topic: Create Power Point or use other software to create final project	Topic: Create Power Point or use other software to create final project Day 2	Topic: Share/Celebrate	Topic: Reflect/Set Goals
DAY 11 Connect/Target: I can find images to illustrate the meaning of my poem	**Day 12 Connect/Target:** I can use software that combines my words with my images to effectively communicate my research.	**Day 13 Connect/Target:** Same target	**Day 14 Connect/Target:** I can share in the way we determined on Day 2. I can evaluate my peers using a rubric (if so desired).	**Day 15 Target**: I can reflect on what I learned and set goals for my next project.
Teach: Take Ss to computer lab or use resources available to you. Show Ss how to find illustrations that will work with the presentation that are not copyrighted. Show them how to file them in a folder so they're ready when they need them.	**Teach:** Show Ss who need help how to use the software you selected.	**Teach:** Bring Ss together who need help in using software. Review.	**Teach:**	**Teach:** Get in one large circle like a Socratic Seminar. Talk through the experience by asking questions like those in the Link box. Get Ss talking and thinking about possible ideas before you send them to write.
Active Engagement/Think-Pair-Share: Make an anchor chart together that lists the steps Ss will follow to be successful.	**Active Engagement/Think-Pair-Share:** Make an anchor chart together that lists the steps Ss will follow to be successful.	**Active Engagement/Think-Pair-Share:** Review anchor chart	**Active Engagement/Think-Pair-Share:**	**Active Engagement/Think-Pair-Share:** Ask Ss sitting next to one another what goal they're thinking about writing to let them orally rehearse what they will write.
Link to Writing Time: Ss who are ready start collecting images. Gather Ss together who need more help and work with them. Or pair Ss with their Ps.	**Link to Writing Time:** All Ss work on making their presentation.	**Link to Writing Time:** All Ss work on making their presentation. *You may need to add more days for everyone to get finished. Or, if a majority of Ss are finished, then you probably want to set the deadline as firm and ask Ss who aren't finished to present what they have. When they set their goals on the last day of the project, they might have found that they should work quicker or do homework.*	**Link to Writing Time:**	**Link to Writing Time:** ▪ What did I learn about technology? ▪ What did I learn about presenting? ▪ What did I learn about research? ▪ What would I do differently next time? ▪ What goals do I set for myself for my next project?
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Summary Restate target and at what point Ss should be in this project.	Summary Restate target and at what point Ss should be in this project.	Summary Restate target and at what point Ss should be in this project.	Summary Tell Ss what worked! Celebrate!	Summary
Homework Write the final draft of the poem.	Homework Presentations due in 2 days. Make final revisions if you've been through a revision circle.	Homework Presentations due tomorrow. Make final revisions.	Homework Tell Ss that they will be reflecting on the project tomorrow. They should be thinking about their goals for the next project based on what they learned from this project. Some examples are how to work with a P, how to receive and use feedback, getting work turned in on time, how to find research quickly, how to use the poem idea in other projects, etc.	Homework

NCSOS Science Objective 3.03 (8th grade) Evaluate evidence that Earth's oceans are a reservoir of nutrients, minerals, dissolved gases, and life forms:

- Estuaries.
- Marine ecosystems.
- Upwelling.
- Behavior of gases in the marine environment.
- Value and sustainability of marine resources.
- Deep ocean technology and understandings gained

Found Words from Internet Site on Ecosystems: largest aquatic system; covering 70% of the Earth; host of different species; tiny planktonic organisms; many fish species reside; marine animals; endangered; key factor; presence of dissolved compounds; seawater salts; salty taste; prevents oceans from freezing; daily changes; weather; currents; seasons; salinity levels vary

Mentor Text...

Marine Ecosystems
By Karen Haag

Largest aquatic system
covering 70% of the planet
is host to millions of different species
from tiny planktonic organisms
to large marine mammals

Many species live
In the ocean
Some are endangered
Would you believe
even whales and turtles?
Key substance in the ocean
is the presence
of dissolved compounds
Salt is greatest
85%
Prevents the ocean
from freezing

Daily changes
Weather
Currents
Seasons
causes the salt levels
to vary

In estuaries -
water passages where
the tide meets a river current
In marshes
In mangrove forests
Salts vary
which causes
organisms to adapt

Salt tolerant organisms
Euryhaline
Mussels
Clams
Barnacles
change to accept
the salts

But finfish
and others
Salt intolerant
Migrate
Move
Get away from there
or find places to hide

Steps:

(1) Ss choose and read a nonfiction text that matches your curriculum standards – textbook pages, website pages, magazine article, etc.

(2) They use www.m-w.com or other online dictionary to look up and listen to any unfamiliar vocabulary.

(3) Highlight words that are most important. (See the words I picked in the box on page 7.) Write the words on slips of paper.

(4) Organize slips into a poem – a Found Poem

(5) Revise the poem with the help of peers

(6) Use image sites to find pictures to illustrate words of the poem.

(7) Create Power Point or use other software and narrate to share with others chosen as audience.

(8) Reflection examples:
- What did I learn about science from this project?
- How am I going to remember or apply what I learned?
- What was my process for completing this project?

Other possible questions:
- What would I do differently next time?
- What did I learn about technology?
- What did I learn about presenting?
- What did I learn about research?

Teacher Reflection on the Found Poem Lesson (Synthesis)

Reading Skill: Determining importance and synthesis.

Writing and Conventions Skill: Creative writing --- poetry about nonfiction content. Publishing Power Point. Focused convention skills/unit.

Thinking Skill: Change information from one genre to another. Metacognition.

Reflective Skill: Self-assessment. Goal setting.

Synthesis --- Ss will form opinions, change perspectives, develop new ideas, find evidence, and, in general, enhance a personal understanding of concepts.

In school, we ask children to retell and summarize often but there are not as many opportunities for synthesizing. In this lesson, I want to teach Ss to make science processes personally meaningful. I purposefully pair them with a P to discuss their metacognition as they work through their research. At the end, I ask them to observe how they were willing to change their minds, gained new perspectives, solidified beliefs with evidence, reacted to information, and/or made meaning of the science research work. *What is synthesis? How do we teach children to synthesize science?*

Hyde recommends: *Combine new information with existing information to create something new.* (*Comprehending Math*, p. 151)

- Think-aloud modeling
- One-to-one conferences
- Making notes
- Sticky notes
- Double-entry journals

- During reading, stop and think
- Interact personally with the text
- Write from first person perspective
- Personal response
- Synthesize info in the margins – use their own words

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Modeling or Mentor Text? --- I tried out the writing task before working with the children. Then I showed my model to Ss. Piaget says, "*Each time we prematurely teach a child something he could have discovered himself, consequently that child is kept from inventing it and from understanding it completely.*" Here is another point of view: *Often Ss, and often teachers, think that it is not okay --- that it is almost cheating--- to borrow an idea from or imitate the writing style of an author. But this is how we learn to walk, to talk, to do almost anything: we imitate what we see others doing.* (*Mentor Texts*, Lynne R. Dorfman and Rose Capelli, 2007) I constantly struggle with where to put the modeling so the thinking is on the Ss. *Did modeling work in this case or did it set Ss on one particular path? Was the mentor text appropriate this time?*

Research, Writing, and Retention "In an article for Teacher Magazine (5/7), middle school science teacher Anthony Cody wrote that, after standardized testing is over, he asks his Ss to do creative writing activities. Cody explained, "When Ss write research papers, their first instinct is often to collect as many facts as they can into a big pile and string them together." By using creative writing, Cody seeks to help Ss "make ideas their own," as well as "understand their subject as a result of their research -- and be able to explain it in a way that makes it fresh." When asking Ss to write science fiction, for example, Cody has them incorporate facts from research into their narrative. And while "[planetary] facts [are] not always foremost in their work," he argued, "the rubric [gives] them points for creatively incorporating as many facts as possible." Noting that the "strategy...is easily adapted to math, social studies, and other content areas," Cody also listed how tools such as "blogs, wikis, podcasts, or Photostory" could be incorporated." (NCTE Inbox, May 8, 2008)
- *Why after standardized testing is over? Shouldn't Ss use these strategies all year?*
- *How does writing creatively engage Ss and more likely send and store information to long-term memory?*

Publishing ---The energy for revision is rooted in the child's urge to express himself/herself. When children say, "Why do I have to write?" or "Why change it?" then what they are really saying is, "I don't see what I am doing. I don't have a voice." (Donald Graves, *Writing: Teachers and Children At Work*) *Did knowing that they would share this information give Ss energy for writing?*

Technology "Ss in low-income families may have more access to technology than previously thought. What's more, according to preliminary research coming out of the University of Minnesota, these Ss are using technology consistently to boost their 21st century skills--even if many of them aren't aware that they're of the educational value of their activities online." (Digital Divide: What Digital Divide? by Dave Nagel, *T.H.E. Journal*, June 2008). To view the full article, go to http://www.thejournal.com/articles/22818.
- *How can we bring the use of technology into our classrooms more?*
- *How can we build on what Ss are doing at home?*
- *How can we integrate the use of technology so the computer is seen as a tool, not another subject or thing to do?*

Role of Daybooks (or whatever you call them☺) Ss create their own guidebook for writing of sorts. Work is not scattered or lost. *What is the value of assigning Ss to collect this work for writing complete reflective letters later?*

Reflection *What is the value of building time into the day for Ss to record their thinking? How can these small moments be used later in reflective essays or self-evaluation?*

Grading *Could we/ should we grade this work?* If so, how?

Grading Sources by Kathleen Blake Yancey
▪ *Portfolios in the Writing Classroom*
▪ *Assessing Writing Across the Curriculum*
▪ *Self Assessment and the Development of Writing*

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