

Unit 4 – Application and Integration - shortened time frame - 4-6 weeks

During this unit please choose the genre(s) that best support your students' learning. If possible, complete two of these genre units in order for students to understand how each genre supports and complements the others as well as how to apply the skills learned in all content areas.

***NOTE: the first project of expository writing sets the stage for the additional assignments by engaging students in research on a topic or theme that will then be used in the argument or narrative project. If the expository task will not be used, please allow time for students to research a topic or theme before starting the narrative or argument project.*

Two Weeks - Expository Writing Project: Students will write an expository report on a designated curriculum-based topic, informed by research, applying all skills. Approached in a process writing format.

- 1.) Teacher Selects a Curriculum Based Theme or Topic.
Ex. Space Travel, Western Expansion, Explorers, Animal Habitats, Rainforest, Weather, Civil War, etc.
- 2.) Students conduct research on some aspect of this topic to inform an expository report.

Ex. Space Travel: A Famous Astronaut, Successful Missions, Inventions inspired by NASA research, Exploring Mars, etc.
 - Students generate **research questions** (refer to Research Section of Guides), use Search Engines and Library Resources to answer questions, taking bulleted notes.
- 3.) Students “pick, list, choose” around this topic, aided by research results and construct a **summarizing framework** as the blueprint for their report. (TOPIC and MAIN IDEAS)
- 4.) Have students generate **word referents** for use in place of TOPIC word and other key words (main idea blurbs) to encourage powerful word choice and sentence variety.
- 5.) Guide students through the **expository process writing timeline**, **MODELING** skills (for review and reinforcement) as you move through the 7-day plan.
 - Provide **sentence starters** and remind them to use **word referents** for sentence variety and strong word choice.
- 6.) Guide the class through the **revision** process, sharing and commenting on student work during **GUIDED PRACTICE**. Be sure to provide specific feedback as you circulate, using the terminology related to skills taught.

- Encourage students who are able to research for “**Golden Bricks**” to insert in their paragraphs as a more powerful way to “show” rather than “tell.”
- If time permits, have students create a **chart, graph, map, diagram**, or **online images** to enhance their writing.

Two Weeks - Opinion OR Argument Writing Project: Students will write an opinion/argument essay on an issue related to the designated curriculum-based topic they wrote about in the first two weeks in a process writing format OR time is given to research an issue of choice.

- 1.) Teacher reviews the purpose of opinion writing (to state an opinion with supporting reasons) or argument writing (to convince an audience of others that your position is relevant and viable, as evidenced by reasons)
- 2.) Students come up with an **issue** of interest related to their topic.
Ex. Should the U.S. be the first to send a person to Mars? or Do we spend too much money funding our space program? Etc.
- 3.) Students generate **PRO’s and CON’s** relative to their issue.
- 4.) Based on PRO’s and CON’s students choose a **position** relative to their issue and fill out a **summarizing framework** including **ISSUE, POSITION or CLAIM, and MAIN ARGUMENTS**.
- 5.) Guide students through the **expository process writing timeline, MODELING** (substituting opinion or argument skills (for review and reinforcement) as you move through the 7-day plan.
 - Provide **sentence starters** for the language of opinion or argument and remind them to use **word referents** for sentence variety and strong word choice.
- 6.) Guide the class through the **revision** process, sharing and commenting on student work during **GUIDED PRACTICE**. Be sure to provide specific feedback as you circulate, using the terminology related to skills taught.

Two Weeks - Narrative Writing Project: Students will write a narrative story based on the theme or topic they selected in the expository project OR allow time for research prior to beginning this project. They will think about the elements of narrative writing (character, setting, problem, adventure, solution) in regard to their topic and generate a story plan inspired by the theme/topic. They will compose a narrative story in a process writing format, applying all skills.

- 1.) Students brainstorm and discuss characters, settings, objects, problems, adventures inspired by their Week 1-2 topic.

Ex. An astronaut explores Mars.

- 2.) Students construct a summarizing framework for their story based on this knowledge base and their imagination. (Remind them that their story can be realistic fiction or fantasy.)

Ex. This story is about Jenny Roberts, astronaut.

The problem or adventure was that while on a mission to Mars she discovers a new life form.

The adventure was concluded when she photographs this strange new life form and transmits it back to earth.

- 3.) The student will draw upon research conducted in the expository unit in order to provide believable detail in the narrative story.

- 4.) Have students generate **word referents** for use in place of keywords to encourage powerful word choice and sentence variety.

Ex. astronaut – space explorer life form – amazing bundle of glowing cells

- 5.) Guide students through the **narrative process writing timeline, MODELING** skills (for review and reinforcement) as you move through the 7-day plan.

- Provide **sentence starters** and remind them to use **word referents** for sentence variety and strong word choice.

- 6.) Guide the class through the **revision** process, sharing and commenting on student work during **GUIDED PRACTICE**. Be sure to provide specific feedback as you circulate, using the terminology related to skills taught.

- 7.) Have students provide illustrations of peak moments of their stories to accompany the text.

Additional Unit if time allows
Two Weeks - Celebration!

Use the last two weeks as an opportunity to share, display, and celebrate the thematic immersion in these main genres of writing. Some ideas for celebrating:

- Create a “side x side” Bulletin Board in which all pieces of thematically related writing can be displayed. Decorate the background with images of related characters, settings, objects students either create themselves and/or of images they find online.
- Create class books. Photocopy student writing. Bind copies of each book, one for each project completed. Have the class create covers for each:
 Ex. Space Travel, Points of View about Space Issues, Spacey Stories

Have your librarian arrange of display of these in the media center for other grade levels to read and appreciate.

- Have parents and other invited guests come in for a reading. Students will make oral presentations to guests about the writing genres and how they went about writing them. Assign a student to speak about each important genre-specific writing skill.
- Invite a local reporter and members of the school board in for a powerpoint of writing samples along with student sharing about what they learned (as in the previous example).