

Unit 3: Revision (2 weeks)

Rationale

Why is this unit important and appropriate for this grade level and at this time of the year?

Students will revisit notebook entries with a readerly lens and use strategies to improve the quality of their narrative writing from earlier units of study.

Learning Outcomes

What do we expect students to know and be able to do at the end of the unit?

Students will:

- Understand the purpose of revision in the writing process
- Revisit notebook entries and make revisions based on the craft moves studied in the unit
- Revise and publish one piece for publication using a variety of craft strategies

Minilessons/Notes/Tips

What minilessons will lead to student learning outcomes?

Possible Minilessons:

- Reviewing with students what they already know about revising as a way to improve a piece of writing (Create an anchor chart of revision strategies and the purpose(s) of each)
- Using a piece of shared writing or teacher created writing, the teacher will demonstrate how to use asterisks to identify places in the draft where revision might occur and why
- Modeling how to make those revisions on a separate piece of paper or in the margin
- Reviewing craft moves studied in Units 1 and 2 and selecting three or more of those moves to apply to a carefully chosen notebook entry to make it a stronger piece of writing
- Reviewing craft moves studied in Units 1 and 2 and have students select at least three of those moves to apply to a carefully chosen notebook entry to make it a stronger piece of writing.
- “Trying out” the same three (or more) craft moves in several other notebook entries
- Rereading entry to compare the revised entry to the original entry
 - Working with partner to reflect on how the revisions improved/diminished the piece? Determine why a particular revision strategy improved the piece, took away from the piece.
 - Discussing with partner what additional revisions would improve the quality of the writing
- Modeling (through the study of short mentor texts) how to use several additional simple craft moves to revise pieces such as:
 - Crafting powerful leads
 - Composting satisfying endings
 - Precise word choice
 - Using dialogue to elaborate
 - Using internal thinking to elaborate
 - Using sensory details to elaborate
 - Varying sentence length
 - Varying sentence structure
- Trying out several new revision strategies in chosen notebook entries
- Selecting a piece for publication by
 - Drafting, revising, editing a carefully selected notebook entry
 - OR
 - Choosing a previously published piece (from Unit 1 or 2) to revise and edit

2014-2015 Grade 4 Writing Units of Study

- Editing writing to reflect grade level expectations for grammar, punctuation, capitalization (see Common Core Language Standards)

Notes/Tips:

- ***By the end of the unit, students should be writing during the workshop time independently for a minimum of 40+ minutes. Students who finish their work related to the minilesson should continue writing in their writer's notebooks as a way to build writing volume and stamina.***
- Students edit their pieces daily. Refer to the District Conventions Continuum to determine appropriate convention objectives (punctuation, capitalization, syntax) to teach during the unit. Copies are available in the grade level literacy binders and on the district website http://ww3.mamkschools.org/ela/Units_of_Study.html.
- Students should be encouraged to continue writing in their notebooks after meeting the goal of the day's lesson.
- Students should take the notebook home every night in order to continue practicing the strategies taught and accumulate entries.
- Analyze student writing to assess whole class, small group and individualized needs.
- Meet with guided writing groups consistently as a way to differentiate writing instruction.
- The typed texts of well known, well written picture books are a great resource for studying craft. Consider texts by Cynthia Rylant, Jacqueline Woodson, Julie Brinckloe and Eve Bunting.
- The list of possible revision strategies that writers utilize will grow as the year progresses and various genres are explored and published. An extensive list of revision strategies to explore during the revision study as well as throughout the year are listed in *The Revision Toolbox* by Georgia Heard.
- It is important to highlight for students that revision does not simply mean adding more rather it's ongoing and happens in all stages of the writing process with the purpose of improving the quality of the piece.
- As students come out of the notebooks and draft it is important to model for students that drafting is not simply copying an entry from a notebook. Most students find it helpful to draft across pages/use every other line thereby leaving room on each page for revision work. If students draft across pages/booklet each separate page represents a new scene.
- Teachers should keep a writer's notebook to refer to during the writing workshop – minilessons and conferences.
- It is important to implement shared writing into the instructional schedule for the intermediate grades. By having shared writing 2-3 days a week, teachers are able to model for students the type of writing that will be discussed during workshop minilessons. Shared writing is critical as it reflect the gradual release of responsibility and is a separate instructional practice from the workshop. During shared writing the teacher scribes class texts (based on the current writing unit of study). These texts can be used as mentor texts for the writing workshop minilessons.
- Students are encouraged to publish writing using word processing tools such as Word or other online publishing tools.
- **To view Grade 4 archived artifacts for the unit please visit the Grade 4 reading/writing page. Select "Resources" from the top nav bar. To access the units of study website use the link http://ww3.mamkschools.org/units_of_study/.**
- To view sample unit specific anchor charts for various units of study in reading and writing use the following link: <http://readingandwritingproject.com/resources/classroom-charts/third-eighth-grade.html>
- To view samples of student writing across genres and grade levels use the link <http://readingandwritingproject.com/resources/student-writing/fourth-grade.html>.

Professional Resources

What professional resources will be helpful in planning the unit?

- *The Common Core Writing Book* by Gretchen Owocki
- *Units of Study in Opinion, Information, and Narrative Writing, Grade 4* by Lucy Calkins et al
- *The Revision Toolbox* by Georgia Heard
- *The No-Nonsense Guide to Teaching Writing* by Judy Davis and Sharon Hill (pp. 88-89 and Chapter 9)
- *Craft Lessons* by Ralph Fletcher
- *6+1 Traits of Writing: The Complete Guide (Grade 3 and Up)* by Ruth Culham
- *What a Writer Needs* by Ralph Fletcher
- *Live Writing: Breathing Life into Your Words* by Ralph Fletcher
- *Wondrous Words* by Katie Wood Ray
- *Mentor Texts: Teaching Writing Through Children's Literature, K-6* by Lynne R. Dorfman and Rose Cappelli
- *I Can Write Like That! A Guide to Mentor Texts and Craft Studies for Writers K-6* by Susan Ehmann and Kellyann Gayer
- *100 Ideas for Writing* by Linda Rief
- *My Quick Writes for Inside Writing* by Donald Graves and Penny Kittle
- *Guided Writing: Practical Lessons, Powerful Results* by Lori D. Oczkus
- http://ww3.mamkschools.org/ela/Units_of_Study.html (See the District Conventions Continuum)