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| **Session 1** | |
| **Concept** | Writers generate ideas for writing personal essays. |
| **Teaching Point** | Writers analyze the content and structure of personal essays. |

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| **References** | **Materials** |
| * ***Lucy Calkins Units of Study for Teaching Writing, Grades 3-5, Book 3: Breathing Life Into Essays***, Lucy Calkins * ***Chicken Soup for the Kid’s Soul****, Jack Canfield, et.al.* * ***Chicken Soup for the Kid’s Soul 2****, Jack Canfield, et.al.* | * Anchor charts: * ***Examining the Structure of Essays*** * ***Comparing Narratives and Essays*** * Enlarged copies of the following class-sized essays: * ***“The Seed,”*** from ***Chicken Soup for the Kid’s Soul 2*** * ***“The Day I Figured Out That No One Is Perfect”*** from ***Chicken Soup for the Kid’s Soul*** * Copies of the following student essays for each group: * ***“Growing Up Takes Time”*** * ***“Fun with My Grandparents”*** * Two-column charts for each group |

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| **Notes** | * Spend more than one day for a session if necessary. * Create permanent classroom anchor charts by adding new strategies as you go. If you choose to use a document camera to share the anchor charts from this unit, also create classroom anchor charts so students can refer to them later. * Use the ***Conferring Checklist***located at the end of this unit. * In this session, students will be reading and discussing personal essays in small groups to immerse them in this new genre. Plan ahead for group assignments. |
| **Connection** | * Explain that students will begin a new writing unit of study today. They will start by looking at the structure and content of personal essays. In personal essays, the author advances a theme of personal significance. |
| **Demonstration/**  **Teaching** | * Explain that essays are always organized around a topic or **big idea**. Authors present their opinion, or perspective, related to a **big idea**, and then they support this opinion in their essays. * Explain that today students will study the **big ideas** and **evidence**, or support, for those ideas in essays. They will learn more about forming an opinion, or taking a perspective, in a few days. * Share the personal essay, ***“The Seed,”*** and examine the introduction to identify the **big idea**. Explain how the body of the essay includes evidence for this **big idea** in the form of a mini-story. * Record the **big idea** and the **evidence** on a class-sized ***Examining the Structure of Essay***s chart. |
| **Active Engagement** | * Have students help you do this same work that you just demonstrated using the essay, ***“The Day I Figured Out That No One Is Perfect.”*** * Summarize the process for the students. |
| **Link** | *Writers, you will be working in groups today to explore two other personal essays. You will be reading them to determine the* ***big ideas*** *and the* ***evidence*** *that supports the* ***big ideas****. You will be recording this information on a two-column chart for each group.* |
| **Writing and**  **Conferring** | * Conduct small group conferences. Listen to and help students identify the **big ideas** and understand how the **evidence** relates to each **big idea**. |
| **Mid-Workshop Teaching Point** | * Have two or three groups of students share the **big ideas** and **evidence** from their personal essays and add them to the class chart. Summarize the thinking the students used. |
| **Share** | * Convene students in the meeting area. * Bring closure to today’s workshop by using the ***Comparing Narratives and Essays*** chart to do a side-by side comparison of a narrative and an essay. * Review each characteristic of narratives using a familiar narrative text as an example. Review each characteristic of essays using a student essay as an example. * Students should be able to identify texts that are read aloud as narrative or essay and explain why. * Explain that although there are differences between these two kinds of writing, there are also similarities. Both kinds of writing are made from ideas and stories. In narrative writing, the story comes forward, and in essay writing, the idea comes forward. A writer could write a narrative or an essay about any given experience. |

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| **Examining the Structure of Essays** | |
| **Titles/Big Ideas** | **Evidence** |
| **“The Seed”**  **Always reach to do the impossible.** | **Teresa wanted to plant an orange seed in New York, but her mother said it wouldn’t grow.** |
| **“The Day I Figured Out That No One Is Perfect”**  **How someone treats you is more important than how they look.** | **Ellie thought she wanted to be friends with a girl who was beautiful on the outside, but then realized that she wasn’t nice on the inside.** |
| **“Growing Up Takes Time”**  **Growing up isn’t always easy.** | **A girl recalls two times that she wasn’t as grown up as she thought was.** |
| **“Fun with My Grandparents”**  **You have to give people a chance.** | **A boy doesn’t think his grandparents are much fun until they take him to a haunted house and then bike riding.** |

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| **Examining the Structure of Essays** | |
| **Titles/Big Ideas** | **Evidence** |
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| **Comparing Narratives and Essays** | |
| **Narrative** | **Essay** |
| * Organized in sequence. | * Organized around a big idea. |
| * Begins with character, setting, and problem. | * Begins with a big idea and an opinion, or perspective. |
| * Characters are developed across the whole text. | * Big idea is developed across the whole text. |
| * Ends with a resolution to the problem. | * Ends by returning to the big idea. |
| * Written so the reader can participate in the experience. | * Written so the reader can think about the big idea. |

Growing Up Takes Time

Many kids think that growing up is so great and so simple, but they have no idea what they’re in for. Growing up can feel really good, but it does not happen fast, and it is not as easy as it looks. I think that growing up is really hard, and it takes a lot of work to get there.

I remember one time when I was a big kid sledding fast on a hill with my friends. There were little kids sledding with their parents, too. I accidentally bumped into a man and his kid when I was racing down the hill. The man yelled at me and made me feel very little again. I cried and felt like a baby. I wanted to act like a big kid, but it was too hard.

Another time, I really wanted to go on the big roller coaster at the amusement park. When I got there, I found out that I was just tall enough to ride it. So I got on, but I was so scared that I thought I was going to throw up. I couldn’t wait for the ride to be over. I never want to go on that ride again.

Now I know that it takes time to grow up. I shouldn’t try to hurry it along. Growing up can be great, but it isn’t as easy and smooth as it really looks. It takes time, and there are bumps along the way. But I still can’t wait until I get there.

Fun with My Grandparents

I used to think that it was strange to stay with my grandparents. It felt different being with people besides my mom and dad. I thought they we too old to do things that were fun for kids. But now I realize that they are a lot of fun, and I love being with them.

One reason why I changed my mind is that last October they took me to a haunted house. I really wanted to go, but my parents didn’t have time to take me. I couldn’t believe it when my grandmother suggested that we go together. It was scary, but I loved every minute of it.

Another reason why I changed my mind is because my grandparents went biking with me a couple of weeks ago. We went down some trails that were hilly and bumpy. Sometimes I had a hard time keeping my balance. I tried to beat my grandma, but she was too fast. In the end, we all finished about the same time. I had so much fun!

Now I know that being with my grandparents is a lot of fun. I feel comfortable when I’m with them, and it is fun to do things together. They think of fun things for us to do. I am always excited when my mom says we are going to see my grandparents.

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| **Session 2** | |
| **Concept** | Writers generate ideas for writing personal essays. |
| **Teaching Point** | Writers brainstorm **essay ideas** from the big ideas in personal essays. |

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| **References** | **Materials** |
| * ***Lucy Calkins Units of Study for Teaching Writing, Grades 3-5, Book 3: Breathing Life Into Essays***, Lucy Calkins | * Writer’s notebooks * Anchor charts: * ***Examining the Structure of Essays*** * ***Comparing Narratives and Essays*** * ***Possible Essay Ideas*** |

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| **Note** | * Post on the daily schedule or verbally ask students to bring their writer’s notebook and a pencil to the meeting area. |
| **Connection** | * Explain that students will be thinking about the **big ideas** from the essays they read yesterday to help them come up with their own **essay ideas**. |
| **Demonstration/**  **Teaching** | * Review the ***Examining the Structure of Essays*** chart from yesterday’s session. * Explain that you and the students are going to start thinking about possible **essay ideas** and jotting them down today and for the next couple of days. * Demonstrate how to focus in on one big idea from the chart, think about what this idea means to you, and recall when an experience related to this idea occurred in your own life. * Begin a T-chart on the board with the title ***Possible Essay Ideas*** and the headings ***Big Ideas*** and ***Evidence from My Life.*** Write the big idea in the box and a few words that tell about the experience next to the first bullet on the chart. Explain that this experience is **evidence** that supports the big idea. Then see if you can think of a second experience related to the same big idea and record it next to the second bullet on the chart. |
| **Active Engagement** | * Have students create a T-chart with the same title and headings on a clean page in their writer’s notebooks. * Give students time to think of an experience from their own lives related to the same big idea, and then turn and share their ideas with a partner. * Have a few students share their ideas with the class. Explain that students should listen carefully to the ideas of other students because they often spark memories of other experiences that can be used as evidence to support the big idea. * Have students jot the big idea and the experience, or evidence, on their T-charts. * Have students continue to do this same work using one more big idea from the chart. |
| **Link** | *Writers, today you will continue this work independently. You will look at two other big ideas listed on the* ***Examining the Structure of Essays*** *chart, think about experiences of your own related to the big ideas, and jot down these ideas in your writer’s notebooks. Talk about your ideas with a partner today. Your ideas might spark memories for others, and their ideas might spark memories for you.* |
| **Writing and**  **Conferring** | * Conduct individual conferences to support students’ efforts at thinking of their own ideas related to the big ideas. |
| **Share** | * Convene students in the meeting area. * Bring closure to today’s workshop by having two or three students share **essay ideas** from their notebooks. Summarize the thinking the students used. * Have students recall and share one thing that they learned. |

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| **Possible Essay Ideas** | |
| **Big ideas** | **Evidence from My Life** |
| * **Always reach to do the impossible.** | * **I never thought I could learn how to play golf, but I stuck with it and now I am pretty good.** * **My brother told me that I would never be able to shoot a basket, but I did.** |
| * **How someone treats you is more important than how they look.** |  |
| * **Growing up isn’t always easy.** |  |
| * **You have to give people a chance.** |  |

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| **Session 3** | |
| **Concept** | Writers generate ideas for writing personal essays. |
| **Teaching Point** | Writers brainstorm essay ideas from the big ideas in narrative texts. |

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| **References** | **Materials** |
| * ***Lucy Calkins Units of Study for Teaching Writing, Grades 3-5, Book 3: Breathing Life Into Essays***, Lucy Calkins | * Writer’s notebooks * Anchor charts: * ***Comparing Narratives and Essays*** * ***Possible Essay Ideas*** * ***Fireflies***, Julie Brinckloe (respect nature) * ***Granny Torrelli Makes Soup,*** Sharon Creech (don’t stay angry) * ***Shortcut***, Donald Crews (don’t take chances) * ***Peter’s Chair***, Ezra Jack Keats (accept change) * ***The Bee Tree***, Patricia Polacco (reading is an adventure) |

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| **Note** | * Post on the daily schedule or verbally ask students to bring their writer’s notebook and a pencil to the meeting area. |
| **Connection** | * Remind students that they have been studying personal essays to determine the big ideas and to generate their own possible essay ideas. Another source for collecting entries that can become essay ideas is narrative text. |
| **Demonstration/**  **Teaching** | * Explain that narratives often have big ideas, too, and that essay writers sometimes focus on a big idea from a story to help them think of possible essay ideas. * Demonstrate how to focus in on a big idea from one story, think about what this idea means to you, and recall two experiences that can be used as **evidence** to support this big idea. * Record the big idea and **evidence** on your ***Possible Essay Ideas*** T-chart. |
| **Active Engagement** | * Explain to students that this big idea might remind them of experiences in their own lives, too. Give students time to think about what this idea means to them and share their ideas with a partner. * Have two or three students share their ideas with the class. Remind students to listen carefully because these ideas might spark other memories. * Have students open their writer’s notebooks and add the big idea and the related experiences to their T-charts. * Have students continue to do this same work using one other narrative. Write the big idea from a familiar narrative on the ***Possible Essay ideas*** chart and have students jot down their experiences as evidence in their writer’s notebooks. |
| **Link** | *Writers, today you will continue this work independently. You will look at two other stories, think about the big ideas, and recall related experiences of your own. Then you will jot down these big ideas and evidence in your writer’s notebooks. Talk about your ideas with a partner today. Your ideas might spark memories for others, and their ideas might spark memories for you.* |
| **Writing and**  **Conferring** | * Conduct individual conferences to support students’ efforts at thinking of their own ideas related to the big ideas in stories. |
| **Mid-Workshop Teaching Point** | *Writers, as you read other narrative texts, consider the big ideas in those stories, too. You may want to add these big ideas to your* ***Possible Essay Ideas*** chart and see if you can think of related evidence to support the ideas. |
| **Share** | * Convene students in the meeting area. * Bring closure to today’s workshop by having two or three students share essay ideas from their notebooks. Summarize the thinking the students used. * Have students recall and share one thing that they learned. |

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| **Session 4** | |
| **Concept** | Writers generate ideas for writing personal essays. |
| **Teaching Point** | Writers brainstorm essay ideas from the big ideas in their writer’s notebooks. |

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| **References** | **Materials** |
| * ***Lucy Calkins Units of Study for Teaching Writing, Grades 3-5, Book 3: Breathing Life Into Essays***, Lucy Calkins | * Writer’s notebooks * Anchor charts: * ***Comparing Narratives and Essays*** * ***Possible Essay Ideas*** |

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| **Note** | * Post on the daily schedule or verbally ask students to bring their writer’s notebook and a pencil to the meeting area. |
| **Connection** | * Remind students that they have been studying narrative texts to determine the big ideas and generate their own possible essay ideas. Another source for collecting entries that can become essay ideas is their own writer’s notebooks. |
| **Demonstration/**  **Teaching** | * Explain that students will look back in their writer’s notebooks today and look for big ideas that can become possible essay topics. They can think of a big idea related to a notebook entry that they have already written to help them think of other possible essay ideas. * Demonstrate how you look through your own writer’s notebook, focus in on one entry, think of a big idea related to that entry, and recall two other experiences that can be used as **evidence** to support this big idea. * Record the big idea and **evidence** on your ***Possible Essay Ideas*** T-chart. |
| **Active Engagement** | * Explain to students that this big idea might remind them of experiences in their own lives. Give students time to think about what this idea means to them and share their ideas with a partner. * Have two or three students share their ideas with the class. Remind students to listen carefully because these ideas might spark other memories. * Have students add the big idea and their own related experiences to their T-charts. * Demonstrate this process one more time with another example from your own writer’s notebook. |
| **Link** | *Writers, today you will continue this work independently. You will look at the entries in your own writer’s notebooks, think about the big ideas related to these entries, and recall other experiences that are related to this big idea. Then you will jot down these big ideas and related experiences in your writer’s notebooks. Talk about your ideas with a partner today. Your ideas might spark memories for others, and their ideas might spark memories for you.* |
| **Writing and**  **Conferring** | * Conduct individual conferences to support students’ efforts at thinking of new experiences related to the big ideas in stories. * You might need to guide students as a class to do this work. Have them turn to a page where they wrote about a first time, a last time, or a turning point in their lives and help them think of related big ideas. |
| **Mid-Workshop Teaching Point** | *Writers, in order to keep you thinking of more ideas take a few minutes to share your big ideas and related experiences with the other students at your tables. Add any new ideas to your own list that spark a memory.* |
| **Share** | * Convene students in the meeting area. * Bring closure to today’s workshop by having two or three students share essay ideas from their notebooks. Summarize the thinking the students used. * Have students recall and share one thing that they learned. |

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| **Session 5** | |
| **Concept** | Writers generate ideas for writing personal essays. |
| **Teaching Point** | Writers choose ideas and write **opinion statements** for their own personal essays. |

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| **References** | **Materials** |
| * ***Lucy Calkins Units of Study for Teaching Writing, Grades 3-5, Book 3: Breathing Life Into Essays***, Lucy Calkins | * Writer’s notebooks * Anchor charts: * ***Comparing Narratives and Essays*** * ***Possible Essay Ideas*** * ***Thought Prompts*** |

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| **Note** | * Post on the daily schedule or verbally ask students to bring their writer’s notebook and a pencil to the meeting area. |
| **Connection** | * Remind students that they have been studying many different texts to determine the big ideas and generate their own possible essay ideas. Today they will choose a big idea and related experiences from their ***Possible Essay Ideas*** T-chart to develop into a personal essay. |
| **Demonstration/**  **Teaching** | * Explain to students that they will be choosing a big idea that matters the most to them, one in which they have two different experiences that they can use as evidence. * Demonstrate how you look through your list of ***Possible Essay Ideas*** and focus in on one big idea at a time. Then look at two related experiences and think about how they support the big idea. * Position yourself as a “thinker” and a student as a “prompter” to demonstrate how you can push your thinking about your big idea. Begin by thinking aloud whatever thoughts you have about the big idea or the evidence. When you get stuck, the student suggests a thought prompt from the list to help you continue thinking in new ways about your ideas. * In this same way, students will be working with partners to help each other push their thinking about their big ideas and evidence. * Choose the idea that matters the most to you and record the big idea and the two related examples on a clean page in your writer’s notebook. |
| **Active Engagement** | * Have students open up their writer’s notebooks to their own ***Possible Essay Ideas*** *T-chart.* * Have students look at their first big idea on their ***Possible Essay Ideas*** page and think about how the two related experiences support the big idea. * Encourage students to use thought prompts with a partner to push their thinking. * Have one or two students share their ideas with the class. |
| **Link** | *Writers, today you will continue to look at the ideas and related experiences from your own* ***Possible Essay Ideas*** *chart and think about the one that matters the most to you. Then you will record this big idea and two related experiences on a clean page in your own writer’s notebooks.* |
| **Writing and**  **Conferring** | * Conduct individual conferences to support students’ efforts at choosing the big idea that matters most to them. |
| **Mid-Workshop Teaching Point** | * Convene students in the meeting area.   *Writers, now that you have all decided on an idea for your personal essay, you need to think of your own* ***opinion****, or perspective, related to that big idea. Remember, an* ***opinion*** *is an important part of a personal essay. We need to turn our big ideas into* ***opinion statements****. As writers we can look at our big ideas and say,* ***The idea I have about this is…*** *For example:*   * *Big idea:* ***Don’t stay mad.*** *Opinion statement:* ***People shouldn’t stay mad at each other.*** * *Big idea:* ***Respect nature.*** *Opinion statement:* ***I think people should respect nature.***   *Now it is time for you to turn your big ideas into your own* ***opinion statements****. Try writing your* ***opinion statements*** *two or three different ways until you find one that matches specifically what you want to say in your essay.* |
| **Share** | * Convene students in the meeting area. * Bring closure to today’s workshop by having two or three students share their **big ideas** and **opinion statements**, or perspectives, with the class. Summarize the thinking the students used. * Have students recall and share one thing that they learned. |

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| **Thought Prompts** |
| * **The thought I have about this is …** * **In other words …** * **The surprising thing about this is …** * **This makes me realize …** |

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| **Session 6** | |
| **Concept** | Writers generate ideas for writing personal essays. |
| **Teaching Point** | Writers use Boxes and Bullets to organize their ideas for a personal essay. |

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| **References** | **Materials** |
| * ***Lucy Calkins Units of Study for Teaching Writing, Grades 3-5, Book 3: Breathing Life Into Essays***, Lucy Calkins | * Writer’s notebooks * Anchor charts: * ***Comparing Narratives and Essays*** * ***Boxes and Bullets*** * ***Parallel Structures*** |

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| **Connection** | * Explain that writers need to know how an essay is organized in order to be able to write an essay of their own. |
| **Demonstration/**  **Teaching** | * Introduce ***Boxes and Bullets*** as a way for students to organize their ideas for their personal essays. * Demonstrate how to record your position statement, or **point of view,** in the box and the two **parallel supporting reasons** next to the bullets on the organizer. Choose **linking words and phrases** from the ***Parallel Structures*** chart for recording your reasons. |
| **Active Engagement** | * Do this same work using the essay ideas from a student volunteer. Have the class work together with you to record the **point of view** and **reasons** on a ***Boxes and Bullets*** organizer. |
| **Link** | *Writers, today you will do this same work independently using your own ideas. Make them big enough to hold your ideas. Write your* ***point of view*** *in the box and then list your two* ***reasons*** *using a parallel structure next to the bullets.* |
| **Writing and**  **Conferring** | * Conduct individual conferences to support students’ efforts at using ***Boxes and Bullets*** to organize their ideas. |
| **Share** | * Convene students in the meeting area. * Bring closure to today’s workshop by having two or three students read their **point of view** and two **parallel supporting reasons** with the class. Summarize the thinking the students used. * Have students recall and share one thing that they learned. |

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| **Boxes and Bullets** |
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| **Parallel Structures** |
| * ***One reason why I think/believe this is because …***   ***Another reason why I think/believe this is because…***   * ***One example of … is …***   ***Another examples of … is …***   * ***One time I …***   ***Another time I …***   * ***One way that …***   ***Another way that …*** |

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| **Session 7** | |
| **Concept** | Writers learn strategies for good personal essay writing. |
| **Teaching Point** | Writers use their point of view to create essay introductions. |

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| **References** | **Materials** |
| * ***Lucy Calkins Units of Study for Teaching Writing, Grades 3-5, Book 3: Breathing Life Into Essays***, Lucy Calkins | * Writer’s notebooks * Writing folders and writing paper * Anchor charts: * ***Comparing Narratives and Essays*** * ***Boxes and Bullets*** * ***Ways to Start an Essay*** * Sample essay ***“Don’t Stay Mad”*** |

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| **Connection** | * Explain to students that they will be using their writing folders and paper instead of their writer’s notebook as they begin writing their essay today. * Explain that essay writers use the introduction to convey to readers that the ideas in the essay are important. It is essential that writers reach for precise words to capture their thoughts. We will use the following structure in our introductions: * **The first sentence focuses the reader’s attention on the big idea.** * **The middle sentence(s) elaborate on the big idea.** * **The last sentence states the point of view.** * Refer to the sample essay, ***“Don’t Stay Mad.***” |
| **Demonstration/**  **Teaching** | * Introduce the ***Ways to Start an Essay*** chart. * Demonstrate how to write the first sentence of your own essay several ways by using each essay starter. * Decide which essay starter works the best for the first sentence of your essay. * Write one or two more sentences that elaborate on your big idea. * End your introduction with a sentence that states your point of view. * Read your introduction to make sure that you like the way it sounds. Rewrite parts that need revision. |
| **Active Engagement** | * Do this same work using the big idea from a student volunteer. Have the class work together with you to try out different essay starters, choose the one that works the best, elaborate on the big idea, and then state the point of view. Read it over and rewrite parts that need revision. |
| **Link** | *Writers, today you will do this same work independently using your own essay ideas. Remember, try out different essay starters and choose the one that works the best. Elaborate by writing one or two more sentences and then state your point of view. Read over your introduction to make sure that you like the way it sounds. Rewrite parts that need revision.* |
| **Writing and**  **Conferring** | * Conduct individual conferences to support students’ efforts at writing their introductions. |
| **Mid-Workshop Teaching Point** | * Have students share their introductions with a partner. |
| **Share** | * Convene students in the meeting area. * Bring closure to today’s workshop by having several students read their introductions. Summarize the thinking the students used. * Have students recall and share one thing that they learned. |

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| **Ways to Start an Essay** |
| * **Many people think … but I think …** * **Many people (do) … but I (do) …** * **I used to think … but now I realize …** * **I used to (do) … but now I (do) …** |

*Don’t Stay Mad*

***Many people think*** that if they get in a fight with their friends, it is okay to be angry at them. They stay mad and lose their friends because they are stubborn. People don’t want to be the first one to make things right. ***But I think*** that people should get over their anger and get back to being friends.

***One reason why I think this is because*** last summer my friend and I got into a big fight. She said something about me to some other people, and it got back to me. I was hurt that she said those things. I stayed mad at her and wouldn’t talk to her for a long time. Then one day I decided to go up to her on the playground and tell her I didn’t want to be mad at her anymore. She was so happy, and we played together the rest of recess. I was the one who felt bad all that time. I should have tried to work things out with her sooner.

***Another reason why I think this is because*** a couple of years ago, my mom got in an argument with one of her friends. They didn’t talk to each other for a whole year. Then one day they ran into each other in the store, and they both said how much they missed each other. They cried and were sad that they had lost a whole year of being friends. They couldn’t even remember what their argument was about! My mom said that I should remember never to stay made at a friend like she did.

***As I look back on these two times, I realize that*** it is not smart to stay mad at a friend. **From now on**, I will try to work things out if I am angry at someone. **I learned that** the person who hurts the most when you stay mad at someone is yourself.

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| **Session 8** | |
| **Concept** | Writers learn strategies for good personal essay writing. |
| **Teaching Point** | Writers include **angled mini-stories** as support for their point of view. |

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| **References** | **Materials** |
| * ***Lucy Calkins Units of Study for Teaching Writing, Grades 3-5, Book 3: Breathing Life Into Essays***, Lucy Calkins | * Writing folders * Anchor charts: * ***Comparing Narratives and Essays*** * ***Boxes and Bullets*** * Sample essay ***“Don’t Stay Mad”*** |

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| **Note** | * Plan to spend two days on this session. You will to devote one day for each **angled mini-story.** |
| **Connection** | * Explain that essay writers use their two **mini-stories** as evidence to support their point of view in the two body paragraphs. Writers don’t just retell these stories; they **angle** them to support their point of view. |
| **Demonstration/**  **Teaching** | * Remind students how to write focused stories and demonstrate as follows: * Make a movie in your mind and record how the story unfolds step-by-step. * Highlight **only** the parts that support your point of view. This is how you **angle** your **mini-story**. * Keep the **mini-story** brief by leaving out unrelated details. * Refer the sample essay, ***“Don’t Stay Mad,”*** which uses mini-stories as evidence. |
| **Active Engagement** | * Do this same work using the essay idea from a student volunteer. Have the class work together with you and the volunteer to compose an **angled mini-story** that supports the point of view. |
| **Link** | *Writers, today you will do this same work independently using your own essay ideas. Remember to write focused* ***mini-stories*** *by making a movie in your mind, by* ***angling*** *the stories to support your point of view, and by keeping them brief.* |
| **Writing and**  **Conferring** | * Conduct individual conferences to support students’ efforts at writing their **angled mini-stories.** |
| **Mid-Workshop Teaching Point** | * Have students share their **angled mini-stories** with a partner. |
| **Share** | * Convene students in the meeting area. * Bring closure to today’s workshop by having several students read their **angled mini-stories**. Summarize the thinking the students used. * Have students recall and share one thing that they learned. |

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| **Session 9** | |
| **Concept** | Writers learn strategies for good personal essay writing. |
| **Teaching Point** | Writers create essay conclusions that link back to their point of view. |

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| **References** | **Materials** |
| * ***Lucy Calkins Units of Study for Teaching Writing, Grades 3-5, Book 3: Breathing Life Into Essays***, Lucy Calkins | * Writing folders * Anchor charts: * ***Comparing Narratives and Essays*** * ***Ways to End an Essay*** * Sample essay ***“Don’t Stay Mad”*** |

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| **Connection** | * Explain that essay writers use the conclusion to **link back to their point of view**. Use the following structure in your conclusions: * **The first sentence links back to the two mini-stories.** * **The middle sentence(s) elaborate by looking back or looking ahead.** * **The last sentence states something that you learned or realized.** * Refer to the ***Ways to End an Essay*** chart**.** * Refer to the sample essay ***“Don’t Stay Mad.”*** |
| **Demonstration/**  **Teaching** | * Demonstrate how to write each sentence in the conclusion using your own essay. |
| **Active Engagement** | * Do this same work using the essay idea from a student volunteer. Have the class work together with you and the volunteer to create a conclusion that **links back to the student’s point of view.** |
| **Link** | *Writers, today you will do this same work independently using your own essay ideas. Remember, try out different essay conclusions and choose the one that works the best. Make sure that your conclusion* ***links back to your point of view.*** |
| **Writing and**  **Conferring** | * Conduct individual conferences to support students’ efforts at writing their conclusions. |
| **Mid-Workshop Teaching Point** | * Have students share their conclusions with a partner. |
| **Share** | * Convene students in the meeting area. * Bring closure to today’s workshop by having several students read their conclusions. Summarize the thinking the students used. * Have students recall and share one thing that they learned. |

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| **Ways to End an Essay** |
| * **As I look back on these experiences, I realize …** * **I learned that …** * **Now I know that …** * **I know one thing for sure …** * **From now on …** * **I will always …** |

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| **Session 10** | |
| **Concept** | Writers learn strategies for revising their personal essays. |
| **Teaching Point** | Writers **revise their personal essays for meaning and clarity**. |

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| **References** | **Materials** |
| * ***Lucy Calkins Units of Study for Teaching Writing, Grades 3-5, Book 3: Breathing Life Into Essays***, Lucy Calkins | * Writing folders * Anchor chart: * ***Comparing Narratives and Essays*** |

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| **Connection** | * Honor student writing by complimenting their focused efforts in creating their personal essays. * Explain that today students will be rereading their essays to make sure that their **opinions are clearly stated** and that the **mini-stories support their point of view.** |
| **Demonstration/**  **Teaching** | * Demonstrate how to revise for meaning and clarity as you: * Reread your essay aloud to yourself one paragraph at a time. Make sure that the information in each paragraph all goes together and all supports the point of view. **Rewrite parts that need revision.** * Then read your essay aloud to a partner. Have your partner identify the **point of view** after listening to your introduction. Then, have your partner explain how the evidence supports the point of view after listening to each body paragraph. **Rewrite parts that need revision.** |
| **Active Engagement** | * Do this same work using the essay idea from a student volunteer. Have the class work together with you and the volunteer to rewrite parts that need revision. |
| **Link** | *So writers, today you will read your essay twice. Read it first to yourself to make sure that your evidence supports your point of view. Then read it to your partner. Your partner will identify the point of view and explain how the evidence supports the point of view. R****ewrite parts that need revision****.* |
| **Writing and**  **Conferring** | * Conduct individual student conferences to make sure that the students are **rewriting the parts that need revision.** |
| **Share**  *Choose one* | * Bring closure to today’s workshop by having one or two students who revised a part of their essay that lacked clarity and meaning share with the class. * Have students recall and share one thing that they learned. |

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| **Session 11** | |
| **Concept** | Writers learn strategies for editing their personal essays. |
| **Teaching Point** | Writers use **revision/editing checklists** to edit their writing. |

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| **References** | **Materials** |
| * ***Lucy Calkins Units of Study for Teaching Writing, Grades 3-5, Book 3: Breathing Life Into Essays***, Lucy Calkins | * Writing folders * Revision/Editing Checklist for each student * Chart-sized Revision/Editing Checklist |

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| **Note** | * Put a ***Revision/Editing Checklist*** inside each student’s writing folder. |
| **Connection** | * Explain that students have been learning strategies that writers use to write personal essays. Today students will learn strategies they can use to edit their writing. |
| **Demonstration/**  **Teaching** | * Demonstrate how to use each item on the ***Revision/Editing Checklist*** as a **lens** by rereading your own essay through that **lens**. * Read the first item on the checklist (Will this make sense to a stranger?) * Pretend you know nothing about the essay idea. Read and mark places that are confusing. * Go back and rewrite parts that need revision. |
| **Active Engagement** | * Continue reading through the **lens** of each item on the ***Revision/Editing Checklist,*** and then edit your essay with the students’ input. |
| **Link** | *So writers, as you work today, find the* ***Revision/Editing Checklist*** *in your writing folders and use each item as a* ***lens*** *when you edit your own essays. Reread with that* ***lens*** *and revise or edit your work. This is your last chance to make the writing as perfect as you can get it.* |
| **Writing and**  **Conferring** | * Conduct individual student conferences to support students’ efforts using a ***Revision/Editing Checklist.*** |
| **Share** | * Have students show each other what they’ve done, what they’ve learned, and what they’ve resolved to do next. |
| **Note** | Say, *Tonight I’m going to look over the personal essays that you’ve edited today. I’ll be your copy editor. Tomorrow, every minute of the day will be reserved for making final copies of our personal essays.* |

***Personal Essay Revision/Editing Checklist***

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Reread your writing carefully. Put a check in each box under **Author** as you complete each

item. Once all the boxes are checked, give this checklist to the teacher for the final edit.

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| **Revise and edit for the following:** | **Author** | **Teacher** |
| **1. Clarity.** Ask yourself,  “Is my point of view clearly stated?”  “Do my mini-stories support my point of view?”  Rewrite parts that need revision. |  |  |
| **2. Effective use of words and phrases.** Ask yourself,  “Have I used the best words and phrases?”  Rewrite parts to make your writing better.  Choose better words and add details. |  |  |
| **3. Capitalization.** Look for correct use of capital letters.  Use capitals at the beginning of each sentence and for every name.  Make corrections if necessary. |  |  |
| **4. Ending Punctuation.** Look for correct use of ending punctuation.  Use periods, exclamation points, and question marks.  Make corrections if necessary. |  |  |
| 5. **Spelling of high-frequency words.** Check your spelling.  Check a list of high-frequency words.  Make corrections if necessary. |  |  |

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| **Sessions 12 and 13** | |
| **Concept** | Writers publish and share their personal essays. |
| **Teaching Point** | A writing community celebrates. |

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| **References** | **Materials** |
| * ***Assessing Writers***, Carl Anderson * ***Notebook Know-How: Strategies for the Writer’s Notebook****,* Aimee Buckner * ***Lucy Calkins Units of Study for Teaching Writing, Grades 3-5, Book 3: Breathing Life Into Essays***, Lucy Calkins | * Writer’s notebooks |

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| **Day 12**  **Publishing** | * Have students rewrite their revised and edited personal essays. |
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| **Day 13**  **Celebration** | * Plan to celebrate the fact that writing gives us new eyes to see and understand ourselves. Students have grown taller as writers. Their notebooks are fuller. Their texts are longer. Their voices are stronger. Take a moment to look all students in the eyes and help them feel celebrated. * Have authors read their essays aloud in small groups, leave a little bit of time for silence to let the essay sink in, and then have the authors answer just one writing question. * Post student writing to celebrate the achievements of each student. * Assess students’ personal essays using the ***Personal Essay Assessment Rubric***. * Consider assessing the students’ writer’s notebooks. |

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| **Personal Essay Conferring Checklist** | |
| Student Name: | |
| Generating ideas:  **Lists big ideas and evidence.** |  |
| Generating ideas:  **Brainstorms essay ideas from personal essays.** |  |
| Writing Strategy:  **Brainstorms essay ideas from narrative texts.** |  |
| Writing Strategy  **Brainstorms essay ideas from writer’s notebook.** |  |
| Writing Strategy:  **Chooses an idea and writes an opinion statement.** |  |
| Writing Strategy:  **Uses Boxes and Bullets to organize essay ideas.** |  |
| Revision Strategy:  **Tries out different introductions.** |  |
| Writing Strategy:  **Angles mini-stories to support a point of view.** |  |
| Revision Strategy:  **Tries out different conclusions.** |  |
| Revision Strategy:  **Revises essay for meaning and clarity.** |  |
| Editing Strategy:  **Uses a revision/editing checklist.** |  |

**Personal Essay Assessment Rubric**

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|  | **4** | **3** | **2** | **1** |
| **Ideas** | The writer develops an exceptionally strong, clear, point of view about a meaningful topic or idea. | The writer develops a generally clear point of view about a meaningful topic or idea. | The writer develops a somewhat clear point of view about a somewhat meaningful topic or idea. | The writer develops a weak point of view about a less important topic or idea. |
| **Content** | The ideas are extensively developed and supported in body paragraphs. Relevant evidence is angled to support the point of view. | The ideas are developed and supported in body paragraphs. Evidence is angled to support the point of view. | The ideas are underdeveloped and weakly supported in body paragraphs. Evidence somewhat supports the point of view. | The ideas are not developed or supported in body paragraphs. Evidence does not support the point of view. |
| **Organization** | The writing is exceptionally clear and organized. Includes an introduction, 2-3 body paragraphs, and a conclusion. Linking words and phrases and parallel structure are used effectively. | The writing is generally clear and organized. Includes an introduction, 2-3 body paragraphs, and a conclusion. Linking words and phrases and parallel structure are used. | The writing shows little evidence of organization. One or two of the following may be missing: an introduction, 2-3 body paragraphs, a conclusion, linking words and phrases, or parallel structure. | The writing lacks recognizable organization. Three or more of the following may be missing: an introduction, body paragraphs, a conclusion, linking words and phrases, or parallel structure. |
| **Style** | The writing includes an effective use of words and phrases and a clear connection between point of view and evidence. | The writing includes a somewhat effective use of words and phrases and a connection between point of view and evidence. | The writing includes a basic use of words and phrases and a minimal connection between point of view and evidence. | The writing includes an ineffective use of words and phrases and no connection between point of view and evidence. |
| **Conventions** | The writing includes an effective control over language use and mastery of conventions. Paragraphs are indented. | The writing includes some control over language use and mastery of conventions. Paragraphs are indented. | The writing includes limited control over language use and mastery of conventions. Few paragraphs are indented. | The writing includes minimal control over language use and mastery of conventions. No paragraphs are indented. |