

Shared Writing Unit 3: Conflict

How can conflict create change?

10 weeks (40 sessions)

STAGE 1: DESIRED LEARNING

Essential Question: How can conflict create change?

Essential Writing Tasks: This unit includes three writing tasks for students to explore three genres of writing: poetry (narrative), opinion, and research.

Research: Students will research a historic conflict/war from United States history and, with a partner, will create a brief slide presentation to share information about the conflict with the class.

Research/Narrative: Students will write a picture book for a Kindergarten or 1st grade audience about strategies for resolving conflict at school. Students will consider who is involved in school-related conflicts, strategies for disagreeing with peers, and strategies for calming down after a conflict.

Opinion: Students will write a letter to Louis Sachar, author of the novel, “Holes,” sharing their opinion about what they have liked and disliked after reading the story. This task is intended to bridge content from students’ novel study in shared reading with shared writing.

Looking Back: During Unit 2, students explored the three genres of writing: narrative, opinion, and research. Students wrote a narrative poem about their voice and how they can use their voice for change. Students wrote letters to either a school board member or other local elected official to share their opinions about a school policy or local law. Finally, students researched their home state, Illinois, to create an Illinois travel brochure that incorporated the same topics that they read about in the Unit 2 anchor text, “Illinois: Past and Present.”

Looking Ahead: Looking Ahead: Students will continue to develop their writing in all three genres: narrative, opinion, and research, throughout 4th grade. Each unit in 4th grade includes opportunities for students to write a piece using each genre of writing. One genre will be a larger focus per unit for students to have more time to work with that type of writing within a larger task, and the remaining two genres will be within shorter tasks so that all genres spiral throughout 4th grade units. Written tasks will incorporate content students learn through shared reading units so that they can apply what they have read through writing.

Connection to Technology: 4th grade students will begin learning traditional keyboarding skills to support them in longer written tasks using technology. Students may be offered the choice to type one of their written pieces during this unit as a way to practice their typing skill set and publish their work digitally. If students are not ready to type a written piece they may be offered the option to handwrite at this time and may try typing a final draft during a later unit.

STAGE 3: THE LEARNING PLAN

The Learning Plan below gives a detailed explanation of the work that happens on a day-to-day basis to guide students to the Essential Question, Essential Writing Tasks, and learning standards outlined in Stage 1. The expectation is that all writing tasks are taught in the order outlined in Stage 3.

UNIT 3 PLANNER

<u>Writing Task 1</u>	<p>Research: Historic Conflicts in the United States</p> <hr style="border: 0.5px solid black;"/> <p>Patterns of Power Conventions Lessons</p> <ul style="list-style-type: none"> ● Use proper nouns ● Capitalize the titles of written works ● Capitalize nationalities and languages 	13 Sessions
<u>Writing Task 2</u>	<p>Research/Narrative: Conflict Resolution Picture Book</p> <hr style="border: 0.5px solid black;"/> <p>Patterns of Power Conventions Lessons</p> <ul style="list-style-type: none"> ● Use adverbs to convey time ● Use adverbs to convey frequency ● Use adverbs to convey degree 	18 Sessions
<u>Writing Task 3</u>	<p>Opinion: Letter to Louis Sachar, author of “Holes”</p> <hr style="border: 0.5px solid black;"/> <p>Patterns of Power Conventions Lessons</p> <ul style="list-style-type: none"> ● Use relative adverbs ● Recognize and use possessive apostrophes 	9 Sessions
Total Sessions		40 Sessions