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| **Grade 5**  **Unit Overview**  ***Fantasy Writing*** | |
| **Focus Teaching Points** | * Using our own lives to spark ideas for fantasy writing * Collecting ideas by thinking about possible plots or characters * Developing a magical setting, with hints of familiarity * Imagining how the place affects the character * Planning by using what works best for us: timelines, story booklets, story mountains and more * Using our imaginations to get lost in our story ideas * Making our stories convincing by also making them realistic-feeling * Using action, thoughts and dialogue—not summaries—to tell the story * Grappling with the passage of time--moving from scene to scene * Revising, Editing, Publishing and Celebrating |
| **Key CCSS Standards** | ***Writing Standards******(W)***   * *1, 1a-d, 3, 3a-d, 4, 5, 6, 7, 8, 9, 9a-b, 10*   ***Language Standards (L)***   * *1, 1a-e, 2, 2a-e, 3, 3a-b* |
| **Bends in the Road** | * Finding story ideas that have depth, significance and believability * Shaping fantastical yet believable characters and plots * Crafting a compelling fantasy fiction story * Editing and publishing—preparing the fantasy story for readers |
| **Recommended Professional Resource(s) to Guide Instruction** | * “Fantasy” from the *If. . .Then. . .Curriculum in the Units of Study for Opinion, Information and Narrative Writing, Grade 5* (Calkins, 2013) |
| **Recommended Anchor/Mentor Texts** | * Mentor Texts used during Fantasy Fiction Book Clubs such as:   + *The Paper Bag Princess* by Robert Munsch   + *Mufaro’s Beautiful Daughters: An African Tale* by John Steptoe   + *The Thief of Always* by Clive Barker   + *The Lightning Thief* by Rick Riordan   + *The Dragon Slayer’s Academy: The New Kid in School* by Kate McMullan * “Family Monster” from the short story anthology *But That’s Another Story* by Sandy Asher * *Merlin and the Dragons* by Jane Yolen * Short clips from movies the children are likely not to have seen (and therefore with which they have few preconceived ideas) such as *Willow, The Princess Bride* and *The Dark Crystal* |
| **Tips for the Unit** | *“All fantasy should have a solid base in reality.” –Sir Max Beerbohm*   * This quote reminds us that most fantasy is allegorical—real life stories and lessons that are cloaked in fantasy settings, characters, quests or all of the above. The more your students’ writing is grounded in something the children know in real life, the more their stories will have depth, meaning and structure. * To harness your students’ imagination and creativity into story ideas with clear story arcs and believable characters, see the e-doc on pages 115-116 for suggestions for the first part of this unit., * If you are teaching this unit in the spring, keep in mind that while you have incorporated narrative elements into previous units, such as *Memoir* and *Interpretive Essay*, this really is the first time this year that children are focused on writing strictly in the narrative genre. For this reason, we encourage you to do the [On-Demand Narrative Assessment](http://ppsgrade5.weebly.com/assessment6.html) or one of the Narrative Writing tasks from PARCC (see below for links). Pay close attention to your students’ abilities to apply a narrative organizational structure to their writing (such as a timeline and/or story mountain). You will also want to note how effective your students are in applying craft strategies to their stories (e.g. show not tell; dialogue, action, thoughts and feelings) and how comfortable your students are with building tension and creating a satisfying resolution as they unfold their stories bit-by-bit. Use this information to plan for instruction and modify your teaching points. * Students have had several years of writing narratives (e.g. personal, realistic, imaginative) so we especially encourage you to use pre-assessment information to build on what students *already know* related to narrative writing rather than to teach your students a list of new strategies. Continue to support students with familiar strategies while introducing or experimenting with just a few new ones. What is key is that that children continue to develop their ability to elaborate by slowing down the important events in their stories. * The unit begins with students brainstorming and developing possible seed ideas in the writing notebooks before committing to a story idea to draft. This stage is important as many students are tempted to dive right into drafting a story that is heavy on plot but light on craft and structure. During this stage, students try out story ideas by writing small back-of-the-book blurbs. These blurbs are written to entice the reader, rather than summarize all that will happen in the story. They will then use these blurbs as a starting place when they unfold their ideas, bit by bit, just like personal narratives. * Once students have settled on a story idea, they will spend some time writing long about other aspects of their stories—such as the setting and characters—before planning out their story ideas. The planning stage then becomes crucial so that their fantasy ideas do not “spin out of control”! Here is where you will want to keep a close eye on students to ensure that are using a narrative organizational structure to plan (e.g. booklets, timelines, story mountains) and then are *using* that plan once they finally draft (outside of the notebook). * During the drafting stage, remind students to “revise as you go,” using craft strategies as they compose—not only at the end. Students can even bring drafts to their Fantasy Book Clubs to share ideas and get input during this drafting phase. See e-doc page 119 for ideas about how to use the context of the book clubs to support the writing and for ideas on how to help your students “read as writers”. * During the last part of the unit, children will get ready to edit and publish. |
| **Materials and Resources** | Each child:   * Writer’s Notebook (preferably hard bound composition book that students personalize) divided into sections, such as: *Writing Ideas* (for lists, blob ideas, theme ideas), *Try It* (for minilesson exercises), *Writing* (this section could be labeled by genre or unit to house all the entries students write in a particular unit and from which students can select ideas to draft longer outside the notebook * Writing folder for drafts and any reference materials (e.g. various memoir structures, author craft techniques, etc.)   Teacher:   * Writer’s Notebook for modeling * Teacher-generated writing for modeling   Anchor charts, co-constructed with students, that support brainstorming, generating ideas, drafting, revision, and editing strategies |
| **Assessment** | * See the [Narrative Writing On-Demand Pre-Assessment](http://ppsgrade5.weebly.com/assessment6.html) |
| **Celebrations** | Consider how you will have students share and publish their stories. Picture books work well since visuals can complement fantasy so beautifully. You might also decide as a class to publish a classroom anthology of short stories. |