

	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7
	The Classroom Community	Getting Ideas	Telling More	Personal Narrative	Nonfiction	Poetry	Opinion Writing
Texts (1)	<ul style="list-style-type: none"> My Heart Fills With Happiness / Mi corazón se llena de alegría When We Are Kind / Nihádaahwiníjigo Unstoppable Me When I Grow Up Matthew and Tilly 	<ul style="list-style-type: none"> A Visit to the Zoo Cinatown Alma and How She Got Her Name Saturday Knuffle Bunny: A Cautionary Tale Mouse Vests: What the Class Pet Saw 	<ul style="list-style-type: none"> Saturday Knuffle Bunny: A Cautionary Tale Wait and See Alan's Big, Scary Teeth 	<ul style="list-style-type: none"> The Snowy Day Chrysanthemum My Tree The Blue House 	<ul style="list-style-type: none"> A Visit to the Zoo What Do You Find in a Rainforest Tree? It's a Jaguar! Jaguar Cubs" It's a Chameleon! "Chameleons Are Cool!" 	<ul style="list-style-type: none"> Excerpt from <i>Jazz Baby</i> "Untitled" by Uzo Unobagha "Jump or Jiggle" "Lessie" "The Ballerina" "Rope Rhymer" "We're Shaking Maracas" "Swinging" "I Can Fly" "Untitled 1" by Lesa Cline-Ransome "Riding on the Train" "Ears Hear" "Our Washing Machine" "Listen" "To Walk in Warm Rain" "Hail Me!" "Untitled 2" by Lesa Cline-Ransome "My Bicycle" / "Mi bicicleta" "Field Row" / "Surco" "Watering" / "Regar" "Gently Down the Stream" 	<ul style="list-style-type: none"> "Vegetables" "Reading Makes You Feel Good"
Length	5 weeks	6 weeks	4 weeks	4 weeks	5 weeks	3 weeks	3 weeks
Unit Overview	<p>During this five-week unit, the students are introduced to the Being a Writer program. The focus of this unit is to build the classroom community and create a caring environment conducive to learning. The students listen to stories and discuss writing, see you model writing, generate writing ideas, and write and illustrate stories. Guided writing practice using sentence starters (such as "I love to" and "I am kind when I") builds skills and confidence, while the more creative and free writing experiences spark originality. The students practice writing from left to right, leave spaces between words, capitalize the first letters of sentences, use correct ending punctuation, and explore the parts of complete sentences and write them. They also share their writing with the class and listen to each other's writing read aloud.</p> <p>Socially, the students learn how to work and participate responsibly as they carry out the procedures of the classroom community. The skills and procedures the students learn during this unit will help them become independent learners who can persevere, solve problems, and think independently.</p>	<p>During this six-week unit, the students listen to and discuss stories, generate writing ideas, and tell stories orally in preparation for writing. Beginning in Week 2, they start writing sentences without the aid of sentence starters. The students begin writing stories with multiple sentences, and they have opportunities to reread and add to their stories and illustrations. The students refer to high-frequency word cards to help them spell words correctly, and they are introduced to making strategic spelling choices when writing unfamiliar words. They explore using singular and plural nouns with present tense verbs and using simple past, present, and future tense verbs. The students also explore using pronouns, determiners, prepositions, and adjectives in their writing. They share their writing with the class and listen as their classmates read their writing aloud.</p> <p>Socially, the students use "Think, Pair, Share" and learn what it means to act considerately toward one another. They work responsibly in pairs, speak loudly and clearly, listen to one another carefully and respectfully, and express interest in and appreciation for one another's writing.</p>	<p>During this four-week unit, the students extend their writing by telling more. They think and talk about what they might include in their stories before writing, and they read their stories and talk with partners about what more they might tell. They continue to practice strategies for spelling words by referring to high-frequency word cards and making strategic spelling choices. The students practice capitalizing proper nouns and using ending punctuation and commas. They also explore expanding complete sentences, writing compound sentences, and using prepositions. The students share their writing with the class from the Author's Chair.</p> <p>Socially, the students work responsibly in pairs and learn to share their partners' thinking with the class. They practice speaking loudly and clearly and listening carefully and respectfully, and they express interest in and appreciation for one another's writing.</p> <p>Socially, the students work responsibly in pairs and express interest in one another's writing. They practice handling materials responsibly and sharing them fairly. They speak loudly and clearly when sharing from the Author's Chair, and they listen carefully and respectfully when others are sharing.</p>	<p>During this four-week unit, the students write true stories about their own lives. They learn about narrative text structure and organization by listening to, discussing, and writing stories that have a beginning, middle, and end. The students add details and feelings to their stories to make them more interesting to read, and they use temporal words and phrases to tell when events happen in their stories. They have opportunities to write sentences with regular and irregular past tense verbs as well as possessive nouns, and they use exclamation points at the ends of sentences that show strong emotions. Toward the end of the unit, the students informally explore the writing process by selecting stories to publish, adding to and proofreading them, making book covers, and sharing their published books from the Author's Chair.</p> <p>Socially, the students work responsibly in pairs and express interest in one another's writing. They practice handling materials responsibly and sharing them fairly. They speak loudly and clearly when sharing from the Author's Chair, and they listen carefully and respectfully when others are sharing.</p>	<p>During this five-week unit, the students explore the nonfiction genre. They begin the unit by writing nonfiction pieces about topics they already know about or are able to observe, such as themselves, their class, and a place in the school. The students then transition into gathering information by conducting partner interviews and listening to and discussing texts about rainforests and animals that live in rainforests. They discuss facts, ask questions, and write nonfiction pieces about these topics. As they write, they learn to include opening sentences, facts, and closing sentences. The students also have opportunities to use question marks, adjectives, prepositions, and indefinite pronouns in their writing. Toward the end of the unit, the students informally engage in the writing process by selecting pieces to publish, proofreading them, making book covers, and sharing their published books from the Author's Chair.</p> <p>Socially, the students share ideas with one another, take turns talking and listening, and work responsibly in pairs. They have opportunities to practice reaching agreement before making decisions and solving problems respectfully. In addition, they speak loudly and clearly when sharing from the Author's Chair and listen carefully and respectfully when others are sharing.</p>	<p>During this three-week unit, the students explore poetry by listening to, visualizing, acting out, and discussing poems. They contribute to lists of descriptive words, adjectives, and verbs to use in shared poems and poems they write independently. Students informally explore how poets use figurative language to help readers imagine what they describe. They write shared poems using metaphors and similes. The students publish their poetry in a class book and present their writing to the class from the Author's Chair at the end of the unit.</p> <p>Socially, the students practice self-management and self-discipline by participating responsibly, develop relationship and communication skills by participating in partner work and class discussions, build social awareness and understanding of others' perspectives by sharing their partners' thinking with the class, and practice self-discipline and build social awareness by listening carefully and respectfully to others.</p>	<p>During the first two weeks of this three-week unit, the students listen to and discuss examples of opinion writing. They learn what an opinion is, generate opinions about various topics, and provide reasons that support their opinions. The students write opinion pieces that include opening sentences that introduce the topic and state their opinion, reasons that support their opinion, and closing sentences that restate their opinion. They use the subordinating conjunction because to give reasons, and they discuss and write imperative sentences. In the last week of the unit, the students reflect on what they enjoyed about the writing lessons and how their writing has changed. They make lists of summer writing ideas, write a shared letter to next year's class, and share their favorite pieces from the Author's Chair.</p> <p>Socially, the students listen to and discuss opinions respectfully and reflect on the classroom community. They speak loudly and clearly when sharing from the Author's Chair, and they use prompts to express interest in and appreciation for one another's writing.</p>
Writing Topics	<p>Students will:</p> <ul style="list-style-type: none"> Write and illustrate: <ul style="list-style-type: none"> "I love to" stories "I am kind when I" stories "I can" stories "I want to" stories "My friend and I like to" stories Write freely 	<p>Students will:</p> <ul style="list-style-type: none"> Write and illustrate stories about: <ul style="list-style-type: none"> animals special places family members family activities things that cause sadness or anger things observed in the classroom things observed outside the classroom Write freely 	<p>Students will:</p> <ul style="list-style-type: none"> Write: <ul style="list-style-type: none"> stories about a fun time stories about a time that was not fun fiction stories about a field trip fiction stories about an imaginary class pet stories about wishes stories about a topic of their choice Write freely 	<p>Students will:</p> <ul style="list-style-type: none"> Sketch and write stories with a beginning, middle, and end about: <ul style="list-style-type: none"> topics of their choice a feeling Write freely 	<p>Students will:</p> <ul style="list-style-type: none"> Write lists of facts about: <ul style="list-style-type: none"> themselves the class (in pairs) a place in the school (in pairs) Interview and write about partners Write questions and nonfiction pieces about: <ul style="list-style-type: none"> rainforests jaguars chameleons Write freely 	<p>Students will:</p> <ul style="list-style-type: none"> Write poems: <ul style="list-style-type: none"> about recess using sound words about weather about daytime about classroom objects using similes Write freely 	<p>Students will:</p> <ul style="list-style-type: none"> Write opinion pieces about: <ul style="list-style-type: none"> the best foods the worst foods activities that make kids feel good Write: <ul style="list-style-type: none"> what they liked best about writing this year lists of summer writing topics a shared letter to next year's class Write freely
Writing Process	<p>Students will:</p> <ul style="list-style-type: none"> Become familiar with writing notebooks Write and draw a list of things they love to do Practice writing: <ul style="list-style-type: none"> "I am kind when I" sentences "I can" sentences "I want to" sentences "My friend and I like to" sentences Share writing with the class Listen to own and classmates' stories read aloud Choose ideas for stories 	<p>Students will:</p> <ul style="list-style-type: none"> Practice writing "I love _____ because" sentences Contribute to shared lists of: <ul style="list-style-type: none"> special places family members family activities things that cause sadness or anger things observed in the classroom things observed outside the classroom Contribute to shared stories about: <ul style="list-style-type: none"> an animal a special place a family member a family activity something that causes sadness or anger Family activities Tell stories orally Share writing: <ul style="list-style-type: none"> with the class in pairs 	<p>Students will:</p> <ul style="list-style-type: none"> Contribute to a shared list of: <ul style="list-style-type: none"> field trips imaginary class pets wishes silly animal story ideas Contribute and add to: <ul style="list-style-type: none"> a shared story about a fun time a shared story about a time that was not fun a shared fiction story about a field trip a shared fiction story about an imaginary class pet Reread writing and add details Share writing: <ul style="list-style-type: none"> in pairs from the Author's Chair 	<p>Students will:</p> <ul style="list-style-type: none"> Tell stories with a beginning, middle, and end about: <ul style="list-style-type: none"> a fun day something that happened at school topics of their choice a feeling Contribute to model stories Reread writing and add details Choose stories to publish and add to writing Reread stories for legibility Proofread stories for: <ul style="list-style-type: none"> spelling capitalization punctuation Complete illustrations Explore the features of book covers and make book covers Share writing: <ul style="list-style-type: none"> in pairs from the Author's Chair 	<p>Students will:</p> <ul style="list-style-type: none"> Contribute to shared lists of facts about: <ul style="list-style-type: none"> the class a place in the school rainforests jaguars chameleons Contribute to a shared list of questions for partner interviews Contribute to shared nonfiction pieces about: <ul style="list-style-type: none"> rainforests jaguars chameleons Reread writing and add information Choose nonfiction pieces to complete and publish Reread nonfiction pieces for meaning Proofread nonfiction pieces for: <ul style="list-style-type: none"> spelling capitalization punctuation Explore the features of book covers and make book covers Share writing: <ul style="list-style-type: none"> in pairs from the Author's Chair 	<p>Students will:</p> <ul style="list-style-type: none"> Contribute to shared lists of: <ul style="list-style-type: none"> movement words sound words words about daytime Contribute to shared poems: <ul style="list-style-type: none"> about movement about an object from nature using sound words about weather about classroom objects using similes Review and reflect on the writing process Review poems and select one to publish Share writing: <ul style="list-style-type: none"> in pairs from the Author's Chair 	<p>Students will:</p> <ul style="list-style-type: none"> Contribute to shared lists of: <ul style="list-style-type: none"> the best foods the worst foods activities that make kids feel good things they liked about the writing lessons Contribute to shared opinion pieces about: <ul style="list-style-type: none"> the best food the worst food Reread opinion pieces for meaning Proofread opinion pieces for: <ul style="list-style-type: none"> spelling capitalization punctuation Review the features of book covers and make book covers Share writing: <ul style="list-style-type: none"> in pairs from the Author's Chair Plan for summer writing
Genre and Author's Craft	<p>Students will:</p> <ul style="list-style-type: none"> Listen to and discuss stories Explore and discuss illustrations in stories Reread stories, visualize, and add to illustrations and stories 	<p>Students will:</p> <ul style="list-style-type: none"> Listen to and discuss: <ul style="list-style-type: none"> a nonfiction book Explore photographs in a book and discuss sounds, a character, onomatopoeia, and speech bubbles in stories Reread stories and add: <ul style="list-style-type: none"> to illustrations and stories sound words or words that describe sounds to stories descriptive details to stories onomatopoeia to illustrations speech bubbles to illustrations 	<p>Students will:</p> <ul style="list-style-type: none"> Listen to and discuss stories Discuss how professional authors tell more Generate alternatives for overused words 	<p>Students will:</p> <ul style="list-style-type: none"> Listen to and discuss stories Discuss how professional authors tell stories with a beginning, middle, and end Use temporal words or phrases Identify and discuss details that describe characters' feelings Reread writing and add feelings Generate alternatives for feeling words 	<p>Students will:</p> <ul style="list-style-type: none"> Listen to and discuss: <ul style="list-style-type: none"> nonfiction books a nonfiction article Watch and discuss a video Explore nonfiction books and discuss the differences between fiction and nonfiction 	<p>Students will:</p> <ul style="list-style-type: none"> Listen to, visualize, act out, and discuss poems Discuss: <ul style="list-style-type: none"> movement words sound words weather words personification metaphors similes alliteration 	<p>Students will:</p> <ul style="list-style-type: none"> Listen to and discuss: <ul style="list-style-type: none"> a poem movement words sound words Identify the opinion and reasons in texts

Grammar Skills and Conventions	<p>Students will:</p> <ul style="list-style-type: none"> • Write from left to right and leave spaces between words • Capitalize the first letters of sentences and use periods at the ends of sentences • Explore: <ul style="list-style-type: none"> - verbs - nouns - the pronoun <i>we</i> • Discuss model sentences • Write complete sentences 	<p>Students will:</p> <ul style="list-style-type: none"> • Write from left to right and leave spaces between words • Capitalize the first letters of sentences and use periods at the ends of sentences • Discuss model sentences • Use: <ul style="list-style-type: none"> - present tense verbs that agree with nouns - simple past, present, and future tense verbs - personal pronouns - possessive determiners and possessive pronouns - prepositions - adjectives - the conjunction <i>because</i> - proper nouns - demonstrative determiners • Learn a procedure for referring to and refer to high-frequency word cards • Make strategic spelling choices 	<p>Students will:</p> <ul style="list-style-type: none"> • Discuss model sentences • Use: <ul style="list-style-type: none"> - personal pronouns - proper and common nouns - correct ending punctuation - commas in a series - prepositions - adjectives • Refer to high-frequency word cards • Make strategic spelling choices • Expand complete sentences • Write compound sentences using a comma and the conjunction <i>and</i> • Explore a cause-and-effect sentence structure 	<p>Students will:</p> <ul style="list-style-type: none"> • Discuss model sentences • Use: <ul style="list-style-type: none"> - proper nouns - regular and irregular past tense verbs - periods and exclamation points - apostrophe-<i>s</i> to show possession - the possessive determiners <i>my/mine</i> and <i>our/ours</i> 	<p>Students will:</p> <ul style="list-style-type: none"> • Discuss model sentences • Use: <ul style="list-style-type: none"> - conjunctions - periods and question marks - adjectives - prepositions - indefinite pronouns - the pronouns <i>time</i> and <i>we/us</i> - present tense verbs that agree with nouns - the articles <i>a, an,</i> and <i>the</i> - apostrophe-<i>s</i> to show possession - commas in a series • Write compound sentences using a comma and the conjunction <i>so</i> 	<p>Students will:</p> <ul style="list-style-type: none"> • Use: <ul style="list-style-type: none"> - present tense verbs that agree with nouns - adjectives 	<p>Students will:</p> <ul style="list-style-type: none"> • Discuss model sentences • Use: <ul style="list-style-type: none"> - the conjunction <i>because</i> - imperative sentences
Social Skills Development	<p>Students will:</p> <ul style="list-style-type: none"> • Build the classroom community • Learn and practice classroom procedures • Work responsibly • Speak clearly • Listen carefully and respectfully • Handle materials responsibly • Learn and use "Turn to Your Partner" • Take turns talking and listening • Reflect on the classroom community 	<p>Students will:</p> <ul style="list-style-type: none"> • Learn and use "Think, Pair, Share" • Act considerately towards others • Speak loudly and clearly • Listen carefully and respectfully • Express interest in and appreciation for one another's writing • Work responsibly in pairs • Build and reflect on the classroom community • Participate responsibly 	<p>Students will:</p> <ul style="list-style-type: none"> • Work responsibly in pairs • Share partners' thinking • Express interest in and appreciation for one another's writing • Speak loudly and clearly • Listen carefully and respectfully 	<p>Students will:</p> <ul style="list-style-type: none"> • Work responsibly in pairs • Take turns talking and listening • Express interest in one another's writing • Share partners' thinking • Handle materials responsibly and share them fairly • Speak loudly and clearly • Listen carefully and respectfully 	<p>Students will:</p> <ul style="list-style-type: none"> • Work responsibly in pairs • Reach agreement before making decisions • Build the classroom community • Participate responsibly • Take turns talking and listening • Solve problems respectfully • Share ideas with one another • Express interest in and appreciation for one another's writing • Share partners' thinking • Handle materials responsibly and share them fairly • Speak loudly and clearly • Listen carefully and respectfully 	<p>Students will:</p> <ul style="list-style-type: none"> • Participate in partner work and class discussions • Participate responsibly • Reach agreement before making decisions • Share partners' thinking • Handle materials responsibly • Work responsibly • Listen carefully and respectfully • Express interest in and appreciation for one another's writing • Speak loudly and clearly 	<p>Students will:</p> <ul style="list-style-type: none"> • Share ideas with one another • Work responsibly in pairs • Listen carefully and respectfully • Discuss opinions respectfully • Speak loudly and clearly • Handle materials responsibly and share them fairly • Solve problems respectfully • Express interest in and appreciation for one another's writing • Share partners' thinking • Reflect on the classroom community