

	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8
Texts (1)	<p>The Classroom Community</p> <ul style="list-style-type: none"> • Bigman's • "About Donald Crews" • "Shortcut" • Evelyn Del Rey Is Moving Away 	<p>Telling More</p> <ul style="list-style-type: none"> • Mela and the Elephant • Zombies Don't Eat Veggie! • Roof Octopus • Sheila Rae, the Brave • The Invisible Boy 	<p>The Writing Process</p> <ul style="list-style-type: none"> • "Tuesday Debut - Presenting Megan Lacera" • The Invisible Boy • Zombies Don't Eat Veggie! • Evelyn Del Rey Is Moving Away 	<p>Fiction</p> <ul style="list-style-type: none"> • Little Doctor and the Fearless Beast • Run, Little Chaski! An Inka Trail Adventure • The Night Library • Ducky 	<p>Nonfiction</p> <ul style="list-style-type: none"> • Paper • "Which Is Stronger?" • "Suck It Up!" • Take a Closer Look at Plastic • Let's Investigate Plastic Pollution: On Land and in the Oceans • Reducing Waste • "The Problem with Plastics" 	<p>Letter Writing</p> <ul style="list-style-type: none"> • The Lonely Mailman • Can I Be Your Dog? 	<p>Opinion Writing</p> <ul style="list-style-type: none"> • "Can I Be Your Dog?" • I Wanna Iguana • "An Argument for Pets: Having Pets Is Good for Animals and People" • "An Argument Against Pets: Animals Should Be Free" • "An Argument for Pets: Pets Are Fun to Play With and Teach" • "An Argument Against Pets: Animals Are Not Here to Entertain Us" 	<p>Poetry</p> <ul style="list-style-type: none"> • "The Shockadile Crocodile" • "Boa Constrictor" • "A Hummingbird" • "Armadillo" • "Knoxville, Tennessee" • "Pineapple" • "Peaches" / "Duraznos" • "What Would the World Be Without Red-Eyed Tree Frogs?" • "Cool Like That" • "Outside Sounds" • "Towed by the Road" • "The Sun" • "Ways of Looking at the Moon" • "Blues" • "Feelings" • "Wonder"
Length	4 weeks	4 weeks	2 weeks	4 weeks	5 weeks	3 weeks	4 weeks	4 weeks
Unit Overview	<p>During this four-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, learn about the writing practice of a professional author, and generate writing ideas by drawing and making lists. They draw and write about their own lives to get to know themselves and one another better and to build motivation for and enjoyment of writing. They discuss how authors use sensory details to help readers imagine a story and they begin to add them to their own writing. They make strategic spelling choices when spelling unfamiliar words, and they explore the parts of complete sentences and write them. They also use correct ending punctuation and capitalize names and the first letters of sentences.</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 four-week unit, the students write longer pieces as they explore telling more. They think before writing about things they might tell, and they also read their stories to determine what else they might say. They practice telling more by adding information about characters and events, and they learn to expand complete sentences by adding details and using adjectives to describe nouns. They explore using and capitalizing proper nouns and using temporal words and phrases to tell when things happen in their stories. They also practice using commas in a series and using apostrophes in contractions and possessives. The students learn to confer with partners by giving and receiving feedback about their stories, and they share their writing from the Author's Chair.</p> <p>Socially, the students learn to work responsibly in pairs and to share their partners' thinking during class discussions.</p>	<p>During this two-week unit, the students are introduced to the writing process. They learn about a professional author's writing process and then work with a piece of writing they started in previous units, from the first draft through publication. They select a draft to develop, reread their selected piece critically, and revise it to replace overused words and to include interesting adjectives. They also explore using adverbs to tell more about verbs. The students continue to confer in pairs about their writing in a caring and responsible way. They proofread their writing for spelling and grade-level writing conventions, publish their final versions as books, and present their books to the class from the Author's Chair.</p> <p>Socially, the students continue to learn how to work and participate responsibly in the classroom community as they share their partner's thinking, express interest in and appreciation for one another's writing, and respectfully discuss and solve problems that arise while working with others.</p>	<p>During this four-week unit, the students explore fiction writing and draft, revise, and publish their own stories. They learn that fiction is make-believe and could be purely imaginary or could happen in real life. They learn that interesting things happen to characters in fiction and explore how authors help readers imagine characters by including details to describe their thoughts, feelings, and actions. They discuss how temporal words and phrases show event order and how effective endings bring the story's events to a close. They also review regular past tense verbs and learn about irregular past tense verbs, compound sentences, and making strategic spelling choices when writing unfamiliar polysyllabic words. They continue to confer in pairs and proofread their writing for spelling and grade-level writing conventions. Lastly, they write final versions of their fiction stories, publish them as books, and present their books to the class from the Author's Chair at the end of the unit.</p> <p>Socially, the students continue to learn how to work and participate responsibly in the classroom community as they share their partner's thinking, express interest in and appreciation for one another's writing, and respectfully discuss and solve problems that arise while working with others.</p>	<p>During this five-week unit, the students are immersed in nonfiction texts about materials they use every day—paper and plastic. They observe and read about these materials and discuss facts, ask questions, and write nonfiction pieces about what they learn. As the students write about plastic, they learn to include an opening sentence to introduce the topic and definitions that tell about the topic, and a closing sentence to end the piece. They continue to explore adverbs, compound sentences, and capitalizing proper nouns, and they learn about the differences between formal and informal English. The students continue to confer in pairs and proofread their writing for spelling and grade-level writing conventions. Lastly, they write final versions of their nonfiction pieces, publish them as books with text features, and present their books to the class from the Author's Chair at the end of the unit.</p> <p>Socially, the students learn discussion prompts to build on one another's thinking, and they learn to reach agreement before making decisions and include everyone in and contribute to group work. They continue to work responsibly, share their partner's thinking with the class, handle materials responsibly, and share materials fairly.</p>	<p>During this three-week unit, the students listen to, discuss, and write friendly letters, including letters to the teacher, one another, school community members, and other people in their lives. As they write, they consider the audience and the purpose of their letters, as well as the impact of their word choices on the recipients. They explore the parts of a letter and discuss correct punctuation of letters. They also learn about and explore using reflexive pronouns. They continue to confer in pairs and proofread their writing for spelling and grade-level writing conventions. Lastly, they write final versions of their letters and present them to the class from the Author's Chair before sending them to the recipients.</p> <p>Socially, the students continue to take responsibility for their learning and behavior as they reflect on how to act in a caring way, reach agreement before making decisions, follow classroom procedures, and solve problems respectfully.</p>	<p>During this four-week unit, the students listen to and discuss examples of opinion writing. They brainstorm topics they have strong opinions about, select topics, and identify an audience for their writing. Over the course of the unit, the students write several opinion pieces and then select one to revise and publish. They explore characteristics of the genre, such as introducing the topic and clearly stating an opinion, giving reasons to justify their opinion, using linking words to connect reasons to their opinion, and restating the opinion in closing sentences. They learn about and practice using irregular plural nouns and continue to explore compound sentences and the differences between formal and informal English. The students continue to confer in pairs and proofread their writing for spelling and grade-level writing conventions. Lastly, they write final versions of their selected opinion pieces and present them to the class from the Author's Chair at the end of the unit.</p> <p>Socially, the students take responsibility for their learning and behavior by discussing opinions respectfully. They also continue to listen carefully, solve problems respectfully, express interest in and appreciation for one another's writing, and share their partners' thinking with the class.</p>	<p>During this four-week unit, the students explore poetry by listening to and discussing poems, creating shared poems, and writing poems independently. Students learn how poems differ from other types of writing and learn about various characteristics of poetry. They explore how poets use descriptive and figurative language to help readers imagine what they describe. The students generate lists of descriptive words and phrases for their writing. They make revisions to their poems and publish them. As they write their poems, the students make strategic spelling choices when writing unfamiliar polysyllabic words. They continue to confer in pairs to give and receive feedback on their writing. They make revisions to their poems and proofread their writing for spelling before writing their final versions. The students publish their poetry in a class book and present their writing to the class from the Author's Chair. Finally, students review their writing from the year and reflect on their growth as writers and members of the classroom community. They write to next year's class and to favorite authors, and create a summer writing plan.</p> <p>Socially, the students take responsibility for their learning and behavior. They work responsibly, give their full attention to the person who is speaking, and speak loudly and clearly. They also express interest in and appreciation for one another's writing and share their partners' thinking.</p>
Writing Topics	<p>Students will:</p> <ul style="list-style-type: none"> • Draw about their own lives and write stories about their pictures • Draw pictures about people they like to visit and write stories about their pictures • Sketch places they like to go and write stories about their sketches • Sketch fun things they do with people in their lives and write stories about their sketches • Write stories about: <ul style="list-style-type: none"> - an event from their lives - friends • Write freely 	<p>Students will:</p> <ul style="list-style-type: none"> • Sketch and write stories about exploring a place • Write about: <ul style="list-style-type: none"> - likes and dislikes - real or make-believe pets - made-up characters - something challenging that happens to a character • Write freely 	<p>Students will:</p> <ul style="list-style-type: none"> • Select and publish a draft from Unit 1 or Unit 2 	<p>Students will:</p> <ul style="list-style-type: none"> • Write fiction stories about: <ul style="list-style-type: none"> - realistic or imaginary characters - a character that has an important job - dreams - toys • Write fiction stories: <ul style="list-style-type: none"> - with interesting events - based on their own lives 	<p>Students will:</p> <ul style="list-style-type: none"> • Write descriptions of paper • Write about: <ul style="list-style-type: none"> - how paper is used in the classroom and at home - an experiment (in pairs) • Write descriptions of plastic objects • Write nonfiction pieces about: <ul style="list-style-type: none"> - plastic and how it is used - the problems with plastic • Address nonfiction pieces about: <ul style="list-style-type: none"> - solving the problems with plastic 	<p>Students will:</p> <ul style="list-style-type: none"> • Write friendly letters to: <ul style="list-style-type: none"> - the teacher - partners - classmates - anyone they choose • Address envelopes for letters • Write freely 	<p>Students will:</p> <ul style="list-style-type: none"> • Write poems about: <ul style="list-style-type: none"> - summer - food - classroom objects - things that make sounds - things that move - the moon - any topic - feelings - things wondered about • Write about: <ul style="list-style-type: none"> - their growth as writers - favorite authors - the classroom community • Write letters to next year's class • Write freely 	
Writing Process	<p>Students will:</p> <ul style="list-style-type: none"> • Contribute to shared stories • Become familiar with writing notebooks • Learn about a professional author's writing practice • Share their writing: <ul style="list-style-type: none"> - friends • Write lists of: <ul style="list-style-type: none"> - interesting events that have happened to them - friends • Choose ideas for stories • Share their writing with partners and the class 	<p>Students will:</p> <ul style="list-style-type: none"> • Write lists about likes and dislikes • Visualize and tell stories orally • Share their writing: <ul style="list-style-type: none"> - in pairs - from the Author's Chair • Generate writing ideas • Reread their writing and add details • Learn a procedure for conferring in pairs • Confer in pairs 	<p>Students will:</p> <ul style="list-style-type: none"> • Review their drafts and select one to develop for publication • Reread their selected drafts critically • Confer in pairs and revise their drafts based on partner feedback • Revise and complete drafts • Become familiar with the proofreading checklist • Proofread their drafts for: <ul style="list-style-type: none"> - punctuation - capitalization - complete sentences • Finish their final versions and make them into books • Present their published books from the Author's Chair • Review and reflect on the writing process 	<p>Students will:</p> <ul style="list-style-type: none"> • Think and talk about: <ul style="list-style-type: none"> - characters and events to write about - dreams to write about • Review their fiction drafts and select one to develop for publication • Reread their selected drafts critically • Review their fiction drafts and select one to develop for publication • Confer in pairs and revise their drafts based on partner feedback • Confer in pairs and revise their drafts based on partner feedback • Reread and complete their drafts • Proofread their drafts for: <ul style="list-style-type: none"> - spelling - punctuation - capitalization - complete sentences • Finish their final versions and make them into books • Present their published books from the Author's Chair 	<p>Students will:</p> <ul style="list-style-type: none"> • Contribute to a list of facts and questions about paper • Contribute to shared writing about an experiment • Write and share questions and contribute to a list of facts about: <ul style="list-style-type: none"> - plastic and how it is used - the problems with plastic - solving the problems with plastic • Review their nonfiction drafts and select one to develop • Confer in pairs and revise their drafts based on partner feedback • Reread and complete their drafts • Analyze and revise their drafts for: <ul style="list-style-type: none"> - interest - clarity - completeness • Proofread their drafts for: <ul style="list-style-type: none"> - spelling - punctuation - capitalization - complete sentences • Make their final versions into books • Present their published books from the Author's Chair 	<p>Students will:</p> <ul style="list-style-type: none"> • Generate ideas for partner letters • Contribute to a shared letter to another class • Review their letter drafts and select one to develop • Reread their selected drafts critically • Confer in pairs and revise their drafts based on partner feedback • Revise and complete their letter drafts • Proofread their drafts for: <ul style="list-style-type: none"> - spelling - punctuation - capitalization - complete sentences • Present their letters from the Author's Chair • List people to write to in the future 	<p>Students will:</p> <ul style="list-style-type: none"> • Discuss topics for persuasive letters • Contribute to a shared: <ul style="list-style-type: none"> - persuasive letter - opinion piece • Discuss opinion piece topics • Review their opinion drafts and select one to develop • Review and reread their selected drafts critically • Confer in pairs and revise their drafts based on partner feedback • Revise and complete their drafts • Proofread their drafts for: <ul style="list-style-type: none"> - spelling - punctuation - capitalization - complete sentences • Present their published opinion pieces from the Author's Chair 	
Genre and Author's Craft	<p>Students will:</p> <ul style="list-style-type: none"> • Listen to and discuss stories • Discuss and describe narrative and descriptive words • Identify and discuss sensory details • Reread their stories and add sensory details 	<p>Students will:</p> <ul style="list-style-type: none"> • Listen to and discuss stories • Discuss how a professional author tells more • Discuss and use temporal words and phrases 	<p>Students will:</p> <ul style="list-style-type: none"> • Listen to and discuss an interview • Discuss and describe narrative and descriptive words • Replace overused words in their drafts • Explore: <ul style="list-style-type: none"> - strong opening sentences - features of published books • Analyze and revise their opening sentences 	<p>Students will:</p> <ul style="list-style-type: none"> • Listen to and discuss: <ul style="list-style-type: none"> - fiction stories - an author's note • Use temporal words or phrases • Identify and discuss details that describe characters' thoughts, feelings, and actions • Analyze and revise: <ul style="list-style-type: none"> - drafts to add details about character's thoughts, feelings, or actions - closing sentences • Review features of published books • Reflect on writing fiction 	<p>Students will:</p> <ul style="list-style-type: none"> • Listen to and discuss nonfiction texts • Listen to and observe experiments • Watch and discuss a video and listen to part of a nonfiction text • Discuss definitions in nonfiction • Review features of nonfiction books • Create additional text features • Revise their drafts to include definitions • Reflect on writing nonfiction 	<p>Students will:</p> <ul style="list-style-type: none"> • Listen to and discuss: <ul style="list-style-type: none"> - a story about letter writing - friendly letters - a story in the form of letters • Discuss the audience and purpose of letters • Explore the parts of a friendly letter • Reflect on writing letters 	<p>Students will:</p> <ul style="list-style-type: none"> • Listen to and discuss: <ul style="list-style-type: none"> - fiction stories - opinion articles - the opinion and reasons in the story • Review features of opinion writing • Discuss and explore linking words • Discuss: <ul style="list-style-type: none"> - strong opening sentences - author's purpose - how authors use reasons to support opinions - titles of opinion articles - closing sentences • Revise their drafts to: <ul style="list-style-type: none"> - include strong opening sentences - make them more convincing - include linking words • Reflect on opinion writing 	

<p>Grammar Skills and Conventions</p>	<p>Students will:</p> <ul style="list-style-type: none"> Use <ul style="list-style-type: none"> verbs strategic spelling Capitalize: <ul style="list-style-type: none"> first letters of sentences proper nouns Punctuate sentences Discuss model sentences Write complete sentences 	<p>Students will:</p> <ul style="list-style-type: none"> Use and capitalize proper nouns in sentences Use <ul style="list-style-type: none"> apostrophes commas contractions adjectives Explore prepositions Discuss model sentences Expand complete sentences 	<p>Students will:</p> <ul style="list-style-type: none"> Discuss model sentences Use adverbs Learn how to use a word bank 	<p>Students will:</p> <ul style="list-style-type: none"> Use regular and irregular past tense verbs Make strategic spelling choices Discuss: <ul style="list-style-type: none"> model sentences collective nouns Write compound sentences using a comma and the conjunction <i>and</i> 	<p>Students will:</p> <ul style="list-style-type: none"> Use adverbs in sentences Use and capitalize proper nouns in sentences Learn about the differences between formal and informal English Discuss model sentences Write compound sentences using a comma and the conjunction <i>so</i> Choose between adjectives and adverbs Expand sentences to tell where, when, and why 	<p>Students will:</p> <ul style="list-style-type: none"> Discuss: <ul style="list-style-type: none"> punctuation model sentences collective nouns Use reflexive pronouns in sentences Capitalize holidays 	<p>Students will:</p> <ul style="list-style-type: none"> Use regular and irregular plural nouns Review differences between formal and informal English Discuss model sentences Write compound sentences using a comma and the conjunctions <i>and</i>, <i>so</i>, or <i>but</i> 	<p>Students will:</p> <ul style="list-style-type: none"> Use verbs in poems Explore adjectives Add adjectives and adverbs to poems
<p>Social Skills Development</p>	<p>Students will:</p> <ul style="list-style-type: none"> Build the classroom community Learn and practice classroom procedures Handle materials responsibly Work responsibly Listen respectfully Speak loudly and clearly Learn and use "Turn to Your Partner" and "Think, Pair, Share" Take turns talking and listening Give full attention to people who are speaking Express interest in and appreciation for one another's writing Participate in partner work and class discussions 	<p>Students will:</p> <ul style="list-style-type: none"> Work responsibly in pairs Listen carefully Share partners' thinking Express interest in and appreciation for one another's writing Speak loudly and clearly Give full attention to people who are speaking 	<p>Students will:</p> <ul style="list-style-type: none"> Share partners' thinking Give full attention to people who are speaking Work responsibly in pairs Solve problems respectfully Express interest in and appreciation for one another's writing Handle materials responsibly and share them fairly Speak loudly and clearly 	<p>Students will:</p> <ul style="list-style-type: none"> Share partners' thinking Work responsibly in pairs Express interest in and appreciation for one another's writing Listen carefully Solve problems respectfully Handle materials responsibly and share them fairly Speak loudly and clearly 	<p>Students will:</p> <ul style="list-style-type: none"> Handle materials responsibly and share them fairly Reach agreement before making decisions Share ideas with one another Share partners' thinking Work responsibly in pairs Use discussion prompts Include everyone in and contribute to group work Give full attention to people who are speaking Express interest in and appreciation for one another's writing Solve problems respectfully Speak loudly and clearly 	<p>Students will:</p> <ul style="list-style-type: none"> Reach agreement before making decisions Follow classroom procedures Express interest in and appreciation for one another's writing Solve problems respectfully Reflect on how to act in a caring way Share partners' thinking Give full attention to people who are speaking Work responsibly in pairs Speak loudly and clearly 	<p>Students will:</p> <ul style="list-style-type: none"> Share ideas with one another Listen carefully Share partners' thinking Work responsibly in pairs Discuss opinions respectfully Express interest in and appreciation for one another's writing Give full attention to people who are speaking Solve problems respectfully Speak loudly and clearly 	<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 Take responsibility for learning and behavior Speak loudly and clearly Listen carefully Share ideas with one another Reflect on the classroom community Reflect on behavior