

	Unit 1	Unit 2	Genre	Genre	Genre	Genre	Genre	Unit 8
Texts (T)	The Classroom Community <ul style="list-style-type: none"> • Hey, Wall: A Story of Art and Community • Waterecess • Bookjoy, Wordjoy • Atlantic • Our Oceans • Hello Ocean / Hola mar 	The Writing Process <ul style="list-style-type: none"> • "Dev Pilkey's Writing Process" • Hey, Wall: A Story of Art and Community 	Personal Narrative <ul style="list-style-type: none"> • My Grandma and Me • "Water" • "Mattie's Ride" • "John and the Snake" • "Cookin' with Grams" • A Boy and a Jaguar 	Fiction <ul style="list-style-type: none"> • Otopus Stew • Swooshy and the Sea • Going Down Home with Daddy • The Good Little Book 	Expository Nonfiction <ul style="list-style-type: none"> • Wild in the City: A Guide to Urban Animals Around the World! • Cute as an Axolotl: Discovering the World's Most Adorable Animals • "Agouti" • Teacher-Selected Website and Web Page • "Jellyfish" 	Opinion Writing <ul style="list-style-type: none"> • I Found a Katy! • "School Should Start Later in the Morning" • "Don't Change Our Start Time!" • "Kids Should Help New Students Feel Welcome" • "Rats Are the Coolest Pets" • "Why You Should Get a Dog" 	Poetry <ul style="list-style-type: none"> • "Allow Me to Introduce Myself!" • "Untitled" by Kourosh Mohamadzadeh • "Untitled" by Nikki Grimes • "HOT" • "Atta-Dude" • "Hairs" • "Trees Are Poets" • "Excerpt from 'Hands'" • "The Little House" • "Picnic to the Earth" • "SERVICE" • "CREATE" • "First Responder" • "Rainbow in the Clouds" 	Revisiting the Classroom Community <ul style="list-style-type: none"> No texts
	Length	3 weeks	2 weeks	4 weeks	6 weeks	7 weeks	4 weeks	3 weeks
Unit Overview	During this three-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 and discuss stories, poems, and nonfiction writing; learn about professional authors' reasons for writing; and explore their own identities as writers. They generate writing ideas from their lives, learn and practice various prewriting techniques, and write freely in their writing notebook about things that interest them. The students also learn about the parts of a complete sentence and write their own complete sentences. 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.	During this two-week unit, the students learn about the writing process by working with a piece of writing from the first draft through publication. They select a draft from their writing notebook to develop and transfer it to a word processor. Then, they reread their work critically and revise it—deleting extraneous information, clarifying confusing passages, and replacing imprecise words with precise words. They proofread their writing for spelling and grade-level writing conventions, and present their published pieces to the class from the Author's Chair. They continue to confer in pairs about their writing and learn a procedure for initiating pair conferences. The students also learn about run-on sentences and one way to correct them. Socially, the students continue to learn how to work and participate responsibly in the classroom community and learn skills that will help them communicate with others.	During this four-week unit, the students study personal narrative and write about meaningful memories and experiences from their own lives. While exploring the genre, they learn that a strong personal narrative includes sensory details, temporal words and phrases, an engaging opening, and an effective ending. They apply this learning as they draft their own personal narratives and take their drafts through the revision process. At the end of the unit, they present their published personal narratives from the Author's Chair. Over the course of the unit, the students also learn and practice relevant grammar skills and conventions. Socially, the students ask one another questions about their writing and give feedback in helpful and respectful ways. They also practice giving their full attention to the person who is speaking and expressing interest in and appreciation for one another's writing.	During this six-week unit, the students explore fiction and draft, revise, and digitally publish their own stories. By examining the ways authors craft their stories, the students learn to integrate elements of character, setting, and plot into their own writing. They learn about the features of fiction, including how character traits are revealed through actions, speech, thoughts, and feelings. The students discuss how authors create challenges or problems for their characters to overcome or solve and how well-crafted endings bring a story's events to a close. They use temporal words and phrases to convey event order and include interesting verbs and adverbs to make their writing stronger. As they draft and revise their stories, the students cultivate a relaxed attitude toward writing and reflect on creativity to inspire them to use their imaginations when writing. They present their published stories from the Author's Chair at the end of the unit. Over the course of the unit, the students also learn and practice relevant grammar skills and conventions. Socially, the students work responsibly, speak loudly and clearly, and express interest in and appreciation for one another's writing.	During this seven-week unit, the students immerse themselves in nonfiction texts about animals. Partners select an animal to research together, and each pair of students writes, revises, and publishes an informational report about that animal. The students learn research skills, including conducting effective web searches, evaluating the credibility of sources, taking notes, categorizing information, and organizing their ideas prior to writing. They consider the audience and purpose for their reports and make decisions about how to write with that audience and purpose in mind. They learn that informational reports typically include introductions that spark readers' interest; subtopic sections with facts, examples, and details; transitional words and phrases to link ideas; and conclusions that bring the reports to a close. Partners take notes, draft, and revise their reports digitally in shared documents that both partners own and edit. They publish their reports as slide presentations with text features, which they present to the rest of the class from Authors' Chairs at the end of the unit. Over the course of the unit, the students also learn and practice relevant grammar skills and conventions. Socially, the students listen carefully, work responsibly, share work fairly, and reach agreement before making decisions when working in pairs.	During this four-week unit, the students read and write persuasive essays as they explore elements of opinion writing. The students brainstorm topics they have strong opinions about, select an opinion to write about, and identify an audience and purpose for their essays. The students learn about the structure of persuasive essays and develop an introduction that states their opinion clearly, use reasons to support their opinion, and include a conclusion to bring their essay to a close. The students use transitional words and phrases, use written rather than spoken language, and include adjectives to make their essays more interesting. They present their published essays from the Author's Chair at the end of the unit. Over the course of the unit, the students also learn and practice relevant grammar skills and conventions. You may prefer to teach this unit after teaching the Expository Nonfiction genre unit, particularly if you would like the students to apply the online research skills they learn in that unit to their opinion writing, if applicable to their topic. Socially, the students express their own opinions as they learn to respect and consider the opinions of others. They express interest in and appreciation for one another's writing.	During this three-week unit, the students explore poetry and draft, revise, and publish their own poetry. As they examine poetry by published poets, the students consider what makes a poem a poem and experiment with word choice, word sounds, form, and meaning in their own poems. They learn to listen to the language in poems and think about what poems look like on the page. They generate ideas for poems, including writing about self-portraits, third graders, hands, and friends. The students learn that poets can break capitalization and punctuation rules intentionally, and they think about what this would look like in their own poems. Throughout the unit, the students tap into their own creativity. The unit culminates with the students creating and sharing multimodal poetry projects that include visual art and performance components. Socially, the students express interest in and appreciation for one another's writing, handle materials responsibly and share them fairly, and work responsibly.	During this one-week culminating unit, the students review their writing from the year and take time to reflect on their growth as writers and as members of the classroom community. Socially the students express interest in and appreciation for one another's writing. Listen respectfully to others, and share their ideas with one another. They also reflect on their own behavior and on the classroom community as a whole.
	Writing Topics	Students will: <ul style="list-style-type: none"> • Write about things created or written • Write freely 	Students will: <ul style="list-style-type: none"> • Select and publish a draft from Unit 1 	Students will: <ul style="list-style-type: none"> • Write personal narrative • Write freely 	Students will: <ul style="list-style-type: none"> • Write fiction pieces • Write freely 	Students will: <ul style="list-style-type: none"> • Write about: <ul style="list-style-type: none"> - animals - nonfiction reading • Write informational reports • Write freely 	Students will: <ul style="list-style-type: none"> • Write about opinions • Write persuasive essays • Write freely 	Students will: <ul style="list-style-type: none"> • Write thunder poems • Write poems • Write freely
Writing Process		Students will: <ul style="list-style-type: none"> • Become familiar with writing notebooks • Discuss: <ul style="list-style-type: none"> - writing about themselves - their own reasons for writing • Quick write: <ul style="list-style-type: none"> - about events in their own lives - from the point of view of a thing - about interesting nonfiction topics - sensory details about a favorite place - about nonbook writing • Learn and practice a prewriting technique • Contribute to a shared poem • Learn a procedure for conferring in pairs • Confer in pairs 	Students will: <ul style="list-style-type: none"> • Review their drafts and select one to develop • Reread their selected drafts critically • Complete and type their drafts • Remove extra information and revise confusing parts • Confer in pairs and revise their drafts based on partner feedback • Learn a procedure for initiating pair conferences • Become familiar with the proofreading checklist • Proofread drafts for: <ul style="list-style-type: none"> - spelling - misused words - capitalization - complete sentences - sentence fragments - run-on sentences • Learn how to use spell-check • Present their published pieces from the Author's Chair • Reflect on taking writing from an idea to a published piece 	Students will: <ul style="list-style-type: none"> • Quick write about: <ul style="list-style-type: none"> - something special done with a loved one - interesting experiences - cooking a favorite meal - facing a challenge - something learned • Draft personal narrative • Review their personal narrative drafts and select one to finish and develop • Reread their selected drafts critically • Complete, type, and revise their drafts • Self-assess and revise their drafts based on self-assessments • Initiate pair conferences and confer in pairs • Proofread drafts for: <ul style="list-style-type: none"> - spelling - misused words - capitalization - complete sentences - sentence fragments - run-on sentences - possessive nouns • Share and present their published pieces from the Author's Chair 	Students will: <ul style="list-style-type: none"> • Draft fiction • Quick write: <ul style="list-style-type: none"> - about objects that help other characters - about unexpected events that can happen in a story • characters' speech • characters' actions • about challenges or problems • Review their fiction drafts and select one to finish and develop • Reread their selected drafts critically • Complete, type, and revise their drafts • Remove extra information and revise confusing parts • Self-assess and revise their drafts based on self-assessments • Initiate pair conferences and confer in pairs • Proofread drafts for: <ul style="list-style-type: none"> - spelling - misused words - capitalization - complete sentences - sentence fragments - run-on sentences - punctuating dialogue • Share and present their published pieces from the Author's Chair 	Students will: <ul style="list-style-type: none"> • Discuss and quick-write questions about animals • Read web pages about animals • Select animals to research and write about • Do pre-research writing • Search for and evaluate web pages • Create shared research documents • Determine research questions • Read web pages about selected animals and take notes • Review pre-research writing and notes • Identify subtopics for reports and group notes by subtopic • Organize their notes • Confer in pairs and in groups • Put subtopic sections in order • 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 - misused words - capitalization - complete sentences - sentence fragments - run-on sentences • Transfer their proofread drafts to slides • Present their published reports from the Author's Chair • Reflect on writing nonfiction 	Students will: <ul style="list-style-type: none"> • Quick write about opinions • Select topics for persuasive essays • Create concept maps • Draft persuasive essays • Type, revise, and complete their drafts • Reread their drafts critically • Confer in pairs and revise their drafts based on partner feedback • Review the proofreading checklist • Revise drafts for: <ul style="list-style-type: none"> - interest - clarity - correct paragraphing • Proofread drafts for: <ul style="list-style-type: none"> - spelling - misused words - capitalization - complete sentences - sentence fragments - run-on sentences • Share and present their published essays from the Author's Chair • Reflect on: <ul style="list-style-type: none"> - Author's Chair sharing - the writing process 	Students will: <ul style="list-style-type: none"> • Draft poems • Quick write about: <ul style="list-style-type: none"> - dialogues - self-portraits - third graders as objects in nature - hands - friendship • Reflect on creativity • Confer in pair • Review their poetry drafts and select one • Reread their drafts critically and revise • Explore and discuss features of: <ul style="list-style-type: none"> - broadsides - performance • Create and finish their broadsides • Rehearse and perform their poems • Share their completed broadsides

<p>Genre and Author's Craft</p>	<p>Students will:</p> <ul style="list-style-type: none"> • Listen to and discuss: <ul style="list-style-type: none"> - stories - an author's note - poems - a narrative text - parts of a nonfiction text • Learn about why professional authors write • Explore: <ul style="list-style-type: none"> - narrative point of view - examples of nonbook writing • Identify and discuss sensory details in a story 	<p>Students will:</p> <ul style="list-style-type: none"> • Watch and discuss a video • Discuss using precise words and replace imprecise words 	<p>Students will:</p> <ul style="list-style-type: none"> • Listen to and discuss personal narrative • Use sensory details • Discuss: <ul style="list-style-type: none"> - transitional words and phrases - strong opening and closing sentences • Analyze temporal words and phrases in a personal narrative • Revise their drafts by adding sensory details • Use temporal words and phrases • Revise their opening and closing sentences 	<p>Students will:</p> <ul style="list-style-type: none"> • Listen to and discuss fiction • Discuss: <ul style="list-style-type: none"> - character - setting - plot - challenge or problem - transitional words and phrases - endings that bring a story's events to a close • Describe characters' thoughts, feelings, and actions • Review how characters are developed • Revise drafts: <ul style="list-style-type: none"> - to add details about a character's thoughts, feelings, actions, or speech - for strong endings - for interesting verbs - for adverbs • Use temporal words and phrases 	<p>Students will:</p> <ul style="list-style-type: none"> • Listen to and discuss: <ul style="list-style-type: none"> - parts of nonfiction books - a digital article - a web page - a slide presentation • Discuss: <ul style="list-style-type: none"> - animals - audience and purpose - and use transitional words and phrases - topic-related vocabulary - and create text features for reports • Draft: <ul style="list-style-type: none"> - subtopic sections with strong opening sentences - introductions - conclusions • Revise their drafts for topic-related vocabulary • Read and discuss: <ul style="list-style-type: none"> - the introduction to a nonfiction text - the conclusion to an informational report 	<p>Students will:</p> <ul style="list-style-type: none"> • Listen to and discuss: <ul style="list-style-type: none"> - a fiction book - persuasive essays • Identify opinions and reasons in a story • Discuss: <ul style="list-style-type: none"> - audience and author's purpose - the structure of persuasive essays - the reasons in the body paragraphs - paragraphing - opening paragraphs of persuasive essays - how authors use reasons to support opinions - using transitional words and phrases - conclusions of persuasive essays • Analyze and revise: <ul style="list-style-type: none"> - opening paragraphs of their drafts - their drafts to include reasons with information - conclusions of their drafts • Add adjectives to their drafts 	<p>Students will:</p> <ul style="list-style-type: none"> • Listen to, discuss, and compare poems • Discuss characteristics of poetry, including: <ul style="list-style-type: none"> - rhyme - alliteration - simile - specific rules - personification - messages - sensory details - meaning - precise verbs - form - direct address - repetition - variation • Use sensory details • Watch and discuss a video • Revise to incorporate characteristics of poetry • Proofread their drafts to either apply grade-level conventions or purposely break the rules • Discuss poetry 	<p>Students will:</p> <ul style="list-style-type: none"> • Discuss genres • Review texts from the year • Learn about the writing habits of professional authors
<p>Grammar Skills and Conventions</p>	<p>Students will:</p> <ul style="list-style-type: none"> • Discuss model sentences • Write complete sentences • Explore: <ul style="list-style-type: none"> - nouns - the function of nouns 	<p>Students will:</p> <ul style="list-style-type: none"> • Discuss model sentences • Correct run-on sentences • Review: <ul style="list-style-type: none"> - complete sentences - sentence fragments - run-on sentences 	<p>Students will:</p> <ul style="list-style-type: none"> • Review: <ul style="list-style-type: none"> - pronouns - verbs • Discuss model sentences • Use: <ul style="list-style-type: none"> - pronoun-noun agreement - regular verbs - possessive nouns - linking verbs • Explore the function of: <ul style="list-style-type: none"> - pronouns - verbs and verb tenses - prepositions - adjectives - adverbs 	<p>Students will:</p> <ul style="list-style-type: none"> • Learn about the coordinating conjunctions <i>and</i>, <i>but</i>, and <i>or</i> • Discuss model sentences • Write compound sentences • Compare dialogue and spoken English • Write and punctuate dialogue • Use: <ul style="list-style-type: none"> - comparative and superlative adjectives - use irregular verbs - comparative and superlative adverbs • Review: <ul style="list-style-type: none"> - verbs - complete sentences - sentence fragments - run-on sentences • Discuss: <ul style="list-style-type: none"> - interesting verbs - adverbs - dialogue punctuation - speech verbs that reveal feelings - condensing clauses 	<p>Students will:</p> <ul style="list-style-type: none"> • Learn about the subordinating conjunctions <i>after</i>, <i>before</i>, <i>until</i>, and <i>because</i> • Discuss model sentences • Write complex sentences • Use: <ul style="list-style-type: none"> - regular and irregular plural nouns - possessive determiners and possessive pronouns - subject-verb agreement • Review: <ul style="list-style-type: none"> - complete sentences - sentence fragments - run-on sentences • Explore: <ul style="list-style-type: none"> - collective nouns for groups of animals - abstract nouns - pronouns in nonfiction about animals 	<p>Students will:</p> <ul style="list-style-type: none"> • Learn about spoken and written English • Discuss model sentences • Write sentences using conventions of written English • Use: <ul style="list-style-type: none"> - commas in addresses - adjectives - abstract nouns 	<p>Students will:</p> <ul style="list-style-type: none"> • Review punctuation and capitalization 	<p>N/A</p>
<p>Social Skills Development</p>	<p>Students will:</p> <ul style="list-style-type: none"> • Learn and practice classroom procedures • Build and reflect on the classroom community • Learn and practice "Turn to Your Partner" • Take turns talking and listening • Learn "Think, Pair, Share" • Take responsibility for learning and behavior • Listen respectfully • Express interest in and appreciation for one another's writing • Use discussion prompts • Build on one another's thinking • Work responsibly in pairs 	<p>Students will:</p> <ul style="list-style-type: none"> • Work responsibly in pairs • Handle materials responsibly • Give full attention to people who are speaking • Solve problems respectfully • Share partners' thinking • Act considerately toward others • Speak loudly and clearly • Express interest in and appreciation for one another's writing 	<p>Students will:</p> <ul style="list-style-type: none"> • Listen respectfully • Work responsibly in pairs • Express interest in and appreciation for one another's writing • Share partners' thinking • Solve problems respectfully • Confer in pairs responsibly • Handle materials responsibly • Give full attention to people who are speaking • Reflect on learning • Speak loudly and clearly 	<p>Students will:</p> <ul style="list-style-type: none"> • Work responsibly in pairs • Express interest in and appreciation for one another's writing • Take responsibility for learning and behavior • Share partners' thinking • Handle materials responsibly • Give full attention to people who are speaking • Solve problems respectfully • Reflect on learning and behavior • Speak loudly and clearly 	<p>Students will:</p> <ul style="list-style-type: none"> • Listen carefully • Share what partners wrote about • Build on another's thinking • Work responsibly in pairs • Share work fairly • Reach agreement before making decisions • Show respect for others • Express interest in and appreciation for one another's writing 	<p>Students will:</p> <ul style="list-style-type: none"> • Listen respectfully and share ideas • Share partners' thinking • Discuss opinions respectfully • Work responsibly in pairs • Express interest in and appreciation for one another's writing • Speak loudly and clearly 	<p>Students will:</p> <ul style="list-style-type: none"> • Express interest in and appreciation for one another's writing • Build on one another's thinking • Reflect on learning and behavior • Handle materials responsibly and share them fairly • Share partners' thinking • Include everyone in and contribute to group work • Work responsibly • Act considerably toward others • Speak loudly and clearly 	<p>Students will:</p> <ul style="list-style-type: none"> • Listen carefully • Express interest in and appreciation for one another's writing • Listen respectfully and share ideas • Share partners' thinking • Reflect on the classroom community • Reflect on behavior