

| | Unit 1 | Unit 2 | Genre | Genre | Genre | Genre | Genre | Unit 8 |
|--------------------------|---|--|--|---|---|--|--|---|
| | The Classroom Community | The Writing Process | Personal Narrative | Fiction | Expository Nonfiction | Opinion Writing | Poetry | Revisiting the Classroom Community |
| Texts (1) | <ul style="list-style-type: none"> • Dreamers • "Why Dreamers?" • Grandma's Gift • "About Eric Velasquez" • Do You Know Where the Animals Live? Discovering the Incredible Creatures All Around Us | <ul style="list-style-type: none"> • "Jeff Kinney's Writing Process" • Grandma's Gift | <ul style="list-style-type: none"> • "First Days" and "Joe Louis" from ChildHires: A Three-Generation Memoir • "Buffalo" • "Hot Rolls" "Jumpin' Sally," and "Learning the Hard Way" from ChildHires: A Three-Generation Memoir • "Marsh Field" | <ul style="list-style-type: none"> • Federico and the Wolf • The Jasmine Sneeze • Hononani Hula Warrior • "A Girl's Best Friend" from The Hero Next Door | <ul style="list-style-type: none"> • Girls Think of Nothing: Stories of Ingenious Inventions by Women • Mistakes That Worked: The World's Familiar Inventions and How They Came to Be • "Bicycle Facts for Kids" • Teacher-Selected Website and Web Page • "Crayons" | <ul style="list-style-type: none"> • "Dr. Coo and the Pigeon Protest" • "Bugs Are Creepy" • "Insects Are Amazing" • "Communities Need More Bike Lanes" • "School Uniforms: The Way to Go" • "School Uniforms? No Way!" | <ul style="list-style-type: none"> • "Winter Poem" • "Untitled" by Dohee Kim • "Untitled" by Nikki Grimes • "ICECOW" • "Jaguar" • "The Giraffe" • "Warning" • "Chrysalis" • "Maw Shein Win: Poetry Reading and Conversation" • "I Think It Call It Morning" • "Firefly Experience" • "Fireflies" • "Freedom" • "Maw Shein Win: Advice About Performing Poetry" • "Rainbow in the Clouds" | <ul style="list-style-type: none"> • No texts |
| Length | 3 weeks | 2 weeks | 4 weeks | 6 weeks | 7 weeks | 4 weeks | 3 weeks | 1 week |
| Unit Overview | <p>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 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.</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 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 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.</p> <p>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.</p> | <p>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 personal narratives from the Author's Chair. Over the course of the unit, the students also learn and practice relevant grammar skills and conventions.</p> <p>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 other people's writing.</p> <p>Socially, the students work responsibly, speak loudly and clearly, and express interest in and appreciation for one another's writing.</p> | <p>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 action, speech, thoughts, and feelings; point of view, and narrator. They discuss how authors create challenges or problems for their characters to overcome and how well-crafted endings bring a story's events to a close. The students use temporal words and phrases to convey event order and include precise adjectives 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.</p> <p>Socially, the students work responsibly, speak loudly and clearly, and express interest in and appreciation for one another's writing.</p> <p>Socially, the students listen carefully, work responsibly, share work fairly, and reach agreement before making decisions when working in pairs.</p> | <p>During this seven-week unit, the students immerse themselves in nonfiction texts about inventions. Partners select an invention to research together, and a pair of students writes, revises, and publishes an informational report about that invention. 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 images, 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.</p> <p>Socially, the students listen carefully, work responsibly, share work fairly, and reach agreement before making decisions when working in pairs.</p> | <p>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 by developing an introduction that states their opinion in a way that captures the reader's interest, using reasons to support their opinion, and including a conclusion to bring their essays to a close. The students use transitional words and phrases, determine when to use formal and informal language, and choose precise language to make their writing stronger. 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.</p> <p>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.</p> | <p>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 about animals, words, directions, and feelings. 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.</p> <p>Socially, the students express interest in and appreciation for one another's writing, handle materials responsibly and share them fairly, and work responsibly.</p> | <p>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.</p> <p>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.</p> |
| Writing Topics | <ul style="list-style-type: none"> • Students will: <ul style="list-style-type: none"> • Write about stories they have created or written • Write freely | <ul style="list-style-type: none"> • Students will: <ul style="list-style-type: none"> • Select and publish a draft from Unit 1 | <ul style="list-style-type: none"> • Students will: <ul style="list-style-type: none"> • Write personal narrative • Write freely | <ul style="list-style-type: none"> • Students will: <ul style="list-style-type: none"> • Write fiction pieces • Write freely | <ul style="list-style-type: none"> • Students will: <ul style="list-style-type: none"> • Write about: <ul style="list-style-type: none"> - inventions - nonfiction reading • Write informational reports • Write freely | <ul style="list-style-type: none"> • Students will: <ul style="list-style-type: none"> • Write about opinions • Write persuasive essays • Write freely | <ul style="list-style-type: none"> • Students will: <ul style="list-style-type: none"> • Write thunder poems • Write poems • Create collages of poems • Write freely | <ul style="list-style-type: none"> • Students will: <ul style="list-style-type: none"> • Write: <ul style="list-style-type: none"> - about how they have grown as writers - letters to next year's class - about their favorite authors - about the classroom community |
| Writing Process | <ul style="list-style-type: none"> • Students will: <ul style="list-style-type: none"> • Become familiar with writing notebooks • Generate writing ideas • Quick write about: <ul style="list-style-type: none"> - events in own lives - nonbook writing - interesting nonfiction topics • Write drafts • Learn and practice prewriting techniques • Learn a procedure for conferring in pairs • Confer in pairs | <ul style="list-style-type: none"> • Students will: <ul style="list-style-type: none"> • Review their drafts and select one to develop • Reread their selected drafts critically • Complete, type, and revise their drafts • Remove extra information and revise confusing parts of their drafts • Learn a procedure for initiating pair conferences • Confer in pairs and revise their drafts based on partner feedback • Become familiar with the proofreading checklist • Proofread their drafts for: <ul style="list-style-type: none"> - spelling - misused words - capitalization - complete sentences - 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 | <ul style="list-style-type: none"> • Students will: <ul style="list-style-type: none"> • Quick write about: <ul style="list-style-type: none"> - early memories - special objects - a favorite food using sensory details - 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 - pronoun-noun agreement • Present their published pieces from the Author's Chair | <ul style="list-style-type: none"> • Students will: <ul style="list-style-type: none"> • Draft fiction • Quick write: <ul style="list-style-type: none"> - about characters in dialogue - 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 • Revise their drafts based on partner feedback • Proofread drafts for: <ul style="list-style-type: none"> - spelling - misused words - capitalization - complete sentences - sentence fragments - run-on sentences - punctuation dialogue • Present their published pieces from the Author's Chair | <ul style="list-style-type: none"> • Students will: <ul style="list-style-type: none"> • Quick write questions about inventions • Discuss inventions to get ideas • Do pre-research writing • Search for and evaluate web pages • Create shared research documents • Select inventions to research and write about • Determine research questions • Read web pages about selected inventions and take notes • Identify subtopics for reports and group notes by subtopic • Organize their notes • Confer in pairs and groups • Put subtopic sections in order • Analyze and revise their drafts for: <ul style="list-style-type: none"> - 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 • Add images to their slides • Present their published reports from the Author's Chair • Reflect on writing nonfiction | <ul style="list-style-type: none"> • Students will: <ul style="list-style-type: none"> • Quick write about opinions • Think about opinions to generate writing ideas • Select topics for persuasive essays • Create concept maps • Draft persuasive essays • Type, revise, and complete their drafts • Reread their drafts critically • Identify opinions and reasons • Confer in pairs and revise their drafts based on partner feedback • 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 • Present their published essays from the Author's Chair • Reflect on: <ul style="list-style-type: none"> - Author's Chair sharing - the writing process | <ul style="list-style-type: none"> • Students will: <ul style="list-style-type: none"> • Draft poems • Quick write about: <ul style="list-style-type: none"> - being an animal - words - directions - feelings - reflect on creativity • Confer in pairs • Review their poetry drafts and select one • Reread their drafts critically and revise them • Explore and discuss features of: <ul style="list-style-type: none"> - collages - performance • Create and finish their collages • Rehearse and perform their poems • Share their completed collages | <ul style="list-style-type: none"> • Students will: <ul style="list-style-type: none"> • Review their writing from the year and reflect on their growth • Review and discuss the writing process • Plan their summer writing |
| Genre and Author's Craft | <ul style="list-style-type: none"> • Students will: <ul style="list-style-type: none"> • Listen to and discuss: <ul style="list-style-type: none"> - stories - part of a nonfiction text • Discuss reasons for writing • Explore examples of nonbook writing • Learn about why professional authors write | <ul style="list-style-type: none"> • Students will: <ul style="list-style-type: none"> • Watch and discuss a video • Listen to and discuss part of an interview • Discuss using precise words and replacing imprecise words | <ul style="list-style-type: none"> • Students will: <ul style="list-style-type: none"> • Listen to and discuss personal narratives • Discuss: <ul style="list-style-type: none"> - transitional words and phrases - strong opening and closing sentences - revise opening and closing sentences - revise drafts to add sensory details • Analyze and use temporal words and phrases | <ul style="list-style-type: none"> • Students will: <ul style="list-style-type: none"> • Listen to and discuss fiction • Discuss: <ul style="list-style-type: none"> - character - setting - plot - challenges or problems - characters' thoughts, feelings, and actions - first-person and third-person points of view - using sensory details - 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 • Write consistently from a single point of view • Revise drafts: <ul style="list-style-type: none"> - to add details about a character's thoughts, feelings, actions, or speech - for narrator - for sensory details - to strengthen the ending • Use temporal words and phrases | <ul style="list-style-type: none"> • Students will: <ul style="list-style-type: none"> • Listen to and discuss: <ul style="list-style-type: none"> - parts of nonfiction books - a digital article - web pages about inventions • Give presentation • Discuss: <ul style="list-style-type: none"> - organizing information by sequence and description - precise language in nonfiction - audience and purpose - paragraphing - images in nonfiction texts • Describe characters' thoughts, feelings, and phrases • Draft: <ul style="list-style-type: none"> - introductions - subtopic paragraphs - conclusions • Revise drafts for precise language • Read and discuss the introduction and conclusion to an informational report | <ul style="list-style-type: none"> • Students will: <ul style="list-style-type: none"> • Listen to and discuss: <ul style="list-style-type: none"> - persuasive essays • 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 and conclusions of persuasive essays • How authors use reasons to support opinions • Use transitional words and phrases • Draft: <ul style="list-style-type: none"> - opening paragraphs of drafts - drafts to include reasons, facts, and details - conclusions of drafts - drafts for correct paragraphing - Replace imprecise words - Revise drafts to make them more convincing - Revise conclusions | <ul style="list-style-type: none"> • Students will: <ul style="list-style-type: none"> • Listen to, discuss, and compare poems • Review poems by other poets • Watch and discuss videos • Discuss characteristics of poetry including: <ul style="list-style-type: none"> - audience and author's purpose - meaning - simile - metaphor - specific rules - precise verbs - alliteration - rhyme - form - sensory details - repetition and variation - messages - direct address • Use sensory details • Revise drafts to incorporate characteristics of poetry • Proofread drafts to either apply grade-level writing conventions or purposely break the rules | <ul style="list-style-type: none"> • Students will: <ul style="list-style-type: none"> • Discuss genres • Review texts from the year • Learn about writing habits of professional authors |

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| <p style="writing-mode: vertical-rl; transform: rotate(180deg);">Grammar Skills and Conventions</p> | <p>Students will:</p> <ul style="list-style-type: none"> • Discuss model sentences • Write complete sentences • Explore and practice using past tense verbs | <p>Students will:</p> <ul style="list-style-type: none"> • Discuss model sentences • Review: <ul style="list-style-type: none"> - complete sentences - sentence fragments - run-on sentences • Correct run-on sentences | <p>Students will:</p> <ul style="list-style-type: none"> • Discuss model sentences • Review pronouns • Discuss verbs and verb tenses • Review and use pronoun-noun agreement • Explore: <ul style="list-style-type: none"> - the function of prepositions, adjectives, and adverbs - possessives - perfect tense verbs • Use: <ul style="list-style-type: none"> - progressive tense verbs - prepositional phrases - relative pronouns | <p>Students will:</p> <ul style="list-style-type: none"> • Compare two excerpts (similarities between dialogue and spoken English) • Review: <ul style="list-style-type: none"> - complete sentences - sentence fragments - run-on sentences • Learn about: <ul style="list-style-type: none"> - the coordinating conjunctions <i>and, but, and or</i> - the subordinating conjunctions <i>after, while, and because</i> • Write compound and complex sentences • Write and punctuate dialogue using commas and quotation marks • Discuss: <ul style="list-style-type: none"> - prepositional phrases - model sentences - verbs that convey motion • Use: <ul style="list-style-type: none"> - temporal words and phrases - the relative adverbs <i>when, where, and why</i> in sentences • Explore progressive tense verbs • Explore <i>analyze, and order</i> adjectives • Expand sentences • Punctuate for effect | <p>Students will:</p> <ul style="list-style-type: none"> • Discuss model sentences • Write sentences with the modal auxiliary verbs <i>can, may, and must</i> • Write compound and complex sentences • Learn about: <ul style="list-style-type: none"> - the coordinating conjunctions <i>so, yet, and for</i> - the subordinating conjunctions <i>when, before, and if</i> - Use the relative pronouns <i>who, whom, whose, and that</i> in sentences • Explore: <ul style="list-style-type: none"> - subject-verb agreement - verb tenses - essential and nonessential clauses - expanding sentences to tell when, where, and why - formal and informal language | <p>Students will:</p> <ul style="list-style-type: none"> • Learn about the differences between formal and informal language • Discuss model sentences • Write sentences using formal language • Use: <ul style="list-style-type: none"> - modal auxiliary verbs - quotations | <p>Students will:</p> <ul style="list-style-type: none"> • Review punctuation and capitalization | <p>N/A</p> |
| <p style="writing-mode: vertical-rl; transform: rotate(180deg);">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 "Turn to Your Partner" and "Think, Pair, Share" • Take turns talking and listening • Listen respectfully • Take responsibility for learning and behavior • Express interest in and appreciation for one another's writing • Use discussion prompts • Build on one another's thinking | <p>Students will:</p> <ul style="list-style-type: none"> • Handle materials responsibly • Give full attention to people who are speaking • Work responsibly in pairs • Solve problems respectfully • Share partners' thinking • Act considerately • 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 • Express interest in and appreciation for one another's writing • Work responsibly in pairs • Share partners' thinking • Solve problems respectfully • Give full attention to people who are speaking • Confer in pairs responsibly • Handle materials responsibly • Speak loudly and clearly • Reflect on learning | <p>Students will:</p> <ul style="list-style-type: none"> • Express interest in and appreciation for one another's writing • Work responsibly in pairs • Take responsibility for learning and behavior • Share partners' thinking • Handle materials responsibly • Give full attention to people who are speaking • Confer in pairs responsibly • Speak loudly and clearly • Reflect on learning | <p>Students will:</p> <ul style="list-style-type: none"> • Listen carefully • Share what partners wrote about • Build on one another's thinking • Work responsibly in pairs • Share partners' thinking • 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 • Discuss opinions respectfully • Share partners' thinking • 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 • Share partners' thinking • Include everyone in and contribute to group work • Work responsibly • Handle materials responsibly and share them fairly • Act considerately 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 |