

	Unit 1	Unit 2	Genre	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	No texts
Texts (1)	<ul style="list-style-type: none"> • Say Something! • "About Peter Reynolds" • "Turning Pages: My Life Story" • "Turning Pages with Sonia Sotomayor" • Water Dance • Slickman's Guide to Oceans in Layers 	<ul style="list-style-type: none"> • "Jason Reynolds's Writing Process" • "Turning Pages: My Life Story" 	<ul style="list-style-type: none"> • "Perfectly Pan-Fried Tofu" • "Turning Pages: My Life Story" • "Rattlesnake Mesa" • "Where Dreams Come True" • "The Runaways" • "One Bead at a Time" 	<ul style="list-style-type: none"> • "The Cat from Hunger Mountain" • "The Egyptian Myth of Isis and the Seven Scorpions" • "The Boy Who Grew Flowers" • "Satchel's Master Plan" • Water Dance 	<ul style="list-style-type: none"> • North America • Slickman's Guide to Oceans in Layers • Discover Saturn • "Shorten the School Week!" • Teacher-Selected Website and Web Page • "Let's Go to the Galápagos" 	<ul style="list-style-type: none"> • "Real Books Are Best" • "Warning: Too Much Gaming Can Rot Your Brain!" • "Expand Your Mind: Play Video Games!" • "Shorten the School Week!" 	<ul style="list-style-type: none"> • "I Want to Write" • "Untitled" by Jiyun Hwang • "Three Untitled Haku" • "A Tree" • "A Tree Within" • "My Great Grand Uncle" • "Maggie and milly and molly and may" • "Excerpt from 'Caged Bird'" • "cagedbird" • "PERFORMANCE SCORE for cagedbird" • "Wonder World" • "Giovanni Singleton: Poetry Reading and Conversation" • "Dana Teen Lomax: Poetry Reading and Conversation" • "Dana Teen Lomax: Advice About Giving and Receiving Feedback on Poetry" • "Giovanni Singleton: Advice About Revising Poetry" • "Dana Teen Lomax: Advice About Revising Poetry" • "Atta-Dude" • "CREATE" • "Giovanni Singleton: Advice About Performing Poetry" • "Dana Teen Lomax: Advice About Performing Poetry" • "Rainbow in the Clouds" • "What Makes a Poem a Poem?" 		
	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. The students also learn about the parts of a complete sentence and write their own complete 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 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 piece 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.</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 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.</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 one another'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 actions, speech, thoughts, and feelings; point of view, and narrator. They 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. 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 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 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>During this seven-week unit, the students immerse themselves in nonfiction texts about different places. Partners select a place to research together, and each partner researches, writes, revises, and publishes an informational report about that place. 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 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 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 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 texts 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. They develop an outline that states their opinion in a way that captures the reader's interest, use reasons to support their opinion, and include a conclusion to bring their essay to a close. The students use transitional words and phrases, determine when to use perfect tense verbs in their writing, use commas to separate introductory elements in sentences, 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. We recommend teaching this unit after teaching the Expository Nonfiction genre unit, so that the students are able to apply the online research skills they learn in that unit to their opinion writing.</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 things found in nature, people and pets they care about, ways they have grown and changed recently, and questions. 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 share their partners' thinking and reflect on their own behavior and on the classroom community as a whole.</p>	
Writing Topics	<ul style="list-style-type: none"> • Write about sharing ideas • Write freely 	<ul style="list-style-type: none"> • Select and publish a draft from Unit 1 	<ul style="list-style-type: none"> • Write personal narrative • Write freely 	<ul style="list-style-type: none"> • Write fiction pieces • Write freely 	<ul style="list-style-type: none"> • Write about: <ul style="list-style-type: none"> - places - nonfiction reading • Write informational reports • Write freely 	<ul style="list-style-type: none"> • Write about opinions • Write persuasive essays • Write freely 	<ul style="list-style-type: none"> • Write thunder poems • Write poems • Write freely 	<ul style="list-style-type: none"> • Write - 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"> • Become familiar with writing notebooks • Discuss: <ul style="list-style-type: none"> - making the world a better place - their own reasons for writing - memories • Think about events in their own lives • 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 - about nonbook writing • Learn and practice a prewriting technique • Learn a procedure for conferring in pairs • Confer in pairs 	<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 of their drafts • 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 - missused 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 	<ul style="list-style-type: none"> • Quick write about: <ul style="list-style-type: none"> - favorite foods - memories or experiences - achieving a goal - learning from an experience - appreciation and respect - about challenges or problems a character could have • Reflect on creativity • Review their fiction drafts and select one to finish and develop • Identify subtopics for reports and group notes by subtopic • Complete, type, and revise their drafts • Remove extra information and revise confusing parts of their drafts • Self-assess and revise their drafts based on self-assessments • Initiate pair conferences and confer in pairs • Proofread their drafts for: <ul style="list-style-type: none"> - complete sentences - sentence fragments - run-on sentences - shifts in verb tense • Share and present their published pieces from the Author's Chair 	<ul style="list-style-type: none"> • Draft fiction • Quick write: <ul style="list-style-type: none"> - about characters with special powers - about unexpected events that can happen in a story - characters' speech - characters' actions - about challenges or problems a character could have • Reflect on creativity • Review their fiction drafts and select one to finish and develop • Identify subtopics for reports and group notes by subtopic • Complete, type, and revise their drafts • Remove extra information and revise confusing parts of their drafts • Self-assess and revise their drafts based on self-assessments • Initiate pair conferences, confer in pairs, and revise their drafts based on partner feedback • Proofread their drafts for: <ul style="list-style-type: none"> - spelling - missused words - capitalization - complete sentences - sentence fragments - run-on sentences - commas • Share and present their published pieces from the Author's Chair 	<ul style="list-style-type: none"> • Review pre-research writing and notes • Analyze and revise their drafts for: <ul style="list-style-type: none"> - interest - completeness • Proofread their drafts for: <ul style="list-style-type: none"> - spelling - missused 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"> • 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"> - organizing information by sequence and description - audience and purpose - paragraphing - and use transitional words and phrases - precise language in nonfiction • Create a glossary of new vocabulary and create glossaries • Images in nonfiction texts • Draft: <ul style="list-style-type: none"> - subtopic paragraphs - introductions - conclusions • Read and discuss: <ul style="list-style-type: none"> - the introduction to an informational report - the conclusion to an informational report • Analyze their drafts for imprecise language and revise for precise language 	<ul style="list-style-type: none"> • Listen to and discuss: <ul style="list-style-type: none"> - persuasive articles - persuasive essays • Discuss: <ul style="list-style-type: none"> - audience and author's purpose - the author's opinion and reasons - the structure of persuasive texts - the reasons in the body paragraphs - paragraphing - opening paragraphs of persuasive texts - how authors use and organize reasons to support opinions - why authors add facts and details from other sources - citing sources - using transitional words and phrases - conclusions of persuasive texts • Analyze and revise: <ul style="list-style-type: none"> - opening paragraphs of drafts - drafts to organize reasons and add facts and details - drafts to integrate research - conclusions of drafts • Add introductory phrases to cite sources • Replace imprecise words 	<ul style="list-style-type: none"> • Reflect on proofreading checklist • Revise their drafts for: <ul style="list-style-type: none"> - interest - clarity - correct paragraphing • Proofread their drafts for: <ul style="list-style-type: none"> - spelling - missused 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"> - the writing process 	<ul style="list-style-type: none"> • Listen to, discuss, and compare poems • Discuss characteristics of poetry, including: <ul style="list-style-type: none"> - sensory details - repetition - variation - meaning - form - the reasons in the body paragraphs - paragraphing - opening paragraphs of persuasive texts - messages - metaphor - direct address - alliteration - simile - symbols - rhyme - onomatopoeia • Discuss collages • Watch and discuss videos • Revise to incorporate characteristics of poetry • Proofread drafts to either apply grade-level conventions or purposely break the rules
Genre and Author's Craft	<ul style="list-style-type: none"> • Listen to and discuss: <ul style="list-style-type: none"> - stories - a part 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 	<ul style="list-style-type: none"> • Watch and discuss a video • Discuss using precise words and replace imprecise words 	<ul style="list-style-type: none"> • Listen to and discuss personal narrative • 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 opening and closing sentences 	<ul style="list-style-type: none"> • Listen to and discuss fiction • Watch and discuss a video • Discuss: <ul style="list-style-type: none"> - plot - setting - character - challenge or problem • Analyze temporal words and phrases in a personal narrative • Transitional words and phrases • Using sensory details • Endings that bring a story's events to a close • Describe characters' thoughts, feelings, and actions • Review how characters are developed in stories • Review how characters are developed in stories • Revise their drafts: <ul style="list-style-type: none"> - to add details about a character's thoughts, feelings, actions, or speech - for sensory details - for a consistent narrator - for strong endings • Use temporal words and phrases 	<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"> - organizing information by sequence and description - audience and purpose - paragraphing - and use transitional words and phrases - precise language in nonfiction • Create a glossary of new vocabulary and create glossaries • Images in nonfiction texts • Draft: <ul style="list-style-type: none"> - subtopic paragraphs - introductions - conclusions • Read and discuss: <ul style="list-style-type: none"> - the introduction to an informational report - the conclusion to an informational report • Analyze their drafts for imprecise language and revise for precise language 	<ul style="list-style-type: none"> • Listen to and discuss: <ul style="list-style-type: none"> - persuasive articles - persuasive essays • Discuss: <ul style="list-style-type: none"> - audience and author's purpose - the author's opinion and reasons - the structure of persuasive texts - the reasons in the body paragraphs - paragraphing - opening paragraphs of persuasive texts - how authors use and organize reasons to support opinions - why authors add facts and details from other sources - citing sources - using transitional words and phrases - conclusions of persuasive texts • Analyze and revise: <ul style="list-style-type: none"> - opening paragraphs of drafts - drafts to organize reasons and add facts and details - drafts to integrate research - conclusions of drafts • Add introductory phrases to cite sources • Replace imprecise words 	<ul style="list-style-type: none"> • Listen to, discuss, and compare poems • Discuss characteristics of poetry, including: <ul style="list-style-type: none"> - sensory details - repetition - variation - meaning - form - the reasons in the body paragraphs - paragraphing - opening paragraphs of persuasive texts - messages - metaphor - direct address - alliteration - simile - symbols - rhyme - onomatopoeia • Discuss collages • Watch and discuss videos • Revise to incorporate characteristics of poetry • Proofread drafts to either apply grade-level conventions or purposely break the rules 	<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"> - past tense verbs - proper 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 verbs • Discuss model sentences • Use: <ul style="list-style-type: none"> - perfect tense verbs - prepositional phrases • Recognize and correct inappropriate shifts in verb tense • Expand sentences • Explore the function of: <ul style="list-style-type: none"> - verbs and verb tenses - nouns and pronouns - adjectives - adverbs • Discuss: <ul style="list-style-type: none"> - linking verbs - progressive tense verbs - singular pronoun-noun agreement - plural pronoun-noun agreement - using possessives - the order of adjectives 	<p>Students will:</p> <ul style="list-style-type: none"> • Learn about: <ul style="list-style-type: none"> - the coordinating conjunctions <i>and, but, yet, and or</i> - the subordinating conjunctions <i>when, as, and since</i> • Discuss model sentences • Write compound and complex sentences • Write and punctuate dialogue with interjections using: <ul style="list-style-type: none"> - commas - quotation marks - exclamation points • Use: <ul style="list-style-type: none"> - prepositional phrases - commas in a series - commas to set off nouns of direct address and the words <i>yes and no, and to tag questions</i> • Review: <ul style="list-style-type: none"> - complete sentences - sentence fragments - run-on sentences • Expand sentences 	<p>Students will:</p> <ul style="list-style-type: none"> • Learn about: <ul style="list-style-type: none"> - the coordinating conjunctions <i>so, for, and nor</i> - the subordinating conjunctions <i>although, because, and if</i> • Discuss model sentences • Write: <ul style="list-style-type: none"> - compound sentences - complex sentences - sentences using correlative conjunctions • Combine and reduce sentences using: <ul style="list-style-type: none"> - compound subjects - compound predicates - appositives • Review: <ul style="list-style-type: none"> - complete sentences - sentence fragments - run-on sentences • Explore: <ul style="list-style-type: none"> - subject-verb agreement - using prepositional phrases 	<p>Students will:</p> <ul style="list-style-type: none"> • Review verbs • Discuss model sentences • Use perfect tense verbs • Explore using commas after introductory elements 	<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 • Share partners' thinking • Express interest in and appreciation for one another's writing • 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 • 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"> • Listen carefully • Share what partners wrote about • Build on one 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 • 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