

**Content Area:**  
**Grade:**

Unit	Enduring Understandings	Essential Questions	Objectives	Skills
Unit 1: The Classroom Community	<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, 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</p>	<ul style="list-style-type: none"> <li>● How can personal experiences inspire and shape the ideas for our writing?</li> <li>● What are the benefits of using prewriting techniques to organize our thoughts before writing?</li> <li>● How do complete sentences contribute to clear and effective communication in writing?</li> <li>● In what ways can reflecting on</li> </ul>	<ul style="list-style-type: none"> <li>● Listen and discuss a story to inspire their own writing</li> <li>● Become familiar with their writing notebooks to prepare for writing</li> <li>● Write about things they have created or written to establish their identities as writers.</li> <li>● Listen to and discuss a story again to help them think about the story in a new way</li> </ul>	<p>Recognize key moments, emotions, or events from personal life that can be used as writing topics.</p> <ul style="list-style-type: none"> <li>● Reflect on personal experiences and choose those most relevant to the writing task or prompt.</li> <li>● Brainstorm and create a list of possible writing topics based on personal experiences.</li> <li>● Use freewriting techniques to explore ideas quickly without worrying about structure.</li> </ul>

	<p>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 procedures of the classroom community. The skills and procedures the students learn during this unity will help them become independent learners who can preserve, solve problems, and think independently.</p>	<p>past experiences help improve our writing process?</p> <ul style="list-style-type: none"> <li>• How can different prewriting strategies help develop a stronger narrative or argument?</li> <li>• What strategies can we use to ensure our sentences are complete and convey our intended meaning?</li> <li>• How would you describe your classroom community?</li> <li>• Do the students demonstrate a growing sense of</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss writing about themselves to generate writing ideas</li> <li>• Write freely to build motivations for and develop and enjoyment of writing</li> <li>• Think about events in their own lives to generate writing ideas</li> <li>• Write freely to build motivation for an develop an enjoyment of writing</li> </ul>	<ul style="list-style-type: none"> <li>• Organize thoughts through graphic organizers such as mind maps, charts, or outlines.</li> <li>• Use brainstorming sessions to gather and prioritize ideas for the writing process.</li> <li>• Use journaling to jot down quick reflections or experiences as a starting point for future writing.</li> </ul>
--	---	--	--	---

		independence?		
Unit 2: The Writing Process	<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 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</p>	<ul style="list-style-type: none"> <li>● How can we improve our writing by revising and making changes to our first drafts?</li> <li>● Why is it important to use precise words and delete unnecessary information in our writing?</li> <li>● How does proofreading help make our writing clearer and free of mistakes?</li> <li>● What is the purpose of sharing our writing with</li> </ul>	<ul style="list-style-type: none"> <li>● Watch and discuss a video to learn about a professional author's writing process</li> <li>● Review their drafts and select one to develop for publication</li> <li>● Reread their selected drafts critically to check for order, clarity, and completeness</li> <li>● Complete selected drafts to prepare them for the revision process</li> <li>● Practice self-management and self-</li> </ul>	<ul style="list-style-type: none"> <li>● Ability to select a draft from the writing notebook for further development.</li> <li>● Skill in using a word processor to type and organize ideas.</li> <li>● Ability to reread writing critically to identify areas that need improvement.</li> <li>● Skill in deleting unnecessary information and adding details to make the writing clearer.</li> <li>● Ability to replace vague words with more precise vocabulary to improve clarity.</li> </ul>

	<p>for initiating peer 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>others in the Author's Chair?</p> <ul style="list-style-type: none"> <li>• How can peer conferences help us become better writers?</li> <li>• What are run-on sentences, and how can we fix them to make our writing easier to read?</li> <li>• How do we use a word processor to transfer and improve our writing drafts?</li> <li>• What strategies can we use to make sure our writing is clear and follows proper spelling and grammar rules?</li> </ul>	<p>discipline by working responsibly</p>	<ul style="list-style-type: none"> <li>• Ability to check for spelling, punctuation, and grammar errors in the writing.</li> <li>• Skill in identifying and correcting common mistakes, like missing periods, incorrect capitalization, or spelling errors.</li> <li>• Ability to engage in peer conferences by discussing writing with classmates.</li> <li>• Skill in providing constructive feedback to peers in a positive, helpful way.</li> </ul>
--	--	---	--	---

<p>Personal Narrative</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 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>	<ul style="list-style-type: none"> <li>● What makes a personal narrative interesting and engaging for readers?</li> <li>● How can sensory details help readers experience a story more vividly?</li> <li>● How do temporal words and phrases (like "first," "next," and "finally") help make a personal narrative clearer?</li> <li>● What are the key components of a strong beginning and ending in a personal</li> </ul>	<ul style="list-style-type: none"> <li>● Listen to and discuss personal narrative to inspire their own writing and develop an understanding of the genre</li> <li>● Write freely to build motivation for and develop an enjoyment of writing</li> <li>● Build social awareness by giving their full attention to people who are speaking</li> <li>● Use temporal words and phrases to connect events in their drafts</li> <li>● Develop relationship and communication</li> </ul>	<ul style="list-style-type: none"> <li>● Ability to choose a meaningful personal experience to write about.</li> <li>● Skill in crafting an engaging opening that grabs the reader's attention.</li> <li>● Ability to use sensory details (sight, sound, smell, taste, touch) to describe events vividly.</li> <li>● Skill in using temporal words and phrases to show the sequence of events (e.g., first, next, then, finally).</li> <li>● Ability to write a strong ending that wraps up the story effectively.</li> </ul>
---------------------------	--	---	---	---

	<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>narrative?</p> <ul style="list-style-type: none"> <li>• How can we revise our personal narratives to make them more effective and meaningful?</li> <li>• How do we give and receive feedback in a respectful and helpful way during peer conferences?</li> <li>• Why is it important to focus on grammar and conventions when writing a personal narrative?</li> <li>• How can we share our personal narratives with</li> </ul>	<p>skills by expressing interest in and appreciation for one another's writing.</p> <ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Ability to read through drafts and make changes that improve the story (e.g., adding details, clarifying ideas, changing words for precision).</li> <li>• Skill in listening carefully to a peer's writing and providing positive, respectful feedback.</li> <li>• Ability to use correct capitalization, punctuation, and spelling in writing.</li> <li>• Skill in using sentences with appropriate structure (complete sentences with subject-verb agreement).</li> </ul>
--	---	--	---	--

		<p>others in a way that makes them feel proud of their work?</p> <ul style="list-style-type: none"> <li>• How does paying attention to detail and showing interest in others' writing help build a supportive writing community?</li> <li>• What are some strategies for staying focused and engaged while listening to others share their writing?</li> </ul>		<ul style="list-style-type: none"> <li>• Ability to revise sentences for clarity and correctness (e.g., fixing run-on sentences, adding punctuation).</li> </ul>
Fiction	During this six- week unit, the students explore fiction and draft, revise, and digitally publish their own stories. By	<ul style="list-style-type: none"> <li>• What makes a character interesting and how can we show their traits</li> </ul>	<ul style="list-style-type: none"> <li>• Students will be able to identify and describe the key elements of fiction, including</li> </ul>	<ul style="list-style-type: none"> <li>• Character development</li> <li>• Setting description</li> <li>• Plot Structure</li> </ul>

	<p>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</p>	<p>through actions, speech, thoughts, and feelings in our stories?</p> <ul style="list-style-type: none"> <li>• How do authors create challenges or problems for characters, and how do they make sure these challenges are resolved in a satisfying way?</li> <li>• How can we use strong verbs and adverbs to make our stories more exciting and clear?</li> <li>• What is the role of setting in a story, and how can we describe it to make our readers feel like</li> </ul>	<p>character, setting, plot, and conflict.</p> <ul style="list-style-type: none"> <li>• Students will recognize how character traits are revealed through actions, speech, thoughts, and feelings.</li> <li>• Students will understand how authors create challenges or problems for characters and how these are resolved in the story's plot.</li> <li>• Students will analyze the structure of stories, identifying how well-crafted endings resolve</li> </ul>	<ul style="list-style-type: none"> <li>• Conflict and Resolution</li> <li>• Writing a Narrative</li> <li>• Descriptive Language</li> <li>• Revising for Clarity and Detail</li> <li>• Grammar and Conventions</li> <li>• Peer Feedback</li> <li>• Using Technology for Writing</li> <li>• Speaking Clearly</li> </ul>
--	--	--	--	---



	<p>and reflect on creativity to inspire them to use their imagination 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 loud and clearly, and express interest in and appreciation for one another's writing.</p>	<p>they are there?</p> <ul style="list-style-type: none"> <li>• How do we use temporal words and phrases to show the order of events and help readers follow our story?</li> <li>• What makes a good ending for a story, and how can we wrap up our plot in a way that leaves readers satisfied?</li> <li>• How can we use our imagination to create unique and interesting stories?</li> <li>• Why is it important to revise and edit our writing, and how can we improve our</li> </ul>	<p>the conflict and bring closure.</p> <ul style="list-style-type: none"> <li>• Students will draft a fictional story, incorporating strong characters, a clear setting, and a problem that the characters must overcome.</li> <li>• Students will use temporal words and phrases (e.g., "first," "next," "finally") to sequence events in their stories.</li> <li>• Students will use strong, descriptive verbs and adverbs to enhance their writing and</li> </ul>	
--	---	---	--	--

		<p>stories during this process?</p> <ul style="list-style-type: none"><li>• What are some strategies for staying confident and engaged when presenting our stories to others?</li><li>• How do grammar and conventions help make our stories clearer and easier for readers to understand?</li></ul>	<p>make their actions more vivid.</p> <ul style="list-style-type: none"><li>• Students will revise and edit their stories to improve clarity, organization, and detail.</li><li>• Students will practice and apply relevant grammar skills, including correct punctuation, capitalization, and sentence structure, in their writing.</li><li>• Students will proofread their stories for spelling and grammatical errors to ensure that the final draft is clear and</li></ul>	
--	--	--	--	--

			correct.	
Expository Nonfiction	<p>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 information 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</p>	<ul style="list-style-type: none"> <li>• How can we use research skills to find reliable and useful information about animals?</li> <li>• What makes an informational report interesting and engaging for readers?</li> <li>• How do we organize information to clearly explain facts and details about an animal?</li> <li>• Why is it important to consider our audience and purpose when</li> </ul>	<ul style="list-style-type: none"> <li>• Developing strategies to write effectively about an area in which they have an expertise</li> <li>• Students will evaluate the credibility of sources and select relevant and accurate information for their reports.</li> <li>• Students will write an informational report that includes an engaging introduction, well-organized subtopic sections, and a concluding</li> </ul>	<ul style="list-style-type: none"> <li>• Conducting Web Searches:</li> <li>• Evaluating Sources</li> <li>• Note-taking</li> <li>• Categorizing information</li> <li>• Organizing information</li> <li>• Writing Conclusion</li> </ul>

	<p>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 Author's 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</p>	<p>writing an informational report?</p> <ul style="list-style-type: none"> <li>• How can we use subtopics and transitional words to connect ideas and make our report easy to follow?</li> <li>• What are some strategies for working together in a pair to conduct research, take notes, and write a report?</li> <li>• How can we use text features, like headings and images, to enhance our informational report?</li> <li>• What is the role</li> </ul>	<p>statement.</p> <ul style="list-style-type: none"> <li>• Students will collaborate with a partner to research and write a shared report using digital tools (e.g., shared documents).</li> <li>• Students will present their informational reports as slide presentations, speaking clearly and confidently to the class.</li> <li>• Students will apply relevant grammar skills and conventions, such as correct punctuation, capitalization, and sentence</li> </ul>	
--	---	--	--	--

	responsibly, share work fairly, and reach agreement before making decisions when working in pairs.	<p>of the introduction and conclusion in an informational report, and how can we make them effective?</p> <ul style="list-style-type: none"> <li>• How do we revise and edit our writing to ensure that it is clear, accurate, and follows grammar and conventions?</li> <li>• How can we present our research findings in a way that informs and engages our audience?</li> </ul>	<p>structure, in their writing.</p> <ul style="list-style-type: none"> <li>• Students will reflect on the research and writing process, considering how they can improve their work based on peer feedback.</li> </ul>	
Opinion Writing	During this four- week unit, the students read and write persuasive essays as they explore elements of opinion	<ul style="list-style-type: none"> <li>• What is the purpose of persuasive</li> </ul>	<ul style="list-style-type: none"> <li>• Students will be able to understand the purpose of</li> </ul>	<ul style="list-style-type: none"> <li>• Selecting a Topic</li> <li>• Stating an opinion clearly</li> </ul>

	<p>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</p>	<p>writing, and how can we express our opinions in a way that convinces others?</p> <ul style="list-style-type: none"> <li>• How do we choose a topic we feel strongly about and that will make a good persuasive essay?</li> <li>• What are the key elements of a persuasive essay, and how do we structure it effectively?</li> <li>• How do we clearly state our opinion in the introduction of a persuasive essay?</li> <li>• What types of reasons and</li> </ul>	<p>persuasive writing and recognize its role in expressing and supporting opinions.</p> <ul style="list-style-type: none"> <li>• Students will be able to identify a topic they feel strongly about and select one for writing a persuasive essay.</li> <li>• Students will be able to structure a persuasive essay with a clear introduction that states their opinion.</li> <li>• Students will be able to provide reasons and supporting details to</li> </ul>	<ul style="list-style-type: none"> <li>• Supporting the opinion with reasons</li> <li>• Writing a conclusion</li> <li>• Organizing information</li> <li>• Writing Conclusion</li> </ul>
--	---	--	---	---

	<p>relevant grammar skills and conventions.</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>evidence can we use to support our opinion and convince our audience?</p> <ul style="list-style-type: none"> <li>• How can transitional words and phrases help us organize our writing and make it easier for readers to follow our argument?</li> <li>• What role do adjectives play in making our persuasive writing more interesting and convincing?</li> <li>• How do we write a strong conclusion that reinforces our opinion and</li> </ul>	<p>strengthen their opinion in the body of the essay.</p> <ul style="list-style-type: none"> <li>• Students will be able to write a conclusion that reinforces their opinion and brings the essay to a close.</li> <li>• Students will be able to use reasons and examples to support their opinion and persuade the audience.</li> <li>• Students will be able to include relevant facts, examples, or personal experiences to back up their argument.</li> </ul>	
--	---	--	--	--

		<p>leaves a lasting impression?</p> <ul style="list-style-type: none"> <li>• How can we consider our audience and purpose when writing a persuasive essay?</li> <li>• What are some strategies for revising and editing our persuasive essays to improve clarity and correctness?</li> </ul>	<ul style="list-style-type: none"> <li>• Students will be able to provide and receive constructive feedback on persuasive essays from peers.</li> <li>• Students will be able to revise their persuasive essays based on feedback, improving clarity, organization, and persuasiveness.</li> </ul>	
Poetry	<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</p>	<ul style="list-style-type: none"> <li>• What makes a poem a poem?</li> <li>• How can word choice and word sounds change the meaning of a poem?</li> </ul>	<ul style="list-style-type: none"> <li>• Students will recognize the basic elements of poetry, including line breaks, stanzas, rhyme, and rhythm.</li> </ul>	<ul style="list-style-type: none"> <li>• Poetry Identification</li> <li>• Word Choice and Language</li> <li>• Sound Devices</li> <li>• Poetic Form Structure</li> </ul>



	<p>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 that include visual art and</p>	<ul style="list-style-type: none"> <li>• Why do poets sometimes break punctuation and capitalization rules in their poems?</li> <li>• How do poets use form and structure to express their ideas?</li> <li>• What are some different ways poets can share their feelings and ideas?</li> <li>• How can we use our creativity to write poems about ourselves and the world around us?</li> <li>• What is the importance of listening to the language and</li> </ul>	<ul style="list-style-type: none"> <li>• Students will understand the difference between poetry and other forms of writing, such as prose.</li> <li>• Students will experiment with selecting meaningful words and using sound devices (such as alliteration, onomatopoeia, and rhyme) to enhance their poems.</li> <li>• Students will analyze how word choice and sound contribute to the tone, mood, and meaning of a poem.</li> </ul>	<ul style="list-style-type: none"> <li>• Revision and Editing</li> <li>• Illustration and Visual Art</li> <li>• Poetry Performance</li> <li>• Self- Reflection</li> </ul>
--	--	--	---	---

	<p>performance components.</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>sounds in a poem?</p> <ul style="list-style-type: none"> <li>• How can we combine visual art and performance with poetry to make our ideas more powerful?</li> <li>• What does it mean to revise a poem, and why is revision important in poetry writing?</li> <li>• How do poems look on the page, and how can we use layout and formatting to enhance our poems?</li> </ul>	<ul style="list-style-type: none"> <li>• Students will explore different forms of poetry (e.g., free verse, acrostic, haiku) and experiment with creating their own poems using these forms.</li> <li>• Students will explore how punctuation, capitalization, and line breaks affect the way a poem is read and understood.</li> <li>• Students will draft, revise, and publish their own poems, exploring a variety of topics, including self-portraits, friends, and</li> </ul>	
--	--	--	--	--

			<p>personal experiences.</p> <ul style="list-style-type: none"> <li>• Students will practice revising their poems by improving word choice, sentence structure, and clarity.</li> <li>• Students will edit their poems for punctuation, capitalization, and spelling as needed, learning to apply revision strategies.</li> </ul>	
Revisiting the Classroom Community	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.	<ul style="list-style-type: none"> <li>• How have I grown as a writer throughout the year?</li> <li>• What writing strategies have</li> </ul>	<ul style="list-style-type: none"> <li>• Students will review their writing from throughout the year (journals, essays, stories, poetry) and reflect on their</li> </ul>	<ul style="list-style-type: none"> <li>• Self-Reflection</li> <li>• Peer Feedback</li> <li>• Goal Setting</li> <li>• Analyzing Writing Samples</li> <li>• Recognizing Strengths as a Writer</li> </ul>

	<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.</p>	<p>helped me improve my writing?</p> <ul style="list-style-type: none"> <li>• How can I use feedback from others to improve my writing?</li> <li>• What are my strengths as a writer?</li> <li>• What areas do I still need to work on as a writer?</li> <li>• How have I contributed to our classroom community through my writing?</li> <li>• How do I feel about sharing my writing with others?</li> <li>• How can I set goals for my</li> </ul>	<p>progress.</p> <ul style="list-style-type: none"> <li>• Students will identify specific writing skills they have improved and areas where they still want to grow.</li> <li>• Students will review feedback from peers and teachers, identifying key suggestions for improvement.</li> <li>• Students will apply specific pieces of feedback to revise or enhance a piece of writing.</li> <li>• Students will identify their strengths as writers (e.g.,</li> </ul>	<ul style="list-style-type: none"> <li>• Revising and Editing</li> <li>• Self- Reflection</li> </ul>
--	--	--	--	--

		<p>writing in the future?</p> <ul style="list-style-type: none"><li>• How can I use writing to express my thoughts, feelings, and ideas more clearly?</li><li>• What role does reflection play in helping me grow as a writer and as a person?</li></ul>	<p>creativity, organization, detail) and share examples of writing that showcase these strengths.</p> <ul style="list-style-type: none"><li>• Students will set specific, achievable goals for their writing in the future (e.g., improving sentence structure, using more descriptive language, mastering punctuation).</li><li>• Students will create a plan for achieving their writing goals moving forward.</li><li>• Students will engage in self-assessment</li></ul>	
--	--	--	--	--

			<p>by identifying strengths and areas for improvement in their own writing.</p> <ul style="list-style-type: none"><li>● Students will give and receive positive, constructive feedback on writing samples from peers.</li><li>● Students will participate in a final writing share or showcase, celebrating their writing accomplishments and growth.</li><li>● Students will discuss how their writing journey has helped them</li></ul>	
--	--	--	---	--

			grow as both writers and individuals.	
--	--	--	---	--