

Writing Units of Study Kindergarten-Grade 2

	Creating a Community of Writers	Narrative Writing	Information Writing	Opinion/Argument Writing
K	This unit will be taught during the first 2 weeks of school to allow teachers time to establish routines and structures and get to know their students as writers.	In <i>Launching the Writing Workshop</i> students tell stories from their lives as best they can, through drawing, labeling, and writing. Most children will be labeling their drawings- and the letters in those labels will include squiggles and diamonds. <i>Writing for Readers</i> helps children write true stories-but does so fully aware that the hard part will be writing readable words. Students focus on getting more letters and words onto every page, editing their work and using increasingly conventional spelling.	In <i>How-To Books</i> students write informational how-to texts on a procedure familiar to them. Students plan, revise, and edit lots of informational texts that teach readers procedures for doing things.	In <i>Persuasive Writing of all Kinds</i> students craft petitions, letters, and signs that rally people to address problems in their class, then school, then world.
Gr. 1	This unit will be taught during the first 3-4 weeks of school to allow teachers time to establish routines and structures and get to know their students as writers.	In <i>Small Moments</i> students craft lots of small moment books, writing in ways that bring characters to life. Students take the everyday events of their young lives and make them into focused, well-structured stories, then they learn to breathe life into the characters by making them talk, think, and interact.	In <i>Nonfiction Chapter Books</i> students enter the world of informational writing as they combine pictures and charts with domain-specific vocabulary and craft moves to create engaging teaching texts.	In <i>Writing Reviews</i> students create interesting, convincing reviews that present and rank their favorite toys, television shows, books, and more. Students create persuasive reviews of all sorts- pizza restaurant reviews, TV show reviews, ice cream flavor reviews, and finally book reviews that hook the reader, clearly express the writer's opinion, and bolster their argument in convincing ways.
Gr. 2	This unit will be taught during the first 3-4 weeks of school to allow teachers time to establish routines and structures and get to know their students as writers.	In <i>Lessons from the Masters</i> students learn to study published texts to learn writing techniques to try in their own narratives. Students learn how to create engaging narratives by stretching out small moments and writing in detail.	<i>A How-To Guide to Nonfiction Writing</i> welcomes students into the world of nonfiction writing by rallying them to write lots of little nonfiction books. Students can take <i>anything</i> they know a lot about and write in ways that teach their readers about the topic. The unit helps second graders feel that puffed-up pride of being an expert and taps into their eagerness to show and tell by channeling them to write with details and with writerly craft.	In <i>Writing About Reading</i> students write letters and essays about their opinions about characters, scenes, or whole books using examples from the texts. Students read closely and gather evidence from texts to craft persuasive arguments.

Writing Units of Study Grades 3-5

	Creating a Community of Writers	Narrative Writing	Information Writing	Opinion/Argument Writing
Gr. 3	This unit will be taught during the first 3-4 weeks of school to allow teachers time to establish routines and structures and get to know their students as writers.	In <i>Crafting True Stories</i> extends students' work with personal narratives while engaging them more fully in the complete writing process, with increasing emphasis on drafting and revising their work.	In <i>The Art of Information Writing</i> students write chapter books about topics on which they are experts, employing a variety of structures and sub-structures. Youngsters write chapter books that synthesize a wide variety of information and learn to section their topics into subtopics. They are supported in this challenging work because they are writing about topics on which they have firsthand, personal knowledge.	In <i>Changing the World</i> students persuade people about causes they believe in using evidence, crafting techniques, and attention to audience. This unit rallies third-graders to use their newfound abilities to gather and organize information to persuade people about causes the children believe matter.
Gr. 4	This unit will be taught during the first 3-4 weeks of school to allow teachers time to establish routines and structures and get to know their students as writers.	In <i>The Arc of Story</i> students develop fictional characters with motivations and struggles and write these characters into carefully structured stories. Students learn that the lenses they bring to reading fiction can also be brought to writing fiction, as they develop believable characters with struggles and motivations and rich stories to tell.	In <i>Bringing History to Life</i> students write research reports in which they use research skills to learn about a central topic and then elaborate. Students are ready to tackle historical research in which they collect evidence and use details to vividly describe people and events long ago and far away.	In <i>Boxes and Bullets</i> students build arguments about topics they know well using logical structures and carefully arranged ideas and evidence. Students learn the value of organization and form as they gather evidence to support and express an opinion on topics they know well.
Gr. 5	This unit will be taught during the first 3-4 weeks of school to allow teachers time to establish routines and structures and get to know their students as writers.	In <i>Narrative Craft</i> students write personal narratives, making purposeful choices about the techniques, structures, and language they use to convey their meaning. This unit helps students deliberately use their knowledge of narrative craft to make their stories more thematic.	In <i>The Lens of History</i> students write through historical lenses and from primary sources, using multiple writing structures to build focused research reports. Students draw inspiration and understanding from mentor texts, historical accounts, primary source documents, maps, and timelines to write focused research reports that engage and teach readers.	In <i>The Research-Based Argument Essay</i> students build powerful arguments using carefully-weighted evidence, analysis, and rebuttal of counter-claims. Fifth-graders learn to build powerful arguments that convincingly balance evidence and analysis to persuade readers to action.