In Persuasive Writing of All Kinds students craft petitions, letters, and signs that rally people to address problems in their class, then school, then world.

In The Literary Essay students write claim-based, evidence-rich literary essays after close readings of complex texts.

In Boxes and Bullets students build arguments about topics they know well using logical structures and carefully arranged ideas and evidence.

In Writing Reviews students create interesting, convincing reviews that present and rank their favorite toys, television shows, books, and more.

In Writing About Reading students write letters and essays about their opinions about characters, scenes, or whole books using examples from the texts.

In Changing the World students persuade people about causes they believe in using evidence, crafting techniques, and attention to audience.

If you read the Common Core’s opinion/argument writing standards in a horizontal fashion, setting the descriptors for each skill from one grade alongside those for the next grade and noting the new work that is added at each subsequent grade, you’ll come to understand the trajectory along which writers can travel. This trajectory was used when designing the opinion/argument writing units found in this series (and it is the information and narrative trajectories that were used for the information and narrative units).

For additional information and sample sessions visit www.UnitsofStudy.com
Units of Study in Opinion/Argument, Information, and Narrative Writing

Information Writing Units

Building on increasingly complex nonfiction content and sources, the information writing units will help you teach students how to examine and convey domain-specific vocabulary and ideas clearly and accurately through the effective selection, organization, and analysis of cross-curricular content. The trajectory of these units will take students from procedural how-to texts and nonfiction chapter books to lab reports and research-based essays.

1. In Nonfiction Chapter Books students combine pictures, charts, and domain-specific vocabulary to create engaging teaching texts.

2. In Lab Reports and Science Books students write procedural texts, descriptions and analyses about experiments, then use that to write science-based information books.

3. In The Art of Information Writing students write chapter books about topics on which they are experts, employing a variety of structures and sub-structures.

4. In Bringing History to Life students write research reports in which they use research skills to learn about a central topic and then elaborate.

5. In The Lens of History students write through historical lenses and from primary sources, using multiple writing structures to build focused research reports.

6. In Research-Based Information Writing, students learn ways to research and write informational essays, books, and digital presentations or websites to teach their readers about a topic, using increasingly sophisticated ways to draw on and structure information to explain a position or make a call to action.

7. In Writing about Reading, students intensify their engagement with reading by writing innovative, reflective companion books that explain, develop, and extend ideas about books they love.

8. In Position Papers, students will learn ways writers explain complex issues and compose arguments by drawing on evidence, contextualizing their positions and addressing multiple perspectives.

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Units of Study in Opinion/Argument, Information, and Narrative Writing

Narrative Writing Units

Building on the skills and understanding from the previous years, the narrative writing units engage students in writing about real and imagined experiences and events using effective techniques, well-chosen details, and well-structured event sequences. The trajectory of these units will take students from small-moment events and fictional chapter books to contemporary fairy tales and personal memoirs.

In **From Scenes to Series**, students use all they know about writing narratives to create their own series of fictional chapter books.

In **Small Moments**, students craft lots of small-moment books, writing in ways that bring their characters to life.

In **Lessons from the Masters**, students learn to study published texts to learn writing techniques to try in their own narratives.

In **Investigative Journalism**, students learn to use sharp observations of life to write news and investigative articles about meaningful topics, crafting vivid narratives and elaborating multiple perspectives.

In **Writing Realistic Fiction**, students write engaging short fiction by creating action-filled plots and believable characters and by crafting nuanced, memorable scenes.

In **Personal Narrative**, students write true stories, learning strategies to generate meaningful story ideas, manage pace, elaborate on important scenes, and deepen insights.

In **Narrative Craft**, students write personal narratives, making purposeful choices about the techniques, structures and language they use to convey their meaning.

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