Our Mission

Developmental Studies Center (DSC) is a nonprofit educational publisher dedicated to children’s academic, ethical, and social development. Since 1980, DSC has developed school-based and after-school programs that help children develop capacities to think deeply and critically so they will continue learning throughout their lives and strengthen their commitment to such values as kindness, helpfulness, personal responsibility, and respect for others.

We Believe

In Building Community
- By giving students a voice, encouraging their confidence and autonomy
- By engendering a sense of belonging and attachment to school
- By teaching students to work cooperatively and responsibly
- By developing cross-age buddy relationships and activities for families

In Preparing Teachers
- With materials that scaffold their learning
- With tools and strategies that build gradually in complexity
- With assessment and reflection activities to improve teacher practice

In Academic Rigor for All Students
- That invites students to construct meaning
- That demands that students do the thinking
- That partner work deepens the understanding and learning

In the Power of the Principal
- To provide resources and support for ongoing instructional leadership
- To use tools that model the values and set the vision and expectations
- To play a key role in effective program implementation

In Professional Development
- That reflects the constructivist pedagogy of our materials through interactive workshops
- That facilitates the effective use of cooperative structures to support thinking and interaction
- That engages participants in building the skills and understanding to implement our work

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# Table of Contents

- An Uncommon Response to the Common Core—Writing .......................... 2
- Learning to Write and Work Together ............................................. 4
- Research Basis .................................................................................. 6
- Workshop Elements in *Being a Writer™* .......................................... 7
- What’s Included: Grades K–5 .............................................................. 8
  - Grade-level Components .............................................................. 10
  - Technology Enhancements ......................................................... 12
  - Technology Supporting Instruction .............................................. 14
  - Grade-level Packages .................................................................... 16
- Developing Socially ............................................................................ 22
- Research Results ............................................................................... 24
- Professional Development ............................................................... 26
- Workshop Offerings .......................................................................... 27
- Embedded Professional Development .............................................. 28
  - The National Writing Project ......................................................... 30
  - Developing the Craft of Writing .................................................... 32
  - Language Skills: Grammar, Usage, and Mechanics ...................... 34
    - Scope and Sequence of Language Skills ........................................ 35
  - Assessment ..................................................................................... 38
    - Teacher Assessment Tools .......................................................... 39
    - Program Assessment Components .............................................. 40
- Conferring: Teacher and Pairs .......................................................... 42
- Sample Unit Openers from Each Grade Level .................................. 44
  - Kindergarten: Opinion Writing ....................................................... 46
  - Grade 1: The Writing Community .................................................. 48
  - Grade 2: Fiction .............................................................................. 50
  - Grade 3: Poetry .............................................................................. 52
  - Grade 4: Expository Nonfiction ....................................................... 54
  - Grade 5: Personal Narrative ........................................................... 56
- Writing Genre Development ............................................................... 58
- Student Writing .................................................................................. 60
- Student Thinking ................................................................................ 61
- Teacher Voices ................................................................................... 62
- Other Literacy Programs from DSC .................................................... 64
An Uncommon Response to the Common Core—Writing

The Common Core State Standards define what all students are expected to know and be able to do, but “not how teachers should teach.” The Being a Writer™ program offers student-centered, deeply interactive instruction that incorporates the Common Core vision for student listening and speaking, personal writing expression, and the ability to adapt the form and content of writing for varied tasks and purposes.

The Common Core State Standards expect students to:

- Produce high-quality writing regularly and independently, beginning in the primary grades
- Write routinely over both extended and shorter time frames across disciplines and for different purposes
- Develop and strengthen their writing by planning, revising, editing, and publishing
- Build on skills for narrative, informational, and opinion/argument writing from one year to the next
- Share ideas, give and receive feedback, and respond to and challenge their peers to make their writing even better

Online Correlation Database

DSC offers an in-depth correlation between CCSS and each lesson in DSC’s literacy programs to help teachers prepare students for success. This online database is searchable by standard, program unit, and lesson. To access it, visit devstu.org/ccss.

What can you add to help your reader better understand your message?

In Being a Writer™, the opportunity to engage in the writing process with explicit feedback at different intervals supports students’ growth as writers.

Students working with partners learn to give and receive feedback about their writing. They challenge each other to make their writing better.

The Being a Writer program provides:

- 19–30 selected read-aloud trade books per grade level for use as mentor texts
- Lessons for teaching process, genre, and craft, as well as the skills and conventions of grammar, usage, and mechanics
- A set of prepared language skills mini-lessons for additional practice as needed
- Rubrics to help assess student progress along the Common Core continuum
- Support for conferring with students about their writing

A dual academic and social focus invites students to:

- Write daily and experience immersion in each genre
- Take ownership and responsibility for, and have pride in, their writing
- Use prompts to discuss what they think and why
- Participate in writing conferences with teachers and peers
- Explore elements of genre by analyzing an author’s craft
- Formulate and defend opinions and arguments in their writing

For orders, information, and samples, visit devstu.org or call 800.666.7270.
Learning to Write and Work Together

What We Want for Students
DSC joins you in wanting students to love writing, to be very good at it, and to grow through the grades as writers, thinkers, and principled people. We want to help students develop as whole people: academically, socially, and ethically.

Goals for the Being a Writer™ Program
The program is a yearlong curriculum for grades K–5 that has two goals for age-appropriate instruction at each grade level.

Goal 1: Writing
Developing the creativity and skills of a writer
To provide inspiration and motivation and a clear scope and sequence to develop the intrinsic desire to write regularly, with passion and intent, and to build a full understanding and appreciation of the craft and conventions of writing.

Goal 2: Social Development
Developing the social and ethical values of a responsible person
To integrate with the writing instruction regular community-building elements and guided partner work that develop, in children, a sense of belonging, autonomy, and competence and a personal responsibility for their own learning.

Students share ideas when they are stuck.
**Focus on Writing**

**Motivation and Creativity**
The goal is to motivate students to have the desire and intent to really write with clarity and purpose. Initial activities tap into students’ desire to express themselves and be understood.

**The program uses:**
- Trade books for genre immersion and author studies
- The writing process to empower student authorship
- Topic selection and peer conferencing to develop personal writing

**Writing Process and Craft**
While students informally draft, revise, and publish their writing at grades K–2, in grades 3–5 students regularly engage in the cycle of prewriting, drafting, revising, proofreading, and publishing. For the development of the process and craft of writing in the program, see page 32.

**Genres**
The program introduces students to six specific genres by immersing them in the best examples of each. Students hear, read, and discuss these examples. They learn the elements of each genre, brainstorm ideas, do quick-writes, and write multiple drafts of their own. They ultimately select, revise, proofread, publish, and share their own writing in each genre. Genre study includes: personal narrative, fictional narrative, expository nonfiction, functional writing, letter writing, opinion writing, and poetry.

**Skills and Conventions**
Provided with a complete scope and sequence of grammar, usage, and mechanics skills, teachers have a choice of teaching the skills in sequence or selecting a particular skill for instruction when the skill naturally supports the work being done in a specific genre.

**Focus on Social Development**
At the beginning of the year, students learn to take turns and really listen to each other, which becomes the foundation for more sophisticated communications such as expressing appreciation for one another’s writing and learning to give and receive feedback about their own writing. Social skills are taught when developmentally appropriate and then reviewed and integrated in subsequent grades.

**Examples of skills students learn include:**
- Listening to each other
- Solving problems together
- Explaining and/or justifying their own thinking
- Including others in work and discussions
- Sharing books and materials fairly
- Using writing materials responsibly
- Using prompts to extend and add to other people’s thinking
- Reaching agreement and making fair decisions
- Disagreeing respectfully
- Giving and asking for help
- Giving and receiving feedback gracefully
- Expressing interest in one another’s writing

For orders, information, and samples, visit devstu.org or call 800.666.7270.
Research Basis

We drew on two decades of research in the areas of writing, motivation, and learning theory as well as social and ethical development as we developed the Being a Writer™ program.

On Social Interaction

The National Council of Teachers of English says:
“Writing is a social activity that influences, and is influenced by, the communities in which a writer participates. By writing about their experiences in the world and having the opportunity to engage in varied learning experiences, young writers develop a personal voice and gain confidence in their ability to write with authority about a range of topics.”

On Collaborative Learning

From Richard Allington:
Allington identified classroom talk as the most important feature of effective fourth-grade teachers’ classrooms. Allington described the classroom talk as respectful, supportive, and productive and not only modeled by the teachers in interactions with students but also deliberately taught.

On Teachers as Writers

Donald H. Graves says:
“A teacher who shows what she is trying to learn through writing isn’t afraid to ask children what they are trying to learn through their own writing. Children sense that the teacher who writes provides a much wider safety net to support the risk taking that goes with exploration. ‘My teacher has been there,’ a child senses.”

On Practice

From Atwell, Calkins, Fletcher, and Graves:
These authors encourage using the following practices to improve students’ writing practice and attitude:
• Teacher and peer conferences
• Classroom discussion
• Collaborative writing tasks
• Writing for real audiences and purposes
• Student self-assessment
• Regular periods of writing
• Choice of writing topics
• Models of good writing

On Genre Study

The National Council of Teachers of English says:
“Extensive reading and writing within a particular genre or domain of knowledge improve writing achievement. Indicators of competency/facility with vocabulary, syntactical patterns, fluency, patterns of errors, organizing structures, and even writing processes will all vary from one topic or type of writing to another. These variations mean that control of a particular kind of writing is best supported by ample experience with its use.”

References

1 National Council of Teachers of English Writing Initiative, What We Know about Writing: Key Research Concepts.

2-3 National Reading Panel, Teaching Children to Read: An Evidence-Based Assessment of the Scientific Research Literature on Reading and Its Implications for Reading Instruction. Reports of the Subgroups (Bethesda, MD: National Institute of Child Health and Human Development), pp. 2–4.

4 National Council of Teachers of English Writing Initiative, What We Know about Writing: Key Research Concepts.
# Workshop Elements in Being a Writer™

The *Being a Writer* program is inspired in part by the writer’s workshop concept that has been adopted by many districts and sites. The process of writing includes not only choosing a topic, creating a draft, and sharing and revising, but also learning the craft of experienced authors who develop an idea or tell a story. The *Being a Writer* program is about teaching kids to communicate meaning and enjoy it.

## The Students’ Experience

**Students of Being a Writer will experience:**

- Immersion in each genre through hearing and discussing examples of good writing
- Taking ownership of and responsibility for their writing
- Learning ways to get new ideas
- Choosing their own topics
- Participating in teacher-student conferences
- Writing original drafts
- Taking pieces of writing through the writing process:
  - Prewriting
  - Drafting
  - Revising
  - Proofreading
  - Publishing
- Writing for real audiences
- Sharing from the Author’s Chair
- Learning elements of genre by analyzing what authors are doing

## The Teacher’s Experience

**Teachers of Being a Writer will experience:**

- Using a set of 19–30 selected trade books at each grade level as good examples of each genre
- Opportunities and prompts to experience and develop as writers themselves
- Grade-level Teacher’s Manuals with 27–30 weeks of lessons for teaching process, genre, and craft, as well as the skills and conventions of grammar, usage, and mechanics
- A set of prepared mini-lessons for additional skill practice to be used at the teacher’s discretion—with lesson materials to model and complementary student materials for further practice
- Support for conferring with students
What’s Included: Grades K–5

Complete Being a Writer™ Program, Grades K–5   BW2-CPK5
A yearlong writing curriculum for grades K–5 that inspires students to love writing, develop personal writing stamina, and become skilled writers. The program develops in students an appreciation and understanding of the craft and conventions of writing and also supports their growth through the grades as writers, thinkers, and principled people. One classroom package per grade level. Individual grade-level packages are listed on pages 16–21.

“My challenge was the kids just didn’t like to write. I love how Being a Writer builds a writing community where it makes the children feel safe and comfortable about their writing, and they enjoy it. Now that I have implemented Being a Writer, most would say that writing is their favorite subject. Even my students who would write one sentence and say “I’m done,” are now giving me pages. It really is an amazing transformation.”

—Michelle Caulk, grade 3 teacher, Harrington, DE
Blended Instructional Support

The Being a Writer™ program is a blended model of print and digital components that supports the classroom teacher in planning, delivering, and assessing instruction.

Print Components

- Teacher’s Manual (2 volumes)
- Read-aloud trade books (19–30 per grade level)
- Assessment Resource Book (consumable)
- Student Writing Handbook (grades 2–5, consumable)
- Skill Practice Teaching Guide (grades 1–5)
- Student Skill Practice Book (grades 1–5, consumable)
- Writing Performance Task Preparation Guide (grades 3–5)
- 25 dry-erase markers and wipe-off boards (grades K and 1, pens are consumable)

Digital Components

- Digital Teacher’s Set, which includes the grade-level-specific:
  - Teacher’s Manual
  - Assessment Resource Book
  - Skill Practice Teaching Guide
  - Writing Performance Task Preparation Guide
- DSC ClassView™ assessment app
- Access to the DSC Learning Hub, which links to interactive whiteboard activities, technology tutorials, blackline masters, and consumable teacher and student materials
Grade-level Components

Print Components

Teacher’s Manual
The Teacher’s Manual contains detailed, daily lessons that support instruction by providing:
- Methods to develop and manage the writing process
- Effective ways to facilitate discussions
- Opportunities for student conferences
- 2D barcodes to access professional development videos
- Technology extensions and mini-lessons to further enhance the classroom experience

Skill Practice Teaching Guide (Grades 1–5)
Containing supplemental instruction in skills and conventions in the program, the guide:
- Includes 25 mini-lessons and 5 review lessons that can be taught in sequence or at the teacher’s discretion
- Is aligned with the Common Core

Student Skill Practice Book (Grades 1–5)
Containing additional skill practice activities to be used in conjunction with mini-lessons in the Skill Practice Teaching Guide, this book includes:
- A Student Grammar Guide of grammar, usage, and mechanics skills
- Common Core language skills diagnostic tasks

Writing Performance Task Preparation Guide (Grades 3–5)
To familiarize and prepare students for the writing and materials they will encounter as part of the Common Core summative assessments, this guide offers:
- Teacher-led practice
- Activities for narrative, informative/explanatory, and opinion writing
- Coordination with unit instruction

Read-aloud Trade Books
The program immerses students in each genre by having them hear, read, and discuss 19–30 trade books per grade level. The trade books serve as mentor texts, model good writing, and inspire student thinking and writing.

Student Writing Handbook (Grades 2–5)
A resource for student practice and reference, the program includes one Student Writing Handbook per student in grades 2–5. It contains excerpts, practice activities, a spelling word bank, and proofreading notes.

Assessment Resource Book
At each grade level, the Assessment Resource Book provides assessment activities and forms for use across the year, including:
- Beginning- and end-of-year snapshots
- Unit assessments
  - Social skills assessments
  - Affective and metacognitive assessments

Dry-erase Markers and Wipe-off Boards (Grades K–1)
In grades K–1, teachers model writing letters, words, and sentences, as students follow along on individual wipe-off boards. The program provides 1 set per student to use during Guided Writing Practice. Pens are consumable.

NOTE: Some components are available separately. Please visit devstu.org for pricing or more information.
Digital Components

Digital Teacher’s Set
The Digital Teacher’s Set is a collection of digital versions of the following printed teacher’s materials:
- Teacher’s Manual
- Assessment Resource Book
- Skill Practice Teaching Guide (Grades 1–5)
- Writing Performance Task Preparation Guide (Grades 3–5)

It offers embedded professional development video clips and includes direct links to lesson-specific whiteboard activities, the DSC Learning Hub, and the DSC ClassView™ assessment app.

DSC ClassView Assessment App
Provided for easy recording and organization of assessment results, the DSC ClassView app:
- Captures student and class data
- Stores and presents data
- Supports assessment to inform instruction

DSC Learning Hub
The DSC Learning Hub is an online repository of resources that supports teacher preparation and delivery of instruction. Resources and materials include:
- Live and interactive digital materials
- Interactive whiteboard activities
- A reference copy of the Student Writing Handbook
- A reference copy of the Student Skill Practice Book
- Writing performance task stimulus materials

Online PD Technology Tutorials
Found on the DSC Learning Hub, these technology tutorials support the integration of technology elements into implementation of the program by advising teachers:
- How to use DSC’s technology components
- How to integrate technology with Being a Writer lessons

Interactive Whiteboard Activities
The program includes more than 1,000 activities to use with an interactive whiteboard or to print and display using a projection device. The activities:
- Provide support for every lesson
- Include interactive grammar, usage, and mechanics activities
- Allow teachers to upload their own stories to annotate in the classroom

Also Available
Letter Writing Supplemental Writing Units (Grades 3–5)
Students read, discuss, and write friendly and formal letters and thank-you notes. They consider the audience, purpose, and tone of their letters and they explore the format and punctuation of letters.
Technology Enhancements

The Being a Writer™ Second Edition has been conceptualized to enhance both the student’s experience of developing as a writer and the teacher’s experience of organizing and delivering writing instruction.

The new edition includes the Digital Teacher’s Set, electronic capture of assessment information, and interactive, online access to digital resources.

Digital Teacher’s Set
The Being a Writer program offers the Digital Teacher’s Set, which includes digital versions of the:

- Teacher’s Manual
- Assessment Resource Book
- Skill Practice Teaching Guide (at grades 1–5)
- Writing Performance Task Preparation Guide (at grades 3–5)

For use on a tablet or computer, the Digital Teacher’s Set includes linked cross-references and direct access to the DSC Learning Hub and the DSC ClassView™ assessment app.

DSC Learning Hub
The online DSC Learning Hub supports teacher preparation and delivery of instruction with digital resources that include:

- Interactive whiteboard activities
- Printable blackline masters such as family letters, student handouts, and projectables
- A reference copy of the Student Writing Handbook
- A reference copy of the Student Skill Practice Book
- A link to the DSC ClassView app
- Professional development and instructional media

Explore the new digital resources!
Start a free trial account at teach.devstu.org.
For Teachers

Digital Teacher’s Set
With links to the DSC Learning Hub, online student materials, and lesson resources

Professional Development Videos
Embedded at point of use

Online Technology Tutorials that Support the Integration of Technology
1. “Getting Started with Your Print Teacher’s Manual”
2. “Using the DSC Learning Hub”
3. “Getting Started with Your Digital Teacher’s Set”
4. “Using the DSC ClassView™ App”
5. “Using DSC’s Whiteboard Activities”
6. “Using Web-based Whiteboard Activities”
7. “Using Social Networking Sites”
8. “Using Web-based Teaching Resources”
9. “Creating a Class Blog”
10. “Using Presentation Tools”

DSC ClassView Assessment App

Online Resources on the DSC Learning Hub

Interactive Whiteboard Activities to Support Instruction
- Writing models
- Writing Time prompts
- Shared writing
- Skill instruction in grammar, usage, and mechanics

For Students

Technology Mini-lessons (Grades 3–5)
1. “Navigating Safely Online”
2. “Maintaining Privacy Online”
3. “Showing Respect Online” (grades 4 and 5)
4. “Choosing Effective Search Terms”
5. “Understanding Search Results”
6. “Using Filters to Narrow Results”
7. “Evaluating Research Sources”
8. “Citing Online Sources” (grades 4 and 5)
9. “Creating Documents”
10. “Creating Presentations”

Technology Extension Activities
A. Teachers integrate technology presented in the technology tutorials. Examples:
   - View web-based author interviews
   - Post writing on a class blog
   - Practice keyboarding skills
B. Students practice and apply tech skills taught in technology mini-lessons by:
   - Researching topics on the web
   - Using presentation tools to publish writing

Multimedia Resources for Common Core Writing Performance Tasks
In grades 3–5, content-area videos come with the program and give students practice synthesizing information from a variety of media to prepare them for Common Core summative assessments.
Technology Tutorials for Teachers

The Being a Writer™ program includes ten online technology tutorials for teachers, which provide suggestions, support, and resources for the thoughtful integration of technology in the writing classroom. The first courses explain the features and functions of the online materials that come with the Being a Writer program. The other tutorials provide guidance for teachers who would like to utilize social media, presentation tools, and web-based teaching resources as a meaningful part of their writing instruction and expand the ways in which students interact and collaborate.

“Getting Started with Your Print Teacher’s Manual” introduces the key features of the Teacher’s Manual, such as 2D barcodes, which allow teachers to access professional development videos within lessons.

“Using the DSC Learning Hub” shows teachers how to set up an account on the DSC Learning Hub, and how to access online tools and resources for their DSC programs.

“Getting Started with Your Digital Teacher’s Set” explains how to use the interactive features of the Digital Teacher’s Set, including how it can be used to easily access assessments, videos, and other resources that are directly relevant to the lesson being taught.

“Using the DSC ClassView™ App” demonstrates how to use the DSC ClassView app to record individual and class data and generate reports with a computer or tablet.

“Using DSC’s Whiteboard Activities” explains the features and functionalities provided in more than 1,000 interactive whiteboard activities that support core lessons.

“Using Web-based Whiteboard Activities” introduces teachers to the wide range of free, online whiteboard resources that can be integrated into writing lessons. It includes videos, customizable presentation tools, and interactive games for practicing grammar skills.

“Using Social Networking Sites” discusses the many ways in which social media may be used in elementary classrooms to facilitate collaboration among students, teachers, and families. This tutorial introduces teachers to social networking tools and websites designed for the school environment, and provides suggestions for how social networking can be used to facilitate collaboration in classrooms where the Being a Writer program is used.

“Using Web-based Teaching Resources” provides an overview of the different kinds of web-based teaching resources, and how they can be used to enhance Being a Writer lessons. Examples include: audio versions of author interviews, images that can be downloaded for presentations, and reference tools such as an online dictionary for checking spelling and pronunciation and an online thesaurus for exploring word choice.

“Creating a Class Blog” offers guidance on setting up a classroom blog and suggests some innovative ways to use it, including to showcase published student writing and to provide a forum to reflect on the writing experience and appreciate each others’ writing.

“Using Presentation Tools” shows teachers how to support their students in using multimedia such as photos, graphics, audio, and video, to enhance the final presentation of formal writing projects.
Technology Mini-lessons for Students

*Being a Writer™* includes ten technology mini-lessons for students in grades 3–5. The lessons are organized into three categories:

- Digital citizenship
- Online research
- Presentation tools

**About the Digital Citizenship Mini-lessons**
In Technology Mini-lessons 1–3 (Mini-lessons 1–2 in grade 3), students think about and discuss how to use the Internet in safe, secure, and respectful ways. The lessons culminate with students signing a “Digital Citizenship Contract,” which lists rules and agreements for responsible online behavior at school. After each lesson, students are encouraged to share what they learned with their families and create similar agreements for online behavior when not at school.

**About Teaching the Online Research Mini-lessons**
In Technology Mini-lessons 4–8 (Mini-lessons 3–6 in grade 3), students learn how to search effectively for online research resources, evaluate the credibility of the sources they find, and give credit for the sources they use. The skills taught in these mini-lessons build on one another and are designed to integrate with the research students do in the *Being a Writer* program. For example, Technology Mini-lesson 4, “Choosing Effective Search Terms” (Mini-lesson 3 in grade 3) should be taught after students have chosen a topic to research; and Technology Mini-lesson 7, “Evaluating Research Sources” (Mini-lesson 6 in grade 3) should be taught after students have collected several online sources.

About the Presentation Tools Mini-lessons
Technology Mini-lesson 9 (Mini-lesson 7 in grade 3) focuses on how to create, name, save, retrieve, and store electronic documents. Technology Mini-lesson 10 (Mini-lesson 8 in grade 3) teaches students how to incorporate media such as photos, audio files, and video clips into finished work to enhance publication.

### Complete List of Technology Mini-lessons for Students by Grade

**Grade 3**
1. “Navigating Safely Online”
2. “Maintaining Privacy Online”
3. “Choosing Effective Search Terms”
4. “Understanding Search Results”
5. “Using Filters to Narrow Results”
6. “Evaluating Research Sources”
7. “Creating Documents”
8. “Creating Presentations”

**Grades 4–5**
1. “Navigating Safely Online”
2. “Maintaining Privacy Online”
3. “Showing Respect Online”
4. “Choosing Effective Search Terms”
5. “Understanding Search Results”
6. “Using Filters to Narrow Results”
7. “Evaluating Research Sources”
8. “Citing Online Sources”
9. “Creating Documents”
10. “Creating Presentations”

Explore the new digital resources!
Start a free trial account at [teach.devstu.org](http://teach.devstu.org).

For orders, information, and samples, visit devstu.org or call 800.666.7270.
Kindergarten Classroom Package  BW2-CPK
Teacher’s Manual (2 volumes), Digital Teacher’s Set, access to the DSC Learning Hub and the DSC ClassView™ app, Assessment Resource Book, interactive whiteboard activities, embedded professional development (e.g., video clips and online technology tutorials), 25 dry-erase markers and wipe-off boards, and 19 read-aloud trade books.

Title                Author  
City Signs           Milich  
Cookie’s Week        Ward  
Freight Train        Crews  
I Have Feelings      Kalman  
I Love My Hair!      Tarpley  
I Love School!       Sturges  
I Want to Be a Chef   Liebman  
I Went Walking       Williams  
Lunch                Fleming  
My Favorite Bear     Gabriel  
My Friends           Gomi  
Read-Aloud Rhymes for the Very Young  Prelutsky, ed.  
Red Is a Dragon       Thong  
Round Is a Mooncake  Thong  
Titch                Hutchins  
Vegetables           Dickmann  
What Happens at an Airport?  Hutchings  
When I Get Bigger     Mayer  
When Sophie Gets Angry—Really, Really Angry...  Bang  

Grade-level Packages

What’s New in the Second Edition

Instructional Unit Snapshot
3 days per week, 27 weeks (2 weeks added)

<table>
<thead>
<tr>
<th>Unit</th>
<th>Unit Name</th>
<th>Number of Weeks</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>The Writing Community</td>
<td>4</td>
</tr>
<tr>
<td>2</td>
<td>Getting Ideas</td>
<td>10</td>
</tr>
<tr>
<td>3</td>
<td>Telling More</td>
<td>4</td>
</tr>
<tr>
<td>4</td>
<td>Just the Facts</td>
<td>3</td>
</tr>
<tr>
<td>5</td>
<td>Exploring Words Through Poetry</td>
<td>3</td>
</tr>
<tr>
<td>6</td>
<td>Opinion Writing</td>
<td>2</td>
</tr>
</tbody>
</table>

Revisiting the Writing Community  1

Content Revisions and Additions
• New “Writing Throughout the Week” strand with suggestions for open days activities
• New Opinion Writing unit
• Units 1–2 revised so that students write daily
• “Writing About Reading” extensions with support for opinion writing
• Digital Teacher’s Set with embedded PD
• Technology tips, extensions, and tutorials
• Enhanced in-lesson skills instruction
• Activities that address the expectations of the Common Core
• Interactive whiteboard activities in each lesson
• Increased assessment and conferring support
• Parent letters in English and Spanish

New Trade Books

<table>
<thead>
<tr>
<th>Unit</th>
<th>Title</th>
<th>Author</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>I Have Feelings</td>
<td>Kalman</td>
</tr>
<tr>
<td>4</td>
<td>What Happens at an Airport?</td>
<td>Hutchings</td>
</tr>
<tr>
<td>4</td>
<td>I Want to Be a Chef</td>
<td>Leibman</td>
</tr>
<tr>
<td>4</td>
<td>Vegetables</td>
<td>Dickmann</td>
</tr>
</tbody>
</table>
What’s New in the Second Edition

Instructional Unit Snapshot
4 days per week, 28 weeks (2 weeks added)

<table>
<thead>
<tr>
<th>Unit</th>
<th>Unit Name</th>
<th>Number of Weeks</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>The Writing Community</td>
<td>5</td>
</tr>
<tr>
<td>2</td>
<td>Getting Ideas</td>
<td>6</td>
</tr>
<tr>
<td>3</td>
<td>Telling More</td>
<td>4</td>
</tr>
<tr>
<td>4</td>
<td>Writing Stories About Me</td>
<td>4</td>
</tr>
<tr>
<td>5</td>
<td>Writing Nonfiction</td>
<td>3</td>
</tr>
<tr>
<td>6</td>
<td>Exploring Words Through Poetry</td>
<td>3</td>
</tr>
<tr>
<td>7</td>
<td>Opinion Writing</td>
<td>2</td>
</tr>
<tr>
<td>8</td>
<td>Revisiting the Writing Community</td>
<td>1</td>
</tr>
</tbody>
</table>

Content Revisions and Additions
- New “Writing Throughout the Week” strand with suggestions for open days activities
- New Opinion Writing unit
- Units 1–2 revised so that students write daily
- “Writing About Reading” extensions with support for opinion writing
- Digital Teacher’s Set with embedded PD
- Technology tips, extensions, and tutorials
- Enhanced in-lesson skills instruction
- New Skill Practice Teaching Guide and Student Skill Practice Book
- Interactive whiteboard activities in each lesson
- Enhanced and expanded assessment
- Parent letters in English and Spanish

New Trade Books

<table>
<thead>
<tr>
<th>Unit</th>
<th>Title</th>
<th>Author</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>Meet My Neighbor, the Dentist</td>
<td>Crabtree</td>
</tr>
<tr>
<td>5</td>
<td>Fire Trucks</td>
<td>Bodden</td>
</tr>
<tr>
<td>7</td>
<td>Reading Makes You Feel Good</td>
<td>Parr</td>
</tr>
</tbody>
</table>

Grade 1 Classroom Package    BW2-CP1
Teacher’s Manual (2 volumes), Digital Teacher’s Set, access to the DSC Learning Hub and the DSC ClassView™ app, Skill Practice Teaching Guide, Student Skill Practice Books (set of 25), Assessment Resource Book, interactive whiteboard activities, embedded professional development (e.g., video clips and online technology tutorials), 25 dry-erase markers and wipe-off boards, and 22 read-aloud trade books.
**What’s New in the Second Edition**

**Instructional Unit Snapshot**

4 days per week, 30 weeks (3 weeks added)

<table>
<thead>
<tr>
<th>Unit</th>
<th>Unit Name</th>
<th>Number of Weeks</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>The Writing Community</td>
<td>7</td>
</tr>
<tr>
<td>2</td>
<td>Telling More</td>
<td>4</td>
</tr>
<tr>
<td>3</td>
<td>Fiction</td>
<td>4</td>
</tr>
<tr>
<td>4</td>
<td>Nonfiction</td>
<td>5</td>
</tr>
<tr>
<td>5</td>
<td>Letter Writing</td>
<td>3</td>
</tr>
<tr>
<td>6</td>
<td>Poems and Words</td>
<td>3</td>
</tr>
<tr>
<td>7</td>
<td>Opinion Writing</td>
<td>3</td>
</tr>
<tr>
<td>8</td>
<td>Revisiting the Writing Community</td>
<td>1</td>
</tr>
</tbody>
</table>

**Content Revisions and Additions**

- New “Writing Throughout the Week” strand with suggestions for open days activities
- New Opinion Writing unit
- “Writing About Reading” extensions
- Revisions to Fiction and Nonfiction units
- Digital Teacher’s Set with embedded PD
- Technology tips, extensions, and tutorials
- Enhanced in-lesson skills instruction
- Expanded Skill Practice Teaching Guide and Student Skill Practice Book
- Interactive whiteboard activities in each lesson
- Enhanced and expanded assessment
- Parent letters in English and Spanish

**New Trade Books**

<table>
<thead>
<tr>
<th>Unit</th>
<th>Title</th>
<th>Author</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>Kate &amp; Pippin</td>
<td>Springett</td>
</tr>
<tr>
<td>4</td>
<td>Polar Regions</td>
<td>Waldron</td>
</tr>
<tr>
<td>4</td>
<td>Polar Animals</td>
<td>Hodge</td>
</tr>
<tr>
<td>6</td>
<td>I Wanna Iguana</td>
<td>Orloff</td>
</tr>
<tr>
<td>6</td>
<td>I Wanna New Room</td>
<td>Orloff</td>
</tr>
</tbody>
</table>

**Grade 2 Classroom Package BW2-CP2**

Teacher’s Manual (2 volumes), Digital Teacher’s Set, access to the DSC Learning Hub and the DSC ClassView™ app, Skill Practice Teaching Guide, Student Skill Practice Books (set of 25), Student Writing Handbooks (set of 25), Assessmet Resource Book, interactive whiteboard activities, embedded professional development (e.g., video clips and online technology tutorials), and 29 read-aloud trade books.
### Instructional Unit Snapshot

5 days per week (1 day added), 30 weeks

<table>
<thead>
<tr>
<th>Unit</th>
<th>Unit Name</th>
<th>Number of Weeks</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>The Writing Community</td>
<td>3</td>
</tr>
<tr>
<td>2</td>
<td>The Writing Process</td>
<td>2</td>
</tr>
<tr>
<td>3</td>
<td>Personal Narrative</td>
<td>4</td>
</tr>
<tr>
<td>4</td>
<td>Fiction</td>
<td>6</td>
</tr>
<tr>
<td>5</td>
<td>Expository Nonfiction</td>
<td>6</td>
</tr>
<tr>
<td>6</td>
<td>Functional Writing</td>
<td>3</td>
</tr>
<tr>
<td>7</td>
<td>Opinion Writing</td>
<td>3</td>
</tr>
<tr>
<td>8</td>
<td>Poetry</td>
<td>2</td>
</tr>
<tr>
<td>9</td>
<td>Revisiting the Writing Community</td>
<td>1</td>
</tr>
</tbody>
</table>

### Content Revisions and Additions

- New Opinion Writing unit
- Revised Expository Nonfiction and Personal Narrative units
- New Writing Performance Task Preparation Guide
- “Writing About Reading” extensions
- Digital Teacher’s Set with embedded PD
- Technology tips, tutorials, and 10 new mini-lessons
- Enhanced in-lesson skills instruction
- Expanded Skill Practice Teaching Guide and Student Skill Practice Book
- Interactive whiteboard activities in each lesson
- Enhanced and expanded assessment
- Parent letters in English and Spanish

### New Trade Books

<table>
<thead>
<tr>
<th>Unit</th>
<th>Title</th>
<th>Author</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>My Father’s Hands</td>
<td>Ryder</td>
</tr>
<tr>
<td>5</td>
<td>Are You a Dragonfly?</td>
<td>Allen</td>
</tr>
<tr>
<td>5</td>
<td>Reptiles</td>
<td>Greve</td>
</tr>
<tr>
<td>5</td>
<td>A Pack of Wolves and Other Canine Groups</td>
<td>Claybourne</td>
</tr>
<tr>
<td>5</td>
<td>The ABCs of Endangered Animals</td>
<td>Kalman</td>
</tr>
<tr>
<td>5</td>
<td>Panda Kindergarten</td>
<td>Ryder</td>
</tr>
</tbody>
</table>
Grade 4 Classroom Package  BW2-CP4
Teacher’s Manual (2 volumes), Digital Teacher’s Set, access to the DSC Learning Hub and the DSC ClassView™ app, Skill Practice Teaching Guide, Student Skill Practice Books (set of 30), Student Writing Handbooks (set of 30), Writing Performance Task Preparation Guide, Assessment Resource Book, interactive whiteboard activities, embedded professional development (e.g., video clips and online technology tutorials), and 23 read-aloud trade books.

**What’s New in the Second Edition**

**Instructional Unit Snapshot**
5 days per week (1 day added), 30 weeks

<table>
<thead>
<tr>
<th>Unit</th>
<th>Unit Name</th>
<th>Number of Weeks</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>The Writing Community</td>
<td>3</td>
</tr>
<tr>
<td>2</td>
<td>The Writing Process</td>
<td>2</td>
</tr>
<tr>
<td>3</td>
<td>Personal Narrative</td>
<td>4</td>
</tr>
<tr>
<td>4</td>
<td>Fiction</td>
<td>6</td>
</tr>
<tr>
<td>5</td>
<td>Expository Nonfiction</td>
<td>6</td>
</tr>
<tr>
<td>6</td>
<td>Functional Writing</td>
<td>3</td>
</tr>
<tr>
<td>7</td>
<td>Opinion Writing (formerly Persuasive Unit)</td>
<td>3</td>
</tr>
<tr>
<td>8</td>
<td>Poetry</td>
<td>2</td>
</tr>
<tr>
<td>9</td>
<td>Revisiting the Writing Community</td>
<td>1</td>
</tr>
</tbody>
</table>

**Content Revisions and Additions**

- “Writing About Reading” extensions
- Revised Expository Nonfiction and Personal Narrative units
- New Writing Performance Task Preparation Guide
- Digital Teacher’s Set with embedded PD
- Technology tips, tutorials, and 10 new mini-lessons
- Enhanced in-lesson skills instruction
- Expanded Skill Practice Teaching Guide and Student Skill Practice Book
- Interactive whiteboard activities in each lesson
- Enhanced and expanded assessment
- Parent letters in English and Spanish

**New Trade Books**

<table>
<thead>
<tr>
<th>Unit</th>
<th>Title</th>
<th>Author</th>
</tr>
</thead>
<tbody>
<tr>
<td>1, 2</td>
<td>Sylvester and the Magic Pebble</td>
<td>Steig</td>
</tr>
<tr>
<td>4</td>
<td>Morning on the Lake</td>
<td>Waboose</td>
</tr>
<tr>
<td>5</td>
<td>Australia</td>
<td>Niz</td>
</tr>
<tr>
<td>5</td>
<td>Kenya: A Question and Answer Book</td>
<td>Kras</td>
</tr>
<tr>
<td>5</td>
<td>Mexico</td>
<td>Sexton</td>
</tr>
<tr>
<td>5</td>
<td>A Visit to Italy</td>
<td>Bell</td>
</tr>
<tr>
<td>5</td>
<td>A Visit to Japan</td>
<td>Roop &amp; Roop</td>
</tr>
<tr>
<td></td>
<td>Wizzl</td>
<td>Steig</td>
</tr>
</tbody>
</table>
### What’s New in the Second Edition

#### Instructional Unit Snapshot

<table>
<thead>
<tr>
<th>Unit</th>
<th>Unit Name</th>
<th>Number of Weeks</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>The Writing Community</td>
<td>3</td>
</tr>
<tr>
<td>2</td>
<td>The Writing Process</td>
<td>2</td>
</tr>
<tr>
<td>3</td>
<td>Personal Narrative</td>
<td>4</td>
</tr>
<tr>
<td>4</td>
<td>Fiction</td>
<td>6</td>
</tr>
<tr>
<td>5</td>
<td>Expository Nonfiction</td>
<td>6</td>
</tr>
<tr>
<td>6</td>
<td>Functional Writing</td>
<td>3</td>
</tr>
<tr>
<td>7</td>
<td>Opinion Writing</td>
<td>3</td>
</tr>
<tr>
<td>8</td>
<td>Poetry</td>
<td>2</td>
</tr>
<tr>
<td>9</td>
<td>Revisiting the Writing Community</td>
<td>1</td>
</tr>
</tbody>
</table>

#### Content Revisions and Additions
- Functional Writing unit now included as a core unit
- “Writing About Reading” extensions
- New Writing Performance Task Preparation Guide
- Revised Expository Nonfiction and Personal Narrative units
- Activities that address Common Core expectations
- Digital Teacher’s Set with embedded PD
- Technology tips, tutorials, and 10 new mini-lessons
- Enhanced in-lesson skills instruction
- Expanded Skill Practice Teaching Guide and Student Skill Practice Book
- Interactive whiteboard activities in each lesson
- Revised and expanded assessment
- Parent letters in English and Spanish

#### New Trade Books

<table>
<thead>
<tr>
<th>Unit</th>
<th>Title</th>
<th>Author</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>I Wonder Why Penguins Can’t Fly</td>
<td>Jacobs</td>
</tr>
<tr>
<td>5</td>
<td>I Wonder Why the Sahara Is Cold at Night</td>
<td>Gaff</td>
</tr>
<tr>
<td>5</td>
<td>Rainforests</td>
<td>Harrison</td>
</tr>
<tr>
<td>5</td>
<td>Extreme Earth Records</td>
<td>Simon</td>
</tr>
<tr>
<td>5</td>
<td>Global Warming</td>
<td>Simon</td>
</tr>
</tbody>
</table>

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For orders, information, and samples, visit devstu.org or call 800.666.7270.
Developing Socially

The Being a Writer™ program helps students develop a sense of responsibility for their own learning and behavior, empathy and motivation to help others, and a desire to understand and respect differences among people. In the classroom writing community, students work in pairs and groups and as a class to listen to and discuss writing, brainstorm ideas for writing, and share their writing with each other.

Cooperative Structures
Program lessons use the following cooperative structures to teach and support appropriate social development.

**Turn to Your Partner**
The students turn to a partner sitting next to them to discuss a question.

**Think, Pair, Share**
The students think individually about a question before discussing their thoughts with a partner. Pairs then report their thinking to another pair or to the class. This strategy is especially appropriate when the students are asked to respond to complex questions or are developing story ideas.

**Think, Pair, Write**
As in “Think, Pair, Share,” the students think individually before discussing their thoughts with a partner. The students then write what they are thinking. They might share their writing with another pair or with the class.

**Heads Together**
Groups of four students discuss a question among themselves. Groups then might share their thoughts with the class.

**Group Brainstorming**
Groups of four generate as many ideas as they can about a question, as a group member records. These lists are then shared with the class.

**Pair Conferences**
Students learn to confer in pairs about their writing. They learn to help each other improve their writing and learn that a conference entails not only sharing their writing but discussing it as well. Students are paired with the same partners for the entire unit.

Through conferring, the students practice listening carefully and taking an interest in other people’s thinking and writing. Students learn to initiate and conduct conferences, and they practice both the academic and social skills necessary to ask for, give, and receive helpful feedback.
Incremental Skill Development

Research shows that building a safe and caring classroom community helps students perform better academically and become more motivated to achieve. The basic social skills, like listening to others and taking turns, are taught early in the year. They lay the foundation for more sophisticated skills that they learn later in the year, when their writing and social interactions are more demanding.

Social skills taught in the primary grades will be reviewed and integrated in subsequent grades.

<table>
<thead>
<tr>
<th>Examples of Social Goals</th>
<th>Examples of Skills Taught to Support the Goal</th>
<th>K–1</th>
<th>2–3</th>
<th>4–5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students listen respectfully to the thinking of others and share their own.</td>
<td>Speak clearly.</td>
<td>●</td>
<td>ø</td>
<td>ø</td>
</tr>
<tr>
<td></td>
<td>Listen to one another.</td>
<td>●</td>
<td>ø</td>
<td>ø</td>
</tr>
<tr>
<td></td>
<td>Give their full attention to the person who is speaking.</td>
<td>●</td>
<td>ø</td>
<td>ø</td>
</tr>
<tr>
<td></td>
<td>Share their partners’ thinking with the class.</td>
<td>●</td>
<td>●</td>
<td>ø</td>
</tr>
<tr>
<td>Students work in a responsible way.</td>
<td>Handle materials responsibly.</td>
<td>●</td>
<td>●</td>
<td>ø</td>
</tr>
<tr>
<td></td>
<td>Use writing and pair conference time responsibly.</td>
<td>●</td>
<td>●</td>
<td>●</td>
</tr>
<tr>
<td>Students express interest in and appreciation for one another’s writing.</td>
<td>Ask one another questions about their writing.</td>
<td>●</td>
<td>●</td>
<td>ø</td>
</tr>
<tr>
<td></td>
<td>Use the prompt “I found out” to express interest in one another’s writing.</td>
<td>●</td>
<td>●</td>
<td>●</td>
</tr>
<tr>
<td>Students make decisions and solve problems respectfully.</td>
<td>Discuss and solve problems that arise in their work together.</td>
<td>●</td>
<td>●</td>
<td>●</td>
</tr>
<tr>
<td></td>
<td>Reach agreement before making decisions.</td>
<td>●</td>
<td>●</td>
<td>●</td>
</tr>
<tr>
<td>Students act in fair and caring ways.</td>
<td>Share materials fairly.</td>
<td>●</td>
<td>●</td>
<td>●</td>
</tr>
<tr>
<td></td>
<td>Act considerately toward others.</td>
<td>●</td>
<td>●</td>
<td>●</td>
</tr>
<tr>
<td>Students help one another improve their writing.</td>
<td>Ask for and receive feedback about their writing.</td>
<td>●</td>
<td>●</td>
<td>●</td>
</tr>
<tr>
<td></td>
<td>Give feedback in a helpful way.</td>
<td>●</td>
<td>●</td>
<td>●</td>
</tr>
</tbody>
</table>

(Core values highlighted in bold)

● = Formally taught  ○ = Reviewed and integrated

Becoming Better Human Beings

The partner work is very important to our district because it supports building a community of writers and parallels our district philosophy in human relations policies. The writing process is now an integrated part of a teacher’s classroom management system; it is an integral part of the children respectfully learning language by which they could respond to each other; it is an integrated way by which students could feel comfortable that their work product is something that should be shared with a classmate and that the reciprocal learning which we receive from others is actually part of improving ourselves.”

— Kevin Harrigan, associate superintendent, Newark, CA
Research Results

The Being a Writer™ program was originally field-tested in the Newark, CA school district. All eight of the district’s elementary schools participated. DSC staff provided staff development and coaching to teachers and principals. During the year, teachers and principals were interviewed and completed surveys about their response to the program and assessment data were collected. Based on observations by DSC staff and feedback from teachers, the field-test version was revised prior to publication.

Response to Being a Writer by Teachers and Principals
Teachers consistently reported that students:
- Were more motivated to write
- Wrote much more than previously
- Enjoyed and were excited by the partner work
- Showed marked respectfulness toward one another when discussing their work
- Became better listeners

Teachers also reported that the lessons were well written, clear, easy to follow, teacher friendly, and structured for ease of implementation. Teachers and principals were enthusiastic about the professional development approaches of the program, which included a grade-level lesson study model.

Based on their highly positive assessment of the curriculum and its effectiveness at promoting students’ writing skills and motivation, district leaders decided to formally adopt the program in all eight schools.

Response by the District Leadership

“Combining motivational curriculum materials with inspired professional development is the key to good instructional leadership….Our teachers and students now have a common language with which to talk about writing. Sharing lessons, their experiences, and their own writing have opened up a whole new world of collaboration and openness in Newark Unified. Our kids are now willing to take risks. They put their thoughts on paper. There is no more silence or holding back. Students’ stories are being told, and we are learning about our children. Being a Writer has provided us the opportunity to revitalize the artistry of teaching in our district.”

—Kevin Harrigan, associate superintendent, Newark, CA
**Student Outcome Data**

The writing skills of students in grade 4 at all eight Newark elementary schools are assessed annually using the California Writing Standards Test. (This test is given only at grade 4.) The bar graph below shows scores for (1) the 2005–06 baseline year, prior to the introduction of *Being a Writer™*; (2) the 2006–07 field-test year, (3) the 2007–08 full implementation year, and (4) the 2008–09 year, the second year of full implementation.

During the course of the four years, the percentage of students who tested at:
- Below or far below basic, declined from 22% to 3%
- Basic, declined from 63% to 39%
- Proficient, increased from 14% to 50%
- Advanced, increased from 1% to 7%
Beginning with the End in Mind
What do you want for your students? DSC will partner with district leadership to make an implementation plan that goes beyond program introductions, offers the best practices in writing instruction, and provides more voice and more choice for students.

DSC is committed to increasing district capacity through professional development that improves teacher practice and supports principals as instructional leaders. DSC can help develop your professional learning community and support your teachers in making intentional instructional shifts for increased student engagement and achievement.

Support for Teachers
Teachers will receive carefully planned professional development. Novice teachers as well as seasoned veterans will find their thinking and experience valued. This support can take the form of hands-on workshops, coaching, and lessons studies.

Classroom Support
DSC staff developers can provide one-on-one support for teachers. This support often involves careful planning of a lesson together; lesson observation, modeling, or co-teaching; and a reflective debrief of the lesson. This model can also be adapted for small groups of teachers, such as grade-level groups.

Support for Coaches/District/Staff Developers
We believe that building district capacity is essential to a successful program implementation. To accomplish this, district level coaches and staff developers can participate in an array of professional development offerings. Our professional development is designed to help them learn the program while providing valuable tools and strategies to support and improve instruction.

Professional development services are negotiated between an experienced DSC staff developer and the district to tailor the support to the specific needs of the district.

Support for Principals
Principals hold the key to successful program implementation. As the school’s instructional leader, the principal sets the tone and drives instruction. Because this is such a difficult and important role, we offer a variety of services for principals to both learn the program and obtain tools to support teachers.

Call us at 800.666.7270, ext. 239, to discuss the best implementation plan for your school.
Workshop Offerings

Being a Writer™ professional development sessions are conducted by experienced teacher leaders—reading specialists, classroom teachers, resource teachers, and district leaders who have used the program successfully. Throughout the workshops, leaders model facilitation and teaching techniques that enhance students’ development as eager and enthusiastic writers. Being a Writer professional development meets the needs of both experienced and beginning teachers.

All Workshops
Workshops are designed to:
- Provide a close look at all instructional materials
- Take participants through a complete unit
- Discuss specific ways to foster students’ enthusiasm for writing
- Offer specific strategies for building a caring classroom environment

One-day Overview
During a one-day overview, participants will:
- Reflect on the challenges they face when teaching students to write
- Experience writing lessons at both primary and intermediate levels
- Experience lessons that build a community of writers
- View and discuss recorded vignettes of classroom implementation

Two-day Workshop
In addition to the content in the one-day overview, participants will:
- Learn specific facilitation techniques to help deepen student discussion
- Reflect on the teacher’s role in developing writers
- Explore techniques for effective conferencing
- Learn how to conduct ongoing class and individual assessments

Follow-up Visits
Professional development can be tailored to the needs of the school or district. Typical topics include:
- Integration of social development with writing instruction
- Facilitation of student discussions
- Implementation of teacher and pair conferencing

For orders, information, and samples, visit devstu.org or call 800.666.7270.
Embedded Professional Development

The Digital Teacher’s Set offers embedded professional development resources. It includes embedded links (the print Teacher’s Manual has 2D barcodes) to brief videos that demonstrate the Being a Writer™ program in use in actual classrooms. The videos show what facilitation and good implementation look like when taught with fidelity. Video clips appear at the point of use to be viewed as needed.

The embedded video clips are designed to scaffold teachers’ growth by:

- Explaining the structure of the writing lessons
- Demonstrating instructional techniques
- Showing how cooperative structures and routines promote social and emotional growth
- Providing dynamic versions of facilitation tips by showing them in action
- Showing how to confer with students, manage partner work, and evaluate student writing
- Providing specific support for teaching genre units

Overview and Implementation Videos

Program Overview
- Building a Community of Writers
- Predictable Structure of the Writing Lessons
- Setting Up Procedures for the Year
- Setting Up Writing Conferences
- Managing Pair Conferences

Social Development
- Cooperative Structures Overview
- Social Reflection

Program Implementation
- Adapting Lessons for English Language Learners
- Planning a Lesson
- Assessing Student Writing
- Introducing Vocabulary During a Read-aloud

Examples of Cooperative Routines
- Using “Turn to Your Partner”
- Using “Think, Pair, Share”

Facilitation Tips in Action
- Turning and Looking at the Speaker
- Asking Open-ended Questions and Using Wait-time
- Pacing Class Discussions
- Asking Facilitative Questions
- Responding Neutrally with Interest
- Avoid Repeating or Paraphrasing
- Asking Questions Once and Using Wait-time

Scan to view the sample video “Introducing Vocabulary During a Read-aloud.”
Genre Videos, Grades K–2

Telling More
- Conferring About Telling More
- Approximating Spelling in Shared Writing

Nonfiction
- Conferring About Nonfiction
- Exploring Nonfiction

Stories About Me (Grade 1)
- Conferring About Stories About Me
- Teaching About Beginning, Middle, and End

Fiction (Grade 2)
- Conferring About Fiction
- Approximating Spelling of Polysyllabic Words

Letter Writing (Grade 2)
- Conferring About Letter Writing
- Practicing Punctuation

Opinion Writing
- Conferring About Opinion Writing
- Exploring Opinion Writing

Poetry
- Conferring About Poetry
- Exploring Poems and Words
- Sharing One Word/Line and Reflecting

Genre Videos, Grades 3–5

Personal Narrative
- Conferring About Personal Narrative
- Exploring Personal Narrative
- Sharing One Sentence and Reflecting

Fiction
- Conferring About Fiction
- Exploring Fiction
- Guided Visualization and Quick-write

Expository Nonfiction
- Conferring About Expository Nonfiction
- Cultivating Curiosity in Expository Nonfiction
- Supporting Note-taking and Partner Work

Functional Writing
- Conferring About Functional Writing
- Exploring Functional Writing

Opinion Writing
- Conferring About Opinion Writing
- Exploring Opinion Writing
- Sharing Opening Sentences and Reflecting

Poetry
- Conferring About Poetry
- Exploring Poetry
- Sharing One Line and Reflecting

For orders, information, and samples, visit devstu.org or call 800.666.7270.
The National Writing Project

Because Writing Matters
Young people’s futures are filled with stories, essays, websites, poems, digital stories, term papers, lab reports, news stories, e-mails, speeches, graphic novels, college applications, scripts, podcasts, medical briefs, business plans, product specs, infographics, photo essays, editorials, literary works, financial reports, and more.

NWP’s Mission
The National Writing Project (NWP) focuses the knowledge, expertise, and leadership of our nation’s educators on sustained efforts to improve writing and learning for all learners.

What NWP Does
Unique in breadth and scale, the NWP serves teachers nationwide. It provides professional development, develops resources, generates research, and acts on knowledge to improve the teaching of writing and learning in schools and communities across the country. The NWP works in partnership with institutions, organizations, and communities to develop and sustain leadership for educational improvement.

NWP’s Vision
Writing in its many forms is the signature means of communication in the 21st century. The NWP envisions a future where every person is an accomplished writer, engaged learner, and active participant in a digital, interconnected world.

Partnership with DSC
The National Writing Project partners with DSC to implement high-quality writing instruction through effective practices and the empowerment of teacher leaders to build the capacity for and passion about writing in young authors.

For more information on this partnership, please visit nwp.org/cs/public/print/resource/4214.
Visit NWP Local Sites
Co-directed by faculty from local universities and K–12 schools, nearly 200 local sites work in partnership with area schools and districts to offer high-quality professional development and leadership opportunities to more than 100,000 K–16 educators every year, including intensive summer institutes for teachers.

To learn more, contact the site nearest you or the NWP national office at nwp.org.

Listen to NWP Radio Podcasts
Exploring Partnerships for Literacy Learning: This NWP Radio podcast includes a conversation about NWP professional development incorporating Being a Writer™ materials with Dr. Suzanne Linebarger, associate director of the Northern California Writing Project, and Dr. Rhonda Sutton, director of the Northeastern Pennsylvania Writing Project. Visit nwp.org/cs/public/print/resource/4214 to listen to the discussion.

Explore Digital Is
NWP’s Digital Is website is a collection of ideas, reflections, and stories about what it means to teach writing in our digital, interconnected world. Digital Is shows how we write, share, collaborate, publish, and connect with others today and into the future.

What does that mean for the teaching of writing? The NWP Digital Is website is a forum for exploring that question.

Join NWP Online:
Participate in NWP’s Social World

For orders, information, and samples, visit devstu.org or call 800.666.7270.
Developing the Craft of Writing

Students in grades K–2 informally draft, revise, and publish their writing. Grade 3–5 students repeatedly engage in the cycle of prewriting, drafting, revising, proofreading, and publishing as they participate in the genre units.

Grades K–2: The Beginning of Writing

Young elementary students are at the very beginning of their lifelong careers as writers. Their success will depend less on their innate talent than on lots of practice and encouragement.

Students in grades K–2 have many opportunities to draw and tell their stories and to see writing modeled. They see their teacher-as-writer: selecting topics, writing words and sentences, using standard punctuation, and sharing finished pieces.

These K–2 students learn the basic skills they need to communicate in writing. They informally experience drafting, revising, and publishing. Skill instruction is cumulative and builds on prior learning. K–2 units are designed to be taught sequentially.

<table>
<thead>
<tr>
<th>Writing Process and Craft for Grades K–5</th>
<th>K</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
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<tbody>
<tr>
<td>Write daily for various purposes and audiences</td>
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<td>Generate ideas for writing</td>
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<td>●</td>
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<tr>
<td>Choose writing topics</td>
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<tr>
<td>Extend writing to tell more</td>
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<tr>
<td>Confer with the teacher</td>
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<tr>
<td>Reread writing for sense</td>
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<tr>
<td>Learn about conventions from published works</td>
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<td>○</td>
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<tr>
<td>Publish pieces of writing</td>
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<tr>
<td>Read and share published pieces with the class</td>
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<tr>
<td>Write for sustained periods of time</td>
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<tr>
<td>Learn about elements of craft and/or genre from published works</td>
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<tr>
<td>Analyze writing for specific purposes (e.g., descriptive words, dialogue) and revise</td>
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<tr>
<td>Keep a writer’s notebook for ideas and drafts</td>
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<tr>
<td>Develop a relaxed, uninhibited attitude about writing</td>
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<tr>
<td>Cultivate creativity</td>
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<tr>
<td>Confer in pairs</td>
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<tr>
<td>Give and receive feedback</td>
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<td>○</td>
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<tr>
<td>Proofread and edit for spelling</td>
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<tr>
<td>Proofread and edit for conventions (e.g., grammar, usage, punctuation)</td>
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<td>●</td>
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<td>●</td>
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<tr>
<td>Revise based on partner feedback</td>
<td>○</td>
<td>○</td>
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</tbody>
</table>

● = Formally taught  ○ = Informally experienced
Grades 3–5: Studying Genres

In grades 3–5, the writing process becomes central to the program. Students repeatedly engage in the cycle of prewriting, drafting, revising, proofreading, publishing, and sharing from the Author’s Chair as they participate in genre units.

The genre units are designed around seven specific genres: personal narrative, fictional narrative, expository nonfiction, functional writing, letter writing, opinion writing, and poetry. Students hear, read, and discuss good examples of each one.

Students spend the later weeks of each genre unit finalizing selected pieces to share from the Author’s Chair. The genre units are intended to be taught in any order, at the discretion of the teacher.

### Writing Genres in Grades K–5

<table>
<thead>
<tr>
<th>Writing Genres in Grades K–S</th>
<th>K</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
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</thead>
<tbody>
<tr>
<td>Narrative Writing</td>
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<tr>
<td>Personal Narrative</td>
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<tr>
<td>Fictional Narrative</td>
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<tr>
<td>Expository Nonfiction</td>
<td>o</td>
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<tr>
<td>Functional Writing</td>
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<td>o</td>
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<tr>
<td>Opinion Writing</td>
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<td>o</td>
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<td>o</td>
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<td>o</td>
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<tr>
<td>Poetry</td>
<td>o</td>
<td>o</td>
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<td>o</td>
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<td>o</td>
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<tr>
<td>Letter Writing</td>
<td>o</td>
<td>o</td>
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</tbody>
</table>

**NOTE:** Instruction in letter writing at grades 3–5 is available separately as supplemental writing genre units. Please see page 11 or visit devstu.org for pricing or more information.

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**The Power of Revising**

“The way a lot of people teach writing is kids write and then they never look at it ever again. And so you really lose a lot of purpose in that. By having them revisit their writing, we’re saying it’s not just put away into a folder and then thrown away, or disappeared, or lost forever. We’re saying look at it, and what more can you add? How can you make it better?”

— Nina Morita, grade 1 teacher
Language Skills: Grammar, Usage, and Mechanics

The Being a Writer™ program offers a complete scope and sequence of language skills in alignment with the Common Core State Standards. The program provides 30 mini-lessons (25 lessons and 5 review lessons) in grammar, usage, and mechanics skills at grades 1–5. There are two ways Being a Writer teachers can incorporate language skills:

- Teach the 25 lessons in sequence
- Teach specific skills when they naturally support the work being done in a particular genre

Teacher’s Manual
In grades 1–5, the Teacher’s Manual offers Skill Practice Notes (example shown below) in core lessons that alert teachers to instructional moments when a mini-lesson in grammar, usage, capitalization, or punctuation might support students in their writing.

Skill Practice Note
As you write, you might model using commas between items in a series. Explain that when you list three or more things in a sentence, you place a comma after each thing except the last one, which has the word and or or before it. To provide your students with more practice using commas in a series, see Lesson 28 in the Skill Practice Teaching Guide.

Skill Practice Teaching Guide (Grades 1–5)
- 25 lessons and 5 review lessons for each grade
- Mini-lessons aligned with the Common Core State Standards
- Interactive whiteboard activities to support instruction and reteaching
- Diagnostic language skills tasks for formative assessment of grade-level Common Core language skills
- Skill-specific notes to support English Language Learners

Student Skill Practice Book (Grades 1–5)
- 3 practice pages per lesson (the third of which is scoreable)
- A Student Grammar Guide of grammar terms and examples for student reference
## Scope and Sequence of Language Skills

**Sentences**

<table>
<thead>
<tr>
<th></th>
<th>Grade 1</th>
<th>Grade 2</th>
<th>Grade 3</th>
<th>Grade 4</th>
<th>Grade 5</th>
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</thead>
<tbody>
<tr>
<td>Complete Sentences</td>
<td>●</td>
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<tr>
<td>Simple Subject/Predicate</td>
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<tr>
<td>Complete Subject/Predicate</td>
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<tr>
<td>Compound Subject/Predicate</td>
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<tr>
<td>Declarative Sentences</td>
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<tr>
<td>Interrogative Sentences</td>
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<tr>
<td>Exclamatory Sentences</td>
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<tr>
<td>Imperative Sentences</td>
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<tr>
<td>Incomplete Sentences/Sentence Fragments</td>
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<tr>
<td>Compound Sentences</td>
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<tr>
<td>Complex Sentences</td>
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<tr>
<td>Dependent and Independent Clauses</td>
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<tr>
<td>Run-on Sentences</td>
<td>●</td>
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<tr>
<td>Combining Sentences</td>
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**Nouns**

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<th>Grade 4</th>
<th>Grade 5</th>
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</thead>
<tbody>
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<td>Singular Nouns</td>
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<td>Abstract Nouns</td>
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<td>Plural Nouns</td>
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<tr>
<td>Irregular Plural Nouns</td>
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<tr>
<td>Common and Proper Nouns</td>
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<td>Collective Nouns</td>
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<td>Possessive Nouns</td>
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**Pronouns**

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<td>Personal Pronouns</td>
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<tr>
<td>Using I and Me</td>
<td>●</td>
<td>●</td>
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<tr>
<td>Using He/She and Him/Her</td>
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<tr>
<td>Using It and They/Them</td>
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<td>Subject and Object Pronouns</td>
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<td>Possessive Pronouns</td>
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<td>Demonstrative Pronouns: this, that, these, those</td>
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<td>Indefinite Pronouns: anyone, everyone, anything, everything</td>
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<td>Reflexive Pronouns</td>
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<td>Noun-Pronoun Agreement</td>
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<td>Verbs: Linking Verbs</td>
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<td>Present- and Past-tense Verbs</td>
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<td>Modal Auxiliary Verbs</td>
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<td>Subject-Verb Agreement</td>
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<td>Shifts in Verb Tense</td>
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<td><strong>Modifiers and Other Parts of Speech</strong></td>
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<td>Adjectives</td>
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<td>Comparative and Superlative Adjectives</td>
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<td>Order of Adjectives in Sentences</td>
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<td>Articles: a, an, and the</td>
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<td>Adverbs</td>
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<td>Comparative and Superlative Adverbs</td>
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<tr>
<td>Relative Adverbs</td>
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<td>Conjunctions</td>
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<tr>
<td>see also Compound Sentences and Complex Sentences</td>
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<td>Coordinating Conjunctions</td>
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<td>Subordinating Conjunctions</td>
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<td>Correlative Conjunctions</td>
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<td>Prepositions and Prepositional Phrases</td>
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<td>Interjections</td>
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<td><strong>Capitalization and Punctuation</strong></td>
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<td>Apostrophes in Contractions</td>
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<tr>
<td>Apostrophes in Possessives</td>
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<td>Capitalize the Beginning of a Sentence</td>
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<td>Capitalize Days of the Week and Months of the Year</td>
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<td>Capitalize Words in Titles: Books, Movies, Songs</td>
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<tr>
<td>Capitalize Proper Nouns and Titles of Address</td>
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<td>Capitalize Holidays, Product Names, and Geographic Names</td>
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<td>Capitalization and Punctuation (continued)</td>
<td>Grade 1</td>
<td>Grade 2</td>
<td>Grade 3</td>
<td>Grade 4</td>
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<td>------------------------------------------</td>
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<tr>
<td>Capitalize Proper Adjectives</td>
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<td>Commas and Capital Letters in Dates</td>
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<td>Commas in a Series</td>
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<tr>
<td>Commas and Conjunctions in Compound Sentences</td>
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<tr>
<td>Commas in the Greetings and Closings of Letters</td>
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<tr>
<td><em>also in Addresses</em></td>
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<tr>
<td><em>also in Dates and Addresses</em></td>
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<td>Commas in Dialogue</td>
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<tr>
<td>Commas After Introductory Phrases and Clauses</td>
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<tr>
<td>Commas to Set Off <em>Yes and No</em>, Tag Questions, and Nouns of Direct Address</td>
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<td>Quotation Marks in Dialogue</td>
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<tr>
<td><em>also, direct quotations from a text</em></td>
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<tr>
<td>Punctuate Sentences with End Marks <em>see also</em> Declarative, Interrogative, Exclamatory, and Imperative Sentences</td>
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<td>●</td>
<td>●</td>
<td>●</td>
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<tr>
<td>Punctuate Titles</td>
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<tr>
<td><strong>Usage</strong></td>
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<tr>
<td>Formal and Informal English</td>
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<td>●</td>
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<td>Commonly Misused Words</td>
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<td>●</td>
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<tr>
<td>Contractions</td>
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<td>●</td>
</tr>
<tr>
<td>Choose Words and Phrases for Effect: Adjectives and Adverbs</td>
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</tbody>
</table>
Assessment

The *Being a Writer*™ program provides multiple ongoing assessment measures designed to give teachers a comprehensive picture of each individual student’s growth as a writer. The assessment component in the *Being a Writer* program helps teachers:

- Recognize strengths as well as areas for improvement
- Track growth over time in both writing and social development
- Provide support for grading, when needed
- Prepare students for the challenging Common Core performance tasks
- Assess students’ mastery of Common Core grade-level language skills

**DSC Assessment PURPOSE**

The purpose of assessment in the *Being a Writer* program is to inform instruction, recognize strengths as well as areas for improvement, help teachers track student growth, and provide grading support.

Assessment support for teachers:

- Tracks students’ writing and social development over time
- Prepares students for the new performance-based assessments
- Includes rubrics to assist in determining student grades
- Provides formative assessment with Common Core grade-level language skills

**Easy IMPLEMENTATION**

*Being a Writer* Second Edition offers both a print Teacher’s Manual and the Digital Teacher’s Set. Assessment implementation is supported in the following ways:

- In the Digital Teacher’s Set, links to assessment resources are offered at the point of use and the point of need.
- Skill instruction is offered at the point of need and is available in mini-lessons to be used at the discretion of the teacher.
- The DSC ClassView™ app allows for easy recording and organization of assessment results for individual students and the whole class.
In the Being a Writer™ program, the assessment tools support teachers in both the evaluation of student writing and the planning of instruction.

**Evaluating Student Writing**

- **Characteristics of Early Writing Chart, grades K–1**
  - Identifies common stages that young writers go through
  - Includes writing samples with commentary that exemplify each characteristic

- **Individual Writing Assessment Record Sheet, grades K–1**
  - Includes end-of-unit suggestions for evaluating a sampling of student writing
  - Offers suggestions for relating observations on student writing to student conferring sessions

- **Individual Writing Assessment Rubric Part A: for UNPUBLISHED writing, grades 2–5**
  - Used for non-published writing
  - Allows teachers to analyze student notebooks, looking for evidence of instruction in student thinking and organization of their ideas

- **Individual Writing Assessment Rubric Part B: for PUBLISHED writing, grades 2–5**
  - After Units 1 and 2 inspire student writing, Units 3 and beyond offer two rubrics to evaluate students work
  - Use corresponding writing samples with commentary to help score student writing samples for an overall grade

- **Student Writing Samples with commentary, grades 3–5**
  - Includes individual Writing Assessment rubrics that are accompanied by writing samples (high, average, and low) with commentary for genre-specific writing, beginning with Unit 3

**Student Self-assessment (optional), grades 2–5**
- Gathers information about how students view themselves as writers

**Planning Instruction**

- **Class Assessment Notes, grades K–5**
  - Provides questions to consider for class observations and to support future instruction
  - Includes support for struggling students

- **Teacher Conference Notes, grades K–5**
  - Provides questions to consider for observations that inform student conferring
  - Use first and last notes as a survey for student goals and interests

- **Social Skills Assessment, grades 1–5**
  - Determines how students apply DSC social skills and integrate the values of responsibility, respect, fairness, caring, and helpfulness over time

**DSC ClassView™ Assessment App and PDFs**

The DSC ClassView app will provide:
- Digital forms for capturing student growth and rubric scores
- Student profiles showing growth over time
- Aggregation of formative assessment data
- An easy way for teachers to capture and retrieve student work digitally

All assessment forms are also available as PDFs on the DSC Learning Hub.
Program Assessment Components

A variety of assessment components provide experiences, rubrics, and reports that allow teachers to observe student behavior, respond to student writing, and generate grades. The Assessment Resource Book and the Student Skill Practice Book are supported by the DSC ClassView™ app that allows teachers to electronically compile, assess, and track students’ progress over time.

Assessment Resource Book
The Assessment Resource Book provides assessment activities and forms for use across the year for each grade level. Also available as PDFs online, the Assessment Resource Book contains the following:

**Beginning- and End-of-year Writing Samples**
- Establish a baseline writing sample snapshot at the beginning of the year for comparison at the end of the year

**Unit Assessments**
- Provide scoring rubrics for evidence of student response to unit instruction to confirm the impact of instruction and to help assign grades
- Individual Assessments
  - Unit-specific rubrics for published writing
  - Unit-specific rubrics for non-published writing in student notebooks
  - Checklist for specific skills-instruction as part of the unit
- Group Assessments
  - Class assessment observation sheet

**Social Skills Assessments**
- Track student participation and development of social values

**Affective and Metacognitive Assessments**
- Capture student attitudes, interests, and goals

Writing Performance Task Preparation Guide (Grades 3–5)
The Writing Performance Task Preparation Guide includes teacher-led practice activities to prepare students for Common Core–type summative assessment performance tasks.

**Guided Practice Writing Tasks**
- Provided for narrative, informative/explanatory, and opinion writing
- Coordinated with units of instruction in the program
- With an emphasis on:
  - Understanding directions
  - Interpreting information from a variety of media, including printed text, web pages, graphics, and video
  - Meeting requirements established by SBAC and PARCC

Student Skill Practice Book (Grades 1–5)
- Offers three practice pages per skill, one of which is scoreable and helpful with grading
- Includes a Student Grammar Guide of definitions and examples
- Offers diagnostic language skills tasks and proofreading passages for information about student progress with grammar, usage, and mechanics skills
<table>
<thead>
<tr>
<th>Assessment Type</th>
<th>When Given</th>
<th>Where Found</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. Teacher instructions for Beginning- and End-of-year Writing Samples</strong></td>
<td>At the beginning and end of the year</td>
<td>✓</td>
</tr>
</tbody>
</table>

**2. Unit Assessments**

- **Individual Assessments** | At completion of each unit, except the first and last units | ✓ | ✓ | ✓ |
- **Individual Conference Notes** | Throughout the unit | ✓ | |

**3. Social Skills Assessments** | At the beginning, middle, and end of the year | ✓ | |

**4. Affective and Metacognitive Assessments** | At the beginning and end of the year | ✓ | |

**5. Writing Performance Task Preparation Guide (Grades 3–5)** | Following the corresponding genre unit | ✓ | |

**6. Diagnostic Tasks and Passages (Grades 1–5)**

- **Diagnostic Language Skills Tasks (Grades 1–3)** | At the middle and end of the year | ✓ | ✓ | ✓ |
- **Diagnostic Proofreading Passages (Grades 4–5)** | At the beginning, middle, and end of the year | ✓ | ✓ | ✓ |

**7. Teacher Instructions for Student Writing Portfolio** | At the end of the year | ✓ | |
Conferring: Teacher and Pairs

Teacher Conferences
The program provides Teacher Conference Notes and a record sheet for teachers to use when conferring with students about their work. The program provides:

- Questions to guide the teacher’s thinking
- Suggestions for supporting students based on the teacher’s observations
- Open-ended questions for a tone of genuine interest and curiosity
- Ideas to foster students’ confidence and to adopt a learning approach to writing
- An ongoing record of conferences and observations

The program supports teachers in deepening the quality of their conferring over time:

- Initially, teachers get to know their students as writers—their skills, motivation, and interests.
- As the year progresses, teachers focus on particular aspects of writing covered in a lesson.
- Unit conferences focus on reinforcing the teaching done so far in that unit.

Pair Conferences by Students
Beginning in grade 3, the students participate in pair conferences about their writing. Pair conferences are a time when students devote focused attention to helping each other improve their writing.

Through pair conferences, students learn:

- Procedures for initiating and conducting conferences
- Academic and social skills they need to help them focus on particular issues in the writing
- To ask for, give, and receive helpful feedback

Pairs confer at different stages of the writing process. They might confer to:

- Review their drafts together and select drafts to publish
- Give each other feedback about how to improve pieces they want to publish
- Provide time for the teacher to walk around, observe, and support students

Through conferring, students:

- Practice listening carefully and taking an interest in one another’s thinking and writing
- Learn to focus on specific aspects of their partners’ writing
- Give feedback gently and respectfully and receive it graciously

Before and after each pair conference session, the teacher facilitates discussions to help students plan how they will interact and discuss what went well, the problems they had and how they might be avoided, and how they acted responsibly.
Students as Authors

The concept of being a writer has grown for many students over this year because of their skills and the volume of writing they have done. I now have a class full of students who are proud of their writing. They are confident about being able to entertain an audience. It is very exciting to see.”

— Michelle Liepelt, grades 2/3 teacher
Sample Unit Openers from Each Grade Level

In the *Being a Writer* program the units vary in length by grade level and genre from one to ten weeks. The grade K–2 lessons are intended to be taught in order. In grades 3–5, the first two units are meant to be taught in order, while the genre units may be taught interchangeably.

**Units 1 and 2**
These units are designed to be taught in order at the beginning of the year. Unit 1 builds the classroom community while inspiring the students to tap into their intrinsic motivation to write. Unit 2 introduces them to the writing process by having them select a draft for publication and then revising, proofreading, and publishing it. During the first two units, the students learn the processes, procedures, cooperative structures, and social skills they need to be successful in the genre units throughout the year.

**Genre Units**
The genre units focus on narrative writing (personal narrative and fictional narrative), expository nonfiction, functional writing, opinion writing, letter writing, and poetry. They may be taught in any order, although we recommend that the expository nonfiction unit be taught later in the year. Genre units begin by immersing the students in the genre; they hear and read many examples of the genre and try their hand at writing drafts in that genre. Midway through most genre units, the students select drafts to develop, revise, proofread, and publish for the classroom library.

**Open Weeks**
Open weeks are provided for the teacher to extend the units to teach writing content not contained in the *Being a Writer* program or to allow students to write freely and further practice what they have learned. Open weeks also provide an opportunity to confer with students or prepare for a writing test. They can be interspersed throughout the year or saved and used as a longer teaching block.

**End-of-year Unit**
This last unit at each grade is meant to be taught at the end of the year to help the students reflect on their growth as writers and as members of the classroom writing community.

**Unit Openers**
The unit sequence and length for each grade level is shown on the next page. On subsequent pages, you will find sample unit openers for each grade.

---

Try out revised sample units!
Start a free trial account at [teach.devstu.org](http://teach.devstu.org).
Grades K–5 Sample Unit Openers

In grades K–2, there are seven to eight units per year, designed to be taught in order. Units vary in length from one to ten weeks. In kindergarten, each week has three days of instruction. In grades 1–2, each week has four days of instruction. In grades 3–5, there are nine units per year, varying in length from one to six weeks. Each week has five days of instruction. The first two units are meant to be taught in order.

Titles below in **bold** indicate unit openers shown on pages 46–57.

**Kindergarten**
- The Writing Community (4 weeks)
- Getting Ideas (10 weeks)
- Telling More (4 weeks)
- Just the Facts (3 weeks)
- Exploring Words Through Poetry (3 weeks)
  **Opinion Writing (2 weeks)**
- Revisiting the Writing Community (1 week)

**Grade 1**
- **The Writing Community (5 weeks)**
- Getting Ideas (6 weeks)
- Telling More (4 weeks)
- Writing Stories About Me (4 weeks)
- Writing Nonfiction (3 weeks)
- Exploring Words Through Poetry (3 weeks)
- Opinion Writing (2 weeks)
- Revisiting the Writing Community (1 week)

**Grade 2**
- The Writing Community (7 weeks)
- Telling More (4 weeks)
  **Fiction (4 weeks)**
- Nonfiction (5 weeks)
- Letter Writing (3 weeks)
- Poems and Words (3 weeks)
- Opinion Writing (3 weeks)
- Revisiting the Writing Community (1 week)

**Grade 3**
- The Writing Community (3 weeks)
- The Writing Process (2 weeks)
- Personal Narrative (4 weeks)
- Fiction (6 weeks)
- Expository Nonfiction (6 weeks)
- Functional Writing (3 weeks)
- Opinion Writing (3 weeks)
  **Poetry (2 weeks)**
- Revisiting the Writing Community (1 week)

**Grade 4**
- The Writing Community (3 weeks)
- The Writing Process (2 weeks)
- Personal Narrative (4 weeks)
- Fiction (6 weeks)
  **Expository Nonfiction (6 weeks)**
- Functional Writing (3 weeks)
- Opinion Writing (3 weeks)
- Poetry (2 weeks)
- Revisiting the Writing Community (1 week)

**Grade 5**
- The Writing Community (3 weeks)
- The Writing Process (2 weeks)
  **Personal Narrative (4 weeks)**
- Fiction (6 weeks)
- Expository Nonfiction (6 weeks)
- Functional Writing (3 weeks)
- Opinion Writing (3 weeks)
- Poetry (2 weeks)
- Revisiting the Writing Community (1 week)
During this two-week unit, the students hear and discuss examples of opinion writing. They learn what an opinion is, generate opinions about topics, explore clearly stating an opinion, and provide reasons to support their thinking. The students continue to use the word wall to spell unfamiliar words, and they practice capitalizing the pronoun I. Socially, they express their own opinions and respectfully listen to the opinions of others while continuing to express interest in and appreciation for one another’s writing. They share their writing in pairs and with the class from the Author’s Chair.
## Grade K Overview

<table>
<thead>
<tr>
<th>Week 1</th>
<th>Day 1</th>
<th>Day 2</th>
<th>Day 3</th>
<th>Open Days</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Focus:</strong></td>
<td>• Generating opinions about animals that would not make good pets</td>
<td>• Generating opinions about animals that would make good pets</td>
<td>Writing Ideas:</td>
<td></td>
</tr>
<tr>
<td>• Learning what an opinion is</td>
<td>• Writing opinion pieces stating their opinions and providing reasons to support their thinking</td>
<td>• Writing opinion pieces stating their opinions and providing reasons to support their thinking</td>
<td>• Writing a shared poem that expresses an opinion</td>
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<tr>
<td>• Hearing and discussing an author’s opinion</td>
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<td></td>
<td>• Writing opinion pieces about the seasons</td>
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<tr>
<td>• Writing and drawing freely</td>
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<td></td>
<td>• Writing a class book based on Nikki Giovanni’s poem “The Reason I Like Chocolate”</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 2</th>
<th>Day 1</th>
<th>Day 2</th>
<th>Day 3</th>
<th>Open Days</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exploring Opinion Writing: I Love School!</td>
<td>Exploring Opinion Writing Focus:</td>
<td>Author’s Chair Sharing Focus:</td>
<td>Writing Throughout the Week</td>
<td></td>
</tr>
<tr>
<td><strong>Focus:</strong></td>
<td>• Generating opinions about a fun activity</td>
<td>• Sharing opinion letters from the Author’s Chair</td>
<td>Writing Ideas:</td>
<td></td>
</tr>
<tr>
<td>• Identifying and discussing opinions</td>
<td>• Writing opinion pieces stating their opinions and providing reasons to support their thinking</td>
<td>Writing and drawing freely</td>
<td>• Reading and writing about another book by Philemon Sturges</td>
<td></td>
</tr>
<tr>
<td>• Generating opinions about a fun activity</td>
<td>• Writing opinion letters stating their opinions and providing reasons to support their thinking</td>
<td></td>
<td>• Writing opinion letters to the publisher about I Love School!</td>
<td></td>
</tr>
<tr>
<td>• Writing opinion pieces stating their opinions and providing reasons to support their thinking</td>
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<td></td>
<td>• Sharing from the Author’s Chair and writing freely</td>
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</tbody>
</table>
During this five-week unit, the students begin to see themselves as contributing members of a caring writing community. They hear and discuss examples of good writing, see you model writing, and write and illustrate stories. Guided writing practice using sentence starters (such as “I help when I” and “I want to be”) builds skills and confidence, while the many creative and free-writing experiences spark originality. The students learn cooperative structures such as “Turn to Your Partner,” as well as other procedures used in the writing community. (See the “Beginning-of-year Considerations” feature on each week’s overview for more information about Unit 1.)
# OVERVIEW

<table>
<thead>
<tr>
<th>Week</th>
<th>Getting Ideas for Writing</th>
<th>Writing Stories</th>
<th>Rereading and Adding</th>
<th>Sharing as a Community</th>
<th>Writing Throughout the Week</th>
<th>Writing Ideas:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Getting Ideas for Writing: Things I Like</td>
<td>Writing stories about things they like to do</td>
<td>Remading their writing, Relating Illustrations to writing, Adding to illustrations and stories</td>
<td>Sharing stories and getting to know one another</td>
<td>Writing more about things they like to do, Creating a name chart and drawing self-portraits, Sharing writing and writing freely</td>
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</tr>
<tr>
<td>2</td>
<td>Getting Ideas for Writing: Farmer Duck</td>
<td>Writing and illustrating stories about helping</td>
<td>Remading their writing, Relating Illustrations to writing, Visualizing and adding to illustrations and stories</td>
<td>Sharing stories and getting to know one another</td>
<td>Writing more about ways they help, Writing opinions about Farmer Duck, Writing animal-sound sentences, Sharing writing and writing freely</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Getting Ideas for Writing: All by Myself</td>
<td>Writing and illustrating stories about things they can do</td>
<td>Remading their writing, Relating Illustrations to writing, Visualizing and adding to illustrations and stories</td>
<td>Sharing stories and getting to know one another</td>
<td>Writing more about ways they help, Writing opinions about another Little Critter book, Sharing writing and writing freely</td>
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<tr>
<td>4</td>
<td>Getting Ideas for Writing: When I Grow Up . . .</td>
<td>Writing and illustrating stories about what they want to be when they grow up</td>
<td>Sharing stories and getting to know one another</td>
<td>Choosing a topic and writing about it, Sharing stories and getting to know one another</td>
<td>Talking and writing about kindness, Writing more about what they want to be, Writing opinions about When I Grow Up . . ., Writing independently</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Getting Ideas for Writing: When I Was Five</td>
<td>Writing and illustrating friend stories</td>
<td>Sharing stories and getting to know one another</td>
<td>Choosing a topic and writing about it, Sharing stories and getting to know one another</td>
<td>Talking and writing about kindness, Writing more about what they want to be, Writing opinions about When I Grow Up . . ., Writing independently</td>
<td></td>
</tr>
</tbody>
</table>

### Day 1
- **Writing Stories**
  - Focus:
    - Writing stories about things they like to do
    - Writing ideas about things they like to do
    - Writing freely

### Day 2
- **Writing Stories**
  - Focus:
    - Writing and illustrating stories about helping

### Day 3
- **Rereading and Adding**
  - Focus:
    - Remading their writing
    - Relating Illustrations to writing
    - Visualizing and adding to illustrations and stories

### Day 4
- **Sharing as a Community**
  - Focus:
    - Sharing stories and getting to know one another
    - Writing freely

### Open Day
- **Writing Throughout the Week**
  - Focus:
    - Sharing stories and getting to know one another
    - Writing freely

### Week 2
- **Getting Ideas for Writing: Farmer Duck**
  - Focus:
    - Practicing writing “I help when I” sentences
    - Writing from left to right
    - Leaving spaces between words
    - Writing freely

### Week 3
- **Getting Ideas for Writing: All by Myself**
  - Focus:
    - Learning “Turn to Your Partner”
    - Practicing writing “I can” sentences
    - Punctuating sentences
    - Writing freely

### Week 4
- **Getting Ideas for Writing: When I Grow Up . . .**
  - Focus:
    - Practicing writing “I want to be” sentences
    - Writing freely

### Week 5
- **Getting Ideas for Writing: When I Was Five**
  - Focus:
    - Practicing writing “My friend and I like to” sentences
    - Writing freely

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For orders, information, and samples, visit devstu.org or call 800.666.7270.
During this four-week unit, the students explore fiction writing and draft, revise, and publish their own stories. They learn that interesting things happen to characters in fiction and that they can use dialogue and descriptive language to help tell more in their stories. As they take one story through the writing process, they learn to proofread their writing and to use a word bank to check their spelling. Socially, the students continue to develop the skills of listening respectfully to the thinking of others and sharing their own. They also express interest in and appreciation for one another’s writing as the students share their writing from the Author’s Chair.
<table>
<thead>
<tr>
<th>Week</th>
<th>Day 1</th>
<th>Day 2</th>
<th>Day 3</th>
<th>Day 4</th>
<th>Open Day</th>
</tr>
</thead>
</table>
| 1    | Exploring Fiction: Dogzilla  
Focus: Writing about animal characters | Exploring Fiction: Brave Charlotte  
Focus: Writing about something interesting that happens to a character | Exploring Fiction: HONK! The Story of a Prima Swanerina  
Focus: Writing about characters who are unique | Exploring Fiction Focus:  
Adding and punctuating dialogue  
Using question marks and exclamation points | Writing Throughout the Week  
Writing Ideas: Writing more stories about animal characters  
Practicing writing dialogue  
Writing opinions about HONK! The Story of a Prima Swanerina or Brave Charlotte |
| 2    | Exploring Fiction: Beardream  
Focus: Making up an ending to a story  
Approximating the spelling of polysyllabic words | Exploring Fiction: Beardream  
Focus: Writing about dreams  
Approximating the spelling of polysyllabic words | Exploring Fiction: Ducky  
Focus: Writing about toys that come to life  
Approximating the spelling of polysyllabic words | Exploring Fiction: Ducky  
Focus: Getting fiction ideas from real life  
Approximating the spelling of polysyllabic words | Writing Throughout the Week  
Writing Ideas: Writing more stories that end with It was just a dream  
Writing opinions about Ducky  
Reviewing notebook writing |
| 3    | Selecting Drafts and Conferring in Pairs  
Focus: Selecting a draft to publish  
Giving helpful feedback  
Telling more | Rereading and Telling More  
Focus: Adding colors and other descriptive words to writing | Informal Proofreading  
Focus: Capitalizing I and proper nouns  
Listening for ending punctuation | Informal Proofreading and Conferring in Pairs  
Focus: Checking spelling using a word bank  
Giving helpful feedback | Writing Throughout the Week  
Writing Ideas: Writing endings to more stories  
Writing stories about toys from home  
Writing freely |
| 4    | Writing Final Versions  
Focus: Writing and illustrating a final version | Writing Final Versions  
Focus: Exploring book features  
Making books | Publishing  
Focus: Making books  
Sharing stories from the Author’s Chair | Publishing  
Focus: Sharing stories from the Author’s Chair  
Writing freely | Writing Throughout the Week  
Writing Ideas: Writing letters home about fiction  
Sharing published books from the Author’s Chair  
Reviewing notebook writing |
During this two-week unit, the students hear, discuss, and write poetry. They think about what makes a poem a poem and informally explore imagery, sound, and form in poetry. 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 foods they like, animals, things that make noise, and objects that think and talk like people. The students learn that poets make decisions about how they want their poems to look on the page, and think about how they want their own poems to look. They tap into their creativity and express interest in and appreciation for one another’s creativity and writing.
## Grade 3 Overview

<table>
<thead>
<tr>
<th>Day 1</th>
<th>Day 2</th>
<th>Day 3</th>
<th>Day 4</th>
<th>Day 5</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Immersion and Drafting</strong></td>
<td><strong>Revision, Proofreading, and Publication</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Week 1</strong></td>
<td><strong>Exploring Poetry:</strong> “Galoshes” and “Two Voices in a Tent at Night”</td>
<td><strong>Exploring Poetry:</strong> “Fresh Pop-Corn” and “Which is the Best?”</td>
<td><strong>Exploring Poetry:</strong> “Sunning” and “The Poolways”</td>
<td><strong>Exploring Poetry:</strong> “It’s Raining!” and “Ice Cubes”</td>
</tr>
<tr>
<td><strong>Focus:</strong></td>
<td><strong>Quick-write:</strong></td>
<td><strong>Focus:</strong></td>
<td><strong>Quick-write:</strong></td>
<td><strong>Focus:</strong></td>
</tr>
<tr>
<td>Sensory details</td>
<td>Ideas for poems about food</td>
<td>Ideas for poems about animals</td>
<td>How poems look on the page</td>
<td>Ideas for poems about things that make noise</td>
</tr>
<tr>
<td><strong>Week 2</strong></td>
<td><strong>Exploring Poetry:</strong> “Autumn Leaves”</td>
<td><strong>Exploring Poetry:</strong> “Hotel Swimming Pool’s Evening Lament” and “Oak’s Introduction”</td>
<td><strong>Selecting and Revising Drafts</strong></td>
<td><strong>Proofreading</strong></td>
</tr>
<tr>
<td><strong>Focus:</strong></td>
<td><strong>Quick-write:</strong></td>
<td><strong>Focus:</strong></td>
<td><strong>Focus:</strong></td>
<td><strong>Focus:</strong></td>
</tr>
<tr>
<td>Sensory details, repetition, and sounds</td>
<td>Ideas for poems about things that think and talk like people</td>
<td>Sensory details, sounds, how poems look on the page</td>
<td>Making decisions about punctuation</td>
<td>Author’s Chair sharing</td>
</tr>
</tbody>
</table>
During this six-week unit, the students immerse themselves in nonfiction texts about countries. Then partners select a country to research together. Each pair of students writes, revises, and publishes an informational report about that country. The students learn research skills, such as taking notes, categorizing information by subtopic, and conducting effective Internet searches. They learn about features of expository text, such as author biography sections and tables of contents. They write an introduction to their report that captures the reader’s interest. Partners use facts and examples to add substance to their writing, transitional words and phrases to link ideas, and conclusions that bring a report to a close. The students practice relevant skills and conventions, such as correcting run-on sentences and fragments. Partners share resources fairly, make decisions together, and take responsibility for their own part of the work.
### GRADE 4 OVERVIEW

<table>
<thead>
<tr>
<th>Grade</th>
<th>Day 1</th>
<th>Day 2</th>
<th>Day 3</th>
<th>Day 4</th>
<th>Day 5</th>
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</thead>
<tbody>
<tr>
<td><strong>Immersion and Topic Exploration</strong></td>
<td></td>
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</tr>
<tr>
<td><strong>Week 1</strong></td>
<td>Exploring Nonfiction: Australia&lt;br&gt;Focus: Countries of interest</td>
<td>Exploring Nonfiction: Kenya: A Question and Answer Book&lt;br&gt;Quick-write: Generating questions about countries</td>
<td>Exploring Nonfiction: Mexico&lt;br&gt;Focus: Exploring countries</td>
<td>Exploring Nonfiction: A Visit to Italy&lt;br&gt;Focus: Topics about countries</td>
<td>Exploring Nonfiction: A Visit to Italy&lt;br&gt;Focus: Topics about countries</td>
</tr>
<tr>
<td><strong>Topic Selection, Research, and Drafting</strong></td>
<td></td>
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</tr>
<tr>
<td><strong>Week 3</strong></td>
<td>Selecting Topics&lt;br&gt;Focus: Selecting a country to research; pre-research writing</td>
<td>Developing Research Questions&lt;br&gt;Focus: Generating research questions and reviewing sources of information</td>
<td>Researching and Taking Notes&lt;br&gt;Focus: Choosing effective terms for Internet searches</td>
<td>Researching and Taking Notes&lt;br&gt;Focus: Taking notes</td>
<td>Researching and Taking Notes&lt;br&gt;Focus: Taking notes</td>
</tr>
<tr>
<td><strong>Week 4</strong></td>
<td>Researching and Taking Notes&lt;br&gt;Focus: Reviewing and adding to notes</td>
<td>Organizing Research&lt;br&gt;Focus: Organizing information and researching further where necessary</td>
<td>Drafting and Pair Conferencing&lt;br&gt;Focus: Developing the topic with facts and examples</td>
<td>Drafting and Pair Conferencing&lt;br&gt;Focus: Using transitional words and phrases</td>
<td>Drafting and Pair Conferencing&lt;br&gt;Focus: Drafting</td>
</tr>
<tr>
<td><strong>Revision, Proofreading, and Publication</strong></td>
<td></td>
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<tr>
<td><strong>Week 5</strong></td>
<td>Drafting and Pair Conferencing&lt;br&gt;Focus: Interesting introductions</td>
<td>Drafting and Pair Conferencing&lt;br&gt;Focus: Endings that wrap up a report</td>
<td>Analyzing and Revising Drafts&lt;br&gt;Focus: Checking for order, interest, and completeness</td>
<td>Group Conferencing&lt;br&gt;Focus: Does it all make sense?</td>
<td>Drafting and Pair Conferencing&lt;br&gt;Focus: Author biography sections</td>
</tr>
<tr>
<td><strong>Week 6</strong></td>
<td>Revising and Proofreading&lt;br&gt;Focus: Spelling, punctuation, and run-on sentences</td>
<td>Proofreading&lt;br&gt;Focus: Sentence fragments</td>
<td>Writing Final Versions&lt;br&gt;Focus: Completing final versions and tables of contents</td>
<td>Writing Final Versions and Publishing&lt;br&gt;Focus: Author’s Chair sharing</td>
<td>Writing Final Versions and Publishing&lt;br&gt;Focus: Author’s Chair sharing</td>
</tr>
</tbody>
</table>
During this four-week unit, the students explore the genre of personal narrative and write about significant topics and events from their lives. They explore the characteristics of a good personal narrative, including sensory details, consistency in verb tenses, engaging openings, and effective endings. They learn about the writing practices of professional authors as they hear, discuss, and write personal narratives. Socially, they 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.
# Grade 5 Overview

<table>
<thead>
<tr>
<th>Week</th>
<th>Day 1</th>
<th>Day 2</th>
<th>Day 3</th>
<th>Day 4</th>
<th>Day 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Exploring Personal Narrative:</td>
<td>Exploring Personal Narrative:</td>
<td>Exploring and Drafting</td>
<td>Exploring and Drafting</td>
<td>Exploring and Drafting</td>
</tr>
<tr>
<td></td>
<td>“Never the Monkey” Quick-write:</td>
<td>“Shortstop” Quick-write:</td>
<td>Personal Narrative:</td>
<td>Personal Narrative:</td>
<td>Personal Narrative:</td>
</tr>
<tr>
<td></td>
<td>Special objects</td>
<td>Interesting events</td>
<td>“George Street” Focus:</td>
<td>“Mrs. Seeton’s Whistle” Focus:</td>
<td>Sensory details</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Sensory details</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Exploring and Drafting</td>
<td>Exploring and Drafting</td>
<td>Exploring and Drafting</td>
<td>Exploring and Drafting</td>
<td>Exploring Personal Narrative</td>
</tr>
<tr>
<td></td>
<td>Personal Narrative:</td>
<td>Personal Narrative:</td>
<td>Personal Narrative:</td>
<td>Personal Narrative:</td>
<td>and Pair Conferencing Focus:</td>
</tr>
<tr>
<td></td>
<td>What students have learned</td>
<td>Things we collect</td>
<td>A valuable lesson</td>
<td>Compassion and respect</td>
<td></td>
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<tr>
<td></td>
<td>from others</td>
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<tr>
<td>3</td>
<td>Selecting and Completing</td>
<td>Analyzing and Revising</td>
<td>Analyzing and Revising</td>
<td>Analyzing and Revising</td>
<td>Analyzing and Revising</td>
</tr>
<tr>
<td></td>
<td>Drafts Focus:</td>
<td>Drafts Focus:</td>
<td>Drafts Focus:</td>
<td>Drafts Focus:</td>
<td>Drafts Focus:</td>
</tr>
<tr>
<td></td>
<td>What to look for when</td>
<td>Sensory details</td>
<td>Thoughts, feelings, learning,</td>
<td>Strong opening sentences</td>
<td></td>
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<tr>
<td></td>
<td>selecting drafts</td>
<td></td>
<td>or change</td>
<td></td>
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<tr>
<td>4</td>
<td>Self-Assessing and Pair</td>
<td>Proofreading Focus:</td>
<td>Proofreading Focus:</td>
<td>Publishing Focus:</td>
<td>Publishing Focus:</td>
</tr>
<tr>
<td></td>
<td>Confering Focus:</td>
<td>Commonly missused words and</td>
<td>Spelling and punctuation</td>
<td>Class book features</td>
<td>Author’s Chair sharing</td>
</tr>
<tr>
<td></td>
<td></td>
<td>sentence fragments</td>
<td></td>
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</tr>
</tbody>
</table>

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Writing Genre Development

The Being a Writer™ program helps students meet the Common Core State Standards by engaging students in units of study that include the writing genres mandated by the Common Core: Opinion/Argument, Informative/Explanatory, and Narrative. These units appear in grades K–5 and increase in complexity across the grades. Correlations of unit elements to specific Opinion/Argument Standards are provided in the following table as an example of how the skills are developed across the grades.

Opinion Writing Across the Grades Example

<table>
<thead>
<tr>
<th>Elements of Opinion Writing</th>
<th>Writing Craft</th>
<th>Language Skills and Conventions</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Grade K</strong></td>
<td>• Exploring writing clear statements of opinion CCSS.W.K.1</td>
<td>• Approximating spelling</td>
</tr>
<tr>
<td>• Writing about personal opinions</td>
<td></td>
<td>• Using the word wall</td>
</tr>
<tr>
<td>• Using reasons to support opinions CCSS.W.K.1, CCSS.W.K.8</td>
<td></td>
<td>• Capitalizing the pronoun I</td>
</tr>
<tr>
<td><strong>Grade 1</strong></td>
<td>• Exploring writing clear statements of opinion CCSS.W.1.1</td>
<td>• Capitalizing sentences and using ending punctuation CCSS.L.K.1, CCSS.L.K.1a, CCSS.L.K.2, CCSS.L.K.2a, CCSS.L.K.2b, CCSS.L.K.6</td>
</tr>
<tr>
<td>• Writing about personal opinions</td>
<td>• Exploring opening and closing sentences that state student’s opinions CCSS.W.1.1</td>
<td>• Using conjunctions to connect words, phrases, and sentences</td>
</tr>
<tr>
<td>• Using reasons to support opinions CCSS.W.1.1, CCSS.W.1.8</td>
<td></td>
<td>• Proofreading for punctuation and spelling CCSS.W.1.5, CCSS.L.1.1, CCSS.L.1.1g, CCSS.L.1.2, CCSS.L.1.2d</td>
</tr>
<tr>
<td><strong>Grade 2</strong></td>
<td>• Identifying audience and purpose for opinion writing</td>
<td>• Capitalizing proper nouns</td>
</tr>
<tr>
<td>• Writing about personal opinions, including persuasive letters</td>
<td>• Exploring writing clear statements of opinion CCSS.W.2.1</td>
<td>• Proofreading for spelling, punctuation, and capitalization CCSS.W.2.5, CCSS.L.2.1, CCSS.L.2.2, CCSS.L.2.2a</td>
</tr>
<tr>
<td>• Using reasons to support opinions CCSS.W.2.1, CCSS.W.2.8</td>
<td>• Exploring opening and closing sentences that state students’ opinions CCSS.W.2.1</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Using linking words to connect ideas CCSS.W.2.1</td>
<td></td>
</tr>
</tbody>
</table>

The Correlation Chart above indicates the focal elements within the Opinion/Argument genre that correspond to specific Opinion/Argument Standards from the Common Core State Standards. This helps teachers identify the specific skills and knowledge that students are expected to learn and demonstrates how these skills are developed across the grades.
<table>
<thead>
<tr>
<th>Grade</th>
<th>Elements of Opinion Writing</th>
<th>Writing Craft</th>
<th>Language Skills and Conventions</th>
</tr>
</thead>
</table>
| 3     | - Writing about personal opinions  
   - Using reasons to support opinions  
   CCSS.W.3.1, CCSS.W.3.1a, CCSS.W.3.1b, CCSS.W.3.4, CCSS.W.3.10 | - Identifying the audience and purpose of opinion writing  
   - Writing clear statements of opinion  
   - Exploring clear, direct openings and conclusions that restate the opinion  
   - Using transitional words and phrases to connect opinions and reasons  
   CCSS.W.3.1, CCSS.W.3.1a, CCSS.W.3.1b, CCSS.W.3.1c, CCSS.W.3.1d, CCSS.L.3.3, CCSS.L.3.3a, CCSS.W.3.4, CCSS.W.3.10 | - Recognizing and correcting sentence fragments  
   - Using adjectives to make essays more persuasive  
   - Proofreading for spelling, punctuation, and grammar  
   CCSS.W.3.5, CCSS.L.3.1, CCSS.L.3.1i, CCSS.L.3.2 |
| 4     | - Writing about personal opinions  
   - Using reasons to support opinions  
   - Adding facts and details to reasons  
   CCSS.W.4.1, CCSS.W.4.1a, CCSS.W.4.1b, CCSS.W.4.4, CCSS.W.4.9, CCSS.W.4.9b, CCSS.W.4.10 | - Identifying the audience and purpose of opinion writing  
   - Writing clear statements of opinion  
   - Exploring strong openings and conclusions that restate the opinion  
   - Using transitional words and phrases to connect opinions and reasons  
   CCSS.W.4.1, CCSS.W.4.1a, CCSS.W.4.1b, CCSS.W.4.1c, CCSS.W.4.1d, CCSS.W.4.3, CCSS.W.4.3a, CCSS.W.4.4, CCSS.W.4.9, CCSS.W.4.9b, CCSS.W.4.10 | - Identifying and indenting paragraphs  
   - Recognizing and correcting run-on sentences  
   - Proofreading for spelling, punctuation, and grammar  
   CCSS.W.4.2, CCSS.W.4.2a, CCSS.W.4.5, CCSS.L.4.1, CCSS.L.4.1a, CCSS.L.4.2, CCSS.L.4.2d |
| 5     | - Writing about personal opinions  
   - Using reasons to support opinions  
   - Adding facts and details to reasons  
   CCSS.W.5.1, CCSS.W.5.1a, CCSS.W.5.1b, CCSS.W.5.4, CCSS.W.5.9, CCSS.W.5.9b, CCSS.W.5.10 | - Identifying the audience and purpose of opinion writing  
   - Writing clear statements of opinion  
   - Exploring strong openings and conclusions that restate the opinion  
   - Using transitional words and phrases to connect opinions and reasons  
   CCSS.W.5.1, CCSS.W.5.1a, CCSS.W.5.1b, CCSS.W.5.1c, CCSS.W.5.1d, CCSS.W.5.4, CCSS.W.5.9, CCSS.W.5.9b, CCSS.W.5.10, CCSS.L.5.3, CCSS.L.5.3a | - Placing commas after introductory words, phrases, and clauses  
   - Recognizing and correcting sentence fragments  
   - Proofreading for spelling, punctuation, and grammar  
   CCSS.W.5.5, CCSS.L.5.1, CCSS.L.5.2, CCSS.L.5.2b, CCSS.L.5.2c, CCSS.L.5.2d |
**Student Writing**

- **Writing is fun when you write about what you want to, and write at your own pace.**
  - Will Leslie

- **Don’t keep your ideas to yourself, share them with the world!**
  - Jaiila Chapman

- **Never give up and always know reading and writing makes you grow.**
  - Lauren

- **When you write be real and true about your topic. Be a writer love your topic and want to write.**
  - Brad Pansh

- **If you weren’t you in your writing there would be no you.**
  - Ethan Swatek
Student Thinking

When growing writers are finished with one piece of writing, they start a new one. Mary Virginia.

Growing writers make sure's every page go together and don’t get lost.

Growing writers sometimes have to go back and add more parts so the reader understands. Anna Grace Sawyer.

Growing writers sometimes use other books to help give them ideas for writing. Ivy.
Teacher Voices

Every lesson in the Being a Writer™ program was field-tested by a teacher advisory board who piloted lessons during the program development year and provided expert feedback to help shape the format and content of the program.

A selection of their voices are testimony to the power of the program. Here’s what teachers and district leaders are saying.

Students as Writers

Developing Voice
In the classrooms I have visited, collaboratively taught in, and from the writing samples that I have seen, the thing that strikes me is that students are developing their own voice. They see themselves now as competent writers who have the personal, academic, and intellectual resources to craft a piece of writing of which they are proud.

— Kevin Harrigan, associate superintendent

Building Stamina
One of the biggest changes I have seen compared to writing programs I’ve used in the past is their amount of writing has really increased and their writing fluency and the stamina they have. At the beginning of the year, maybe 10 minutes. And now, over time, I can see them writing for 20 minutes, 30 minutes. They just have that stamina now.

— Cathreene Watters, grade 5 teacher

Believing in Themselves
Compared to the beginning of the school year— when they feel like “I don’t know how to write, I don’t know what to write about, I don’t know how to spell this, I don’t even know how to write my last name”— to the end of the year where they are saying, “I’m a writer.” They go home, they want to write for their families. They want to read the books that are in the library that are published books that their friends have made. They make an emotional leap—that they really truly believe in themselves as writers now.

— Nina Morita, grade 1 teacher

Selecting Topics
The fact that the kids are not constantly saying, “I don’t know what to write about.” They are already expecting and knowing they are going to be writing about something. That’s a huge, huge challenge in a classroom, having kids every day saying, “I don’t know what to write about.” They realize, “I can write about my life.”

— Nina Morita, grade 1 teacher
Partner Work
Learning Teamwork
In the 5th Grade Expository Text unit, my students had to make quite a few decisions with their partner: what topic to choose, how they were going to research their topic, what were the things they were interested in finding out about, how to split the work up during the drafting parts, how to help each other make their pieces more clear, and how to make decisions regarding publishing their piece. Every decision that the pair had to make, each person in that partnership needed to be respectful, to learn how to compromise, to learn how to share their opinion, and to share what they thought was the best. At the same time, each one needed to be open to what their partner had to say as well. Many teams struggled throughout the process. But I think that’s where the real learning happens. They really learned how to do work and negotiate with another person.
— Cathree Watters, grade 5 teacher

Engaging the Reader
My students are motivated by the process of taking a draft to a published piece. Once they’ve added exciting details, pictures, and a cover, they create a finished piece of writing that they know others will enjoy. They take a lot of pride in their work because they know that they were able to give a reader what a reader wants. And that makes them feel accomplished as a writer.
— Michelle Leipelt, grade 2 teacher

Raising Expectations
I think what this has done for us more than anything is raise our conversation about the writing process, about writing instruction, about what good writing instruction looks like, about the product that we should demand and expect from all of our learners. It doesn’t matter if a learner is a second language learner, if it is a student who comes to us with an IEP, if the student is white, Hispanic, or African American. That the expectations are going to be high and rigorous for all of them.
— Shawn Smith, principal

The Writing Process
Being Heard from the Author’s Chair
There is something very significant and important when a child sits down in front of a group of people and reads their story. This is their life story, this is what they do in the morning, this is what they want to become when they grow up. These are things that really matter to them. Especially in first grade, kids are not heard. We are taking the time to say you matter, and your story matters, and we’re all listening, and we all enjoy it. And I think that does wonders for how students feel about themselves and learning.
— Nina Morita, grade 1 teacher
Other Literacy Programs from DSC

Making Meaning®
The *Making Meaning* program uses read-aloud texts that have been carefully chosen to explicitly teach the comprehension strategies known to be used by good readers. The program is a yearlong K–8 curriculum that teaches students to make sense of text and be responsible partners who can support their own opinions and appreciate and respect the ideas of others. An optional supplement, *Making Meaning Vocabulary* for grades K–6, features engaging, interactive activities that teach high-utility words along with strategies to use for unlocking word meanings when reading independently.

Words in Action™
The *Words in Action* program is based on the latest research about word work. The 15-minute daily lessons combine direct instruction in word meaning and independent word-learning strategies with engaging activities that teach students in grades K–6 to think deeply about words and use them in conversations in and outside the classroom.

Independent Reading
Developmental Studies Center’s Individualized Daily Reading libraries can be used to start an independent reading classroom library or to round out an existing library. The libraries are organized by grade level (K–8) and readability to enable teachers to provide “just-right” fiction and nonfiction books for their students.

SIPPS®
The *SIPPS* (Systematic Instruction in Phonological Awareness, Phonics, and Sight Words) program for grades K–12 is a systematic decoding program that helps developing and struggling readers achieve reading fluency so that they can make meaning of increasingly complex texts. Teachers at all grade levels can provide timely intervention for struggling readers with the program’s consistent lessons, daily routines, mastery learning approach, and special strategies for polysyllabic words.

Guided Spelling™
The *Guided Spelling* program is a yearlong curriculum for grades 1–6 that is based on recognized research in spelling and expands on the popular Guided Spelling routine in the SIPPS program. The teacher guides the students before and as they spell a word, which helps develop proficient spellers who are metacognitive and deliberate in anticipating the pitfalls of the English language and who know which spelling approach to use when writing.

Caring School Community®
The *Caring School Community* program is a nationally recognized, research-based K–6 program that builds classroom and school community. It focuses on strengthening students’ connectedness to school—an important element for promoting academic motivation and achievement, and for reducing drug use, violence, and delinquency.
Our Mission

Developmental Studies Center (DSC) is a nonprofit educational publisher dedicated to children’s academic, ethical, and social development. Since 1980, DSC has developed school-based and after-school programs that help children develop capacities to think deeply and critically so they will continue learning throughout their lives and strengthen their commitment to such values as kindness, helpfulness, personal responsibility, and respect for others.

We Believe

In Building Community
- By giving students a voice, encouraging their confidence and autonomy
- By engendering a sense of belonging and attachment to school
- By teaching students to work cooperatively and responsibly
- By developing cross-age buddy relationships and activities for families

In Preparing Teachers
- With materials that scaffold their learning
- With tools and strategies that build gradually in complexity
- With assessment and reflection activities to improve teacher practice

In Academic Rigor for All Students
- That invites students to construct meaning
- That demands that students do the thinking
- That partner work deepens the understanding and learning

In the Power of the Principal
- To provide resources and support for ongoing instructional leadership
- To use tools that model the values and set the vision and expectations
- To play a key role in effective program implementation

In Professional Development
- That reflects the constructivist pedagogy of our materials through interactive workshops
- That facilitates the effective use of cooperative structures to support thinking and interaction
- That engages participants in building the skills and understanding to implement our work

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Opinion Writing

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