

Revised K-5 Writing Curriculum - August 2022

Writing is a meaning-making process that requires the synthesis of skills to effectively communicate. K-5 students are immersed in daily opportunities to explore, inquire, practice and apply writing strategies and skills in a variety of genres. Cultivating writers who write with the reader in mind is guided by the connection between reading and writing process to convey authentic messages. Self-selected writing topics guided by positive, specific feedback ignite the joy and passion to grow as lifelong communicators.

Kindergarten - Writing

Course Description

The kindergarten units begin with helping children approximate writing by drawing and labeling first in all-about books and then in stories. The first unit, ***Establishing the Writing Workshop***, acknowledges that most children will be labeling their drawings—and the letters in those labels will include squiggles and diamonds. The second unit, ***Show and Tell: From Labels to Pattern Books***, helps students expand their writing—but does so fully aware that the hard part will be writing read-able words. By the later kindergarten units, children are invited to use their new-found powers to live writerly lives. In ***How-To Books: Writing to Teach Others***, Unit 3, students write informational how-to texts on a procedure familiar to them. In ***Writing More with Different Genres***, the fourth and final unit in the kindergarten series, students craft petitions, persuasive letters, and signs that rally people to address problems in the classroom, the school, and the world.

Related Priority Standards (State &/or National): [K-5 Missouri Learning Standards](#) & [ELA Priority Standards](#)

Essential Questions

- How does a writer know his/her writing is clear?
- What makes an interesting narrative?
- How do authors begin & end their stories?
- How do authors convey sequence?
- How do writers organize their ideas to aid comprehension?
- Who is the audience and why does it matter?
- How does an author's choice of voice, tone and mood affect the audience's perception/understanding?
- Why does one write an argumentative piece?
- Why is my argumentative writing worth reading?
- How do my experiences impact my opinions?
- Where do ideas for writing come from?
- How do writers organize their ideas?
- What makes an effective argument?
- How does a writer know his/her writing is clear?
- Why does one write an informational/explanatory text?
- When does one write an informational/explanatory text?
- How do writers choose relevant facts?
- What determines accurate information?
- How does one know a source is credible?
- How does one know an author is credible?
- How does an author's choice of voice and register affect the audience's perception/understanding?

Enduring Understandings/Big Ideas

- Writing clearly is essential to effective communication.
- Details enhance a narrative.
- Appropriate transitions enhance continuity.
- Narratives have a variety of organizational structures.
- Narratives are written in a variety of forms.
- Audience and purpose influence a writer's choice of organizational pattern, language, and literary techniques.

- Expressing an opinion is a right that is to be valued and respected.
- As our experiences change, so can our opinions.
- Researched evidence supports a strong opinion.
- Appropriate transitions enhance the continuity of writing.
- Informational text is characterized by a formal style.
- Well-chosen facts are specific to the topic, relevant to the audience and logically presented.

Previous Course-Level Scope & Sequence (Units &/or Skills)

- Unit 1: Launching the Writer's Workshop
- Unit 2: Show and Tell: From Labels to Pattern Books
- Unit 3: Writing for Readers
- Unit 4: How-to Books: Writing to Teach Others
- Unit 5: Persuasive Writing
- Unit 6: All About Books
- Unit 7: Crafting Stories Using All We Know About Narrative Writing

Updated Course-Level Scope & Sequence (Units &/or Skills)

- Unit 1: Establishing the Writing Workshop
This unit acknowledges that most children will approximate writing by drawing and labeling—first in all-about books and then in stories—and the letters in those labels will include squiggles and diamonds.
- Unit 2: Show & Tell: From Labels to Pattern Books
In this unit students build on their skills by thinking about writing as a way to show and tell. They learn to add more detail to their pictures and label where things are and what they are doing. They learn to listen to the sounds in words as they bravely spell them and build up to writing sentences.
- Unit 3: Sentence Structure
In this unit students learn about writing sentences by writing information texts. They learn that writers think about what comes next, answer their partner's questions, and use everything they know when they write books.
- Unit 4: Writing More with Different Genres
In this unit students find lots more reasons to write letters, signs that inform and persuade, and even stories. They learn to emulate the writers they like best, and use classroom resources to spell new words.

First Grade - Writing

Course Description

The first-grade units are written for children who are just tapping into their burgeoning powers as readers as well as writers, and believe they can do anything. Students begin with ***Small Moments: Writing with Focus, Detail, and Dialogue***. In this unit students take the everyday events of their young lives and make them into focused, well-structured stories, then they learn to breathe life into the characters by making them talk, think, and interact. In Unit 2, ***Nonfiction Chapter Books***, students enter the world of informational writing as they combine pictures and charts with domain-specific vocabulary and craft moves to create engaging teaching texts. In Unit 3, ***Writing Reviews***, students create persuasive reviews of all sorts - pizza restaurant reviews, TV show reviews, ice cream flavor reviews, and finally book reviews that hook the reader, clearly express the writer's opinion, and bolster their argument in convincing ways. In ***From Scenes to Series: Writing Fiction***, the final unit of the Grade 1 series, students learn to "show, not tell" and use action, dialogue, and feelings to create a whole series of fiction books modeled after Henry and Mudge.

Related Priority Standards (State &/or National): [K-5 Missouri Learning Standards](#) & [ELA Priority Standards](#)

Essential Questions

- How does a writer know his/her writing is clear?
- What makes an interesting narrative?

- How do authors begin & end their stories?
- How do authors convey sequence?
- How do writers organize their ideas to aid comprehension?
- Who is the audience and why does it matter?
- How does an author's choice of voice, tone and mood affect the audience's perception/understanding?
- Why does one write an argumentative piece?
- Why is my argumentative writing worth reading?
- How do my experiences impact my opinions?
- Where do ideas for writing come from?
- How do writers organize their ideas?
- What makes an effective argument?
- How does a writer know his/her writing is clear?
- Why does one write an informational/explanatory text?
- When does one write an informational/explanatory text?
- How do writers choose relevant facts?
- What determines accurate information?
- How does one know a source is credible?
- How does one know an author is credible?
- How does an author's choice of voice and register affect the audience's perception/understanding?

Enduring Understandings/Big Ideas

- Writing clearly is essential to effective communication.
- Details enhance a narrative.
- Appropriate transitions enhance continuity.
- Narratives have a variety of organizational structures.
- Narratives are written in a variety of forms.
- Audience and purpose influence a writer's choice of organizational pattern, language, and literary techniques.
- Expressing an opinion is a right that is to be valued and respected.
- As our experiences change, so can our opinions.
- Researched evidence supports a strong opinion.
- Appropriate transitions enhance the continuity of writing.
- Informational text is characterized by a formal style.
- Well-chosen facts are specific to the topic, relevant to the audience and logically presented.

Previous Course-Level Scope & Sequence (Units &/or Skills)

- Unit 1: Small Moments
- Unit 2: How-to Books
- Unit 3: Persuasive Writing of All Kinds
- Unit 4: Nonfiction Chapter Books
- Unit 5: Writing Reviews
- Unit 6: From Scenes to Series: Writing Fiction

Updated Course-Level Scope & Sequence (Units &/or Skills)

- Unit 1: Small Moments
In this unit students use the everyday events of their lives to generate ideas, plan stories, and write with focus. They think about characters that talk and interact.
- Unit 2: Nonfiction Chapter Books
In this unit students use topics they are learning about to combine picture and vocabulary into a book that will keep their readers interested.
- Unit 3: Writing Reviews
In this unit students persuade others to be interested in the things they love. They think about writing clearly to convince their readers and learn to edit their writing for publication.

- Unit 4: Creative Writing

In the final unit of Grade 1, students learn to “show, not tell” and use action, dialog, and feelings to create a story about an imaginary character who gets into some trouble.

Second Grade - Writing

Course Description

In second grade, writing units begin with ***Lessons from the Masters*** in which students study great writing and learn how to create engaging stories by stretching out small moments and writing in detail. In the next unit, ***Nonfiction Writing Projects***, students write about topics they are learning about. They learn to use mentor texts as inspiration, develop a structure for their writing, and to use multiple sources. In Unit 3, ***Writing about Reading***, students learn how to capture their thinking in writing and gather evidence to support persuasive arguments. Unit 4, ***Poetry: Big Thoughts in Small Packages***, helps students explore and savor language. Students learn to use poetic devices to create rhythm and enhance meaning.

Related Priority Standards (State &/or National): [K-5 Missouri Learning Standards](#) & [ELA Priority Standards](#)

Essential Questions

- How does a writer know his/her writing is clear?
- What makes an interesting narrative?
- How do authors begin & end their stories?
- How do authors convey sequence?
- How do writers organize their ideas to aid comprehension?
- Who is the audience and why does it matter?
- How does an author's choice of voice, tone and mood affect the audience's perception/understanding?
- Why does one write an argumentative piece?
- Why is my argumentative writing worth reading?
- How do my experiences impact my opinions?
- Where do ideas for writing come from?
- How do writers organize their ideas?
- What makes an effective argument?
- How does a writer know his/her writing is clear?
- Why does one write an informational/explanatory text?
- When does one write an informational/explanatory text?
- How do writers choose relevant facts?
- What determines accurate information?
- How does one know a source is credible?
- How does one know an author is credible?
- How does an author's choice of voice and register affect the audience's perception/understanding?

Enduring Understandings/Big Ideas

- Writing clearly is essential to effective communication.
- Details enhance a narrative.
- Appropriate transitions enhance continuity.
- Narratives have a variety of organizational structures.
- Narratives are written in a variety of forms.
- Audience and purpose influence a writer's choice of organizational pattern, language, and literary techniques.
- Expressing an opinion is a right that is to be valued and respected.
- As our experiences change, so can our opinions.
- Researched evidence supports a strong opinion.
- Appropriate transitions enhance the continuity of writing.
- Informational text is characterized by a formal style.
- Well-chosen facts are specific to the topic, relevant to the audience and logically presented.

Previous Course-Level Scope & Sequence (Units &/or Skills)

- Unit 1: Small Moments
- Unit 2: The How-to Guide to Nonfiction Writing
- Unit 3: Writing About Reading
- Unit 4: Nonfiction Writing Projects
- Unit 5: Poetry: Big Thoughts in Small Packages
- Unit 6: Lessons From the Masters

Updated Course-Level Scope & Sequence (Units &/or Skills)

- Unit 1: Lessons from the Masters
In this unit students study great writing and learn how to create engaging stories by stretching out small moments and writing in detail.
- Unit 2: Nonfiction Writing Projects
In this unit students write about topics they are learning about. They learn to use mentor texts as inspiration, develop a structure for their writing, and to use multiple sources.
- Unit 3: Writing about Reading
In this unit students read closely and gather evidence to support persuasive arguments.
- Unit 4: Poetry: Big Thoughts in Small Packages
This unit helps students explore and savor language. Students learn to use poetic devices to create rhythm and enhance meaning.

Third Grade - Writing

Course Description

The third-grade units of study take into account that many third-graders are writing on full sheets of notebook paper and in writers notebooks for the first time. The opening unit, ***Crafting True Stories***, extends students' work with personal narrative while engaging them more fully in the complete writing process, with increasing emphasis on drafting and revising their work. In the second unit, ***The Art of Information Writing***, youngsters write chapter books that synthesize a wide variety of information and learn to section their topics into subtopics. They are supported in this challenging work because they are writing about topics on which they have firsthand, personal knowledge: dogs, soccer, gymnastics. ***Changing the World: Persuasive Speeches, Petitions, and Editorials*** rallies third-graders to use their newfound abilities to gather and organize information to persuade people about causes the children believe matter: stopping bullying, recycling, saving dogs at the SPCA. The final unit in third grade, ***Once Upon a Time: Adapting and Writing Fairy Tales***, uses familiar fairy tales to explore techniques of fiction writing such as writing in scenes, employing an omniscient narrator to orient readers, using story structure to create tension, and crafting figurative language to convey mood.

Related Priority Standards (State &/or National): [K-5 Missouri Learning Standards](#) & [ELA Priority Standards](#)

Essential Questions

- How does a writer know his/her writing is clear?
- What makes an interesting narrative?
- How do authors begin & end their stories?
- How do authors convey sequence?
- How do writers organize their ideas to aid comprehension?
- Who is the audience and why does it matter?
- How does an author's choice of voice, tone and mood affect the audience's perception/understanding?
- Why does one write an argumentative piece?
- Why is my argumentative writing worth reading?
- How do my experiences impact my opinions?

- Where do ideas for writing come from?
- How do writers organize their ideas?
- What makes an effective argument?
- How does a writer know his/her writing is clear?
- Why does one write an informational/explanatory text?
- When does one write an informational/explanatory text?
- How do writers choose relevant facts?
- What determines accurate information?
- How does one know a source is credible?
- How does one know an author is credible?
- How does an author's choice of voice and register affect the audience's perception/understanding?

Enduring Understandings/Big Ideas

- Writing clearly is essential to effective communication.
- Details enhance a narrative.
- Appropriate transitions enhance continuity.
- Narratives have a variety of organizational structures.
- Narratives are written in a variety of forms.
- Audience and purpose influence a writer's choice of organizational pattern, language, and literary techniques.
- Expressing an opinion is a right that is to be valued and respected.
- As our experiences change, so can our opinions.
- Researched evidence supports a strong opinion.
- Appropriate transitions enhance the continuity of writing.
- Informational text is characterized by a formal style.
- Well-chosen facts are specific to the topic, relevant to the audience and logically presented.

Previous Course-Level Scope & Sequence (Units &/or Skills)

- Unit 1: Crafting True Stories
- Unit 2: The Art of Informational Writing
- Unit 3: Changing the World
- Unit 4: Writing About Research
- Unit 5: Once Upon a Time

Updated Course-Level Scope & Sequence (Units &/or Skills)

- Unit 1: Crafting True Stories
This unit extends students' work with personal narrative while engaging more fully in the complete writing process, with increasing emphasis on drafting and revising their work.
- Unit 2: The Art of Informational Writing
In this unit, students write chapter books that synthesize a wide variety of information and learn to section their topics into subtopics.
- Unit 3: Changing the World
This unit builds on students' abilities to gather and organize information and puts them to use persuading people to take action for a cause that matters to them.
- Unit 4: Writing About Research
This unit synchronizes with the research clubs reading unit. Teams develop informational texts and learn how to incorporate subject specific vocabulary and communicate their passion for the subject.

Fourth Grade - Writing

Course Description

Written for children on the cusp of writing more academic texts, the fourth-grade units familiarize students with the genres they will regularly encounter throughout school - thesis-driven persuasive essays, literary essays, and research reports. Each of the units begins where children are and then provides a progression of instruction that brings students step by step toward increasing proficiency. In Unit 1, ***The Arc of Story: Writing Realistic Fiction***, students learn that the lenses they bring to reading fiction can also be brought to writing fiction, as they develop believable characters with struggles and motivations and rich stories to tell. This unit is followed by ***Boxes and Bullets: Personal and Persuasive Essays*** in which students learn the value of organization and form as they gather evidence to support and express an opinion on topics they know well. By Unit 3, ***Bringing History to Life***, students are ready to tackle historical research in which they collect evidence and use details to vividly describe people and events long ago and far away. Unit 4, ***The Literary Essay: Writing About Fiction***, brings the series full circle as students build on their learning of essay writing and apply it with increasing sophistication to a unit on literary essays - that is, writing about fiction.

Related Priority Standards (State &/or National): [K-5 Missouri Learning Standards](#) & [ELA Priority Standards](#)

Essential Questions

- How does a writer know his/her writing is clear?
- What makes an interesting narrative?
- How do authors begin & end their stories?
- How do authors convey sequence?
- How do writers organize their ideas to aid comprehension?
- Who is the audience and why does it matter?
- How does an author's choice of voice, tone and mood affect the audience's perception/understanding?
- Why does one write an argumentative piece?
- Why is my argumentative writing worth reading?
- How do my experiences impact my opinions?
- Where do ideas for writing come from?
- How do writers organize their ideas?
- What makes an effective argument?
- How does a writer know his/her writing is clear?
- Why does one write an informational/explanatory text?
- When does one write an informational/explanatory text?
- How do writers choose relevant facts?
- What determines accurate information?
- How does one know a source is credible?
- How does one know an author is credible?
- How does an author's choice of voice and register affect the audience's perception/understanding?

Enduring Understandings/Big Ideas

- Writing clearly is essential to effective communication.
- Details enhance a narrative.
- Appropriate transitions enhance continuity.
- Narratives have a variety of organizational structures.
- Narratives are written in a variety of forms.
- Audience and purpose influence a writer's choice of organizational pattern, language, and literary techniques.
- Expressing an opinion is a right that is to be valued and respected.
- As our experiences change, so can our opinions.
- Researched evidence supports a strong opinion.
- Appropriate transitions enhance the continuity of writing.
- Informational text is characterized by a formal style.
- Well-chosen facts are specific to the topic, relevant to the audience and logically presented.

Previous Course-Level Scope & Sequence (Units &/or Skills)

- Unit 1: Introduction to Narrative Writing
- Unit 2: Personal & Persuasive Essays
- Unit 3: Writing About Fiction
- Unit 4: Bringing History to Life
- Unit 5: Writing Realistic Fiction
- Unit 6: Notebooks to Projects

Updated Course-Level Scope & Sequence (Units &/or Skills)

- Unit 1: Writing Realistic Fiction
In this unit students learn that the lenses they bring to reading fiction can also be brought to writing fiction, as they develop believable characters with struggles and motivations and rich stories to tell.
- Unit 2: Personal & Persuasive Essays
In this unit students learn the value of organization and form as they gather evidence to support and express an opinion on topics they know well.
- Unit 3: Bringing History to Life
In this unit students tackle historical research in which they collect evidence and use details to vividly describe people and events long ago and far away.
- Unit 4: The Literacy Essay: Writing about Fiction
In this unit students build on their learning of essay writing and apply it with increasing sophistication to a unit on literary essays - that is, writing about fiction.

Fifth Grade - Writing

Course Description

By the time children enter fifth grade, they will have been introduced to most if not all of the new skills expected of fifth-graders. The sequence of fifth grade units consolidates those skills and introduces the learning objectives called for in the sixth-grade standards: how to conduct research using primary sources, how to write narratives that are reflective and theme-based, and how to write argument essays that use counter arguments to clarify a position. Unit 1, **Narrative Craft**, helps students deliberately use their knowledge of narrative craft to make their stories more thematic. In Unit 2, **The Lens of History: Research Reports**, students draw inspiration and understanding from mentor texts, historical accounts, primary source documents, maps, and timelines to write focused research reports that engage and teach readers. Building on these new skills, Unit 3, **Shaping Texts: From Essay and Narrative to Memoir** helps students grasp that form follows content, learning to take insights about their lives and decide whether these are best expressed in narratives, in essays, or in a hybrid genre created especially to convey the writer's content. In the concluding unit of this series, **The Research-Based Argument Essay**, fifth-graders learn to build powerful arguments that convincingly balance evidence and analysis to persuade readers to action.

Related Priority Standards (State &/or National): [K-5 Missouri Learning Standards](#) & [ELA Priority Standards](#)

Essential Questions

- How does a writer know his/her writing is clear?
- What makes an interesting narrative?
- How do authors begin & end their stories?
- How do authors convey sequence?
- How do writers organize their ideas to aid comprehension?
- Who is the audience and why does it matter?
- How does an author's choice of voice, tone and mood affect the audience's perception/understanding?
- Why does one write an argumentative piece?
- Why is my argumentative writing worth reading?

- How do my experiences impact my opinions?
- Where do ideas for writing come from?
- How do writers organize their ideas?
- What makes an effective argument?
- How does a writer know his/her writing is clear?
- Why does one write an informational/explanatory text?
- When does one write an informational/explanatory text?
- How do writers choose relevant facts?
- What determines accurate information?
- How does one know a source is credible?
- How does one know an author is credible?
- How does an author's choice of voice and register affect the audience's perception/understanding?

Enduring Understandings/Big Ideas

- Writing clearly is essential to effective communication.
- Details enhance a narrative.
- Appropriate transitions enhance continuity.
- Narratives have a variety of organizational structures.
- Narratives are written in a variety of forms.
- Audience and purpose influence a writer's choice of organizational pattern, language, and literary techniques.
- Expressing an opinion is a right that is to be valued and respected.
- As our experiences change, so can our opinions.
- Researched evidence supports a strong opinion.
- Appropriate transitions enhance the continuity of writing.
- Informational text is characterized by a formal style.
- Well-chosen facts are specific to the topic, relevant to the audience and logically presented.

Previous Course-Level Scope & Sequence (Units &/or Skills)

- Unit 1: Narrative Craft
- Unit 2: Informational Writing
- Unit 3: Opening Texts & Seeing More
- Unit 4: Research-Based Argument Essay
- Unit 5: Lens of History
- Unit 6: Fantasy Writing

Updated Course-Level Scope & Sequence (Units &/or Skills)

- Unit 1: Writing Realistic Fiction
In this unit students learn that the lenses they bring to reading fiction can also be brought to writing fiction, as they develop believable characters with struggles and motivations and rich stories to tell.
- Unit 2: Personal & Persuasive Essays
In this unit students learn the value of organization and form as they gather evidence to support and express an opinion on topics they know well.
- Unit 3: Bringing History to Life
In this unit students tackle historical research in which they collect evidence and use details to vividly describe people and events long ago and far away.
- Unit 4: The Literacy Essay: Writing about Fiction
In this unit students build on their learning of essay writing and apply it with increasing sophistication to a unit on literary essays - that is, writing about fiction.