

## Units of Study Virtual Teaching Resources

In this document you will find resources to support the Virtual Teaching Resources as well as our suggested scope and sequence for the 2020-2021 school year. We also suggest you refer to the [Units of Study Virtual Teaching Resources webpage](#) for additional information on ordering, sample videos, frequently asked questions and additional supporting documents. Many people are wondering about the mentor texts used in the virtual unit. In some instances, we used the original mentor text and other times we substituted in a different mentor text. We will have done that for two reasons--sometimes the original text was long for working with in a virtual environment. Sometimes we made the decision to highlight own-voice, diverse authors. The [complete list of mentor texts](#) used can be found on the Virtual Teaching Resources Webpage.

You should also know that with each unit we have included several supporting resources. In addition to each minilesson being filmed, you will find an introduction to the unit for families. This video is designed to share with families the big goals of the unit, the work they can expect to see their kids doing, and ways to support that work. You will also find an introduction to the unit for you, the teacher. This video will highlight the big goals of the unit and share any changes that have been made from the original unit. Last, you will find a Getting Ready document and a Viewer's Guide. The Getting Ready lists the materials you and your students will need for each session. The Viewer's Guide lays out the skill or strategy being taught in each session as well as the work students will be expected to do in their independent reading and writing.

We know the virtual supports aren't perfect, but we hope they make your year a little easier, and that they help you hold tight to the belief that yes, reading and writing workshops are doable even in this new and challenging environment.



## K-8 Suggested Scope and Sequence 2020-2021

<b>KINDERGARTEN</b>			
	Reading	Writing	Phonics
September	<i>We Are Readers</i> (Book 1)	<i>Launching Writing Workshop</i> (Book 1, Bends I-II)	<i>Making Friends with Letters</i> (Book 1)
October/ November	<i>Emergent Reading: Looking Closely at Familiar Texts</i> (If... Then...)	<i>Show and Tell</i> (Stand-Alone Unit)	<i>Extra time for... -Phonological Awareness -letter learning</i>
November/ December	<i>Super Powers</i> (Book 2)	<i>Launching Writing Workshop</i> (Book 1, Bend III) AND <i>Writing For Readers</i> (Book 2)	<i>Word Scientists</i> (Book 2)
January/ February	<i>Bigger Books, Bigger Reading Muscles</i> (Book 3)	<i>How-To Books</i> (Book 3)	<i>Word-Part Power</i> (Book 3)
February/ March	<i>Becoming Avid Readers</i> (Book 4)	<i>Persuasive Writing of All Kinds</i> (Book 4)	
March/April	<i>Growing Expertise in Little Books</i> (If... Then...)	<i>All About Books</i> (If... Then...)	<i>Vowel Power</i> (Book 4)
May/June	<i>Giving the Gift of Reading</i> (Curricular Calendar)	<i>Crafting True Stories</i> (Curricular Calendar)	<i>Playing with Phonics</i> (Book 5)

\*Highlighted units indicate they are included in the Virtual Teaching Resources

## KINDERGARTEN READING:

We suggest launching the Kindergarten year with *We Are Readers*. Then moving into *Emergent Reading: Looking Closely at Familiar Texts*. This unit can be found in *If...Then...Curriculum*, which is part of the Units of Study Reading Kit for Kindergarten. This unit will continue to build on emergent storybook reading, concepts about prints, and developing letter/ sound correspondence that was started in unit 1. Next, we suggest teaching *Super Powers* followed by *Bigger Books, Bigger Reading Muscles*. Then you will want to teach *Becoming Avid Readers*. In the scope and sequence you will see we also suggest teaching the units Growing Expertise in Little Books and Giving the Gift of Reading. We have not created virtual teaching resources for these units, so you might choose to teach these units live or record them yourself using the units we have provided as a mentor.

We have chosen not to include read alouds within the Virtual Teaching Resources in hopes you, the teacher, will do this live with your students. You will want to be sure you have read aloud any mentor texts referred to within the virtual minilessons prior to teaching that session.

## KINDERGARTEN WRITING:

Similar to reading, Kindergarten Writing moves through the units in sequential order with the addition of *Show and Tell Writing: From Labels to Pattern Books*. This is a stand alone unit and can be purchased from Heinemann. In the scope and sequence, we also suggest you teach Bends I-II of *Launching Writing Workshop* at the start of the year and teach Bend III with the third unit, *Writing For Readers*. We have provided both complete units in the virtual teaching resources so you can choose if you want to break up *Launching Writing Workshop* as suggested in the scope and sequence or teaching the unit in whole at the start of the year. We have not created virtual teaching resources for All About Books or Crafting True Stories, so again, you might choose to teach these on your own live, record with colleagues, or leave on the bookshelf until we return to the brick and mortar classroom.

## KINDERGARTEN PHONICS:

We suggest the Kindergarten phonics units are taught sequentially, starting with *Making Friends with Letters*. *Making Friends with Letters* is a unit centered in studying the names of kids in your classroom. In order for this to work in classrooms across the country, the staff developer created a “class” using beloved story book characters names. If you are familiar with the Units of Study in Phonics, you know there are several components in each session - the minilesson, rug club time, share, and extensions. Each staff developer studied the unit closely and chose to record the components that felt most important to the phonics development of your students and that worked best pre-recorded. You might choose to teach the other components live, repurpose them for conferring and small groups, or you may record them yourselves. You should also know that dozens of videos have been included to help kids learn letters. For each letter of the alphabet, there is a video that teaches letter formation, a video to teach letter sound, and a video demonstrating how to make a mini-book for that letter. All of the learning letter videos are housed with the *Making Friends with Letters* unit and ordered in the sequence we recommend for teaching letters.



FIRST GRADE			
	Reading	Writing	Phonics
September	<i>Avid Readers</i> (Grade K, Book 4)	<i>Small Moments</i> (Book 1)	<i>Playing with Phonics</i> (Grade K, Book 5)
October/ November	<i>Building Good Reading Habits</i> (Book 1)	Writing How-To Books (If... Then...) OR <i>How-To Books</i> (Kindergarten, Book 3)	<i>Talking and Thinking About Letters</i> (Book 1)
December/ January	<i>Word Detectives</i> (Stand-Alone Book)	<i>Persuasive Writing of All Kinds</i> (Grade K, Book 4)	<i>Mystery of the Silent E</i> (Book 2)
January/ February	<i>Learning About the World</i> (Book 2)	<i>Nonfiction Chapter Books</i> (Book 2)	<i>Tip to Tail</i> (Book 3)
March/April	<i>Readers Have Big Jobs To Do</i> (Book 3)	<i>Reviews</i> (Book 3)	<i>Word Builders</i> (Book 4)
April/May	<i>Meeting Characters and Learning Lessons</i> (Book 4)	<i>From Scenes to Series</i> (Book 4)	
May/June			<i>Marvelous Bloopers</i> (Book 5)
June	Reading Non-Fiction Cover to Cover (If... Then...)	Independent Writing Projects (If... Then...)	

\*Highlighted units indicate they are included in the Virtual Teaching Resources

## GRADE 1 READING:

We suggest launching reading workshop with the Kindergarten unit, *Becoming Avid Readers*. This unit will reinforce emergent reading behaviors and fill any holes in reading development caused from the disruption in learning the spring. You will have access to a digital copy of this unit in the Virtual Teaching Resources. *Becoming Avid Readers* will use a few mentor texts from the Kindergarten trade book pack — *The Carrot Seed* by Ruth Krauss, *Not Norman* by Kelly Bennett, and *Honey Bees* by Martha E.H. Rustard. You might borrow these from a Kindergarten colleague or choose to purchase on your own. Next, we suggest teaching *Building Good Reading Habits* followed by *Word Detectives*. *Word Detectives* is a stand alone unit that can be purchased from Heinemann and is designed to support students' word solving skills and their knowledge of high-frequency words. We suggest teaching *Learning about the World* as the fourth unit of the year and *Readers Have Big Jobs to Do* as the fifth unit. We have chosen not to record *Readers Have Big Jobs to Do*, so you might choose to teach these units live or record them yourself using the units we have provided as a mentor. Another option could be jumping ahead to teach *Meeting Characters and Learning Lessons*, a unit we have included in the virtual teaching resources. The year ends with the If... Then... unit *Reading Nonfiction Cover to Cover*. This is another unit you might choose to teach live on your own, record with colleagues, or leave on the bookshelf until we return to the brick and mortar classroom.

We have chosen not to include read alouds within the Virtual Teaching Resources in hopes you, the teacher, will do this live with your students. You will want to be sure you have read aloud any mentor texts referred to within the virtual minilessons prior to teaching that session.

## GRADE 1 WRITING:

The year starts off with *Small Moments*, as we have traditionally launched the first grade writing workshop. Next we suggest you teach the If...Then... unit *Writing How-To Books* or the Kindergarten unit *How-To Books*. We have created virtual teaching resources for the Kindergarten unit *How-To Books* so you might choose to teach this unit and you will have access to a digital copy of the unit. *My First Soccer Game* by Alyssa Satin Capucilli is a mentor text that is part of the Kindergarten trade book pack and is used in *Writing How-To Books*. Or, you could teach the If...Then... unit *Writing How-To Books* live to your class or record on your own. For the third unit of the year we suggest teaching *Persuasive Writing of All Kinds*, a kindergarten unit you will have access to a digital copy of. After that you will want to teach *Nonfiction Chapter Books* followed by *Reviews*. We have not included virtual teaching resources for *Reviews*, so you might choose to teach this unit live to your students or record it with the help of colleagues. Next, we suggest you teach *From Scenes to Series*. In *From Scenes to Series* we have substituted in one of our favorite series: *Yasmin* by Saadia Faruqi. This unit uses *Meet Yasmin: Yasmin the Explorer* and *Yasmin the Superhero*. You might choose to end the year with the If...Then... unit *Independent Writing Projects*. Again, we have not recorded *Independent Writing Projects*, so you might choose to teach it live, record on your own, or save for when we return to the classroom full time.

## GRADE 1 PHONICS:

We suggest starting the year with the kindergarten unit, *Playing with Phonics* as way to bridge any gaps that may have formed in the spring as we moved to distance learning. If you are familiar with the Units of Study in Phonics you know there are several components in each session - the minilesson, rug club time, extensions. Each staff developer studied the unit closely and chose to record the components that felt most important to the phonics development of your students and that worked best pre-recorded. You might choose to do the other components live, repurpose them for conferring and small groups, or you may record them yourselves.



SECOND GRADE			
	Reading	Writing	Phonics
September/ October	<i>Meeting Characters and Learning Lessons</i> (Grade 1, Book 4)	<i>Small Moments</i> (Grade 1, Book 1) OR <i>From Scenes to Series</i> (Grade 1, Book 4)	<i>Growing into Second Grade Phonics</i> (Book 1)
November/ December	<i>Growing Word Solving Muscles</i> (Curricular Calendar)  <i>Second Grade Reading Growth spurts</i> (Book 1)	<i>Poetry: Big Thoughts in Small Packages</i> (Book 4)	<i>Marvellous Bloopers</i> (Grade 1, Book 5)
January/ February	<i>Becoming Experts</i> (Book 2)	<i>How To Guide for Nonfiction Writing</i> (Stand-Alone Book)	<i>Big Words Take Big Resolve</i> (Book 2)
February/ March	<i>Bigger Books Mean Amping Up Reading Power</i> (Book 3)	<i>Lessons from the Masters</i> (Books 1)	
March/April			<i>Word Builders: Construction, Demolition, and Vowel Power</i> (Book 3)
April/May	<i>Series Book Clubs</i> (Book 4)	<i>Writing About Reading</i> (Book 3)	
May/June			<i>Word Collectors</i> (Book 4)
June	Reading Nonfiction Cover to Cover (If... Then...)	<i>Nonfiction Writing Projects</i> (Curricular Calendar)	

\*Highlighted units indicate they are included in the Virtual Teaching Resources

## GRADE 2 READING:

Second grade reading workshop launches with the first grade unit: *Meeting Characters and Learning Lessons*. This is a unit that typically ends the first grade year, so chances are many kids didn't get to this unit in the spring. This unit uses the mentor texts *Iris and Walter and the Field Trip* by Elissa Guest and *Mr. Putter and Tabby Drop the Ball* by Cynthia Rylant. These are both part of the first grade trade book pack so you might choose to borrow from a first grade colleague or you might purchase on your own. Next you will teach *Growing Word-Solving Muscles*. This is a new unit that reflects some of our latest thinking around second grade reading development. You also have access to a digital copy of this unit. *Second Grade Reading Growth spurts* will follow *Growing Word-Solving Muscles*. After this you will teach *Becoming Experts* and then *Bigger Books Mean Amping Up Reading Power*. *Bigger Books Mean Amping Up Reading Power* has not been recorded so you might choose to teach these units live or record them yourself using the units we have provided as a mentor. Next you will teach *Series Book Clubs*, Book 4 of the second grade Units of Study kit. We suggest you end the year with the If...Then... unit *Reading Nonfiction Cover to Cover*. We have not created virtual teaching resources for this unit, so, you might choose to teach this unit live, record on your own, or save for when we return to the classroom full time.

We have chosen not to include read alouds within the Virtual Teaching Resources in hopes you, the teacher, will do this live with your students. You will want to be sure you have read aloud any mentor texts referred to within the virtual minilessons prior to teaching that session.

## GRADE 2 WRITING:

To launch writing workshop we suggest starting with either *Small Moments* or *Scenes to Series*. *Small Moments* typically kicks off the first grade year and has been adapted for second grade. You will see this unit does not follow the spiral bound unit, however you could still rely on the spiral for guidance and suggestions in your conferring and small group work. *From Scenes to Series* is another first grade unit you might choose to start the year with. This unit guides writers to create realistic fiction pieces that mirror the stories they are reading. In *From Scenes to Series* we have substituted in one of our favorite series: *Yasmin* by Saadia Faruqi. This unit uses *Meet Yasmin: Yasmin the Explorer* and *Yasmin the Superhero*. Whichever unit you don't teach at the start of the year could be taught later in the year after *Nonfiction Writing Projects*. Next you might choose to teach *Poetry: Big Thoughts in Small Packages*. We have not included virtual teaching resources for this unit so we encourage you to teach this unit live or record with your colleagues using the units we have provided as a mentor. Next you will teach *The How-To Guide for Nonfiction Writing*. This is a stand alone unit that you will need to purchase separately from Heinemann. The fourth unit of the year is *Lessons From the Masters*. Next comes *Writing about Reading* and then the year ends with *Nonfiction Writing Projects*. *Nonfiction Writing Projects* is a newly developed unit that invites students to write about topics of personal expertise and interest. You will have access to the digital copy of this unit.

## GRADE 2 PHONICS:

The year starts off with *Growing into Second Grade Phonics* and then moves into *Marvelous Bloopers*. *Marvelous Bloopers* typically ends the first grade year. You will have access to a digital copy of this unit. If you are familiar with the Units of Study in Phonics you know there are several components in each session - the minilesson, rug club time, extensions. Each staff developer studied the unit closely and chose to record the components that felt most important to the phonics development of your students and that worked best pre-recorded. You might choose to do the other components live, repurpose them for conferring and small groups, or you may record them yourselves.



THIRD GRADE		
	Reading	Writing
September/ October	<i>Building a Reading Life</i> (Book 1) OR Series (Choose between Grade 3 Series Curricular Calendar or Grade 2, Book 4)	<i>Crafting True Stories</i> (Book 1) <i>(with supports for keeping kids in folders/booklets)</i>
October/ November	<i>Reading to Learn</i> (Book 2) <i>(with added work on central idea and narrative nonfiction)</i>	<i>Art of Information Writing</i> (Book 2)
November/ December	<i>Mystery: Foundational Skills in Disguise</i> (Stand-Alone Unit) OR Series (Curricular Calendar) <i>(You might choose the Series unit if kids are reading below-benchmark levels.)</i>	<i>Changing the World</i> (Book 3) <i>(with an increased emphasis on argument work)</i>
January/ February	<i>Character Studies</i> (Book 3)	<i>Baby Literary Essay</i> (Curricular Calendar)
February/ March	<i>Research Clubs: Elephants, Penguins, and Frogs, Oh My!</i> (Book 4)	<i>Writing About Research</i> (Curricular Calendar)
March/April	Test Prep (or Design Your Own Unit)	Test Prep (or Design Your Own Unit)
May/June	Social Issues Book Clubs (Curricular Calendar) OR <i>Mystery: Foundational Skills in Disguise</i> (Stand-Alone Unit)	<i>Once Upon a Time: Adapting and Writing Fairy Tales</i> (Book 4)

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### GRADE 3 READING:

We have provided several choices for the start of third grade reading workshop. You could begin with *Building a Reading Life*, *Series Book Clubs*, or *Series*. *Building a Reading Life* is the typical unit that launches the third grade year, however, you might choose to begin with *Grade 2 Series Book Clubs* if your students weren't taught this unit in the spring or your students are working below benchmark. You might choose to teach *Series*, a new unit designed for third grade, if your students are working at benchmark and you are wanting to get kids reading up a storm - which is best done when kids are reading series books. *Grade 3 Series* aims to support students in the foundational work of studying characters and growing ideas as well as accumulating thinking across texts. You will have access to a digital copy of both *Series* units. You might also choose to start with one of the *Series* units if you are having a difficult time finding *Indian Shoes* by Cynthia Leitich Smith, the mentor text we substituted in as an alternative to *Stone Fox*.

Next, you will want to teach the nonfiction unit: *Reading to Learn*. After that, you will move back into fiction reading and again have a choice. You could teach *Mystery: Foundational Skills in Disguise* or *Grade 3 Series*. If you started the year with one of the *Series* units, you won't want to teach another series unit - you will want to teach *Mystery*. If you don't teach *Mystery* now, you could teach it later in the year after *Research Clubs*. *Mystery* is a unit that can be purchased separately from Heinemann. and is one you and your kids will without a doubt enjoy. Mysteries are the perfect vehicle for teaching foundational skills that lie at the heart of engaged reading. *The Absent Author* by Ron Roy is included in the trade book pack for this unit. We have also incorporated the mentor text *Hair Love* by Matthew Cherry in the virtual unit. After these units come *Character Studies* and *Research Clubs* but units are part of the *Grade 3 Units of Study* kit. You will see we have not recorded the curricular calendar unit *Social Issues Book Club*. If you choose to teach this, you might use the units that have been recorded as a mentor to create your own.

We have chosen not to include read alouds within the Virtual Teaching Resources in hopes you, the teacher, will do this live with your students. You will want to be sure you have read aloud any mentor texts referred to within the virtual minilessons prior to teaching that session.

### GRADE 3 WRITING:

We suggest starting out the school year with the Narrative unit, *Crafting True Stories*. Next, you will teach *Art of Information Writing*. You will notice that we chose not to record Bend IV because we felt this would work best taught in the classroom. So, if you are in a blended or brick and mortar structure, you might choose to still teach this bend. Book 3 will come next, *Changing the World*, the first opinion unit of the year. After this we suggest teaching *Baby Literary Essay*, a new writing unit created by the TCRWP. You will have access to a digital copy of this unit. *Baby Literary Essay* inducts students into the world of literary essay, meaning that the essays they write are their first steps in this genre. *Writing about Research* is another new unit created by the TCRWP you will have access to a digital copy of. This unit is meant to go hand-in-hand with the *Research Clubs* reading unit. As you know, in that unit, students work in clubs and study first one animal then another animal. Across this writing unit, then, students will collaborate to write club books about each animal they research, and then they'll write a club book that captures the ideas they grow in Bend III of that reading unit. We recommend you launch the two units at the same time. We haven't recorded *Once Upon A Time: Adapting and Writing Fairy Tales*, so if you choose to teach this, you might use the units that have been recorded as a mentor to create your own.



FOURTH GRADE		
	Reading	Writing
September/ October	<i>Interpreting Characters</i> (Book 1) OR Up the Ladder Reading: Fiction (Stand-Alone Unit)	<i>Arc of Story: Writing Realistic Fiction</i> (Book 1) OR Up the Ladder Writing: Narrative (Separate Kit)
October/ November	<i>Reading the Weather, Reading the World</i> (Book 2) OR Up the Ladder Reading: Nonfiction (Stand-Alone Unit)	<i>Boxes and Bullets: Personal and Persuasive Essay</i> (Book 2) OR Up the Ladder Writing: Opinion (Separate kit)
November/ December	Detail and Synthesis (Curricular Calendar)	<i>Literary Essay: Writing about Fiction</i> (Book 4)
January/ February	Reading for Life (Curricular Calendar) OR <i>Reading History</i> (Book 3)	Notebooks to Projects (Curricular Calendar) OR <i>Bringing History to Life</i> (Book 3)
February/ March	<i>Historical Fiction Clubs</i> (Book 4)	Historical Fiction Writing (Curricular Calendar) OR <i>Arc of Story: Writing Realistic Fiction</i> (Book 1)
March/April	Test Prep (or Design Your Own Unit)	Test Prep (or Design Your Own Unit)
May/June	Power and Perspective (Curricular Calendar) OR <i>Reading History</i> (Book 3)	Graphic Novels (Curricular Calendar) OR <i>Bringing History to Life</i> (Book 3)

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## GRADE 4 READING:

As fourth grade reading workshop begins, we suggest launching the year with *Interpreting Characters* or *Up the Ladder: Fiction*. Whichever unit you don't teach now, you could teach later in the school year. Next, you will shift to teaching nonfiction with *Reading the Weather*, *Reading the World* or *Up the Ladder Reading: Nonfiction*. Similar to unit 1, whichever unit you choose not to teach now could be taught later in the year. *Up the Ladder Reading* units can be purchased from Heinemann. We suggest teaching *Detail and Synthesis* as the third unit of the year. This is designed to be a lean, practical unit that can be taught alongside the very important high-stakes writing unit, *The Literary Essay: Writing about Fiction*. The goal of this unit is to support kids reading up a storm, reading books that matter to them, and moving up levels of text complexity. You will have access to a digital copy of this unit. Next you might choose to teach *Reading for Life* or *Reading History*. We have not created virtual resources for these units, so you might choose to teach this live with your students or work with colleagues to record the unit. Another option you might choose is to teach whichever nonfiction unit you didn't teach earlier in the year in place of *Reading for Life* or *Reading History*. Next you will teach *Historical Fiction Book Clubs*. For the last unit of the year you might choose to teach Power and Perspective or Reading History. Again, virtual resources weren't created for these units so you might instead teach *Interpreting Characters* or *Up the Ladder: Fiction* — whichever unit you didn't launch the year with.

We have chosen not to include read alouds within the Virtual Teaching Resources in hopes you, the teacher, will do this live with your students. You will want to be sure you have read aloud any mentor texts referred to within the virtual minilessons prior to teaching that session.

## GRADE 4 WRITING:

Fourth grade writing workshop begins with a choice between *Arc of Story: Writing Realistic Fiction* or *Up the Ladder Writing: Narrative*. Similar to reading, whichever unit you don't teach now, you could teach later in the school year. You will notice in *Arc of Story: Writing Realistic Fiction* that we chose not to record Bend IV because we felt this would work best taught in the classroom. So, if you are in a blended or brick and mortar structure, you might choose to still teach this bend. For unit two, we suggest *Boxes and Bullets: Personal and Persuasive Essays* or *Up the Ladder Writing: Opinion*. Again, whichever unit you don't teach now, you could teach later in the year. The third unit you will likely teach is *Literary Essay: Writing about Fiction*. Next, in the scope and sequence we suggest teaching *Notebooks to Projects* or *Bringing History to Life*. If you choose to teach the reading unit *Reading for Life* you will want to teach *Notebooks to Projects* alongside it. If you choose to teach Reading History you will want to teach *Bringing History to Life*. We have not created virtual teaching resources for either of these writing units, so you might instead choose to teach *Up the Ladder Writing: Information* instead. To end the year we suggest teaching *Graphic Novels* or *Bringing History to Life*, both of which we haven't created virtual teaching resources for. So, again, you could choose to teach these units live, co-create with your colleagues using the units that have been recorded as mentors or teaching a writing unit that you might not have taught earlier in the school year.



FIFTH GRADE		
	Reading	Writing
September/ October	Maintaining an Independent Reading Life (Curricular Calendar) OR Up the Ladder Reading: Fiction (Stand-Alone Unit)	<i>Narrative Craft</i> (Book 1) OR Up the Ladder Writing: Narrative (Separate Kit)
October/ November	<i>Tackling Complexity: Moving Up Levels of Nonfiction</i> (Book 2)	Journalism (Curricular Calendar) OR Up the Ladder Writing: Information (Separate Kit)
November/ December	<i>Interpretation Book Clubs</i> (Book 1)	Literary Essay: Opening Texts and Seeing More (Stand-Alone Unit)
January/ February	<i>Argument and Advocacy</i> (Book 3)	<i>Research-Based Argument Essay</i> (Book 4)
February/ March	<i>Fantasy Book Clubs: The Magic of Themes and Symbols</i> (Book 4)	Graphic Novels (Curricular Calendar) OR Fantasy Writing (Curricular Calendar)
March/April	Test Prep (or Design Your Own Unit)	Test Prep (or Design Your Own Unit)
May/June	Reading in the Content Area: The Civil Rights Movement (Curricular Calendar)	<i>Lens of History: Research Reports</i> (Book 2) OR <i>Memoir</i> (Book 3)

5th grade teachers may choose to teach *Up the Ladder Reading: Nonfiction* in place of *Tackling Complexity* as their Unit 2

\*Highlighted units indicate they are included in the Virtual Teaching Resources

## GRADE 5 READING:

We suggest starting the year with the curricular calendar: *Maintaining an Independent Reading Life* or *Up the Ladder Reading: Fiction*. We have not recorded this fifth grade curricular calendar, so you might choose to start with *Up the Ladder Reading: Fiction* so you are able to use the virtual teaching resources. This is a stand alone unit that can be purchased from Heinemann. Next, you might choose to teach *Tackling Complexity: Moving Up Levels of Nonfiction* or *Up the Ladder Reading: Nonfiction*. Both units have been recorded, so you might choose to teach one now and save the other nonfiction unit to be taught later in the year. Next you will teach *Interpretation Book Clubs*. The mentor text has been substituted for *Tia Isa Wants a Car* by Meg Medina. *Interpretation Book Clubs* is followed by *Argument and Advocacy*.

We have not recorded *Fantasy Book Clubs: The Magic of Themes and Symbols* or *Reading in the Content Area: The Civil Rights Movement*. So, you might choose to teach these units live, co-create with colleagues using the units that have been recorded as mentors, or teach whichever nonfiction unit you did not teach earlier in the school year.

We have chosen not to include read alouds within the Virtual Teaching Resources in hopes you, the teacher, will do this live with your students. You will want to be sure you have read aloud any mentor texts referred to within the virtual minilessons prior to teaching that session.

## GRADE 5 WRITING:

You have a choice for how to launch fifth grade writing workshop. You could begin with *Narrative Craft* or *Up the Ladder Writing: Narrative*. Whichever narrative unit you don't teach now, you might choose to teach later in the school year. The *Up the Ladder Writing* series can be purchased from Heinemann. Next, you will move into nonfiction writing and have the choice of teaching *Journalism* or *Up the Ladder Writing: Information*. We have not included virtual teaching resources for Journalism, so you might choose to teach *Up the Ladder Writing: Information* if you want to rely on the recorded units we have provided.

As the third unit, we suggest teaching *Literary Essay: Opening Texts and Seeing More*. This is a standalone unit that can be purchased from Heinemann and helps fifth graders meet sky-high expectations for writing literary essays. Following *Literary Essay* we suggest teaching *Research-based Argument Essay*. You will see we haven't included *Graphic Novels*, *Fantasy Writing*, *The Lens of History: Research Reports* or *Memoir*. You may choose to record these units, teach them live to your students, or leave them on the bookshelf until we return to the brick and mortar classroom. If you choose to leave them on the bookshelf, you could instead teach *Narrative Craft* or *Up the Ladder Writing: Narrative* - whichever unit you didn't teach at the start of the year or *Up the Ladder Writing: Opinion* which we have made available in your virtual teaching resources.



<b>SIXTH GRADE</b>		
- For Schools with 8-10 periods of ELA per week -		
	Reading	Writing
September	Getting Back into Independent Reading and Building a Vibrant Reading Life (Curricular Calendar and <i>Guide to Reading Workshop</i> online resources)	Restarting a Writing Life - From Notebooks to Independent Projects (Curricular Calendar and online resources to <i>Guide to Writing Workshop</i> )
October/ November	<i>A Deep Study of Character</i> (Book) OR <i>*Up the Ladder Fiction Reading</i> (Book)	<i>Personal Narrative: Crafting Powerful Life Stories</i> (Book 1)
December/ January	<i>Tapping the Power of Nonfiction</i> (Book) OR <i>*Up the Ladder Nonfiction</i> (Book)	<i>Research Based Information Writing</i> (Book 3) (see User's Guide for Argument Bend)
February/ March	<i>Social Issues Book Clubs: Reading for Empathy and Advocacy</i> (Book)	<i>The Literary Essay: From Character to Compare/Contrast</i> (Book 2)
April	Test Prep / Passion Projects	Test Prep / Passion Projects
May/June	Fantasy Book Clubs (Curricular Calendar)	Fantasy Writing (If... Then...) OR Graphic Novels (Curricular Calendar)

\*For classrooms that are new to units of study, and/or where many readers read below benchmark, we have offered alternate unit choices as an accessible pathway.

**\*Highlighted units indicate they are included in the Virtual Teaching Resources**



<b>SIXTH GRADE</b>		
- For Schools with 5-7 periods of ELA per week -		
	Reading	Writing
September	Getting Back into Independent Reading and Building a Vibrant Reading Life (Curricular Calendar and <i>Guide to Reading Workshop</i> online resources)	Restarting a Writing Life - From Notebooks to Independent Projects (Curricular Calendar and online resources to <i>Guide to Writing Workshop</i> )
October		<i>Personal Narrative: Crafting Powerful Life Stories</i> (Book 1)
November	<i>A Deep Study of Character</i> (Book) OR <i>*Up the Ladder Reading: Fiction</i> (Book)	
December	<i>Tapping the Power of Nonfiction</i> (Book)	
January		<i>Research Based Information Writing</i> (Book 3) (see User's Guide for Argument Bend)
February	<i>Social Issues Book Clubs: Reading for Empathy and Advocacy</i> (Book)	
March		<i>The Literary Essay: From Character to Compare/Contrast</i> (Book 2)
April	Test Prep / Passion Projects	Test Prep / Passion Projects
May	Fantasy Book Clubs (Curricular Calendar or <i>Help Desk</i> Book)	
June		Fantasy Writing ( <i>If... Then...</i> ) OR Graphic Novels (Curricular Calendar)

\*For classrooms that are new to units of study, and/or where many readers read below benchmark, we have offered alternate unit choices as an accessible pathway.

\*Highlighted units indicate they are included in the Virtual Teaching Resources

## GRADE 6 READING:

Reading workshop launches with *Getting Back into Independent Reading and Building a Vibrant Reaching Life*. This is a new unit created by the TCRWP you will have digital access to. The mentor text *The Hero Next Door* by Olugbemisola is used throughout this unit. Next, we suggest teaching *A Deep Study of Character* or *Up the Ladder Reading: Fiction*. We have made virtual teaching resources available for both units. You might choose to teach *Up the Ladder Reading: Fiction* if your students are working below benchmark and you are hoping to reestablish foundational reading and reading workshop skills. After that, we suggest teaching the nonfiction unit *Tapping the Power of Nonfiction* or *Up the Ladder Reading: Nonfiction*. Again, you might choose to teach *Up the Ladder Reading: Nonfiction* if your students are working below benchmark and need extra support. *Social Issues Book Clubs: Reading for Empathy and Advocacy* comes next. On the scope and sequence we suggest ending the year with *Fantasy Book Clubs*. We have chosen not to record this unit, so you could teach these units live, co-create with colleagues using the units that have been recorded as mentors, or teach whichever unit you did not teach earlier in the school year. All of the middle school reading units and *Up the Ladder* units can be purchased separately from Heinemann.

We have included the read alouds in the middle school virtual teaching resources just as they appear in the spiral bound units.

## GRADE 6 WRITING:

Writing workshop launches with *Restarting a Writing Life: From Notebooks to Independent Projects*. This is a newly developed writing unit that is all about transfer, independence, and student voice. You will have access to a digital copy of this unit. Next, you will teach *Personal Narrative: Crafting Powerful Life Stories*. The mentor text *When I Was Your Age* by James Howe was used throughout this unit. For the third unit of the year, you will teach *Research Based Information Writing* followed by *The Literary Essay: From Character to Compare/ Contrast*. We suggest ending the year with Fantasy Writing or Graphic Novels. We have not recorded virtual teaching resources for either of these units so you might choose to record these units, teach them live to your students, or leave them on the bookshelf until we return to the brick and mortar classroom.





<b>SEVENTH GRADE</b>		
- For Schools with 8-10 periods of ELA per week -		
	Reading	Writing
September	Getting Back into Independent Reading and Building a Vibrant Reading Life (Curricular Calendar and <i>Guide to Reading Workshop</i> online resources)	Restarting a Writing Life - From Notebooks to Independent Projects (Curricular Calendar and online resources to <i>Guide to Writing Workshop</i> )
October/ November	<i>Investigating Characterization: Author Study Book Clubs</i> (Book) OR <i>*Deep Study of Character</i> (Book with new texts inserted, Heinemann Online Resources)	<i>Realistic Fiction: Symbolism, Syntax, and Truth</i> (Book 1)
December/ January	<i>Essential Research Skills for Teens</i> (Book) OR <i>*Tapping the Power of Nonfiction</i> (Book with new texts inserted, Heinemann Online Resources)	<i>The Art of Argument</i> (Book 3)
February/ March	<i>Historical Fiction and Nonfiction Book Clubs</i> (Book)	<i>Writing About Reading</i> (Book 2) OR Historical Fiction ( <i>If... Then...</i> )
April	Test Prep / Passion Projects	Test Prep / Passion Projects
May/ June	<i>How to Eat a Poem: Analyzing Craft and Structure</i> (Curricular Calendar)	Poetry: Immersion and Innovation ( <i>If... Then...</i> )

\*For classrooms that are new to units of study, and/or where many readers read below benchmark, we have offered alternate unit choices as an accessible pathway.

**\*Highlighted units indicate they are included in the Virtual Teaching Resources**



SEVENTH GRADE - For Schools with 5-7 periods of ELA per week -		
	Reading	Writing
September	Getting Back into Independent Reading and Building a Vibrant Reading Life (Curricular Calendar and <i>Guide to Reading Workshop</i> online resources)	Restarting a Writing Life - From Notebooks to Independent Projects (Curricular Calendar and online resources to <i>Guide to Writing Workshop</i> )
October		<i>Realistic Fiction</i> (Book 1)
November	<i>Investigating Characterization: Author Study Book Clubs</i> (Book) OR <i>*Deep Study of Character</i> (Book with new texts inserted, Heinemann Online Resources)	
December	<i>Essential Research Skills for Teens</i> (Book) OR <i>*Tapping the Power of Nonfiction</i> (Book with new texts inserted, Heinemann Online Resources)	
January		<i>The Art of Argument</i> (Book 3)
February	<i>Historical Fiction and Nonfiction Book Clubs</i> (Book)	
March		Historical Fiction: Weaving Together Fact and Fiction ( <i>If... Then...</i> ) OR <i>Writing About Reading: From Readers Notebooks to Companion Books</i> (Book 2)
April	Test Prep / Passion Projects	Test Prep / Passion Projects
May/June	How to Eat a Poem: Analyzing Craft and Structure (Curricular Calendar) and <i>Poetry: Immersion and Innovation</i> ( <i>If... Then...</i> )	

\*For classrooms that are new to units of study, and/or where many readers read below benchmark, we have offered alternate unit choices as an accessible pathway.

\*Highlighted units indicate they are included in the Virtual Teaching Resources

## GRADE 7 READING:

Reading workshop launches with *Getting Back into Independent Reading and Building a Vibrant Reaching Life*. This is a new unit created by the TCRWP you will have digital access to. The mentor text *The Hero Next Door* by Olugbemisola is used throughout this unit. Next, we suggest teaching *A Deep Study of Character* or *Investigating Characterization: Author Study Book Clubs*. We have made virtual teaching resources available *Investigating Characterization*, so you might choose to teach this unit. After that, we suggest teaching *Tapping the Power of Nonfiction* or *Essential Research Skills of Teens*. We have made virtual teaching resources available for *Essential Research Skills of Teens* so you might choose to teach this unit or record *Tapping the Power of Nonfiction* on your own. Next, you will teach *Historical Fiction and Nonfiction Book Clubs*. On the scope and sequence we suggest ending the year with *How to Eat a Poem*. We have chosen not to record this unit, so you could teach this unit live, co-create with colleagues using the units that have been recorded as mentors, or teach a unit you did not teach earlier in the school year. All of the middle school reading units can be purchased separately from Heinemann.

We have included the read alouds in the middle school virtual teaching resources just as they appear in the spiral bound units.

## GRADE 7 WRITING:

Writing workshop launches with *Restarting a Writing Life: From Notebooks to Independent Projects*. This is a newly developed writing unit that is all about transfer, independence, and student voice. You will have access to a digital copy of this unit. Next, you will teach *Realistic FIction: Symbolism, Syntax, and Truth* followed by *The Art of Argument: Research-Based Essays*. For the fourth unit of the year we have suggested teaching *Writing About Reading* or *Historical Fiction* and ending the year with *Poetry: Immersion and Innovation*. We have not recorded virtual teaching resources for these units so you might choose to record these units, teach them live to your students, or leave them on the bookshelf until we return to the brick and mortar classroom. We have chosen to include *The Literary Essay: From Character to Compare/ Contrast* in the seventh grade writing virtual resources, and suggest you teach this unit in place of the fourth or fifth unit of the year.



<b>EIGHTH GRADE</b>		
- For Schools with 8-10 periods of ELA per week -		
	Reading	Writing
September	<i>Getting Back into Independent Reading and Building a Vibrant Reading Life</i> (Curricular Calendar and <i>Guide to Reading Workshop</i> online resources)	<i>Restarting a Writing Life - From Notebooks to Independent Projects</i> (Curricular Calendar and online resources to <i>Guide to Writing Workshop</i> )
October/ November	<i>Dystopian Book Clubs</i> (Book)	<i>Writing Memoir</i> (Curricular Calendar)
December/ January	<i>Essential Research Skills for Teens</i> (Book)	<i>Position Papers: Research and Argument</i> (Book 3)
February/ March	<i>Critical Literacy: Unlocking Contemporary Fiction</i> (Book)	<i>The Literary Essay: Analyzing Craft and Theme</i> (Book 2)
April	Test Prep / Passion Projects	Test Prep / Passion Projects
May/June	<i>Literary Nonfiction</i> (Book)	<i>Investigative Journalism</i> (Book 1) OR <i>Poetry: Immersion and Innovation</i> (If... Then...)

\*For classrooms that are new to units of study, and/or where many readers read below benchmark, we have offered alternate unit choices as an accessible pathway.

\*Highlighted units indicate they are included in the Virtual Teaching Resources



EIGHTH GRADE - For Schools with 5-7 periods of ELA per week -		
	Reading	Writing
September	Getting Back into Independent Reading and Building a Vibrant Reading Life (Curricular Calendar and <i>Guide to Reading Workshop</i> online resources)	Restarting a Writing Life - From Notebooks to Independent Projects (Curricular Calendar and online resources to <i>Guide to Writing Workshop</i> )
October		Memoir (Curricular Calendar)
November	<i>Dystopian Book Clubs</i> (Book)	
December	<i>Essential Research Skills for Teens</i> (Book)	
January		<i>Position Papers: Research and Argument</i> (Book 3)
February	<i>Critical Literacy: Unlocking Contemporary Fiction</i> (Book)	
March		<i>The Literary Essay: Analyzing Craft and Theme</i> (Book 2)
April	Test Prep / Passion Projects	Test Prep / Passion Projects
May	Literary Nonfiction (Book)	
June		<i>Investigative Journalism</i> (Book 1) OR <i>Poetry: Immersion and Innovation</i> (If... Then...)

\*For classrooms that are new to units of study, and/or where many readers read below benchmark, we have offered alternate unit choices as an accessible pathway.

\*Highlighted units indicate they are included in the Virtual Teaching Resources

## GRADE 8 READING:

Reading workshop launches with *Getting Back into Independent Reading and Building a Vibrant Reaching Life*. This is a new unit created by the TCRWP you will have digital access to. The mentor text *The Hero Next Door* by Olugbemisola is used throughout this unit. Next, we suggest teaching *Dystopian Book Clubs*. After that, we suggest teaching *Essential Research Skills of Teens*. Next, you might choose to teach *Critical Literacy: Unlocking Contemporary Fiction* or *Investigating Characterization*. *Investigating Characterization* has been recorded as a virtual unit. It is a 7th grade unit that has been adapted for 8th grade readers. You will have access to the PDF of this unit as well as teacher videos supporting the revisions the TCRWP has made. If you choose to teach *Critical Literacy*, we strongly encourage you to teach this live with your students to provide support in navigating the complex and important issues this unit addresses. On the scope and sequence we suggest ending the year with *Literary Nonfiction*. We have chosen not to record this unit, so you could teach this unit live, co-create with colleagues using the units that have been recorded as mentors, or teach a unit you did not teach earlier in the school year. All of the middle school reading units can be purchased separately from Heinemann.

We have included the read alouds in the middle school virtual teaching resources just as they appear in the spiral bound units.

## GRADE 8 WRITING:

Writing workshop launches with *Restarting a Writing Life: From Notebooks to Independent Projects*. This is a newly developed writing unit that is all about transfer, independence, and student voice. You will have access to a digital copy of this unit. Next, you will teach *Writing Memoir* followed by *Position Papers: Research and Argument*. For the fourth unit of the year we have suggested teaching *The Literary Essay: Analyzing Craft and Theme*. We suggest ending the year with *Poetry: Immersion and Innovation* or *Investigative Journalism*. We have not recorded virtual teaching resources for these units so you might choose to record these units, teach them live to your students, or leave them on the bookshelf until we return to the brick and mortar classroom.