



Write on Track Yearlong Planning

These pages provide important tools that will help you design a writing and language curriculum using *Write on Track*.

The “Overview of the Writing Units” chart lists the significant writing units in the program guide. This information will be valuable for you and your colleagues as you are planning and implementing your writing curriculum.

The “Yearlong Timetable of Units” provides a *suggested* sequence of teaching units dealing with all of the essential writing and language skills covered in the handbook. It also gives a suggested sequence for incorporating skills activities.

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Overview of the Writing Units

SENTENCES AND PARAGRAPHS	
<i>Writing Sentences</i>	Basic Sentences Sentence Combining
<i>Writing Paragraphs</i>	Paragraphs Text Structures
PERSONAL WRITING	
<i>Writing to Reflect</i>	Journals and Logs Lists and Albums
<i>Writing to Express</i>	Notes and Emails Friendly Letters
NARRATIVE WRITING	
<i>Writing Nonfiction Narratives</i>	Personal Narratives Family Stories
<i>Writing Fiction Narratives</i>	Realistic Stories Time-Travel Fantasies Tall Tales
EXPLANATORY WRITING	
<i>Writing to Explain</i>	Alphabet Books How-To Information Essays Newspaper Stories
PERSUASIVE WRITING	
<i>Building Arguments</i>	Persuasive Essays Opinion Letters
WRITING ABOUT LITERATURE	
<i>Responding to Books</i>	Book Reviews Bookmarks
RESEARCH WRITING	
<i>Writing to Discover</i>	Classroom Reports Summaries Photo Essays
CREATIVE WRITING	
<i>Writing to Imagine</i>	Free-Verse Poetry Traditional and Playful Poetry Plays

About the Yearlong Timetable . . .

The yearlong timetable presents a *suggested* sequence of activities focusing on writing and language skills. Review the important points below before implementing any of the activities in the yearlong timetable.

Sequence of Assignments

The assignments in the timetable follow a logical sequence. For example, the first two quarters introduce students to the process and qualities of writing and assign forms that let them apply their learning. The writing assignments progress from personal and narrative writing to writing that becomes more analytical, inventive, and challenging—explanatory, argument, and creative forms. (The progression of writing units is based on James Moffett’s “Universe of Discourse.”)

Skills Implementation

The timetable also integrates essential editing and language skills from the handbook and *SkillsBook*. The skills activities complement the writing and thinking lessons.

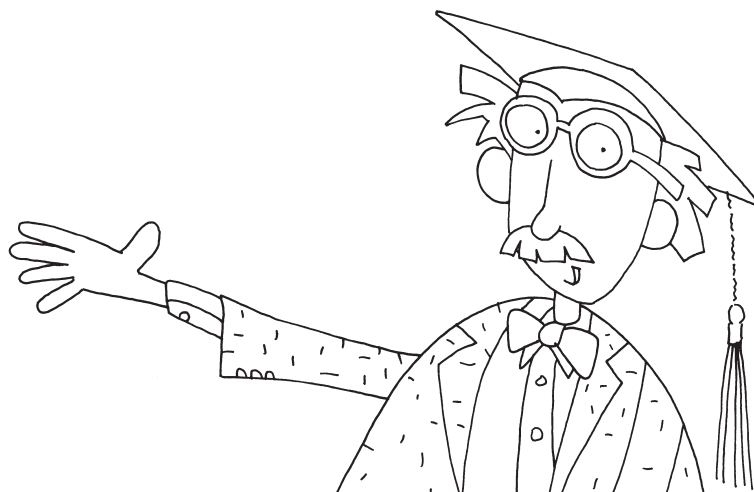
The *SkillsBook* specifically provides practice activities covering the conventions for punctuation, mechanics, usage, spelling, and sentences. See *k12.thoughtfullearning.com* for more information.

Teaching Units

Often in the timetable, two related teaching units appear together in one week. For example, in the first quarter “Writing Personal Narratives” is paired with “Selecting a Topic” (page 4.) You may choose to implement both of these units, only one of them, or perhaps a simplified version of one or both of the units.

Write on Track Teacher’s Guide

Use the free online *Write on Track Teacher’s Guide* as a resource. It contains correlations to the Common Core, suggestions for teaching each page of the handbook, start-up activities, digital downloads, minilessons, and much more.



Yearlong Timetable

This suggested yearlong timetable presents one possible sequence of writing and language skills units based on a five-days-per-week class. The units and lessons build from basic to more advanced skills throughout the year.

First Quarter

<i>Week</i>	<i>Writing and Skills Units</i>	<i>Handbook Pages</i>	<i>SkillsBook Pages</i>
1	Your First Week with the Handbook	3–9, 421–432	
	Writing in Journals and Logs	65–69	
	<i>Skills Activities: Subjects and Predicates</i>	48, 350–352	69–76
2	Understanding Writing	11–13	
	One Writer's Process	14–17	
	<i>Skills Activities: Sentence Types and Kinds</i>	353	
3	Writing Notes and Emails	76–79	
	Using Graphic Organizers	287–291	
	<i>Skills Activities: Sentence Fragments</i>	49	
4	Writing Personal Narratives	85–89	
	Selecting a Topic	23–25	
	<i>Skills Activities: Run-On Sentences</i>	49	
5	Writing Personal Narratives (Continued)	85–89	
	Revising	30–37	
6	Writing Basic Sentences	47–49	
	<i>Skills Activities: Sentence Combining</i>	50–51	
7	Collecting Details	26–27	
	Writing a First Draft	28–29	
	Editing	38–39	
	<i>Skills Activities: Sentence Combining</i>	50–51	
8	Writing Alphabet Books	109–113	
	Becoming a Better Speller	250–253	
	<i>Skills Activities: Spelling / Alphabetizing</i>	340–343	
9	Writing Alphabet Books (Continued)	109–113	
	Publishing Your Writing	40–45	
	<i>Skills Activities: Spelling and Sorting</i>	340–343	

Second Quarter

<i>Week</i>	<i>Writing and Skills Units</i>	<i>Handbook Pages</i>	<i>SkillsBook Pages</i>
1	Writing Paragraphs	52–60	
	Completing Assignments	303–305	
	<i>Skills Activities: Periods</i>	322	
2	Understanding Text Structures	61–63	
	Thinking Clearly	292–297	
	<i>Skills Activities: End Punctuation</i>	322, 329–330	
3	Reading to Understand Fiction	211–217	
	Writing Book Reviews	147–153	
	<i>Skills Activities: Commas</i>	323–325	
4	Writing Book Reviews (Continued)	147–153	
	Using the Library	197–203	
	<i>Skills Activities: Commas</i>	323–325	
5	Writing Family Stories	90–93	
	<i>Skills Activities: Colons</i>	326	
6	Writing Family Stories (Continued)	90–93	
	<i>Skills Activities: Contractions and Apostrophes</i>	327	
7	Qualities of Writing	18–21	
	Publishing Your Writing	40–45	
	<i>Skills Activities: Quotation Marks</i>	328	
8	How-To Writing	114–119	
	Reading Graphics	226–230	
	<i>Skills Activities: Punctuation Review</i>	321–331	
9	How-To Writing (Continued)	114–119	
	Taking Tests	310–319	

Third Quarter

<i>Week</i>	<i>Writing and Skills Units</i>	<i>Handbook Pages</i>	<i>SkillsBook Pages</i>
1	Writing Friendly Letters	80–83	
	<i>Skills Activities: Capital Letters</i>	333–335	33–36
2	Reading to Understand Nonfiction	218–225	
	Writing Summaries	166–169	
	<i>Skills Activities: Capital Letters</i>	333–335	37–40
3	Learning to Interview	280–283	
	Writing Newspaper Stories	126–131	
	<i>Skills Activities: Capitalization Review</i>	333–335	41–42
4	Writing Newspaper Stories (Continued)	126–131	
	Using Technology	204–209	
	<i>Skills Activities: Plurals</i>	336	43–46
5	Writing Opinion Letters	138–145	
	<i>Skills Activities: Numbers and Abbreviations</i>	337–339	47–50
6	Writing Opinion Letters (Continued)	138–145	
	<i>Skills Activities: Mechanics Review</i>	332–339	51–52
7	Writing Classroom Reports or Writing Photo Essays	159–165 170–175	
	Reading New Words and Building Vocabulary Skills	231–239	
	<i>Skills Activities: Using the Right Word</i>	344–349	59–60
	Writing Classroom Reports or Writing Photo Essays (Continued)	159–165 170–175	
8	Using Prefixes, Suffixes, Roots	240–249	
	<i>Skills Activities: Using the Right Word</i>	344–349	61–64
	Giving Speeches	260–267	
9	Listening to Learn	284–285	
	<i>Skills Activities: Using the Right Word Review</i>	344–349	65–66

Fourth Quarter

<i>Week</i>	<i>Writing and Skills Units</i>	<i>Handbook Pages</i>	<i>SkillsBook Pages</i>
1	Thinking Creatively	298–301	
	Writing Free-Verse Poetry	177–183	
	<i>Skills Activities: Nouns</i>	355	
2	Writing Traditional and Playful Poetry	177–183	
	Making Albums	74–75	
	<i>Skills Activities: Pronouns</i>	356	
3	Working in Groups	306–309	
	Performing Poems	268–273	
	<i>Skills Activities: Verb Types</i>	357	
4	Writing Realistic Stories	94–97	
	<i>Skills Activities: Verb Tenses</i>	358	
5	Writing Time-Travel Fantasies	98–103	
	<i>Skills Activities: Singular and Plural Verbs</i>	359–360	
6	Writing Tall Tales	104–107	
	<i>Skills Activities: Adjectives</i>	361–362	
7	Telling Stories	274–279	
	<i>Skills Activities: Adverbs</i>	363	
8	Writing Plays	190–195	
	<i>Skills Activities: Prepositions and Conjunctions</i>	364–365	
9	Writing Plays (Continued)	190–195	
	<i>Skills Activities: Parts of Speech Review</i>	354–365	