

Benchmark Advance 2022 – Grade K Year-Long Writing Plan

Unit	Unit Topic	Daily Explicit Writing in Response to Reading and Process Writing Lessons (connected to reading instruction)	Research and Inquiry Projects (in support of knowledge-building)	On-Demand Writing in Response to Reading
1	Plants and Animals Have Needs	Draw, Write, and Share Messages Students write personal responses to the anchor read-aloud texts.	Research the Needs of Living Things Students conduct a research project to deepen their knowledge about living things in nature. They answer guided questions and use print and digital tools to publish their writing. Then students present their research to peers using grade-appropriate presentation skills.	"We Write" Shared Writing Activities <i>My Reading and Writing</i> , pp. 6–7, 16–17, 26–27 During shared writing activities, students respond to shared readings, applying learned vocabulary and phonics elements.
2	Every Story Has Characters	Draw and Write Narrative Texts Students write their own narrative innovations and extensions to the anchor read-aloud texts.	Research Story Characters Students conduct a research project to deepen their knowledge about characters. They answer guided questions and create a skit or an interview. Then students present their research to peers using grade-appropriate presentation skills.	"I Write" Activities <i>My Reading and Writing</i> , pp. 12–13, 22–23, 32–33 Students independently apply high-frequency word and phonics knowledge to generate retellings and other writings in response to "I Read" texts.
3	Rules at Home and School	Draw and Write Informative/Explanatory Texts Students use facts and details from the anchor read-aloud texts to write their own texts.	Research Rules Students conduct a research project to deepen their knowledge about rules at home, school, and in the neighborhood. They answer guided questions and create a comic strip. Then students present their research to peers using grade-appropriate presentation skills.	Knowledge Blueprint Tasks <i>Teacher's Resource System</i> , Day 5 Lessons Students and teacher collaborate to discuss Enduring Understandings and add facts and details from anchor read-alouds to the shared Knowledge Blueprint.
4	Writers Tell Many Stories	Draw and Write Opinion Texts Students share opinions about the characters and events in anchor read-aloud texts.	Author Study Students conduct a research project to deepen their knowledge on how author's experiences can affect their writing. They answer guided questions and create an interview with the author or role-play an interview. Then students present their research to peers using grade-appropriate presentation skills.	Apply Understanding Tasks <i>Teacher's Resource System</i> , Reading Mini-Lessons Brief Apply Understanding tasks at the end of reading mini-lessons require students to write and draw to demonstrate their knowledge and understanding of skills.
5	Technology at Home and School	Process Writing: Informative/Explanatory Texts Students use the anchor texts as mentor texts for their own informative writing.	Take a Close Look at Technology Students conduct a research project to deepen their knowledge of technology from the past, present, or future. They answer guided questions and create a video or take photos to make a slide show. Then students present their research to peers using grade-appropriate presentation skills.	Culminating Task: Demonstrate Knowledge Through Writing <i>Teacher's Resource System</i> , All Units, Week 3, Day 5 Students demonstrate their knowledge of the Enduring Understanding(s) by completing a writing task.
6	Stories Have a Message	Process Writing: Opinions Students write opinions about any of the anchor texts they have read in Units 1–5.	Comparing Folktale Messages Students compare the messages in two folktales. They answer guided questions and act out parts of the folktales or make a poster to compare and contrast them. Then students present their research to peers using grade-appropriate presentation skills.	Process Meaning Through Writing Tasks Small-Group Reading Teacher's Guides Student writing tasks are provided in the book-specific teacher's guide for every small-group reading teacher's guide. Teacher's guides are accessed by launching the e-book and clicking on the green apple in the upper-right corner of the screen.
7	Holidays and Celebrations	Process Writing: Stories Students draw on the unit video, anchor texts, and personal experiences to plan, draft, revise, and edit stories.	Research Holidays Students conduct a research project to deepen their knowledge of a holiday and how it is celebrated. They answer guided questions and create a slide show or a skit showing how the holiday can be celebrated. Then students present their research to peers using grade-appropriate presentation skills.	Unit Assessment Writing Tasks In Unit Assessments, students write in response to a prompt.
8	Weather and Seasons	Process Writing: Shared Research Reports Teacher and students research, plan, draft, and revise a text based on the unit topic.	Research Weather and Seasons Students conduct a research project to deepen their knowledge about how weather affects people, animals, and plants. They answer guided questions and create a collage or pop-up flaps with questions and answers. Then students present their research to peers using grade-appropriate presentation skills.	
9	Meeting Our Needs and Wants	Process Writing: Opinion Texts Students write opinions drawing on the unit video, readings, and personal perspectives.	Research Meeting Our Needs Students conduct a research project to deepen their knowledge of people's needs. They will also explain the difference between a need and a want. They answer guided questions and create a skit, a slide show, a podcast, or build a model. Then students present their research to peers using grade-appropriate presentation skills.	
10	Forces and Motion	Poetry Writing: Sensory Poems Students read mentor poems and write poems inspired by the unit topic.	Investigating Motion Students conduct a research project to deepen their knowledge about an item that moves and the forces that cause it to move. They answer guided questions and create a drawing with labels or a model. Then students present their research to peers using grade-appropriate presentation skills.	

Benchmark Advance 2022 – Grade 1 Year-Long Writing Plan

Unit	Unit Topic	Daily Explicit Writing in Response to Reading and Process Writing Lessons (connected to reading instruction)	Research and Inquiry Projects (in support of knowledge-building)	On-Demand Writing in Response to Reading
1	Plants and Animals Grow and Change	Write Personal Responses Students write personal responses to the anchor read-aloud texts.	Research Plant and Animal Life Cycles Students conduct a research project to deepen their knowledge about living things in nature. They answer guided questions and use print and digital tools to publish their writing. Then students present their research to peers, using grade-appropriate presentation skills.	"We Write" Shared Writing Activities <i>My Reading and Writing</i> , pp. 6–7, 16–17, 26–27 During shared writing activities, students respond to shared readings, applying learned vocabulary and phonics elements. "I Write" Activities <i>My Reading and Writing</i> , pp. 12–13, 22–23, 32–33
2	Many Kinds of Characters	Write Narrative Texts Students write their own narrative innovations and extensions to the anchor read-aloud texts.	Research Animals As Literary Characters Students conduct a research project to deepen their knowledge about animals as characters. They answer guided questions and create a skit, a Venn diagram, an interview, a slide show, a poster, or a book. Then students present their research to peers, using grade-appropriate presentation skills.	Students independently apply high-frequency word and phonics knowledge to generate retellings and other writings in response to "I Read" texts. Knowledge Blueprint Tasks <i>Teacher's Resource System Day 5 Lessons</i> Students and teacher collaborate to discuss Enduring Understandings and add facts and details from anchor read-alouds to the shared Knowledge Blueprint.
3	Being a Good Community Member	Process Writing: Informative/Explanatory Texts Students use facts and details from the anchor read-aloud texts to brainstorm, draft, and revise their own texts.	Research Community Helpers Students conduct a research project to deepen their knowledge about community helpers. They answer guided questions and create a skit. Then students present their research to peers, using grade-appropriate presentation skills.	Apply Understanding Tasks <i>Teacher's Resource System, Reading Mini-Lessons</i> Brief Apply Understanding tasks at the end of reading mini-lessons require students to write and draw to demonstrate their knowledge and understanding of skills.
4	Stories Have a Narrator	Process Writing: Opinion Texts Students plan, write, and revise opinions about the anchor read-aloud texts.	Author Study Students conduct a research project to deepen their knowledge on authors and how and why authors use different narrators. They answer guided questions and create an interview with the author or write a story from a character's perspective. Then students present their research to peers, using grade-appropriate presentation skills.	Culminating Task: Demonstrate Knowledge Through Writing <i>Teacher's Resource System, All Units, Week 3/Day 5</i> Students demonstrate their knowledge of the Enduring Understanding(s) by completing a writing task.
5	Technology at Work	Process Writing: Informative/Explanatory Texts Students study a mentor text and use anchor texts and other sources to write about self-selected technology topics.	Research a Technology at Work Students conduct a research project to deepen their knowledge of how technology helps people do their jobs. They answer guided questions and create a sketch with labels and captions. Then students present their research to peers, using grade-appropriate presentation skills.	Process Meaning Through Writing Tasks Small-Group Reading Teacher's Guides Student writing tasks are provided in the book-specific teacher's guide for every small-group reading teacher's guide. Teacher's guides are accessed by launching the e-book and clicking on the green apple in the upper right corner of the screen.
6	Stories Teach Many Lessons	Process Writing: Opinions about Literary Characters Students self-select characters and books from Units 1–5 and write opinions using reasons and evidence from the books.	Comparing Messages in Fables Students compare the messages in fables. They answer guided questions and act out parts of the fables, make a video, or create slides. Then students present their research to peers, using grade-appropriate presentation skills.	Unit Assessment Writing Tasks In Unit Assessments, students write in response to a prompt.
7	Past, Present, and Future	Process Writing: How-To (Procedural) Texts Students study a mentor text and plan, draft, revise, and edit their own how-to texts	Research a Person or Event in the Past Students conduct a research project to deepen their knowledge of how people and events from the past impact our lives. They answer guided questions and create a thank-you letter, a podcast, or a digital slide show. Then students present their research to peers, using grade-appropriate presentation skills.	
8	Observing the Sky	Process Writing: Shared Research Reports Teacher and students research, plan, draft, and revise a text based on the unit topic.	Investigating the Sky Students conduct a research project to deepen their knowledge about objects in the sky. They answer guided questions and create a model. Then students present their research to peers, using grade-appropriate presentation skills.	
9	We Use Goods and Services	Process Writing: Opinion Texts Students write opinions drawing on the unit video, readings, and personal perspectives.	Research a Good or Service Students conduct a research project to deepen their knowledge about a good or service. They answer guided questions and create an advertisement. Then students present their research to peers, using grade-appropriate presentation skills.	
10	Exploring Sound, Light, and Heat	Poetry Writing: Sensory Poems Students study mentor poetry and draft, revise, and edit their own poems based on the unit topic.	Exploring Sound or Light Students conduct a research project to deepen their knowledge about an item that makes sound or light. They answer guided questions and create a project of their choosing. Then students present their research to peers, using grade-appropriate presentation skills.	

Benchmark Advance 2022 – Grade 2 Year-Long Writing Plan

Unit	Unit Topic	Process Writing Units with Daily Explicit Lessons (connected to reading instruction)	Unit Research and Inquiry Projects (in support of knowledge-building)	On-Demand Writing in Response to Reading
1	Plants and Animals in Their Habitats	Write to a Text-Based Prompt: Informative/Explanatory Students use facts and evidence from provided sources to plan, draft, revise, and edit informative essays based on a prompt related to the unit topic.	Research a Habitat Students use a six-step research process to research an animal or plant and how it survives in its habitat. They use at least two valid and reliable sources and include three important facts in a written or virtual poster. Students use appropriate academic vocabulary words in the poster. Then they present their project to peers using the correct syntax when speaking and grade-appropriate presentation skills.	Daily Text Annotation <i>Texts for Close Reading</i> , pp. 4–9, 12–17, 20–25 During every first reading lesson, strategy mini-lesson, and close reading lesson, students annotate complex texts in the consumable <i>Texts for Close Reading</i> as they apply strategies and look for text evidence to support answers and inferences.
2	Characters Facing Challenges	Write to a Text-Based Prompt: Opinion Essays Students state opinions about characters and support their opinions with evidence from the texts.	Explore Challenges in a Tale Students use a six-step research process to research one folktale or fable to learn about the challenges the main character faces. They generate two guiding inquiry questions they will answer. Students identify at least three facts to include on a print or digital chart. They present their project to peers using grade-appropriate presentation skills.	Knowledge Blueprint Tasks <i>Texts for Close Reading</i> , pp. iv–v Students record information from unit complex texts to support their growing understanding of the unit Enduring Understandings.
3	Government at Work	Self-Selected: Informative/Explanatory Students choose a topic related to the unit focus. They use facts and details from research sources.	Government Service Fact Sheet Students use a six-step research process to choose a government service to research. They generate three guiding inquiry questions for their research, find three valid and reliable sources, and select at least four important facts to share on a digital or print fact sheet or in a video presentation. Students present their project to peers using grade-appropriate presentation skills.	Apply Understanding Questions <i>Texts for Close Reading</i> , pp. 10, 18, 26 Build-Reflect-Write E-Notebook Apply Understanding activities give students an opportunity to demonstrate their strategy and content knowledge. These are writing tasks based on the text.
4	Many Characters, Many Points of View	Writing to a Text-Based Prompt: Narrative Students study mentor narratives in order to plan, draft, revise, and edit their own narratives.	Reimagine a Folktale Students choose a folktale to reimagine. Then they research a country they are interested in. They decide how the folktale's characters, setting, and events would change if the folktale took place in this country. Students generate two guiding inquiry questions, use at least three valid and credible sources, and identify at least four facts about the country they researched to help them reimagine the folktale. They create a virtual or written poster, story map, or a story fact sheet. Students present their project to peers using grade-appropriate presentation skills.	Build Toward the Culminating Task Activities <i>Texts for Close Reading</i> , pp. 10, 18, 26 Students revisit texts as they complete steps toward the three-part culminating tasks. Culminating Task, Part 3: Write to Demonstrate Knowledge <i>Texts for Close Reading</i> , p. 30 Build-Reflect-Write E-Notebook Students demonstrate their knowledge by writing responses to each unit Enduring Understanding. Students support their responses with knowledge gained from unit readings, research, and discussions.
5	Solving Problems Through Technology	Opinion Essays: Self-Selected Focus Students formulate opinions about a technology-related issue and plan, draft, revise, and edit an essay using reasons and evidence from unit and/or other texts.	Research an Invention, Part 1 The project is organized into two parts and builds on students' knowledge of the research process. Students will still complete the six steps in the process, but they will spend more time on each step. In Part 1, students research an invention of their choosing to identify when, why, and how it was invented. Students generate two guiding inquiry questions, use at least three valid and reliable sources, and identify at least five facts about the invention.	Process Meaning Through Writing Tasks Small-Group Reading Teacher's Guides Student writing tasks are provided in the book-specific teacher's guide for every small-group reading teacher's guide. Teacher's guides are accessed by launching the e-book and clicking on the green apple in the upper-right corner of the screen.
6	Tales to Live By	Narrative Fiction: Self-Selected Students brainstorm, plan, draft, revise, and edit their own stories after studying mentor texts.	Research an Invention, Part 2 In Part 2 of the research project, students create a written research report, poster, web page, or pamphlet. Students use appropriate academic vocabulary words in their research project. They also present their research to peers using correct syntax and grade-appropriate presentation skills.	Unit and Interim Assessment Writing Tasks In Unit Assessments, students read two passages and write to a prompt in a text type aligned to the unit process writing focus. The writing task in each Pre/Post or Interim Assessment requires students to write in one of the three target text types.
7	Investigating the Past	Narrative Nonfiction: Self-Selected Focus Students plan, draft, revise, and edit narrative nonfiction in the form of letters.	Research a History Topic, Part 1 The project is organized into two parts and builds on students' knowledge of the research process. Students will still complete the six steps in the process, but they will spend more time on each step. In Part 1, students research a historical topic or event. Students will generate three guiding inquiry questions. They use three or more valid and reliable sources, and identify five facts about their historical event.	
8	Wind and Water Change Earth	Research Project: Self-Selected Students choose a topic related to earth science, select sources, and plan, draft, revise, and edit texts incorporating facts and details from the sources.	Research a History Topic, Part 2 In Part 2 of the research project, students create a written or typed report, web page, slide show, or poster. Students present their project to peers using grade-appropriate presentation skills.	
9	Buyers and Sellers	Multimedia Presentation Students conduct research, create a multimedia presentation, and present it to their peers.	Research How a Good Is Made and Sold, Part 1 The project is organized into two parts and builds on students' knowledge of the research process. Students will still complete the six steps in the process, but they will spend more time on each step. In Part 1, students research how a specific good is made, transported, and sold. Students will generate three guiding inquiry questions. They use three or more valid and reliable sources, and identify six facts about their good.	
10	States of Matter	Poetry Writing: Acrostic Poems Students study mentor poetry and draft, revise, and edit their own poems.	Research How a Good Is Made and Sold, Part 2 In Part 2 of the research project, students create a flowchart showing the process they researched. Students present their project to peers using grade-appropriate presentation skills.	

Benchmark Advance 2022 – Grade 3 Year-Long Writing Plan

Unit	Unit Topic	Process Writing Units with Daily Explicit Lessons (connected to reading instruction)	Unit Research and Inquiry Projects (in support of knowledge-building)	On-Demand Writing in Response to Reading
1	Animal Adaptations	Write to a Text-Based Prompt: Informative/Explanatory Students use facts and evidence from provided print and multimedia sources to plan, draft, revise, and edit informative essays based on a prompt related to the unit topic.	Research Animal Survival Students use a six-step research process to research an animal and its adaptations. They generate two guiding inquiry questions they will answer. They use at least two valid and reliable sources and include at least three facts in a printed or written report, podcast, or comic strip. Students use appropriate academic vocabulary words in their animal profile. They present their project to peers using the correct syntax and grade-appropriate presentation skills.	Daily Text Annotation <i>Texts for Close Reading</i> , pp. 4–9, 12–17, 20–25 During every First Reading lesson, strategy mini-lesson, and close reading lesson, students annotate complex texts in the consumable <i>Texts for Close Reading</i> as they apply strategies and look for text evidence to support answers and inferences.
2	Ways Characters Shape Stories	Write to a Text-Based Prompt: Opinion/Argument Students state opinions about characters and support their opinions with evidence from the texts.	Research Tales from Other Countries Students use a six-step research process to research traditional tales from a country. Students generate two guiding inquiry questions that they will answer. They use two traditional tales and share at least three important details in a report, Venn diagram, podcast, or comic strip. Students present their project to peers using grade-appropriate presentation skills.	Knowledge Blueprint Tasks <i>Texts for Close Reading</i> , pp. iv–v Students record information from unit complex texts to support their growing understanding of the unit Enduring Understandings. Apply Understanding Questions <i>Texts for Close Reading</i> , pp. 10, 18, 26 Build-Reflect-Write E-Notebook Apply Understanding activities give students an opportunity to demonstrate their strategy and content knowledge. These are writing tasks based on the text.
3	Government for the People	Self-Selected: Informative/Explanatory Students choose a topic related to the unit focus. They use facts and details from research sources.	Research Social Change Advocates Students use a six-step research process to research two advocates for change. They generate two guiding inquiry questions for their research, find three valid and reliable sources, and select at least four facts to share in a Q&A, historical reenactment, or poem. Students present their project to peers using grade-appropriate presentation skills.	Build Toward the Culminating Task Activities <i>Texts for Close Reading</i> , pp. 10, 18, 26 Students revisit texts as they complete steps toward the three-part culminating tasks.
4	Comparing Points of View	Writing to a Text-Based Prompt: Narrative Students study mentor narratives in order to plan, draft, revise, and edit their own narratives.	Character Study Students use a six-step research process to research a well-known literary character. They generate two guiding inquiry questions, find three valid and reliable sources, and identify at least four facts to share in a printed or written character study, a poster, or a Q&A. Students present their project to peers using grade-appropriate presentation skills.	Culminating Task, Part 3: Write to Demonstrate Knowledge <i>Texts for Close Reading</i> , p. 30 Build-Reflect-Write E-Notebook Students demonstrate their knowledge by writing responses to each unit Enduring Understanding. Students support their responses with knowledge gained from unit readings, research, and discussions.
5	Advancements in Technology	Opinion Essays: Self-Selected Focus Students formulate opinions about a technology-related issue and plan, draft, revise, and edit an essay using reasons and evidence from unit and/or other texts.	Research an Important Innovation, Part 1 This project is organized into two parts and builds on the students' knowledge of the research process. Students will still complete the six steps in the process, but they will spend more time on each step. In Part 1, students research an important innovation that has solved a problem. Students generate three guiding inquiry questions, use at least four valid and reliable sources, and organize their research into categories. They identify six facts to include in their research project.	Process Meaning Through Writing Tasks Small-Group Reading Teacher's Guides Student writing tasks are provided in the book-specific teacher's guide for every small-group reading teacher's guide. Teacher's guides are accessed by launching the e-book and clicking on the green apple in the upper-right corner of the screen.
6	Making Decisions	Writing to Text-Based Prompts (Review): Informative/Explanatory, Opinion, Narrative Each week, students analyze a prompt, read source texts, and respond to the prompt.	Research an Important Innovation, Part 2 In Part 2 of the research project, students create a research report, diagram, web page, video news report, or other product. Students use appropriate academic vocabulary words in their research project. They also present their research to peers using the correct syntax and grade-appropriate presentation skills.	Unit and Interim Assessment Writing Tasks In Unit Assessments, students read two passages and write to a prompt in a text type aligned to the unit process writing focus. The writing task in each Pre/Post or Interim Assessment requires students to write in one of the three target text types.
7	Communities Then and Now	Narratives: Self-Selected Focus Students choose and research a historical time period and plan, draft, revise, and edit narratives, incorporating their research.	Research a Community, Part 1 This project is organized into two parts and builds on students' knowledge of the research process. Students will still complete the six steps in the process, but they will spend more time on each step. In Part 1, students research a community. Students generate three guiding inquiry questions about how the history, culture, geographical location, weather, and climate have shaped the community's characteristics. They will find three or more valid and reliable sources. Then they will organize their research into categories and identify at least seven important facts to include in their research project.	
8	Weather and Climate	Research Project: Self-Selected Students choose a topic related to Earth Science, select sources, and plan, draft, revise, and edit texts incorporating facts and details from the sources.	Research a Community, Part 2 In Part 2 of the research project, students create a report, tourism pamphlet or video, a time line, or an interactive map/poster. They also present their research to peers using grade-appropriate presentation skills.	
9	Spending Time and Money	Multimedia Presentation Students conduct research, create a multimedia presentation, and present it to their peers.	Research a Good, Part 1 This project is organized into two parts and builds on students' knowledge of the research process. Students will still complete the six steps in the process, but they will spend more time on each step. In Part 1, students research a good that is made using magnets. Students generate three guiding inquiry questions and find three or more valid and reliable sources. Then they will organize their research into categories and identify at least eight important facts to include in their project.	
10	Forces and Interactions	Poetry Writing: Haiku Students study mentor poetry and draft, revise, and edit their own poems.	Research a Good, Part 2 In Part 2 of the research project, students create a report, web page, a Q&A, or an advertisement. They also present their research to peers using grade-appropriate presentation skills.	

Benchmark Advance 2022 – Grade 4 Year-Long Writing Plan

Unit	Unit Topic	Process Writing Units with Daily Explicit Lessons (connected to reading instruction)	Unit Research and Inquiry Projects (in support of knowledge-building)	On-Demand Writing in Response to Reading
1	Observing Nature	Write to a Text-Based Prompt: Informative/Explanatory Students use facts and evidence from provided print and multimedia sources to plan, draft, revise and edit informative essays based on a prompt related to the unit topic.	Research Something in Nature Students use a six-step research process to research a living or nonliving thing in nature. They generate two guiding inquiry questions they will answer in their research. They use at least two valid and reliable sources and include at least three facts in a printed or written field guide entry, a virtual poster, a web page, or a video field guide entry. Students use appropriate academic vocabulary words in their field guide. They also present their project to peers using the correct syntax and grade-appropriate presentation skills.	Daily Text Annotation <i>Texts for Close Reading</i> , pp. 4–9, 12–17, 20–25 During every First Reading lesson, strategy mini-lesson, and close reading lesson, students annotate complex texts in the consumable <i>Texts for Close Reading</i> as they apply strategies and look for text evidence to support answers and inferences. Knowledge Blueprint Tasks <i>Texts for Close Reading</i> , pp. iv–v Students record information from unit complex texts to support their growing understanding of the unit Enduring Understandings. Apply Understanding Questions <i>Texts for Close Reading</i> , pp. 10, 18, 26 Build-Reflect-Write E-Notebook Apply Understanding activities give students an opportunity to demonstrate their strategy and content knowledge. These are writing tasks based on the text. Build Toward the Culminating Task Activities <i>Texts for Close Reading</i> , pp. 10, 18, 26 Students revisit texts as they complete steps toward the three-part culminating tasks.
2	Characters' Actions and Reactions	Write to a Text-Based Prompt: Opinion/Argument Students state opinions about characters and support their opinions with evidence from the texts.	Research a Movie Students use a six-step research process to research a movie adapted from a book or play. They generate two guiding inquiry questions they will answer in their research. They use at least two valid and reliable sources and include at least three facts in a printed or written film review, podcast, or a video film review. Then students present their project to peers using grade-appropriate presentation skills.	
3	Government in Action	Informative/Explanatory Essays: Self-Selected Focus Students choose a topic related to the unit focus. They use facts and details from research sources.	Research a Government Service Students use a six-step research process to research a government public service mentioned in the unit. They generate two guiding inquiry questions they will answer in their research. They use at least two valid and reliable sources and include at least four facts in a public service brochure, public service video, a public service ad, or an infomercial. Then students present their project to peers using grade-appropriate presentation skills.	
4	Understanding Different Points of View	Writing to a Text-Based Prompt: Narrative Students study mentor narratives in order to plan, draft, revise and edit their own narratives.	Research Animals and Their Literature Students use a six-step research process to research an animal and the literature they can be found in. They generate three guiding inquiry questions they will answer. Students categorize their research and identify five facts and details from informational and literary texts to create a fanzine, slide show, or a poster. Then students present their project to peers using grade-appropriate presentation skills.	Culminating Task, Part 3: Write to Demonstrate Knowledge <i>Texts for Close Reading</i> , p. 30 Build-Reflect-Write E-Notebook Students demonstrate their knowledge by writing responses to each unit Enduring Understanding. Students support their responses with knowledge gained from unit readings, research, and discussions.
5	Technology for Tomorrow	Opinion Essays: Self-Selected Focus Students formulate opinions about a technology-related issue and plan, draft, revise, and edit an essay using reasons and evidence from unit and/or other texts.	Technology Research, Part 1 This project is organized into two parts and builds on students' knowledge of the research process. Students will still complete the six steps in the process, but they will spend more time on each step. In Part 1, students research a groundbreaking technology that has altered the way humans live and helped them face challenges. Students generate three guiding inquiry question and use at least four valid and reliable sources. They also organize their research into categories, and identify at least ten facts about the invention.	Process Meaning Through Writing Tasks Small-Group Reading Teacher's Guides Student writing tasks are provided in the book-specific teacher's guide for every small-group reading teacher's guide. Teacher's guides are accessed by launching the e-book and clicking on the green apple in the upper-right corner of the screen.
6	Confronting Challenges	Writing to Text-Based Prompts (Review): Informative/Explanatory, Opinion, Narrative Each week, students analyze a prompt, read source texts, and respond to the prompt.	Technology Research, Part 2 In Part 2 of the research project, students create an illustrated time line documenting the development of the technology they researched. Students use appropriate academic vocabulary words in their research project. Students list their sources and present their research to peers using the correct syntax and grade-appropriate presentation skills.	Unit and Interim Assessment Writing Tasks In Unit Assessments, students read two passages and write to a prompt in a text type aligned to the unit process writing focus. The writing task in each Pre/Post or Interim Assessment requires students to write in one of the three target text types.
7	The Transcontinental Railroad	Narratives: Self-Selected Focus Students choose and research a historical time period and plan, draft, revise, and edit narratives incorporating their research.	Research a Community, Part 1 This project is organized into two parts and builds on students' knowledge of the research process. Students will still complete the six steps in the process, but they will spend more time on each step. In Part 1, students research a Native American or immigrant community in North America. They generate three guiding inquiry questions, and draw from at least four valid sources to find out how this community has changed over time. Students categorize their research and identify at least ten facts about the community.	
8	Earth Changes	Research Report: Self-Selected Students choose a topic related to Earth Science, select sources, and plan, draft, revise, and edit texts incorporating facts and details from the sources.	Research a Community, Part 2 In Part 2 of the research project, students create a printed or written report, a digital presentation, a video interview, a community podcast, or an idea of their own. Students list their sources and present their research to peers using grade-appropriate presentation skills.	
9	Resources and Their Impact	Multimedia Presentation Students conduct research, create a multimedia presentation, and present it to their peers.	Research a City's Growth, Part 1 This project is organized into two parts and builds on students' knowledge of the research process. Students will still complete the six steps in the process, but they will spend more time on each step. In Part 1, students research the history and growth of a city located anywhere in the world. Students generate three guiding inquiry questions. They draw from at least five valid sources, with at least one of them being a primary source. They categorize their research and identify ten facts to include in their project.	
10	The Power of Electricity	Poetry Writing: Cinquain Students study mentor poetry and draft, revise, and edit their own poems.	Research a City's Growth, Part 2 In Part 2 of the research project, students create a virtual city map, a print or virtual city tour, a city history podcast, or an annotated time line. Multimedia elements, including audio recordings, will be part of the project. Students list their sources and present their research to peers using grade-appropriate presentation skills.	

Benchmark Advance 2022 – Grade 5 Year-Long Writing Plan

Unit	Unit Topic	Process Writing Units with Daily Explicit Lessons (connected to reading instruction)	Unit Research and Inquiry Projects (in support of knowledge-building)	On-Demand Writing in Response to Reading
1	Cultivating Natural Resources	Write to a Text-Based Prompt: Informative/Explanatory Students use facts and evidence from provided print and multimedia sources to plan, draft, revise, and edit expository essays based on a prompt related to the unit topic.	Research Plant-Based Resources Students use a six-step research process to research a plant-based resource or a staple food crop. They generate three guiding inquiry questions to answer in their research. They use at least three valid and reliable sources and record if the source is a primary source or a secondary source. Students include at least five facts in a podcast, video, a print or digital time line, or an idea of their own. Students use appropriate academic vocabulary words in their projects. They also present their project to peers using the correct syntax and grade-appropriate presentation skills.	Daily Text Annotation <i>Texts for Close Reading</i> , pp. 4–9, 12–17, 20–25 During every First Reading lesson, strategy mini-lesson, and close reading lesson, students annotate complex texts in the consumable <i>Texts for Close Reading</i> as they apply strategies and look for text evidence to support answers and inferences. Knowledge Blueprint Tasks <i>Texts for Close Reading</i> , pp. iv–v Students record information from unit complex texts to support their growing understanding of the unit Enduring Understandings.
2	Developing Characters' Relationships	Write to a Text-Based Prompt: Opinion/Argument Students state opinions about characters and support their opinions with evidence from the texts.	Author Comparison Study Students use a six-step research process to research information about author, Jason Reynolds, and an author of their choosing. Students compare and contrast the authors' lives, work, and approach to the craft. They generate three guiding inquiry questions to answer in their research. They use at least three valid and reliable sources. Students include at least eight facts in an e-magazine article, a virtual poster, or a video news report. Then they present their project to peers using grade-appropriate presentation skills.	Apply Understanding Questions <i>Texts for Close Reading</i> , pp. 10, 18, 26 Build-Reflect-Write E-Notebook Apply Understanding activities give students an opportunity to demonstrate their strategy and content knowledge. These are writing tasks based on the text.
3	The U.S. Constitution: Then and Now	Self-Selected: Informative/Explanatory Students choose a topic related to the unit focus. They use facts and details from research sources.	Laws Continue to Evolve Students use a six-step research process to research how a law they read about in the unit has continued to evolve. They generate three guiding inquiry questions to answer in their research. They use at least three valid and reliable sources. Students include at least eight facts in a podcast interview, digital slideshow presentation, 1-search report, or an illustrated time line. Then they present their project to peers using grade-appropriate presentation skills.	Build Toward the Culminating Task Activities <i>Texts for Close Reading</i> , pp. 10, 18, 26 Students revisit texts as they complete steps toward the three-part culminating tasks. Culminating Task, Part 3: Write to Demonstrate Knowledge <i>Texts for Close Reading</i> , p. 30 Build-Reflect-Write E-Notebook Students demonstrate their knowledge by writing responses to each unit Enduring Understanding. Students support their responses with knowledge gained from unit readings, research, and discussions.
4	Recognizing Author's Point of View	Writing to a Text-Based Prompt: Narrative Students study mentor narratives in order to plan, draft, revise, and edit their own narratives.	Research Perspectives in Literature Students use a six-step research process to research a perspective from a time period included in the unit. They generate three guiding inquiry questions to answer in their research. They use at least four valid and reliable sources. Students summarize or paraphrase information and include at least ten facts in a printed or written research report, virtual poster, web page, or a video presentation. Then students present their project to peers using grade-appropriate presentation skills.	Process Meaning Through Writing Tasks Small-Group Reading Teacher's Guides Student writing tasks are provided in the book-specific teacher's guide for every small-group reading teacher's guide. Teacher's guides are accessed by launching the e-book and clicking on the green apple in the upper right corner of the screen.
5	Technology's Impact on Society	Opinion Essays: Self-Selected Focus Students formulate opinions about a technology-related issue and plan, draft, revise, and edit an essay using reasons and evidence from unit and/or other texts.	Technology and Change in Society, Part 1 This project is organized into two parts and builds on students' knowledge of the research process. Students will still complete the six steps in the process, but they will spend more time on each step. In Part 1, students research how a current piece of technology impacts and shapes people's lives. Students generate four guiding inquiry questions and use at least four valid and reliable sources. They summarize or paraphrase information and identify at least ten facts to include in their project.	Unit and Interim Assessment Writing Tasks In Unit Assessments, students read two passages and write to a prompt in a text type aligned to the unit process writing focus. The writing task in each Pre/Post or Interim Assessment requires students to write in one of the three target text types.
6	Up Against the Wild	Writing to Text-Based Prompts (Review): Informative/Explanatory, Opinion, Narrative Each week, students analyze a prompt, read source texts, and respond to the prompt.	Technology and Change in Society, Part 2 In Part 2 of the research project, students create a printed or written research report, a virtual poster or web page, a digital slide show, or a live video report. Students use appropriate academic vocabulary words in their research project. They also present their research to peers using the correct syntax and grade-appropriate presentation skills.	
7	Conflicts That Shaped a Nation	Narratives: Self-Selected Focus Students choose and research a historical time period and plan, draft, revise, and edit narratives incorporating their research.	Careers in Conflict Resolution, Part 1 This project is organized into two parts and builds on students' knowledge of the research process. Students will still complete the six steps in the process, but they will spend more time on each step. In Part 1, students research a career that involves resolving conflicts peacefully. Students generate five guiding inquiry questions and use at least five valid and reliable sources. They summarize or paraphrase information and identify at least twelve facts to include in their project.	
8	Water: Fact and Fiction	Research Project: Self-Selected Students choose a topic related to earth science, select sources, and plan, draft, revise, and edit texts incorporating facts and details from the sources.	Careers in Conflict Resolution, Part 2 In Part 2 of the research project, students create a printed or digital report, a poster, a web page, a digital slideshow, or a video report. Students include a list of sources in their project. They also present their research to peers using grade-appropriate presentation skills.	
9	The Economic Development of Cities	Multimedia Presentation Students conduct research, create a multimedia presentation, and present it to their peers.	Economies Shape Cities, Part 1 This project is organized into two parts and builds on students' knowledge of the research process. Students will still complete the six steps in the process, but they will spend more time on each step. In Part 1, students research a crucial historical event or economic development that altered a community. Students generate five guiding inquiry questions and use at least five valid and reliable sources. They summarize or paraphrase information and identify at least 12 facts to include in their project.	
10	Transforming Matter	Poetry Writing: Diamante Students study mentor poetry and draft, revise, and edit their own poems.	Economies Shape Cities, Part 2 In Part 2 of the research project, students create a museum exhibit about the event and its historical/economic importance. Students include a list of sources in their project. They also present their research to peers using grade-appropriate presentation skills.	