Deep Knowledge Building

Knowledge about the world develops across four units, as students dig deeply into science content like marine life, social studies content like U.S. states, and literature content like traditional tales. Through extensive reading, writing, research, and analysis, students learn new information, develop vocabulary, build expertise in a wide variety of disciplines.

Students are guided to think about how knowledge is presented and organized when reading and writing in three modes of informational, argument, and narrative writing, including the choice of appropriate text structure, vocabulary, and craft. Engagement with a wide variety of texts prepares students to complete an authentic final writing project related to both the knowledge-building unit and students' interests. Students plan, draft, revise, edit their project to produce an accurate written representation of their learning and present to authentic audiences.

Every Teacher Guide includes daily lessons, sample unit calendars, pacing guides, and explicit guidance on how to facilitate a comprehensive study of the structures of the genre in each unit. Units are accompanied by research questions, graphic organizers, and rubrics, as well as publishable quality texts and an extensive research library that reflects a range of complexity and text types appropriate to the unit under study.
Teacher Guide: Grade K, Unit 4 Entomology (Informational Research Unit)
Topic 1, Lesson 2: Student Writing Samples and Pacing Guide
Teacher Guide: Grade 3, Unit 3 Traditional Tales & World Cultures (Literature Genre Lab)

Day 2 Lesson Focus: Story Structure

- Organizing an event sequence that unfolds naturally

Plotting the Standard Story Structure

Teacher Guide: Grade 3, Unit 3 Traditional Tales & World Cultures (Literature Genre Lab)
Student Writing Sample and Final Project Rubric
Teacher Guide: Grade 3, Unit 4 Marine Life (Argument Research Unit)
Instructional Resources & Student Rubrics

Day 2 Lesson Focus: Elements of Argument

Read Complex Text

1. Model
Tough roving vim a graphic analysis to reflect
prospects of writing the stop expansion way

2. Collaborative Drafting

Writing

Student Constructed Response Sample

Answer the debate prompt. Make an argument that advances one side while still
addressing the concerns of the other. Use evidence from multiple texts to support your
answer.

Toy apples, the name suggests, are made of plastic. As we see, the
sculpt is 590 million tons of plastic get into the
ocean every year. The plastics tend to the insects that inhabit them.
It says plastic is not enough around animal
assets and make it hard or impossible to breathe.

The last fact is that plastic is not

and the author is consistent shape.