

# PREVIEW

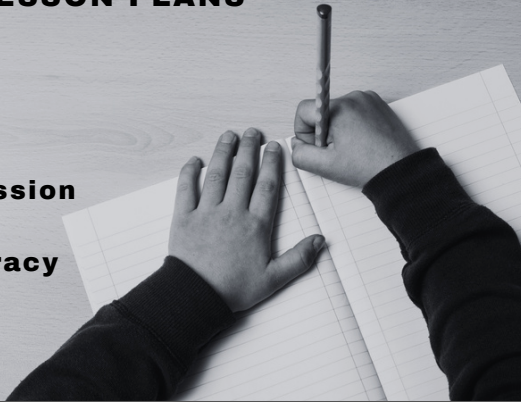
## Writing Our World™ Basic Units

UNITS 1-8

### **WRITING** **OUR** **WORLD**™

**BASIC UNITS:  
LESSON PLANS**

**Written Expression  
Materials by  
Redwood Literacy**



UNITS 1-8

### **WRITING** **OUR** **WORLD**™

**BASIC UNITS:  
STUDENT MATERIALS**

**Written Expression  
Materials by  
Redwood Literacy**



# MEET YOUR NEW GO-TO WRITING RESOURCE

**8 UNITS**

**15-MIN LESSONS**

**ANY GRADE LEVEL**

**LESSON PLANS**

**STUDENT MATERIALS**

**PROGRESS MONITORING**

**EASILY ADAPTABLE**



**WRITING OUR WORLD**



# WHAT THE UNITS COVER

**THE 8 UNITS OF WOW™ ALIGN WITH THE SCOPE & SEQUENCE OF THE RESEARCH-BASED WRITING REVOLUTION®\* METHODOLOGY**



- 1** Sentence-Level Work
- 2** Sentence Expansion & Note Taking
- 3/4** The Single Paragraph Outline (SPO)
- 5** Revision and Editing
- 6** Summarizing
- 7** Multiple-Paragraph Outlines (MPO)
- 8** Taking a Stand (Opinion, Pro-Con, & Argumentative Essays)

# CURRICULUM MAP

PREVIEW THE KEY WRITING SKILLS COVERED IN THE WOW™ BASIC UNITS.



[Download the curriculum map here.](#)

**WRITING OUR WORLD™**

**BASIC UNITS CURRICULUM MAP**

UNIT ONE: Sentence-Level	
WEEK 1	Students will be able to identify the difference between a fragment and complete sentence both orally and in written form.
WEEK 2	Students will be able to change fragments into complete sentences both orally and in written form.
WEEK 3	Students will be able to unscramble a scrambled sentence.
WEEK 4	Students will be able to identify a run on sentence both orally and in written form.
WEEK 5	Students will be able to correct a run on sentence both orally and in written form.
WEEK 6	Students will be able to determine the difference between and create their own statements, commands, questions and exclamations.
WEEK 7	Students will be able to create a list of relevant questions from pictures and topics to boost creativity around writing responses.
WEEK 8	Students will be able to determine the difference between dependent and independent clauses both orally and in written form.
WEEK 9	Students will be able to write statements, questions, commands and exclamations utilizing the conjunctions because, but and so to make them more robust.

**WRITING OUR WORLD™**

**BASIC UNITS CURRICULUM MAP**

	Students will be able to write statements, questions, commands and exclamations utilizing the before, after, if, when, even though, although, since, while, unless and whenever to make them more robust.
	Students will be able to write statements, questions, commands and exclamations utilizing appositives to make them more robust.
	Students will be able to combine 2-3 simple sentences into more complex sentences both orally and in written form.
	Students will be able to show tangible growth in their sentence construction through a post-assessment on all objectives above.
UNIT TWO: Sentence Expansion & Note Taking	
	Students will be able to identify to answer who, what, when, where, why and how questions when given a kernel sentence.
WEEK 2	Students will be able to reduce expanded kernel sentences to key words and phrases, abbreviations, and symbols to help them process information and take notes more efficiently.
WEEK 3	Students will be able to identify and write answers to question words in the form of notes on dotted lines only, and write their expanded sentences on solid lines only.
WEEK 4	Students will be able to begin their expanded sentences with the answer 'when' if it is one of the question words provided.
UNITS THREE & FOUR: The Single Paragraph Outline (SPO)	

**WOW™**

**BASIC**

**UNITS**

**FEATURES**

# 15 Minute Lesson Plans

**Includes:**

**Teacher Scripts + Directions**  
**Perfect for quick interventions**  
**Easily adapt to any grade-level**  
**Easily adjust to your own core content**

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literacy

**Week 1:**

Students will be able to identify the difference between a fragment and complete sentence both orally and in written form.

**Day 1**

(10 min)

**Teacher Directions:**

Today we are going to learn about complete sentences. You know who or what the sentence is mostly about.

For example, what if I tell you this: "Yesterday, a car crashed on our street."

Do you know who or what this sentence is mostly about? Do you know what happened to the who or what?

That's the most important information. You know what's happening to the who or what.

Now, we know more than that. I gave you more information. Do you know when it happened? (Yes, yesterday.) Do you know where it happened? (Yes, at the library.)

This is nice information to have, but it's not necessary. I gave you more information. Here's how I like to think about it....(display or draw)

**Week 1**

Name	Date	Where?
Who?	What?	When?
		Why?

**Day 1**

The first two columns are MOST IMPORTANT. You should make a COMPLETE sentence or a COMPLETE IDEA. The first two columns are MOST IMPORTANT. You should make a COMPLETE sentence or a COMPLETE IDEA. The first two columns are MOST IMPORTANT. You should make a COMPLETE sentence or a COMPLETE IDEA.

The three rows on the right-hand side are MOST IMPORTANT. You should make a COMPLETE sentence or a COMPLETE IDEA. The three rows on the right-hand side are MOST IMPORTANT. You should make a COMPLETE sentence or a COMPLETE IDEA.

For example, what if I told you this: "The movie was great."

Do I know who or what the sentence is mostly about? Do I know what happened to the who or what?

But that's it. I don't know where it broke or when it happened. I don't know how to play in my head.

Now, how could I help you make a better movie in your head?

I could tell you WHERE the mug broke. Where? (The counter, the patio, on the train, etc.)

I could also tell you WHEN and it broke. When? (When the baby knocked it over, when I put it through our house, etc.)

**Week 1**

**Day 1**

You see how we can make the movie in our heads SO MUCH BETTER by adding those details?

Let's practice making complete sentences.

### Student Directions:

(See the Student Materials Packet)

Instructors: Create two jars with popsicle sticks.

In one jar, label the popsicle sticks with engaging WHO or WHAT samples (some are provided in the Student Materials Packet). For example, I might include the following: The Hulk, a whole cheese pizza, a hoverboard, my crazy Uncle Ed, etc. To tie this warm-up into current content, use current Science or Social Studies topics or main characters from current class novels.

In the other jar, label the popsicle sticks with engaging WHAT'S HAPPENING samples (some are provided in the Student Materials Packet). For example, I might include the following: riding in a hot air balloon, floating in a zero gravity room, walking on hot coals, etc. Again, tie into current content as much as desired.


Students: Grab one popsicle stick from each jar and work together to turn the two pieces of information into a COMPLETE SENTENCE or COMPLETE IDEA. They do this orally for 2-3 minutes and then complete one written example together if there is time.

Extension: Students can add EXTRA pieces of information to their sentence by including a WHEN, WHERE, or HOW to help create a better movie in the reader's head.

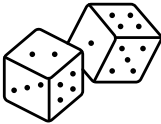
# Lesson Materials Linked Throughout

## Includes:

Anchor charts, videos, photos, web links  
Everything you need to start teaching!

**Week 6**  **Day 3**

**Roll a Type of Sentence!**



1 Statement	Com
3 Question	Ex
5 Negative Exclamation	Con Ex

**Free-Write Protocol Procedures**

- Teach or review tier two vocabulary words:**
  - Today we are going to learn more about/review the vocabulary words: *(insert any vocabulary words from this week or previous weeks)*.
  - Note: Each week, 1-2 vocabulary words will be provided—or you will be prompted to provide your own content-related word. Vocabulary words will appear in green, bold italics (example).
  - Use the strategies from [this Redwood Literacy blog post on Bringing Words to Life](#), to either introduce or briefly review the vocabulary word.
- Give your students free-write prompt options:**
  - Now you are going to see if you can incorporate this vocabulary word into your writing. I am going to give you 2-3 writing prompts to choose from. You are going to write on your own.
  - This week, we learned about *(insert concept from this week)* you to show me how you can include *(this concept)* in your writing.
  - You will have *(30+)* minutes to write, and today I would like you to *(complete an SPO, a multi-paragraph essay, etc. – based on students so far in Unit 1)*.
  - Post 2-3 prompts on the board for your students to choose from.
    - These should be based on your student's interests and/or language arts, social studies, science, etc.)
    - It is important that students have sufficient background knowledge to write confidently at length.
- Collect students' writing samples and evaluate them using the [Aligned Rubric](#).**
  - Enter the student's writing sample into the Flesch-Kincaid Calculator.
  - Compare this data from week to week to gauge whether there is measurable growth in their writing skills after Unit 1 instruction.
  - Determine whether or not students are incorporating what they have learned using the Unit-aligned rubric.
    - If students are demonstrating the inclusion of previously learned concepts, you may decide to move on to the following week of lessons.
    - If students are NOT yet demonstrating an independent application of the content, you may decide to re-teach or review certain lessons in the following week of lessons.
      - Use the rubric to determine which lessons should be

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**Week 1:**  
Students will be able to identify the difference between a fragment and complete sentence both orally and in written form.


**Day 5**  
(30+ minutes)

**The Free-Write Protocol**




**Quick Links:**

- [Free-Write Protocol Procedures](#)
- [Unit 1 Aligned Rubric](#)

Read or print the materials above to use for the Free-Write Protocol following each week of instruction. For more information on the benefits of the Free-Write Protocol click [here](#).

**Week 7**  **Days 1-3**

**Who? What? Where? When? Why?**

# Student Activities & Materials

**Includes:**


**Graphic organizers**

**Student practice sheets**

**Includes general content**

**& suggested vocabulary**

**Easily adaptable to new topics**

**Week 1**  **Day 3**

### Complete Sentences or Fragments?

- CIRCLE the who or what the sentence is mostly about.
- UNDERLINE what's happening to the who or what.
- If you can't find BOTH pieces of information, write F next to the sentence to show that it is a FRAGMENT, or a broken piece of a complete sentence.


- After moving to Chicago, Ryen decided he at least once a month (\_\_\_\_\_)
- Whenever Auset drinks apple juice, she gets \_\_\_\_\_
- Kelsey and Briana just love it when (\_\_\_\_\_)
- Max decided to run a mile every day after about famous track runners throughout history \_\_\_\_\_
- Becky can't get enough (\_\_\_\_\_)

EXTRA CHALLENGE: Write your own fragment

\_\_\_\_\_




\_\_\_\_\_

\_\_\_\_\_

**Week 2**  **Day 3**

### Finding Fragments in a Paragraph

Highlight all the fragments that you find. If needed, use Snap and Read to read the paragraph out loud. Or partner up with a friend who can read it out loud to you while you help listen for the fragments.


All sentences need to have these elements...		Some sentences may add these elements...
Who/what 	What happened 	Where 

When I was 15 years old. My dad took me on a trip to India. We went to a temple that was on the top of a mountain. It took us over an hour to get there. It was July. The heat was terrible. We were so relieved to finally get there. People were participating in religious rituals all around us. Some were praying. One woman was sitting right at the edge of the mountain. She had all of her outer clothes as part of her ritual. She had them bundled up next to her. All of a sudden, I saw a *mischievous* monkey sneak up behind me to warn her! The monkey snatched up her bundle of clothes and ran to the side of the mountain. The woman started yelling at him in a language I couldn't understand. The craziest part.

**CHALLENGE: Fill in the blank below.**

The craziest part was \_\_\_\_\_

\_\_\_\_\_

**Week 3**  **Day 1**

### Scrambled Sentences

did	you	know	that
Tesla	cars	can	fart

if	you	don't	believe
me	look	it	up

there	are	different	fart
sounds	to	choose	from



# NEW: Progress Monitoring

## Includes:

Directions for implementing a free-write procedure & rubrics for easily collecting data allow you to keep close tabs on students' progress & make informed progression decisions



### Elevating Your Writing Instruction through the Free-Write Protocol:

#### Tier Two Vocabulary Incorporation and Writing Sample Collection

Each "week" of the Units typically contains 2-4 days of scripted 15-minute mini-lessons and student activities. After you have taught all of the scripted lessons and students have completed each of their daily activities for the week, you will wrap up the week with the "Free-Write Protocol."

The "Free-Write Protocol" is embedded in each week of the Teacher Materials as an easy reminder of the procedures you should follow to:

1. Teach or review tier two vocabulary words,
2. Collect a writing sample from your students,
3. Review the students' writing samples using a provided rubric to determine their mastery of the content that you have thus far covered in the Units.

This protocol allows you to:

1. Ensure your students are increasing their vocabulary knowledge using research-based practices from [Bringing Words to Life](#) (a teaching resource that we highly recommend),
2. Provide students with opportunities to authentically apply what they have learned in their own writing,
3. Regularly gauge students' growth in writing over the course of their Unit instruction using easily-collected data from the [Flesch-Kincaid Calculator](#).
4. Measure students' mastery of Unit concepts to:
  - Determine if any content needs to be reviewed or re-taught
  - Verify that students are indeed ready to progress on to the next "week" of lessons

**By incorporating this protocol into your Unit 1 instruction, you will increase your students' writing skills and confidence by providing them with further independent practice and feedback and will increase your teaching confidence by making data-informed instructional decisions.**



### Unit 1 Rubric

(Print 1 per Student per Free-Write Protocol)

This rubric is intended to support you in monitoring growth in your students' writing skills throughout their instruction in Unit 1. The **first portion** provides data for tracking students' broad writing skills. The **second portion** is directly aligned with the skills taught in Unit 1. It is designed to evaluate whether or not the skills your student has been taught are present in their writing and to what degree so that you may make instructional decisions in response to their writing.

Student Name: \_\_\_\_\_

Most Recently Completed Unit 1 and Week #: \_\_\_\_\_

Copy and Paste the Student's Writing Sample into the [Flesch Kincaid Calculator](#) to Easily Acquire this Information

Flesch Kincaid Reported Grade Level	
Total Words	
Avg Words Per Sentence	
Total # Sentences	
Time on Task	

Unit 1 - Aligned Rubric			
Unit and Week #	Does the writing sample...	Y / N	Notes
Unit 1: Week 1, 2	...contain any fragments?		
Unit 1: Week 3	...have sentences with a clear WHO/WHAT and a clear WHAT HAPPENED?		
Unit 1: Week 4, 5	...contain any run-ons?		
Unit 1: Week 6	...include a variety of statements, exclamations, commands, and questions?		
Unit 1: Week 7	...incorporate rich WH detail beyond WHO/WHAT and WHAT HAPPENED (why, where, when, how)?		
Unit 1: Week 8	...contain any sentences that combine a dependent and independent clause?		
Unit 1: Week 9	...include any sentences with the conjunctions "because, but, or so?"		
Unit 1: Week 10	...include any sentences with the subordinating conjunctions "before, after, if, when, even though, although, since, while, unless and whenever?"		
Unit 1: Week 11	...include any sentences containing an appositive?		
Unit 1: Week 12	...contain any complex sentences?		

**CLICK HERE to download your free WOW Samples & explore these features yourself!**

**WOW™**

**BASIC**

**UNITS**

**REVIEWS**

# WHAT TEACHERS ARE SAYING ABOUT WOW™



**“This works wonders helping students with their writing skills.”**

**“Easy to follow. Love the Core integration, thoughtful lesson plans.”**

**“My deepest appreciation to you for developing these curriculums based on TWR. My grad degree is in the Science of Reading and this aligns well!”**

**“It breaks concepts into smaller skills so kids have the opportunity to be successful, and it encourages AT use which help students PRODUCE!”**

**“This is a big resource! I appreciate the detail that is written in. The links throughout to worksheets and chart ideas are great! As I teach in Canada, I appreciate how I could edit them to match our curriculum.”**

**“This is our writing curriculum for this year. I love the scaffolding process, scripted lessons, and editable practice (we always edit these to make sure it aligns with the stories and curriculum we are using at the time). My kids have been learning a lot this year!”**

**“This has everything you need to teach writing well. Excellent resource.”**



**WOW™**

**BASIC**

**UNITS**

**INTEGRATIONS**



# BACKGROUND KNOWLEDGE

**WOW™ Basic Unit lessons include an opportunity to embed content (social studies, science, language arts) to increase comprehension and critical thinking skills while developing writing skills. All lessons and student materials can be easily adjusted to incorporate the content that you are currently studying with your students.**



**Click here to read more about the inspiration behind this addition: [The Hochman Method®](#)**

# TIER TWO VOCABULARY

WOW™ Basic Units lessons include *some* recommended tier two vocabulary terms, a built-in opportunity to cover vocabulary during writing instruction, and evidence-based recommendations from *Bringing Words to Life* to effectively introduce and review vocabulary with your students.



**Read more about how to effectively cover vocabulary on our blog!**

# FREE-WRITE OPPORTUNITIES

The WOW™ Basic Units also include a free-write protocol, which allows your students to authentically apply what they have learned, and allows teachers to gauge students' response to intervention. Boosting creativity while monitoring progress? Sounds like a win-win to us!



**CLICK HERE** to download your free WOW™ Samples & explore these integrations yourself!





**WANT TO LEARN  
MORE ABOUT  
WRITING OUR  
WORLD™?**

**CHECK OUT OUR  
WOW™ YOUTUBE  
SERIES**

**CLICK HERE**

**WRITING OUR WORLD**



# DID YOU KNOW THERE ARE TWO VERSIONS OF WRITING OUR WORLD™?



Check out the links below to learn more & explore free samples of both the Premium Curriculum & the Basic Units. Find the version of WOW™ that will best meet your needs & the needs of your students.

[Compare WOW™ Basic & Premium](#)

[Explore Free Samples of Both](#)

## Basic Units **VS** Premium Curriculum

*GREAT FOR AN INTERVENTION BLOCK OR TUTORING SESSION*

### BASIC UNITS

8 UNITS WITH WEEKS OF INSTRUCTIONAL MATERIALS

15-MINUTE MINI-LESSONS WITH TEACHER DIRECTIONS

RUBRICS AND DIRECTIONS FOR PROGRESS MONITORING THROUGH WRITING SAMPLE COLLECTION

RECOMMENDATIONS FOR INCORPORATING TIER TWO VOCABULARY INSTRUCTION

EASILY ADAPTABLE TO MATCH THE CONTENT AREA CURRICULUM YOUR STUDENTS ARE CURRENTLY STUDYING

LESSON PLANS & STUDENT ACTIVITIES INSPIRED BY THE WRITING REVOLUTION®\*

STUDENT MATERIALS TO ACCOMPANY EACH LESSON

BUILT-IN PROGRESS MONITORING

ROOM TO INCLUDE TIER TWO VOCABULARY

ROOM TO INCORPORATE CORE CONTENT

### PREMIUM CURRICULUM

8 KEY OBJECTIVES BROKEN DOWN INTO 49 ESSENTIAL WRITING SKILLS

FULLY-SCRIPTED LESSON PLANS, & PROVIDED LESSON MATERIALS FOR EASE IN EXECUTION

PROGRESS MONITORING VIA PRE-ASSESSMENTS, POST-ASSESSMENTS, AND EXIT TICKETS

PRE-PLANNED TIER TWO VOCABULARY INSTRUCTION

CORE KNOWLEDGE® OR NOVEL STUDIES EMBEDDED IN EVERY WRITING LESSON

THOROUGH ASSISTIVE TECHNOLOGY INTEGRATION


*GREAT FOR A FULL WRITING BLOCK OR HOMESCHOOL LESSON*



# CONNECT WITH US

**Our team is ready to support.**

 [WOW@redwoodliteracy.com](mailto:WOW@redwoodliteracy.com)

 [Click here to schedule a call.](#)

**Want FREE writing resources?**

[Click here](#) to join the Writing Our World™ mailing list & follow us on social media using the links below.

