

Choosing Year 1 or Year 2

The Writer's Toolkit

Both courses teach learners to make their thinking understandable to a reader. Explicit instruction, oral composition, guided practice, literature, planning, and revision develop the skills to communicate ideas clearly. The Writing Revolution is the foundation of both courses, and the educator receives scripts that show how to teach each step.

Year 1 establishes a sustained foundation in sentence construction and develops that foundation into planned paragraphs and short illustrated pieces. Year 2 re-establishes essential skills while extending the reading and composing decisions learners make. A primary Year 2 goal is reading nonfiction for meaning: finding targeted information, understanding it, and using it accurately. Sustained study of nonfiction writing and story elements develops alongside this work.

Choosing Year 1

Choose Year 1 when constructing a sentence, adding useful details, and expressing relationships need substantial teaching time. Familiar experiences, objects, pictures, games, and read-alouds give learners concrete ideas to work with while they gain control over language. The course continues into paragraph planning with a Single-Paragraph Outline, writing from that plan, revision, and original illustrated pieces.

Year 1 also includes nonfiction and the study of authors' and illustrators' choices. Learners encounter techniques such as precise language, mood, repetition, and character change, then try selected techniques themselves. Its foundation includes composing, thinking about a reader, and improving writing.

Choosing Year 2

Choose Year 2 when your learner is ready to develop their writing through purposeful nonfiction reading and original composition. Year 2 explicitly teaches what information a writing task needs, how to find it in a text, and how to use it in writing. The question words who, what, when, where, why, and how help learners recognize specific types of details and determine which information to seek. The educator models how to turn a writing prompt into a question, locate and select relevant information, and record useful details before composing. With guided practice, learners use information from the main text, pictures, captions, maps, and glossaries in sentences, paragraph plans, and paragraphs, then check their writing against the source.

Year 1 is not a prerequisite. Year 2 establishes the sentence tools learners need and develops them through repeated reading and writing work. Alongside the nonfiction instruction, learners study setting, character, plot, description, mood, and word choice, then apply what they learn in their own writing.

Support for thinking and composing

In both courses, the educator can read aloud and record the learner's words. This allows learners to work on the quality of their ideas and language while receiving help with reading, spelling, or handwriting. Placement should reflect the thinking and composing work that needs the most instruction, with the Teaching Guide and Workbook considered together.

How the courses compare

Writing and reading work	Year 1	Year 2
Sentence control	Sustained practice constructing, expanding, connecting, and combining sentences.	Re-establishes those tools and applies them to more demanding decisions about source information and meaning.
Nonfiction reading	Uses nonfiction books, short factual texts, observations, and personal knowledge in writing.	A recurring passage and book strand explicitly teaches targeted reading, relevance, connections, and accurate use of information.
Paragraph planning	Introduces the SPO through observation, modeling, shared planning, and different writing purposes.	Extends planning through source selection, useful notes, relevance, missing information, chronology, and purposeful openings and endings.
Study of authors	Examines a range of author and illustrator choices and applies selected ideas in original writing.	Develops sustained studies of nonfiction features and organization, setting, character, plot, description, mood, and words.
Composition and revision	Plans and writes paragraphs and short illustrated pieces, adds details, improves words, and edits.	Uses saved source-based plans for paragraphs; composes original narratives; extends revision to source-supported details and paragraph relationships.
Culminating work	Creates, revises, illustrates, and shares a collection of short pieces.	Plans an original story and two nonfiction pieces, carrying earlier learning into drafting, revision, illustration, and sharing.

Reading nonfiction to learn

Year 2 teaches learners to approach nonfiction with a particular question or purpose and find the information that addresses it. They locate targeted details, interpret what those details mean, and explain or use them accurately. The source may require reading a caption, connecting facts from different sections, recognizing a reason that is not explicitly labeled, or rejecting a true fact that does not serve the particular focus.

Writing provides a way to develop and demonstrate that understanding. Learners use information in sentences, captions, notes, paragraph plans, and revisions, then check their work against the source. The educator guidance explains how to repeat this process with science, history, and other nonfiction reading, using writing skills already taught.

Reading as a writer and composing as an author

Learners examine how words, pictures, features, and organization communicate meaning, then use those choices in their own writing. Their reading includes Wurundjeri language and knowledge, Charles Henry Turner's scientific investigations, and MaVynnee Betsch's work at American Beach, alongside fiction about varied families and communities. These particular experiences give learners information to investigate, interpretations to explain, and possibilities to consider as authors.

How Year 2 develops across the units

The units connect explicit writing instruction with reading for meaning and growing responsibility for author choices. Earlier skills recur as learners seek different information, organize it, compose, and revise.

Unit 1 Nonfiction features and the information they communicate

Unit 1 establishes how nonfiction communicates information and how learners can find and use what they need. Through scaffolded instruction, learners examine what belongs in headings, labels, captions, glossaries, and back matter, what those features contain, and how each helps a reader. They then use features themselves: creating a nonfiction page, composing with a glossary word, writing biographical information, and recording a fact and its source. Sentence instruction gives learners ways to communicate their understanding while guided reading teaches them to locate targeted information in the text and its features.

Unit 2 Precise details and setting

Unit 2 develops the ability to choose and describe the details a reader needs. Setting is when and where something happens and what life is like there. Learners study setting in fiction and narrative nonfiction, support interpretations with words and pictures, observe and compose an imagined nighttime setting, experiment with an author's opening, and save a setting plan. Nonfiction work builds precision in identifying people, actions, and other details and combining them in captions. Topic-and-detail work teaches learners to judge relevance, preparing them to organize these decisions into paragraphs.

Unit 3 Organizing thinking and developing character

Unit 3 develops the decisions a writer makes before drafting. Learners establish a focus, determine which information serves it, distinguish relevant details from unrelated facts, and preserve meaning in usable key-word notes. They arrange events using evidence, add information a plan needs, and compare possible openings and endings. The SPO organizes a topic sentence, key-word details, and a concluding sentence, giving these decisions a visible form. Character study connects interpretation with invention: learners examine what actions, words, and pictures reveal, then create characters with wants, obstacles, relationships, and the possibility of change. Their understanding of reading informs what they want their own writing to communicate.

Unit 4 Carrying plans into paragraphs and understanding plot

Unit 4 develops the ability to carry a plan into coherent writing. Learners turn notes into sentences, choose openings that encompass their details, and write endings that fit the paragraph's purpose. They revisit nonfiction plans made earlier, explain information in their own language, and check that facts and relationships remain accurate. Sentence combining and clear reference help the prose communicate efficiently. Plot study examines how problems arise, attempts lead to further action, and endings relate to beginnings. Learners apply that understanding by planning and writing a personal narrative about a real problem and what happened.

How Year 2 develops continued

Unit 5 Understanding and using nonfiction organization

Unit 5 connects understanding nonfiction with organizing writing. Learners study how authors group related facts, arrange events in time order, and show what happened and its results. They apply these relationships in guided paragraph plans, selecting relevant details, ordering events, or choosing consequences. New sentence forms help them express contrast, recurrence, and reasons accurately. Passage work requires targeted retrieval and original conclusions; nonfiction Book Nook work uses captions, drawings, and retelling to make organizational choices visible. Learners develop an understanding of why information needs different arrangements and practice those arrangements with guidance.

Unit 6 Deliberate revision and expressive language

Unit 6 develops the ability to improve writing through specific decisions. Learners compare words for precision, add useful information, strengthen openings and endings, and connect sentences through sequence, examples, and results. They return to nonfiction to find information needed for a revision and reread the changed writing to judge its effect. Book Nook study examines how description, mood, and word choice shape a reader's experience, with application in original descriptions and story choices. The unit is being revised; these are its confirmed instructional directions.

Unit 7 Bringing the learning into finished writing

The planned final unit brings the earlier work together in an original story and two nonfiction pieces. Learners use story ideas and planning to develop a beginning, middle, and end, then revise, illustrate, and share the story. Guided research supports the nonfiction pieces: asking questions, finding answers, explaining information in their own words, organizing it, and writing. Appropriate titles, pictures, captions, labels, and other nonfiction features help communicate what was learned. The daily lessons are being completed, building toward a culmination in which learners make connected decisions across the writing process.

Where the Series Is Headed

The planned later courses continue explicit instruction and recurring practice through The Writing Revolution, with each year extending the reading and composing work. Nonfiction remains a continuing thread while the central emphasis develops across the series.

Year 3 will focus on the craft of story: how authors organize and reveal events through choices such as circular structures, foreshadowing, and pacing. Planned studies of approximately three to four weeks will give learners time to experiment and apply different approaches in their own writing, alongside continued nonfiction work.

Year 4 will focus on precision and expression, with both studying and writing poetry central. Learners will examine how words, imagery, rhythm, and sentence choices convey meaning, applying what they learn to prose as well. Year 5 is still being mapped, with a proposed emphasis on developing and supporting ideas across longer compositions through explanation, evidence, organization, and revision.