

**Grade Kindergarten English Language Arts
Unit 1- Writing**

Subject(s)	Writing Language Arts
Unit of Study	Building a Community of Writers – Unit 1
Pacing	20 instructional days; 4 re-teaching days

Overarching Standards (OS)

CCR.K.L.1 DEMONSTRATE command of the conventions of standard English grammar and usage when writing or speaking.
CCR.K.L.2 DEMONSTRATE command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Note: Speaking and Listening & Standards are deliberately placed into writing units to support the importance of students' oral rehearsal of stories before putting the pen to paper.

Priority and Supporting CCSS

CCR.K.W.1 USE a combination of drawing, dictating and writing to compose opinion pieces in which they TELL a reader the topic or name the book they are writing about and STATE an opinion or preference about the topic or book (e.g., *My favorite book is ...*).

CCR.K.W.3 USE a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, TELL about the events in the order in which they occurred, and PROVIDE a reaction to what happened.

CCR.K.W.7 PARTICIPATE in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).

CCR.K.W.8 With guidance and support from adults, RECALL information from experiences or GATHER information from provided sources to answer a question.

CCR.K.SL.3 ASK and ANSWER questions in order to seek help, get information, or clarify something that is not understood.

CCR.K.SL.4 DESCRIBE familiar people places, things, and events and, with prompting and support, PROVIDE additional detail.

CCR.K.SL.5 ADD drawings or other visual displays to descriptions as desired to provide additional details.

**Grade Kindergarten English Language Arts
Unit 1- Writing**

Concepts (What students need to know)	Skills (What students need to be able to do)	Bloom's Taxonomy Levels
W.1 <ul style="list-style-type: none"> • Opinion • Preference • Topic • Book Title • Reason • Example 	W.1 USE (a combination of drawing, dictating and writing to compose opinion pieces) TELL (a reader the topic or name the book they are writing about) STATE (an opinion or preference about the topic or book (e.g., <i>My favorite book is ...</i>)).)	 3 1 1
W.7 <ul style="list-style-type: none"> • Writing projects • Opinion 	W.7 PARTICIPATE (in shared research and <u>writing projects</u>)	3
SL.4 <ul style="list-style-type: none"> • How to describe • Details 	SL.4 DESCRIBE (familiar people places, things, and events and, with prompting and support) PROVIDE (additional detail)	 1 3

Essential Questions	Corresponding Big Ideas
1. How do I write about my own opinions? 2. How can I use drawings to help communicate what I am writing about?	1. Writers should be organized and detailed to help communicate ideas to others. 2. Presentation of ideas is improved through appropriate organization and style including the use of visuals and appropriate language.

Learning Activities
<u>Focus of Unit</u> <ul style="list-style-type: none"> • Developing good habits of writing • Describing familiar places, things and events with prompting and support • Writing about personal thoughts and ideas

Grade Kindergarten English Language Arts Unit 1- Writing

Activities

Notes:

1. The *Fundamentals of Writing* Unit: How Writer's Work will be used in units 1 and 2. The purpose of this unit is to build the foundation for a Writing Workshop environment and to develop good habits of writing including developing own ideas and sharing their work with their peers. Students will continue to work up until drafting in unit 1 and will revise and publish their writing in Unit 2. Students will conference with the teacher and peers as needed. Student Performance Checklist: pages 67-68, Where Are My Students in the Writing Process? (Formative Assessment Process): pages 69-70, and Narrative Writing Rubric page 71-72 and Informational/Explanatory Writing Rubric: pages 73-74.
 2. The Mentor Texts may be used at the beginning of the unit or throughout the unit as models for student work. A list of Mentor Text **Tier II** (words that appear frequently across many domains and are found in many complex texts) and **Tier III** (low frequency technical words that are related to a specific content area) vocabulary words can be found on pages 4 and 5 of the How Writer's Work writing unit. These words should be incorporated into writing instruction.
 3. Teachers should follow the writing process during the writing block. A suggested road map for pacing is found on page 9 of the How Writer's Work unit. However, students may work at different stages of the writing process, and therefore, lessons may be adjusted and/or combined based on student needs. ELL and extension activities are noted within each of the lessons.
- Follow Immersion Lessons from *Fundamentals of Writing* Unit: How Writer's Work pages 18-35 (**Note:** Mentor Text Summaries may be found on page 17.)
 - *I Am a Writer*: Conveys to students that writers write stories "only they can tell" and that there is a writer inside us all. (Library Mouse by Daniel Kirk) *Focus on:* Turn and Talk
 - *Writers Share Information*: Shows students how writers ask questions and tell about things they know and things they learn. (To Be a Kid by Maya Ajmera and John Ivanko) *Focus on:* Sharing Circle
 - *Making Connections*: Demonstrates for students that writers often show how small things can turn into big emotions and how this will engage and connect with the reader. (Taking a Bath with the Dog by Scott Menchin) *Focus on:* Storytelling
 - *Writers Are Storytellers*: Shows students that writers celebrate life experiences through telling stories. (This Quiet Lady by Charlotte Zolotow) *Focus on:* Writing Workshop Guidelines
 - *Picture Writer*: Demonstrates for students how illustrators tell stories with detailed pictures. (The Art Lesson by Tomie dePaola) *Focus on:* Writing Folders and Other Tools

Possible Extension: Use the following questions to analyze and evaluate narrative writing using the mentor texts:

- *Who are the characters or people in the piece of writing? How does the illustrator show this?*
- *How does the author help us to get to know the characters?*
- *What happens in the story? How does the illustrator show this?*
- *How does the author feel about what happens? How can you tell?*

Grade Kindergarten English Language Arts Unit 1- Writing

Generating Ideas: pages 36-45

- *Generating Ideas I: Write What You Know*
 - Students will: think and talk about what they know to generate writing ideas.
- *Generating Ideas II: Writers Remember*
 - Students will write about and draw special moments they don't want to forget.
- *Generating Ideas III: Your Favorite Thing To Do*
 - Students will draw/write down their favorite things to do.

Selecting: pages 46-48

- *Selecting: Which Idea Do I Want to Publish?*
 - Students will reflect on and reread their work to decide which idea they want to publish.

Drafting: pages 49-51

- *Drafting: Let's Look and See*
 - Students will review and revise their drafts using the drawing strategies with which they presented.

Recursive strategies include writing for various purposes and audiences, appropriate development, organization, style and word choice specific to writing genres, appropriate language conventions including sentence formation and appropriate grammar, mechanics and spelling / usage.

Vocabulary

Author's Purpose- the reason an author has for writing a selection

Collaborate- to work together or cooperate on a task

Feeling- an emotion or an opinion

Describe- to use words to tell or write about something

Description- a statement that describes

Draft- the rough sketch of a written piece; to write ideas down on paper

Event- a happening in a story

Idea- a thought or plan carefully formed in the mind

Memory- an experience or event that you can tell about

Opinion- to state or write one's own beliefs based on feelings and thoughts rather than facts

Publish- the final step in the writing process when the writer's share their work with others

Reason- a cause for acting, thinking or feeling a certain way

Revise- a step in the writing process used to improve the original draft

Thought- an idea formed in the mind

Grade Kindergarten English Language Arts Unit 1- Writing

<p>Title- the name given to a book, story, poem or other work Topic-the main thought of written work Visual display- a presentation that can be viewed</p>

Assessment	Performance Task
<p>Formal Student Performance Checklist Narrative or Informational/Explanatory Writing Rubric</p> <p>Informal -Anecdotal Notes and Teacher Observations using Formative Assessment Notes -Rubrics -Student Writing from Unit Activities -Student Self-Reflection</p>	TBD

Instructional Strategies
<p>See Appendix A for Additional Instructional Research Based and Differentiated Strategies</p>

Resources	Technology Resources
<p>Instructional -Student Work -Language Arts Addendum -Kidwriting Sound Charts -Whiteboards -<i>Fundamentals of Writing: How Writer’s Work and Mentor Texts:</i></p> <ul style="list-style-type: none"> • <u>Library Mouse</u> by Daniel Kirk • <u>To Be a Kid</u> by Maya Ajmera and John Ivanko • <u>Taking a Bath with the Dog</u> by Scott Menchin • <u>This Quiet Lady</u> by Charlotte Zolotow • <u>The Art Lesson</u> by Tomie dePaola <p>Teacher - <i>Fundamentals of Writing: How Writer’s Work</i></p>	<p>www.schoolwide.com</p> <ul style="list-style-type: none"> • Unit Resources Planning tool • Links and Videos for teachers • Explanatory/Informational Writing Rubric aligned to CCSS • Student Benchmark Exemplars • Digital Appendices <p>www.tomie.com www.charlottezolotow.com www.danielkirk.com www.scottmenchin.com</p>

**Grade Kindergarten English Language Arts
Unit 1- Writing**

<ul style="list-style-type: none">-Ledyard High Frequency Word List-<i>Getting Ready to Write</i> by Empowering Writers-<i>Word Matters</i> by Fountas and Pinnell-<i>Phonemic Awareness in Young Children</i> by Marilyn Jager Adams-<i>Kidwriting</i> by Eileen Feldgus and Isabell Cardonik	
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Interdisciplinary Connections

**Grade Kindergarten English Language Arts
Unit 2 Writing**

Subject(s)	Writing Language Arts
Unit of Study	Pictures Tell a Story – Unit 2
Pacing	15 instructional days + 0 days for re-teaching/enrichment

Overarching Standards (OS)
<p>CCR.K.L.1 DEMONSTRATE command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>CCR.K.L.2 DEMONSTRATE command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>CCR.K.SL.3 ASK and ANSWER questions in order to seek help, get information, or clarify something that is not understood.</p> <p>CCR.K.SL.4 DESCRIBE familiar people places, things, and events and, with prompting and support, PROVIDE additional detail.</p> <p>CCR.K.SL.5 ADD drawings or other visual displays to descriptions as desired to provide additional details.</p>

Note: Speaking and Listening & Standards are deliberately placed into writing units to support the importance of students' oral rehearsal of stories before putting the pen to paper.

Priority and Supporting CCSS
<p>CCR.K.W.3 USE a combination of <u>drawing</u>, <u>dictating</u>, and writing to narrate a single event or several loosely linked events, TELL about the events in the order in which they occurred, and PROVIDE a reaction to what happened.</p> <p>CCR.K.W.6 With guidance and support from adults, EXPLORE a variety of digital tools to produce and publish writing, including in collaboration with peers.</p> <p>CCR.K.W.7 PARTICIPATE in shared research and writing projects (explore a number of books by a favorite author and express opinions about them).</p> <p>CCR.K.W.8 With guidance and support from adults, RECALL information from experiences or gather information from provided sources to answer a question.</p> <p>CCR.K.L.1f PRODUCE and EXPAND complete sentences in shared language activities.</p>

**Grade Kindergarten English Language Arts
Unit 2 Writing**

Concepts (What students need to know)	Skills (What students need to be able to do)	Bloom's Taxonomy Levels
<p>W.3</p> <ul style="list-style-type: none"> • How to tell stories from their own lives • Narrative writing, drawing and dictating • Relevant topics • Order of events related to topic • Details and examples • Reactions (e.g., feelings) <p>W.8</p> <ul style="list-style-type: none"> • How to recall • Experiences • Information • Questions • Source 	<p>W.3 USE (a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events) TELL (about the events in the order in which they occurred) PROVIDE (a reaction to what happened)</p> <p>W.8 RECALL (information from experiences or gather information from provided sources to answer a question)</p>	<p>3</p> <p>1</p> <p>2</p> <p>1</p>

Essential Questions	Corresponding Big Ideas
<p>1. How does a drawing tell a story?</p> <p>2. Where do writers get ideas?</p>	<p>1. Drawing can show your thinking.</p> <p>2. Writers write about what they know.</p>

Grade Kindergarten English Language Arts
Unit 2 Writing
Learning Activities

Focus of Unit

- Drawing, dictating and writing narrative events and reacting to what happened
- Telling about events and recalling information
- Selecting writing topics and labeling information

Activities

Notes:

1. The Fundamentals of Writing Unit: *How Writer's Work* will continue in this unit. Students will revisit the mentor texts as they learn how to revise and publish their writing. Ideas for extension activities are noted at the end of each lesson. Conferencing will take place as needed. Student Performance Checklist: pages 67-68, Where Are My Students in the Writing Process? (Formative Assessment Process): pages 69-70, and Narrative Writing Rubric page 71-72 and Informational/Explanatory Writing Rubric pages 73-74. Lessons from *The Fundamentals of Grammar and Conventions* are imbedded. Additional grammar mini-lessons can be added when needed.
2. A list of Mentor Text **Tier II** (words that appear frequently across many domains and are found in many complex texts) and **Tier III** (low frequency technical words that are related to a specific content area) vocabulary words can be found on pages 4 and 5 of the How Writer's Work writing unit. These words should be incorporated into writing instruction.
3. Teachers should follow the writing process during the writing block. A suggested road map for pacing is found on page 9 of the How Writer's Work unit. However, students may work at different stages of the writing process, and therefore, lessons may be adjusted and/or combined based on student needs. ELL and extension activities are noted within each of the lessons.

Continued from Writing Unit 1

Revising: pages 52-56

- *Revising: Am I Done Yet?*
 - Students will share their stories with a partner.

Note: The following two lessons are from *The Fundamentals of Grammar and Conventions* Unit 1.

- Lesson 2: The Spaces Between Words: pages 7-9
 - Students will understand that writers use spaces between words to help readers understand the writing and gain meaning from the text.

Grade Kindergarten English Language Arts Unit 2 Writing

Editing: pages 57-58

- *Editing: Uppercase and Lowercase Letters*
 - Students will begin to learn about the editing process as they edit for uppercase and lowercase letters.

Publishing: pages 59-62

- *Publishing: What Is Included on a Cover?*
 - Students will create covers for their writing to make their pieces more inviting.

Evaluation: pages 63-66

- *Evaluation I: Students Self-Reflection*
 - Students will use a kid-friendly rubric to reflect on and understand how they have evolved as writers over time.

Recursive strategies include writing for various purposes and audiences, appropriate development, organization, style and word choice specific to writing genres, appropriate language conventions including sentence formation and appropriate grammar, mechanics and spelling / usage.

Vocabulary

Author/Writer- The person who wrote the story.
Author's Purpose- the reason an author has for writing a selection
Beginning- the first, or earliest, part of a story
Collaborate- to work together or cooperate on a task
Describe- to use words to tell or write about something
Description- a statement that describes
Digital tool- an electronic device used to gather or produce information
Draft- the rough sketch of a written piece; to write ideas down on paper
Edit- to correct written work, checking for grammar, spelling and punctuation
Ending- the last part of a story
Feeling- an emotion or an opinion
Genre- a category of writing
Illustration- a picture used to explain or decorate

Grade Kindergarten English Language Arts Unit 2 Writing

<p>Illustrator- The person who draws the pictures or illustrations.</p> <p>Middle-the section of a story between the beginning and the ending</p> <p>Narrate- to tell a story in speech or writing</p> <p>Order of events- the sequence of happenings</p> <p>Produce- to create or make</p> <p>Publish- the final step in the writing process when the writer's share their work with others</p> <p>Purpose- the reason why you are writing</p> <p>Recall- to bring back to mind; to remember</p> <p>Revise- a step in the writing process used to improve the original draft</p> <p>Thought- an idea formed in the mind</p> <p>Title- the name given to a book, story, poem or other work</p> <p>Topic- the main thought of written work</p>

Assessment	Performance Task
<p>Formal Student Performance Checklist Narrative or Informational/Explanatory Writing Rubric</p> <p>Informal -Anecdotal Notes and Teacher Observations using Formative Assessment Notes -Student Friendly Rubrics -Student Writing from Unit Activities -Student Self-Reflection</p>	

Instructional Strategies
<p>See Appendix A for Additional Instructional Research Based and Differentiated Strategies</p>

Resources	Technology Resources
<p>Instructional -Student Work</p>	<p>www.schoolwide.com</p> <ul style="list-style-type: none"> • Unit Resources Planning tool

**Grade Kindergarten English Language Arts
Unit 2 Writing**

<p>-Language Arts Addendum -<i>Kidwriting</i> Sound Charts -Whiteboards -Illustrations -<i>Fundamentals of Writing: How Writer’s Work</i></p> <ul style="list-style-type: none">• <u>Library Mouse</u> by Daniel Kirk• <u>To Be a Kid</u> by Maya Ajmera and John Ivanko• <u>Taking a Bath with the Dog</u> by Scott Menchin• <u>This Quiet Lady</u> by Charlotte Zolotow• <u>The Art Lesson</u> by Tomie dePaola <p>-<i>Fundamentals of Grammar</i> Mentor Texts:</p> <ul style="list-style-type: none">• <u>If you were a Capital Letter</u> by Trisha Speed Shaskan <p><u>Teacher</u></p> <p>-<i>Fundamentals of Writing: How Writer’s Work</i> -<i>Fundamentals of Grammar</i> -Ledyard High Frequency Word List -<i>Getting Ready to Write</i> by Empowering Writers -<i>Word Matters</i> by Fountas and Pinnell -<i>Phonemic Awareness in Young Children</i> by Marilyn Jager Adams -<i>Kidwriting</i> by Eileen Feldgus and Isabell Cardoni</p>	<ul style="list-style-type: none">• Links and Videos for teachers• Explanatory/Informational Writing Rubric aligned to CCSS• Student Benchmark Exemplars• Digital Appendices <p>www.tomie.com www.charlottezolotow.com www.danielkirk.com www.scottmenchin.com</p>
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Interdisciplinary Connections

Grade Kindergarten English Language Arts
Unit 3- Writing

Subject(s)	Writing Language Arts
Unit of Study	Pictures Can Inform – Unit 3
Pacing	15 Instructional Days

Overarching Standards (OS)

CCR.K.L.1 DEMONSTRATE command of the conventions of standard English grammar and usage when writing or speaking.
CCR.K.L.2 DEMONSTRATE command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CCR.K.SL.3 ASK and **ANSWER** questions in order to seek help, get information, or clarify something that is not understood.
CCR.K.SL.4 DESCRIBE familiar people places, things, and events and, with prompting and support, **PROVIDE** additional detail.
CCR.K.SL.5 ADD drawings or other visual displays to descriptions as desired to provide additional details.

Note: Speaking and Listening & Standards are deliberately placed into writing units to support the importance of students' oral rehearsal of stories before putting the pen to paper.

Priority and Supporting CCSS

CCR.K.W.2 USE a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they **NAME** what they are writing about and **SUPPLY** some information about the topic.
 CCR.K.W.6 With guidance and support from adults, **EXPLORE** a variety of digital tools to produce and publish writing, including in collaboration with peers.
CCR.K.W.7 PARTICIPATE in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).
 CCR.K.W.8 With guidance and support from adults, **RECALL** information from experiences or **GATHER** information from provided sources to answer a question.
CCR.K.L.1a PRINT many upper- and lowercase letters.
 CCR.K.L.1b **USE** frequently occurring nouns and verbs.
 CCR.K.L.2b **Recognize** and name end punctuation.
 CCR.K.L.2d **SPELL** simple words phonetically, drawing on knowledge of sound-letter relationships.

Grade Kindergarten English Language Arts
Unit 3- Writing

Concepts (What students need to know)	Skills (What students need to be able to do)	Bloom's Taxonomy Levels
W.2 <ul style="list-style-type: none"> • Informative/explanatory writing, drawing and dictating • Topic • Information, facts or examples • Beginning, middle and end • Closure 	W.2 USE (a combination of drawing, dictating, and writing to compose informative/explanatory texts) NAME (what they are writing about) SUPPLY (some information about the topic)	3
W.7 <ul style="list-style-type: none"> • Writing projects • Opinions 	W.7 PARTICIPATE (in shared research and <u>writing projects</u>)	3
L.1a <ul style="list-style-type: none"> • How to print upper- and lowercase letters 	L.1a PRINT (upper- and lowercase letters)	1

Essential Questions	Corresponding Big Ideas
1. What is my purpose for writing and how do I develop it? 2. What do good researchers do?	1. Writing should be focused, detailed, organized and sequenced in a way that clearly communicates the ideas to the reader. 2. Effective research presents an answer to a question and demonstrates understanding of the inquiry.

Grade Kindergarten English Language Arts
Unit 3- Writing

Learning Activities

Focus of Unit

- Drawing, dictating and writing informative/explanatory texts
- Participating in writing projects

Activities

Notes:

1. The *Fundamentals of Writing* Unit: List and Label will be used in Units 3 and 4. Students will recall information and gather information from different sources as they are exposed to different genres of writing. As part of informational writing, students will begin to create lists and label their written work. Students will select an idea to write about and will focus on revising their written work before bringing their work to publication in Unit 4. **Students will bring their writing piece to final publication and will be assessed using a Grade K Informational/Explanatory Writing Rubric.** Teachers may also use the Student Performance Checklist throughout the unit to measure student achievement (pages 92-93) as well as the Formative Assessment Notes when conferencing with students (pages 94-95).
 2. The Mentor Texts may be used at the beginning of the unit or throughout the unit as models for student work. A list of Mentor Text **Tier II** (words that appear frequently across many domains and are found in many complex texts) and **Tier III** (low frequency technical words that are related to a specific content area) vocabulary words can be found on pages 5 and 6 of the List and Label writing unit. These words should be incorporated into writing instruction.
 3. Teachers should follow the writing process during the writing block to teach the lessons in the unit. However, students may work at different stages of the writing process after the lessons have been taught. Lessons may be adjusted or combined based on student needs. ELL and extension activities are noted within each of the lessons.
 4. The texts from the Immersion Lessons will be used throughout this unit as models for student work. Ideas for extension activities are noted at the end of each lesson. Lessons from *The Fundamentals of Grammar and Conventions* are imbedded. However, additional grammar mini-lessons can be added when needed. Pacing for lessons is noted but may be adjusted based on student needs.
- Follow Immersion Lessons from *List and Label* pages 22-38 (**Note:** Mentor Text Summaries can be found on pages 20-21. **Teachers may, however, choose to substitute Mentor Texts**)
 - *What are List and Label Books?* Students will discover that the list and label structure can be used with any topic. ([Fire Engines](#) by Anne Rockwell). Focus on: Turn and Talk
 - *What's That Sound?* Illustrates for students how list and label books are written in various genres which affect the sound of the book. ([The Important Book](#) by Margaret Wise Brown).

Grade Kindergarten English Language Arts
Unit 3- Writing

- *That's a Great Look!* Helps students actively examine and identify how illustrations and text work. (What's What: A Guessing Game by Mary Serfozo).
- *Lists and Labels, Labels and Lists:* Examines the various ways lists and labels can be used within one book. (Reading Makes You Feel Good by Todd Parr).
- *A List within a List:* Shows students how multiple lists and labels can be contained in one book. (The Everything Book by Denise Fleming).

Generating Ideas pages 39-56

- *Generating Ideas I: Think Big –Go Smaller:*
 - Students will practice moving from broad to specific within a list and label structure.
- *Generating Ideas II: Picture This:*
 - Students will use details in their illustrations to clearly capture their ideas. (Cassie's Word Quilt by Faith Ringgold and Reading Makes You Feel Good by Todd Parr).
- *Generating Ideas III: Why a List and Label Book?:*
 - Students will think about their purpose for writing a list and label book.
- *Students Generating Ideas IV: Labeling Choices:*
 - Students will make decisions about what and where to label.
- *Generating Ideas V: Repeating Phrases:*
 - Students will notice the use of repeating lines and envision using their own.

Recursive strategies include writing for various purposes and audiences, appropriate development, organization, style and word choice specific to writing genres, appropriate language conventions including sentence formation and appropriate grammar, mechanics and spelling / usage.

Vocabulary

Author's Purpose- the reason an author has for writing a selection

Beginning- the first, or earliest, part of a story

Collaborate- to work together or cooperate on a task

Edit- to correct written work, checking for grammar, spelling and punctuation

Ending- the last part of a story

Illustration- a picture used to explain or decorate

Information- knowledge or facts learned about a subject

Grade Kindergarten English Language Arts
Unit 3- Writing

<p>Label- to mark and give information about something</p> <p>List- a number of ideas/items that are connected</p> <p>Middle-the section of a story between the beginning and the ending</p> <p>Narrate- to tell a story in speech or writing</p> <p>Order of events- the sequence of happenings</p> <p>Produce- to create or make</p> <p>Publish- the final step in the writing process when the writer's share their work with others</p> <p>Purpose- the reason why you are writing</p> <p>Recall- to bring back to mind; to remember</p> <p>Research- careful investigation or study of a topic</p> <p>Thought- an idea formed in the mind</p> <p>Title- the name given to a book, story, poem or other work</p> <p>Topic- the main thought of written work</p>
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Assessment	Performance Task
<p>Formal</p> <p>-Informational/Explanatory Grade Specific Writing Rubric</p> <p>Informal</p> <p>-Anecdotal Notes and Teacher Observations using Formative Assessment Notes</p> <p>-Rubrics</p> <p>-Student Writing from Unit Activities</p> <p>-Student Self-Reflection</p>	TBD

Instructional Strategies
<p>See Appendix A for Additional Instructional Research Based and Differentiated Strategies</p>

Resources	Technology Resources
<p>Instructional</p> <p>-Student Work</p> <p>-Language Arts Addendum</p>	<p>www.schoolwide.com</p> <ul style="list-style-type: none"> • Unit Resources Planning tool • Links and Videos for teachers

Grade Kindergarten English Language Arts
Unit 3- Writing

<p>-Kidwriting Sound Charts -Whiteboards -Illustrations -<i>Fundamentals of Writing</i>: List and Label and List and Label Mentor Texts</p> <ul style="list-style-type: none">• <u>Fire Engines</u> by Anne Rockwell• <u>Fish Eyes</u> by Lois Ehlert• <u>The Important Book</u> by Margaret Wise Brown• <u>What's What: A Guessing Game</u> by Mary Serfozo• <u>Reading Makes You Feel Good</u> by Todd Parr• <u>The Everything Book</u> by Denise Fleming• <u>Biggest, Strongest, Fastest</u> by Steve Jenkins• <u>My Dad</u> by Anthony Browne• <u>When I Am Old With You</u> by Angela Johnson <p>-<i>Fundamentals of Grammar</i> Mentor Text:</p> <ul style="list-style-type: none">• <u>So Much</u> by Trish Cooke <p>Teacher</p> <p>-<i>Fundamentals of Writing</i>: List and Label -<i>Fundamentals of Grammar</i> -Ledyard High Frequency Word List -<i>Getting Ready to Write</i> by Empowering Writers -<i>Word Matters</i> by Fountas and Pinnell -<i>Phonemic Awareness in Young Children</i> by Marilyn Jager Adams -<i>Kidwriting</i> by Eileen Feldgus and Isabell Cardoni</p>	<ul style="list-style-type: none">• Explanatory/Informational Writing Rubric aligned to CCSS• Student Benchmark Exemplars• Digital Appendices <p>www.nytimes.com/books/97/01/19/reviews/970119.19childrt.html</p> <p>www.margaretwisebrown.com/</p> <p>www.readingrockets.org/books/interviews/ehlert</p> <p>www.toddpar.com/intro2.html</p> <p>www.denisefleming.com/</p> <p>www.books.guardian.co.uk/departments/childrenandteens/story/0,6000,348137,00.html (Anthony Browne)</p> <p>www.annerockwell.com</p> <p>www.Faithringgold.com</p> <p>www.houghtonmifflinbooks.com/catalog/authordetail.cfm?authorID=1643 (Steve Jenkins)</p> <p>www.media.cla.auburn.edu/goodlyland/author.cfm?AuthorID=31 (Angela Johnson)</p>
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Interdisciplinary Connections

**Grade Kindergarten English Language Arts
Unit 4- Writing**

Subject(s)	Writing Language Arts
Unit of Study	Words Add to Your Story – Unit 4
Pacing	18 Instructional Days

Overarching Standards (OS)

CCR.K.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
CCR.K.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CCR.K.SL.4 Describe familiar people places, things, and events and, with prompting and support, provide additional detail.
CCR.K.SL.5 Add drawings or other visual displays to descriptions as desired to provide additional details.

Note: Speaking and Listening & Standards are deliberately placed into writing units to support the importance of students' oral rehearsal of stories before putting the pen to paper.

Priority and Supporting CCSS

CCR.K.W.2 USE a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they NAME what they are writing about and SUPPLY some information about the topic.
CCR.K.W.5 With guidance and support from adults, RESPOND to questions and suggestions from peers, and ADD details to strengthen writing as needed.
 CCR.K.W.6 With guidance and support from adults, EXPLORE a variety of digital tools to produce and publish writing, including in collaboration with peers.
CCR.K.W.7 PARTICIPATE in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).
 CCR.K.W.8 With guidance and support from adults, RECALL information from experiences or GATHER information from provided sources to answer a question.
CCR.K.L.1a PRINT many upper and lowercase letters.
 CCR.K.L.1b USE frequently occurring nouns and verbs.
CCR.K.L.2b RECOGNIZE and Name end punctuation.
CCR.K.L.2d SPELL simple words phonetically, drawing on knowledge of sound-letter relationships.

**Grade Kindergarten English Language Arts
Unit 4- Writing**

Concepts (What students need to know)	Skills (What students need to be able to do)	Bloom's Taxonomy Levels
<p>W.2</p> <ul style="list-style-type: none"> • Informative/explanatory writing, drawing and dictating • Topic • Information, facts or examples • Beginning, middle and end • Closure 	<p>W.2 USE (a combination of drawing, dictating, and writing to compose informative/explanatory texts) NAME (what they are writing about) SUPPLY (some information about the topic)</p>	<p>3</p> <p>1</p> <p>3</p>
<p>W.5</p> <ul style="list-style-type: none"> • How to answer questions • Details 	<p>W.5 RESPOND (to questions and suggestions from peers) ADD (details to strengthen writing as needed, with guidance and support from adults)</p>	<p>3</p> <p>3</p>
<p>W.7</p> <ul style="list-style-type: none"> • Writing projects • Opinions 	<p>W.7 PARTICIPATE (in shared research and writing projects)</p>	<p>3</p>
<p>L.1a</p> <ul style="list-style-type: none"> • How to print upper- and lowercase letters 	<p>L.1a PRINT (upper- and lowercase letters)</p>	<p>1</p>
<p>L.2d</p> <ul style="list-style-type: none"> • Phonetic spellings 	<p>L.2d SPELL (simple words phonetically, drawing on knowledge of sound-letter relationships)</p>	<p>3</p>

Essential Questions	Corresponding Big Ideas
<ol style="list-style-type: none"> 1. What is my purpose for writing and how do I develop it? 2. What do good researchers do? 3. Why do the rules of language matter? 	<ol style="list-style-type: none"> 1. Writing should be focused, detailed, organized and sequenced in a way that clearly communicates the ideas to the reader. 2. Effective research presents an answer to a question and demonstrates understanding of the inquiry. 3. Effective communication of ideas when speaking or writing relies on the appropriate use of the conventions of language.

Grade Kindergarten English Language Arts Unit 4- Writing

Learning Activities

Focus of Unit

- Drawing, dictating and writing informative/explanatory texts, adding details to strengthen writing
- Spelling words phonetically

Activities

Notes:

1. The *Fundamentals of Writing* Unit: List and Label will continue and wrap up in this unit. Students will draft and edit their writing. They will create a title for their story and will design a book cover as a hint to their writing piece. **Students will bring their writing piece to final publication and will be assessed using a Grade K Informational/Explanatory Writing Rubric.** Teachers may also use the Student Performance Checklist throughout the unit to measure student achievement (pages 92-93) as well as the Formative Assessment Notes when conferencing with students (pages 94-95).
2. Teachers should follow the writing process during the writing block to teach the lessons in the unit. However, students may work at different stages of the writing process after the lessons have been taught. Lessons may be adjusted or combined based on student needs. ELL and extension activities are noted within each of the lessons.
3. Implement the following *The Fundamentals of Grammar and Conventions* lessons:
 - Unit 1 Lesson 3: Let's Take a Look! (pages 10-12)
 - Unit 1, Lesson 5: "I" Stands Tall (pages 16-18)
 - Unit 2, Lesson 1: What Do We Notice About the End of a Sentence? (pages 23-25)
 - Unit 2, Lesson 2: Notice and Name End Marks That Tell, Ask and Exclaim (pages 26-28)
 - Unit 2 Lesson 4: Looking for Nouns (pages 33-36)

Continued from Writing Unit 3

Selecting Ideas (pages 57-59)

- *Selecting Ideas: Choose Me!*
 - Students will commit to an idea with the purposeful consideration of audience.

Drafting (pages 60-71)

- *Drafting I: How Will It Look?:*
 - Students will explore different ways to present their books.
- *Drafting II: How Will It Look Another Way?:*
 - Students will try their topics out in two new formats.

Grade Kindergarten English Language Arts Unit 4- Writing

Revision (pages 72-79)

- *Revision I : Saying More With Words:*
 - Students will practice using detailed examples and telling thoughts to give their readers more information.
- *Revision II : Saying More With Pictures:*
 - Students will read over their illustrations in order to revise for details.
- *Revision I : Writing With Striking Verbs:*
 - Students will revise the action words in their pieces.

Editing (pages 80-85)

- Editing I : Lowercase / Uppercase
 - Students will edit for lower and uppercase letters in their list/label books.
- Editing II : Spacing
 - Students will reread their writing to determine if the spacing is adequate enough to identify one word from the next.

Publishing (pages 86-88) **Note:** Provide students with additional time for publishing.

- Publishing: Tell It Like It Is
 - Students will write a title that matches the illustration, allowing the reader to identify the subject within.

Self-Reflection (pages 89-91)

- Evaluation I : Reflection
 - Students will reread their list/label books with these purposes in mind.

Recursive strategies include writing for various purposes and audiences, appropriate development, organization, style and word choice specific to writing genres, appropriate language conventions including sentence formation and appropriate grammar, mechanics and spelling / usage.

**Grade Kindergarten English Language Arts
Unit 4- Writing**

Vocabulary

Author's Purpose- the reason an author has for writing a selection
Beginning- the first, or earliest, part of a story
Collaborate- to work together or cooperate on a task
Detail- specific information about the topic
Edit- to correct written work, checking for grammar, spelling and punctuation
Ending- the last part of a story
Genre- a category of writing
Illustration- a picture used to explain or decorate
Information- knowledge or facts learned about a subject
Label- to mark and give information about something
List- a number of ideas/items that are connected
Middle-the section of a story between the beginning and the ending
Narrate- to tell a story in speech or writing
Noun- a part of speech that names a person, place, thing or idea
Opinion- a person's thoughts or feelings and not based on facts
Order of events- the sequence of happenings
Produce- to create or make
Publish- the final step in the writing process when the writer's share their work with others
Purpose- the reason why you are writing
Recall- to bring back to mind; to remember
Research- careful investigation or study of a topic
Thought- an idea formed in the mind
Title- the name given to a book, story, poem or other work
Topic- the main thought of written work

**Grade Kindergarten English Language Arts
Unit 4- Writing**

Instructional Strategies
See Appendix A for Additional Instructional Research Based and Differentiated Strategies

Assessment	Performance Task
<p>Formal</p> <ul style="list-style-type: none"> - Informational/Explanatory Grade Specific Writing Rubric <p>Informal</p> <ul style="list-style-type: none"> -Anecdotal Notes and Teacher Observations using Formative Assessment Notes -Rubrics -Student Writing from Unit Activities -Student Self-Reflection 	TBD

Resources	Technology Resources
<p>Instructional</p> <ul style="list-style-type: none"> -Student Work -Language Arts Addendum -Kidwriting Sound Charts -Whiteboards -Illustrations -<i>Fundamentals of Writing</i>: List and Label Mentor Texts <ul style="list-style-type: none"> • <u>Biggest, Strongest, Fastest</u> by Steve Jenkins • <u>Fire Engines</u> by Anne Rockwell • <u>The Important Book</u> by Margaret Wise Brown • <u>What's What: A Guessing Game</u> by Mary Serfozo • <u>Reading Makes You Feel Good</u> by Todd Parr • <u>The Everything Book</u> by Denise Fleming -<i>Fundamentals of Grammar</i> Mentor Texts: <ul style="list-style-type: none"> • <u>Matthew A.B.C.</u> by Peter Catalanotto • <u>If you were a Noun</u> by Peter Michael Dahl • <u>David Gets in Trouble</u> by David Shannon 	<p>www.schoolwide.com</p> <ul style="list-style-type: none"> • Unit Resources Planning tool • Links and Videos for teachers • Explanatory/Informational Writing Rubric aligned to CCSS • Student Benchmark Exemplars • Digital Appendices <p>www.nytimes.com/books/97/01/19/reviews/970119.19childrt.html</p> <p>www.margaretwisebrown.com/</p> <p>www.readingrockets.org/books/interviews/ehlert</p> <p>www.toddpar.com/intro2.html</p> <p>www.denisefleming.com/</p> <p>www.books.guardian.co.uk/departments/childrenandteens/story/0</p>

**Grade Kindergarten English Language Arts
Unit 4- Writing**

- Yo! Yes? by Chris Raschka

Teacher

- Fundamentals of Writing*: List and Label
- Fundamentals of Grammar*
- Ledyard High Frequency Word List
- Getting Ready to Write* by Empowering Writers
- Word Matters* by Fountas and Pinnell
- Phonemic Awareness in Young Children* by Marilyn Jager Adams
- Kidwriting* by Eileen Feldgus and Isabell Cardoni

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www.annerockwell.com

www.Faithringgold.com

www.houghtonmifflinbooks.com/catalog/authordetail.cfm?authorID=1643

www.media.cla.auburn.edu/goodlyland/author.cfm?AuthorID=31

Interdisciplinary Connections

**Grade Kindergarten English Language Arts
Unit 5-Writing**

Subject(s)	Writing Language Arts
Unit of Study	How-To: Unit 5
Pacing	30 Instructional Days

Overarching Standards (OS)

CCR.K.L.1 DEMONSTRATE command of the conventions of standard English grammar and usage when writing or speaking.

CCR.K.L.2 DEMONSTRATE command of the conventions of standard English capitalization, punctuation, and spelling when writing.

CCR.K.SL.3 ASK and ANSWER questions in order to seek help, get information, or clarify something that is not understood.

CCR.K.SL.4 DESCRIBE familiar people places, things, and events and, with prompting and support, **PROVIDE** additional detail.

CCR.K.SL.5 ADD drawings or other visual displays to descriptions as desired to provide additional details.

***Note:** Speaking and Listening & Standards are deliberately placed into writing units to support the importance of students' oral rehearsal of stories before putting the pen to paper.*

Priority and Supporting CCSS

CCR.K.W.2 USE a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they **NAME** what they are writing about and **SUPPLY** some information about the topic.

CCR.K.W.5 With guidance and support from adults, **RESPOND** to questions and suggestions from peers, and **ADD** details to strengthen writing as needed.

CCR.K.W.6 With guidance and support from adults, **EXPLORE** a variety of digital tools to produce and publish writing, including in collaboration with peers.

CCR.K.W.7 PARTICIPATE in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).

CCR.K.W.8 With guidance and support from adults, **RECALL** information from experiences or **GATHER** information from provided sources to answer a question.

CCR.K.L.1e USE the most frequently occurring prepositions.

CCR.K.L.2a **CAPITALIZE** the first words in a sentence and the pronoun I.

CCR.K.L.2b **RECOGNIZE** and **NAME** end punctuation.

**Grade Kindergarten English Language Arts
Unit 5-Writing**

CCR.K.L.2c WRITE a letter or letters for most consonant and short vowel.
CCR.K.L.2d SPELL simple words phonetically, drawing on knowledge of sound-letter relationships.

Concepts (What students need to know)	Skills (What students need to be able to do)	Bloom's Taxonomy Levels
W.2 <ul style="list-style-type: none"> • Informative/explanatory writing, drawing and dictating • Topic • Information, facts or examples • Beginning, middle and end • Closure 	W.2 USE (a combination of drawing, dictating, and writing to compose informative/explanatory texts) NAME (what they are writing about) SUPPLY (some information about the topic)	3 1 3
W.5 <ul style="list-style-type: none"> • Topic • How to respond to questions • How to revise adding details 	W.5 (With guidance and support from adults) RESPOND (to questions and suggestions from peers) ADD (details to strengthen writing as needed)	3 6
W.7 <ul style="list-style-type: none"> • Writing projects • Opinions 	W.7 PARTICIPATE (in shared research and writing projects)	3
L.1e <ul style="list-style-type: none"> • Prepositions 	L.1e USE (the most frequently occurring prepositions)	3

Essential Questions	Corresponding Big Ideas
1. What is my purpose for writing and how do I develop it? 2. What do good researchers do?	1. Writing should be focused, detailed, organized and sequenced in a way that clearly communicates the ideas to the reader. 2. Effective research presents an answer to a question and demonstrates understanding of the inquiry.

**Grade Kindergarten English Language Arts
Unit 5-Writing**

Learning Activities

Focus of Unit

- Drawing, dictating and writing informative/explanatory texts
- Revising writing and participating in writing projects

Activities:

Notes:

1. The *Fundamentals of Writing* Unit: Non-fiction How-To will be used throughout this unit. Students will learn about different types of procedural writings and their features (e.g., recipes, instructions, directions, steps in a process, sequence of events) and will consider how some words convey actions and others convey time. Students will understand that writers make choices about purpose, audience, and structure as they learn that steps in a process are sequenced chronologically. **Students will bring their writing piece to final publication and will be assessed using a Grade K Informational/Explanatory Writing Rubric.** Teachers may also use the Student Performance Checklist throughout the unit to measure student achievement (pages 93-94) as well as the Formative Assessment Notes when conferencing with students (pages 94-96).
 2. The Mentor Texts may be used at the beginning of the unit or throughout the unit as models for student work. A list of Mentor Text **Tier II** (words that appear frequently across many domains and are found in many complex texts) and **Tier III** (low frequency technical words that are related to a specific content area) vocabulary words can be found on pages 5-7 of the Non-fiction writing unit. These words should be incorporated into writing instruction.
 3. Teachers should follow the writing process during the writing block to teach the lessons in the unit. However, students may work at different stages of the writing process after the lessons have been taught. Lessons may be adjusted or combined based on student needs. ELL and extension activities are noted within each of the lessons.
- Follow Immersion Lessons from *Fundamentals of Writing*: Non-fiction How-To pages 24-41 (Mentor Text Summaries can be found on pages 21-23. **Teachers may, however, choose to substitute Mentor Texts**)
 - *What is How-To Writing?:* Students will create a list of features of how-to writing. (How to Be by Lisa Brown)
 - *Be an Expert at How-To Writing:* Students will draw upon their own experiences and expertise to select the ideas they write about. (I Can Draw People by Ray Gibson)
 - *How-To Writers Share What They Care About:* Students will connect topics choices and purpose in creating how-to writings about the subjects they love. (If You Decide to Go to the Moon by Faith McNulty)
 - *Using Pictures in How-To Writing:* Students will consider how illustrations enhance meaning and clarify the

Grade Kindergarten English Language Arts Unit 5-Writing

readers' understanding of steps and instructions in procedural writing. (Growing Vegetable Soup by Lois Ehler)

- *How to Write a How-To Writing*: Students will use recipes to cover the features and components of a common form of how-to writing--the recipe—and to get ready for their own how-to writing projects. (The Pizza That We Made by Joan Holub)

Generating pages 42-58

- *Generating Ideas I : You're the Expert :*
 - Students will explore what topics and activities on which they are experts.
- *Generating Ideas II : Share What You Care About:*
 - Students will consider topics or subjects they care about when planning their own how-to writing.
- *Generating Ideas III : Talk Readers Through Your How-To:*
 - Students will think about the specific audience to whom they wish to direct their own how-to pieces.
- *Generating Ideas IV : Do What Other How-To Writers Do:*
 - Students will consider the ways writers get inspired and use one or more of these methods to generate ideas.
- *Generating Ideas V : Celebrate the Seasons:*
 - Students will explore the seasonal activities they enjoy know how to do.

Selecting pages 59-61

- *Selecting Ideas: Love It or Leave It:*
 - Students will review the ideas they have collected in their Writing Folders and select one to develop into a more substantial how-to writing to publish and share.

Drafting pages 62-71

- *Drafting I : Begin With a Materials List:*
 - Students will consider the role and value of such lists and create one to aid readers with their how-to writings.

Grade Kindergarten English Language Arts Unit 5-Writing

- *Drafting IIA: Order & Number (Using Pictures):*
 - Students will create drawings that illustrate the sequence of steps in their how-to processes and, with prompting and support, describe the relationship between the illustration and the text the illustration depicts.
- *Drafting IIB : Order & Number (Using Words):*
 - Students will create numbered steps and written descriptions to accompany and explain the pictures they created in Drafting IIA lesson.

Revision pages 72-78 **Note:** Several days may be needed for the revision lessons.

- *Revision I : Labels & Captions:*
 - Students will identify how labels and captions are used in the unit literature and then create an illustration for their own how-to piece that uses labels and captions.
- *Revision II : Review Your Verbs:*
 - Students will identify strong verbs and use more active verbs in their own writings.

Editing pages 79-84

- *Editing I : Sentence Enders Say a Lot:*
 - Students will examine end punctuation in the literature they read, consider the conventions regarding their use, and then edit their own end punctuation choices.
- *Editing II : Check Numbers & Transitions:*
 - Students will consider how unit writers use numbers and transition words and then check the spelling and format of such ordinals in their own writing.

Publishing pages 85-89 **Note:** Additional days can be used for students to publish their piece of writing.

- *Publishing : Dedicate Your How-To:*
 - Students will dedicate their writings to those who have been instrumental in their enjoyment of their how-to topic.

Evaluation pages 90-92

- Student Self Reflection

**Grade Kindergarten English Language Arts
Unit 5-Writing**

- Students will conduct a self-assessment to reflect on how their understanding of the how-to genre has grown over the course of the unit.

Recursive strategies include writing for various purposes and audiences, appropriate development, organization, style and word choice specific to writing genres, appropriate language conventions including sentence formation and appropriate grammar, mechanics and spelling / usage.

Vocabulary

Author's Purpose- the reason an author has for writing a selection

Beginning- the first, or earliest, part of a story

Collaborate- to work together or cooperate on a task

Digital tool- an electronic device used to gather or produce information

Edit- to correct written work, checking for grammar, spelling and punctuation

Ending- the last part of a story

Genre- a category of writing

Illustration- a picture used to explain or decorate

Information- knowledge or facts learned about a subject

Label- to mark and give information about something

List- a number of ideas/items that are connected

Middle-the section of a story between the beginning and the ending

Narrate- to tell a story in speech or writing

Order of events- the sequence of happenings

Preposition- a word that relates to a noun or pronoun to another

Produce- to create or make

Publish- the final step in the writing process when the writer's share their work with others

Purpose- the reason why you are writing

Recall- to bring back to mind; to remember

Research- careful investigation or study of a topic

Thought- an idea formed in the mind

Title- the name given to a book, story, poem or other work

Topic- the main thought of written work

**Grade Kindergarten English Language Arts
Unit 5-Writing**

Assessment	Performance Task
<p><u>Formal</u> -Grade Specific Informational/Explanatory Writing Rubric</p> <p><u>Informal</u> -Anecdotal Notes and Teacher Observations using Formative Assessment Notes -Rubrics -Student Writing from Unit Activities -Student Self-Reflection</p>	TBD

Instructional Strategies
<p>See Appendix A for Additional Instructional Research Based and Differentiated Strategies</p>

Resources	Technology Resources
<p><u>Instructional</u> -Student Work -Language Arts Addendum -<i>Kidwriting</i> Sound Charts -Whiteboards -Illustrations -<i>Fundamentals of Writing</i>: Non-fiction How-To</p> <ul style="list-style-type: none"> • <u>All You Need for a Snowman</u> by Alice Schertle • <u>Building a House</u> by Byron Barton • <u>Growing Vegetable Soup</u> by Lois Ehlert • <u>How to Be</u> by Lisa Brown • <u>How to Lose All Your Friends</u> by Nancy Carlson • <u>I Can Draw People</u> by Ray Gibson • <u>If You Decide to Go to The Moon</u> by Faith McNulty 	<p>www.schoolwide.com</p> <ul style="list-style-type: none"> • Unit Resources Planning tool • Links and Videos for teachers • Explanatory/Informational Writing Rubric aligned to CCSS • Student Benchmark Exemplars • Digital Appendices <p>pbskids.org/readingrainbow/contest/2006/authors/authorsh.html www.joanholub.com www.friend.ly.net/users/jorban/biographies/ehlertlois/index.html www.nancycarlson.com/ www.teachingk-8.com/archives/a_poetry_workshop_in_print/alice_schertle_by_le</p>

**Grade Kindergarten English Language Arts
Unit 5-Writing**

- The Pizza That We Made by Joan Holub
- Road Builders by B.G. Heneddy
- Walk On! A Guide for Babies of All Ages by Marla Frazee

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www.greenbaypressgazette.com/apps/pbcs.dll/article?AID=/99999999/GPG0101/607030388/0/theme

Teacher

- Fundamentals of Writing: Non-fiction How-To*
- Ledyard High Frequency Word List
- Getting Ready to Write* by Empowering Writers
- Word Matters* by Fountas and Pinnell
- Phonemic Awareness in Young Children* by Marilyn Jager Adams
- Kidwriting* by Eileen Feldgus and Isabell Cardon

Interdisciplinary Connections

**Grade Kindergarten English Language Arts
Unit 6 Writing**

Subject(s)	Writing Language Arts
Unit of Study	Opinion Writing Unit 6
Pacing	10 Instructional Days

Overarching Standards (OS)

- CCR.K.L.1 DEMONSTRATE** command of the conventions of standard English grammar and usage when writing or speaking.
- CCR.K.L.2 DEMONSTRATE** command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- CCR.K.SL.3 ASK** and **ANSWER** questions in order to seek help, get information, or clarify something that is not understood.
- CCR.K.SL.4 DESCRIBE** familiar people places, things, and events and, with prompting and support, **PROVIDE** additional detail.
- CCR.K.SL.5 ADD** drawings or other visual displays to descriptions as desired to provide additional details.

Note: Speaking and Listening & Standards are deliberately placed into writing units to support the importance of students' oral rehearsal of stories before putting the pen to paper.

Priority and Supporting CCSS

- CCR.K.W.1 USE** a combination of drawing, dictating, and writing to compose opinion pieces in which they **TELL** a reader the topic or the name of the book they are writing about and **STATE** an opinion or preference about the topic or book (e.g., **My favorite book is...**).
- CCR.K.W.5 With guidance and support from adults, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
- CCR.K.W.6 With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.
- CCR.K.W.7 Participate** in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).
- CCR.K.W.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.**
- CCR.K.L.1b Use frequently occurring nouns and verbs.
- CCR.K.L.1c Form regular plural nouns orally by adding /s/ or /es/.
- CCR.K.L.2d Spell simple words phonetically, drawing on knowledge of sound-letter relationships.**

**Grade Kindergarten English Language Arts
Unit 6 Writing**

Concepts (What students need to know)	Skills (What students need to be able to do)	Bloom's Taxonomy Levels
<p>W.1</p> <ul style="list-style-type: none"> • Opinion • Preference • Topic • Book Title • Reason • Example 	<p>W.1 USE (a combination of drawing, dictating and writing to compose opinion pieces) TELL (a reader the topic or name the book they are writing about) STATE (an opinion or preference about the topic or book)</p>	<p>3</p> <p>1</p> <p>1</p>
<p>W.7</p> <ul style="list-style-type: none"> • Writing projects • Opinions 	<p>W.7 PARTICIPATE (in shared research and <u>writing projects</u>)</p>	<p>3</p>
<p>W.8</p> <ul style="list-style-type: none"> • Experiences • How to gather information from a source 	<p>W.8 RECALL (information from experiences) GATHER (information form provided sources to answer a question)</p>	<p>1</p> <p>3</p>
<p>L.2d</p> <ul style="list-style-type: none"> • Phonetic spellings 	<p>L.2d SPELL (simple words phonetically, drawing on knowledge of sound-letter relationships)</p>	<p>3</p>

Essential Questions	Corresponding Big Ideas
<ol style="list-style-type: none"> 1. Why is it important that everyone writes letters and words the same way? 2. Why are people's opinions important? 	<ol style="list-style-type: none"> 1. Writers form and write opinions because of the way they feel or think about something. Writers can agree or disagree with someone else's opinion(s).

**Grade Kindergarten English Language Arts
Unit 6 Writing**

Learning Activities

Focus of Unit

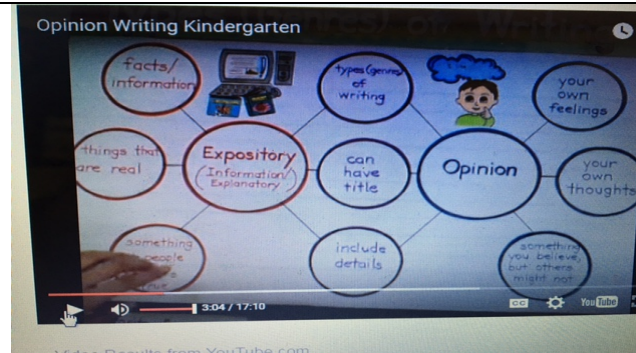
- Drawing, dictating, and writing to compose ***opinion**
- Recalling information from experiences or gathering information from sources to answer a question
- Spelling simple words phonetically

Activities

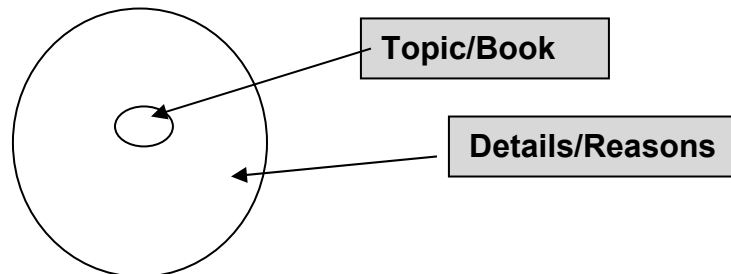
Notes:

1. Students will have had numerous opportunities to orally discuss and formulate their own opinions related to different topics and different stories that they have heard or read based off teacher models. Throughout the year, teachers have the flexibility to build in as many opportunities for students to formulate their own opinions. Examples included in supporting materials for unit, but not limited to:
 - ❖ Use an opinion jar (i.e., *Do you like snakes? What is your favorite movie?*) for students to write what they think about a topic and tell why.
 - ❖ Whole class survey on a topic where students respond to a question and interpret the data (i.e., tallying, creating a bar graph) and share student outcomes.
 - ❖ Incorporating opinions into morning message.
 2. *Forming opinions clearly overlap in narrative and informational text. However, the focus of this 10 day unit is to go through the writing process so students understand formally what it means to form an opinion and take a stance using specific reasons based on their own thoughts and feelings and not facts. Different approaches may be made in terms of purpose (i.e., to tell someone about their opinion, to write a letter to someone because they disagree. Students will bring this piece to simple choice publication.
- Immersion and Pre-assessment:
 - Have students brainstorm some topics or books where they have given their opinion and record responses. Clearly define the word opinion (the way you think or feel about something) and remind them of the importance of stating why! Explain that when others give opinions it is okay to agree or disagree with them. Have a brief discussion on what this may sound or look like.
 - Be sure to show vocabulary for stating an opinion. If student reasons are based off of factual information rather than their own personal opinions, reteach opinion vs. facts. See example below (modify as needed):

Grade Kindergarten English Language Arts Unit 6 Writing



- **Brainstorming/Generating Ideas:**
 - Hook students by brainstorming and then recording additional topics (or books) that they can write about. These ideas can also be pulled from the opinion jar idea. Explain that they will be writing about one topic (that they agree or disagree with) or book of his or her choice (that they like or may not have liked).
- **Teacher Directed Modeling and Scaffolding:**
 - Model and think aloud a topic/book of your choice. As you are modeling be sure to use specific vocabulary connected to stating an opinion (i.e., *I think, I feel, I don't like, This is interesting*). Invite students to participate in topics or books they may want to write about. Model how to transfer thinking to a plan, and explain how the plan will help you when writing (i.e., quick picture, quick picture with labels, words or a graphic organizer determined by the teacher). See sample below of a circle map:



- Once the plan is done, model how to use the details from the plan to begin to write a draft. Reread and make any revisions and then edits you would like to model. Then discuss options for publishing (i.e., one page story, poster board, letter to author, letter to friend, opinion class slideshow).

Grade Kindergarten English Language Arts Unit 6 Writing

- Student Practice and Application
 - Students can then select a topic/book to write about. Have them share their thinking orally with a partner. Students can make a plan in which they then state their opinion and then tell why using key vocabulary taught. Be sure the why is based off of his or her feeling. He or she may agree or disagree. Teacher provides scaffolds based on student needs (i.e., small groups, differentiated prompts and writing materials, etc...).
 - Teacher prompts students to make revisions as needed and then can encourage students to use a simple editing checklist (i.e., start sentence with capital letter, end punctuation).
- Publication and Evaluation
 - Students may bring their final opinion piece to publication. Share with class.

Vocabulary

Author's Purpose- the reason an author has for writing a selection
Beginning- the first, or earliest, part of a story
Collaborate- to work together or cooperate on a task
Detail- specific information about the topic
Digital tool- an electronic device used to gather or produce information
Edit- to correct written work, checking for grammar, spelling and punctuation
Ending- the last part of a story
Genre- a category of writing
Illustration- a picture used to explain or decorate
Information- knowledge or facts learned about a subject
Middle-the section of a story between the beginning and the ending
Narrate- to tell a story in speech or writing
Opinion- a person's thoughts or feelings and not based on facts
Order of events- the sequence of happenings
Produce- to create or make
Publish- the final step in the writing process when the writer's share their work with others
Purpose- the reason why you are writing
Recall- to bring back to mind; to remember
Research- careful investigation or study of a topic
Source- a person, place or thing that provides information
Thought- an idea formed in the mind
Title- the name given to a book, story, poem or other work
Topic- the main thought of written work

**Grade Kindergarten English Language Arts
Unit 6 Writing**

Assessment	Performance Task
<p>Informal</p> <ul style="list-style-type: none"> -Anecdotal Notes and Teacher Observations using Formative Assessment Notes -Rubrics -Student Writing from Unit Activities -Student Self-Reflection 	

Instructional Strategies
<p>See Appendix A for Additional Instructional Research Based and Differentiated Strategies</p>

Resources	Technology Resources
<p>Instructional</p> <ul style="list-style-type: none"> -Student Work -Language Arts Addendum/Supporting Materials -<i>Kidwriting</i> Sound Charts -Whiteboards -Illustrations -Previously read books <p>Teacher</p> <ul style="list-style-type: none"> -Ledyard High Frequency Word List -<i>Getting Ready to Write</i> by Empowering Writers -<i>Word Matters</i> by Fountas and Pinnell -<i>Phonemic Awareness in Young Children</i> by Marilyn Jager Adams -<i>Kidwriting</i> by Eileen Feldgus and Isabell Cardoni 	<p>www.harpercollinschildrens.com</p>

Interdisciplinary Connections

**Grade Kindergarten English Language Arts
Unit 7- Writing**

Subject(s)	Writing Language Arts
Unit of Study	Non-fiction – Unit 7
Pacing	25 Instructional Days; 5 re-teaching

Overarching Standards (OS)

CCR.K.L.1 DEMONSTRATE command of the conventions of standard English grammar and usage when writing or speaking.

CCR.K.L.2 DEMONSTRATE command of the conventions of standard English capitalization, punctuation, and spelling when writing.

CCR.K.SL.3 ASK and ANSWER questions in order to seek help, get information, or clarify something that is not understood.

CCR.K.SL.4 DESCRIBE familiar people places, things, and events and, with prompting and support, **PROVIDE additional detail.**

CCR.K.SL.5 ADD drawings or other visual displays to descriptions as desired to provide additional details.

***Note:** Speaking and Listening & Standards are deliberately placed into writing units to support the importance of students' oral rehearsal of stories before putting the pen to paper.*

Priority and Supporting CCS

CCR.K.W.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.

CCR.K.W.5 With guidance and support from adults, **RESPOND** to questions and suggestions from peers, and **ADD details to strengthen writing as needed.**

CCR.K.W.6 With guidance and support from adults, **EXPLORE** a variety of digital tools to produce and publish writing, including in collaboration with peers.

CCR.K.W.7 PARTICIPATE in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).

CCR.K.W.8 With guidance and support from adults, **RECALL** information from experiences or **GATHER** information from provided sources to answer a question.

CCR.K.L.1b **USE** frequently occurring nouns and verbs.

CCR.K.L.1c **FORM** regular plural nouns orally by adding /s/ or /es/.

**Grade Kindergarten English Language Arts
Unit 7- Writing**

CCR.K.L.1e USE the most frequently occurring prepositions.
CCR.K.L.2a CAPITALIZE the first words in a sentence and the pronoun I.
CCR.K.L.2c WRITE a letter or letters for most consonant and short vowel.
CCR.K.L.2d SPELL simple words phonetically, drawing on knowledge of sound-letter relationships.

Concepts (What students need to know)	Skills (What students need to be able to do)	Bloom's Taxonomy Levels
W.2 <ul style="list-style-type: none"> • Informative/explanatory writing, drawing and dictating • Topic • Information, facts or examples • Beginning, middle and end • Closure 	W.2 USE (a combination of drawing, dictating, and writing to compose informative/explanatory texts) NAME (what they are writing about) SUPPLY (some information about the topic)	3 1 3
W.5 <ul style="list-style-type: none"> • Topic • How to respond to questions • How to revise adding details 	W.5 (With guidance and support from adults) RESPOND (to questions and suggestions from peers) ADD (details to strengthen writing as needed)	3 6
W.7 <ul style="list-style-type: none"> • Writing projects • Opinion 	W.7 PARTICIPATE (in shared research and writing projects)	3
L.1e <ul style="list-style-type: none"> • Prepositions 	L.1e USE (the most frequently occurring prepositions)	3
L.2a <ul style="list-style-type: none"> • Capitalization rules 	L.2a CAPITALIZE (the first words in a sentence and the pronoun "I")	3
L.2c <ul style="list-style-type: none"> • Letter for consonant and short vowel sounds 	L2c WRITE (a letter or letters for most consonant and short vowel)	3,4

**Grade Kindergarten English Language Arts
Unit 7- Writing**

L.2d <ul style="list-style-type: none"> • Phonetic spellings 	L.2d SPELL (simple words phonetically, drawing on knowledge of sound-letter relationships)	3
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Essential Questions	Corresponding Big Ideas
1. What is my purpose and how do I develop it? 2. Why is it important to revise my work? 3. Why do the rules of language matter?	1. Writing should be focused, detailed, organized and sequenced in a way that clearly communicates the ideas to the reader. 2. Producing clear ideas as a writer involves selecting an appropriate style and structure for an audience and is strengthened through revision. 3. Effective communication of ideas when speaking or writing relies on the appropriate use of the conventions of language.

Learning Activities
<p><u>Focus of Unit</u></p> <ul style="list-style-type: none"> • Drawing, dictating, and writing to compose informative/explanatory texts • Revising written work after conferencing with teacher or peer • Using prepositions and capitalization rules • Spelling simple words phonetically <p><u>Activities</u></p> <p>Notes: In this unit, teachers will have 25 days to expose students to a variety of informational text and will follow a writing workshop model to lead students to writing an informational piece of writing. Teachers have the flexibility to use mentor texts of choice.</p> <ul style="list-style-type: none"> • <u>Immersion:</u> Use informational mentor texts that represent the type of writing that students will be expected to write about. Teachers may incorporate the reading block while using these texts as shared reading opportunities.

Grade Kindergarten English Language Arts Unit 7- Writing

Teachers will also review Non-Fiction text structures when using these mentor texts and will focus on discussing topics and key details. Anchor charts should be used during the immersion lessons. (See text suggestions in Resource Section).

- To provide students with the opportunity to practice what the teacher focus will be, teachers may use the following writing workshop practices with the students:
 - Generating Ideas: Model for students how to generate different ideas or topics (i.e., *who could we write about, what could we write about, where could we write about, etc...*). Teacher may select one topic to begin the modeling. (See supporting materials for possible pacing). Discuss possible reasons why authors write informational text (purpose).
 - Planning: Teacher models for students a strategy for planning using a mentor text. Modeling includes planning three key details (i.e., writing, drawing, labeling).
 - Journal Entry: Teacher then models for students how to use the above plan to help them write and model a journal entry. Students then follow up with drafting their own journal entries. Teachers can conference with students as needed.

Note: This process can be used using a variety of mentor texts. The emphasis is on the teacher modeling process writing using mentor texts. Once this process is modeled enough and teachers feel that students are ready to select a piece of writing that they would like to bring to publication, students should (with support from teacher) go back to an original journal entry that he or she would like to further expand. Teachers can determine what the final product may look like using their own model, or they can offer student choice as to what the final product may be.

- Drafting/Revision: After mini lessons are presented, students will practice implementing what was taught during the mini-lessons. Students should consider what their end product may look like to help them in the planning process (i.e., collect photos, collect interview questions, etc...)
 - Mini lessons include but not limited to:
 - How to write a good introduction.
 - How to write three good key details.

Grade Kindergarten English Language Arts Unit 7- Writing

- Ways to start information writing using sentence starters.
- Writing a key details using the “snapshot” strategy.
- Using the information from what students collected, students can:
 - add pictures on a separate page of a book. Computer time can be used to help students collect photos if needed.
 - begin to draft labels or captions as they begin to draft their own writing. Once students are done with their own writing, teachers should introduce/review the word *revision*.
- Teachers will then model for students how to revise writing to make it better and clearer to the reader. Students can then meet with peers to conference on their own stories and to discuss how to make their stories better and clearer. This process can be repeated and students can continue to revise their own writing.
- Editing/Publishing:
 - Teachers will model for students how to edit their writing (i.e., capital and lowercase letters, end punctuation marks). Peer/teacher conferencing will take place as needed. (See supporting materials for editing checklist)
 - Students can then publish their work and add the final details. For example, if students are creating a book for the final product, students will need to understand the criteria including designing their own book cover Important parts to include in cover page may include:
 - Title
 - Photograph
 - Author Name
 - Optional: Dedication page
- Sharing/Evaluation: Students will then have the opportunity to share their writing. Teachers may choose what this process looks like.

Vocabulary

Author’s Purpose- the reason an author has for writing a selection

Capitalize- to begin a word or group of words with upper case or capital letters

Consonants- letters of the alphabet that are not vowels

Detail- specific information about the topic

Digital tool- an electronic device used to gather or produce information

**Grade Kindergarten English Language Arts
Unit 7- Writing**

Edit- to correct written work, checking for grammar, spelling and punctuation
Illustration- a picture used to explain or decorate
Information- knowledge or facts learned about a subject
Narrate- to tell a story in speech or writing
Opinion- a person's thoughts or feelings and not based on facts
Order of events- the sequence of happenings
Preposition- a word that relates a noun or pronoun to another word in the sentence
Pronoun- a word that takes the place of a noun
Produce- to create or make
Publish- the final step in the writing process when the writer's share their work with others
Purpose- the reason why you are writing
Recall- to bring back to mind; to remember
Revise- a step in the writing process used to correct or improve the original work
Research- careful investigation or study of a topic
Source- a person, place or thing that provides information
Spelling- a group of letters representing a word
Thought- an idea formed in the mind
Title- the name given to a book, story, poem or other work
Topic- the main thought of written work
Vowel- the letters *a, e, i, o* and *u* and sometimes *y* in the alphabet

Assessment	Performance Task
<p><u>Formal</u> -Rubric</p> <p><u>Informal</u> -Anecdotal Notes and Teacher Observations using Formative Assessment Notes -Rubrics -Student Writing from Unit Activities -Student Self-Reflection</p>	TBD

**Grade Kindergarten English Language Arts
Unit 7- Writing**

Instructional Strategies

See Appendix A for Additional Instructional Research Based and Differentiated Strategies

Resources

Instructional

- Student Work
- Language Arts Addendum
- Kidwriting* Sound Charts
- Whiteboards
- Illustrations
- Teacher selected informational mentor texts
- Optional: *Fundamentals of Grammar* Mentor Texts:
 - If you were a Capital Letter by Trisha Speed Shaskan
 - Yo! Yes! by Chris Raschka
 - David Gets in Trouble by David Shannon

Teacher

- Supporting Materials
- Fundamentals of Grammar*
- Ledyard High Frequency Word List
- Getting Ready to Write* by Empowering Writers
- Word Matters* by Fountas and Pinnell
- Phonemic Awareness in Young Children* by Marilyn Jager Adams
- Kidwriting* by Eileen Feldgus and Isabell Cardoni

Technology Resources

www.harpercollinschildrens.com

Interdisciplinary Connections

Art teachers can assist with the published piece

**Grade Kindergarten English Language Arts
Unit 8- Writing**

Subject(s)	Writing Language Arts
Unit of Study	Writing to tell your story to an audience – Unit 8
Pacing	25 Instructional Days; 5 days for re-teaching/enrichment

Overarching Standards (OS)

CCR.K.L.1 DEMONSTRATE command of the conventions of standard English grammar and usage when writing or speaking.

CCR.K.L.2 DEMONSTRATE command of the conventions of standard English capitalization, punctuation, and spelling when writing.

CCR.K.SL.3 ASK and ANSWER questions in order to seek help, get information, or clarify something that is not understood.

CCR.K.SL.4 DESCRIBE familiar people places, things, and events and, with prompting and support, **PROVIDE additional detail.**

CCR.K.SL.5 ADD drawings or other visual displays to descriptions as desired to provide additional details.

Note: Speaking and Listening & Standards are deliberately placed into writing units to support the importance of students' oral rehearsal of stories before putting the pen to paper.

Priority and Supporting CCSS

CCR.K.W.3 USE a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, **TELL** about the events in the order in which they occurred, and **PROVIDE** a reaction to what happened.

CCR.K.W.5 With guidance and support from adults, **RESPOND** to questions and suggestions from peers, and **ADD details to strengthen writing as needed.**

CCR.K.W.6 With guidance and support from adults, **EXPLORE** a variety of digital tools to produce and publish writing, including in collaboration with peers.

CCR.K.W.7 PARTICIPATE in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).

CCR.K.W.8 With guidance and support from adults, **RECALL** information from experiences or **GATHER** information from provided sources to answer a question.

CCR.K.L.1e **USE** the most frequently occurring prepositions.

**Grade Kindergarten English Language Arts
Unit 8- Writing**

CCR.K.L.2a CAPITALIZE the first words in a sentence and the pronoun I.
 CCR.K.L.2b RECOGNIZE and NAME end punctuation.
CCR.K.L.2c WRITE a letter or letters for most consonant and short vowel.
CCR.K.L.2d SPELL simple words phonetically, drawing on knowledge of sound-letter relationships.

Concepts (What students need to know)	Skills (What students need to be able to do)	Bloom's Taxonomy Levels
W.3 <ul style="list-style-type: none"> • How to tell stories from their own lives • Narrative writing, drawing and dictating • Relevant topics • Order of events related to the topic • Details and examples • Reactions 	W.3 USE (a combination of drawing, dictating and writing to narrate a single event or several loosely linked events) TELL (about the events in the order in which they occurred)	 3 1
W.5 <ul style="list-style-type: none"> • Topic • How to respond to questions • How to revise adding details 	W.5 (With guidance and support from adults) RESPOND (to questions and suggestions from peers) ADD (details to strengthen writing as needed)	 3 6
W.7 <ul style="list-style-type: none"> • Writing projects • Opinions 	W.7 PARTICIPATE (in shared research and writing projects)	 3
L.2c <ul style="list-style-type: none"> • Letters that represent consonant sounds • Letters that represent short vowel sounds 	L.2c WRITE (a letter or letters for most consonant and short vowel sounds)	 1,3
L.2d <ul style="list-style-type: none"> • Phonetic spellings 	L.2d SPELL (simple words phonetically, drawing on knowledge of sound-letter relationships)	 3

**Grade Kindergarten English Language Arts
Unit 8- Writing**

Essential Questions	Corresponding Big Ideas
<ol style="list-style-type: none"> 1. What is my purpose and how do I develop it? 2. Why do the rules of language matter? 	<ol style="list-style-type: none"> 1. Writing should be focused, detailed, organized and sequences in a way that clearly communicates the ideas to the readers. 2. Effective communication of ideas when speaking or writing relies on the appropriate use of the conventions of language.

Learning Activities	
<p><u>Focus of Unit</u></p> <ul style="list-style-type: none"> • Drawing, dictating and writing narratives • Participating in writing projects <p><u>Activities</u></p> <p><u>Notes:</u></p> <ol style="list-style-type: none"> 1. The <i>Fundamentals of Writing</i> Unit: Touchstone Texts will be used throughout this unit. Students will use the mentor texts to learn about the variety of author’s craft. Students will learn to look at books from a writer’s perspective as they begin to draft their own narrative pieces. The revision process will focus on using specific details to help create images for the readers. Students will edit their work for punctuation and spelling before bringing their draft to final publication. Conferencing will take place as needed throughout the unit and ideas for extension activities are noted at the end of each lesson. Pacing for lessons may be adjusted based on student needs and lessons may be replaced and/or adjusted (i.e., only do 3 of generating ideas). 2. Materials from the Donald Crews unit may be incorporated into this unit to specifically to teach additional elements of author’s craft and why authors may use crafting techniques <ul style="list-style-type: none"> • Follow Immersion Lessons from <i>Fundamentals of Writing</i>: Touchstone Texts. <ul style="list-style-type: none"> ○ <i>The Writer Behind the Words</i>: Introduces how readers get to know books. (<u>Knuffle Bunny</u> by Mo Willems) ○ <i>A Writer’s Passion Inspires Writing</i>: Models for students how to “zoom” in on one event. (<u>Roller Coaster</u> by Marla Frazee) ○ <i>Writers Research</i>: Students will learn how writers create lists based on observations and 	<p>Teacher Notes</p>

**Grade Kindergarten English Language Arts
Unit 8- Writing**

memories. (I Know a Lady by Charlotte Zolotow)

- Writers Remember: Students will learn how writers bring their writing to life. (Watch Out for the Chicken Feet in Your Soup by Tomie de Paola)
- Writers Love Language: Model text will teach students how the power of words impact writing. (Let's Go Home: The Wonderful Things About a House by Cynthia Rylant)

Generating Ideas: pages 16-25

- *Generating Ideas I: Tell Me a Story*
 - Students will share family stories to help develop ideas for writing.
- *Generating Ideas II: Memorable Moments Evoke Emotion*
 - Students will generate ideas for writing based on daily experiences and feelings.
- *Generating Ideas III: Spotting Good Ideas for Writing*
 - Students will discuss how writers get ideas.
- *Generating Ideas IV: Ideas with Focus and Clarity*
 - Students will examine additional ideas for writing.
- *Generating Ideas V: Develop Your Ideas* **Note**: May take two days.
 - Students will explore details to communicate their ideas.

Selecting: pages 29-30

- *Selecting: Decide What to Stick With*
 - Students will review ideas for writing and will select one idea to bring to publication.

Drafting: pages 31-35

- *Drafting I: Organization-Snapshots*
 - Students will decide on a text structure to draft and organize their writing.
- *Drafting II: Organization-Chronological Order*
 - Students will sequence events of their story.

Revision: pages 36-41

- *Revision I: Reread-Do You Get The Point?*
 - Students will practice strategies for rereading their writing.
- *Revision II: Models of Good Writing*

**Grade Kindergarten English Language Arts
Unit 8- Writing**

- Students will apply crafting techniques learned in modeled texts in their own writing.
- *Revision III: Tell Me More*
 - Students will revise drafts by slowing time down and adding details and vivid scenes.

Editing: pages 42-45

- *Editing I: Notice Punctuation*
 - Students will edit writing focusing on end punctuation.
- *Editing II: Notice More Punctuation*
 - Students will use an editing checklist.

Publishing:

- *Publishing: Check for Finishing Touches:* pages 46-47
 - Students will add finishing touches to final products.

Evaluation: pages 48-50

- *Evaluation I: How Have I Grown?* and *Evaluation II: Teacher Evaluation*
 - Students will reflect on their own writing.

Note: Use additional days as needed.

Recursive strategies include writing for various purposes and audiences, appropriate development, organization, style and word choice specific to writing genres, appropriate language conventions including sentence formation and appropriate grammar, mechanics and spelling / usage.

Vocabulary

Author's Purpose- the reason an author has for writing a selection

Beginning- the first, or earliest, part of a story

Collaborate- to work together or cooperate on a task

Consonants- letters of the alphabet that that are not vowels

Edit- to correct written work, checking for grammar, spelling and punctuation

Illustration- a picture used to explain or decorate

Label- to mark and give information about something

**Grade Kindergarten English Language Arts
Unit 8- Writing**

<p>List- a number of ideas/items that are connected Middle-the section of a story between the beginning and the ending Narrate- to tell a story in speech or writing Order of events- the sequence of happenings Produce- to create or make Publish- the final step in the writing process when the writer’s share their work with others Punctuation- marks or symbols used to make meaning of written material clear Purpose- the reason why you are writing Recall- to bring back to mind; to remember Thought- an idea formed in the mind Title- the name given to a book, story, poem or other work Topic- the main thought of written work</p>

Assessment	Performance Task
<p><u>Formal</u> -Rubric</p> <p><u>Informal</u> -Anecdotal Notes -Teacher Observations -Rubrics -Student Writing from Unit Activities -Student Self-Reflection</p>	TBD

Instructional Strategies
<p>(See Appendix A for Additional Instructional Research Based and Differentiated Strategies)</p>

Resources	Technology Resources
<p><u>Instructional</u> -Student Work</p>	<p>www.schoolwidenetwork.com</p>

**Grade Kindergarten English Language Arts
Unit 8- Writing**

<p>-Language Arts Addendum -Kidwriting Sound Charts -Whiteboards -Illustrations -<i>Fundamentals of Writing</i>: Touchstone Texts</p> <ul style="list-style-type: none">• <u>The Chalk Doll</u> by Charlotte Pomerantz• <u>Dream Weaver</u> by Jonathon London• <u>Hello Ocean</u> by Pam Munoz Ryan• <u>I Know A Lady</u> by Charlotte Zolotow• <u>Knuffle Bunny</u> by Mo Willems• <u>Let's Go Home: The Wonderful Things About A House</u> by Cynthia Rylant• <u>The Moon Was the Best</u> by Charlotte Zolotow• <u>Roller Coaster</u> by Marla Frazee• <u>Snow</u> by Uri Shulevitz• <u>Watch Out for the Chicken Feet in Your Soup</u> by Tomie de Paola <p>-<i>Fundamentals of Writing</i>: Donald Crews texts for craft Teacher -Ledyard High Frequency Word List -<i>Getting Ready to Write</i> by Empowering Writers -<i>Word Matters</i> by Fountas and Pinnell -<i>Phonemic Awareness in Young Children</i> by Marilyn Jager Adams -<i>Kidwriting</i> by Eileen Feldgus and Isabell Cardoni</p>	<p>www.mowillems.com www.harcourtbooks.com/authorinterview-Frazees.asp www.patriciamnewman.com/ryan.html www.hbook.com/exhibit/shulevitzradio.html www.tomie.com/main.html www.indiana.edu/~reading/ieo/bibs/rylant.html www.harpercollinschildrens.com www.nccil.org/dcrews.html</p>
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Interdisciplinary Connections