

TRUMBULL PUBLIC SCHOOLS

Trumbull, Connecticut

KINDERGARTEN BALANCED LITERACY: WRITING 2019

(Last revision date: 2018)

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The Trumbull Board of Education will continue to take Affirmative Action to ensure that no persons are discriminated against in any of its programs.

CORE VALUES AND BELIEFS

The Trumbull School Community engages in an environment conducive to learning which believes that all students will **read** and **write effectively**, therefore communicating in an articulate and coherent manner. All students will participate in activities **that present problem-solving through critical thinking**. Students will use technology as a tool applying it to decision making. We believe that by fostering self-confidence, self-directed and student-centered activities, we will promote **independent thinkers and learners**. We believe **ethical conduct** to be paramount in sustaining the welcoming school climate that we presently enjoy.

Approved 8/26/2011

INTRODUCTION & PHILOSOPHY

Our core belief is that teachers and students will view themselves as writers and engage in writing on a daily basis in the Kindergarten Writing Workshop. Teachers will use their own writing as examples for students during the mini-lesson delivered at the beginning of workshop. For the majority of the workshop time, students will be writing independently and building their stamina for writing throughout the school year while the teacher circulates around the room to confer with students individually and in small groups. Students will have writing partners with whom they may also confer. Writers will have a choice of topics and will employ rich mentor texts as references to find examples of how other writers have told a story or written information or opinion-based text. Students will write with a purpose and audience in mind, and each student's Writer's Notebook(s) and Folders will hold evidence of the child's writing across each genre throughout the school year. Writers explore a variety of skills transferable across all genres, including narrative, opinion, and informational writing.

Writers understand the writing process and focus on that process as they work through generating ideas, drafting, rehearsing, revising, and editing. They demonstrate their many drafts by using different colored pens to revise and edit. They realize the importance of the process (the HOW) over the product (the WHAT).

Each day, approximately 45 minutes should be spent on Writing Workshop. (Additionally, approximately 45 minutes daily is to be spent on Reading Workshop, approximately 15 minutes on Interactive Read-Aloud, and approximately 15 minutes on Shared Reading. An additional approximate 25 minutes should be spent daily on Word Study (based on the *Foundations* program).)

COURSE GOALS

The course goals derive from the 2010 Connecticut Core Standards for Literacy. Goals specific to a unit of study are listed in this guide at the beginning of each unit. Many standards recur over the course of the year. The lessons therein encourage student engagement through the writing process so that each student will see himself/herself as a writer and reflect on the processes learned.

COURSE ENDURING UNDERSTANDINGS

Students will understand that:

- they will be responsible for their writing folders and writing supplies.
- they will increase their stamina and volume of writing as the year progresses.
- they will write every day and view themselves as writers.
- they will develop a repertoire of revising and editing strategies.
- they will confer with a partner or partners to reflect on their writing.
- they can utilize craft moves demonstrated in mentor texts and other books they read.
- they will learn to value the celebration of their writing pieces.

COURSE ESSENTIAL QUESTIONS

- Who am I as a writer?
- What are my writing tools?
- How do I get writing ideas that matter to me?
- How do I become a narrative story writer?
- How do I become a persuasive writer?
- How do I become an informational writer?
- Who is my writing audience?
- How do I revise my writing to add details?
- How do I hook my reader?
- How do I edit my writing pieces?
- How do I work with others to improve my writing?
- How do I share my writing with others?

COURSE KNOWLEDGE & SKILLS

Students will know . . .

- that writing is a process
- key writing vocabulary: sketch/draw, label, stamina, details, feelings, action, dialogue, small moment, topic, opinion/fact, reason/evidence, transitions, punctuation, beginning, middle, end, mentor text, and publish.

Students will be able to . . .

- generate ideas for writing.
- write a narrative, informational, and opinion piece.
- provide a reason and/or detail to support a main idea in writing.
- use transitional and linking words in writing.
- compose a beginning, middle, and end to a written piece.
- use capitalization and punctuation.

WRITING YEAR AT A GLANCE

early September	Setting up classroom expectations and rules for Writing Workshop. Begin instruction on drawing simple shapes and figures.
mid September – mid October	<u>Unit 1A</u> : Launching the Writing Workshop Part A
late October – mid November	<u>Unit 1B</u> : Show and Tell Writing: From Labels to Pattern Books
late November	<u>Unit 1C</u> : Launching the Writing Workshop Part B
December – January	<u>Unit 2</u> : Narrative: Writing for Readers
February – mid March	<u>Unit 3</u> : How-To Books: Writing to Teach Others
mid March – mid April	<u>Unit 4</u> : Persuasive Writing of All Kinds: Using Words to Make a Change
late April – mid May	<u>Unit 5</u> : Music in Our Hearts: Writing Songs and Poetry
late May – June	<u>Unit 6</u> : Writing All-About Books

UNIT 1A

Launching the Writing Workshop Part A

Unit Goals

At the completion of this unit, students will:

- be introduced to writing workshop.
- think of a topic, sketch ideas, and do their best approximation of writing.
- be introduced to the concept of building stamina for writing workshop.
- practice the beginning stages of elaboration in their writing.
- learn the beginning stages of revising and editing.
- publish their first writing piece for a celebration.

CCS.ELA-Literacy.W.K.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.
CCS.ELA-Literacy.W.K.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.
CCS.ELA-Literacy.W.K.5	With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.
CCS.ELA-Literacy.W.K.6	With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.
CCS.ELA-Literacy.W.K.7	Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).
CCS.ELA-Literacy.W.K.8	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
CCS.ELA-Literacy.W.1.2	Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
CCS.ELA-Literacy.W.1.3	Write narratives in which they recount two or more appropriately sequenced events, include some details

	regarding what happened, use temporal words to signal event order, and provide some sense of closure.
CCS.ELA-Literacy.RL.K.1	With prompting and support, ask and answer questions about key details in a text.
CCS.ELA-Literacy.RL.K.2	With prompting and support, retell familiar stories, including key details.
CCS.ELA-Literacy.RL.K.3	With prompting and support, identify characters, settings, and major events in a story.
CCS.ELA-Literacy.RL.K.5	Recognize common types of texts (e.g., storybooks, poems).
CCS.ELA-Literacy.RL.1.3	Describe characters, settings, and major events in a story, using key details.
CCS.ELA-Literacy.RI.K.1	With prompting and support, ask and answer questions about key details in a text.
CCS.ELA-Literacy.RI.K.2	With prompting and support, identify the main topic and retell key details of a text.
CCS.ELA-Literacy.RI.K.7	With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).
CCS.ELA-Literacy.RF.K.1	Demonstrate understanding of the organization and basic features of print.
CCS.ELA-Literacy.RF.K.2	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
CCS.ELA-Literacy.RF.K.3	Know and apply grade-level phonics and word analysis skills in decoding words.
CCS.ELA-Literacy.RF.K.4	Read emergent-reader texts with purpose and understanding.
CCS.ELA-Literacy.SL.K.1	Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
CCS.ELA-Literacy.SL.K.2	Confirm understanding of a text read aloud or information presented orally or through other media by asking and

	answering questions about key details and requesting clarification if something is not understood.
CCS.ELA-Literacy.SL.K.3	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
CCS.ELA-Literacy.SL.K.4	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
CCS.ELA-Literacy.SL.K.5	Add drawings or other visual displays to descriptions as desired to provide additional detail.
CCS.ELA-Literacy.SL.K.6	Speak audibly and express thoughts, feelings, and ideas clearly.
CCS.ELA-Literacy.SL.1.4	Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
CCS.ELA-Literacy.L.K.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
CCS.ELA-Literacy.L.K.1.f	Produce and expand complete sentences in shared language activities.
CCS.ELA-Literacy.L.K.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CCS.ELA-Literacy.L.K.2.a	Capitalize the first word in a sentence and the pronoun <i>I</i> .
CCS.ELA-Literacy.L.K.2.c	Write a letter or letters for most consonant and short-vowel sounds (phonemes).
CCS.ELA-Literacy.L.K.2.d	Spell simple words phonetically, drawing on knowledge of sound-letter relationships.
CCS.ELA-Literacy.L.K.5	With guidance and support from adults, explore word relationships and nuances in word meanings.
CCS.ELA-Literacy.L.K.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts.
CCS.ELA-Literacy.L.1.2.d	Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
CCS.ELA-Literacy.L.1.2.e	Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.

Unit Essential Questions

- Who am I as a writer?
- What are my writing tools?
- How do I get writing ideas that are important to me?
- How do I become a narrative story writer?
- How do I revise my writing to add details?
- How do I edit my writing pieces?
- How do I share my writing with others?

Scope and Sequence

Launching the Writing Workshop	
Prior to Unit	<ul style="list-style-type: none">• Set up your room for Writing Workshop.• Have a meeting area for mini-lessons and a writing center where students will get supplies as needed.• Reference “Guided Drawing” presentation (Appendix) to teach simple shapes and drawings. Spend first two weeks practicing drawing techniques to help support future writing.
Prior to Lesson 1	<p>Students complete On-Demand Pre-Assessment (45 mins.): <u>Prompt:</u> “This year we are going to learn so much! We are going to be reading and writing all the time. Today is your day to write, write, write. I will walk around to see what everyone knows about writing. It will be for a few minutes, so try your best. Tell me your story using lots of words and pictures.” <u>Note:</u> As children are drawing and writing their on-demand task for assessment, you will want to move quickly among them, asking them to tell you what they are writing and then recording verbatim what they say so that you are essentially taking down dictation. Write the intended message on the back of the page. <u>For scoring purposes, include the story the child tells, draws, and writes.</u></p>
Bend I: We Are All Writers	
Lesson 1	<u>Session 1:</u> We Are All Writers: Putting Ideas on Paper with Picture and Words (p. 2)
Lesson 2	<u>Session 2:</u> Writers Know that “When We Are Done, We Have Just Begun” (p. 9)

Lesson 3	<u>Session 3</u> : Carrying On Independently as Writers (p. 17)
Lesson 4	<u>Session 4</u> : Writers Call to Mind What They Want to Say, Then Put That onto the Page (p. 25)
Lesson 5	<u>Session 5</u> : Stretching Out Words to Write Them (p. 33) <u>Note</u> : Refer to Session 10 for more ideas
Lesson 6	<u>Session 6</u> : Writing Even Hard-to-Write Ideas (p. 41)
Bend II: Writing Teaching Books	
Lesson 7	<u>Session 7</u> : Turning Pieces into Scrolls and Books (p. 48)
Lesson 8	<u>Session 8</u> : Planning Teaching Books Page by Page (p. 57)
Lesson 9	<u>Session 9</u> : Asking and Answering Questions to Add More (p. 65)
Lesson 10	<u>Session 10</u> : Stretching Out Words to Write Even More Sounds (p. 73)
Lesson 11	<u>Session 11</u> : Making Writing the Best It Can Be (p. 81)
Bend IV: Preparing for Publication	
Lesson 18	<u>Session 18</u> : Editing (p. 136)
Lesson 19	<u>Session 19</u> : Publishing (Getting Ready for Publishing Celebration) (p. 143)
After Lesson 19	<i>There is no post-assessment for this unit; an on-demand post-assessment will occur after Unit 3: Narrative: Writing for Readers.</i>

Assured Assessments

Student performance on the following assessments will be reflected on the Trimester 1 standards-based report card.

Formative Assessments:

1. On-Demand Writing Sample

Students will write a formative 45-minute, on-demand pre-assessment in the narrative genre. (See “Scope & Sequence” above for exact wording of prompt.) This writing sample will be without instruction or teacher-provided checklists or graphic organizers. The on-demand is used to assess what students can do without help. The student performance rubric is based on the kindergarten narrative writing rubric, which is found on the *Writing Pathways* CD-ROM. The rubric has a point system to inform the teacher of the student’s current level of achievement. This will help teachers plan for differentiation during the unit.

2. Students' writing samples should be located in their Writer's Notebooks/Folders, and should be used to identify individual teaching points for conferring and as a record of student growth over the course of the unit.

Summative Assessments:

1. Students will choose a story to bring to publication as a summative assessment. The student performance rubric is based on the kindergarten learning progression and is found on the CD-ROM. The rubric has a point system to inform the teacher of the student's current level of achievement. This assessment will also demonstrate individual student mastery of strategies and skills.
2. Writer's Notebook/Folders and published pieces

Resources

Core

- *Launching the Writing Workshop* (Grade K, Unit 1)
- *Creak! Said the Bed* by Phyllis Root
- Additional mentor texts available in *Making Meaning*, *Being a Writer*, and classroom/school libraries
- Narrative Writing Checklist
- Exemplar writing piece that represents the work expected of students
- Several versions of booklets
- Note-taking system for conferencing
- Writing Notebooks/Folders
- Writing pens
- CD-ROM included with Units of Study

Supplemental

- *Freight Train* by Donald Crews
- *Click Clack Moo: Cows That Type* by Doreen Cronin
- *Pancakes for Breakfast* by Tomie dePaola
- *A Bedtime Story* by Mem Fox
- *Corduroy Writes a Letter* by Don Freeman
- *Lilly's Purple Plastic Purse* by Kevin Henkes
- *Farm Animals* by Dorling Kindersley
- *Chicka Chicka Boom Boom* by Bill Martin
- *I Stink!* by Kate McMullen and Jim McMullan
- *I'm Bad!* by Kate McMullen and Jim McMullan
- *Mud* by Mary Lyn Ray
- *Hello Ocean* by Pam Muñoz Ryan
- *Night Shift Daddy* by Eileen Spinelli
- *Rain* by Manya Stojic
- *Naked Mole Rat Gets Dressed* by Mo Willems

Time Allotment

- mid September – mid October (including approximately 5 days for work with grammar/conventions & handwriting)

UNIT 1B

Show and Tell Writing: From Labels to Pattern Books

Unit Goals

At the completion of this unit, students will:

- understand the importance of a detailed drawing and its correlation with a story.
- practice planning drawings and writing.
- understand the importance of managing time for drawings in a story.
- label drawings with greater phonetic understanding.
- comprehend the structure of a sentence.

CCS.ELA-Literacy.W.K.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.
CCS.ELA-Literacy.W.K.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.
CCS.ELA-Literacy.W.K.5	With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.
CCS.ELA-Literacy.W.K.6	With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.
CCS.ELA-Literacy.W.K.7	Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).
CCS.ELA-Literacy.W.K.8	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
CCS.ELA-Literacy.W.1.2	Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
CCS.ELA-Literacy.W.1.3	Write narratives in which they recount two or more appropriately sequenced events, include some details

	regarding what happened, use temporal words to signal event order, and provide some sense of closure.
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CCS.ELA-Literacy.RI.K.2	With prompting and support, identify the main topic and retell key details of a text.
CCS.ELA-Literacy.RI.K.7	With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).
CCS.ELA-Literacy.RF.K.1	Demonstrate understanding of the organization and basic features of print.
CCS.ELA-Literacy.RF.K.2	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
CCS.ELA-Literacy.RF.K.3	Know and apply grade-level phonics and word analysis skills in decoding words.
CCS.ELA-Literacy.RF.K.4	Read emergent-reader texts with purpose and understanding.
CCS.ELA-Literacy.SL.K.1	Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
CCS.ELA-Literacy.SL.K.2	Confirm understanding of a text read aloud or information presented orally or through other media by asking and

	answering questions about key details and requesting clarification if something is not understood.
CCS.ELA-Literacy.SL.K.3	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
CCS.ELA-Literacy.SL.K.4	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
CCS.ELA-Literacy.SL.K.5	Add drawings or other visual displays to descriptions as desired to provide additional detail.
CCS.ELA-Literacy.SL.K.6	Speak audibly and express thoughts, feelings, and ideas clearly.
CCS.ELA-Literacy.SL.1.4	Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
CCS.ELA-Literacy.L.K.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
CCS.ELA-Literacy.L.K.1.f	Produce and expand complete sentences in shared language activities.
CCS.ELA-Literacy.L.K.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CCS.ELA-Literacy.L.K.2.a	Capitalize the first word in a sentence and the pronoun <i>I</i> .
CCS.ELA-Literacy.L.K.2.c	Write a letter or letters for most consonant and short-vowel sounds (phonemes).
CCS.ELA-Literacy.L.K.2.d	Spell simple words phonetically, drawing on knowledge of sound-letter relationships.
CCS.ELA-Literacy.L.K.5	With guidance and support from adults, explore word relationships and nuances in word meanings.
CCS.ELA-Literacy.L.K.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts.
CCS.ELA-Literacy.L.1.2.d	Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
CCS.ELA-Literacy.L.1.2.e	Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.

Unit Essential Questions

- Why do I need to plan before I write?
- How are my pictures an important part of my story?
- Why do I need to label my stories?
- What is a pattern book, and how do I write one?
- What are some ways I can help the reader read my writing?
- What should I do when I think I am done with my writing?
- How should I end my story?

Scope and Sequence

Show and Tell Writing: From Labels to Pattern Books	
Prior to Lesson 1	<ul style="list-style-type: none"> • There is no pre- or post-assessment in this unit.
Bend I: Writing Is a Way to Show and Tell	
Lesson 1	<u>Session 1</u> : Drawing and Writing a Lot on Each Page (p. 2)
Lesson 2	<u>Session 2</u> : Writers Plan What They'll Draw and Write (p. 7)
Lesson 3	<u>Session 3</u> : Returning to a Page to Add More (p. 12)
Lesson 4	<u>Session 4</u> : Writers Use Everything They Know to Spell Words and Don't Wait to Be Perfect (p. 18)
Lesson 5	<u>Session 5</u> : Writing Partners Can Help Us Celebrate and Add More (p. 24)
Bend II: Writing Show-and-Tell Books	
Lesson 6	<u>Session 6</u> : Writers Write Show-and-Tell Books about Important Places (p. 31)
Lesson 7	<u>Session 7</u> : Writers Make Time for Drawing <i>and</i> Writing (p. 37)
Lesson 8	<u>Session 8</u> : Writers and Illustrators Make Decisions (p. 43)
Lesson 9	<u>Session 9</u> : Adding Longer Labels to Bring Pages to Life (p. 50)
Lesson 10	<u>Session 10</u> : Writing Sentences that Say What Pictures and Labels Can't (p. 56)
Lesson 11	<u>Session 11</u> : Growing Writers Talk about Their Writing in Important Ways (p. 61)

Bend III: Using Patterns to Write Show-and-Tell Books	
Lesson 12	<u>Session 12</u> : Writing Books that Kids Want to Read (p. 68)
Lesson 13	<u>Session 13</u> : Talking and Writing with Patterns and Snap Words (p. 73)
Lesson 14	<u>Session 14</u> : Studying How Sentences Look (p. 80)
Lesson 15	<u>Session 15</u> : Slowing Down to Leave Spaces between Words (p. 86)
Lesson 16	<u>Session 16</u> : Writers Write More Sentences on a Page (p. 91)
Lesson 17	<u>Session 17</u> : Writers Think about How Their Books Will End (p. 97)
Lesson 18	<u>Session 18</u> : Fancying Up Your Writing (p. 102)
Lesson 19	<u>Session 19</u> : Bookstore Celebration (p. 107)

Assured Assessments

Student performance on the following assessments will be reflected on the Trimester 1 standards-based report card.

Formative Assessments:

1. Students' writing samples should be located in their Writer's Notebooks/Folders, and should be used to identify individual teaching points for conferring and as a record of student growth over the course of the unit.

Summative Assessments:

1. Students will choose a story to bring to publication as a summative assessment. The student performance rubric is based on the kindergarten learning progression and is found on the CD-ROM. The rubric has a point system to inform the teacher of the student's current level of achievement. This assessment will also demonstrate individual student mastery of strategies and skills.
2. Writer's Notebook/Folders and published pieces

Resources

Core

- *Show and Tell Writing: From Labels to Pattern Books* (Grade K, *If/Then Unit*)
- *Creak! Said the Bed* by Phyllis Root
- Additional mentor texts available in *Making Meaning*, *Being a Writer*, and classroom/school libraries
- Narrative Writing Checklist
- Exemplar writing piece that represents the work expected of students
- Several versions of booklets
- Note-taking system for conferencing
- Writing Notebooks/Folders

- Writing pens
- CD-ROM included with Units of Study

Supplemental

- *Freight Train* by Donald Crews
- *Click Clack Moo: Cows That Type* by Doreen Cronin
- *Pancakes for Breakfast* by Tomie dePaola
- *A Bedtime Story* by Mem Fox
- *Corduroy Writes a Letter* by Don Freeman
- *Lilly's Purple Plastic Purse* by Kevin Henkes
- *Farm Animals* by Dorling Kindersley
- *Chicka Chicka Boom Boom* by Bill Martin
- *I Stink!* by Kate McMullen and Jim McMullan
- *I'm Bad!* by Kate McMullen and Jim McMullan
- *Mud* by Mary Lyn Ray
- *Hello Ocean* by Pam Muñoz Ryan
- *Night Shift Daddy* by Eileen Spinelli
- *Rain* by Manya Stojic
- *Naked Mole Rat Gets Dressed* by Mo Willems

Time Allotment

- late October – mid November (including approximately 5 days for work with grammar/conventions & handwriting)

UNIT 1C

Launching the Writing Workshop Part B

Unit Goals

At the completion of this unit, students will:

- be introduced to writing workshop.
- think of a topic, sketch ideas, and do their best approximation of writing.
- be introduced to the concept of building stamina for writing workshop.
- practice the beginning stages of elaboration in their writing.
- learn the beginning stages of revising and editing.
- publish their first writing piece for a celebration.

CCS.ELA-Literacy.W.K.8

With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

CCS.ELA-Literacy.W.1.2

Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.

CCS.ELA-Literacy.W.1.3

Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.

Unit Essential Questions

- How do I revise my writing to add details?
- How do I edit my writing pieces?
- How do I share my writing with others?

Scope and Sequence

Launching the Writing Workshop	
Bend III: Writing Stories	
Lesson 1	<u>Session 12</u> : Getting Ideas for Stories and Practicing Storytelling (p. 88)
Lesson 2	<u>Session 13</u> : Planning Stories Page by Page: Planning and Telling Stories across Pages (p. 98)
Lesson 3	<u>Session 14</u> : Adding More Details to Pictures and Stories (p. 106)

Lesson 4	<u>Session 15</u> : Stretching and Writing Words: Hearing and Recording Sounds in Sequence (p. 115)
Lesson 5	<u>Session 16</u> : Bringing Our Writing to Life: Adding Dialogue with Speech Bubbles (p. 119)
Lesson 6	<u>Session 17</u> : Using Everything to Make Pieces the Best They Can Be (p. 126)

Resources

Core

- *Launching the Writing Workshop* (Grade K, Unit 1)
- *Creak! Said the Bed* by Phyllis Root
- Additional mentor texts available in *Making Meaning*, *Being a Writer*, and classroom/school libraries
- Narrative Writing Checklist
- Exemplar writing piece that represents the work expected of students
- Several versions of booklets
- Note-taking system for conferencing
- Writing Notebooks/Folders
- Writing pens
- CD-ROM included with Units of Study

Supplemental

- *Freight Train* by Donald Crews
- *Click Clack Moo: Cows That Type* by Doreen Cronin
- *Pancakes for Breakfast* by Tomie dePaola
- *A Bedtime Story* by Mem Fox
- *Corduroy Writes a Letter* by Don Freeman
- *Lilly's Purple Plastic Purse* by Kevin Henkes
- *Farm Animals* by Dorling Kindersley
- *Chicka Chicka Boom Boom* by Bill Martin
- *I Stink!* by Kate McMullen and Jim McMullan
- *I'm Bad!* by Kate McMullen and Jim McMullan
- *Mud* by Mary Lyn Ray
- *Hello Ocean* by Pam Muñoz Ryan
- *Night Shift Daddy* by Eileen Spinelli
- *Rain* by Manya Stojic
- *Naked Mole Rat Gets Dressed* by Mo Willems

Time Allotment

- late November

UNIT 2

Narrative: Writing for Readers

Unit Goals

At the completion of this unit, students will:

- be able to write a story with pages in order.
- apply taught strategies to encode words and use classroom resources for trick words.
- tell a sequential story across pages, sketch the pictures, and write the words to match.
- use a checklist to edit their story and begin to learn about the revision process.
- celebrate one published writing piece at the end of the unit.

CCS.ELA-Literacy.W.K.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.
CCS.ELA-Literacy.W.K.5	With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.
CCS.ELA-Literacy.W.K.6	With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.
CCS.ELA-Literacy.W.K.7	Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).
CCS.ELA-Literacy.W.1.3	Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.
CCS.ELA-Literacy.W.1.5	With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
CCS.ELA-Literacy.RL.K.1	With prompting and support, ask and answer questions about key details in a text.
CCS.ELA-Literacy.RL.K.2	With prompting and support, retell familiar stories, including key details.
CCS.ELA-Literacy.RL.1.6	Identify who is telling the story at various points in a text.

CCS.ELA-Literacy.RF.K.1	Demonstrate understanding of the organization and basic features of print.
CCS.ELA-Literacy.RF.K.2	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
CCS.ELA-Literacy.RF.K.2.d	Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. ¹ (This does not include CVCs ending with /l/, /r/, or /x/.)
CCS.ELA-Literacy.RF.K.3	Know and apply grade-level phonics and word analysis skills in decoding words.
CCS.ELA-Literacy.RF.K.3.c	Read common high-frequency words by sight (e.g., <i>the, of, to, you, she, my, is, are, do, does</i>).
CCS.ELA-Literacy.RF.K.4	Read emergent-reader texts with purpose and understanding.
CCS.ELA-Literacy.SL.K.1	Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
CCS.ELA-Literacy.SL.K.2	Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.
CCS.ELA-Literacy.SL.K.3	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
CCS.ELA-Literacy.SL.K.4	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
CCS.ELA-Literacy.SL.K.5	Add drawings or other visual displays to descriptions as desired to provide additional detail.
CCS.ELA-Literacy.SL.K.6	Speak audibly and express thoughts, feelings, and ideas clearly.
CCS.ELA-Literacy.SL.1.4	Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
CCS.ELA-Literacy.L.K.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CCS.ELA-Literacy.L.K.1.f	Produce and expand complete sentences in shared language activities.
CCS.ELA-Literacy.L.K.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CCS.ELA-Literacy.L.K.2.a	Capitalize the first word in a sentence and the pronoun <i>I</i> .
CCS.ELA-Literacy.L.K.2.b	Recognize and name end punctuation.
CCS.ELA-Literacy.L.K.2.c	Write a letter or letters for most consonant and short-vowel sounds (phonemes).
CCS.ELA-Literacy.L.K.2.d	Spell simple words phonetically, drawing on knowledge of sound-letter relationships.
CCS.ELA-Literacy.L.K.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.
CCS.ELA-Literacy.L.K.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts.
CCS.ELA-Literacy.1.2.c	Use commas in dates and to separate single words in a series.
CCS.ELA-Literacy.1.2.d	Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
CCS.ELA-Literacy.1.2.e	Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.

Unit Essential Questions

- How do I write so my piece can be read by others?
- How do I draw pictures that help tell my story?
- How do I write sentences that help tell a complete story?
- How do I use mentor texts to help write strong beginnings?
- What tools (word wall, checklists, flaps) can I use to make my writing more powerful?
- How do I work with a writing partner to improve my writing?
- How do I select and revise a piece to publish and share with others?
- How do I “fancy up” my piece for publication?
- How can I share my piece with others?

Scope and Sequence

Narrative: Writing for Readers	
Prior to Lesson 1	<i>There is no pre-assessment, as you have information from the narrative pre-assessment & other student work from Unit 1. However, there <u>will</u> be a post-assessment for this fictional unit.</i>
Bend I: Writing Stories that People Can Really Read	
Lesson 1	<u>Session 1</u> : Writing for Readers (p. 2)
Lesson 2	<u>Session 2</u> : How to Write True Stories that Readers Really Want to Read (p. 13)
Lesson 3	<u>Session 3</u> : Drawing Stories for Readers (p. 21)
Lesson 4	<u>Session 4</u> : Writing Sentences that Tell a Story (p. 30) <u>Note</u> : The focus today should be turning labels into sentences.
Lesson 5	<u>Session 5</u> : The Power of Rereading (p. 41)
Bend II: Tools Give Writers Extra Power	
Lesson 6	<u>Session 6, Day 1</u> : Checklists Can Help Writers Make Powerful Stories (p. 50)
Lesson 7	<u>Session 6, Day 2</u> : Checklists Can Help Writers Make Powerful Stories (p. 50) <u>Note</u> : Use the chart “We Can Write Sentences” from the Heinemann website.
Lesson 8	<u>Session 7</u> : A Vowel Chart Can Help with the Middles of Words (p. 59) <u>Note</u> : Reinforce vowel practice during Foundations time.
Lesson 9	<u>Session 8</u> : Writing Readable Stories Using Word Walls (p. 69)
Lesson 10	<u>Session 9, Day 1</u> : Writing Stories with True Words: Making Stories Talk (p. 78) <u>Note</u> : The focus today should be the mini-lesson and individual writing. For the mid-workshop, demonstrate with the group the work of a child who has used more descriptive language.
Lesson 11	<u>Session 9, Day 2</u> : Writing Stories with True Words: Making Stories Talk

	(p. 78) <u>Note</u> : The focus today should be beginning, middle, and end words using the chart on p. 85.
Lesson 12	<u>Session 10</u> : Using Reading Partnerships to Support More Conventional Writing (p. 87)
Lesson 13	<u>Session 11</u> : Using a Partner to Hear More Sounds in Words (p. 95)
Lesson 14	<u>Session 12</u> : Putting It Together: How to Make Readable Writing (Guided Inquiry Lesson) (p. 98)
Bend III: Partnering for Revision: Making Stories More Fun to Read	
Lesson 15	<u>Session 13</u> : Writers Search Their Mental and Drawn Pictures to Make Their Stories Better (p. 106) <u>Note</u> : You may want to use an example different from the one given in the unit book; for example, consider, staying with the green pen rather than introducing another color such as purple. You should create a common class story to later edit (e.g., on a fire drill, the cafeteria, a field trip, or riding the bus).
Lesson 16	<u>Session 14, Day 1</u> : Writers Use Flaps to Make Better Stories (p. 114)
Lesson 17	<u>Session 14, Day 2</u> : Writers Use Flaps to Make Better Stories (p. 114) <u>Note</u> : The focus today should be flaps for dialogue and speech bubbles.
Lesson 18	<u>Session 15</u> : Writing Amazing Story Beginnings (p. 120) <u>Note</u> : Outside of Writing Workshop time, read to the class <i>A Very Hungry Caterpillar</i> by Eric Carle, <i>Imogene's Antlers</i> by David Small, or <i>When the Relatives Came</i> by Cynthia Rylant. Start a new story and revisit the transition chart. You may want to brainstorm beginnings to go along with the mentor text.
Lesson 19	<u>Session 16</u> : Writers Work with Partners to Answer Readers' Questions (p. 128) <u>Note</u> : See p. 134 on eliminating Post-It notes.
Bend IV: Preparing for Publication	
Lesson 20	<u>Session 17</u> : Writers Use All They Know to Select and Revise a Piece to Publish (p. 136)

Lesson 21	<p><u>Session 18: Ending with Feelings</u> (p. 142)</p> <p><u>Note:</u> In addition to your writing time, you may want to focus on feelings or feeling language in <i>Making Meaning</i>. A text suggestion: <i>Koala Lou</i> by Mem Fox.</p>
Lesson 22	<p><u>Session 19, Day 1: Writers Make Their Pieces Beautiful to Get Ready for Publication</u> (p. 148)</p> <p><u>Note:</u> The focus today should be how color conveys meaning. A mentor text such as <i>When Sophie Gets Angry Really, Really Angry . . .</i> by Molly Bang will help.</p>
Lesson 23	<p><u>Session 19, Day 2: Writers Make Their Pieces Beautiful to Get Ready for Publication</u> (p. 148)</p> <p><u>Note:</u> The focus today should be students sharing their stories with their partners.</p>
Lesson 24	<p><u>Session 20: A Final Celebration: Bringing True Stories to Life</u> (p. 155)</p>
After Lesson 24	<p>Students complete On-Demand Post-Assessment (45 mins.):</p> <p><u>Prompt:</u> “This year we are going to learn so much! We are going to be reading and writing all the time. Today is your day to write, write, write. I will walk around to see what everyone knows about writing. It will be for a few minutes, so try your best. Tell me your story using lots of words and pictures.”</p> <p><u>Note:</u> As children are drawing and writing their on-demand task for assessment, you will want to move quickly among them, asking them to tell you what they are writing and then recording verbatim what they say so that you are essentially taking down dictation. Write the intended message on the back of the page. <u>For scoring purposes, include the story the child tells, draws, and writes.</u></p>

Assured Assessments

Student performance on the following assessments will be reflected on the Trimester 2 standards-based report card.

Formative Assessments:

1. Students’ writing samples should be located in their Writer’s Notebooks/Folders, and should be used to identify individual teaching points for conferring and as a record of student growth over the course of the unit.

Summative Assessments:

1. Students will choose a story to bring to publication as a summative assessment. The student performance rubric is based on the kindergarten learning progression and is found on the CD-

ROM. The rubric has a point system to inform the teacher of the student's current level of achievement. This assessment will also demonstrate individual student mastery of strategies and skills.

2. On-Demand Writing Sample

Students will write a summative 45-minute, on-demand post-assessment in the narrative genre with no additional teacher input. (See "Scope & Sequence" above for exact wording of prompt.) The on-demand is used to assess what students can do without help. The student performance rubric is based on the kindergarten rubric for narrative writing and is found on the *Writing Pathways* CD-ROM. The rubric has a point system to inform the teacher of the student's current level of achievement. Comparing the pre- and post-assessment will demonstrate individual student growth.

3. Writer's Notebook/Folders and published pieces

Resources

Core

- *Narrative: Writing for Readers* (Grade K, Unit 2)
- Additional mentor texts available in *Making Meaning*, *Being a Writer*, and classroom/school libraries
- Narrative Writing Checklist
- Exemplar writing piece that represents the work expected of students
- Several versions of booklets
- Note-taking system for conferencing
- Writing Notebooks/Folders
- Writing pens
- CD-ROM included with Units of Study

Supplemental

- *When Sophie Gets Angry Really, Really Angry . . .* by Molly Bang
- *The Very Hungry Caterpillar* by Eric Carle
- *The Jigaree* by Joy Cowley
- *Shortcut* by Donald Crews
- *A Koala Lou* by Mem Fox; <https://www.youtube.com/watch?v=vhc56CEZnYA>. Web.
- *A Day with Daddy* by Nikki Grimes
- *The Snowy Day* by Ezra Jack Keats
- *Hello Ocean* by Pam Muñoz Ryan
- *The Relatives Came* by Cynthia Rylant
- *Caps for Sale: A Tale of a Peddler, Some Monkeys and Their Monkey Business* by Esphyr Slobodkina
- *Imogene's Antlers* by David Small
- *Night Shift Daddy* by Eileen Spinelli
- *Chair for My Mother* by Vera B. Williams; <https://www.youtube.com/watch?v=E4Onfbx6v3g>. Web.
- *Don't Let the Pigeon Drive the Bus!* by Mo Willems

- *“More, More, More,” said the Baby* by Vera B. Williams
- *Owl Moon* by Jane Yolen

Time Allotment

- December – January (including approximately 3 days for work with grammar/conventions & handwriting)

UNIT 3

How-To Books: Writing to Teach Others

Unit Goals

At the completion of this unit, students will:

- use writing to teach others how to do things.
- study the differences between how-to writing and story writing.
- write about areas of their own expertise.
- utilize partners to test out their directions and make sure their directions make sense.
- participate in collaborative conversations with partners.
- study mentor texts and try out techniques in those texts.
- learn to write directly to readers, using the “you” voice.
- write a series or collection of how-to books.
- share their work with an intentional audience as a means of a “gift.”

CCS.ELA-Literacy.W.K.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.
CCS.ELA-Literacy.W.K.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.
CCS.ELA-Literacy.W.K.5	With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.
CCS.ELA-Literacy.W.K.6	With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.
CCS.ELA-Literacy.W.K.7	Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).
CCS.ELA-Literacy.W.K.8	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
CCS.ELA-Literacy.W.1.2	Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.

CCS.ELA-Literacy.W.1.3	Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.
CCS.ELA-Literacy.W.1.7	Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).
CCS.ELA-Literacy.RI.K.1	With prompting and support, ask and answer questions about key details in a text.
CCS.ELA-Literacy.RI.K.2	With prompting and support, identify the main topic and retell key details of a text.
CCS.ELA-Literacy.RI.K.6	Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.
CCS.ELA-Literacy.RI.K.7	With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).
CCS.ELA-Literacy.RI.K.9	With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).
CCS.ELA-Literacy.RI.1.1	Ask and answer questions about key details in a text.
CCS.ELA-Literacy.RI.1.6	Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
CCS.ELA-Literacy.RI.1.7	Use the illustrations and details in a text to describe its key ideas.
CCS.ELA-Literacy.RI.1.9	Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).
CCS.ELA-Literacy.RF.K.1	Demonstrate understanding of the organization and basic features of print.
CCS.ELA-Literacy.RF.K.1.b	Recognize that spoken words are represented in written language by specific sequences of letters.

CCS.ELA-Literacy.RF.K.2	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
CCS.ELA-Literacy.RF.K.3	Know and apply grade-level phonics and word analysis skills in decoding words.
CCS.ELA-Literacy.RF.K.3.a	Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant.
CCS.ELA-Literacy.RF.K.3.b	Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.
CCS.ELA-Literacy.RF.K.3.c	Read common high-frequency words by sight (e.g., <i>the, of, to, you, she, my, is, are, do, does</i>).
CCS.ELA-Literacy.RF.1.3	Know and apply grade-level phonics and word analysis skills in decoding words.
CCS.ELA-Literacy.RF.1.3.a	Know the spelling-sound correspondences for common consonant digraphs.
CCS.ELA-Literacy.RF.1.3.b	Decode regularly spelled one-syllable words.
CCS.ELA-Literacy.RF.1.3.d	Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.
CCS.ELA-Literacy.RF.1.3.e	Decode two-syllable words following basic patterns by breaking the words into syllables.
CCS.ELA-Literacy.SL.K.1	Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
CCS.ELA-Literacy.SL.K.1.a	Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
CCS.ELA-Literacy.SL.K.2	Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.
CCS.ELA-Literacy.SL.K.3	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

CCS.ELA-Literacy.SL.K.4	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
CCS.ELA-Literacy.SL.K.5	Add drawings or other visual displays to descriptions as desired to provide additional detail.
CCS.ELA-Literacy.SL.K.6	Speak audibly and express thoughts, feelings, and ideas clearly.
CCS.ELA-Literacy.L.K.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
CCS.ELA-Literacy.L.K.1.d	Understand and use question words (interrogatives) (e.g., <i>who, what, where, when, why, how</i>).
CCS.ELA-Literacy.L.K.1.e	Use the most frequently occurring prepositions (e.g., <i>to, from, in, out, on, off, for, of, by, with</i>).
CCS.ELA-Literacy.L.K.1.f	Produce and expand complete sentences in shared language activities.
CCS.ELA-Literacy.L.K.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CCS.ELA-Literacy.L.K.2.c	Write a letter or letters for most consonant and short-vowel sounds (phonemes).
CCS.ELA-Literacy.L.K.2.d	Spell simple words phonetically, drawing on knowledge of sound-letter relationships.
CCS.ELA-Literacy.L.K.5	With guidance and support from adults, explore word relationships and nuances in word meanings.
CCS.ELA-Literacy.L.K.5.d	Distinguish shades of meaning among verbs describing the same general action (e.g., <i>walk, march, strut, prance</i>) by acting out the meanings.
CCS.ELA-Literacy.L.K.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts.
CCS.ELA-Literacy.L.1.1.d	Use personal, possessive, and indefinite pronouns (e.g., <i>I, me, my, they, them, their; anyone, everything</i>).
CCS.ELA-Literacy.L.1.1.j	Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.

Unit Essential Questions

- How do I write an informational book to teach about my topic?
- How do I use mentor texts to emulate informational writing?
- How do I use what I know to tell stories across pages?
- How do I create my best writing?
- How do I focus on my audience by directly addressing them as “you”?
- How do I elaborate to make things clear for the reader?
- How do I revise, edit, and publish my piece for celebration?

Scope and Sequence

How-To Books: Writing to Teach Others	
Prior to Lesson 1	<p>Students complete On-Demand Pre-Assessment (45 mins.):</p> <p><u>Prompt</u>: “Think of something you know how to do. Today you will write a piece that tells others how to do something. Write in a way that shows all you know about writing. In your writing make sure you introduce the topic you will teach about, include lots of information, organize your writing, use transition words, and write an ending.”</p> <p><u>Note</u>: Prior to the unit, you may wish to choose a “How-To” book that is different from the recommended mentor text. You also want to prepare the chart indicated on p. 63. As you proceed through the first bend, create opportunities throughout the school day to use how-to language: for example, how to open a juice box, how to put on your jacket, how to pack your folder, etc.</p>
Bend I: Writing How-To Books, Step by Step	
Lesson 1	<u>Session 1</u> : Writers Study the Kind of Writing They Plan to Make (p. 2)
Lesson 2	<u>Session 2</u> : Touching and Telling the Steps across the Pages (p. 11)
Lesson 3	<u>Session 3</u> : Writers Become Readers, Asking, “Can I Follow This?” (p. 19)
Lesson 4	<u>Session 4</u> : Writers Answer a Partner’s Question (p. 27)
Lesson 5	<u>Session 5</u> : Writers Label Their Diagrams to Teach Even More Information (p. 36)
Lesson 6	<u>Session 6</u> : Writers Write as Many Books as They Can Make (p. 43)
Lesson 7	<u>Session 7</u> : Writers Reflect and Set Goals to Create Their Best Information

	Writing (p. 47)
Bend II: Using Mentor Texts for Inspiration: Revising Old How-To Books and Writing New Ones	
Lesson 8	<p><u>Session 8</u>: Writers Emulate Features of Informational Writing Using a Mentor Text (p. 60)</p> <p><u>Note</u>: Pre-read <i>My First Soccer Game</i> by Alyssa Satin Capucilli. Also have a collection of how-to books in your classroom. Children will have time to explore mentor texts. Be sure to have made the p. 63 chart entitled “Learning from a Mentor How-To Text.”</p>
Lesson 9	<p><u>Session 9</u>: Writing for Readers Using the Word <i>You</i> (p. 68)</p> <p><u>Note</u>: Prepare the “How-To Writing” chart from Session 1 (p. 10) for children to keep in folders.</p>
Lesson 10	<u>Session 10</u> : How-To Book Writers Picture Each Step and Then Choose Exactly the Right Word (p. 74)
Lesson 11	<u>Session 11</u> : Elaboration in How-To Books: Writers Guide Readers with Warnings, Suggestions, and Tips (p. 82)
Lesson 12	<u>Session 12</u> : “Balancing on One Leg like a Flamingo”: Using Comparisons to Give Readers Clear Directions (p. 90)
Bend III: Keeping Readers in Mind	
Lesson 13	<u>Session 13</u> : Writers Write How-To Books about Things They Learn throughout the Day and from Books (p. 100)
Lesson 14	<p><u>Session 14, Day 1</u>: Writing a Series or Collection of How-To Books (p. 106)</p> <p><u>Note</u>: The focus today should be the mini-lesson.</p>
Lesson 15	<p><u>Session 14, Day 2</u>: Writing a Series or Collection of How-To Books (p. 106)</p> <p><u>Note</u>: The focus today should be the mid-workshop teaching point.</p>
Lesson 16	<p><u>Session 15, Day 1</u>: Writers Can Write Introductions and Conclusions to Help Their Readers (p. 112)</p> <p><u>Note</u>: The focus today should be introductions.</p>
Lesson 17	<u>Session 15, Day 2</u> : Writers Can Write Introductions and Conclusions to

	Help Their Readers (p. 112) <u>Note:</u> The focus today should be conclusions.
Lesson 18	<u>Session 16:</u> Writers Use Everything They Know to Make Their How-To Books Easy to Read (p. 121)
Bend IV: Giving How-To Books as Gifts	
Lesson 19	<u>Session 17:</u> How-To Books Make Wonderful Gifts! (p. 132) <u>Note:</u> Students don't need to write a dedication for <i>every</i> piece; this may be very time-consuming! Each student can focus on writing a dedication for the one book he/she will publish,
Lesson 20	<u>Session 18:</u> Preparing for the Publishing Party: Writers Do Their Best Work Now to Share It Later (p. 139)
Lesson 21	<u>Session 19:</u> Publishing Celebration: Writers Are Teachers! (p. 146)
After Lesson 21 (2 sessions)	Students complete On-Demand Post-Assessment (2 sessions): <u>Prompt:</u> "Think of something you know how to do. Today you will write a piece that tells others how to do something. Write in a way that shows all you know about writing. In your writing make sure you introduce the topic you will teach about, include lots of information, organize your writing, use transition words, and write an ending." <u>Note:</u> As children are drawing and writing their on-demand task for assessment, you will want to move quickly among them, asking them to tell you what they are writing and then recording verbatim what they say so that you are essentially taking down dictation. Write the intended message on the back of the page. <u>For scoring purposes, include the information the child tells, draws, and writes.</u>

Assured Assessments

Student performance on the following assessments will be reflected on the Trimesters 2 & 3 standards-based report cards.

Formative Assessments:

1. Students' writing samples should be located in their Writer's Notebooks/Folders, and should be used to identify individual teaching points for conferring and as a record of student growth over the course of the unit.

Summative Assessments:

1. Students will choose a piece to bring to publication as a summative assessment. The student performance rubric is based on the kindergarten learning progression and is found on the CD-ROM. The rubric has a point system to inform the teacher of the student's current level of

achievement. This assessment will also demonstrate individual student mastery of strategies and skills.

2. On-Demand Writing Sample

Students will write a summative 45-minute, on-demand post-assessment in the informational writing genre with no additional teacher input. (See “Scope & Sequence” above for exact wording of prompt.) The on-demand is used to assess what students can do without help. The student performance rubric is based on the kindergarten rubric for informational writing and is found on the *Writing Pathways* CD-ROM. The rubric has a point system to inform the teacher of the student’s current level of achievement. Comparing the pre- and post-assessment will demonstrate individual student growth.

3. Writer’s Notebook/Folders and published pieces

Resources

Core

- *How-To Books: Writing to Teach Others* (Grade K, Unit 3)
- *My First Soccer Game* by Alyssa Satin Capucilli
- Additional mentor texts available in *Making Meaning*, *Being a Writer*, and classroom/school libraries
- Informational Writing Checklist
- Exemplar writing piece that represents the work expected of students
- Several versions of booklets
- Note-taking system for conferencing
- Writing Notebooks/Folders
- Writing pens
- CD-ROM included with Units of Study

Supplemental

- *My First Ballet Class* by Alyssa Satin Capucilli
- *How to Lose All Your Friends* by Nancy Carlson
- *How to Make a Hot Dog* by Joy Cowley
- *How to Get a Girlfriend* by Croatia Senior Kindergarten Students of the American International School of Zagreb
- *Walk On!* by Marla Frazee
- *The Pumpkin Book* by Gail Gibbons
- *Make a Valentine* by Dale Gordon
- *How to Make Salsa* by Jamie A. Lucero
- *How to Make a Pancake* by Dave Max
- *How to Read a Story* by Kate Messner
- *How to Babysit a Grandma* by Jean Reagan
- *How to Babysit a Grandpa* by Jean Reagan

Time Allotment

- February – early March (including approximately 2 days for work with grammar/conventions & handwriting)

UNIT 4

Persuasive Writing of All Kinds: Using Words to Make a Change

Unit Goals

At the completion of this unit, students will:

- write signs, songs, and petitions about problems they see in their classroom, their school, and the larger world.
- reflect on troubles they see and think, “What can make things better?”
- utilize a “menu of options” as a means to convince a reader to make a change.
- utilize convincing language to persuade an audience.
- add facts and information to make their informational writing more persuasive.
- prepare a final publication and rehearse their writing to captivate their audience using body language, facial expressions, and gestures.

CCS.ELA-Literacy.W.K.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., <i>My favorite book is . . .</i>).
CCS.ELA-Literacy.W.K.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.
CCS.ELA-Literacy.W.K.5	With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.
CCS.ELA-Literacy.W.K.6	With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.
CCS.ELA-Literacy.W.K.8	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
CCS.ELA-Literacy.W.1.1	Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.
CCS.ELA-Literacy.W.1.2	Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.

CCS.ELA-Literacy.RL.K.1	With prompting and support, ask and answer questions about key details in a text.
CCS.ELA-Literacy.RL.K.2	With prompting and support, retell familiar stories, including key details.
CCS.ELA-Literacy.RL.K.3	With prompting and support, identify characters, settings, and major events in a story.
CCS.ELA-Literacy.RL.K.10	Actively engage in group reading activities with purpose and understanding.
CCS.ELA-Literacy.RI.K.1	With prompting and support, ask and answer questions about key details in a text.
CCS.ELA-Literacy.RI.K.2	With prompting and support, identify the main topic and retell key details of a text.
CCS.ELA-Literacy.RI.K.7	With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).
CCS.ELA-Literacy.RI.K.8	With prompting and support, identify the reasons an author gives to support points in a text.
CCS.ELA-Literacy.RI.K.10	Actively engage in group reading activities with purpose and understanding.
CCS.ELA-Literacy.RF.K.1	Demonstrate understanding of the organization and basic features of print.
CCS.ELA-Literacy.RF.K.2	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
CCS.ELA-Literacy.RF.K.3	Know and apply grade-level phonics and word analysis skills in decoding words.
CCS.ELA-Literacy.RF.1.3	Know and apply grade-level phonics and word analysis skills in decoding words.
CCS.ELA-Literacy.SL.K.1	Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.

CCS.ELA-Literacy.SL.K.2	Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.
CCS.ELA-Literacy.SL.K.3	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
CCS.ELA-Literacy.SL.K.4	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
CCS.ELA-Literacy.SL.K.5	Add drawings or other visual displays to descriptions as desired to provide additional detail.
CCS.ELA-Literacy.SL.K.6	Speak audibly and express thoughts, feelings, and ideas clearly.
CCS.ELA-Literacy.L.K.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
CCS.ELA-Literacy.L.K.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CCS.ELA-Literacy.L.K.2.c	Write a letter or letters for most consonant and short-vowel sounds (phonemes).
CCS.ELA-Literacy.L.K.2.d	Spell simple words phonetically, drawing on knowledge of sound-letter relationships.
CCS.ELA-Literacy.L.K.5	With guidance and support from adults, explore word relationships and nuances in word meanings.
CCS.ELA-Literacy.L.K.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

Unit Essential Questions

- How do I use word choice and pictures to make a change happen?
- How do I use reasons to convince my audience?
- How do I use mentor text to guide my persuasion?
- How do I angle my writing to reach various audiences?
- How do I use partners to help me edit?
- How do I use a checklist to fix and fancy up my writing?
- How does rehearsing my speech help me get my point across?

Scope and Sequence

Persuasive Writing of All Kinds: Using Words to Make a Change	
Prior to Unit	Prior to the unit, you may want to gather and read books about persuasion/opinion themes. Examples are the <i>Pigeon Series</i> books by Mo Willems and the <i>Click, Clack, Moo</i> series by Doreen Cronin.
Prior to Lesson 1	<p>Students complete On-Demand Pre-Assessment (45 mins.):</p> <p><u>Prompt</u>: “Think of a topic or an idea that you know and care a lot about so you can write your opinion. Today you have time to write. You will tell your opinion and write reasons why you feel that way. When you do this, think about everything you know about writing. Please remember that you will have plenty of time to complete this, so you will need to plan, draft, revise, and edit.</p> <p>In your writing make sure you:</p> <ul style="list-style-type: none"> • Name your opinion; • Give reasons and evidence or examples to explain why you have that opinion; • Write an ending” <p><u>Note</u>: As children are drawing and writing their on-demand task for assessment, you will want to move quickly among them, asking them to tell you what they are writing and then recording verbatim what they say so that you are essentially taking down dictation. If needed, write the intended message on the back of the page. <u>For scoring purposes, include the information the child tells, draws, and writes.</u></p>
Bend I: Exploring Opinion Writing: Making Our School a Better Place	
Lesson 1	<u>Session 1</u> : Words Are Like Magic Wands: They Can Make Things Happen (p. 2)
Lesson 2	<u>Session 2</u> : Convincing People: Providing Reasons and Consequences (p. 11)
Lesson 3	<u>Session 3</u> : Don’t Stop There! Generating More Writing for More Causes (p. 20)
Lesson 4	<u>Session 4</u> : Writers Reread and Fix Up Their Writing (p. 28)
Lesson 5	<u>Session 5</u> : Spelling Strategies Give Writers Word Power (p. 36)
Lesson 6	<u>Session 6</u> : Hear Ye! Hear Ye! Writing to Spread the Word (a Mini-

	Celebration) (p. 44)
<p>Bend II: Sending Our Words Out into the World: Writing Letters to Make a Change</p> <p><u>Note:</u> Before beginning this bend, gather books such as <i>Click, Clack, Moo</i> (or any books by Doreen Cronin) or <i>Corduroy Writes a Letter</i> to introduce the concept of letter-writing. Prepare paper that does not include the closing and signature lines, as that would suggest to students that the letter is ending. Sample paper is on the Heinemann website.</p>	
Lesson 7	<p><u>Session 7:</u> Writing Letters that Reach Readers (p. 54)</p> <p><u>Note:</u> Both Session 7 & Session 8 have mini-lessons that are longer than normal, so students' writing time will be shorter.</p>
Lesson 8	<p><u>Session 8:</u> Studying a Mentor Text (A Guided Inquiry) (p. 65)</p> <p><u>Note:</u> Both Session 7 & Session 8 have mini-lessons that are longer than normal, so students' writing time will be shorter.</p> <p>For this lesson, consider printing Lily's speech from the Heinemann website or using it on the SMARTBoard for a group lesson.</p>
Lesson 9	<p><u>Session 9:</u> Knowing Just What to Say: Angling Letters to Different Audiences (p. 74)</p> <p><u>Note:</u> You may want to make an anchor chart indicating who your audience is and giving students needed vocabulary. Additionally, as an example for writers to try, refer to Lily's letter and highlight areas where she added her feelings.</p>
Lesson 10	<u>Session 10:</u> How Can We Make It Better? Imagining Solutions (p. 82)
Lesson 11	<p><u>Session 11:</u> Wait! What's That Say? Fixing Up Letters before Mailing Them (p. 92)</p> <p><u>Note:</u> The focus today should be revision and conventions.</p>
<p>Bend III: Persuasive Writing Projects</p>	
Lesson 12	<u>Session 12:</u> Draw on a Repertoire of Strategies to Write about a World Problem (p. 96)
Lesson 13	<p><u>Session 13:</u> Sound Like an Expert! Teaching Information to Persuade Your Audience (p. 105)</p> <p><u>Note:</u> Children can ask one or two people about their ideas, such as parents, other family members, teachers, etc.</p>
Lesson 14	<u>Session 14:</u> More on Adding Detailed Information to Persuasive Writing (p. 112)

Lesson 15	<u>Session 15</u> : Writing How-To Books to Make a Change (p. 116)
Lesson 16	<u>Session 16</u> : Editing for Punctuation: Partner Work (p. 123)
Lesson 17	<u>Session 17</u> : Speaking Up and Taking a Stand: Planning and Rehearsing Speeches (p. 127) <u>Note</u> : Prior to this lesson, preview the short video noted in the final paragraph on p. 128.
Lesson 18	<u>Session 18, Day 1</u> : Fixing and Fancying Up for Publication Using the Super Checklist (p. 136)
Lesson 19	<u>Session 18, Day 2</u> : Fixing and Fancying Up for Publication Using the Super Checklist (p. 136) <u>Note</u> : The focus today should be continued revision and editing.
Lesson 20	Today, students should practice their presentations.
Lesson 21	<u>Session 19</u> : The Earth Day Fair: An Author's Celebration (p. 143) Although this doesn't align with Earth Day on the calendar, it is meant to be a celebration of the writing in this unit, and the work will be revisited when Earth Day concepts are taught in science.
After Lesson 21	<p>Students complete On-Demand Post-Assessment (45 mins.):</p> <p>Prompt: "Think of a topic or an idea that you know and care a lot about so you can write your opinion. Today you have time to write. You will tell your opinion and write reasons why you feel that way. When you do this, think about everything you know about writing. Please remember that you will have plenty of time to complete this, so you will need to plan, draft, revise, and edit.</p> <p>In your writing make sure you:</p> <ul style="list-style-type: none"> • Name your opinion; • Give reasons and evidence or examples to explain why you have that opinion; • Write an ending." <p><u>Note</u>: As children are drawing and writing their on-demand task for assessment, you will want to move quickly among them, asking them to tell you what they are writing and then recording verbatim what they say so that you are essentially taking down dictation. If needed, write the intended message on the back of the page. <u>For scoring purposes, include the information the child tells, draws, and writes.</u></p>

Assured Assessments

Student performance on the following assessments will be reflected on the Trimester 3 standards-based report card.

Formative Assessments:

1. On-Demand Writing Sample

Students will write a formative 45-minute, on-demand pre-assessment in the persuasive/opinion writing genre. (See “Scope & Sequence” above for exact wording of prompt.) This writing sample will be without instruction or teacher-provided checklists or graphic organizers. The on-demand is used to assess what students can do without help. The student performance rubric is based on the kindergarten persuasive/opinion writing rubric, which is found on the *Writing Pathways* CD-ROM. The rubric has a point system to inform the teacher of the student’s current level of achievement. This will help teachers plan for differentiation during the unit.

2. Students’ writing samples should be located in their Writer’s Notebooks/Folders, and should be used to identify individual teaching points for conferring and as a record of student growth over the course of the unit.

Summative Assessments:

1. Students will choose a piece to bring to publication as a summative assessment. The student performance rubric is based on the kindergarten learning progression and is found on the CD-ROM. The rubric has a point system to inform the teacher of the student’s current level of achievement. This assessment will also demonstrate individual student mastery of strategies and skills.

2. On-Demand Writing Sample

Students will write a summative 45-minute, on-demand post-assessment in the persuasive/opinion writing genre with no additional teacher input. (See “Scope & Sequence” above for exact wording of prompt.) The on-demand is used to assess what students can do without help. The student performance rubric is based on the kindergarten rubric for persuasive/opinion writing and is found on the *Writing Pathways* CD-ROM. The rubric has a point system to inform the teacher of the student’s current level of achievement. Comparing the pre- and post-assessment will demonstrate individual student growth.

3. Writer’s Notebook/Folders and published pieces

Resources

Core

- *Persuasive Writing of All Kinds: Using Words to Make a Change* (Grade K, Unit 4)
- Additional mentor texts available in *Making Meaning*, *Being a Writer*, and classroom/school libraries
- Opinion Writing Checklist
- Exemplar writing piece that represents the work expected of students
- Several versions of booklets
- Note-taking system for conferencing

- Writing Notebooks/Folders
- Writing pens
- CD-ROM included with Units of Study
- Letter-Writing Paper
- Postage Labels
- Blank Poster Paper for Signs, Poetry, Songs
- Petition Paper (see CD-ROM)

Supplemental

- *Click, Clack, Moo: Cows That Type* by Doreen Cronin
- *Hey, Little Ant* by Phillip Hoose
- *Corduroy Writes a Letter* by Alison Inches
- *I Wanna Iguana* by Karen Kaufman Orloff
- *I Wanna New Room* by Karen Kaufman Orloff
- *Spoon* by Amy Krouse Rosenthal
- *What Pet Should I Get?* by Dr. Seuss
- *Which Would You Rather Be?* by William Steig and Harry Bliss
- *Dear Mrs. La Rue: Letters From Obedience School* by Mark Teague
- *Don't Let the Pigeon Drive the Bus! (Big Book Edition) (Pigeon Series)* by Mo Willems

Time Allotment

- mid March – mid April (including approximately 5 days for work with grammar/conventions & handwriting)

UNIT 5

Music in Our Hearts: Writing Songs and Poetry

Unit Goals

At the completion of this unit, students will:

- be immersed in song and poetry to learn from mentor authors.
- use familiar songs to jump-start their song writing.
- participate in shared writing activities.
- experiment with powerful language to convey feelings.
- utilize line breaks, metaphor, and comparisons to capture what they feel.

CCS.ELA-Literacy.W.K.5	With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.
CCS.ELA-Literacy.W.K.6	With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.
CCS.ELA-Literacy.RL.K.5	Recognize common types of texts (e.g., storybooks, poems).
CCS.ELA-Literacy.RL.K.10	Actively engage in group reading activities with purpose and understanding.
CCS.ELA-Literacy.SL.K.1	Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
CCS.ELA-Literacy.SL.K.1.a	Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
CCS.ELA-Literacy.SL.K.1.b	Continue a conversation through multiple exchanges.
CCS.ELA-Literacy.SL.K.3	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
CCS.ELA-Literacy.SL.K.5	Add drawings or other visual displays to descriptions as desired to provide additional detail.
CCS.ELA-Literacy.SL.K.6	Speak audibly and express thoughts, feelings, and ideas clearly.

CCS.ELA-Literacy.L.K.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
CCS.ELA-Literacy.L.K.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CCS.ELA-Literacy.L.K.5	With guidance and support from adults, explore word relationships and nuances in word meanings.
CCS.ELA-Literacy.L.K.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

Unit Essential Questions

- How can I study songs and poems to notice the structure of poetry?
- How can I use whitespace, line breaks, punctuation, and capital letters to convey meaning?
- How can I study a familiar song to invent lyrics of my own?
- How can I sing songs to help give directions, play a game, remember things, or any other purpose I have?
- How can I use repetition to show what is important in my writing?
- How can I include strong feelings in my writing?
- How do I become an active listener, giving compliments and specific feedback to my partner?
- How do I revise, edit, and publish my piece for celebration?

Scope and Sequence

Music in Our Hearts: Writing Songs and Poetry	
Prior to Lesson 1	<ul style="list-style-type: none"> • There is no pre- or post-assessment in this unit. • Reread familiar shared texts about songs and poems. • Have Post-its available to mark up shared texts.
Bend I: Immersion in Songwriting and Poetry: Setting the Stage	
Lesson 1	<p><u>Focus</u>: Noticing the Characteristics of Poems and Songs (p. 58)</p> <p><u>Teaching Point</u>: Line breaks, punctuation and/or repetition make up author's craft.</p> <p><u>Note</u>: Read multiple songs and poems during shared reading.</p>
Lesson 2	<u>Focus</u> : Songs and Poetry through Centers, Day 1 (p. 59)

	<u>Note</u> : Suggested centers can include: a rhythmic center; a listening center; drawing songs & poems; window watching: looking through the eyes of a poet; and/or a 5 senses center. Introduce one center a day.
Lesson 3	<u>Focus</u> : Songs and Poetry through Centers, Day 2 (p. 59) <u>Note</u> : Continue center work.
Lesson 4	<u>Focus</u> : Songs and Poetry through Centers, Day 3 (p. 59) <u>Note</u> : Continue center work.
Lesson 5	<u>Focus</u> : Songs and Poetry through Centers, Day 4 (p. 59) <u>Note</u> : Continue center work.
Bend II: Studying the Rhythm and Voice of Songs to Help Us Write Our Own	
Lesson 6	<u>Focus</u> : Looking Back on Our Words and Songs (p. 61) <u>Teaching Point</u> : Anything can be turned into a song. Reread some of your observation lists and turn them into a song by stretching out words, lifting or lowering your voice and making it sound melodic.
Lesson 7	<u>Focus</u> : Writing Songs by Using Borrowed Rhythms and Tunes (p. 61) <u>Teaching Point</u> : Teach children to sing a familiar tune and invent their own lyrics.
Lesson 8	<u>Focus</u> : Crafting Songs That Teach and Writing Songs with Purpose (p. 62) <u>Teaching Point</u> : Write songs that teach something, such as counting songs, alphabet songs, etc. <u>Note</u> : Begin to explain to children that their song lyrics should make sense.
Lesson 9	<u>Focus</u> : Being Inspired by Objects and Our Senses for Song and Poetry Writing (p. 63) <u>Teaching Point</u> : Look and think of an object and let it inspire a song. Writers will make lists of words to describe and repeat important words. <u>Note</u> : Ask students to bring in a special object from home for inspiration for upcoming Lesson 10.
Bend III: Songwriters and Poets Write from the Heart: Writing Meaningful Songs and Poems	
Lesson 10	<u>Focus</u> : Poets Write from the Heart (p. 63) <u>Teaching Point</u> : Writers write about topics that inspire strong feelings or are important to them.

Lesson 11	<u>Focus</u> : Strategies for Writing Poetry: Including Strong Feelings in Our Poems (p. 64) <u>Teaching Point</u> : Writers show strong feelings by writing a poem or song by speaking directly to the object.
Lesson 12	<u>Focus</u> : Poems and Songs Are Meant to Be Heard! A Writer's Celebration (p. 64) <u>Teaching Point</u> : Writers will share a poem or song with their partner by reading with expression and gesture.
Bend IV: Songwriters and Poets Revise and Write New Songs and Poems	
Lesson 13	<u>Focus</u> : Strategies for Being a Good Poetry and Song Partner (p. 65) <u>Teaching Point</u> : Writing partners can use charts around the room to help each other revise and elaborate.
Lesson 14	<u>Focus</u> : Writers Revise through Elaboration: (p. 66) <u>Teaching Point</u> : Writers will add verses, make comparisons, and think about word choice.
Lesson 15	<u>Focus</u> : Getting Ready for Publishing (p. 67) <u>Teaching Point</u> : Writers focus on words, letters, and punctuation.
Lesson 16	<u>Focus</u> : Celebrate the Poetry and Music! (p. 68) <u>Suggestion</u> : Have students record a song/poem on ChatterPix. Consider working together with your Technology Integration Specialist.

Assured Assessments

Student performance on the following assessments will be reflected on the Trimester 3 standards-based report card.

Formative Assessments:

1. Students' writing samples should be located in their Writer's Notebooks/Folders, and should be used to identify individual teaching points for conferring and as a record of student growth over the course of the unit.

Summative Assessments:

1. Students will choose a poem to bring to publication as a summative assessment. The student performance rubric is based on the kindergarten learning progression and is found on the CD-ROM. The rubric has a point system to inform the teacher of the student's current level of achievement. This assessment will also demonstrate individual student mastery of strategies and skills.
2. Writer's Notebook/Folders and published pieces

Resources

Core

- *If . . . Then . . . Curriculum: Music in Our Hearts: Writing Songs and Poetry* (Grade K)
- *Kids' Poems: Teaching Kindergarteners to Love Writing Poetry* by Regie Routman
- *Sing a Song of Poetry, Kindergarten: A Teaching Resource for Phonemic Awareness, Phonics, and Fluency* by Irene Fountas and Gay Su Pinnell
- Poetry Anthologies:
 - Little Dog Poems* by Kristine O'Connell George
 - Creatures of Earth, Sea, and Sky* by Georgia Heard
 - Blast Off! Poems about Space* selected by Lee Bennett Hopkins
 - Good Luck Gold and Other Poems* by Janet S. Wong
 - Songs of Myself: An Anthology of Poems and Art* compiled by Georgia Heard
- Mentor Songs:
 - songs to put you to sleep: "Hush-a-Bye Baby," "Hush, Little Baby," "Day is Done"
 - songs to show a strong feeling: "I Can See Clearly Now," "What's Goin' On," "Celebrate Good Times," "Oh, What a Beautiful Morning"
 - songs to teach a dance: "Hokey Pokey," "Do the Locomotion"
 - songs for people you love: "You are My Sunshine," "You've Got a Friend," "Frere Jacques"
 - songs that teach about something: "Wheels on the Bus," "This Land is Your Land"
 - songs that tell a story: "The Bear Went Over the Mountain," "Itsy Bitsy Spider," "Mary Had a Little Lamb"
- Mentor Song Books and Compilations:
 - The Eensy-Weensy Spider/ Skip to My Lou* by Mary Ann Hoberman and Nadine Bernard Westcott
 - Take Me Out of the Bathtub and Other Silly Dilly Songs / Are You Quite Polite? / Smelly Locker* by Alan Katz
 - Diez Deditos: Ten Little Fingers & Other Play Rhymes & Action Songs from Latin America* by Jose-Luis Orozco
 - If You're Happy and You Know It / This Little Light of Mine* and many more . . . by Raffi
 - The Itsy Bitsy Spider / Row Row Row Your Boat / How Much Is That Doggie in the Window?* by Iza Trapani
 - Follow the Moon / Without You / Angel Face* by Sarah Weeks
 - Getting to Know You!: Rodgers & Hammerstein Favorites* by Rosemary Wells
 - Mother Goose Songbook* by Jane Yolen
 - Old Macdonald Songbook* by Jane Yolen
 - Let's Sing about It!* by Mondo Publishing
- Additional mentor texts available in *Making Meaning*, *Being a Writer*, and classroom/school libraries
- Exemplar writing piece that represents the work expected of students
- Several versions of booklets
- Note-taking system for conferencing
- Writing Notebooks/Folders
- Writing pens
- CD-ROM included with Units of Study

Supplemental

- *Awakening the Heart: Exploring Poetry in Elementary and Middle School*
- *Getting the Knack: 20 Poetry Writing Exercises* by Stephen Dunning and William Stafford
- *A Note Slipped Under the Door: Teaching from Poems We Love*, by Nick Flynn and Shirley McPhillips
- *For the Good of the Earth and Sun: Teaching Poetry* by Georgia Heard
- *Wham! It's a Poetry Jam: Discovering Performance Poetry* by Sara Holbrook
- *A Kick in the Head: An Everyday Guide to Poetic Forms* edited by Paul B. Janeczko
- *I Wanna Iguana* by Karen Kaufman Orloff *Handbook of Poetic Forms* edited by Ron Padgett

Time Allotment

- late April – mid May

UNIT 6

Writing All-About Books

Unit Goals

At the completion of this unit, students will:

- write information books about various topics.
- use a combination of drawing, dictating, and writing to compose informative text.
- choose topics about which they have knowledge.
- utilize research to teach others about topics they are expert on.

CCS.ELA-Literacy.W.K.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.
CCS.ELA-Literacy.W.K.5	With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.
CCS.ELA-Literacy.W.K.6	With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.
CCS.ELA-Literacy.W.K.7	Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).
CCS.ELA-Literacy.W.K.8	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
CCS.ELA-Literacy.W.1.2	Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
CCS.ELA-Literacy.W.1.7	Participate in shared research and writing projects (e.g., explore a number of "all about" books on a given topic and use them to write).
CCS.ELA-Literacy.RI.K.1	With prompting and support, ask and answer questions about key details in a text.
CCS.ELA-Literacy.RI.K.2	With prompting and support, identify the main topic and retell key details of a text.

CCS.ELA-Literacy.RI.K.6	Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.
CCS.ELA-Literacy.RI.K.7	With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).
CCS.ELA-Literacy.RI.K.9	With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).
CCS.ELA-Literacy.RI.1.1	Ask and answer questions about key details in a text.
CCS.ELA-Literacy.RI.1.6	Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
CCS.ELA-Literacy.RI.1.7	Use the illustrations and details in a text to describe its key ideas.
CCS.ELA-Literacy.RI.1.9	Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).
CCS.ELA-Literacy.RF.K.1	Demonstrate understanding of the organization and basic features of print.
CCS.ELA-Literacy.RF.K.1.b	Recognize that spoken words are represented in written language by specific sequences of letters.
CCS.ELA-Literacy.RF.K.2	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
CCS.ELA-Literacy.RF.K.3	Know and apply grade-level phonics and word analysis skills in decoding words.
CCS.ELA-Literacy.RF.K.3.a	Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant.
CCS.ELA-Literacy.RF.K.3.b	Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.
CCS.ELA-Literacy.RF.K.3.c	Read common high-frequency words by sight (e.g., <i>the, of, to, you, she, my, is, are, do, does</i>).

CCS.ELA-Literacy.RF.1.3	Know and apply grade-level phonics and word analysis skills in decoding words.
CCS.ELA-Literacy.RF.1.3.a	Know the spelling-sound correspondences for common consonant digraphs.
CCS.ELA-Literacy.RF.1.3.b	Decode regularly spelled one-syllable words.
CCS.ELA-Literacy.SL.K.1	Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
CCS.ELA-Literacy.SL.K.1.a	Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
CCS.ELA-Literacy.SL.K.2	Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.
CCS.ELA-Literacy.L.K.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CCS.ELA-Literacy.L.K.2.c	Write a letter or letters for most consonant and short-vowel sounds (phonemes).
CCS.ELA-Literacy.L.K.2.d	Spell simple words phonetically, drawing on knowledge of sound-letter relationships.
CCS.ELA-Literacy.SL.K.3	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
CCS.ELA-Literacy.SL.K.4	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
CCS.ELA-Literacy.SL.K.5	Add drawings or other visual displays to descriptions as desired to provide additional detail.
CCS.ELA-Literacy.SL.K.6	Speak audibly and express thoughts, feelings, and ideas clearly.
CCS.ELA-Literacy.L.K.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CCS.ELA-Literacy.L.K.1.d	Understand and use question words (interrogatives) (e.g., <i>who, what, where, when, why, how</i>).
CCS.ELA-Literacy.L.K.1.e	Use the most frequently occurring prepositions (e.g., <i>to, from, in, out, on, off, for, of, by, with</i>).
CCS.ELA-Literacy.L.K.1.f	Produce and expand complete sentences in shared language activities.
CCS.ELA-Literacy.L.K.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CCS.ELA-Literacy.L.K.2.a	Capitalize the first word in a sentence and the pronoun <i>I</i> .
CCS.ELA-Literacy.L.K.2.b	Recognize and name end punctuation.
CCS.ELA-Literacy.L.K.2.c	Write a letter or letters for most consonant and short-vowel sounds (phonemes).
CCS.ELA-Literacy.L.K.2.d	Spell simple words phonetically, drawing on knowledge of sound-letter relationships.
CCS.ELA-Literacy.L.K.5	With guidance and support from adults, explore word relationships and nuances in word meanings.
CCS.ELA-Literacy.L.K.5.d	Distinguish shades of meaning among verbs describing the same general action (e.g., <i>walk, march, strut, prance</i>) by acting out the meanings.
CCS.ELA-Literacy.L.K.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

Unit Essential Questions

- How do I organize my writing to make it clear to my reader?
- How do I elaborate and say more on each page?
- How do I consider readers' questions to make my writing clearer?
- How do I use mentor texts to emulate the same features in my writing?
- How do I add text features to teach more about my topic?
- How do I revise, edit, and publish my piece for celebration?

Scope and Sequence

Writing All-About Books	
Prior to Lesson 1	<ul style="list-style-type: none"> • There is no pre- or post-assessment in this unit. • Prepare 5-page booklets. • Prepare tiny topic notebooks. • Gather nonfiction mentor texts that have chapter titles, diagrams, and labels.
Bend I: Writing All-About Books on Topics We Love	
Lesson 1	<p><u>Focus</u>: Choosing Topics Based on Areas of Personal Expertise While Considering Audience (p. 47)</p> <p><u>Teaching Point</u>: Channel children toward choosing a topic they know a lot about and can teach to others (e.g., chicks).</p>
Lesson 2	<p><u>Focus</u>: Using Tiny Topic Notepads to Collect Ideas (p. 48)</p> <p><u>Teaching Point</u>: Notepads are a great tool for writers to record their possible topics.</p>
Lesson 3	<p><u>Focus</u>: Getting Started Writing All-About Books: Rehearsing and Planning (p. 48)</p> <p><u>Teaching Point</u>: Writers rehearse their topic choice and ideas with their partner.</p>
Lesson 4	<p><u>Focus</u>: Writers Continue to Write All-About Books (p. 49)</p> <p><u>Teaching Point</u>: Writers can start new books on new topics.</p>
Bend II: Revise by Elaborating – and Then Begin Writing Longer Books, Right from the Start	
Lesson 5	<p><u>Focus</u>: Encourage More Information, Adding Examples, and Encouraging Readers’ Questions (p. 50)</p> <p><u>Teaching Point</u>: Writers put more than one sentence on a page.</p>
Bend III: Revising to Add Text Features – Then Writing More Developed Books from the Start	
Lesson 6	<p><u>Focus</u>: Teach Students to Add Text Features with Purpose (p. 51)</p> <p><u>Teaching Point</u>: Writers may choose to revise a book to include text features such as diagrams, charts, pictures, labels, etc.</p>

Lesson 7	<u>Focus:</u> Writing with Voice (p. 52) <u>Teaching Point:</u> Writers include their own thoughts and ideas.
Lesson 8	<u>Focus:</u> Crafting Techniques (p. 53) <u>Teaching Point:</u> Writers can add warnings, captions, and labels to teach readers about their topic.
Bend IV: One Final Grand Revision to Prepare for a Publishing Party	
Lesson 9	<u>Focus:</u> Learning How to Revise and Edit My Books (pp. 53-54) <u>Teaching Point:</u> Revise an All-About book by adding more pages and more sentences on each page. Edit this book to review spelling, punctuation and capitalization.
Lesson 10	<u>Focus:</u> Students Celebrate by Teaching All About Their Topics (p. 54) <u>Teaching Point:</u> Writers will conduct a “Share Fair” to share their knowledge.

Assured Assessments

Student performance on the following assessments will be reflected on the Trimester 3 standards-based report card.

Formative Assessments:

1. Students’ writing samples should be located in their Writer’s Notebooks/Folders, and should be used to identify individual teaching points for conferring and as a record of student growth over the course of the unit.

Summative Assessments:

1. Students will choose a piece to bring to publication as a summative assessment. The student performance rubric is based on the kindergarten learning progression and is found on the CD-ROM. The rubric has a point system to inform the teacher of the student’s current level of achievement. This assessment will also demonstrate individual student mastery of strategies and skills.
2. Writer’s Notebook/Folders and published pieces

Resources

Core

- *Writing All-About Books* (Grade K, *If/Then Curriculum*)
- Possible mentor texts:
 - *My First Soccer Game* by Alyssa Satin Capucilli
 - *Trucks!* by Wil Mara
 - *Planes* by Amy Shields
 - *Trains* by Amy Shields

- *Let's Read and Find Out* science series
- *National Geographic Kids* series
- Additional mentor texts available in *Making Meaning*, *Being a Writer*, and classroom/school libraries
- Informational Writing Checklist
- Exemplar writing piece that represents the work expected of students
- Several versions of booklets
- Note-taking system for conferencing
- Writing Notebooks/Folders
- Writing pens
- CD-ROM included with Units of Study

Time Allotment

- late May – June (including approximately 4 days for work with grammar/conventions & handwriting)

CURRENT REFERENCE

Calkins, Lucy. *Units of Study in Opinion, Information, and Narrative Writing*. Portsmouth, NH: Heinemann. 2013. Print.

ASSURED STUDENT PERFORMANCE RUBRICS

- Refer to *Units of Study* CD-ROM or *Writing Pathways*



Guided Drawing: Kindergarten

~ page references are from
*A Guide to the Writing Workshop:
Primary Grades*

Welcome



Unit 1: Launching

- “Some children will draw rather than write sentences” (vi).

Unit 1: Launching

- “The writing process starts with a writer having content, an image, and then drawing representationally to put that meaning onto the page” (vii).

“My House”



“A Bad Guy’s House”



“A Robot Making Factory”



“The Day Matt Sat On Sam”

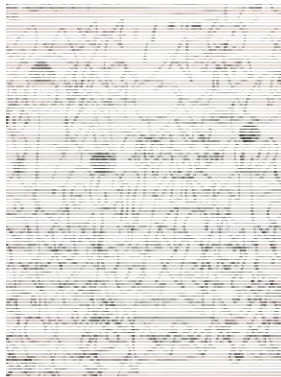


“A Caterpillar Went Inside My Mom’s Cup”



Unit 1: Launching

- “Some children will draw what they know how to draw rather than topics on which they have expertise” (15).



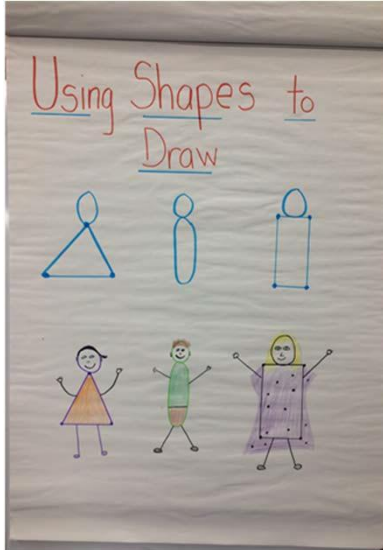
Think Basic

- Shapes
- Step-by-Step Anchor Charts
- Common Objects Students Draw

Think Basic

- Things (pets, trees, vehicles, etc.)
- Places (playground, school, house, etc.)
- People (kids, adults, family, etc.)

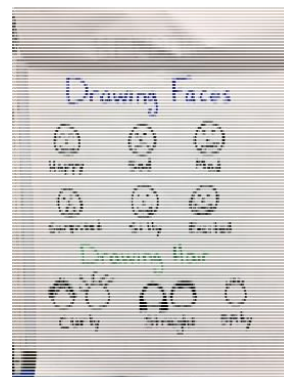
Start with Shapes



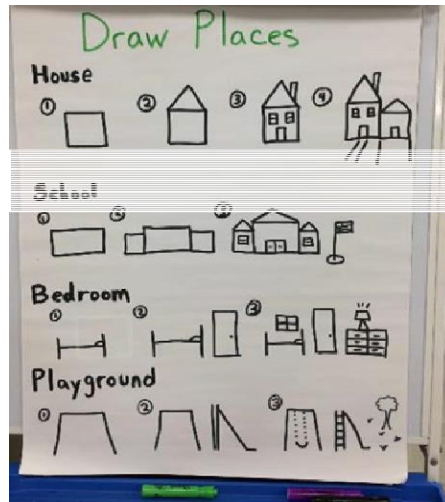
People



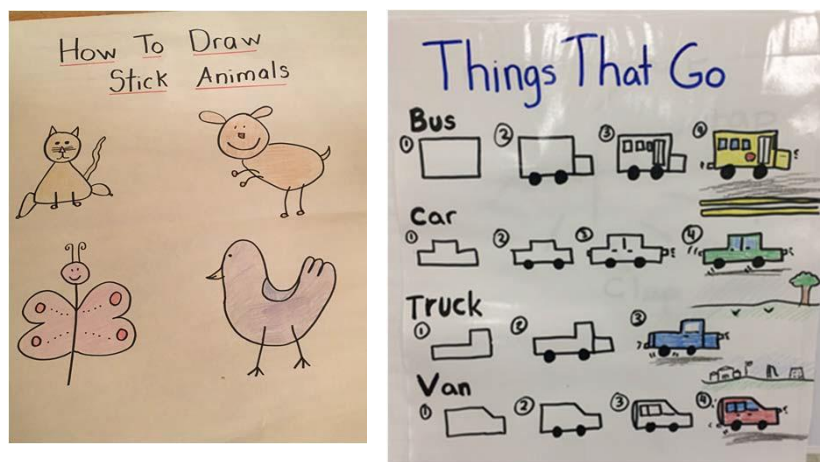
<https://blog.heinemann.com/chart-tips-from-the-chartchums-part-1-drawing-people/>



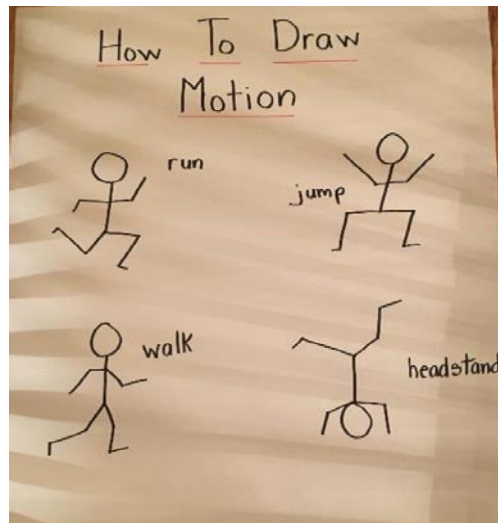
Places



Things



Motion



When to Teach

- In-Between Weeks
- During Unit 1
- After Unit 2
- Small-Group Instruction
- Recess Clubs
- Art Class

Suggested Pace

- Day 1 – Using Shapes
- Day 2 – How to Draw a Person
- Day 3 – Drawing Hair and Expressions
- Day 4 – Drawing Things that Go
- Day 5 – Drawing Places
- Day 6 – Drawing Motion

Recommended Resources

- Kristine Mraz
- *Smarter Charts K-2*
- Chart Chums Blog
- Heinemann Digital Campus Course
- Butterfly: <https://www.youtube.com/watch?v=MIAiglTFgLk>
- Puppy: <https://www.youtube.com/watch?v=u5kpfFIT2HU>
- Kitten: <https://www.youtube.com/watch?v=VRiX9QVrxHA>