

## WRITING - K

School	Teacher	Email	Course#	Grade Level
Lettie Brown Elementary School	VanDerVoorn, Lauri	Lauri.VanDerVoorn@morton709.org	WR2000	K

August 2015

Content	Skills	Assessment	Resources
<p><b>Functional Writing</b></p> <p>The overall goal of this unit is to introduce students to writing. They will begin to develop an understanding that what we say can be written, and what is written can be read. They will learn the routines of writing for the classroom, and focus on proper letter formation and concepts of print.</p> <p><b><u>APPROXIMATE TIMEFRAME:</u></b></p> <p>August-November</p>	<p><b>Lesson Topics:</b></p> <p>Punctuation: What is a period? What is a question mark? What is an exclamation point?</p> <p>What is a capital?</p> <p>What are spaces?</p> <p><b>Conventions and Grammar</b></p> <p>Address conventions and grammar throughout the unit</p> <p>Punctuation marks, capitalization, spacing between words.</p>		<p><b>Instructional Resources:</b></p> <p><b>Talking, Drawing, Writing ch. 2</b></p> <p>Introducing the drawing and writing book</p> <p>Getting started: telling your story on paper</p> <p>Questions to help you as you re-read your work</p> <p>Moving on to the next page in your drawing and writing book</p> <p>Learning about drawing stories from each other</p> <p><b>Talking, Drawing Writing</b></p> <p>The Craft of Drawing (ch. 4)</p> <p><b>Talking, Drawing Writing Writing Words (ch. 5)</b></p> <p>Listening for sounds in words</p> <p><b>Marvelous Minilessons ch. 4</b></p> <p>Count the words</p> <p>Bubble gum writing</p> <p>Borrowing words from the wall</p> <p>Tricks for the tricky parts</p> <p>Shortcut words</p> <p>Capital-letter word sort</p> <p>Silly stories</p> <p>Name part and doing part sentences</p> <p>Talking marks</p> <p>Be your own editor</p> <p><b>Mastering the Mechanics</b></p> <p><b><i>Cycles for Understanding the Editing Process</i></b></p> <p>Counting the words in a message</p> <p>Re-read and touch each word</p> <p>Focused edit: reread for each editing point</p> <p>Using an editing checklist</p> <p><b><i>Cycles for utilizing space on the page</i></b></p>

**Labeling and Listing**

In this unit, children will work on sound/symbol relationships, stretching out their words, labeling, and adding details to their drawings. The children will be introduced to using spaces between words, punctuation, and using resources such as word walls, letter/sound charts, name charts, and environmental print.

The essential writing components addressed in this unit will be revisited continually throughout the year.

**APPROXIMATE TIMEFRAME:**

August-November

**Lesson Topics:**

What is a label? How to label a picture?

How to match pictures and words

Themes: Pumpkin Unit

Information Writing Unit (animal research)

**Conventions and Grammar**

-->Address conventions and grammar throughout the unit

-->Word boundaries

-->Using the entire page

-->Using multiple pages

***Cycles for moving forward with spelling***

-->Stretching words

-->Reread to add more letters

-->Big words have more letters than small words

-->Use known words to spell other words

-->Spelling reference: picture alphabet card

-->Spelling reference: class word wall

-->Spelling reference: personal word wall

***Cycles for improving grammar awareness***

-->Complete sentences

-->Using transition words

-->Singular and plural nouns

***Cycles for lifting punctuation***

-->Periods: end of a sentence

-->Question marks

-->Exclamation points

-->Commas, use in a series

-->Quotation marks: dialogue

***Cycles for success with capitalization***

-->Use mostly lowercase letters

-->Capitalize the beginning of sentences

**Mentor Text Ideas:**

-->Wordless picture books (Emily Ropp's resources)

-->Author studies: Donald Crews, David Wiesner

ABC books

**Labeling and Listing****Instructional Resources:****Mastering the Mechanics**

-->Word Boundaries: keep letters pg. 52

-->Using the entire page

-->Using multiple pages

**Mentor Text Ideas:**

		<p>&lt;!--[if !supportLists]--&gt; &lt;!--[endif]--&gt;Biggest, Strongest, Fastest by Steven Jenkins</p> <p>&lt;!--[if !supportLists]--&gt; &lt;!--[endif]--&gt;Cassie's World Quilt by Faith Ringgold</p> <p>&lt;!--[if !supportLists]--&gt; &lt;!--[endif]--&gt;The Everything Book by Denise Fleming</p> <p>&lt;!--[if !supportLists]--&gt; &lt;!--[endif]--&gt;Fire Engines by Anne Rockewell</p> <p>&lt;!--[if !supportLists]--&gt; &lt;!--[endif]--&gt;Fish Eyes by Lois Ehlert</p> <p>&lt;!--[if !supportLists]--&gt; &lt;!--[endif]--&gt;The Important Book by Margaret Wise Brown</p> <p>&lt;!--[if !supportLists]--&gt; &lt;!--[endif]--&gt;My Dad by Anthony Browne</p> <p>&lt;!--[if !supportLists]--&gt; &lt;!--[endif]--&gt;Reading Makes You Feel Good by Todd Parr</p> <p>&lt;!--[if !supportLists]--&gt; &lt;!--[endif]--&gt;What's What? A Guessing Game by Mary Serfozo</p> <p>&lt;!--[if !supportLists]--&gt; &lt;!--[endif]--&gt;When I Am Old With You by Angela Johnson</p> <p>&lt;!--[if !supportLists]--&gt; &lt;!--[endif]--&gt;Author Study: Eric Litwin</p> <p>&lt;!--[if !supportLists]--&gt; &lt;!--[endif]--&gt;Life cycle books</p> <p>&lt;!--[if !supportLists]--&gt; &lt;!--[endif]--&gt;Lunch by Denise Fleming</p> <p>Scaredy Squirrel by Melanie Watt</p>
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December 2015

Content	Skills	Assessment	Resources
<p><b>Personal Narrative</b></p> <p>In this unit, students will learn that a personal narrative is a story about something that has happened to you. Students will begin with understanding that our drawings can show what is happening, and that our words can come from our pictures. They can begin to learn that a story tells important details such as who went, where they went, and what happened.</p> <p><b><u>APPROXIMATE TIMEFRAME:</u></b> December-February</p>	<p><b>Lesson Topics</b></p> <p><b>What is a personal narrative? (A story about yourself)</b></p> <p><b>Students will understand the purpose for writing a narrative piece.</b></p> <p><b>Ideas/ Research:</b></p> <p>&lt;!--[if !supportLists]--&gt; &lt;!--[endif]--&gt;generates ideas</p> <p>&lt;!--[if !supportLists]--&gt; &lt;!--[endif]--&gt;tells about events or time</p> <p>&lt;!--[if !supportLists]--&gt; &lt;!--[endif]--&gt;tells only true information</p> <p>&lt;!--[if !supportLists]--&gt; &lt;!--[endif]--&gt;includes related details</p> <p><b>Organization/ Text Features:</b></p> <p>&lt;!--[if !supportLists]--&gt; &lt;!--[endif]--&gt;Includes a title closely related to the story</p> <p>&lt;!--[if !supportLists]--&gt; &lt;!--[endif]--&gt;Relates an event or sequence of events in time order</p> <p>&lt;!--[if !supportLists]--&gt; &lt;!--[endif]--&gt;Includes a beginning, middle, end</p> <p>&lt;!--[if !supportLists]--&gt; &lt;!--[endif]--&gt;Includes pictures that match text</p> <p>&lt;!--[if !supportLists]--&gt; &lt;!--[endif]--&gt;Includes labels and captions on pictures</p> <p><b>Language/ Style:</b></p> <p>&lt;!--[if !supportLists]--&gt; &lt;!--[endif]--&gt;Uses first personal for personal narrative</p>		<p><b>Instructional Resources:</b></p> <p><b>Explorations in Nonfiction Writing pg. 119-183</b></p> <p>&lt;!--[if !supportLists]--&gt; &lt;!--[endif]--&gt;Narrate Unit</p> <p><b>Marvelous Mini-lessons ch. 2 (pg. 39-68)</b></p> <p>&lt;!--[if !supportLists]--&gt; &lt;!--[endif]--&gt;Tuck a topic in your pocket</p> <p>&lt;!--[if !supportLists]--&gt; &lt;!--[endif]--&gt;Writing ideas bingo</p> <p>&lt;!--[if !supportLists]--&gt; &lt;!--[endif]--&gt;Topic tree</p> <p>&lt;!--[if !supportLists]--&gt; &lt;!--[endif]--&gt;"I can write a book"</p> <p>&lt;!--[if !supportLists]--&gt; &lt;!--[endif]--&gt;Sticky dot details</p> <p>&lt;!--[if !supportLists]--&gt; &lt;!--[endif]--&gt;Five-Finger Planner</p> <p>&lt;!--[if !supportLists]--&gt; &lt;!--[endif]--&gt;Storm and Sort</p> <p>&lt;!--[if !supportLists]--&gt; &lt;!--[endif]--&gt;3-2-1 Planner</p> <p>&lt;!--[if !supportLists]--&gt; &lt;!--[endif]--&gt;Turn It into a Story</p> <p><b>Talking, Drawing, Writing</b></p> <p>&lt;!--[if !supportLists]--&gt; &lt;!--[endif]--&gt;A story is about one thing pg. 169-173</p> <p><b>Mentor Text Ideas:</b></p> <p>&lt;!--[if !supportLists]--&gt; &lt;!--[endif]--&gt;The Relatives Came by Cynthia Rylant</p> <p>&lt;!--[if !supportLists]--&gt; &lt;!--[endif]--&gt;Knuffle Bunny by Mo Willems</p> <p>&lt;!--[if !supportLists]--&gt; &lt;!--[endif]--&gt;Fireflies! By Julie Brinckloe</p> <p>&lt;!--[if !supportLists]--&gt; &lt;!--[endif]--&gt;The Chalk Doll by Charlotte Pomerantz</p> <p>&lt;!--[if !supportLists]--&gt; &lt;!--[endif]--&gt;Dream Weaver by Jonathon London</p>

<p>Say more about it...adding more details</p> <p>During this unit, teaching will focus on both conventions of print and adding details and support to narrative writing. Children will grow in their ability to work with some independence to choose topics, plan writing, and record small moments from their lives.</p> <p>It is appropriate for teachers to support students in their writing by allowing students to dictate their message. Students may begin with dictating, then move to drawing, labeling, listing, and finally to writing sentences on their own.</p> <p>They will explore story structure and learn about incorporating a beginning, middle, and end.</p> <p><b>APPROXIMATE TIMEFRAME:</b> December-February</p>	<p>&lt;!--[if !supportLists]--&gt;• &lt;!--[endif]--&gt;Uses third person for nonfiction narratives</p> <p>&lt;!--[if !supportLists]--&gt;• &lt;!--[endif]--&gt;Uses past tense when appropriate</p> <p>&lt;!--[if !supportLists]--&gt;• &lt;!--[endif]--&gt;Uses time order transition words</p> <p>&lt;!--[if !supportLists]--&gt;• &lt;!--[endif]--&gt;Uses descriptive words</p> <p><b>Conventions and Presentation:</b></p> <p>&lt;!--[if !supportLists]--&gt;• &lt;!--[endif]--&gt;Leaves spaces between words</p> <p>&lt;!--[if !supportLists]--&gt;• &lt;!--[endif]--&gt;Uses strategies to help with spelling</p> <p>&lt;!--[if !supportLists]--&gt;• &lt;!--[endif]--&gt;Adds missing words</p> <p>&lt;!--[if !supportLists]--&gt;• &lt;!--[endif]--&gt;Capitalizes pronoun "I"</p> <p>&lt;!--[if !supportLists]--&gt;• &lt;!--[endif]--&gt;Uses capital letters to start sentences</p> <p>&lt;!--[if !supportLists]--&gt;• &lt;!--[endif]--&gt;Uses periods to end sentences.</p> <p><b>Personal Narrative Topics:</b></p> <p><b>Family</b></p> <p><b>Favorite Things</b></p> <p><b>Animals</b></p> <p><b>Places</b></p> <p><b>Friends</b></p> <p><b>My trip to</b></p> <p><b>My first day of school</b></p> <p><b>A time when I was scared</b></p> <p><b>My Birthday</b></p> <p><b>Nonfiction Narrative</b></p> <p><b>Lifecycle of butterfly</b></p> <p><b>All About Books</b></p> <p><b>My favorite (author, sports hero, famous person)</b></p> <p><b>Conventions and Grammar</b></p> <p>&lt;!--[if !supportLists]--&gt;• &lt;!--[endif]--&gt;Address conventions and grammar throughout the unit</p> <p><b>Lesson Topics:</b></p> <p><b>What is a personal narrative? (A story about yourself)</b></p> <p><b>Students will understand the purpose for writing a narrative piece.</b></p>	<p>&lt;!--[if !supportLists]--&gt;• &lt;!--[endif]--&gt;I Know a Lady by Charlotte Zolotow</p> <p>&lt;!--[if !supportLists]--&gt;• &lt;!--[endif]--&gt;Snow by Uri Shulevitz</p> <p>&lt;!--[if !supportLists]--&gt;• &lt;!--[endif]--&gt;Watch out for the chicken feet in your soup by Tomie dePaola</p> <p>&lt;!--[if !supportLists]--&gt;• &lt;!--[endif]--&gt;Hello Ocean by Pam Munoz Ryan</p> <p>How I became a Pirate by David Shannon</p> <p><b>Instructional Resources:</b></p> <p>Explorations in Nonfiction Writing pg. 119</p> <p><b>Marvelous Mini-lessons ch. 3</b></p> <p>&lt;!--[if !supportLists]--&gt;• &lt;!--[endif]--&gt;Painting word pictures</p> <p>&lt;!--[if !supportLists]--&gt;• &lt;!--[endif]--&gt;Show, Don't Tell</p> <p>&lt;!--[if !supportLists]--&gt;• &lt;!--[endif]--&gt;Five Senses Descriptions</p> <p>&lt;!--[if !supportLists]--&gt;• &lt;!--[endif]--&gt;Hook the Reader</p> <p>&lt;!--[if !supportLists]--&gt;• &lt;!--[endif]--&gt;Wrap around endings</p> <p>&lt;!--[if !supportLists]--&gt;• &lt;!--[endif]--&gt;Traffic-light words</p> <p>&lt;!--[if !supportLists]--&gt;• &lt;!--[endif]--&gt;Linking words</p> <p>&lt;!--[if !supportLists]--&gt;• &lt;!--[endif]--&gt;Stretching sentences</p> <p>&lt;!--[if !supportLists]--&gt;• &lt;!--[endif]--&gt;Add some talking</p> <p>&lt;!--[if !supportLists]--&gt;• &lt;!--[endif]--&gt;Notice it, name it, try it</p>
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**A narrative:**

- generates ideas
- tells about events or time
- tells only true information
- includes related details

**Organization/ Text Features:**

**Includes a title closely related to the story**

**Relates an event or sequence of events in time order**

**Includes a beginning, middle, end**

**Includes pictures that match text**

**Includes labels and captions on pictures**

**Conventions and Presentation**

Leaves spaces between words

Uses strategies to help with spelling

Adds missing words

Capitalizes pronoun "I"

Uses capital letters to start sentences

Uses periods to end sentences.

**Lesson Ideas:**

Feelings

Setting

Where, Who, Why, When, What

Mo Willems author study

**Conventions and Grammar**

<!--[if !supportLists]-->○  
<!--[endif]-->Address conventions and grammar throughout the unit

**Talking, Drawing, Writing ch. 8**

<!--[if !supportLists]-->● <!--[endif]-->Writing a whole story about one little part

<!--[if !supportLists]-->● <!--[endif]-->Highlighting the important part of the illustrations

<!--[if !supportLists]-->● <!--[endif]-->Sense of time: revealing the daytime

<!--[if !supportLists]-->● <!--[endif]-->Including feelings

<!--[if !supportLists]-->● <!--[endif]-->Adding pages to include missing parts

<!--[if !supportLists]-->● <!--[endif]-->Proofreading your work

<!--[if !supportLists]-->● <!--[endif]-->Leaving spaces between words

<!--[if !supportLists]-->● <!--[endif]-->Endings: thinking about how to end your story

<!--[if !supportLists]-->● <!--[endif]-->Including exact words people say

**Mentor Text Ideas:**

<!--[if !supportLists]-->● <!--[endif]-->Author study: Mo Willems

<!--[if !supportLists]-->● <!--[endif]-->Author Study: David Shannon

Can I play too? by Mo Willems

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March 2016

Content	Skills	Assessment	Resources
<p><b>How to Writing</b></p> <p>In this unit of study, children will be introduced to the how-to genre within the explanatory/informational mode of writing. They will be transitioning from personal narrative writing to writing shared and personal how-to texts.</p> <p>Students will write with a particular audience in mind, providing explicit details and careful sequencing to allow the reader to successfully complete a task.</p> <p>This unit begins with many explicit teacher directed lessons, but is designed to be a gradual release to independent writing.</p> <p>It will begin with time to explore published how-to texts, allowing students to notice some common conventions of this genre.</p> <p><b>APPROXIMATE TIMEFRAME:</b> March-May</p>	<p><b>Purpose:</b> Understands the purpose for writing a procedural piece</p> <p><b>Ideas/ Research:</b></p> <p>&lt;!--[if !supportLists]--&gt;• &lt;!--[endif]--&gt;Reflects research and planning</p> <p>&lt;!--[if !supportLists]--&gt;• &lt;!--[endif]--&gt;Bases writing on research and prior knowledge</p> <p>&lt;!--[if !supportLists]--&gt;• &lt;!--[endif]--&gt;Includes facts and details from research</p> <p>&lt;!--[if !supportLists]--&gt;• &lt;!--[endif]--&gt;Gathers and incorporates information from multiple sources</p> <p><b>Organization/ Text Features:</b></p> <p>&lt;!--[if !supportLists]--&gt;• &lt;!--[endif]--&gt;Includes a title that tells what the directions are about</p> <p>&lt;!--[if !supportLists]--&gt;• &lt;!--[endif]--&gt;Includes a byline that tells who write the directions</p>		<p><b>Instructional Resources:</b></p> <p>Explorations in Nonfiction Writing</p> <p>&lt;!--[if !supportLists]--&gt;• &lt;!--[endif]--&gt;Instruct Unit</p> <p><b>Mentor Text Ideas:</b></p> <p>&lt;!--[if !supportLists]--&gt;• &lt;!--[endif]--&gt;All You Need is a Snowman by Alice Schertle</p> <p>&lt;!--[if !supportLists]--&gt;• &lt;!--[endif]--&gt;Building a House by Bryon Barton</p> <p>&lt;!--[if !supportLists]--&gt;• &lt;!--[endif]--&gt;How to make slime</p> <p>&lt;!--[if !supportLists]--&gt;• &lt;!--[endif]--&gt;Pizza Pat</p> <p>&lt;!--[if !supportLists]--&gt;• &lt;!--[endif]--&gt;How to Babysit a Grandma</p> <p>&lt;!--[if !supportLists]--&gt;• &lt;!--[endif]--&gt;How to make icecream</p> <p>&lt;!--[if !supportLists]--&gt;• &lt;!--[endif]--&gt;Growing Vegetable Soup by Lois Ehlert</p> <p>&lt;!--[if !supportLists]--&gt;• &lt;!--[endif]--&gt;I Can Draw People by Ray Gibson</p> <p>&lt;!--[if !supportLists]--&gt;• &lt;!--[endif]--&gt;If You Decide to Go to the Moon by Faith McNulty</p> <p>&lt;!--[if !supportLists]--&gt;• &lt;!--[endif]--&gt;Road Builders by B.G. Hennessy</p>

**Opinion Writing**

In this unit, students will learn that you say what you believe is true, and that is your opinion. It could be about their favorite food, game, activity, book, etc. They will also learn that there are many reasons why you believe something and to give that in the story.

**APPROXIMATE TIMEFRAME:**

March-May

<!-- [if !supportLists]--> ● <!-- [endif]-->Provides a numbered list of directions

<!-- [if !supportLists]--> ● <!-- [endif]-->Presents steps in logical sequence

<!-- [if !supportLists]--> ● <!-- [endif]-->Supports the text with a map

<!-- [if !supportLists]--> ● <!-- [endif]-->Includes symbols that stand for things on a map

<!-- [if !supportLists]--> ● <!-- [endif]-->Includes a map title that states what the map shows

**Language/ Style**

<!-- [if !supportLists]--> ● <!-- [endif]-->Uses direction words

<!-- [if !supportLists]--> ● <!-- [endif]-->Uses transition words

<!-- [if !supportLists]--> ● <!-- [endif]-->Provides accurate, complete directions

**Conventions and Presentation**

<!-- [if !supportLists]--> ● <!-- [endif]-->Begins each step in the directions on a new line

<!-- [if !supportLists]--> ● <!-- [endif]-->Numbers the directions to show the correct order

<!-- [if !supportLists]--> ● <!-- [endif]-->Matches the map and directions

**Purpose:**

**Understands the purpose for writing a persuasive piece**

**Ideas/ Research:**

<!-- [if !supportLists]--> ● <!-- [endif]-->State a goal: what the writer wants the reader to do

<!-- [if !supportLists]--> ● <!-- [endif]-->Makes an attempt at telling why to do it

<!-- [if !supportLists]--> ● <!-- [endif]-->Includes facts from research to support the goal

<!-- [if !supportLists]--> ● <!-- [endif]-->Gathers and uses information from multiple sources

**Organization/ Text Features:**

<!-- [if !supportLists]--> ● <!-- [endif]-->Begins with an opening an opening statement that reveals the goal

<!-- [if !supportLists]--> ● <!-- [endif]-->Provides at least one supporting reason or argument

<!-- [if !supportLists]--> ● <!-- [endif]-->Supports arguments with opinions and facts

<!-- [if !supportLists]--> ● <!-- [endif]-->Ends with a sentence or statement that restates the goal

<!-- [if !supportLists]--> ● <!-- [endif]-->Includes visuals that help persuade the readers

**Language/ Style:**

<!-- [if !supportLists]--> ● <!-- [endif]-->Shows a clear point of view

<!-- [if !supportLists]--> ● <!-- [endif]-->Walk On! By Marla Frazee

<!-- [if !supportLists]--> ● <!-- [endif]-->How to Get a Girlfriend

<!-- [if !supportLists]--> ● <!-- [endif]-->How Rocket learned to read by Tadd Hills

<!-- [if !supportLists]--> ● <!-- [endif]-->Pizza that we made by Joan Holub

Walk on by Marla Frazee

**Instructional Resources:**

Explorations in Nonfiction Writing

<!-- [if !supportLists]--> ● <!-- [endif]-->Persuade Unit

**Mentor Text Ideas:**

<!-- [if !supportLists]--> ● <!-- [endif]-->I wanna Iguana by Karen Kaufman Orloff & David Catrow

<!-- [if !supportLists]--> ● <!-- [endif]-->Red is Best by Kathy Stinson

<!-- [if !supportLists]--> ● <!-- [endif]-->I don't want a pea by Ann Bonwill

<!-- [if !supportLists]--> ● <!-- [endif]-->Duck Rabbbit by Amy Krause

<!-- [if !supportLists]--> ● <!-- [endif]-->The Recess Queen by Alexis O Neal

<!-- [if !supportLists]--> ● <!-- [endif]-->Have I Got a Book for You by Melony Watt

<!-- [if !supportLists]--> ● <!-- [endif]-->The Perfect Pet by Margie Palatini

<!-- [if !supportLists]--> ● <!-- [endif]-->Should I share my icecream by Mo Willems

	<p>&lt;!--[if !supportLists]--&gt;• &lt;!-- [endif]--&gt;May use <i>because</i> to connect ideas</p> <p>&lt;!--[if !supportLists]--&gt;• &lt;!-- [endif]--&gt;Ends with a restatement of the goal</p> <p><b>Conventions and Grammar</b></p> <p>&lt;!--[if !supportLists]--&gt;• &lt;!-- [endif]--&gt;Capitalizes the word I</p> <p>&lt;!--[if !supportLists]--&gt;• &lt;!-- [endif]--&gt;Begins sentences with a capital letter</p> <p>&lt;!--[if !supportLists]--&gt;• &lt;!-- [endif]--&gt;Uses end punctuation</p> <p>&lt;!--[if !supportLists]--&gt;• &lt;!-- [endif]--&gt;Uses word list to help with spelling</p> <p>&lt;!--[if !supportLists]--&gt;• &lt;!-- [endif]--&gt;Leaves spaces between words</p> <p>&lt;!--[if !supportLists]--&gt;• &lt;!-- [endif]--&gt;Address conventions and grammar throughout the unit</p>	
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