Grade Level: K
Trimester 1

Subject: Writing

Unit: Building A Writing Community	**Unit Length: 3 weeks**
Enduring Understanding(s): We are a community of story tellers and authors. Writers develop habits and follow routines that enable them to build stamina and independence. Writers use the writing process to develop and produce writing pieces on topics that are meaningful to them. Authors are always collecting ideas for writing. Writers observe the world and collect ideas for writing in their daily lives.	Essential Question(s):
Common Core Standards	**Common Core en español**
Students will be able to: ***Text Type and Purposes*** 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. ***Production and Distribution of Writing*** 5. With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed. 6. With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.	<u>Estándares de escritura y redacción</u> ***Tipos de texto y sus propósitos*** 3. Usan una combinación de dibujo, dictado y escritura para narrar un acontecimiento único o varios acontecimientos vagamente enlazados, hablan de dichos acontecimientos en el orden en que ocurrieron y proporcionan una reacción a lo sucedido. ***Producción y redacción*** 5. Con la orientación y el apoyo de adultos y compañeros, se enfocan en un tema y mejoran el escrito según sea necesario al revisar y al corregir. 6. Con la orientación y el apoyo de adultos, usan una variedad de herramientas digitales para hacer y publicar escritos, incluso en colaboración con sus compañeros.
Assessment	
Summative: -create a self portrait of themselves as a writer -collect a baseline writing assessment	Other Formative Assessments: -Anecdotal conferring notes of student's writing progress -Authentic Student work -Informal observation of students during mini lessons, writing time, and oral storytelling activities

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Learning Plan

Mentor Texts for Building a Writing Community K-2

The mentor text list below is not exhaustive; it's intended to serve as a list of recommendations of texts to be read aloud, used for craft study, or to spark writing topics or ideas. The books listed could also be used to help students generate ideas for the next Narrative unit by thinking about important people and places in their lives that will jumpstart their narrative writing.

English

- The Best Story by Eileen Spinelli
- Ralph Tells a Story by Abby Hanlon
- What Authors Do by Eileen Chrislelow
- The Memory String by Eve Bunting
- When Sophie gets Angry by Molly Band
- My Fathers Hands by Joanne Ryder
- Harold and the Purple Crayon by Crockett Johnson
- The Dot by Peter H. Reynolds
- Ish by Peter H. Reynolds
- I am Too Absolutely Small for School By: Lauren Child
- When I was Five by Arthur Howard
- When I was Little/When I was Five by Jamie Lee Curtis

Culturally Relevant Texts

- The Stories Julian Tells by Ann Cameron
- Goggles by Ezra Jack Keats
- Do Like Kyla by Angela Johnson
- I love My Hair by Natasha Tarpley
- Pete's Chair By Ezra Jack Keats
- Big Mama's by Donald Crews
- Shortcut by Donald Crews
- Those Shoes by Maribeth Boelts
- My Best Friend by Mary Anne Rodman
- Williams Doll by Charlotte Zolotow
- Abuelas Weave by Omar S. Castananda

Español

- Cuadros de familia by Carmen Lomas Garza
- Graciela asombrosa by Mary Hoffman
- La Isla by Arthur Dorros
- Somos Primos by Diane Gonzales Betrand
- EL Chocolate de Abuelita by Mara Price
- Mi propio cuartito by Amada Irma Perez

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Resources

Professional Resources:

Nonfiction Craft Lessons by Fletcher and Portalupi
Teaching the Qualities of Writing by Fletcher and Portalupi
Making Revision Matter by Janet Angelillo
The Revisers Toolbox by Barry Lane
Writer's Notebook Aimee Buckner
Lessons for the Writer's Notebook by Fletcher and Portalupi
Lessons That Change Writers by Nancie Atwell
A Writer's Notebook: Unlocking the Writer Within You by Ralph Fletcher
Breathing In, Breathing Out: Keeping a Writer's Notebook Ralph Fletcher
Study Driven: A Framework for Planning Units of Study in the Writing Workshop by Katie Wood Ray
Wondrous Words: Writers and Writing in the Elementary Classroom by Katie Wood Ray
Mentor Author, Mentor Texts, by Ralph Fletcher
I *Can Write Like That!: A Guide to Mentor Texts and Craft Studies for Writers' Workshop*, K-6 by Susan Ehman and Kellyann Gayer
Mentor Texts: Teaching Writing Through Children's Literature, K-6 byLynne R. Dorfman by Rose Cappelli
Nonfiction Mentor Texts: Teaching Informational Writing Through Children's Literature, K-8 by Lynne R. Dorfman and Rose Cappelli

Lesson Planning Resources available online:

Writing Workshop Units created by The Michigan Association of Intermediate School Administrators (MAISA)
http://gomaisa-public.rubiconatlas.org/Atlas/Public/View/Default

Hall County Schools Launching Writer's Workshop Units of Study
http://www.hallco.org/literacy/index.php?option=com_content&view=article&id=8&Itemid=7

Portland Public Schools/K-5 Writing Units of Study
http://www.pps.k12.or.us/departments/curriculum/2022.htm

Jefferson County Public Schools/Literacy Resource Closet K-5 Resources
http://www.jefferson.kyschools.us/Departments/Gheens/LiteracyCloset/Writing%20Workshop%20Instructional%20Materials.html

Michigan's Mission Impossible K-3 LessonResources
http://www.missionliteracy.com/page79/page80/page82/page82.html

Stanislaus County office of Education – Opinion Units for K-12 from MAISA- Michigan Association of Intermediate Schools
http://www.stancoe.org/SCOE/iss/common_core/ela/ELA_sample_units.htm

Knox Education K-6 Lesson Resources for all three genres
http://www.knoxeducation.com/teaching-writing-common-core-standards

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Grade Level Standards

Common Core Standards	Common Core en español
Reading Standards 3. With prompting and support, identify characters, settings, and major events in a story.	Estándares de lectura 3. Con sugerencias y apoyo, identifican personajes, escenarios y acontecimientos importantes en un cuento.
Speaking & Listening 1. Participate in collaborative conversations with diverse partners about Kindergarten topics and texts with peers and adults in small and larger groups. a. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). b. Build on others' talk in conversations by linking their comments to the remarks of others. c. Ask for further clarification and further explanation as needed about the topics and texts under discussion.	Audición y expresión oral 1. Participan en conversaciones colaborativas con diversos y adultos en grupos pequeños y grandes, sobre temas y textos apropiados para kindergarten a. Siguen las reglas acordadas para participar en las conversaciones (por ejemplo: tomar la palabra de una manera respetuosa, escuchar a los demás con atención, hablar uno a la vez sobre los temas y textos que se están tratando). b. Elaboran en lo que los demás dicen en conversaciones, mediante el enlace de sus comentarios a las observaciones de los demás. c. Solicitan aclaración y una explicación más detallada, cuando es necesario, sobre los temas y los textos que se están tratando.
Language Standards **1. Demonstrate command of conventions of standard English grammar and usage when writing or speaking.** a. Print many upper- and lowercase letters (**known letters in pictures).** **2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.** c. Write a letter or letters for most consonant and short-vowel sounds (phonemes).	Estándares de lenguaje **1. Demuestran dominio de las normativas de la gramática del español y su uso al escribir y al hablar** a. Escriben con letra de molde, la mayoría de las letras mayúsculas y minúsculas. **2. Demuestran dominio de las normativas del español estándar para el uso de las letras mayúsculas, signos de puntuación y ortografía al escribir.** c. Escriben una letra correspondiente para la mayoría de los sonidos consonánticos y vocálicos.

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Essential ELD Standards			
Part 1: Interacting in Meaningful Ways			
	Emerging	Expanding	Bridging
A. Collaborative	***2. Interacting via written English*** Collaborate with the teacher and peers on joint composing projects of short informational and literary texts that include minimal writing (labeling with a few words), using technology where appropriate for publishing, graphics, etc.	***2. Interacting via written English*** Collaborate with the teacher and peers on joint composing projects of informational and literary texts that include some writing (e.g., short sentences), using technology where appropriate for publishing, graphics, etc.	***2. Interacting via written English*** Collaborate with the teacher and peers on joint composing projects of informational and literary texts that include a greater amount of writing (e.g., a very short story), using technology where appropriate for publishing, graphics, etc.
B Interpretive	***5. Listening actively*** Demonstrate active listening to read- alouds and oral presentations by asking and answering *yes-no* and *wh-* questions with oral sentence frames and substantial prompting and support.	***5. Listening actively*** Demonstrate active listening to read-alouds and oral presentations by asking and answering questions with oral sentence frames and occasional prompting and support.	***5. Listening actively*** Demonstrate active listening to read- alouds and oral presentations by asking and answering detailed questions with minimal prompting and light support.
C. Productive	***10. Writing*** Write very short literary texts (e.g., story) and informational texts (e.g., a description of a volcano) using familiar vocabulary collaboratively with an adult (e.g., joint construction of texts), with peers, and sometimes independently. ***11. Supporting opinions*** Support opinions by providing good reasons and some textual evidence or relevant background knowledge (e.g., referring to textual evidence or knowledge of content).	***10. Writing*** Write short literary texts (e.g., a story) and informational texts (e.g., an explanatory text explaining how a volcano erupts) collaboratively with an adult (e.g., joint construction of texts), with peers, and with increasing independence. ***11. Supporting opinions*** Support opinions by providing good reasons and increasingly detailed textual evidence (e.g., providing examples from the text) or relevant background knowledge about the content.	***10. Writing*** Write longer literary texts (e.g., a story) and informational texts (e.g., an explanatory text explaining how a volcano erupts) collaboratively with an adult (e.g., joint construction), with peers and independently. ***11. Supporting opinions*** Support opinions or persuade others by providing good reasons and detailed textual evidence (e.g., specific events or graphics from text) or relevant background knowledge about the content.
Part 2: Learning About How English Works			
A. Structuring	***2. Understanding cohesion*** Apply basic understanding of how ideas, events, or reasons are linked throughout a text using more everyday connecting words or phrases (e.g., *one time, then*) to comprehending texts and composing texts in shared language activities guided by the teacher, with peers, and sometimes independently.	***2. Understanding cohesion*** Apply understanding of how ideas, events, or reasons are linked throughout a text using a growing number of connecting words or phrases (e.g., *next, after a long time*) to comprehending texts and composing texts in shared language activities guided by the teacher, collaboratively with peers, and with increasing independence.	***2. Understanding cohesion*** Apply understanding of how ideas, events, or reasons are linked throughout a text using a variety of connecting words or phrases (e.g., *first/second/third, once, at the end*) to comprehending texts and composing texts in shared language activities guided by the teacher, with peers, and independently.
B. Expanding	***3. Using verbs and verb phrases*** b) Use simple verb tenses appropriate for the text type and discipline to convey time (e.g., simple past for recounting an experience) in shared language activities guided by the teacher and with increasing independence.	***3. Using verbs and verb phrases*** b) Use a growing number of verb tenses appropriate for the text type and discipline to convey time (e.g., simple past tense for retelling, simple present for a science description) in shared language activities guided by the teacher and independently. .	***3. Using verbs and verb phrases*** b) Use a wide variety of verb tenses appropriate for the text type and discipline to convey time (e.g., simple present for a science description, simple future to predict) in shared language activities guided by the teacher and independently.

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C. Connecting	***6. Connecting ideas*** Combine clauses in a few basic ways to make connections between and to join ideas (e.g., creating compound sentences using *and, but, so*) in shared language activities guided by the teacher and sometimes independently.	***6. Connecting ideas*** Combine clauses in an increasing variety of ways to make connections between and to join ideas, for example, to express cause/effect (e.g., *She jumped because the dog barked*) with increasing independence.	***6. Connecting ideas*** Combine clauses in a wide variety of ways (e.g., rearranging complete simple to form compound sentences) to make connections between and to join ideas (e.g., *The boy was hungry. The boy ate a sandwich. -> The boy was hungry so he ate a sandwich.*) independently.