

# Introduction - Kindergarten Writing

Content Area: **Language Arts**  
Course(s): **Writing**  
Time Period:  
Length: **School Year**  
Status: **Published**

## **Title Page, Table of Contents, Statement of purpose**

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### **Summary of the Course:**

This course is designed for kindergarten students as an introduction to writing utilizing the Fountas & Pinnell Writing Mini Lessons and Interactive Writing frameworks. In each unit, students will explore different aspects of writing, building their skills and stamina. Students will explore the beginnings of phonemic awareness by working as a class to create different kinds of writing (Interactive Writing lessons). Students will connect the features of print to their writing by differentiating between letters and words. Additionally, students will establish consistent habits and routines to follow during their independent writing. They will practice good handwriting skills, learn how to use illustrations to tell interesting stories, and discover different ways to generate ideas for their writing. Students will practice early writing and spelling skills when writing words and sentences, begin making books to tell stories, and add details to their books.

Students will learn how to make their writing more interesting through using appropriate capitalization and punctuation. Additionally, they will begin to learn editing skills, adding to details to their writing and illustrations. Students will learn to use different tools to help with spelling, and strategies for making their writing more interesting to read. They will also work on writing memory stories, practicing telling stories in chronological order, and adding important details such as emotions and setting. Students will write and illustrate informational texts, including “all about” books and “how-to” books. Students will explore the distinguishing features of these types of books while creating their own, as well as ways to add illustrations and photographs to make their texts more interesting and informative. Finally, students will learn how to revise and edit their writing. They will reread what they have written to check for clarity, spelling, and to see if they can add or remove any details to make their text more interesting for the reader. Additionally, they will understand how collaboration with teachers and peers can help them improve their writing or come up with ideas for future work.

### **Table of Contents**

#### **Statement of Purpose**

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# Unit 1: Getting to Know Ourselves as Writers

Content Area: **Language Arts**  
Course(s):  
Time Period: **1st Trimester**  
Length: **4 Weeks**  
Status: **Published**

## Summary of the Unit

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In this unit, students will explore the beginnings of phonemic awareness by working as a class to create different kinds of writing (Interactive Writing lessons). Students will connect the features of print to their writing by differentiating between letters and words. Additionally, students will establish consistent habits and routines to follow during their independent writing.

## Enduring Understandings

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- Every letter in the alphabet represents a sound.
- Letters can be put together to make a word.
- The words and pictures in books are related.
- We can say words slowly to help us figure out what letters to write.

## Essential Questions

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- Why do we follow a writing routine?
- How do letters and sounds create words?
- What is the difference between pictures and print?

## Summative Assessment and/or Summative Criteria

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- Student writing samples
- Beginning of the Year Letter/Sound Inventory
- F&P Early Writing Behaviors Checklist (from F&P website)

## Resources

- F&P Writing Minilessons book, grade K
- Online resources available on F&P website
- Communicator
- Name tracing worksheet for each student
- YouTube (supplemental) - [Color Word Songs](#), [Letter Sounds \(Jack Hartmann\)](#), [Beginning Letter Sounds \(Jack Hartmann\)](#), [Ending Sounds Song \(Jack Hartmann\)](#) [Quizziz Color Word Activity](#)

## Unit Plan

Topic/Selection Timeframe	General Objectives (SWBAT)	Instructional Activities	Benchmarks/Assessments
Getting to know each other and our classroom  (1 week)	<ul style="list-style-type: none"> <li>• Recognize that letters and sounds make up words, such as our names</li> <li>• Read and recognize their names and those of their classmates</li> <li>• Recognize one's name</li> <li>• Listen for and say the beginning phoneme in a word</li> <li>• Understand that a label gives information</li> <li>• Say words slowly to hear the initial sound and identify the letter that goes with it.</li> </ul>	<p>IW.1 - Making a Name Chart (<i>WML pages 108-109</i>)</p> <ul style="list-style-type: none"> <li>• Talk about what you will write on the name chart</li> <li>• Create a class name chart using interactive writing, calling on children in alphabetical order</li> <li>• Practice forming letters using verbal pathways</li> </ul> <p>IW.3 - Creating a Job Chart (<i>WML pages 112-113</i>)</p> <ul style="list-style-type: none"> <li>• Talk about what you will write on the job chart</li> <li>• Brainstorm classroom jobs</li> <li>• Have students assist in creating job chart by finding and writing letters on</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher Observation/Anecdotal Notes</li> <li>• Student Writing Samples</li> </ul>

		<p>the chart</p> <p>IW.6 - Make Labels for the Classroom (WML pages 118-119)</p> <ul style="list-style-type: none"> <li>• Class discussion about the purpose of labels (to know where things go, to help with spelling)</li> <li>• Brainstorm items that can be labeled in the classroom. Create and place labels.</li> <li>• Students will assist by writing letters/words where able, and by placing labels on the objects</li> </ul>	
<p>Early Writing Routines (1 week)</p>	<ul style="list-style-type: none"> <li>• Follow a routine for beginning independent writing time quickly and quietly</li> <li>• Work independently and build stamina during independent writing time</li> <li>• Keep writing organized inside a writing folder</li> <li>• Distinguish between pictures and print, and explain how they are related</li> <li>• Trace the letters in our names</li> </ul>	<p>MGT.U2.WML 1-3 (pages 180-184)</p> <ul style="list-style-type: none"> <li>• Engage students in a short demonstration to set a purpose and routine for independent writing</li> <li>• Frame conversation to focus on using the time for learning about writing, and writing and drawing independently.</li> <li>• Use interactive modeling to demonstrate procedures and activity</li> <li>• Build stamina and develop independence during writing time.</li> </ul> <p>EWR.U1.WML1 (pages 352-353)</p> <ul style="list-style-type: none"> <li>• Use <i>Do Like Kyla</i> (IRA), or other</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher Observation/Anecdotal Notes</li> <li>• Student Writing Samples</li> </ul>

		<p>recent IRA book as mentor text.</p> <ul style="list-style-type: none"> <li>• Draw students' attention to the pictures in the story and discuss what they notice.</li> <li>• Draw students' attention to the words. Read the words aloud and discuss what students notice.</li> </ul> <p>EWR.U1.WML2 (pages 354-355)</p> <ul style="list-style-type: none"> <li>• Demonstrate procedure for tracing name using verbal letter pathways.</li> <li>• Use interactive modeling to have other students practice.</li> <li>• Supply students with a page to insert into communicators to practice during independent time.</li> </ul> <p>EWR.U1.WML3 (pages 355-356)</p> <ul style="list-style-type: none"> <li>• Prepare anchor chart (page 181)</li> <li>• Use anchor chart to demonstrate how to find the first and last letter in a word.</li> <li>• Have students practice using additional words on the chart.</li> </ul>	
<p>Writing what we know (2 weeks)</p>	<ul style="list-style-type: none"> <li>• Become familiar with color words</li> <li>• Begin to read high frequency words</li> </ul>	<p>IW.9 - Making a Color Chart (WML pages 124-125)</p> <ul style="list-style-type: none"> <li>• Talk about what you will write on the color chart</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher Observation/Anecdotal Notes</li> <li>• Student Writing Samples</li> </ul>

- Use letters from our names to make connections to other words
- Recognize what a poem is and what it looks like
- Understand that letters represent sounds
- Understand the concept of a letter and a word
- Use sound analysis to say and isolate the beginning and ending sounds in words
- Understand that every page in a book is related to the same thing
- Use letter-sound relationships to help spell an unknown word
- Distinguish between pictures and print

- Students will name things that are the same color
- Create a chart using phrase “We see \_\_\_\_\_” with pictures of the items named.
- Students will assist in writing some letters/words

IW.10 - Writing a Color Poem

*(WML pages 126-127)*

- Talk about what you will write
- Use *Cat’s Colors* (from IRA kit) as mentor text
- Use the color blue and a river to start a color poem. Students will list other blue items to add to poem
- Students will assist with letters/words as they are able

IW.5 - Make an ABC book  
*(WML pages 116-117)*

- Use IRA books from *Letters at Work* set as mentor texts to discuss the purpose of an ABC book and how to write our own.
- As a class, create 1-2 pages for an ABC book.
- Independently, students will work to complete the book (1 letter per student). Teacher will provide assistance by writing sentence

		<p>stem “___ is for ___”</p> <p>IW.12 - Make a Counting Book (WML pages 130-131)</p> <ul style="list-style-type: none"> <li>• Use IRA set <i>Numbers at Work</i> to establish purpose and structure of counting books</li> <li>• Work together to brainstorm and write for each page “Here is/are (number) (object/animal)”</li> <li>• Repeat until pages for numbers 1-10 are complete.</li> </ul>	
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ELA.L.RF.K.1	Demonstrate understanding of the organization and basic features of print.
ELA.L.RF.K.2.D	Orally repeat multi-syllable words and pronounce the separate syllables.
ELA.L.RF.K.3.A	Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing many of the most frequently used sounds of each consonant.
ELA.L.RF.K.3.C	Read high-frequency words and grade level irregular words with automaticity.
ELA.L.KL.K.1.A	Use frequently occurring nouns and verbs.
ELA.RI.MF.K.6	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).
ELA.SL.PE.K.1	Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
ELA.SL.ES.K.3	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
ELA.SL.PI.K.4	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
ELA.SL.UM.K.5	Add drawings or other visual displays to descriptions as desired to provide additional detail.
ELA.SL.AS.K.6	Speak audibly and express thoughts, feelings, and ideas clearly.

## **Suggested Modifications for Special Education, ELL and Gifted Students**

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Consistent with individual plans, when appropriate.

### Special Education:

- Modifications for any individual student's IEP/504 plan must be met.
- Modify assignment type and length to meet diverse learner needs
- Allow additional wait time during discussions to allow for all students to process information
- Students should be provided with graphic organizers.
- Check for understanding by conferencing with the teacher.
- Students may choose a partner or teacher may choose a partner to work that student is comfortable with.
- Repeat and clarify any directions given.
- Break activities into smaller tasks
- Allow for preferential seating within groups and the whole class.
- Modify amount of vocabulary words used
- Read questions out loud.
- Small group testing

### ELL:

- Preview vocabulary
- Provide graphic organizers
- Provide opportunities for collaborative learning
- Modify assessments to simplify language
- Read questions out loud
- Break activities into smaller tasks
- Provide modified reading passages

### Gifted Students:

- Modify Content: vary reading levels in reading materials; offer open ended questions; tie content to an area of student interest
- Modify Process: Allow students to work independently or collaboratively; create a space where



students can find independent work; use project based learning

- Modify product: allow students to choose a way to demonstrate their understanding; offer leveled projects

### **Suggested Technological Innovations/Use**

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- CS.K-2.8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.
- CS.K-2.NI: Computer networks can be used to connect individuals to other individuals, places, information, and ideas. The Internet enables individuals to connect with others worldwide.
- CS.K-2.8.1.2.IC.1: Compare how individuals live and work before and after the implementation of new computing technology.
- CS.K-2.ITH.1-2: Human needs and desires determine which new tools are developed.
- CS.K-1.ITH.3-5: Technology has changed the way people live and work. Various tools can improve daily tasks and quality of life.
- CS.K-2.ETW: The use of technology developed for the human designed world can affect the environment, including land, water, air, plants, and animals. Technologies that use natural sources can have negative effects on the environment, its quality, and inhabitants. Reusing and recycling materials can save money while preserving natural resources and avoiding damage to the environment.
- CS.K-2.8.2.2.EC.1: Identify and compare technology used in different schools, communities, regions, and parts of the world.

### **Cross Curricular/21st Century Connections**

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- WRK.K-12.P.4: Demonstrate creativity and innovation.
- WRK.K-12.P.5: Utilize critical thinking to make sense of problems and persevere in solving them.
- WRK.K-12.P.8: Use technology to enhance productivity, increase collaboration and communicate effectively.
- WRK.K-12.P.9: Work productively in teams while using cultural/global competence.
- SOC.6.1.2.CivicsPI.5: Describe how communities work to accomplish common tasks, establish responsibilities, and fulfill roles of authority.
- SOC.6.1.2.CivicsPD.1: Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.

- SEL.PK-12.1: Self Awareness: Recognize one's feelings and thoughts; personal traits, strengths, and limitations.
- SEL.PK-12.2.2: Self Management: Recognize the skills needed to establish and achieve personal and educational goals
- SEL.PK-12.5: Relationship Skills: Utilize positive communication and social skills to interact effectively with others; Identify who, when, where, or how to seek help for oneself or others when needed

# Unit 2: We Are Writers!

Content Area: **Language Arts**  
Course(s):  
Time Period: **1st Trimester**  
Length: **4 weeks**  
Status: **Published**

## Summary of the Unit

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In this unit, students will learn how to use illustrations to tell interesting stories, discover different ways to generate ideas for their writing, and begin to make their own books to tell stories.

## Enduring Understandings

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- Writers generate ideas from many different sources.
- Writers make a plan before they start writing.
- Writers make sure that their pictures and words are about the same thing

## Essential Questions

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- How do writers use illustrations to make their stories better?
- Why do writers plan out their stories?

## Summative Assessment and/or Summative Criteria

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Student writing samples

## Resources

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- F&P Writing Minilessons book, grade K
- Online resources available on F&P website: Conferring Record; Paper templates to create blank books; Guide to Observing and Noting Writing Behaviors
- Communicator

- F&P IRA/Shared Reading Texts: B is for Bulldozer; Do Like Kyla; Jonathan and His Mommy; Elizabeti’s Doll

## Unit Plan

Topic/Selection Timeframe	General Objectives (SWBAT)	Instructional Activities	Benchmarks/Assessments
Handwriting skills (1 week)	<ul style="list-style-type: none"> <li>• Hold our writing tool and paper efficiently to do our best writing</li> <li>• Use the name chart to help write letters in your name</li> <li>• Leave a space between words when writing</li> <li>• Start on the left side of the paper when writing</li> </ul>	<p>EWR.U2.WML1 (pages 366-367)</p> <ul style="list-style-type: none"> <li>• Use interactive modeling to demonstrate picking up a writing implement and getting ready to write. Have students notice and discuss how you hold the tool, how you hold the paper, where your hand is on the pen, etc.</li> <li>• Discuss - notice how I use my helper hand to slant the paper a little and hold it down while I write with my writing hand. Demonstrate different ways and encourage kids to find the way that is comfortable for them when they are writing.</li> </ul> <p>EWR.U2.WML3 (pages 370-71)</p> <ul style="list-style-type: none"> <li>• Refer back to student name chart. Demonstrate how to use the name chart to help write the letters in your</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher Observation/Anecdotal Notes</li> <li>• Student Writing Samples</li> </ul>

name. Have students practice.

EWR.U1.WML5 (pages 360-361)

- Use a familiar SR book. Point under each word as you read it. Count the words in the sentence. Ask: How do you know how many words there are? Guide students to notice that there is a space between each word.
- Demonstrate how to write a sentence, drawing special attention to how you leave spaces between words.

EWR.U1.WML6 (pages 362-363)

- Use a familiar SR book. Ask: where did I start my pointer and which way did I go after that? Draw students attention to how the words start on the left and move to the right. When we write, we do the same thing.
- Demonstrate writing a sentence on chart paper, and ask students to notice where you start and what you do. Remember when writing, to start on the left side of the page, and move to the right as you work.

Drawing and writing about yourself

(1 week)

- Draw a self portrait with details
- Use color to color a self-portrait realistically
- Say words slowly to hear a sound and write a letter that represents it
- Recognize that words have spaces in between them
- Use initial letters in names to make connections to other words
- Recognize and find class names
- Explain why writers add details to their illustrations
- add details to illustrations to make their story more interesting

DRW.U1.WML1-2 (pages 314-316)

- Introduce vocabulary: **self-portrait**
- Class discussion about noticing details on our faces - model drawing a self portrait on chart paper.
- Students will practice making a self portrait starting with just pencil.
- Model using real life colors to add color to self portrait - students will practice.

IW.8 - Make a class big book (pages 122-123)

- Gather self portraits to use for book.
- Have students think of something they like.
- Use teacher portrait as an example: Miss/Mrs./Mr. \_\_\_\_\_ likes \_\_\_\_.
- Have each student independently create a "\_\_\_\_\_ likes \_\_\_\_" to go with their self portrait. Assist with spelling.

WPS.U2.WML1 (pages 440-441)

- Use Shared Reading Book City Kid, Country Kid as mentor text. Have students notice details in the illustration on different pages (how does the picture show where

- Teacher Observation/Anecdotal Notes
- Student Writing Samples

		<p>they live? What is the weather like?)</p> <ul style="list-style-type: none"> <li>• Class discussion about how writers use their illustrations to add more detail to help readers understand. Record ideas on chart paper.</li> </ul>	
<p>Storytelling (2 weeks)</p>	<ul style="list-style-type: none"> <li>• Use the pictures in a book to retell a story</li> <li>• Retell a familiar story by acting it out</li> <li>• Use puppets to accurately retell a familiar story</li> <li>• Speak with confidence and enthusiasm in a way that can be heard and understood</li> <li>• Look at the audience (or other person) while speaking</li> <li>• Tell stories in a logical sequence</li> <li>• Understand that you can tell stories about what you know and care about</li> <li>• Understand that you can tell stories about things you have done</li> <li>• Understand that you can tell stories about places you have been</li> <li>• Understand that you can tell</li> </ul>	<p>STR.U2.WML1-3 (page 238-243)</p> <ul style="list-style-type: none"> <li>• Introduce concepts of storytelling. Good storytellers can tell stories in different ways - using the pictures in a book; pretending to be a character in a story; or using puppets</li> <li>• Use familiar books with repetitive parts (ex: The Gingerbread Boy, The Bus for Us) as models.</li> <li>• Create anchor charts</li> </ul> <p>STR.U3.WML1-3 (pages 246-251)</p> <ul style="list-style-type: none"> <li>• Tell class a short story, each time changing one aspect of your telling (too quiet, too loud, too fast, too slow). After each telling, allow students to notice and discuss what made the story difficult to understand. Speak with a strong voice.</li> <li>• Repeat this process, this time telling the story while looking away from the</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher Observation/Anecdotal Notes</li> <li>• Student Writing Samples</li> </ul>

stories about items that represent important memories

children. Repeat again by telling the story out of order. Each time, allow the students to notice and discuss ways to make their story telling more interesting.

STR.U1.WML1 (pages 228-229)

- Display book *B is for Bulldozer* (or other familiar text). Ask: what is this book about? How do you think the author knew what to write about? Repeat with *Do Like Kyla* (or other familiar text)
- Guide discussion to an understanding that authors write about things they know and care about. Have students practice during writing time.

STR.U1.WML2 (pages 230-231)

- Use book *Jonathan and His Mommy* (or other familiar text). Ask “What did Jonathan tell about?” Guide discussion
- Say “This makes me think about things that I have done that I can tell a story about.” Give an example. Guide discussion to help students see that they can write about things they have done as well. Have



students practice during writing time.

STR.U1.WML3 (pages 232-233)

- Use *Elizabeth's Doll* (or other familiar text). Discuss how the author writes about a place that she has been that was special to her. Use a personal example to demonstrate how to tell a story about a special place. Create a class chart where students record a favorite place to write about.

STR.U1.WML4 (pages 234-235)

- Preactivity: make a "me box" or decorate writing folder or notebook with important memories.
- Choose an item that is important to your life (stuffed animal, trophy, etc), and tell a story about how you got that item and why it is important.
- Have students discuss their special items and think of one they can write about. Create class chart. Have students practice during writing time.

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ELA.L.RF.K.2.D	Orally repeat multi-syllable words and pronounce the separate syllables.
ELA.L.RF.K.3.A	Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing many of the most frequently used sounds of each consonant.
ELA.L.WF.K.1	Demonstrate command of the conventions of writing.
ELA.L.WF.K.1.B	Write upper and lowercase letters, with reference to a model.
ELA.L.WF.K.1.C	Write left to right and include a space between words.
ELA.L.WF.K.2	Demonstrate command of the conventions of encoding and spelling common, regular, single-syllable words by:
ELA.RL.MF.K.6	With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).
ELA.RI.MF.K.6	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).
ELA.W.AW.K.1	Use a combination of drawing, dictating, and writing to compose opinion pieces on topics or texts (e.g., My favorite book is...).
ELA.W.IW.K.2	Use a combination of drawing, dictating, and writing to compose informative/explanatory texts to convey ideas.
ELA.W.NW.K.3	Use a combination of drawing, dictating, and writing to narrate real or imagined experience or events.
ELA.W.WR.K.5	With prompting and support, generate questions through shared research in response to a topic, text, or stimulus (e.g., event, photograph, video, book).
ELA.SL.PE.K.1	Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
ELA.SL.ES.K.3	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
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## **Suggested Modifications for Special Education, ELL and Gifted Students**

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#### ELL:

- Preview vocabulary
- Provide graphic organizers
- Provide opportunities for collaborative learning
- Modify assessments to simplify language
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- Break activities into smaller tasks
- Provide modified reading passages

#### Gifted Students:

- Modify Content: vary reading levels in reading materials; offer open ended questions; tie content to an area of student interest
- Modify Process: Allow students to work independently or collaboratively; create a space where students can find independent work; use project based learning
- Modify product: allow students to choose a way to demonstrate their understanding; offer leveled projects

### **Suggested Technological Innovations/Use**

- CS.K-2.8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.
- CS.K-2.NI: Computer networks can be used to connect individuals to other individuals, places,

information, and ideas. The Internet enables individuals to connect with others worldwide.

- CS.K-2.8.1.2.IC.1: Compare how individuals live and work before and after the implementation of new computing technology.
- CS.K-2.ITH.1-2: Human needs and desires determine which new tools are developed.
- CS.K-1.ITH.3-5: Technology has changed the way people live and work. Various tools can improve daily tasks and quality of life.
- CS.K-2.ETW: The use of technology developed for the human designed world can affect the environment, including land, water, air, plants, and animals. Technologies that use natural sources can have negative effects on the environment, its quality, and inhabitants. Reusing and recycling materials can save money while preserving natural resources and avoiding damage to the environment.
- CS.K-2.8.2.2.EC.1: Identify and compare technology used in different schools, communities, regions, and parts of the world.

### **Cross Curricular/21st Century Connections**

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- WRK.K-12.P.4: Demonstrate creativity and innovation.
- WRK.K-12.P.5: Utilize critical thinking to make sense of problems and persevere in solving them.
- WRK.K-12.P.8: Use technology to enhance productivity, increase collaboration and communicate effectively.
- WRK.K-12.P.9: Work productively in teams while using cultural/global competence.
- SOC.6.1.2.CivicsPI.5: Describe how communities work to accomplish common tasks, establish responsibilities, and fulfill roles of authority.
- SOC.6.1.2.CivicsPD.1: Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.
- SEL.PK-12.1: Self Awareness: Recognize one's feelings and thoughts; personal traits, strengths, and limitations.
- SEL.PK-12.2.2: Self Management: Recognize the skills needed to establish and achieve personal and educational goals
- SEL.PK-12.5: Relationship Skills: Utilize positive communication and social skills to interact effectively with others; Identify who, when, where, or how to seek help for oneself or others when needed

# Unit 3: Growing as Writers

Content Area: **Language Arts**  
Course(s):  
Time Period: **2nd Trimester**  
Length: **4 weeks**  
Status: **Published**

## Summary of the Unit

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In this unit, students will practice early writing and spelling skills when writing words and sentences, begin making books to tell stories, and add details to their books.

## Enduring Understandings

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- Writers use many different sources to help them figure out how to spell a word.
- Writers add details to their stories to make them more interesting for the reader.
- Writers make sure that their pictures and words are about the same thing
- Writers make a plan before they start writing.

## Essential Questions

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- What are some of the tools you can use to help you spell a word?
- How do writers make their stories interesting for their readers?

## Summative Assessment and/or Summative Criteria

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- Student writing samples

## Resources

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- F&P Writing Minilessons book, grade K
- Online resources available on F&P website: Conferring Record; Paper templates to create blank books; Guide to Observing and Noting Writing Behaviors

- Communicator
- F&P Shared Reading/IRA books: On Market Street; City ABCs, A Rainbow of Fruit; Spots; Ten in the Bed; The Bus for Us

## Unit Plan

Topic/Selection Timeframe	General Objectives (SWBAT)	Instructional Activities	Benchmarks/Assessments
Early Spelling  (2 weeks)	<ul style="list-style-type: none"> <li>• Say words slowly and listen for the first sound</li> <li>• Say words slowly and listen for the first, middle, and ending sounds</li> <li>• Clap syllables and listen for sounds in each part to help write words</li> <li>• Use the name chart and ABC chart as resources to write unknown words</li> </ul>	<p>EWR.U3.WML1-2 (pages 374-377)</p> <ul style="list-style-type: none"> <li>• Have pictures of familiar items up on chart paper. Tell students that we will be making labels for these pictures. Choose one picture to label and have a student name the word. Have children determine what letter they hear first in that word and write it in the air.</li> <li>• Move to pictures of CVC words. Tell students that when we want to write a word, we say the sounds slowly so that we can figure out what letters to write. Demonstrate by stretching out the word pig and writing it next to a pig. Continue with other words on the chart. <p>EWR.U3.WML3 (pages 378-379)</p> <ul style="list-style-type: none"> <li>• Tell students that we will be listening for parts of a word to</li> </ul> </li></ul>	<ul style="list-style-type: none"> <li>• Teacher Observation/Anecdotal Notes</li> <li>• Student Writing Samples</li> </ul>

help us spell longer words like rabbit. Demonstrate clapping out the syllables for the word rabbit.

Demonstrate stretching the sounds out for each syllable to complete the word “/r/-/a/-/b/” “/b/-/i/-/t/”)

- Practice with other two syllable words

EWR.U3.WML4 (pages 380-381)

- Refer to a familiar text (IW or Shared Reading) that contains a well known high frequency word (ex - the). Remind students that when we read or wrote this story that we knew some of the words because they are high frequency words and have students point out some of the words. Have students air write each word they know together. Tell students: when you are writing and you get to a word you know because you use it a lot, remember to write it quickly.

EWR.U3.WML5 (pages 382-383)

- Write the word “at” on chart paper and have children read the word. It is a known word. Write the word “cat” and ask students what they notice about the two words.
- Show students how to

		<p>use known parts of words to make other words - practice by making “sat,” “rat” and then switch to a new word family (ex - ay “day” “say” “play”)</p> <p>EWR.U4.WML1 (pages 386-387)</p> <ul style="list-style-type: none"> <li>• Use a familiar text and choose two pages to summarize to demonstrate different ways to help write words.</li> <li>• Use the class name chart or ABC chart to help spell a word</li> </ul>	
<p>Making Books (1 week)</p>	<ul style="list-style-type: none"> <li>• Make books using drawing and approximating writing</li> <li>• Identify that the name of the author can be found on the front page of a story</li> <li>• Recognize themselves as authors</li> <li>• Understand that a picture book has pictures and words about the same idea</li> <li>• Create a picture book with pictures and words about the same idea</li> <li>• Think about and plan what to put on each page of the book</li> <li>• Review their book and decide</li> </ul>	<p>MBK.U1.WML1-3 (pages 256-261)</p> <ul style="list-style-type: none"> <li>• Show students a book either made by you or one of the class books. Invite students to think about what they would put in a book, and show them where to find a blank book.</li> <li>• Demonstrate how to write your name on the front cover and add pictures and writing.</li> </ul> <p>MBK.U1.WML4-5 (pages 262-263)</p> <ul style="list-style-type: none"> <li>• Use IRA book <i>The Bus for Us</i> as a model text. Show how the author put one part of the story on each page.</li> <li>• Invite students to think about the different parts of the story. Model using your fingers to help tell a story, and put one part on each</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher Observation/Anecdotal Notes</li> <li>• Student Writing Samples</li> </ul>



	when they are finished with this book	<p>page.</p> <ul style="list-style-type: none"> <li>• Demonstrate for students how to go back through their books, reading the words and checking the pictures to see if there is anything they can add to make the story more interesting.</li> </ul>	
<p>Adding Details to Your Books (1 week)</p>	<ul style="list-style-type: none"> <li>• Label pictures to help readers understand more.</li> <li>• Write a title using approximated writing on the front cover of a book</li> <li>• Add sentences to match pictures and to explain more to the reader</li> <li>• Add speech and thought bubbles to make writing interesting.</li> <li>• Write an author page to share information about yourself</li> <li>• Put what you say into writing</li> </ul>	<p>MBK.U2.WML1 (pages 268-269)</p> <ul style="list-style-type: none"> <li>• Use an exemplar text (On Market Street; City ABCs, or A Rainbow of Fruit). Draw students' attention to the labels.</li> <li>• Class discussion: you can add labels to your pictures to give readers more information about what you write</li> </ul> <p>MBK.U2.WML2 (pages 270-271)</p> <ul style="list-style-type: none"> <li>• Use recent IRA or shared reading book - display cover. Point to and read each title. Discuss - this part of the book is called the cover and it has important information.</li> <li>• Discuss - when you write a book, you should add a title to help your reader know what your story is all about.</li> </ul> <p>MBK.U2.WML3 (pages 272-273)</p> <ul style="list-style-type: none"> <li>• Use SR book Spots - read a few sample pages. Draw student</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher Observation/Anecdotal Notes</li> <li>• Student Writing Samples</li> </ul>

attention to how one page has a sentence and the other has a picture. Give students the opportunity to notice that the sentence matches the picture.

- Discuss - when you are writing, your sentences and your pictures should match to help the reader.

MBK.U2.WML4 (pages 273-274)

- Use exemplar book *Ten in the Bed* (or other book with speech bubbles) to draw student attention the speech bubbles. A shape like this pointing to a person's mouth is called a speech bubble and tells you what the person is saying. Repeat with *City Kid*, *Country Kid* for thought bubbles
- Discuss - when writing, you can use speech or thought bubbles to add more detail about what your characters might say or think in your story.

MBK.U2.WML5 (pages 275-276)

- Use exemplar book *The Bus for Us* (or another book with an author page) to draw attention to the author page - read aloud to class. Draw attention to how this is separate from the

		<p>story. This is called the author page and it tells about the person who wrote the book.</p> <ul style="list-style-type: none"> <li>• Discuss - when writing, you can add your own author page to the end of the story.</li> </ul> <p>EWR.U1.WML4 (pages 358-359)</p> <ul style="list-style-type: none"> <li>• Discuss - we use words to make sentences. You can practice what you want to write by saying it out loud to see if it makes sense. You can also count the words in the sentence to make sure that what you write matches what you say.</li> <li>• Demonstrate with the sentence: "We like to play on the playground."</li> </ul>	
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ELA.L.RF.K.1	Demonstrate understanding of the organization and basic features of print.
ELA.L.RF.K.2	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
ELA.L.RF.K.3.A	Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing many of the most frequently used sounds of each consonant.
ELA.L.WF.K.2.A	Representing phonemes, first to last, in simple words, using letters with a transparent relationship to sound (e.g., the "o" in "rope" may be spelled with a single letter, o).
ELA.L.WF.K.2.E	Attempting phonetic spellings of unknown words.
ELA.RL.MF.K.6	With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).
ELA.RI.MF.K.6	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).
ELA.W.AW.K.1	Use a combination of drawing, dictating, and writing to compose opinion pieces on topics or texts (e.g., My favorite book is...).
ELA.W.IW.K.2	Use a combination of drawing, dictating, and writing to compose informative/explanatory texts to convey ideas.
ELA.W.NW.K.3	Use a combination of drawing, dictating, and writing to narrate real or imagined

	experience or events.
ELA.W.WR.K.5	With prompting and support, generate questions through shared research in response to a topic, text, or stimulus (e.g., event, photograph, video, book).
ELA.W.RW.K.7	With prompting and support, engage in brief but regular writing and drawing tasks.
ELA.SL.PE.K.1	Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
ELA.SL.ES.K.3	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
ELA.SL.PI.K.4	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
ELA.SL.UM.K.5	Add drawings or other visual displays to descriptions as desired to provide additional detail.
ELA.SL.AS.K.6	Speak audibly and express thoughts, feelings, and ideas clearly.

## **Suggested Modifications for Special Education, ELL and Gifted Students**

Consistent with individual plans, when appropriate.

### Special Education:

- Modifications for any individual student's IEP/504 plan must be met.
- Modify assignment type and length to meet diverse learner needs
- Allow additional wait time during discussions to allow for all students to process information
- Students should be provided with graphic organizers.
- Check for understanding by conferencing with the teacher.
- Students may choose a partner or teacher may choose a partner to work that student is comfortable with.
- Repeat and clarify any directions given.
- Break activities into smaller tasks
- Allow for preferential seating within groups and the whole class.
- Modify amount of vocabulary words used
- Read questions out loud.
- Small group testing

### ELL:

- Preview vocabulary

- Provide graphic organizers
- Provide opportunities for collaborative learning
- Modify assessments to simplify language
- Read questions out loud
- Break activities into smaller tasks
- Provide modified reading passages

#### Gifted Students:

- **Modify Content:** vary reading levels in reading materials; offer open ended questions; tie content to an area of student interest
- **Modify Process:** Allow students to work independently or collaboratively; create a space where students can find independent work; use project based learning
- **Modify product:** allow students to choose a way to demonstrate their understanding; offer leveled projects

### **Suggested Technological Innovations/Use**

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- CS.K-2.8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.
- CS.K-2.NI: Computer networks can be used to connect individuals to other individuals, places, information, and ideas. The Internet enables individuals to connect with others worldwide.
- CS.K-2.8.1.2.IC.1: Compare how individuals live and work before and after the implementation of new computing technology.
- CS.K-2.ITH.1-2: Human needs and desires determine which new tools are developed.
- CS.K-1.ITH.3-5: Technology has changed the way people live and work. Various tools can improve daily tasks and quality of life.
- CS.K-2.ETW: The use of technology developed for the human designed world can affect the environment, including land, water, air, plants, and animals. Technologies that use natural sources can have negative effects on the environment, its quality, and inhabitants. Reusing and recycling materials can save money while preserving natural resources and avoiding damage to the environment.
- CS.K-2.8.2.2.EC.1: Identify and compare technology used in different schools, communities, regions, and parts of the world.

## **Cross Curricular/21st Century Connections**

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- WRK.K-12.P.4: Demonstrate creativity and innovation.
- WRK.K-12.P.5: Utilize critical thinking to make sense of problems and persevere in solving them.
- WRK.K-12.P.8: Use technology to enhance productivity, increase collaboration and communicate effectively.
- WRK.K-12.P.9: Work productively in teams while using cultural/global competence.
- SOC.6.1.2.CivicsPI.5: Describe how communities work to accomplish common tasks, establish responsibilities, and fulfill roles of authority.
- SOC.6.1.2.CivicsPD.1: Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.
- SEL.PK-12.1: Self Awareness: Recognize one's feelings and thoughts; personal traits, strengths, and limitations.
- SEL.PK-12.2.2: Self Management: Recognize the skills needed to establish and achieve personal and educational goals
- SEL.PK-12.5: Relationship Skills: Utilize positive communication and social skills to interact effectively with others; Identify who, when, where, or how to seek help for oneself or others when needed

# Unit 4: Adding to Our Writing Toolbox

Content Area: **Language Arts**  
Course(s):  
Time Period: **2nd Trimester**  
Length: **4 weeks**  
Status: **Published**

## Summary of the Unit

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In this unit, students will learn how to make their writing more interesting through using appropriate capitalization and punctuation. Additionally, they will begin to learn editing skills, adding to details to their writing and illustrations.

## Enduring Understandings

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- Capital letters are used at the beginning of sentences and as the first letter of someone's name.
- Punctuation called periods, question marks, and exclamation marks are used to end different kinds of sentences.
- Good writers add more to their words and their illustrations to make their work more interesting.

## Essential Questions

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- When should capital letters be used in writing?
- How do I end a statement, question, or declaration sentence?
- What can I add to my writing and illustrations to make them more interesting?

## Summative Assessment and/or Summative Criteria

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- Student writing samples - personal narrative book
- Link-It Form B

## Resources

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- F&P Writing Minilessons book, grade K
- Online resources available on F&P website: Conferring Record; Paper templates to create blank books; Guide to Observing and Noting Writing Behaviors
- Communicator
- F&P Shared Reading/IRA books: My Steps, Eric Carle books, Lois Ehlert books

## Unit Plan

Topic/Selection Timeframe	General Objectives (SWBAT)	Instructional Activities	Benchmarks/Assessments
Capitalization and Punctuation  (2 weeks)	<ul style="list-style-type: none"> <li>• Notice the difference between capital and lowercase letters</li> <li>• Understand that names begin with capital letters</li> <li>• Understand that a sentence begins with a capital letter</li> <li>• Understand that writers put a period at the end of a statement to help the reader understand the message</li> <li>• Understand that writers put a question mark at the end of a sentence to show that something is being asked</li> <li>• Understand that writers put an exclamation</li> </ul>	EWR.U5.WML1-3 (pages 394-399) <ul style="list-style-type: none"> <li>• Create an anchor chart to help students notice the difference between capital and lowercase letters (reviewing what has been taught as each letter is taught)</li> <li>• Use familiar tests with character names. Help students notice that names always have a capital letter first. Create an anchor chart, or refer back to the class name chart to remind students to always capitalize the first letter of names.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher Observation/Anecdotal Notes</li> <li>• Student Writing Samples</li> </ul>



	<p>point to show something exciting or surprising</p>	<ul style="list-style-type: none"> <li>• Use a familiar shared reading text to draw students attention to the fact that the first letter in a sentence is always capital. Create an anchor chart and use shared writing to practice starting sentences with a capital letter.</li> </ul> <p>EWR.U6.WML1-3 (pages 402-407)</p> <ul style="list-style-type: none"> <li>• Use familiar texts to draw attention to sentence endings. Introduce the word “punctuation,” and discuss when and how to use a period, question mark, and exclamation mark. Use shared writing to write each type of sentence.</li> </ul>	
<p>Adding to your writing (1 week)</p>	<ul style="list-style-type: none"> <li>• Add details to a drawing to help the reader understand more about your story</li> <li>• Use a caret to add words in order to make the writing more</li> </ul>	<p>WPS.U2.WML1 (pages 440-441)</p> <ul style="list-style-type: none"> <li>• Use a familiar text with detailed illustrations to facilitate conversation. What can you tell about</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher Observation/Anecdotal Notes</li> <li>• Student Writing Samples</li> </ul>

interesting or exciting

- Add a page to a book to give more information to readers

where this is happening?  
(where they are, what the weather is like, is it noisy or quiet?)

- Have students look at their own drawings and think of things they can add to make their story more interesting for the reader.

WPS.U2.WML2 (pages 442-443)

- Use *My Steps* or another familiar text that has descriptive words in it's writing. Draw attention to how those words add to the story and our understanding.
- Refer back to a previous interactive writing (ex - class memory story), and brainstorm ways to add more detailed words to the sentences. Demonstrate how to use a caret to insert words into sentences

WPS.U2.WML3 (pages

		<p>444-445)</p> <ul style="list-style-type: none"> <li>• Use a class big book as an example. Explain how writers go back to their books to find ways to add things to make them more interesting, like carets, or a new page.</li> <li>• Go through the class big book and find a place to add a page to make the story more interesting. Use interactive or shared writing.</li> </ul>	
<p>Making Illustrations Interesting (1 week)</p>	<ul style="list-style-type: none"> <li>• Understand that writers and illustrators can use collage to make their pictures interesting</li> <li>• Understand that writers and illustrators use lift-the-flap, cut-out, and pop-up features to make books fun to read</li> <li>• Understand that writers and illustrators use different art materials and objects they have found to make pictures interesting</li> </ul>	<p>DRW.U3.WML1-3 (pages 334-339)</p> <ul style="list-style-type: none"> <li>• Show different familiar texts with different art features (an Eric Carle, a lift the flap, a pop-up book, a Lois Ehlert)</li> <li>• Over multiple days, discuss with class how adding different illustrative features to texts can make a story more interesting. Have students practice with their own writing.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher Observation/Anecdotal Notes</li> <li>• Student Writing Samples</li> </ul>

ELA.L.RF.K.1	Demonstrate understanding of the organization and basic features of print.
ELA.L.RF.K.2	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
ELA.L.WF.K.3.C	Capitalize the first word in a sentence, capitalize proper names, and include spaces between words.
ELA.L.WF.K.3.D	Use end punctuation.
ELA.L.WF.K.3.F	Write sentences with increasing complexity.
ELA.L.WF.K.3.H	Match periods, question marks, and exclamation points to statements, questions, commands, and exclamations.
ELA.L.WF.K.3.J	With support, write statements in response to questions, and questions transformed from statements, using conventional word order.
ELA.L.WF.K.3.K	Elaborate a simple subject or simple predicate, in response to questions who, what, where, when, how, or why.
ELA.W.WP.K.4	With prompts and support from adults, recognize that writing carries a message and should make sense to others.
ELA.W.WR.K.5	With prompting and support, generate questions through shared research in response to a topic, text, or stimulus (e.g., event, photograph, video, book).
ELA.SL.PE.K.1	Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
ELA.SL.ES.K.3	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
ELA.SL.PI.K.4	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
ELA.SL.UM.K.5	Add drawings or other visual displays to descriptions as desired to provide additional detail.
ELA.SL.AS.K.6	Speak audibly and express thoughts, feelings, and ideas clearly.

## **Suggested Modifications for Special Education, ELL and Gifted Students**

Consistent with individual plans, when appropriate.

### Special Education:

- Modifications for any individual student's IEP/504 plan must be met.
- Modify assignment type and length to meet diverse learner needs
- Allow additional wait time during discussions to allow for all students to process information
- Students should be provided with graphic organizers.
- Check for understanding by conferencing with the teacher.

- Students may choose a partner or teacher may choose a partner to work that student is comfortable with.
- Repeat and clarify any directions given.
- Break activities into smaller tasks
- Allow for preferential seating within groups and the whole class.
- Modify amount of vocabulary words used
- Read questions out loud.
- Small group testing

#### ELL:

- Preview vocabulary
- Provide graphic organizers
- Provide opportunities for collaborative learning
- Modify assessments to simplify language
- Read questions out loud
- Break activities into smaller tasks
- Provide modified reading passages

#### Gifted Students:

- Modify Content: vary reading levels in reading materials; offer open ended questions; tie content to an area of student interest
- Modify Process: Allow students to work independently or collaboratively; create a space where students can find independent work; use project based learning
- Modify product: allow students to choose a way to demonstrate their understanding; offer leveled projects

### **Suggested Technological Innovations/Use**

- CS.K-2.8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.
- CS.K-2.NI: Computer networks can be used to connect individuals to other individuals, places, information, and ideas. The Internet enables individuals to connect with others worldwide.

- CS.K-2.8.1.2.IC.1: Compare how individuals live and work before and after the implementation of new computing technology.
- CS.K-2.ITH.1-2: Human needs and desires determine which new tools are developed.
- CS.K-1.ITH.3-5: Technology has changed the way people live and work. Various tools can improve daily tasks and quality of life.
- CS.K-2.ETW: The use of technology developed for the human designed world can affect the environment, including land, water, air, plants, and animals. Technologies that use natural sources can have negative effects on the environment, its quality, and inhabitants. Reusing and recycling materials can save money while preserving natural resources and avoiding damage to the environment.
- CS.K-2.8.2.2.EC.1: Identify and compare technology used in different schools, communities, regions, and parts of the world.

### **Cross Curricular/21st Century Connections**

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- WRK.K-12.P.4: Demonstrate creativity and innovation.
- WRK.K-12.P.5: Utilize critical thinking to make sense of problems and persevere in solving them.
- WRK.K-12.P.8: Use technology to enhance productivity, increase collaboration and communicate effectively.
- WRK.K-12.P.9: Work productively in teams while using cultural/global competence.
- SOC.6.1.2.CivicsPI.5: Describe how communities work to accomplish common tasks, establish responsibilities, and fulfill roles of authority.
- SOC.6.1.2.CivicsPD.1: Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.
- SEL.PK-12.1: Self Awareness: Recognize one's feelings and thoughts; personal traits, strengths, and limitations.
- SEL.PK-12.2.2: Self Management: Recognize the skills needed to establish and achieve personal and educational goals
- SEL.PK-12.5: Relationship Skills: Utilize positive communication and social skills to interact effectively with others; Identify who, when, where, or how to seek help for oneself or others when needed

# Unit 5: Connecting to Our World Through Writing

Content Area: **Language Arts**  
Course(s):  
Time Period: **2nd Trimester**  
Length: **4 weeks**  
Status: **Published**

## Summary of the Unit

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In this unit, students will learn to use different tools to help with spelling, and strategies for making their writing more interesting to read. They will also work on writing memory stories, practicing telling stories in chronological order, and adding important details such as emotions and setting.

## Enduring Understandings

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- Writers use different tools in the room to help with spelling.
- Writers write words that they already know quickly.
- Writers tell stories in the order that they happened.
- Writers use the words “I” and “we” when talking about themselves.
- Writers add details to their stories to give more context to the story.

## Essential Questions

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- What tools can I use to help me spell words quickly and correctly?
- What words help the reader know who is telling the story?
- Why is it important to tell a story in the right order?
- Why should writers include details like where a story happened and how characters felt?

## Summative Assessment and/or Summative Criteria

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- Teacher Observation/Anecdotal Notes
- Student Writing Samples

## Resources

- F&P Writing Minilessons book, grade K
- Online resources available on F&P website: Conferring Record; Paper templates to create blank books; Guide to Observing and Noting Writing Behaviors
- Communicator
- F&P Shared Reading/IRA books: Jonathan and His Mommy; Three Hens and a Peacock; The Doorbell Rang; When it Starts to Snow; When Sophie Gets Angry; Harold Finds a Voice; When Mary Wore Her Red Dress and Henry Wore his Green Sneakers; Tough Boris

## Unit Plan

Topic/Selection Timeframe	General Objectives (SWBAT)	Instructional Activities	Benchmarks/Assessments
Using Tools to help with spelling (1 week)	<ul style="list-style-type: none"> <li>• Use the name chart and ABC chart as resources to write unknown words</li> <li>• Write known high-frequency words quickly and accurately</li> <li>• Use knowledge of known words to write unknown words</li> </ul>	EWR.U4.WML1-3 (pages 386-391) <ul style="list-style-type: none"> <li>• Use a familiar text and choose two pages to summarize to demonstrate different ways to help write words.</li> <li>• Use the class name chart or ABC chart to help spell a word</li> <li>• Use the word wall to help write a high frequency word</li> <li>• Demonstrate how to use a known word (ex - “got”) to spell an unknown word (ex - “not”) by changing one part.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher Observation/Anecdotal Notes</li> <li>• Student Writing Samples</li> </ul>
Memory Books (2 weeks)	<ul style="list-style-type: none"> <li>• Talk, draw, and write about something that happened to you</li> <li>• Understand that</li> </ul>	IW.14 (pages 134-135) <ul style="list-style-type: none"> <li>• Use a familiar text that tells a story about a memory (ex - Jonathan and his</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher Observation/Anecdotal Notes</li> <li>• Student Writing Samples</li> </ul>



writers generate ideas for stories from memories that are important to them

- Tell the important events in a story orally to an audience to prepare for writing
- Draw and write pictures in a story in chronological order
- Use the words *I* and *we* when telling a story about yourself
- When writing a story, use pictures and words to show how you were feeling

mommy). Discuss how the book tells a story about something the characters remembered and that we will be writing a story about something we remember.

- Brainstorm and choose a class memory to write about. Use interactive writing, allowing children to hold the pen, and air write letters as appropriate to complete the story.

MBK.U3.WML1 (*pages 280-281*)

- Use familiar texts that tell about memories to discuss how authors tell stories about their memories.
- Demonstrate how to think about some things you remember to write a story about.
- Create a chart with ideas for different memory stories.

MBK.U3.WML2 (*pages 282-283*)

- Refer back to familiar books about memories to remind children about the topic.
- Demonstrate how you would tell your own memory story, using your fingers to help. (thumb=first, pinky=at the end).

- Students use turn and talk to practice.

MBK.U3.WML3 (pages 284-285)

- Prior to the lesson, write a simple memory story in four parts.
- Use a familiar memory story text to draw students attention to how the author tells the story in order (asking why did he put this part in the beginning? what about the middle? the end?)
- Authors write their story in the order it happened. Show and read your memory story and have students decide if it is in the right order. Tell them, when you make a memory book, make sure you draw the picture and write the words in the order it happened.

MBK.U3.WML4-5 (pages 286-289)

- Read from a familiar memory story told in first person. Draw students attention to the use of the words "I" and "we" to show that they are talking about themselves. Discuss when to use "I" and "we" when doing our own writing.
- Go back to the familiar text and show an illustration

		<p>to demonstrate character feelings. Discuss how writers use their illustrations to show how they are feeling.</p>	
<p>Make Writing Interesting (1 week)</p>	<ul style="list-style-type: none"> <li>• Understand that writers can add words, phrases, or sentences to the beginning of their writing to make it more interesting or exciting for the readers.</li> <li>• Generate words to describe objects, people, and places, and learn how to add descriptive words to writing.</li> <li>• Understand that writers sometimes repeat words, phrases, and sentence structures to make their writing interesting.</li> </ul>	<p>WPS.U4.WML1 (pages 456-457)</p> <ul style="list-style-type: none"> <li>• Use familiar texts that begin a story with setting and characters, showing what the character is saying, and asking a question (ex - Three Hens and a Peacock, The Doorbell Rang, and When it Starts to Snow). Introduce each text separately, drawing student attention to how each story starts. Create anchor chart “Make the beginning of your book interesting,” adding each way to start your story as you introduce each text. Have students practice in their own writing</li> </ul> <p>WPS.U4.WML2 (pages 458-459)</p> <ul style="list-style-type: none"> <li>• Use <i>When Sophie Gets Angry</i> or another familiar text. Read a page with descriptive language (ex - Sophie’s “red, red roar”). Draw student attention to how word choice helps them picture what it’s like to be somewhere in their mind. Create an</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher Observation/Anecdotal Notes</li> <li>• Student Writing Samples</li> </ul>

anchor chart finding words to describe a familiar place (See, Hear, Sound). Use shared/interactive writing to practice writing sentence about that place including these words.

WPS.U4.WML3

- Use *When Mary Wore Her Red Dress and Henry Wore His Green Sneakers* or other familiar text with repeated language and discuss what students notice about the words (what is the same? what is different?). Repeat with *The Doorbell Rang* or other familiar text. Discuss how sometimes authors use repeating words to show that an idea is important. Use shared writing to demonstrate a repeating words story.

WPS.U4.WML4

- Use *Harold Finds a Voice*, *When Sophie Gets Angry*, and *Tough Boris* or other familiar texts to introduce and discuss different ways to end a story (telling what the character learned; telling how the problem is solved; ending with a surprise). Create an anchor chart, adding

		each type as it is introduced. Invite students to think about a story they have already written, and how they can make the ending more interesting.	
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ELA.L.RF.K.1	Demonstrate understanding of the organization and basic features of print.
ELA.L.RF.K.2	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
ELA.L.WF.K.1.F	Orally segment the phonemes in any single syllable, spoken word.
ELA.L.KL.K.1.E	Produce and expand complete sentences in shared language activities.
ELA.W.AW.K.1	Use a combination of drawing, dictating, and writing to compose opinion pieces on topics or texts (e.g., My favorite book is...).
ELA.W.IW.K.2	Use a combination of drawing, dictating, and writing to compose informative/explanatory texts to convey ideas.
ELA.W.NW.K.3	Use a combination of drawing, dictating, and writing to narrate real or imagined experience or events.
ELA.W.WP.K.4	With prompts and support from adults, recognize that writing carries a message and should make sense to others.
ELA.SL.PE.K.1	Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
ELA.SL.ES.K.3	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
ELA.SL.PI.K.4	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
ELA.SL.UM.K.5	Add drawings or other visual displays to descriptions as desired to provide additional detail.
ELA.SL.AS.K.6	Speak audibly and express thoughts, feelings, and ideas clearly.

### **Suggested Modifications for Special Education, ELL and Gifted Students**

Consistent with individual plans, when appropriate.

#### Special Education:

- Modifications for any individual student's IEP/504 plan must be met.
- Modify assignment type and length to meet diverse learner needs

- Allow additional wait time during discussions to allow for all students to process information
- Students should be provided with graphic organizers.
- Check for understanding by conferencing with the teacher.
- Students may choose a partner or teacher may choose a partner to work that student is comfortable with.
- Repeat and clarify any directions given.
- Break activities into smaller tasks
- Allow for preferential seating within groups and the whole class.
- Modify amount of vocabulary words used
- Read questions out loud.
- Small group testing

ELL:

- Preview vocabulary
- Provide graphic organizers
- Provide opportunities for collaborative learning
- Modify assessments to simplify language
- Read questions out loud
- Break activities into smaller tasks
- Provide modified reading passages

Gifted Students:

- Modify Content: vary reading levels in reading materials; offer open ended questions; tie content to an area of student interest
- Modify Process: Allow students to work independently or collaboratively; create a space where students can find independent work; use project based learning
- Modify product: allow students to choose a way to demonstrate their understanding; offer leveled projects

- CS.K-2.8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.
- CS.K-2.NI: Computer networks can be used to connect individuals to other individuals, places, information, and ideas. The Internet enables individuals to connect with others worldwide.
- CS.K-2.8.1.2.IC.1: Compare how individuals live and work before and after the implementation of new computing technology.
- CS.K-2.ITH.1-2: Human needs and desires determine which new tools are developed.
- CS.K-1.ITH.3-5: Technology has changed the way people live and work. Various tools can improve daily tasks and quality of life.
- CS.K-2.ETW: The use of technology developed for the human designed world can affect the environment, including land, water, air, plants, and animals. Technologies that use natural sources can have negative effects on the environment, its quality, and inhabitants. Reusing and recycling materials can save money while preserving natural resources and avoiding damage to the environment.
- CS.K-2.8.2.2.EC.1: Identify and compare technology used in different schools, communities, regions, and parts of the world.

### **Cross Curricular/21st Century Connections**

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- WRK.K-12.P.4: Demonstrate creativity and innovation.
- WRK.K-12.P.5: Utilize critical thinking to make sense of problems and persevere in solving them.
- WRK.K-12.P.8: Use technology to enhance productivity, increase collaboration and communicate effectively.
- WRK.K-12.P.9: Work productively in teams while using cultural/global competence.
- SOC.6.1.2.CivicsPI.5: Describe how communities work to accomplish common tasks, establish responsibilities, and fulfill roles of authority.
- SOC.6.1.2.CivicsPD.1: Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.
- SEL.PK-12.1: Self Awareness: Recognize one's feelings and thoughts; personal traits, strengths, and limitations.
- SEL.PK-12.2.2: Self Management: Recognize the skills needed to establish and achieve personal and educational goals
- SEL.PK-12.5: Relationship Skills: Utilize positive communication and social skills to interact effectively with others; Identify who, when, where, or how to seek help for oneself or others when needed

# Unit 6: Writing About Expert Topics

Content Area: **Language Arts**  
Course(s):  
Time Period: **3rd Trimester**  
Length: **5 weeks**  
Status: **Published**

## Summary of the Unit

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In this unit, students will write and illustrate informational texts, including “all about” books and “how-to” books. Students will explore the distinguishing features of these types of books while creating their own, as well as ways to add illustrations and photographs to make their texts more interesting and informative.

## Enduring Understandings

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- Authors sometimes write books about topics that they know a lot about
- A “How-To” book will give the reader directions for creating a product
- An “All About” book will give the reader different facts about a topic.
- Authors use illustrations and pictures to make the information they are giving more interesting and to provide clarification

## Essential Questions

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- What is an expert topic?
- How can I teach someone how to do something I like to do?
- How can I write a book that tells all about something I am interested in?
- How can I use illustrations and photographs to add more to my books?

## Summative Assessment and/or Summative Criteria

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- Teacher Observation/Anecdotal Notes
- Student Writing Samples



## Resources

- F&P Writing Minilessons book, grade K
- Online resources available on F&P website: Conferring Record; Paper templates to create blank books; Guide to Observing and Noting Writing Behaviors
- Communicator
- F&P Shared Reading/IRA books: *A Rainbow of Fruit*; *Animal Masks*; *Shoes, Shoes, Shoes*; *A Fruit is a Suitcase for Seeds*; *Hats, Hats, Hats*; *Alligator Hide and Seek*; *I Love Our Earth*; *How to Hide a Butterfly*

## Unit Plan

Topic/Selection Timeframe	General Objectives	Instructional Activities	Benchmarks/Assessments
Making How-To Books  (2 weeks)	<ul style="list-style-type: none"> <li>• Understand that a how to book teaches how to do something and often has numbered steps</li> <li>• Generate ideas for making a how to book</li> <li>• Use words and pictures to help readers understand how to do something</li> <li>• Put the steps in a set of directions in the right order and write the number for each step</li> <li>• Include a list of materials needed to complete the instructions in a</li> </ul>	IW.18 <ul style="list-style-type: none"> <li>• Establish purpose for this writing - we will be giving our readers step by step instructions for how to do something. Demonstrate how to write steps in order, and number the steps in order. Use interactive writing techniques to complete class writing</li> </ul> MBK.U4.WML1 ( <i>pages 292-293</i> ) <ul style="list-style-type: none"> <li>• Refer back to Interactive writing/use familiar texts that teach how to do something. Have</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher Observation/Anecdotal Notes</li> <li>• Student Writing Samples</li> </ul>

how to book

children  
brainstorm what  
their how to book  
could be about.

- Create class chart with some ideas and have students begin a how to book during writing time.

MBK.U4.WML2 (*pages 294-295*)

- Refer to IW 18 How to chart and draw student attention to the pictures. There is only one step on each page and the picture matches the step and shows what to do.
- Use *A Rainbow of Fruit* and show the recipe for a fruit kabob on the back. Use shared writing to turn the recipe into a how to with pictures.
- Reread chart to make sure that each picture matches each step and that the directions make sense. Have students practice in their own writing.

MBK.U4.WML3 (*pages 296-297*)

- Use book *Animal Masks* or another familiar text to draw students attention to how the author uses

		<p>numbers to show each step. Refer back to the fruit kabob chart and add numbers to each step. Have students practice adding numbers to their own writing</p> <p>MBK.U4.WML4 (<i>pages 298-299</i>)</p> <ul style="list-style-type: none"> <li>• Display a simple recipe for children to see. Draw attention to the ingredients list. Ask - how will this list help you make (recipe name)? Have a conversation about why it is useful to know what you need before you start.</li> <li>• Use shared writing to create a list of materials needed for a project.</li> </ul> <p>Week 2: Review Lessons; Students work on How-To Books during writing time.</p>	
<p>Making All-About Books (2 Weeks)</p>	<ul style="list-style-type: none"> <li>• Write a story about something we know a lot about</li> <li>• Understand that you can make a book to give readers information about something</li> <li>• Write about the same topic on every page</li> </ul>	<p>IW.24 (<i>pages 154-155</i>)</p> <ul style="list-style-type: none"> <li>• Display some of the nonfiction books that you have read recently. Note that the authors wrote about something they know a lot about.</li> <li>• As a class, use Interactive Writing to write</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher Observation/Anecdotal Notes</li> <li>• Student Writing Samples</li> </ul>

- add labels to their picture to tell more information
- Use page numbers to help guide the reader

an All About book (suggestion: All About Plants). Practice slowly letting the sound out of words to help spell them.

- Continue the process, making several pages for the book

MBK.U5.WML1 (*pages 302-303*)

- Refer to a recently read non-fiction book (*Shoes, Shoes, Shoes; A Fruit is a Suitcase for Seeds*). Look through a few pages and have students notice what the story is about. Repeat for a few non-fiction books and create a chart listing the book and the topic.
- Use turn and talk to have students brainstorm what they know a lot about. Have students choose one of these topics to write about during writing time.

MBK.U5.WML2 (*pages 304-305*)

- Use a familiar non-fiction text (*Shoes, Shoes, Shoes; Hats, Hats, Hats*). Draw student attention to the pages, and

notice how each page is about the same topic.

- Display an unfamiliar non-fiction text (*Sticky*). Have students turn and talk to decide what the book might be about. Record a star every time each partnership reports the same topic.
- Ask: What should you write about on every page of your all about book? (Answer - the same topic)
- Have students practice during writing time.

MBK.U5.WML3 (*pages 306-307*)

- Refer to *Alligator Hide and Seek*, or another familiar text with a diagram and display the diagram. Ask: “why do you think writers add labels to their pictures?” You can add labels to give more information about the pictures in an all about book.
- Have a chart with a picture that could go with your IW.24 book with a blank space for a label. Use

		<p>shared writing to decide how to label the picture.</p> <ul style="list-style-type: none"> <li>• Have students explain what they learned about labels, and practice adding labels to a picture in their writing.</li> </ul> <p>MBK.U5.WML4 (<i>pages 308-309</i>)</p> <ul style="list-style-type: none"> <li>• Find a familiar non-fiction text with numbered pages. Draw student attention to the page numbers at the bottom corner. Ask “Why do you think books have page numbers?” Guide discussion to understand that page numbers help you go in order.</li> <li>• Go back to IW.24 and add page numbers to the class all about book.</li> <li>• Invite students to add page numbers to their own writing.</li> </ul> <p>Week 2: Review Lessons, Students work on All About Books during writing time</p>	
<p>Illustrating Non-Fiction (1 week)</p>	<ul style="list-style-type: none"> <li>• understand that photographs make books interesting and help readers understand more about a</li> </ul>	<p>DRW.U4.WML1 (<i>pages 342-343</i>)</p> <ul style="list-style-type: none"> <li>• Use <i>I Love Our Earth</i>, or another familiar text with photographs. Ask students what</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher Observation/Anecdotal Notes</li> <li>• Student Writing Samples</li> </ul>

topic

- Look at pictures to and find details to add to your own drawings
- trace pictures to help illustrate a book and show more detailed information

they notice about the pictures and guide discussion to see that the book uses photographs. Sometimes nonfiction writers use drawings and sometimes they use photographs.

- Display a page from a nonfiction text with the photograph covered and read the text on the page. Have students turn and talk to decide what might be in the picture. Reveal the picture after discussion and sharing.

DRW.U4.WML2-3 (*pages 344-347*)

- Use *How to Hide a Butterfly*, or another familiar text. Say “I/We just read this great book and now I want to write a book about the same topic. First I will draw a picture. I want to make sure my picture looks real, so I am using this book to help.”
- Demonstrate comparing your drawing to the picture of the book. Have students

		<p>contribute ideas of what to add. Have students practice this in their own drawings during independent writing.</p> <ul style="list-style-type: none"> <li>You can also trace pictures of things you like from a book.</li> </ul> <p>Demonstrate how to use tracing paper to carefully trace over a picture to add to a non-fiction book.</p>	
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ELA.L.RF.K.3.A	Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing many of the most frequently used sounds of each consonant.
ELA.L.RF.K.3.B	Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.
ELA.L.WF.K.1	Demonstrate command of the conventions of writing.
ELA.L.WF.K.2	Demonstrate command of the conventions of encoding and spelling common, regular, single-syllable words by:
ELA.L.KL.K.1.A	Use frequently occurring nouns and verbs.
ELA.L.KL.K.1.E	Produce and expand complete sentences in shared language activities.
ELA.RI.MF.K.6	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).
ELA.W.IW.K.2	Use a combination of drawing, dictating, and writing to compose informative/explanatory texts to convey ideas.
ELA.W.WP.K.4	With prompts and support from adults, recognize that writing carries a message and should make sense to others.
ELA.SL.PE.K.1	Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
ELA.SL.ES.K.3	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
ELA.SL.UM.K.5	Add drawings or other visual displays to descriptions as desired to provide additional detail.
ELA.SL.AS.K.6	Speak audibly and express thoughts, feelings, and ideas clearly.
LA.RF.K.3.A	Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing many of the most frequently used sounds of each consonant.
	Read grade-appropriate texts and/or use media to obtain scientific information to



describe patterns in the natural world.

Examples of plants and animals changing their environment could include a squirrel digs in the ground to hide its food and tree roots can break concrete.

Things that people do to live comfortably can affect the world around them. But they can make choices that reduce their impacts on the land, water, air, and other living things.

Engaging in argument from evidence in K–2 builds on prior experiences and progresses to comparing ideas and representations about the natural and designed world(s).

Examples of human impact on the land could include cutting trees to produce paper and using resources to produce bottles. Examples of solutions could include reusing paper and recycling cans and bottles.

Living things need water, air, and resources from the land, and they live in places that have the things they need. Humans use natural resources for everything they do.

## **Climate Change Activity**

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- W.IW.K.2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts to convey ideas. 🌱

Climate Change Example: Refer to book, I Love Our Earth. Provide students with old magazines-travel or geographic magazines that include beautiful scenery. Then have students cut out several different scenes or nature shots that they think show the beauty of earth. Have them arrange their pictures in a collage on construction paper. Help them write the title "The Beauty of Earth" on their collage and write a sentence about what makes the Earth so beautiful. Display the finished collages.

## **Suggested Modifications for Special Education, ELL and Gifted Students**

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Consistent with individual plans, when appropriate.

Special Education:

- Modifications for any individual student's IEP/504 plan must be met.
- Modify assignment type and length to meet diverse learner needs
- Allow additional wait time during discussions to allow for all students to process information
- Students should be provided with graphic organizers.
- Check for understanding by conferencing with the teacher.
- Students may choose a partner or teacher may choose a partner to work that student is comfortable with.

- Repeat and clarify any directions given.
- Break activities into smaller tasks
- Allow for preferential seating within groups and the whole class.
- Modify amount of vocabulary words used
- Read questions out loud.
- Small group testing

ELL:

- Preview vocabulary
- Provide graphic organizers
- Provide opportunities for collaborative learning
- Modify assessments to simplify language
- Read questions out loud
- Break activities into smaller tasks
- Provide modified reading passages

Gifted Students:

- Modify Content: vary reading levels in reading materials; offer open ended questions; tie content to an area of student interest
- Modify Process: Allow students to work independently or collaboratively; create a space where students can find independent work; use project based learning
- Modify product: allow students to choose a way to demonstrate their understanding; offer leveled projects

### **Suggested Technological Innovations/Use**

- CS.K-2.8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.
- CS.K-2.NI: Computer networks can be used to connect individuals to other individuals, places, information, and ideas. The Internet enables individuals to connect with others worldwide.
- CS.K-2.8.1.2.IC.1: Compare how individuals live and work before and after the implementation of

new computing technology.

- CS.K-2.ITH.1-2: Human needs and desires determine which new tools are developed.
- CS.K-1.ITH.3-5: Technology has changed the way people live and work. Various tools can improve daily tasks and quality of life.
- CS.K-2.ETW: The use of technology developed for the human designed world can affect the environment, including land, water, air, plants, and animals. Technologies that use natural sources can have negative effects on the environment, its quality, and inhabitants. Reusing and recycling materials can save money while preserving natural resources and avoiding damage to the environment.
- CS.K-2.8.2.2.EC.1: Identify and compare technology used in different schools, communities, regions, and parts of the world.

### **Cross Curricular/21st Century Connections**

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- WRK.K-12.P.4: Demonstrate creativity and innovation.
- WRK.K-12.P.5: Utilize critical thinking to make sense of problems and persevere in solving them.
- WRK.K-12.P.8: Use technology to enhance productivity, increase collaboration and communicate effectively.
- WRK.K-12.P.9: Work productively in teams while using cultural/global competence.
- SOC.6.1.2.CivicsPI.5: Describe how communities work to accomplish common tasks, establish responsibilities, and fulfill roles of authority.
- SOC.6.1.2.CivicsPD.1: Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.
- SEL.PK-12.1: Self Awareness: Recognize one's feelings and thoughts; personal traits, strengths, and limitations.
- SEL.PK-12.2.2: Self Management: Recognize the skills needed to establish and achieve personal and educational goals
- SEL.PK-12.5: Relationship Skills: Utilize positive communication and social skills to interact effectively with others; Identify who, when, where, or how to seek help for oneself or others when needed

# Unit 7: Revising and Editing Our Writing

Content Area: **Language Arts**  
Course(s):  
Time Period: **3rd Trimester**  
Length: **4 Weeks**  
Status: **Published**

## Summary of the Unit

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In this unit, students will learn how to revise and edit their writing. They will reread what they have written to check for clarity, spelling, and to see if they can add or remove any details to make their text more interesting for the reader. Additionally, they will understand how collaboration with teachers and peers can help them improve their writing or come up with ideas for future work.

## Enduring Understandings

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- Good writers reread what they have written to make changes and come up with new ideas
- Good writers reread what they have written to check for mistakes
- Good writers talk with their teachers and their peers to make changes and add more details
- Good writers share and celebrate each other's work

## Essential Questions

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- How can reading what I wrote help me become a better writer?
- How can sharing what I wrote with my peers help my writing?
- Why is it important to celebrate each other's work?

## Summative Assessment and/or Summative Criteria

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- Teacher Observation/Anecdotal Notes
- Student Writing Samples

## Resources

- F&P Writing Minilessons book, grade K
- Online resources available on F&P website: Conferring Record; Paper templates to create blank books; Guide to Observing and Noting Writing Behaviors
- Communicator
- Writing samples with different mistakes and opportunities for editing to display during lessons.

## Unit Plan

Topic/Selection Timeframe	General Objectives (SWBAT)	Instructional Activities	Benchmarks/Assessments
Reread and collaborate  (1 week)	<ul style="list-style-type: none"> <li>• Reread their writing to remember what was written and decide what to work on next.</li> <li>• Understand that it is helpful to talk about one's writing with another person.</li> <li>• Understand that speaking to an audience about one's writing is a way to get more ideas.</li> </ul>	<p>MGT.U2.WML4 (pages 186-187)</p> <ul style="list-style-type: none"> <li>• Display a sample of your own writing. Discuss - today I will reread something I wrote to help me figure out what to do next. Demonstrate and discuss how rereading helps you remember what you wrote so that you can think about things to add (more words, more pictures). Have students discuss and practice during writing time.</li> </ul> <p>MGT.U2.WML5 (pages 188-189)</p> <ul style="list-style-type: none"> <li>• With a child who is willing, demonstrate how to sit and listen to</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher Observation/Anecdotal Notes</li> <li>• Student Writing Samples</li> </ul>

them read what they wrote.  
Repeat back what you understood from their writing.  
Guide discussion so that students can see that this can help them see what they need to change or add.  
Review and create a chart with different prompting questions that the listener can ask.  
Have students practice during writing time.

MGT.U2.WML6 (pages 190-191)

- Discuss: writers share their work with a group of people called an audience to help get feedback.  
Define audience as a group of people who watch and listen.  
Demonstrate by reading something you wrote to the class. Discuss: What did you notice I did when I shared? What did the audience do while I shared?  
Create a chart to show how to share writing with an audience.
- Give the audience a chance to ask questions about the writing.

<p>Make it make sense</p> <p>(1 week)</p>	<ul style="list-style-type: none"> <li>• understand that writers cross out words or sentences that do not fit or make sense.</li> <li>• understand that writers revise their writing by removing pages that do not fit or make sense.</li> <li>• understand that writers reread their writing to make sure that the order makes sense.</li> </ul>	<p>WPS.U3.WML1 (pages 448-449)</p> <ul style="list-style-type: none"> <li>• Prior to teaching this lesson, prepare on chart paper two pages of a book that a student might write. Make sure one sentence on each page does not make sense.</li> <li>• Read the sentences to students and ask them to help you check and see if what you wrote makes sense. Have a class discussion about the errors and how writers go back and read their work to make sure it makes sense. Have students practice with their own writing.</li> </ul> <p>WPS.U3.WML2 (pages 452-453)</p> <ul style="list-style-type: none"> <li>• Prior to teaching, create a book that a child might write. Be sure to include a page that does not make sense in the text.</li> <li>• Read the story to the class and ask them to help you figure out if the story makes sense. Remove the page that does not make sense and discuss how writers go back</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher Observation/Anecdotal Notes</li> <li>• Student Writing Samples</li> </ul>
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		<p>and read their work to make sure that everything in their book fits in to the story they are trying to tell.</p> <p>WPS.U3.WML3</p> <ul style="list-style-type: none"> <li>• Prior to teaching this lesson, create a story that a child might write, but place the pages out of chronological order.</li> <li>• Read the story with the students, asking them to listen to see if you told the story in the right order. Discuss how writers go back through their work to make sure that they are telling their story in the right order.</li> </ul>	
<p>Check for readability (1 week)</p>	<ul style="list-style-type: none"> <li>• Reread writing to check for spaces between words so the reader can understand the message.</li> <li>• Reread writing to check for correct letter formation so the reader can understand the message.</li> <li>• Reread writing to check for correct spelling so the reader can understand the message.</li> </ul>	<p>WPS.U5.WML1-3 (pages 466-471)</p> <ul style="list-style-type: none"> <li>• Over the course of several days, use familiar texts and class writings to draw student attention different aspects of their writing that they can fix. Did they put spaces between their words? Are their letters formed correctly? Did they spell the words they know how to spell the right way? Demonstrate</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher Observation/Anecdotal Notes</li> <li>• Student Writing Samples</li> </ul>



		<p>how to make changes to writing to fix these errors and make it more clear for the reader.</p>	
<p>Publish and Share (1 week)</p>	<ul style="list-style-type: none"> <li>• Choose books to celebrate and prepare to share with an audience.</li> <li>• Describe different ways to “publish” a piece of writing and make it accessible to others.</li> </ul>	<p>WPS.U6.WML1 (pages 474-475)</p> <ul style="list-style-type: none"> <li>• Guide a discussion about how hard the class has been working on their writing and editing, and that it is time to publish and celebrate something that we have written. Use an example of something you have written to guide students through the process of preparing their writing for publishing and a writing celebration. Demonstrate choosing a story you are proud of, and practicing reading it out loud for an audience.</li> </ul> <p>WPS.U6.WML2 (476-477)</p> <ul style="list-style-type: none"> <li>• Display examples of a completed book and a completed poem. Have a class discussion about what makes these texts special and different from the other things you’ve written this year (they might</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher Observation/Anecdotal Notes</li> <li>• Student Writing Samples</li> </ul>

		<p>be bound, laminated, framed, etc).</p> <ul style="list-style-type: none"> <li>• Have students think about what they would like to do to “publish” their work, and give them time to get their work ready.</li> </ul> <p>WPS.U6.WML3 (478-479)</p> <ul style="list-style-type: none"> <li>• Allow students the opportunity to share their work with the class. Demonstrate how to share something that each writer did well with their writing (they used repeating words, speech bubbles, interesting illustration styles). Have students practice as they share their work with each other.</li> </ul>	
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ELA.L.RF.K.1	Demonstrate understanding of the organization and basic features of print.
ELA.L.RF.K.3.A	Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing many of the most frequently used sounds of each consonant.
ELA.L.RF.K.3.B	Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.
ELA.W.WP.K.4	With prompts and support from adults, recognize that writing carries a message and should make sense to others.
ELA.SL.PE.K.1	Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
ELA.SL.ES.K.3	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
ELA.SL.UM.K.5	Add drawings or other visual displays to descriptions as desired to provide additional detail.

## **Climate Change Activity**

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- SL.PE.K.1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. 🌱

Climate Change Example: Students may use information from texts that they have read and written to discuss their observations of how people impact the local environment.

## **Suggested Modifications for Special Education, ELL and Gifted Students**

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Consistent with individual plans, when appropriate.

Special Education:

- Modifications for any individual student's IEP/504 plan must be met.
- Modify assignment type and length to meet diverse learner needs
- Allow additional wait time during discussions to allow for all students to process information
- Students should be provided with graphic organizers.
- Check for understanding by conferencing with the teacher.
- Students may choose a partner or teacher may choose a partner to work that student is comfortable with.
- Repeat and clarify any directions given.
- Break activities into smaller tasks
- Allow for preferential seating within groups and the whole class.
- Modify amount of vocabulary words used
- Read questions out loud.
- Small group testing

ELL:

- Preview vocabulary
- Provide graphic organizers
- Provide opportunities for collaborative learning

- Modify assessments to simplify language
- Read questions out loud
- Break activities into smaller tasks
- Provide modified reading passages

Gifted Students:

- **Modify Content:** vary reading levels in reading materials; offer open ended questions; tie content to an area of student interest
- **Modify Process:** Allow students to work independently or collaboratively; create a space where students can find independent work; use project based learning
- **Modify product:** allow students to choose a way to demonstrate their understanding; offer leveled projects

### **Suggested Technological Innovations/Use**

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- CS.K-2.8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.
- CS.K-2.NI: Computer networks can be used to connect individuals to other individuals, places, information, and ideas. The Internet enables individuals to connect with others worldwide.
- CS.K-2.8.1.2.IC.1: Compare how individuals live and work before and after the implementation of new computing technology.
- CS.K-2.ITH.1-2: Human needs and desires determine which new tools are developed.
- CS.K-1.ITH.3-5: Technology has changed the way people live and work. Various tools can improve daily tasks and quality of life.
- CS.K-2.ETW: The use of technology developed for the human designed world can affect the environment, including land, water, air, plants, and animals. Technologies that use natural sources can have negative effects on the environment, its quality, and inhabitants. Reusing and recycling materials can save money while preserving natural resources and avoiding damage to the environment.
- CS.K-2.8.2.2.EC.1: Identify and compare technology used in different schools, communities, regions, and parts of the world.

### **Cross Curricular/21st Century Connections**

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- WRK.K-12.P.4: Demonstrate creativity and innovation.
- WRK.K-12.P.5: Utilize critical thinking to make sense of problems and persevere in solving them.
- WRK.K-12.P.8: Use technology to enhance productivity, increase collaboration and communicate effectively.
- WRK.K-12.P.9: Work productively in teams while using cultural/global competence.
- SOC.6.1.2.CivicsPI.5: Describe how communities work to accomplish common tasks, establish responsibilities, and fulfill roles of authority.
- SOC.6.1.2.CivicsPD.1: Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.
- SEL.PK-12.1: Self Awareness: Recognize one's feelings and thoughts; personal traits, strengths, and limitations.
- SEL.PK-12.2.2: Self Management: Recognize the skills needed to establish and achieve personal and educational goals
- SEL.PK-12.5: Relationship Skills: Utilize positive communication and social skills to interact effectively with others; Identify who, when, where, or how to seek help for oneself or others when needed