

Woodland Park School District

Writing Curriculum Kindergarten

Curriculum Team

Teacher: Nancy Munro

Consultant: Julie Budzinski-Flores

Supervisor of Language Arts: Elba Alves Castrovinci

Director of Curriculum and Instruction: Carmela Triglia

Kindergarten Writing Course Description:

Kindergarten students are introduced to living a writer’s life. Oral language provides a foundation for communication of ideas and the development of other language skills, such as writing. The first unit is a focused, intensive unit on storytelling. Students are then encouraged to label drawings, and then they quickly move on to writing how-to texts, true stories, persuasive letters, and narrative stories. We focus on not only how to write, but why we write.

Pacing Guide

Content Area: Writing-Language Arts

Grade Level: Kindergarten

Building a Talking Community: Oral Language	September (3 weeks)
Unit 1: Launch Writing	October-November (6 weeks)
Unit 2: Writers are Readers	December-January (6-8 weeks)
Unit 3: How-To Books	February-March (8 weeks)
Unit 4: Persuasive Writing	April-May (6 weeks)
Unit 5: Writing Narrative Stories	May-June (4 weeks)

Unit Title: Building a Talking Community: Oral Language	Grade Level: Kindergarten	Time Frame: September (3 weeks)
--	----------------------------------	--

Unit Overview: Oral language provides a foundation for communication of ideas and the development of other language skills, such as writing. Before students achieve proficiency in reading and writing, oral language is one of the most important means of learning and of acquiring knowledge. This unit is a focused, intensive unit on storytelling. Storytelling gives the students the daily practice they need in order to advance their language skills. This unit will help the students understand how telling stories and story structure enable them to express themselves more clearly. The students will also learn through storytelling that their ability to listen to others will increase, expanding both their vocabulary, knowledge base and sentence structure.

- Standards:**
- W.K.3** Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.
 - W.K.8** With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
 - SL.K.1** Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
 - A. Follow agreed-upon norms for discussions (e.g., listening to others with care and taking turns speaking about the topics and texts under discussion).
 - B. Continue a conversation through multiple exchanges.
 - SL.K.2** Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.
 - SL.K.3** Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
 - SL.K.4** Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
 - SL.K.6** Speak audibly and express thoughts, feelings, and ideas clearly.
 - L.K.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
 - A. Print many upper- and lowercase letters.
 - B. Use frequently occurring nouns and verbs.
 - C. Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).
 - D. Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).
 - E. Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).
 - F. Produce and expand complete sentences in shared language activities.
 - RF.K.1** Demonstrate understanding of the organization and basic features of print.
 - A. Follow words from left to right, top to bottom, and page by page.
 - B. Recognize that spoken words are represented in written language by specific sequences of letters.
 - C. Understand that words are separated by spaces in print.
 - D. Recognize and name all upper- and lowercase letters of the alphabet.
 - L.K.1B** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
 - B. Use frequently occurring nouns and verbs.
 - L.K.2.C** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

C. Write a letter or letters for most consonant and short-vowel sounds (phonemes).

L.K.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.

A. Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).

B. Use the most frequently occurring affixes (e.g., -ed, -s, -ing) as a clue to the meaning of an unknown word.

L.K.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

Technology Integration:

8.1.2.A.1 Identify the basic features of a digital device and explain its purpose.

8.1.2.A.4 Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).

Example: By utilizing tools such as RAZ Kids, Starfall, ABC Mouse, students will be able to understand basic and common Internet browser and computer, and/or tablet navigation commands, as well as practice cross-curricular content skills.

21st Century Skills

CRP1. Act as a responsible and contributing citizen and employee

Example: Students will demonstrate, in whole and small group content learning activities, an understanding, respect, and adherence to the classroom rules and expectations for active student participation i.e., thinking critically, reasoning, problem solving, collaborating, listening, speaking, defending your position in Accountable Talk discussions and taking turns so that all student voices are heard.

CRP4. Communicate clearly and effectively and with reason.

Example: As part of the unit, students can conduct a short research project to identify what jobs need to be done in a community. They can use their new learning to create an informative script about a community job which they can present to the class.

CRP12. Work productively in teams while using cultural global competence.

Example: In this unit, students will find ways to increase the engagement and contribution of all team members by participating in small group Accountable Talk discussions to discuss key details in texts (who, what, where when, why how).

9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

Interdisciplinary Connections

Social Studies 6.1.4.A.1 Explain how rules and laws created by the community, state, and national government protect the rights of people, help resolve conflicts, and promote the common good.

Students will work towards following directions and class rules to be independent in Readers/Writers workshop.

Math: Explain how to play a math game with Play-Doh and/or counters where students represent numbers 0-20.

K.CC.A.3: Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects)

K.CC.B.5: Count to answer "how many?" questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1-20, count out that many objects.

Unit Goals/Enduring Understandings:

- Writers work together to become a community.
- Writers learn how to choose a topic.
- Readers/Writers recite their stories to an audience.
- Readers/Writers develop vocabulary through listening, speaking, reading and writing.
- Readers/Writers use oral language with clarity and voice to communicate a message.

Essential Questions:

- How do writers become a community of writers?
- How do writers think and choose a topic?
- How do writers recite their stories?

Skills:

- Speaking
- Listening
- Rehearsal
- Partner share
- Story teller/Story telling
- Community
- Audience

Academic Vocabulary: storyteller (storytell), author, illustrator, word, picture, book

Demonstration of Learning:

- Informal-Formal assessment/notes-checklist
- Writing charts/routines
- Oral language
- Conferring
- Baseline
- Performance Based (optional): **Show and Tell and/or All About Me Book**

Mentor Texts:

Too Many Toys by David Shannon

Titch

I Love School

When I Get Bigger

Resources:

“Writing Pathways K-5/ A Guide To The Common Core Writing Workshop/A Guide To The Common Core Writing Workshop by Lucy Calkins *

Mastering Mechanics Guidebook

Anchor charts

Unit Title: Building a Talking Community: Oral Language		Grade Level: Kindergarten	Time Frame: September
Goals	Suggested Mini lessons	Teacher's Notes/Ideas	
<p>1. Writers work together to become a community.</p>	<ul style="list-style-type: none"> • Writers will learn how to follow routines and procedures on the carpet. (May span up to a week.) *Infuse Morning Message on chart paper • Writers tell a story about things they know how to do. • Writers learn how to use a “speaking voice” and look at audience when talking about things they know how to do. • Writers actively listen to others when telling about things they know how to do. • Writers take turns being both a listener and speaker. (Spans over 2 days) • Writers listen and learn how to respond to the speaker. 	<p>*Refer to Mentor texts *Anchor charts *Set classroom writing routine *refer to Mastering Mechanics pg40-60-70-132 *Trade book: Titch, I Love School, When I Get Bigger</p>	
<p>2. Writers learn how to choose a topic.</p>	<ul style="list-style-type: none"> • Writers use experiences to generate ideas. • Writers share meaningful experiences. • Writers think, share, and rehearse to self. 	<p>*Anchor charts</p>	
<p>3. Writers recite their stories to an audience.</p>	<ul style="list-style-type: none"> • Writers think, picture, and say their story. 	<p>*Anchor charts (think-picture-say)</p>	

Differentiation/Accommodations/Modifications			
	Content Curriculum, standards	Process How students make sense or understand information being taught	Product Evidence of Learning
G&T	<ul style="list-style-type: none"> Compacting Flexible grouping Independent study/set own learning goals Interest/station groups Varying levels of resources and materials Use of technology 	<ul style="list-style-type: none"> Tiered Assignments Leveled questions- written responses, think-pair-share, multiple choice, open ended... Centers/Stations Use of technology Journals/Logs 	<ul style="list-style-type: none"> Choice boards Podcast/blog Debate Design and conduct experiments Formulate & defend theory Design a game
ELL	<ul style="list-style-type: none"> Compacting Flexible grouping Controlled choice Multi-sensory learning-auditory, visual, kinesthetic, tactile Pre-teach vocabulary Vocabulary lists Visuals/Modeling Varying levels of resources and materials Use of technology 	<ul style="list-style-type: none"> Tiered Assignments Leveled questions- written responses, think-pair-share, choice, open ended... Centers/Stations Scaffolding Chunking E-Dictionaries, bilingual dictionaries Extended time Differentiated instructional outcomes Use of technology Frequent checks for understanding 	<ul style="list-style-type: none"> Rubrics Simple to complex Group tasks Quizzes, tests with various types of questions Generate charts or diagrams to show what was learned Act out or role play
At Risk	<ul style="list-style-type: none"> Compacting Flexible grouping Controlled choice Multi-sensory learning-auditory, visual, kinesthetic, tactile Pre-teach vocabulary Vocabulary lists Visuals/Modeling Varying levels of resources and materials Use of technology 	<ul style="list-style-type: none"> Tiered Assignments Leveled questions- written responses, think-pair-share, multiple choice, open ended... Centers/Stations Scaffolding Chunking Extended time Differentiated instructional outcomes Use of technology Partner work Frequent checks for understanding 	<ul style="list-style-type: none"> Rubrics Simple to complex Group tasks Quizzes, tests Oral Assessments Generate charts or diagrams to show what was learned Act out or role play
IEP/504	<ul style="list-style-type: none"> Compacting Flexible grouping Controlled choice Multi-sensory learning-auditory, visual, kinesthetic, tactile Pre-teach vocabulary Visuals/Modeling Varying levels of resources and materials Use of technology 	<ul style="list-style-type: none"> Tiered Assignments Leveled questions- written responses, think-pair-share, multiple choice, open ended... Centers/Stations Scaffolding Extended time Differentiated instructional outcomes Preferential Seating Use of technology Small group/one-to-one instruction Teach information processing strategies Chunking Frequent checks for understanding Access to teacher created notes 	<ul style="list-style-type: none"> Rubrics Simple to complex Group tasks Quizzes, tests Oral Assessments Generate charts or diagrams to show what was learned Act out or role play

Unit 1: Launch Writing**Grade Level: Kindergarten****Time Frame: October-November (6 weeks)****Unit Overview:**

This unit introduces the students to world of writing. Routines and procedures for Writers Workshop are introduced and student quickly identify themselves as authors and illustrators. Students are exposed to both narrative and informational writing in this unit. Youngsters learn how to go from finishing one piece to starting another and to do this with some independence. Then, children learn that they can reread what they have written, realize they have more to say, then staple on more pages to make a homemade book. Children will plan across the pages of their booklets and will elaborate more. You'll channel children's eagerness to fill up all the pages in their books into a willingness to label more of their pictures, to represent more sounds in a word, and to make two-word labels. Students being to write true stories from their lives, publish and will learn to revise and edit as they make those stories the best they can be.

Standards:

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

W.K.5 With guidance and support from adults, strengthen writing through response and self-reflection using questions and suggestions from peers (e.g., adding details).

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

A. Follow agreed-upon norms for discussions (e.g., listening to others with care and taking turns speaking about the topics and texts under discussion).

B. Continue a conversation through multiple exchanges.

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

SL.K.4 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.

SL.K.5 Add drawings or other visual displays to descriptions as desired to provide additional detail.

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

A. Capitalize the first word in a sentence and the pronoun I.

B. Recognize and name end punctuation.

C. Write a letter or letters for most consonant and short-vowel sounds (phonemes).

D. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.

Technology Standards

8.1.2.A.1 Identify the basic features of a digital device and explain its purpose.

8.1.2.A.4 Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).

Example: By utilizing tools such as RAZ Kids, Starfall, ABC Mouse, students will be able to understand basic and common Internet browser and computer, and/or tablet navigation commands, as well as practice cross-curricular content skills.

21st Century Skills

CRP1. Act as a responsible and contributing citizen and employee

Example: Students will demonstrate, in whole and small group content learning activities, an understanding, respect, and adherence to the classroom rules and expectations for active student participation i.e., thinking critically, reasoning, problem solving, collaborating, listening, speaking, defending your position in Accountable Talk discussions and taking turns so that all student voices are heard.

CRP4. Communicate clearly and effectively and with reason.

Example: As part of the unit, students can conduct a short research project to identify what jobs need to be done in a community. They can use their new learning to create an informative script about a community job which they can present to the class.

CRP12. Work productively in teams while using cultural global competence.

Example: In this unit, students will find ways to increase the engagement and contribution of all team members by participating in small group Accountable Talk discussions to discuss key details in texts (who, what, where when, why how).

9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

Interdisciplinary Connections

Science K-LS1-1, K-LK1-1

Write in Science Journals to investigate the seasons changing, specifically looking at and labeling what is happening with trees.

Social Studies: 6.1.P.B.1 Develop an awareness of the physical features of the neighborhood/community.

Create a Charles Olbon School, and label the places students may visit daily.

Social Studies: 6.1.4.D.20 Describe why it is important to understand the perspectives of other cultures in an interconnected world. Students can examine various family roles and traditions across reading and writing during the holiday season. Students share what they do to celebrate a holiday/tradition with their family (ie. Halloween, Veteran's Day, Election Day, Thanksgiving).

Unit Goals/Enduring Understandings:

- Writers learn how to write a story.
- Writers add more pages to story.
- Writers tell a story.
- Writers prepare for publication.

Essential Questions:

- How do writers learn to write?
- How do writers add more pages to their story?
- How do writers tell a story before writing?

Skills:

- Edit
- Publish
- Routines/procedures

- How do writers publish?

- Writing process
- Rehearsal (partners-audience)

Academic Vocabulary: storyteller, booklet, author, illustrator, revise, edit

Demonstration of Learning:

- Assessment/checklist-notes
- Conferring
- Writing folders
- Published piece
- Performance Based (optional): **Publishing Party**

Have a publishing celebration. Model having a few students read their published piece aloud. Then divide the class into groups to share their stories. Make a big deal of the student's' first published pieces and display the writing in a prominent place in the classroom.

Mentor Texts:

Freight Train

Creak! Said the Bed

Resources:

Unit 1-Launching the Writing Workshop by Lucy Calkins

“Writing Pathways K-5/ A Guide To The Common Core Writing Workshop/A Guide To The Common Core Writing Workshop by Lucy Calkins

CD-ROM Resources for Teaching Writing

Anchor charts

Post-its

Pens-paper-date stamper (Writing Tools)

Differentiation/Accommodations/Modifications			
	Content Curriculum, standards	Process How students make sense or understand information being taught	Product Evidence of Learning
G&T	<ul style="list-style-type: none"> Compacting Flexible grouping Independent study/set own learning goals Interest/station groups Varying levels of resources and materials Use of technology 	<ul style="list-style-type: none"> Tiered Assignments Leveled questions- written responses, think-pair-share, multiple choice, open ended... Centers/Stations Use of technology Journals/Logs 	<ul style="list-style-type: none"> Choice boards Podcast/blog Debate Design and conduct experiments Formulate & defend theory Design a game
ELL	<ul style="list-style-type: none"> Compacting Flexible grouping Controlled choice Multi-sensory learning-auditory, visual, kinesthetic, tactile Pre-teach vocabulary Vocabulary lists Visuals/Modeling Varying levels of resources and materials Use of technology 	<ul style="list-style-type: none"> Tiered Assignments Leveled questions- written responses, think-pair-share, choice, open ended... Centers/Stations Scaffolding Chunking E-Dictionaries, bilingual dictionaries Extended time Differentiated instructional outcomes Use of technology Frequent checks for understanding 	<ul style="list-style-type: none"> Rubrics Simple to complex Group tasks Quizzes, tests with various types of questions Generate charts or diagrams to show what was learned Act out or role play
At Risk	<ul style="list-style-type: none"> Compacting Flexible grouping Controlled choice Multi-sensory learning-auditory, visual, kinesthetic, tactile Pre-teach vocabulary Vocabulary lists Visuals/Modeling Varying levels of resources and materials Use of technology 	<ul style="list-style-type: none"> Tiered Assignments Leveled questions- written responses, think-pair-share, multiple choice, open ended... Centers/Stations Scaffolding Chunking Extended time Differentiated instructional outcomes Use of technology Partner work Frequent checks for understanding 	<ul style="list-style-type: none"> Rubrics Simple to complex Group tasks Quizzes, tests Oral Assessments Generate charts or diagrams to show what was learned Act out or role play
IEP/504	<ul style="list-style-type: none"> Compacting Flexible grouping Controlled choice Multi-sensory learning-auditory, visual, kinesthetic, tactile Pre-teach vocabulary Visuals/Modeling Varying levels of resources and materials Use of technology 	<ul style="list-style-type: none"> Tiered Assignments Leveled questions- written responses, think-pair-share, multiple choice, open ended... Centers/Stations Scaffolding Extended time Differentiated instructional outcomes Preferential Seating Use of technology Small group/one-to-one instruction Teach information processing strategies Chunking Frequent checks for understanding Access to teacher created notes 	<ul style="list-style-type: none"> Rubrics Simple to complex Group tasks Quizzes, tests Oral Assessments Generate charts or diagrams to show what was learned Act out or role play

Unit 1: Launch Writing	Grade Level: Kindergarten	Time Frame: October-November
Goals	Suggested Mini lessons	Teacher's Notes/Ideas
<ul style="list-style-type: none"> • Writers learn how to write a story. 	<ul style="list-style-type: none"> • Writers put ideas on paper with pictures and words. We think about what we know and want to tell other people. • Writers look back and add more. Writers “Revise” • Writers solve unknowns in writing procedures. Writers think to themselves, if there is something I don't know I can figure out a way to solve it on my own. WE realize we are the boss of our own writing and make the choice not to waste any time. • Writers sketch their stories with details. We think about the story we want to tell and imagine the details in our heard. We then turn the picture in our minds into words or pictures on paper. • Writers stretch out words slowly and write the sounds we hear. • Writers try their best even when it is difficult and never give up. 	<ul style="list-style-type: none"> *Anchor charts *Model sample *Anchor Charts “When We Are Done, We Have Just Begun” *Stretchy the Snake
<ul style="list-style-type: none"> • Writers add more pages to story. 	<ul style="list-style-type: none"> • Writers add more pages when they want to teach more about what they are writing. We can turn our pages into a book by stapling each page together. • Writers plan and write a whole book. • Writing partners can help us add to our work. When we share what we wrote, our partners may have questions. We can then add to what we wrote to help answer those questions and then teach even more about our topic. • Writers stretch out words to write all the sounds. Writers also use words stuck in our memory to help with writing our stories (sight words) • Writers recall what strategies good writers use in order to write and add more details without wasting time. We may talk with our partners and keep a checklist of things we can do to make our writing the best it can be. 	<ul style="list-style-type: none"> *Partnership chart/Anchor chart *I Can Revise MY Teaching.../Anchor charts *pg. 54 figures for writing *Refer to “Coaching” pg61 *Word wall/Student name chart *Information writing checklist pg83

<ul style="list-style-type: none"> • Writers tell a story. 	<ul style="list-style-type: none"> • Writers get ready to write by first telling their stories. We use as much details in our stories including what other people said and did. • Writers plan stories page by page to show that good stories build up slowly. Each time there is a new part to our story we turn the page. • Writers add details to stories. (Who-What-Where) • Writers recall how to stretch sounds in words. • Writers use speech bubbles. • Writers proofread. 	<p>*Anchor Charts pg. 94</p> <p>*Narrative Checklist (CD-ROM) pg. 131</p> <p>*Anchor Charts “How to Write a True Story” pg129</p>
<ul style="list-style-type: none"> • Writers prepare for publication. 	<ul style="list-style-type: none"> • Writers reread and rewrite work. • Writers celebrate published stories. 	<p>*Anchor Charts-Model work</p>

Unit Overview:

This unit teaches children strategies for making clearer, richer stories and help them strengthen the conventions and mechanics of their writing. The big goal of the unit is to help children put actual words and sentences onto the page. They will continue to work in partnerships, as they did during the first unit, sharing their booklets just as reading workshop partners share their books. In this unit, students are challenged to not only to tell the true stories of their lives, but to do so through writing that is easy for others to read. As children work, you will address the print on the page and encourage your writers to write words in more conventional ways. The unit ends with a focus on writing in sentences and rereading their work as they write. Students are asked to revisit and use a checklist. Sessions are designed specifically to strengthen your students' word-writing skills by spotlighting the use of vowels and sight words. Writers will also use the power of partnerships as they aim to make their writing clearer. At the end of the unit, students learn to publish their piece and work on creating an ending that introduces a big feeling.

Standards:

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

W.K.5 With guidance and support from adults, strengthen writing through response and self-reflection using questions and suggestions from peers (e.g., adding details).

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

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

RF.K.1 Demonstrate understanding of the organization and basic features of print.

- A. Follow words from left to right, top to bottom, and page by page.
- B. Recognize that spoken words are represented in written language by specific sequences of letters.
- C. Understand that words are separated by spaces in print.
- D. Recognize and name all upper- and lowercase letters of the alphabet.

RF.K.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

- A. Recognize and produce rhyming words.
- B. Count, pronounce, blend, and segment syllables in spoken words.
- C. Blend and segment onsets and rimes of single-syllable spoken words.
- D. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)
- E. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.

RF.K.3 Know and apply grade-level phonics and word analysis skills in decoding and encoding words.

- A. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing many of the most frequently used sounds of each consonant.
- B. Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.
- C. Read high-frequency and sight words with automaticity.
- D. Distinguish between similarly spelled words by identifying the sounds of the letters that differ (e.g., nap and tap; cat and cot).

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

A. Follow agreed-upon norms for discussions (e.g., listening to others with care and taking turns speaking about the topics and texts under discussion).

B. Continue a conversation through multiple exchanges.

SL.K.2 Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.

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

SL.K.4 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.

SL.K.5 Add drawings or other visual displays to descriptions as desired to provide additional detail.

SL.K.6 Speak audibly and express thoughts, feelings, and ideas clearly.

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

A. Print many upper- and lowercase letters.

B. Use frequently occurring nouns and verbs.

C. Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).

D. Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).

E. Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with). F. Produce and expand complete sentences in shared language activities.

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

A. Capitalize the first word in a sentence and the pronoun I.

B. Recognize and name end punctuation.

C. Write a letter or letters for most consonant and short-vowel sounds (phonemes).

D. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.

L.K.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.

A. Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).

B. Use the most frequently occurring affixes (e.g., -ed, -s, -ing) as a clue to the meaning of an unknown word.

Technology Standards

8.1.2.A.4 Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).

Example: By utilizing tools such as RAZ Kids, Starfall, ABC Mouse, students will be able to understand basic and common Internet browser and computer, and/or tablet navigation commands, as well as practice cross-curricular content skills.

CRP1. Act as a responsible and contributing citizen and employee

Example: Students can demonstrate the responsibilities associated with being a member of community when engaging in collaboration with pair/trio partnerships and when participating in whole group discussions, examples may include jigsaw and fishbowl.

CRP2. Apply appropriate academic and technical skills.

Example: Students will apply appropriate academic and technical skills when making relevant global connections to texts.

CRP4. Communicate clearly and effectively and with reason.

Example: Students will communicate, through a combination of drawing, dictating, and writing to compose narrative and informative writing pieces.

CRP12. Work productively in teams while using cultural global competence.

Example: In this unit, students will find ways to increase the engagement and contribution of all team members by participating in small group Accountable Talk discussions to discuss key details in texts (who, what, where when, why how).

Interdisciplinary Connections

Social Studies: 6.1.4.D.20 Describe why it is important to understand the perspectives of other cultures in an interconnected world. Students can examine various family roles and traditions across reading and writing during the holiday season.

Social Studies 6.1.4.A.10 Describe how the actions of Dr. Martin Luther King, Jr. and other civil rights leaders served as catalysts for social change and inspired social activism in subsequent generations. Students will engage in reading and writing activities pertaining to Martin Luther King Jr., U.S. Presidents, and other culturally diverse figures.

Unit Goals/Enduring Understandings:

- Writers learn how to read their own work.
- Writers use tools.
- Writers make stories fun to read.
- Writers prepare to publish.

Essential Questions:

- How do writers read their stories?
- How do writers use tools?
- How do writers make stories fun?
- How do writers get ready for publication?

Skills:

- Edit
- Publish
- Routines/procedures
- Writing process
- Rehearsal (partners-audience)
- Illustrations

- Getting topics
- Texts

Academic Vocabulary: text, edit, sight word, illustration, text, rehearse, mental image, vowel, sentence, leading (beginning), closure (ending), checklist, word wall

Demonstration of Learning:

- Assessment/notes-checklist
- Use of strategies
- Conferencing-group work
- Writing work in folders
- Published piece
- Performance based (optional): **Show What You Know**

Since this unit focuses on writing for readers, you will want to invite an audience to come read your students' stories. This could be another kindergarten class, a buddy class, or other staff members from the building. Before hosting the celebration, ask students to look at their writing and identify one or more things they learned (and is evident) in their writing. This can be written on a post-it note and adding to their piece. Encourage visitors to also add comments to the students writing. Display the writing and all of the comments on Author's board in the classroom or hall.

Mentor Texts:

Shortcut by Donald Crews
A Day with Daddy by Nikky Grimes
The Snowy Day by Ezra Jack Keats
Don't Let the Pigeon Drive the Bus by Mo Willems
A Chair for My Mother by Vera B. Williams
Owl Moon by Jane Yolen
When Sophie Gets Angry...Really Really Angry by Molly Bang

Resources:

Unit 2-Writing For Readers -Lucy Calkins

Writing Pathways K-5/ A Guide To The Common Core Writing Workshop/A Guide To The Common Core Writing Workshop by Lucy Calkins

CD-ROM Teaching Writing

Anchor charts

Post-its

Pens-paper-date stamper*(Writing Tools)

Differentiation/Accommodations/Modifications			
	Content Curriculum, standards	Process How students make sense or understand information being taught	Product Evidence of Learning
G&T	<ul style="list-style-type: none"> Compacting Flexible grouping Independent study/set own learning goals Interest/station groups Varying levels of resources and materials Use of technology 	<ul style="list-style-type: none"> Tiered Assignments Leveled questions- written responses, think-pair-share, multiple choice, open ended... Centers/Stations Use of technology Journals/Logs 	<ul style="list-style-type: none"> Choice boards Podcast/blog Debate Design and conduct experiments Formulate & defend theory Design a game
ELL	<ul style="list-style-type: none"> Compacting Flexible grouping Controlled choice Multi-sensory learning-auditory, visual, kinesthetic, tactile Pre-teach vocabulary Vocabulary lists Visuals/Modeling Varying levels of resources and materials Use of technology 	<ul style="list-style-type: none"> Tiered Assignments Leveled questions- written responses, think-pair-share, choice, open ended... Centers/Stations Scaffolding Chunking E-Dictionaries, bilingual dictionaries Extended time Differentiated instructional outcomes Use of technology Frequent checks for understanding 	<ul style="list-style-type: none"> Rubrics Simple to complex Group tasks Quizzes, tests with various types of questions Generate charts or diagrams to show what was learned Act out or role play
At Risk	<ul style="list-style-type: none"> Compacting Flexible grouping Controlled choice Multi-sensory learning-auditory, visual, kinesthetic, tactile Pre-teach vocabulary Vocabulary lists Visuals/Modeling Varying levels of resources and materials Use of technology 	<ul style="list-style-type: none"> Tiered Assignments Leveled questions- written responses, think-pair-share, multiple choice, open ended... Centers/Stations Scaffolding Chunking Extended time Differentiated instructional outcomes Use of technology Partner work Frequent checks for understanding 	<ul style="list-style-type: none"> Rubrics Simple to complex Group tasks Quizzes, tests Oral Assessments Generate charts or diagrams to show what was learned Act out or role play
IEP/504	<ul style="list-style-type: none"> Compacting Flexible grouping Controlled choice Multi-sensory learning-auditory, visual, kinesthetic, tactile Pre-teach vocabulary Visuals/Modeling Varying levels of resources and materials Use of technology 	<ul style="list-style-type: none"> Tiered Assignments Leveled questions- written responses, think-pair-share, multiple choice, open ended... Centers/Stations Scaffolding Extended time Differentiated instructional outcomes Preferential Seating Use of technology Small group/one-to-one instruction Teach information processing strategies Chunking Frequent checks for understanding Access to teacher created notes 	<ul style="list-style-type: none"> Rubrics Simple to complex Group tasks Quizzes, tests Oral Assessments Generate charts or diagrams to show what was learned Act out or role play

Unit 2: Writers are Readers		Grade Level: Kindergarten	Time Frame: December-January
Goals	Suggested Mini lessons	Teacher's Notes/Ideas	
<p>1. Writers learn how to read their own work.</p>	<ul style="list-style-type: none"> Writers reread our stories. If we have trouble getting through it, we fix it up so that others don't have the same problem. Writers write personal stories using what they have learned. Writers share work and draw to tell their story. Writers write sentences that match pictures. (Use of punctuation in speech bubbles) Writers reread often. 	<p>*Anchor charts</p> <p>*refer to chart on pg24</p> <p>*refer to chart pg. 32 "What Makes Reading Hard To Read"</p> <p>*refer to Pigeon Books for speech bubbles</p> <p>*refer to chart pg. 45 "What Makes Writing Easy To Read"</p>	
<p>2. Writers use tools.</p>	<ul style="list-style-type: none"> Writers use a checklist. Writers use vowels to help with middle sounds in writing. (Use chart) Writers use "snap" words/word wall. Writers use story telling words. (First/Next/Last &-use descriptive words) Writers use partners as tools. (Turn and Talk) Writers engage with partners to clarify and edit work. Writers reflect on work to make it readable. (Guided Inquiry Lesson) 	<p>* Narrative Writing Checklist & vowel chart on CD-ROM</p> <p>*Anchor Charts</p> <p>*Word Wall (High Frequency Words)</p> <p>*Teach children to use periods</p>	
<p>3. Writers make stories fun to read.</p>	<ul style="list-style-type: none"> Writers visualize and sketch to make stories better. Writers use tools to make writing better. Writers refer to mentor texts to write strong beginnings. Writers work with partners to revise work. 	<p>*Model Revision Strategy</p> <p>*Use writing "Revision Flaps"</p> <p>*Writing for Readers Unit2-Fig. 15-1 pg127 (Storytelling Transitions)</p> <p>* A Chair for My Mother by Vera B. Williams</p> <p>Owl Moon by Jane Yolen</p> <p>*Student Conferring Centers</p>	
<p>4. Writers prepare to publish.</p>	<ul style="list-style-type: none"> Writers prepare for celebration. Writers use "feeling" words to write a strong ending. 	<p>*Anchor Charts/ Edit tools</p> <p>*Anchor chart about feelings</p> <p>*Sophie gets Angry....by Molly Bang</p>	

- | | | |
|--|--|--|
| | <ul style="list-style-type: none">• Writers make their stories beautiful. (Add color, check words, be neat)• Writers celebrate. | |
|--|--|--|

Unit 3: How-To Books	Grade Level: Kindergarten	Time Frame: February-March (8 weeks)
<p>Unit Overview: This unit weaves together drawing (with labels of course) and writing, and it has a hands-on, action-oriented feel. To do this work, kindergarteners alternate between doing (often dramatizing), drawing, and writing. Students learn the characteristics of how-to writing and study the difference between story writing and a how-to text of their own, figuring out for themselves how the two genres are different. Students will begin writing lots of how-to books that can be helpful to others.</p>		
<p>Standards:</p> <p>W.K.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.</p> <p>W.K.5 With guidance and support from adults, strengthen writing through response and self-reflection using questions and suggestions from peers (e.g., adding details).</p> <p>W.K.6 With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.</p> <p>W.K.7 Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).</p> <p>W.K.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p> <p>RI.K.1 With prompting and support, ask and answer questions about key details in a text.</p> <p>RI.K.2 With prompting and support, identify the main topic and retell key details of a text.</p> <p>RI.K.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p>RF.K.1 Demonstrate understanding of the organization and basic features of print.</p> <ul style="list-style-type: none"> A. Follow words from left to right, top to bottom, and page by page. B. Recognize that spoken words are represented in written language by specific sequences of letters. C. Understand that words are separated by spaces in print. D. Recognize and name all upper- and lowercase letters of the alphabet. <p>RF.K.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <ul style="list-style-type: none"> A. Recognize and produce rhyming words. B. Count, pronounce, blend, and segment syllables in spoken words. C. Blend and segment onsets and rimes of single-syllable spoken words. D. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.) E. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words. <p>RF.K.3 Know and apply grade-level phonics and word analysis skills in decoding and encoding words.</p> <ul style="list-style-type: none"> A. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing many of the most frequently used sounds of each consonant. B. Associate the long and short sounds with the common spellings (graphemes) for the five major vowels. C. Read high-frequency and sight words with automaticity. 		

D. Distinguish between similarly spelled words by identifying the sounds of the letters that differ (e.g., nap and tap; cat and cot).

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

A. Follow agreed-upon norms for discussions (e.g., listening to others with care and taking turns speaking about the topics and texts under discussion).

B. Continue a conversation through multiple exchanges.

SL.K.2 Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.

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

SL.K.4 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.

SL.K.5 Add drawings or other visual displays to descriptions as desired to provide additional detail.

SL.K.6 Speak audibly and express thoughts, feelings, and ideas clearly.

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

A. Print many upper- and lowercase letters.

B. Use frequently occurring nouns and verbs.

C. Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).

D. Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).

E. Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with). F. Produce and expand complete sentences in shared language activities.

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

A. Capitalize the first word in a sentence and the pronoun I.

B. Recognize and name end punctuation.

C. Write a letter or letters for most consonant and short-vowel sounds (phonemes).

D. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.

L.K.5 With guidance and support from adults, explore word relationships and nuances in word meanings.

A. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.

B. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).

C. Identify real-life connections between words and their use (e.g., note places at school that are colorful).

D. Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.

L.K.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

Technology Standards

8.1.2.A.4 Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).

Example: By utilizing tools such as RAZ Kids, Starfall, ABC Mouse, students will be able to understand basic and common Internet browser and computer, and/or tablet navigation commands, as well as practice cross-curricular content skills.

21st Century Skills

CRP1. Act as a responsible and contributing citizen and employee

Example: Students can demonstrate the responsibilities associated with being a member of community when engaging in collaboration with pair/trio

partnerships and when participating in whole group discussions, examples may include jigsaw and fishbowl.

CRP2. Apply appropriate academic and technical skills.

Example: Students will apply appropriate academic and technical skills when making relevant global connections to texts.

CRP4. Communicate clearly and effectively and with reason.

Example: Students will communicate, through a combination of drawing, dictating, and writing to compose narrative and informative writing pieces.

9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

Interdisciplinary Connections

Science K-LS1-1, K-LK1-1

From Bulb to Daffodil, Ellen Weiss

Grow a Plant: At www.bbc.co.uk/schools/science/clips/ages/5_6/growing_plants_fs.shtml, students can grow a plant, label the parts of the plant, and take a quiz on their knowledge of growing a plant.

Garden People: To learn through firsthand experience what plants needs to grow (soil, sun and water), students will grow grass "hair" in cups decorated with people faces. Provide students with paper or Styrofoam cups. Have the students decorate their cup with a face. Fill the cup with soil; add some grass seeds and water. Put the cups in a sunny spot, keep the soil moist and observe as the grass starts to grow. Students can keep a log of their observations. Follow-up activity: students can give their garden people a "haircut".

Math: Write directions how to play a math game with Play-Doh and/or counters where students represent numbers 0-20.

K.CC.A.3: Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects

K.CC.B.5: Count to answer "how many?" questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1-20, count out that many objects.

Social Studies: 6.1.4.C.14

ABC of Jobs by Roger Priddy

On the Job: Match community workers with the right tools at (http://pbskids.org/cgi-registry/curiousgeorge/on_the_job.pl).

Unit Goals/Enduring Understandings:

- Writers use text to write How-to stories.
- Writers revise and revisit writing.

- Writers keep readers in mind while writing.
- Writers publish work.

Essential Questions:

- How do writers use text to create How-to topics?
- Why do we revisit and revise our work?
- Why should we keep the reader in mind when writing?
- How do writers prepare for publication?

Skills:

- Informational
- Procedures
- Sequence
- Revise-Revisit
- Turn and talk
- Tone
- Text Features

Academic Vocabulary: compose, information, goals, diagram, comparison, informative/expository, how-to, sequence, order, revise, text features, label, title, photograph

Demonstration of Learning:

- Assessment/notes-checklist
- Use of strategies
- Conferring-group work
- Writing work in folders
- Published piece
- Performance based (optional): **Publishing Party**

Celebrate the students' hard work during this unit by hosting a publishing celebration. Prior to the celebration you could videotape the students reading and acting out (demonstrating) their How-To. During the celebration students and invited guests can watch the video then walk around the room and admire, and place comments on the How-To Books. Since the end of the unit focuses on writing for an audience, end the celebration by sending the books off to the person it was dedicated to.

Mentor Texts:

Choice of "How-to" books
My First Soccer Game (in Unit of Study)

Resources:

Unit 3-How-To Books- Lucy Calkins

Writing Pathways K-5/ A Guide To The Common Core Writing Workshop/A Guide To The Common Core Writing Workshop by Lucy Calkins

www.arthubforkids.com

CD-ROM Teaching Writing

Anchor charts

Pens-paper-date stamper*(Writing Tools)

Differentiation/Accommodations/Modifications			
	Content Curriculum, standards	Process How students make sense or understand information being taught	Product Evidence of Learning
G&T	<ul style="list-style-type: none"> Compacting Flexible grouping Independent study/set own learning goals Interest/station groups Varying levels of resources and materials Use of technology 	<ul style="list-style-type: none"> Tiered Assignments Leveled questions- written responses, think-pair-share, multiple choice, open ended... Centers/Stations Use of technology Journals/Logs 	<ul style="list-style-type: none"> Choice boards Podcast/blog Debate Design and conduct experiments Formulate & defend theory Design a game
ELL	<ul style="list-style-type: none"> Compacting Flexible grouping Controlled choice Multi-sensory learning-auditory, visual, kinesthetic, tactile Pre-teach vocabulary Vocabulary lists Visuals/Modeling Varying levels of resources and materials Use of technology 	<ul style="list-style-type: none"> Tiered Assignments Leveled questions- written responses, think-pair-share, choice, open ended... Centers/Stations Scaffolding Chunking E-Dictionaries, bilingual dictionaries Extended time Differentiated instructional outcomes Use of technology Frequent checks for understanding 	<ul style="list-style-type: none"> Rubrics Simple to complex Group tasks Quizzes, tests with various types of questions Generate charts or diagrams to show what was learned Act out or role play
At Risk	<ul style="list-style-type: none"> Compacting Flexible grouping Controlled choice Multi-sensory learning-auditory, visual, kinesthetic, tactile Pre-teach vocabulary Vocabulary lists Visuals/Modeling Varying levels of resources and materials Use of technology 	<ul style="list-style-type: none"> Tiered Assignments Leveled questions- written responses, think-pair-share, multiple choice, open ended... Centers/Stations Scaffolding Chunking Extended time Differentiated instructional outcomes Use of technology Partner work Frequent checks for understanding 	<ul style="list-style-type: none"> Rubrics Simple to complex Group tasks Quizzes, tests Oral Assessments Generate charts or diagrams to show what was learned Act out or role play
IEP/504	<ul style="list-style-type: none"> Compacting Flexible grouping Controlled choice Multi-sensory learning-auditory, visual, kinesthetic, tactile Pre-teach vocabulary Visuals/Modeling Varying levels of resources and materials Use of technology 	<ul style="list-style-type: none"> Tiered Assignments Leveled questions- written responses, think-pair-share, multiple choice, open ended... Centers/Stations Scaffolding Extended time Differentiated instructional outcomes Preferential Seating Use of technology Small group/one-to-one instruction Teach information processing strategies Chunking Frequent checks for understanding Access to teacher created notes 	<ul style="list-style-type: none"> Rubrics Simple to complex Group tasks Quizzes, tests Oral Assessments Generate charts or diagrams to show what was learned Act out or role play

Unit 3: How-To Books		Grade Level: Kindergarten	Time Frame: February-March
Goals	Suggested Mini lessons	Teacher's Notes/Ideas	
<p>1. Writers use text to write How-To stories.</p>	<ul style="list-style-type: none"> • Writers “think” before they write. • Writers use their senses across the page. • Writers reread writing and make changes along the way. • Writers collaborate with partners to ensure sequences are clear. • Writers label their diagrams. • Writers write more. • Writers set goals. 	<ul style="list-style-type: none"> *My First Soccer Game (in Unit of Study) *Anchor Chart “How-To style” pg. 10 *CD-ROM paper sample-3-5pg booklets *Fig. 7-1 pg. 49 “Information Writing Checklist” 	
<p>2. Writers revise and revisit writing.</p>	<ul style="list-style-type: none"> • Writers use informational text to add to writing. • Writers write for readers using second person pronoun (you). • Writers use “just right” words for how-to books. • Writers elaborate giving the reader tips/suggestions/warnings in their how-to process. • Writers clarify directions by imagining. 	<ul style="list-style-type: none"> *My First Soccer Game *Anchor Charts Unit3-Fig8-1 pg63 “Learning From a Mentor/How-To Text” *Visualize steps *Refer to Unit 3-pg88 “Share” 	
<p>3. Writers keep readers in mind while writing.</p>	<ul style="list-style-type: none"> • Writers get ideas from everyday experiences. • Writers gather information on a topic for how-to writing. • Writers can write introductions and conclusions. • Writers use strategies to make stories easy to read. 	<ul style="list-style-type: none"> *Refer to class favorites book tub *Teach the Writer, Not the Writing 	
<p>4. Writers publish work.</p>	<ul style="list-style-type: none"> • Writers create, publish, and dedicate their writing to a person. • Writers prepare with editing checklist to publish and share. • Writers celebrate. 	<ul style="list-style-type: none"> *Editing tools *CD-ROM edit checklist & dedication page *Fig 18-1 pg. 141 	

Unit 4: Persuasive Writing**Grade Level: Kindergarten****Time Frame: April-May (6 weeks)****Unit Overview:**

In this unit, kindergartners learn that they can write to make their own classroom, their school, and their world into a better place. Students learn they are not just writing “pieces” for folders. They are writing particular kinds of texts for specific audiences. Children reflect on the troubles they see around the classroom, school and town and think, “What could make things better?” and to then do all kinds of writing to help make a change. Students might use poster boards to display this array of new writing, designing a collage of signs, songs, petitions, letters, lists, how-to books, and so on.

Standards:

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

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

W.K.5 With guidance and support from adults, strengthen writing through response and self-reflection using questions and suggestions from peers (e.g., adding details).

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

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

RI.K.1 With prompting and support, ask and answer questions about key details in a text.

RI.K.2 With prompting and support, identify the main topic and retell key details of a text

RI.K.8 With prompting and support, identify the reasons an author gives to support points in a text.

RI.K.10 Actively engage in group reading activities with purpose and understanding.

RL.K.1 With prompting and support, ask and answer questions about key details in a text (e.g., who, what, where, when, why, how).

RL.K.2 With prompting and support, retell familiar stories, including key details (e.g., who, what, where, when, why, how).

RL.K.3 With prompting and support, identify characters, settings, and major events in a story.

RL.K.7 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).

RL.K.8 (Not applicable to literature)

RL.K.10 Actively engage in group reading activities with purpose and understanding.

RF.K.1 Demonstrate understanding of the organization and basic features of print.

A. Follow words from left to right, top to bottom, and page by page.

B. Recognize that spoken words are represented in written language by specific sequences of letters.

C. Understand that words are separated by spaces in print.

D. Recognize and name all upper- and lowercase letters of the alphabet.

RF.K.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

- A. Recognize and produce rhyming words.
- B. Count, pronounce, blend, and segment syllables in spoken words.
- C. Blend and segment onsets and rimes of single-syllable spoken words.
- D. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)
- E. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.

RF.K.3 Know and apply grade-level phonics and word analysis skills in decoding and encoding words.

- A. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing many of the most frequently used sounds of each consonant.
- B. Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.
- C. Read high-frequency and sight words with automaticity.
- D. Distinguish between similarly spelled words by identifying the sounds of the letters that differ (e.g., nap and tap; cat and cot).

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

- A. Follow agreed-upon norms for discussions (e.g., listening to others with care and taking turns speaking about the topics and texts under discussion).
- B. Continue a conversation through multiple exchanges.

SL.K.2 Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.

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

SL.K.4 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.

SL.K.5 Add drawings or other visual displays to descriptions as desired to provide additional detail.

SL.K.6 Speak audibly and express thoughts, feelings, and ideas clearly.

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

- A. Print many upper- and lowercase letters.
- B. Use frequently occurring nouns and verbs.
- C. Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).
- D. Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).
- E. Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).
- F. Produce and expand complete sentences in shared language activities.

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

- A. Capitalize the first word in a sentence and the pronoun I.
- B. Recognize and name end punctuation.
- C. Write a letter or letters for most consonant and short-vowel sounds (phonemes).
- D. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.

L.k.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

Technology Standards

8.1.2.A.1 Identify the basic features of a digital device and explain its purpose.

Example: By utilizing tools such as RAZ Kids, Starfall, ABC Mouse, students will be able to understand basic and common Internet browser and computer, and/or tablet navigation commands, as well as practice cross-curricular content skills.

21st Century Skills

CRP1. Act as a responsible and contributing citizen and employee

Example: Students can demonstrate the responsibilities associated with being a member of community when engaging in collaboration with pair/trio

partnerships and when participating in whole group discussions, examples may include jigsaw and fishbowl.

CRP2. Apply appropriate academic and technical skills.

Example: Students will apply appropriate academic and technical skills when making relevant global connections to texts.

CRP4. Communicate clearly and effectively and with reason.

Example: Students will communicate, through a combination of drawing, dictating, and writing to compose narrative and informative writing pieces.

CRP12. Work productively in teams while using cultural global competence.

Example: In this unit, students will find ways to increase the engagement and contribution of all team members by participating in small group Accountable Talk discussions to discuss key details in texts (who, what, where when, why how).

9.2.4.A.1 Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals.

9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

Interdisciplinary Connections

Social Studies: 6.1.P.B.2 Identify, discuss, and role-play the duties of a range of community workers.

Write letters to people in the Woodland Park community: mayor, police, firemen, store owners, etc. stating an opinion on something important in the community.

Science: K-ESS3-3, K-LS1-1, 2-ESS2-3, 4-ESS3-2

Earth Day- "Are You a Water Waster?" <http://www.earthsciweek.org/classroom-activities/are-you-a-water-waster>

Unit Goals/Enduring Understandings:

- Writers write their opinion.
- Writers write letters to help make a change.
- Writers write persuasive writing.

Essential Questions:

- What does it mean to have an opinion about something?
- What do letters represent?
- Why would you want to try to persuade someone to like what you like?

Skills:

- Opinion/Persuasive/letter writing
- Procedures
- Revise-Revisit
- Tone
- Text Features
- Grammar
- Turn and talk

Academic Vocabulary:

persuade, convince, problem, speech, punctuation, opinion, compose, revise, letter, audience, opening, closing, body

Demonstration of Learning:

- Assessment/notes-checklist
- Handles book correctly.
- Use of strategies
- Published piece
- On demand writing benchmark
- Performance based (optional): **Share Fair/Earth Day Fair**

Turn the classroom into a Share Fair. Invite a class to tour the classroom as the kindergarteners stay at “posts” around the room ready to share their opinions. Students can wear signs around their necks that say, “Ask me what I think about cats,” or “Ask me what I think about bikes.”

OR

Set up an Earth Day Fair of some sort. Students should each have a poster display with a few pieces of their persuasive writing. Invite guests (parents, staff members, buddy classes) to come view the students’ displays. Students should be prepared to talk to the visitors about their opinion pieces and work to persuade them to join their cause. Students could have prepared petition sheets next to their displays for visitors to sign.

Mentor Texts:

Click Clack Moo, Cows That Type by Doreen Cronin

Corduroy Writes A Letter by Alison Inches

Resources:

Unit 4-Persausive Writing of all Kinds - Lucy Calkins

Writing Pathways K-5/ A Guide To The Common Core Writing Workshop/A Guide To The Common Core Writing Workshop by Lucy Calkins

CD-ROM Teaching Writing

Anchor charts

Post-its

Pens-paper-date stamper*(Writing Tools)

Differentiation/Accommodations/Modifications			
	Content Curriculum, standards	Process How students make sense or understand information being taught	Product Evidence of Learning
G&T	<ul style="list-style-type: none"> Compacting Flexible grouping Independent study/set own learning goals Interest/station groups Varying levels of resources and materials Use of technology 	<ul style="list-style-type: none"> Tiered Assignments Leveled questions- written responses, think-pair-share, multiple choice, open ended... Centers/Stations Use of technology Journals/Logs 	<ul style="list-style-type: none"> Choice boards Podcast/blog Debate Design and conduct experiments Formulate & defend theory Design a game
ELL	<ul style="list-style-type: none"> Compacting Flexible grouping Controlled choice Multi-sensory learning-auditory, visual, kinesthetic, tactile Pre-teach vocabulary Vocabulary lists Visuals/Modeling Varying levels of resources and materials Use of technology 	<ul style="list-style-type: none"> Tiered Assignments Leveled questions- written responses, think-pair-share, choice, open ended... Centers/Stations Scaffolding Chunking E-Dictionaries, bilingual dictionaries Extended time Differentiated instructional outcomes Use of technology Frequent checks for understanding 	<ul style="list-style-type: none"> Rubrics Simple to complex Group tasks Quizzes, tests with various types of questions Generate charts or diagrams to show what was learned Act out or role play
At Risk	<ul style="list-style-type: none"> Compacting Flexible grouping Controlled choice Multi-sensory learning-auditory, visual, kinesthetic, tactile Pre-teach vocabulary Vocabulary lists Visuals/Modeling Varying levels of resources and materials Use of technology 	<ul style="list-style-type: none"> Tiered Assignments Leveled questions- written responses, think-pair-share, multiple choice, open ended... Centers/Stations Scaffolding Chunking Extended time Differentiated instructional outcomes Use of technology Partner work Frequent checks for understanding 	<ul style="list-style-type: none"> Rubrics Simple to complex Group tasks Quizzes, tests Oral Assessments Generate charts or diagrams to show what was learned Act out or role play
IEP/504	<ul style="list-style-type: none"> Compacting Flexible grouping Controlled choice Multi-sensory learning-auditory, visual, kinesthetic, tactile Pre-teach vocabulary Visuals/Modeling Varying levels of resources and materials Use of technology 	<ul style="list-style-type: none"> Tiered Assignments Leveled questions- written responses, think-pair-share, multiple choice, open ended... Centers/Stations Scaffolding Extended time Differentiated instructional outcomes Preferential Seating Use of technology Small group/one-to-one instruction Teach information processing strategies Chunking Frequent checks for understanding Access to teacher created notes 	<ul style="list-style-type: none"> Rubrics Simple to complex Group tasks Quizzes, tests Oral Assessments Generate charts or diagrams to show what was learned Act out or role play

Unit 4: Persuasive Writing	Grade Level: Kindergarten	Time Frame: April-June
Goals	Suggested Mini lessons	Teacher's Notes/Ideas
<p>1. Writers write their opinion.</p>	<ul style="list-style-type: none"> • Writers know that their words can be used like magic wands. We can use our words to help others understand things better. Sometimes we can use our words to help other understand ways to help make the world a better place. We can do this by thinking or a problem and then a way to solve that problem. • Writers give reasons to convince reader. We come up with reasons why the problem we are facing should be solved. • Writers write a variety of genres for their audience. • Writers reread and revise. • Writers use many strategies to spell difficult words. • Writers share their opinions. 	<p>*Anchor Charts Unit- pg4 “Writers Write To Make The World Better”</p> <p>*Audio recording: “If I Had A Hammer” by Pete Seeger</p> <p>*Anchor Chart Unit 4 pg23- “Writers Can Make...”</p> <p>*Anchor Chart Reading and Writing Strategies</p>
<p>2. Writers write letters to help make a change</p>	<ul style="list-style-type: none"> • Writers write letters for the reader. • Writers reference mentor texts to enhance their writing. • Writers write to many audiences. • Writers use problem solving skills in their writing. • Writers celebrate. 	<p>*Click Clack Moo, Cows That Type</p> <p>*Anchor Chat Unit4 pg84 “How Can We Be Convincing”</p>
<p>3. Writers write persuasive writing.</p>	<ul style="list-style-type: none"> • Writers use what they know about persuasive writing. • Writers use facts to make writing more persuasive. • Writers add more facts to persuasive writing. • Writers write how-to books with detailed information to solve problems. • Writers edit and include punctuation in writing. • Writers plan what they will write and share about. • Writers revise and edit work using a checklist. • Writers celebrate. 	<p>*CD-ROM for variety of paper choices</p> <p>*Anchor charts</p> <p>*Video Clip: mentor speechmaker http://www.youtube.com/watch?v=ealvk1cSyG8</p> <p>*Fig. 17-1 Unit4-pg131</p> <p>*Anchor Chart pg137 “Make people Really Listen”</p> <p>*CD-ROM: Super Checklist</p>

Unit 5: Narrative Stories**Grade Level: Kindergarten****Time Frame: May-June (4 weeks)**

Unit Overview: In this unit, students will study the connections between the work we do as readers and the work we do as writers, all the while writing true stories of moments from their lives. Students revisit many of the strategies they learned to write true stories in ways that make them interesting, as well as easy to read, giving them ample practice with the process of drawing and revising. They also revisit the rich storytelling work you engaged in at the start of the year. Wherever the students are on the continuum, writers explore ways to write and revise their writing. Youngsters continue to work towards the goal of making their writing easy to read and teaching strategies to help their writing become more conventional. Students end the school year by inventing new stories and creating characters, while using what they have learned and know about writing focused and detailed narratives.

Standards:

W.K.5 With guidance and support from adults, strengthen writing through response and self-reflection using questions and suggestions from peers (e.g., adding details).

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

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

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

RI.K.1 With prompting and support, ask and answer questions about key details in a text.

RI.K.2 With prompting and support, identify the main topic and retell key details of a text.

RI.K.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.

RF.K.1 Demonstrate understanding of the organization and basic features of print.

A. Follow words from left to right, top to bottom, and page by page.

B. Recognize that spoken words are represented in written language by specific sequences of letters.

C. Understand that words are separated by spaces in print.

D. Recognize and name all upper- and lowercase letters of the alphabet.

RF.K.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

A. Recognize and produce rhyming words.

B. Count, pronounce, blend, and segment syllables in spoken words.

C. Blend and segment onsets and rimes of single-syllable spoken words.

D. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This

does not include CVCs ending with /l/, /r/, or /x/.) E. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.

RF.K.3 Know and apply grade-level phonics and word analysis skills in decoding and encoding words.

A. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing many of the most frequently used sounds of each consonant.

B. Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.

C. Read high-frequency and sight words with automaticity.

D. Distinguish between similarly spelled words by identifying the sounds of the letters that differ (e.g., nap and tap; cat and cot).

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

A. Follow agreed-upon norms for discussions (e.g., listening to others with care and taking turns speaking about the topics and texts under discussion).

B. Continue a conversation through multiple exchanges.

SL.K.2 Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.

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

SL.K.4 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.

SL.K.5 Add drawings or other visual displays to descriptions as desired to provide additional detail.

SL.K.6 Speak audibly and express thoughts, feelings, and ideas clearly.

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

A. Print many upper- and lowercase letters.

B. Use frequently occurring nouns and verbs.

C. Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).

D. Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).

E. Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with). F. Produce and expand complete sentences in shared language activities.

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

A. Capitalize the first word in a sentence and the pronoun I.

B. Recognize and name end punctuation.

C. Write a letter or letters for most consonant and short-vowel sounds (phonemes).

D. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.

L.K.5 With guidance and support from adults, explore word relationships and nuances in word meanings.

A. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.

B. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).

C. Identify real-life connections between words and their use (e.g., note places at school that are colorful).

D. Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.

L.K.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

Technology Standards

8.1.2.A.4 Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).

Example: By utilizing tools such as RAZ Kids, Starfall, ABC Mouse, students will be able to understand basic and common Internet browser and computer, and/or tablet navigation commands, as well as practice cross-curricular content skills.

21st Century Skills

CRP1. Act as a responsible and contributing citizen and employee

Example: Students can demonstrate the responsibilities associated with being a member of community when engaging in collaboration with pair/trio partnerships and when participating in whole group discussions, examples may include jigsaw and fishbowl.

CRP2. Apply appropriate academic and technical skills.

Example: Students will apply appropriate academic and technical skills when making relevant global connections to texts.

CRP4. Communicate clearly and effectively and with reason.

Example: Students will communicate, through a combination of drawing, dictating, and writing to compose narrative and informative writing pieces.

CRP12. Work productively in teams while using cultural global competence.

Example: In this unit, students will find ways to increase the engagement and contribution of all team members by participating in small group Accountable Talk discussions to discuss key details in texts (who, what, where when, why how).

9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

Interdisciplinary Connections

Visual and Performing Arts (C. Theatre)

1.1.2.C.3 Creative drama and storytelling use voice, movement, and facial expression to communicate emotions. Creating characters is an act of intention in which actors play themselves in an imaginary set of circumstances.

1.3.2.C.2 Actors use voice and movement as tools for storytelling

1.3.2.C.3 Voice and movement have broad ranges of expressive potential

Using the acquired skills from their Character Drama unit, students will be able to perform a scene from their narrative story.

Unit Goals/Enduring Understandings:

- Writers make plans to write long stories.
- Writers write so that others can read their writing.
- Writers look at mentor texts to find ways to strengthen their own writing.
- Writers make connections between true stories and made-up stories to use in their own writing.

Essential Questions:

- How can I use all that I know about writing stories and planning my work across pages to help me write longer stories?
- How can I write lots of stories and put enough letters so people can read them?
- How can I study what a favorite author does in his or her writing and then do those same things in my writing?
- How can I use what I know about writing true stories to help me write lots of beautiful, long, and interesting made-up stories?

Skills:

- Writers can use all that they as readers and writers to write more and longer stories.
- Writers can write using what they know about letters and sounds, patterns, and word wall words so that other people can read their writing.
- Writers look at mentor texts to get ideas for how to make their own writing better.
- Writers can use what they know about true stories to write interesting made up stories.

Academic Vocabulary: narrative, beginning, middle, end, word wall, true story, sentence, revise, fiction, story

Demonstration of Learning:

- Assessment/notes-checklist
- Use of strategies
- Conferring-group work
- Writing work in folders
- Published piece
- Performance based (optional): **Publishing Party**

Celebrate the students' hard work during this unit by hosting a publishing celebration.

Mentor Texts:

Creak Said the Bed

Previous Mentor Reading and Writing texts

Resources:

Writing Pathways K-5/ A Guide To The Common Core Writing Workshop/A Guide To The Common Core Writing Workshop by Lucy Calkins

CD-ROM Teaching Writing

Anchor charts

Pens-paper-date stamper*(Writing Tools)

Differentiation/Accommodations/Modifications			
	Content Curriculum, standards	Process How students make sense or understand information being taught	Product Evidence of Learning
G&T	Compacting Flexible grouping Independent study/set own learning goals Interest/station groups Varying levels of resources and materials Use of technology	Tiered Assignments Leveled questions- written responses, think-pair-share, multiple choice, open ended... Centers/Stations Use of technology Journals/Logs	Choice boards Podcast/blog Debate Design and conduct experiments Formulate & defend theory Design a game
ELL	Compacting Flexible grouping Controlled choice Multi-sensory learning-auditory, visual, kinesthetic, tactile Pre-teach vocabulary Vocabulary lists Visuals/Modeling Varying levels of resources and materials Use of technology	Tiered Assignments Leveled questions- written responses, think-pair-share, choice, open ended... Centers/Stations Scaffolding Chunking E-Dictionaries, bilingual dictionaries Extended time Differentiated instructional outcomes Use of technology Frequent checks for understanding	Rubrics Simple to complex Group tasks Quizzes, tests with various types of questions Generate charts or diagrams to show what was learned Act out or role play
At Risk	Compacting Flexible grouping Controlled choice Multi-sensory learning-auditory, visual, kinesthetic, tactile Pre-teach vocabulary Vocabulary lists Visuals/Modeling Varying levels of resources and materials Use of technology	Tiered Assignments Leveled questions- written responses, think-pair-share, multiple choice, open ended... Centers/Stations Scaffolding Chunking Extended time Differentiated instructional outcomes Use of technology Partner work Frequent checks for understanding	Rubrics Simple to complex Group tasks Quizzes, tests Oral Assessments Generate charts or diagrams to show what was learned Act out or role play
IEP/504	Compacting Flexible grouping Controlled choice Multi-sensory learning-auditory, visual, kinesthetic, tactile Pre-teach vocabulary Visuals/Modeling Varying levels of resources and materials Use of technology	Tiered Assignments Leveled questions- written responses, think-pair-share, multiple choice, open ended... Centers/Stations Scaffolding Extended time Differentiated instructional outcomes Preferential Seating Use of technology Small group/one-to-one instruction Teach information processing strategies Chunking Frequent checks for understanding Access to teacher created notes	Rubrics Simple to complex Group tasks Quizzes, tests Oral Assessments Generate charts or diagrams to show what was learned Act out or role play

Unit 5: Narrative Stories	Grade Level: Kindergarten	Time Frame: May-June
Goals	Suggested Mini lessons	Teacher's Notes/Ideas
<p>Using What We Know as Readers to Write Well! <i>Reading and Writing Connections</i></p>	<p>Writers take a picture walk through their books before they start writing to get an idea of how the story will go. We do this by:</p> <ul style="list-style-type: none"> • Plan across pages and say how the story will go. • Draw quick sketches on each page before you start writing. • Take a picture walk after you sketch to remember what to write. <p>Writers write their stories in order with a beginning, middle, and end. We do this by:</p> <ul style="list-style-type: none"> • Planning our stories across pages. • Sketching across pages. • Rereading to make sure your story is in order with a beginning, • middle, and end. <p>Writers check to make sure their writing is in order and makes sense. We do this by:</p> <ul style="list-style-type: none"> • Rereading our writing. • Asking, "Does that make sense?" • Fixing any writing that does not make sense. <p>Writers can make their true stories more interesting by adding more. We do this by:</p> <ul style="list-style-type: none"> • Adding action into our stories. • Adding dialogue into our stories. • Adding feelings into our stories. <p>Writers make sure that their writing sounds right. We do this by:</p> <ul style="list-style-type: none"> • Rereading our writing. • Asking ourselves, "Does that sound right?" 	

	<ul style="list-style-type: none"> • Fixing any writing that does not sound right. <p>Writers check their writing to make sure their word wall words are spelled right. We do this by:</p> <ul style="list-style-type: none"> • Rereading the word wall words. • Asking, “Does that look right?” • 3. Using the word wall to spell 	
<p>Reading Like A Writer: Using Mentor Texts</p>	<p>Writers use ideas from other books to make our writing great. We do this by:</p> <ul style="list-style-type: none"> • Looking at mentor books. • 2. Noticing what we think makes them so great. <p>Writers add details into their pictures to make their stories better. We do this by:</p> <ul style="list-style-type: none"> • Adding all the characters who were there into the picture. • Drawing where the characters are. • Adding action into the picture to show what happened. <p>Today I want to teach you that just like in <i>Creak said the Bed</i>, writers can put in sound words in their pictures. We do this by:</p> <ul style="list-style-type: none"> • Remembering what sounds were happening during your story. • Writing the sound words in the picture. <p>Writers can add dialogue into their books with speech bubbles or in the writing. We do this by:</p> <ul style="list-style-type: none"> • Thinking about who was talking. • Drawing a speech bubble next to the character talking. • Adding what the character said into their writing. <p>Writers peer edit their work. Writers use their partners to make their writing better. We do this by:</p> <ul style="list-style-type: none"> • Read your story to your partner. 	

	<ul style="list-style-type: none"> • Mark parts with post its that are not easy to read. • Fixing those parts later during independent writing. <p>Celebrate: have students share writing pieces and add them to a bin the classroom where students can shop for the books during reading.</p>	
<p>Optional Extension: Inventing New Stories and Creating Our Own Characters: Writing Fiction</p>	<p>Narrative writers can also be fiction writers. Fiction writers don't write true stories. They write stories about made up characters and adventures. We do this by:</p> <ul style="list-style-type: none"> • Inventing a character for our book. • Thinking about what our character could do. • Plan a story about our character's adventure. <p>Writers invent places for their characters to go in their adventures. We do this by:</p> <ul style="list-style-type: none"> • Thinking of places our characters could go. • Drawing detailed pictures that show where. • Writing about the places the characters are. <p>Writers make their characters get into trouble to make their writing more interesting. We do this by:</p> <ul style="list-style-type: none"> • Thinking of a problem our character could have. • Writing an adventure that has the character getting into some trouble. • Writing an ending that gets the character out of trouble. <p>Continued character lesson ideas:</p> <ul style="list-style-type: none"> - Character feelings - Dialogue - Beginnings and endings - Multiple characters - Series with different adventures 	<p>*</p>