

# Unit 02 Writing: List Books and Pattern Books

Content Area: **English Language Arts**  
Course(s):  
Time Period: **Trimester 1**  
Length: **8 weeks**  
Status: **Published**

## **Brief Summary of Unit**

---

This unit will teach students to make texts that are a written version of show-and-tell time and will reflect an awareness that in kindergarten, children’s lives and interests are welcomed. Children will bring objects and share with each other by drawing and labeling. As the unit evolves, they will show and tell things that are too big to bring to school and they’ll teach about those cherished things not only through labels, but also through pattern books. Drawing and storytelling will be important parts of this unit as children will learn skills and habits that are crucial to their growth as they draw and as they talk. Also, this is a unit where students will become inventive spellers. They will learn different strategies and tools to assist them in becoming “Brave Spellers”. Finally, students will learn to use patterns to write Show-and-Tell books by learning and using high frequency words to help them write lots of sentences across pages.

This unit is designed to be part of a developmental progression across grade levels and make interdisciplinary connections across content areas including physical and social sciences, technology, career readiness, cultural awareness, and global citizenship. During this course, students are provided with opportunities to develop skills that pertain to a variety of careers.

Revision: June 2021

## **Pacing Guide**

---

Please refer to [this Language Arts Reading and Writing Workshop Pacing Guide for grade K](#); mentor sentences will be paced and aligned within the Grammar and Conventions section.

A sample [Literacy Schedule Across a Week](#) for both full and half-day is accessible in instructional materials section of the [Grades K-5 folder](#)

## **Standards**

---

The identified standards reflect a developmental progression across grades/ levels and make interdisciplinary connections across content areas including social sciences, technology, career readiness, cultural awareness

and global citizenship. The standards that follow are relevant to this course in addition to the associated content-based standards listed below.

LA.L.K.1.A	Print many upper- and lowercase letters.
LA.L.K.1.B	Use frequently occurring nouns and verbs.
LA.L.K.1.C	Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).
LA.L.K.1.D	Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).
LA.L.K.1.E	Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).
LA.L.K.1.F	Produce and expand complete sentences in shared language activities.
LA.L.K.2.A	Capitalize the first word in a sentence and the pronoun I.
LA.L.K.2.B	Recognize and name end punctuation.
LA.L.K.2.C	Write a letter or letters for most consonant and short-vowel sounds (phonemes).
LA.L.K.2.D	Spell simple words phonetically, drawing on knowledge of sound-letter relationships.
LA.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).
LA.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.
LA.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).
LA.SL.K.1	Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
LA.SL.K.3	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
LA.SL.K.4	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
LA.SL.K.5	Add drawings or other visual displays to descriptions as desired to provide additional detail.
LA.SL.K.6	Speak audibly and express thoughts, feelings, and ideas clearly.
TECH.8.1.2.B.1	Illustrate and communicate original ideas and stories using multiple digital tools and resources.
TECH.8.1.2.D.1	Develop an understanding of ownership of print and nonprint information.
TECH.8.1.2.E.1	Use digital tools and online resources to explore a problem or issue.

## Essential Questions

---

- What do writers really do?
- How can I make writing a big part of my life?
- What makes writing interesting to read?
- What is a list book?
- How is writing like Show-and-Tell?
- Why is drawing an important part of writing? (ex. drawing is an important part of writing which begins when writers see and draw their subject with great precision)
- How can I write a lot of words on a page? (ex. talking about writing helps students write longer labels and more sentences on a page)
- How do I write patterns in books?

- How do writers show and tell people, places, and things that are important to them through writing?
- What different tools can be used to spell words? (ex. including stretching words out, word walls, name charts, and word rings.)

## **Students Will Know/Students Will Be Skilled At**

---

- engage in the inventive spelling process: drawing, then labeling part by part and revising to add more and more labels.
- write the most salient sounds in words and then "stretch out" these sounds into full words.
- strung together words learned through inventive spelling into full sentences.
- create their own books, dividing their subjects into chunks that can be captured across the pages of a book.
- make decisions about page layouts by studying mentor texts.
- talk about their writing with excitement and ease.
- write lots of sentences across pages in a pattern, using high-frequency words, as well as, words learned through inventive spelling.
- select some of their books to make "bookstore ready" and publish them.

## **Evidence/Performance Tasks**

---

Students demonstrate differentiated proficiency through both formative and summative assessments in the classroom. Based on individual student readiness and performance, assessments can be implemented as formative and/or summative.

Developmental progression across years in both reading and writing is evidenced by multiple benchmark assessment screeners, administered three times per year. Follow-up diagnostic assessments are used to target skill remediation. Student proficiency allows for additional or alternative assessment based on demonstration or absence of skill.

The performance tasks listed below are examples of the types of assessments teachers may use in the classroom and the data collected by the district to track student progress.

### **Formative:**

- Answer essential questions
- Teacher observations/conferring notes
- Turn and talks

- Partnerships rehearsing their writing
- Peer Conferences
- Writer's Notebook (quick writes/drafts/prewrites)
- Writing Conferences: Individual and small group
- Writing Partnership work and discussions
- Writing folders with student work
- Writing pieces to note the growth need of the writer

### **Summative:**

- Students should have 2-3 final pieces to score not including the post-assessment.
- Published pieces
- Teachers College Reading and Writing Project Learning Progressions
- Teachers College Reading and Writing Project Rubrics and Student Samples
- Rubrics: created for the standards-based report card as well as teacher-created.
- Standards should be addressed as reported on the Standards-Based Report Card

### **Benchmark:**

- Benchmark writing assessments: opinion, narrative, and informational, scored using rubrics, district-created, and provided.
- Located in the shared Grades K-8 Language Arts folder on Google Drive, reported three times per year

## **Learning Plan**

---

Our primary writing instruction follows a balanced literacy approach including a number of strategies and techniques in Writing Workshop. These include mini-lessons, shared writing, interactive writing, independent writing, guided drawing, small group strategy instruction, one-to-one conferencing, and partnership work. Writing Workshop emphasizes immersion, independence, and choice. Individual conferences with each student will address specific needs of the reader. Each unit ends with a celebration of learning where children share their writing with others in the school community.

Lessons should follow the mini-lesson format:

- Teaching point(s) for each lesson
- Connection: Connects new learning to previous learning/lessons
- Teach/Modeling: Uses 'think alouds' when modeling what you expect students to do
- Guided Practice/Active Engagement: Guides students through practice of the teaching point
- Link to Independent Practice: Helps writers understand the purpose for the writing they are about to do and the skills/craft they will be practicing/applying independently as good writers
- Independent Writing/Student Conferences: Provides time for students to do independent writing while teacher confers with individual students, works with small groups, or writing clubs.
- Closure/Sharing: Pull students back together and recognize the work they have done relating to the teaching point.

For teaching purposes, see attached template for structure of a Writing Workshop lesson. Change red

font to match your teaching point. Click [here](#).

Here is a sample of a Writing Workshop template. Click [here](#).

The architecture of a writing conference includes:

- Research
- Decide
- Teach and Coach with guided practice
- Link

Teachers may personalize instruction during this unit and address the distinct learning needs, interests, aspirations, or cultural backgrounds of individual students.

Please reference the [Phonological Awareness scope & sequence](#).

## **Suggested Teaching Points and Potential Lessons**

---

Bend I: Writing Is a Way to Show and Tell

Session 1: Drawing and Writing a Lot on Each Page

Today I want to teach you that because you are growing as writers, the amount of stuff you put on each page of your writing needs to grow, too. Starting now and for the rest of your life, it's important for you to draw and write a lot on each page.

1. Look and think.
2. Draw a lot on one page.
3. Write a lot on one page.

**~Anchor Chart: To Show and Tell**

**Look and think**

**Draw**

**Write**

## Session 2: Writers Plan What They'll Draw and Write

Today I want to teach you that when you want to draw something, it helps to think first, "How will I draw this? What parts do I see?," and then to draw all those parts. After that you can label all the parts.

1. Look at the parts and think, "What are the parts to this thing?"
2. Draw each part.
3. Label each part.

## Session 3: Returning to a Page to Add More

Today I want to teach you that writers aren't always moving on to the next piece, and the next, and the next. Instead, writers often return to their writing and find ways to show and tell even more. Sometimes, to tell more, they tell where something is and what's going on.

1. Go back to your writing and think, "What else could I add?"
2. Add more to show where it is .
3. Add ore to show what's happening around it.

**~Anchor Chart: To Show and Tell**  
**●Add More!**

## Session 4: Writers Use Everything They Know to Spell Words and Don't Wait to be Perfect

Today I want to teach you that it is really important for you to say, "I'll just be brave. I'll use everything I know-my name, my friends' names, the alphabet-to spell the best I can." If you do that everyday, pretty soon you'll be able to writer any word in the whole wide world."

1. Say the word slowly.
2. Hear the sounds.
3. Write the letters you know.
4. Use tools in the room like the alphabet wall, name chart and word ring.

**~Anchor Chart: Brave Spellers \*All pictures, no words on these post it**

**Say the word slowly**

**Write the sounds you hear**

**Use tools in the classroom to help you spell**

Session 5: Writing Partners Can Help Each Other Celebrate and Add More

Today I want to teach you that when you have done really good work, work that's the best of your life, that is now a time to say, "I'm done" and stick your feet up on the table and relax. No way! When you've done your best, you go back to your best work and think "How can I make this even better?" Usually it helps to get a friend to help you.

1. Put one book in the middle.
2. Read and Talk
3. Ask Questions
4. Add more....

**~Anchor Chart: Writing Partners**

**Put one book in the middle**

**Read and talk**

**Ask questions**

**Add more**

Bend II: Writing Show-and- Tell Books

Session 6: Writers Write Show- and-Tell Books about Important Places

Today I want to teach you that if you want to write about a huge topic, it often helps to write a whole book on that topic. And before you write, you can think, "What are the parts of this topic?" and then you draw and write one part on one page and another part on another page.

1. Think of an idea...a person, place or thing.
2. Tell all the parts.
3. Draw and write all the parts.

**~Anchor Chart: To Write a Show and Tell Book**

**Think of an idea.**

**Tell all the parts.**

**Draw and write the parts.**

Session 7: Writers Make Time For Drawing and Writing

Today I want to teach you that during writing time, you...write!"

1. Spend some time drawing.
2. Spend some time writing.
3. Write LOTS of words and use classroom tools to help you spell.

**~Anchor Chart: Brave Spellers**

**Write LOTS of words.**

Session 8: Writers and Illustrators Make Decisions

Today I want to teach you that every time you start a new page, you get to think about how the new page will go. You are both the author and the illustrator. You decide everything - where the pictures will go, how big they will be, and what the words will look like.

1. Ask yourself, "How will I put the pictures and words on this page?"
2. Make a "whole bunch of stuff page".
3. Make a "one big thing" page

**~Chart: Writers Decide! Ways Pages Can Go**

- **Lots of stuff**

Session 9: Adding Longer Labels to Bring Pages to Life

Today I want to teach you that when writers want to show and tell as much as they can, they write longer

labels (or even sentences) to bring their pages to life. It helps to write in ways that tell readers what things feel like, smell like, look like, sound like, or even taste like.”

1. Think about a thing on your page and ask what things:

- Feel like
- Smell like
- Look like
- Sound like
- Taste like

2. Write longer labels to bring pages to life.

**~Anchor Chart: To Write a Show-and-Tell Book**

- **Write more! Bring pages to life.**

Session 10: Writing Sentences that Say What Pictures and Labels Can't

Today I want to teach you that you can write sentences to tell readers about what's on your page, like where things are or what things do. The words you know in a snap can help.

1. Touch a page and think about what it is, where it is or what it does
2. Say a sentence about that thing
3. Be brave spellers and write every word, one by one.

**~Anchor Chart: To Write a Show-and-Tell Book**

- **Write more! Write sentences.**

Session 11: Growing Writers Talk about Their Writing in Important Ways

Today I want to teach you that writers talk about their writing. When writers talk about their writing, they can talk about what they are making, what they are proud of, and even what is tricky.

1. Say what you are working on.
2. Say what you are proud of.
3. Say what was tricky.

~ **Chart: Writers Talk About Their Writing**

- **Say what you are working on.**
- **Say what you are proud of.**
- **Say what was tricky.**

~**Anchor Chart: To Write a Show-and-Tell Book**

**\*\*Review this previous chart.**

Bend III: Using Patterns to Write Show-and-Tell Books

Session 12: Writing Books that Kids Want to Read

Today I want to teach you that writers write about books they want to see in their library, about the topics that are important to them. To do this, you can think, “What are the people, places and things that I wish there were more books about?” Then you can choose one and write a book about it, page by page using all you already know.

1. Think of an idea and ask, “What people, places and things do I wish there were more books about?”
2. Tell all the parts.
3. Draw and write the parts.
4. Add more.
5. Write more! Bring pages to life.
6. Write more! Write sentences.

### Session 13: Talking and Writing Patterns and Snap Words

Today I want to teach you that when you want to write a book with a bunch of pages, sometimes it helps to talk and write in a pattern. You can use the words you know in a snap to write sentences in a pattern book.

1. Think of an idea to write about.
2. Think, “How could this book sound with a pattern?”
3. Use snap words you know to make sentences.
4. Say all the ways your book could go.
5. Pick one way and write it!

### Session 14: Studying How Sentences Looks

Today I want to teach you that when writers like you write sentences in books, there are things they always do. They work to make their sentences look like the sentences in a book so that they are super easy for readers to read.

1. Study a sentence from a book.
2. Think, “What do I see or notice about how this sentence looks, starts, and ends?”
3. Make your sentences look like sentences in a book.

### Session 15: Slowing Down to Leave Spaces Between Words

Today I want to teach you that when writers write books that others will read, they help make their words easy to read by leaving spaces between their words.

1. Say your sentence.
2. Point and read where the words should go on the page.
3. Write each word.
4. Use your pointer finger to leave spaces between each word.

### Session 16: Writers Write More Sentences on a Page

Today I want to teach you that you don't need to stop writing after just one sentence. You can write as many sentences as you want on page. To write more, it helps to reread a page and ask, "What else could I say?" Then you can write that sentence down using all you know.

1. Reread a page.
2. Think, "What else can I say on this page?"
3. Be a brave speller. Use snap words or stretch it out to write all those sentences on your page.

### Session 17: Writers Think About How Their Books Will End

Today I want to teach you that endings of books matter. Writers think carefully about how the last pages of their books could go. They make sure every book they write has an ending.

1. Reread your book.
2. Think, "How could this book end?"
3. Write an ending with a big idea.

### ~Anchor Chart: To Write a Show-and-Tell Book

- **Write more! Write and ending.**

### Session 18: Fancying Up Your Writing

Today I want to teach you that before writers share their books with the world, they spend time making their writing the best it can be. To do this, you can reread and make sure your sentences look like a book, that you have lots of sentences on each page, and finally, that your books have endings. If something is missing, you can add it in or revise it!"

1. Look back at your pages and reread the words.
2. Make sentences look like a book.
3. Add sentences
4. Make sure you have an ending.

## Session 19: Bookstore Celebration

“Writers today we are opening our bookstore! Visitors will come later to see all your hard work! The best part of all the work you’ve done is that you’ve not just made a lot of books, but you’ve made books that are important to you. Books that you believe should exist in the world. To show off all this important work I thought we should make our classroom look like a bookstore. You’re great at thinking about parts of things, so will you and your partner talk about what parts make up a bookstore?”

### **Grammar and Conventions**

---

#### **Possible Teaching Points:**

- Writers use an alphabet chart to help them with letters and sounds. Introduce an alphabet chart for students to keep in their writing folders.
- Writers stretch to hear and write beginning sounds.
- Writers stretch to hear and write ending sounds.
- Writers put a space between words when they don’t hear any more sounds.
- Writers put a capital letter at the beginning of their sentences.
- Writers put a period at the end of their sentences.
- Writers plan their writing across pages, touching each page.
- Writers sketch across pages, thinking about their opinions.

Mentor sentences introduce students to a CORRECTLY written sentence. It shows students what GOOD writing is all about. Rather than students identifying what is wrong with a sentence, they have to find what is RIGHT about a sentence’s grammar, structure, and style. Students will be able to independently use their learning to develop and strengthen their independent writing skills.

### **Materials**

---

The materials used in this course allow for integration of a variety of instructional, enrichment, and intervention materials that support student learners at all levels in the school and home environments. Associated web content and media sources are infused into the unit as applicable and available.

Core materials include:

- *Units of Study for Teaching Writing*, Lucy Calkins with Colleagues from the Reading and Writing Project, Grade K Heinemann, 2013.

- Resources for Teaching Writing CD, Grade K, Heinemann, 2013.

For Fountas & Pinnell classroom shared reading and interactive read aloud books that link to each unit, please see [the FPC and Units of Study Crosswalk](#).

Possible intervention materials including resources from FCRR and West Virginia may be found in the [Pathways to Intervention](#) document.

## **Supplemental Instructional Materials**

---

### **Possible Readaloud Texts**

- Guided Reading Level A or B books
- Leveled List Books (A-C), Raz-Kids
- *The I Love You Book*, Todd Parr
- Hubbardscupboard.org- Sight Word Booklets
- *If You Give a Mouse a Cookie*, Laura Numeroff
- *Brown Bear Brown Bear*, Bill Martin
- “The Zoo” by Rose Lewis (Level A)
- “The Big Book of Bugs” by Yuval Zommer (Level M)
- “Best Friends” by Tina Athaide (Level L)
- “Daisy’s Party Dresses” by Michele Dufresne (Level L)
- “Moms” by Matthew Hugo (Level A)
- “The Go-Karts” Rigby PM (Level A)
- “Now” Antoinette Portis (Level L)

### **Fountas and Pinnell Classroom: Interactive Read Aloud**

Set 25: Patterns: Cumulative Tales

### **Possible Teaching Charts**

- What is a List Book?
- We Can Make Lists!
- See **Teaching Points** in *Suggested Teaching Points and Potential Lessons* section.

### **Pathways to Intervention**

**Heinemann link with login information for anchor charts and other teacher resources & materials**

(username: [deacon@cranfordschools.org](mailto:deacon@cranfordschools.org). password: Hillside125)

[Crosswalk Grade K](#)

## Teacher Resources

---

- *Units of Study for Teaching Writing*, Lucy Calkins with Colleagues from the Reading and Writing Project, Grade K Heinemann, 2013.
- Resources for Teaching Writing CD, Grade K, Heinemann, 2013.
- *The Writing Strategies Book*, Jennifer Serravallo
- *About the Authors*, Lisa Cleveland and Katie Wood Ray
- *More About the Authors*, Lisa Cleveland
- *In Pictures and In Words*, Katie Wood Ray
- *Patterns of Power*, Jeff Anderson
- *Assessing Writers*, Carl Anderson
- [Kinderconfidential](#) Blog
- Cranford Public School Grades [K-5 folder](#) for instructional materials
- Heinemann website: <https://www.heinemann.com> (Consult with building principal or literacy team for access).

## Suggested Strategies for Modifications and Accommodations

---

[Content specific accommodations and modifications as well as Career Ready Practices are listed here](#) for all students, including: Special Education, English Language Learners, At Risk of School Failure, Gifted and Talented, Students with 504.

The structure of writing workshop is designed to differentiate and address specific goals and learning for each reader:

- The unit includes presentation of material through multiple modalities such as visual, auditory, and kinesthetic to address the unique learning styles of all students.
- The teacher will assign, assess and modify if necessary to address the specific needs of the learner.
- Students have individualized choice of topics within each unit.
- Individual conferences with each student will address specific needs of the writer.

Possible accommodations during writing workshop include, but are not limited to:

- Use visual presentations of all materials to include organizers, charts, word walls.
- Work in partnerships
- Give responses in a form (verbal or written) that is easier for the student

- Take additional time to complete a task or project
- Take frequent breaks
- Use an alarm to help with time management
- Mark text with a highlighter or other manipulative such as a post-it
- Receive help coordinating assignments
- Answering fewer questions or completing shorter tasks
- Create alternate assignments or homework
- Provide distinct steps in a process; eliminate unnecessary steps, as needed.
- Manage executive function by scaffolding process and amending deadlines
- Access speech to text function on computer

For possible modifications to content during writing workshop, please . . .

- Consult with Cranford Problem Solving Team (CPST) at your school, as needed.
- Adhere to all modifications and accommodations as prescribed in IEP and 504 plans.
- Refer to the [Strategies for Striving Students](#) and [Pathways to Intervention](#) documents in the Grades K-5 folder for specific appropriate interventions.