Unit 2 Writing: Show and Tell Writing

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 2024

Pacing Guide

Please refer tothis 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.

L.WF.K.2.B	Writing or selecting a missing initial or final consonant when spelling a CVC (consonant-vowel-consonant) word.
L.WF.K.2.E	Attempting phonetic spellings of unknown words.
L.WF.K.3	Demonstrate command of the conventions of sentence composition.
L.WF.K.3.A	Repeat a sentence, identifying how many words are in the sentence.
L.WF.K.3.B	Write simple sentences.
L.WF.K.3.C	Capitalize the first word in a sentence, capitalize proper names, and include spaces between words.
L.WF.K.3.D	Use end punctuation.
W.AW.K.1	Use a combination of drawing, dictating, and writing to compose opinion pieces on topics or texts (e.g., My favorite book is...).
W.IW.K.2	Use a combination of drawing, dictating, and writing to compose informative/explanatory texts to convey ideas.
W.IW.K.2.B	Develop the topic with at least two facts or other information and examples related to the topic, including pictures.
W.NW.K.3	Use a combination of drawing, dictating, and writing to narrate real or imagined experience or events.
W.WP.K.4	With prompts and support from adults, recognize that writing carries a message and should make sense to others.
W.SE.K.6	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
W.RW.K.7	With prompting and support, engage in brief but regular writing and drawing tasks.
SL.PE.K.1	Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
SL.ES.K.3	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
SL.PI.K.4	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
SL.UM.K.5	Add drawings or other visual displays to descriptions as desired to provide additional detail.
SL.AS.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.

Performing Arts Standards

1.4.2.Cr3: (a). With prompting and support, contribute to the adaption of plot and dialogue in a guided drama experience (e.g., process drama, story drama, creative drama). (b). Identify similarities and differences

in sounds and movements in a guided drama experience (e.g., process drama, story drama, creative drama). (c). Independently imagine multiple representations of an object in a guided drama experience (e.g., process drama, story drama, creative drama) and collaboratively create multiple representations of an object in a

guided drama experience (e.g., process drama, story drama, creative drama).

1.4.2.Pr6: (a). Use voice, sound, movement, and gestures to communicate emotions in a guided drama experience; informally share guided drama experiences (e.g., process drama, story drama, creative drama) with peers.

1.4.2.Cn10: (a). With prompting and support, identify similarities between characters in dramatic play or a guided drama experience and relate character emotions and experiences to personal experiences of self and peers (e.g.,

process drama, story drama, creative drama).

Essential Questions

- Bend 1: How can writers look closely and use their senses to help draw and write about something important to them?
- Bend 2: How can writers tell their audience what's important about an object by drawing, writing, and labeling? How can writers say a word 'slug-slowly,' hearing the sounds in it?
- Bend 3: How can writers use their knowledge of high-frequency words, letters, and sounds to write sentences?

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. Clickhere.

Here is a sample of a Writing Workshop template. Clickhere.

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.**

Detailed Curriculum Map

Teaching Points and lessons are located in the K-5 folder under curriculum for Language Arts. These curriculum unit guides include not only aligned teaching points to standards, but also specific lessons and

appropriate resources. Guidelines for preparing to teach the unit as well as goals for the end of the unit are outlined. Academic vocabulary and prerequisite skills are identified. Essential questions and possible assessments are detailed as well.

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.

The core materials for this unit include the Units of Study in Writing for grade K, The Reading and Writing Project at Mossflower, 2024-2025.

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.

Instructional Materials

Please use this link to access instructional materials which correspond with this unit.

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. 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, 2024.
- Resources for Teaching Writing CD, Grade K, Heinemann, 2013.
- *The Writing Strategies Boo*k, 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 compete 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.

Framework for Alternative Setting (LEAP Program at Lincoln School)

In our K–5 alternative school setting, each class consists of students who require a highly personalized approach to reading instruction. The district's core Reading Units of Study will continue to serve as the primary reading curriculum framework; however, lessons will be further adapted to ensure accessibility and engagement for all learners. Teachers will use a combination of pacing adjustments, flexible timing, and individualized goal setting to meet students at their current skill levels. Instruction will be delivered through a blend of whole-group, small-group, and one-on-one settings, with intentional scaffolds in place to build

confidence and reduce frustration. Please see this document for detailed information.