K Writing Unit 3

Content Area: **ELA**
Course(s):
Time Period: **MP3**
Length: **45**
Status: **Published**

Section Title

Informative Writing

NJSLS ELA

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.C	Capitalize the first word in a sentence, capitalize proper names, and include spaces between words.
L.WF.K.3.D	Use end punctuation.
L.WF.K.3.F	Write sentences with increasing complexity.
L.WF.K.3.G	Supply the “who,” “is doing,” “what,” in a subject-verb-object sentence frame.
L.WF.K.3.I	With support, distinguish between a complete sentence and a sentence fragment.
L.WF.K.3.K	Elaborate a simple subject or simple predicate, in response to questions who, what, where, when, how, or why.
L.KL.K.1	With prompting and support, develop knowledge of language and its conventions when speaking and listening.
L.KL.K.1.D	Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).
W.IW.K.2	Use a combination of drawing, dictating, and writing to compose informative/explanatory texts to convey ideas.
W.IW.K.2.A	Introduce a topic.
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.WP.K.4	With prompts and support from adults, recognize that writing carries a message and should make sense to others.
W.RW.K.7	With prompting and support, engage in brief but regular writing and drawing tasks.
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.

Rationale and Transfer Goals

Overview of Framing Your Thoughts:

Framing Your Thoughts is a supplementary scripted program that begins with breaking sentences down to their component parts using sentence frames, symbols, and hand signals. These lessons start with identifying subjects and predicates, their functions, and then applying this knowledge in the creation of their own sentences. This teaches students ways to build sentences with more complexity.

Format of a Lesson:

- Anticipatory Set
- Input/Direct Statement
- Model (I Do)
- Active Participation (We Do)
- Checking for Understanding (You Do)

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Overview of the Writing Workshop Framework:

Writing Workshop is a framework for writing instruction that includes a whole group mini-lesson, independent writing time, conferencing with groups and individuals, and sharing writing with peers and classmates. The purpose is to guide students as they write across genres and to develop independent, engaged writers. Minilessons range from management to genre exploration to craft techniques to editing. Teachers analyze student writing and look at skill progressions to make instructional decisions.

Format of a Lesson:

- Mini-Lesson
- Independent writing/conferencing
- Closure/sharing

Enduring Understandings

General Writing

1. Kindergarten students can construct simple sentences using basic vocabulary and proper word order to convey ideas clearly.
2. Kindergarten students can create narratives by expressing their ideas through pictures, dictation, or simple sentences, showing an understanding that stories have a beginning, middle, and end.
3. Kindergarten students can use foundational writing mechanics, such as holding a pencil correctly, forming letters and simple words legibly, and understanding basic punctuation and capitalization rules

to communicate effectively through writing.

Informative Writing

1. Informative writing helps explain or describe real things, people, places, or events
2. Informative writing is used to teach or inform others about a topic
3. Pictures can further help explain a topic

Essential Questions

General Writing

1. Why do we write?
2. How do we make our writing clear for others to understand?
3. What happens when we put our ideas into writing?
4. How can we improve our writing?
5. What makes a good story?

Informative Writing

1. How does informative writing help us share information?
2. What makes writing informative?
3. How do I explain facts and ideas clearly?
4. How do I choose the right facts to include?
5. How can I use pictures to show the facts I'm writing about?

Content & Activities

Student Exemplar

Informative Checklist

Scoring Rubric

Week	Suggested Lessons	Resources
Week 1	Focus - Explore books to learn about different topics • The Writing Mini-lesson book for each day (Possible Titles) ○ All About Books ▪ Amazing Animals: Tigers by Valerie Bodden ▪ Any nonfiction text that centers on one topic ○ Format of the Lesson ○ Mini-Lesson ○ Independent writing/conferencing - Informational/Explanatory focus ○ Closure/sharing	The Writing Mini Le Writer's Notebook Tiger KWL Chart: h Research-And-Infor 1522585?st=4edb1d Polar Bears: https://v Informational-Text-' Blank Template (this pages to use): https:/ Templates-1814312'
Week 2	Focus - Use writing to share information • The Writing Mini-lesson book for each day ○ Interactive Writing ▪ Writing an All-About Book page 154 ○ Making Books ▪ Make an all-about book page 301-303 • Format of the Lesson ○ Mini-Lesson ○ Independent writing/conferencing - Informational/Explanatory focus ○ Closure/sharing	The Writing Mini Le Writer's Notebook All About Me Book: 5639779?st=013294 All About My Famil My-Family-Writing- 2932909?st=013294 All About Me Book https://www.teacher: Book-Back-to-Schoo 7126760?st=013294
Week 3	Focus - Identifying key features of organizing explanatory/informative writing • The Writing Mini-lesson book for each day ○ Making Books ▪ Write about the same topic on every page page 304 ▪ Write labels on your pictures to tell facts page 306 ▪ Use page numbers to help the reader page 308	The Writing Mini Le Writer's Notebook Blank Book Templa Book-Template-416

	▪ Assessment page 310 (teacher assessment) • Format of the Lesson ○ Mini-Lesson ○ Independent writing/conferencing - Informational/Explanatory focus ○ Closure/sharing	
Week 4	Focus - Adding details to writing • The Writing Mini-lesson book for each day ○ Drawing ▪ Look at pictures in books and draw some of the same details page 344 ○ Writing Process ▪ Use a caret to add a word page 442 ▪ Add a Page to Give More Information p. 444 • Format of the Lesson ○ Mini-Lesson ○ Independent writing/conferencing - Informational/Explanatory focus ○ Closure/sharing	The Writing Mini Le Writer's Notebook Blank Book Templa Book-Template-416
Week 5	Focus - Looking at How to Books with Mentor Texts and Interactive Writing • Reading and Discussing Mentor Texts (Possible Texts) ○ How To Mentor Texts ▪ Walk On! A Guide for Babies of All Ages by Marla Frazee ▪ How to Lose All Your Friends by Nancy Carlson ▪ How to Teach a Slug to Read by Susan Peterson ▪ How to Babysit a Grandpa/Grandma by Jean Reagan ▪ How to Wash a Wooly Mammoth by Michelle Robinson and Kate Hindley ▪ How to Catch a Unicorn by Adam Wallace and Andy	The Writing Mini Le Writer's Notebook How To Book Temp To-Books-1685786? How To Book Temp Writing-Mini-Book- 3190898?st=8528b0 Interactive Booklet (https://www.teacher and-Barrier-Game-3 How to Make Hot C Make-Hot-Chocolat 3558312?st=642fad

	Elkerton
	• The Interactive Writing Mini-lesson book
	  ○ Writing a How-to Book p. 142
	• Format of the Lesson
	  ○ Mini-Lesson
	  ○ Independent writing/conferencing - Informational/Explanatory focus
	  ○ Closure/sharing	

Week 6	Focus - Revising to add more detail
	• The Writing Mini-lesson book
	  ○ Make a book to teach something page 291-293
	  ○ Write words and draw pictures to show what to do page 294-295
	  ○ Write a number for each step page 296-297
	  ○ Make a list of what you need page 298-299
	• The Writing Mini-lesson book for each day
	  ○ Writing Process
	  ▪ Add a page to give more information page 444
	  ▪ Assessment page 446 (teacher assessment)
	• Format of the Lesson
	  ○ Mini-Lesson
	  ○ Independent writing/conferencing - Informational/Explanatory focus
	  ○ Closure/sharing
		The Writing Mini Le
		Writer's Notebook
		How To Book Temp
		To-Books-1685786?
		How To Book Temp
		Writing-Mini-Book-
		3190898?st=8528b0

Week 7	Focus - Publishing work in a book format to share with peers during celebration week.
	• Framing your Thoughts
	  ○ Unit 1 Skill 3 - Action Predicate Word page 1-31
	  ○ Unit 1 Skill 4 - Sentence Formula page 1-49
		The Writing Mini Le
		Writer's Notebook
		How To Book Temp
		To-Books-1685786?
		How To Book Temp
		Writing-Mini-Book-

	• Format of the Lesson
	  ○ Mini-Lesson
	  ○ Independent writing/conferencing - Choose 1 "How To" piece from student notebook to publish or create a new informational/explanatory piece to publish
	  ○ Closure/sharing
		3190898?st=8528b0

Week 8	Focus - Celebrate Explanatory/Informational Writing - Students can pick their "How To" or "All About" books to share
	  ○ Students will read their created books to the class
	  ○ Teacher go over agreed upon norms for giving feedback
	  ○ Teachers will model feedback
	  ▪ What went well?
	  ▪ What questions are we left with?
	  ○ Students will give feedback
	  ○ Teacher will keep chart paper to document things students do in their writing that was explicitly taught
	  ▪ ex) Writing had a clear beginning
		The Writing Mini Le
		Writer's Notebook
		Feedback Form: http
		Writing-TAG-67884

Assessments

Students will complete informal assessments during each lesson.

Writing challenges will be a formal assessment

Spiraling for Mastery

Content or Skill for this Unit	Spiral Focus from Previous Unit	Instructional Activity
Covey facts about a topic		Week 1: Learning about Informative writing.

		All About Tigers book
Have a beginning, middle, and end	Introduced during personal narratives	Week 5: Writing a How To book
Write complete sentences	All units	All activities should require the students writing complete sentences
Draw pictures that relate to the topic	All units	Week 4 (Draw the same details from a book)
Punctuation, capitalization, spacing	All units	All writing assignments

Career Awareness, Exploration, Preparation, and Training

9.1.2.CAP.1	Make a list of different types of jobs and describe the skills associated with each job.

Life Literacies & Key Skills

Life Literacies

Understanding Visuals: Teach children how to interpret and create visual elements in their stories, like illustrations and photographs.

Asking Questions: Encourage curiosity and teach children how to ask questions to gather information for their stories.

Key Skills

- Communication Skills:
- Oral Expression: Develop speaking skills by having children share their stories aloud.
- Listening Skills: Teach active listening by having children listen to their peers' stories and provide positive feedback.
- Vocabulary Building: Expand vocabulary through storytelling, encouraging the use of descriptive words
- Fine Motor Skills:
- Handwriting: Practice fine motor skills through letter formation and writing.

- Drawing and Crafting: Use drawing as a complementary skill to writing, which also develops hand-eye coordination.

Interdisciplinary Connections

L.RF.K.3.A	Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing many of the most frequently used sounds of each consonant.
L.WF.K.1.C	Write left to right and include a space between words.
L.WF.K.1.E	Write a common grapheme (letter or letter group) for each phoneme.
L.WF.K.1.F	Orally segment the phonemes in any single syllable, spoken word.
L.WF.K.2.D	Writing frequently used words accurately.
L.WF.K.2.E	Attempting phonetic spellings of unknown words.
	Construct an argument with evidence to support a claim.