# Jan. Writing: List and Label/Informational Explanitory

Content Area: **English**
Course(s):
Time Period: **January**
Length: **4-6 Weeks**
Status: **Published**

## Unit Overview

Text Type: Informational/Explanatory
Students are drawn to list and label books because of their accessibility to beginning readers and writers. These books show the youngest writers that there are published books that look similar to what they can write. List and label books contain simple structures that the youngest writers can model with confidence. The texts are usually short and have strong support from the illustrations. Students have success reading simple list and label books, and therefore they have a natural curiosity about how to compose them. Writing in this genre and then reading what they produce provides a venue for students to practice the feel and sound of list and label books from the inside out. The notion that most any topic can be written about in a list or label structure provides a powerful scaffold for young writers. Students will go beyond deciding what they will write about and realize the need to plan how they will write it. “How will this topic or idea look on the page?” becomes an important question for young writers to consider. This unit provides a powerful study for writing the types of books that emergent readers and writers enjoy.

## Enduring Understandings

I can write a "list and Label" book by learning how authors plan and develop them.

## Essential Questions

What does an author need to know and do to write a list and label book?

## Instructional Strategies & Learning Activities

Immersion: Interactive Read-Aloud Lessons

Day 1:
What Are List & Label Books?

uses all of the texts from the unit, particularly Fire Engines by Anne Rockwell.
Rationale: Students will discover that the list and label structure can be used with any topic.
Common Core State Standards: W.K.2, W.K.5, W.K.7, W.K.8, SL.K.1, SL.K.2, SL.K.3, SL.K.4, SL.K.5, SL.K.6, L.K.1, L.K.2, L.K.4, L.K.5, L.K.6

Day 2:
What's That Sound?
uses The Important Book by Margaret Wise Brown.
Rationale: Students will recognize that list and label books are written in various ways that affect the sound of each book.
Common Core State Standards: W.K.2, W.K.3, W.K.5, W.K.7, W.K.8, SL.K.1, SL.K.2, SL.K.3, SL.K.4, SL.K.5, SL.K.6, L.K.1, L.K.2, L.K.4, L.K.5, L.K.6

Day 3:
That's a Great Look!
uses What's What? A Guessing Game by Mary Serfozo.
Rationale: Students will identify how a combination of drawing, dictating, and writing can work together to compose a question and answer text.
Common Core State Standards: W.K.2, W.K.5, W.K.7, W.K.8, SL.K.1, SL.K.2, SL.K.3, SL.K.4, SL.K.5, SL.K.6, L.K.1, L.K.2, L.K.4, L.K.5, L.K.6

Day 4:
Lists and Labels, Labels and Lists
uses Reading Makes You Feel Good by Todd Parr.
Rationale: Lists and labels can be found within one book in various ways. Students will examine how writers name a topic and then supply information about that topic using lists and labels.
Common Core State Standards: W.K.1, W.K.2, W.K.3, W.K.5, W.K.7, W.K.8, SL.K.1, SL.K.2, SL.K.3, SL.K.4, SL.K.5, SL.K.6, L.K.1, L.K.2, L.K.4, L.K.5, L.K.6

Day 5:
A List Within a List
uses The Everything Book by Denise Fleming.
Rationale: A list and label book can contain multiple lists and labels. Students will realize that a list and label book
can contain multiple lists and labels like in The Everything Book.
Common Core State Standards: W.K.1, W.K.2, W.K.5, W.K.7, W.K.8, SL.K.1, SL.K.2, SL.K.3, SL.K.4, SL.K.5,
SL.K.6, L.K.1, L.K.2, L.K.4, L.K.5, L.K.6

Mini-Lessons
Generating Ideas I: Think Big—Go Smaller
uses My Dad by Anthony Browne and Fire Engines by Anne Rockwell.
Rationale: Lists grow from big topics that are defined through smaller examples. Students will practice moving
from broad to specific within a list and label structure.

Common Core State Standards: W.K.1, W.K.2, W.K.3, W.K.5, W.K.7, W.K.8, SL.K.1, SL.K.2, SL.K.3, SL.K.4,
SL.K.5, SL.K.6, L.K.1, L.K.2, L.K.6

Generating Ideas II: Picture This!
uses Cassie's Word Quilt by Faith Ringgold and Reading Makes You Feel Good by Todd Parr.
Rationale: Drawing the illustrations first often helps writers envision how the story might go. Students will use details in their illustrations to clearly capture their ideas.
Common Core State Standards: W.K.2, W.K.3, W.K.5, W.K.7, W.K.8, SL.K.1, SL.K.2, SL.K.3, SL.K.4, SL.K.5,
SL.K.6, L.K.1, L.K.2, L.K.6

Generating Ideas III: Why a List & Label Book?
uses The Important Book by Margaret Wise Brown and Biggest, Strongest, Fastest by Steve Jenkins.
Rationale: List and label books are written for many different purposes: to share information, to teach, and to remember or keep track of information. Students will think about their purpose for writing a list and label book.
Common Core State Standards: W.K.1, W.K.2, W.K.5, W.K.7, W.K.8, SL.K.1, SL.K.2, SL.K.3, SL.K.4, SL.K.5,
SL.K.6, L.K.1, L.K.2, L.K.4, L.K.5, L.K.6

Generating Ideas IV: Labeling Choices
uses all of the books from the unit, particularly The Everything Book by Denise Fleming.
Rationale: Writers label their pictures in many different ways. Students will make decisions about what and where
to label.
Common Core State Standards: W.K.1, W.K.2, W.K.5, W.K.7, W.K.8, SL.K.1, SL.K.2, SL.K.3, SL.K.4, SL.K.5,
SL.K.6, L.K.1, L.K.2, L.K.6

Generating Ideas V: Repeating Phrases
uses The Important Book by Margaret Wise Brown, My Dad by Anthony Browne, and When I Am Old with You by
Angela Johnson.
Rationale: Many list and label books contain a repeating phrase to hold the pages together. Students will notice the
use of repeating phrases and envision using their own.
Common Core State Standards: W.K.1, W.K.2, W.K.3, W.K.5, W.K.7, W.K.8, SL.K.1, SL.K.2, SL.K.3, SL.K.4,
SL.K.6, L.K.1, L.K.2, L.K.4, L.K.6

Selecting: Choose Me!
uses Biggest, Strongest, Fastest by Steve Jenkins.
Rationale: Writers find themselves immersed in topics for stories. Choosing the right one to further explore is a
deliberate act. Students will commit to an idea with the purposeful consideration of audience.
Common Core State Standards: W.K.1, W.K.2, W.K.5, W.K.7, W.K.8, SL.K.1, SL.K.2, SL.K.3, SL.K.4,

SL.K.5,
SL.K.6, L.K.1, L.K.2, L.K.6

Drafting I: How Will It Look?
uses What's What? A Guessing Game by Mary Serfozo and Cassie's Word Quilt by Faith Ringgold.
Rationale: All list and label books contain a big idea with examples. Deciding on the look of the list and label book
is an important consideration. Students will explore different ways to present their books.
Common Core State Standards: W.K.1, W.K.2, W.K.5, W.K.7, W.K.8, SL.K.1, SL.K.2, SL.K.3, SL.K.4, SL.K.5,
SL.K.6, L.K.1, L.K.2, L.K.4, L.K.5, L.K.6

Drafting II: How Will It Look Another Way?
uses Fish Eyes by Lois Ehlert and Biggest, Strongest, Fastest by Steve Jenkins.
Rationale: A list and label structure is one way to organize a piece of writing. Deciding on the look of the lists or
labels is an important consideration. Students will try their topics out in two new formats.
Common Core State Standards: W.K.2, W.K.5, W.K.7, W.K.8, SL.K.1, SL.K.2, SL.K.3, SL.K.4, SL.K.5, SL.K.6,
L.K.1, L.K.2, L.K.6

Revising I: Saying More With Words
uses The Important Book by Margaret Wise Brown, When I Am Old with You by Angela Johnson, and students'
drafts.
Rationale: Crafting a text using descriptive language determines the picture in readers' minds. Students will practice using detailed examples and telling thoughts to give their readers more information.
Common Core State Standards: W.K.1, W.K.2, W.K.3, W.K.5, W.K.7, W.K.8, SL.K.1, SL.K.2, SL.K.3, SL.K.4,
SL.K.6, L.K.1, L.K.2, L.K.5, L.K.6

Revising II: Saying More With Pictures
uses My Dad by Anthony Browne and students' drafts.
Rationale: Illustrations can add information to a page that is not included in the text. Reading the picture is as important as reading the words. Students will read over their illustrations in order to revise for details.
Common Core State Standards: W.K.2, W.K.5, W.K.7, W.K.8, SL.K.1, SL.K.2, SL.K.3, SL.K.4, SL.K.5, SL.K.6,
L.K.1, L.K.2, L.K.6

Revising III: Writing With Striking Verbs
uses Fish Eyes by Lois Ehlert and students' drafts.
Rationale: Writers are selective and purposeful about the words they choose. Students will revise the action words
in their pieces.
Common Core State Standards: W.K.2, W.K.5, W.K.7, W.K.8, SL.K.1, SL.K.2, SL.K.3, SL.K.4, SL.K.6, L.K.1, L.K.2,
L.K.5, L.K.6

Editing I: Lowercase and Uppercase
uses The Everything Book by Denise Fleming and students' drafts.
Rationale: Beginning writers are expected to demonstrate command of the conventions of standard English grammar and usage by printing lower and uppercase letters appropriately. Students will edit for lower and uppercase letters in their list and label books.
Common Core State Standards: W.K.2, W.K.5, W.K.7, W.K.8, SL.K.1, SL.K.2, SL.K.3, SL.K.4, SL.K.6, L.K.1, L.K.2,
L.K.4, L.K.5, L.K.6

Editing II: Spacing
uses Biggest, Strongest, Fastest by Steve Jenkins, The Everything Book by Denise Fleming, and students' drafts.
Rationale: Distinguishing between the ending of one word and the beginning of a new word requires white space
between words. Students will reread their writing to determine if the spacing is adequate to identify one word from
the next.
Common Core State Standards: W.K.2, W.K.5, W.K.6, W.K.7, W.K.8, SL.K.1, SL.K.2, SL.K.3, SL.K.4, SL.K.6,
L.K.1, L.K.2, L.K.6

Publishing: Tell It Like It Is
uses all of the mentor texts from the unit and students' final drafts.
Rationale: The title and the cover of a book must work together to hint at the story inside. Students will write a title
that matches the illustration, allowing readers to identify the subject within.
Common Core State Standards: W.K.1, W.K.2, W.K.5, W.K.6, W.K.7, W.K.8, SL.K.1, SL.K.2, SL.K.3, SL.K.4,
SL.K.5, SL.K.6, L.K.1, L.K.2, L.K.4, L.K.6

## Integration of career readiness, life literacies and key skills

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| CRP.K-12.CRP2 | Apply appropriate academic and technical skills. |
| CRP.K-12.CRP4 | Communicate clearly and effectively and with reason. |
| CRP.K-12.CRP6 | Demonstrate creativity and innovation. |
| CRP.K-12.CRP8 | Utilize critical thinking to make sense of problems and persevere in solving them. |
| CAEP.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. |
| CAEP.9.2.4.A.3 | Investigate both traditional and nontraditional careers and relate information to personal likes and dislikes. |

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

## Technology and Design Integration

Utilize programs on the IPad.

Watch and interact with letter sound videos.

Observe and engage with SchoolTube videos.

Use of books on tape and listening center.

Use of Shutterfly Share Site.

Creation and publication of class created books.

Smartboard lessons and technology

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| TECH.8.1.2.A.1 | Identify the basic features of a digital device and explain its purpose. |
| TECH.8.1.2.A.2 | Create a document using a word processing application. |
| TECH.8.1.2.A.4 | Demonstrate developmentally appropriate navigation skills in virtual environments (i.e., games, museums). |

## Interdisciplinary Connections

Mentor texts and individual choices for writing will introduce interdisciplinary connections with social studies, science, math, etc.

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| 6.1.2.CivicsPI.4 | Explain how all people, not just official leaders, play important roles in a community. |
| 6.1.2.CivicsPD.1 | Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions. |
| 6.1.2.CivicsPD.2 | Establish a process for how individuals can effectively work together to make decisions. |
| 6.1.2.CivicsCM.3 | Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted. |
| 6.1.2.EconET.1 | Explain the difference between needs and wants. |
| SCI.K-2-ETS1-1 | Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool. |
| SCI.K-2-ETS1-2 | Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem. |
| SCI.K-2-ETS1-3 | Analyze data from tests of two objects designed to solve the same problem to compare the strengths and weaknesses of how each performs. |
| SOC.6.1.4.A.15 | Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges. |
| SOC.6.1.4.A.CS10 | In an interconnected world, it important to consider different cultural perspectives before proposing solutions to local, state, national, and global challenges. |
| SOC.6.1.4.A.CS11 | In an interconnected world, increased collaboration is needed by individuals, groups, and |

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| | nations to solve global problems. |
| SOC.6.1.4.C.2 | Distinguish between needs and wants and explain how scarcity and choice influence decisions made by individuals, communities, and nations. |
| VPA.1.3.2.D.5 | Create works of art that are based on observations of the physical world and that illustrate how art is part of everyday life, using a variety of art mediums and art media. |
| K-LS1-1 | Use observations to describe patterns of what plants and animals (including humans) need to survive. |

## Differentiation

- Understand that gifted students, just like all students, come to school to learn and be challenged.
- Pre-assess your students. Find out their areas of strength as well as those areas you may need to address before students move on.
- Consider grouping gifted students together for at least part of the school day.
- Plan for differentiation. Consider pre-assessments, extension activities, and compacting the curriculum.
- Use phrases like "You've shown you don't need more practice" or "You need more practice" instead of words like "qualify" or "eligible" when referring to extension work.
- Encourage high-ability students to take on challenges. Because they're often used to getting good grades, gifted students may be risk averse.

- **Definitions of Differentiation Components**:

    - Content – the specific information that is to be taught in the lesson/unit/course of instruction.
    - Process – how the student will acquire the content information.
    - Product – how the student will demonstrate understanding of the content.
    - Learning Environment – the environment where learning is taking place including physical location and/or student grouping

**Differentiation occurring in this unit:**

Individual differentation will occur for students needed support or challenge, based on student need.

## Modifications & Accommodations

Refer to QSAC EXCEL SMALL SPED ACCOMMOCATIONS spreadsheet in this discipline.

**Modifications and Accommodations used in this unit:**

IEP accomodations and teacher nodificiations will be based on needs.

## Benchmark Assessments

**Benchmark Assessments** are given periodically (e.g., at the end of every quarter or as frequently as once per month) throughout a school year to establish baseline achievement data and measure progress toward a standard or set of academic standards and goals.

**Schoolwide Benchmark assessments:**

Aimsweb benchmarks 3X a year

Linkit Benchmarks 3X a year

DRA

**Additional Benchmarks used in this unit:**

Standard based writing rubric

Performance Checklist

Teacher conference

Teacher Observation

## Formative Assessments

Assessment allows both instructor and student to monitor progress towards achieving learning objectives, and can be approached in a variety of ways. **Formative assessment** refers to tools that identify misconceptions, struggles, and learning gaps along the way and assess how to close those gaps. It includes effective tools for helping to shape learning, and can even bolster students' abilities to take ownership of their learning when they understand that the goal is to improve learning, not apply final marks (Trumbull and Lash, 2013). It can include students assessing themselves, peers, or even the instructor, through writing, quizzes, conversation, and more. In short, formative assessment occurs throughout a class or course, and seeks to improve student achievement of learning objectives through approaches that can support specific student needs (Theal and Franklin, 2010, p. 151).

**Formative Assessments used in this unit:**

Discussion

Teacher conferences

Anecdotal notes

## Summative Assessments

**Summative assessments** evaluate student learning, knowledge, proficiency, or success at the conclusion of an instructional period, like a unit, course, or program. Summative assessments are almost always formally graded and often heavily weighted (though they do not need to be). Summative assessment can be used to great effect in conjunction and alignment with formative assessment, and instructors can consider a variety of ways to combine these approaches.

**Summative assessments for this unit:**

Student Self-Reflection
uses a self-reflection questionnaire.
Rationale: Evaluating and reflecting on a published piece of writing enables writers to name what they've learned
and begin to plan for future stories. Students will reread their list and label books with these purposes in mind.

Final writing pieces assessment

## Instructional Materials

Schoolwide, Inc. "List and Label/Informational and explanitory writing" Teacher unit

Mentor Texts
Biggest, Strongest, Fastest
by Steve Jenkins
Cassie's Word Quilt
by Faith Ringgold
The Everything Book
by Denise Fleming
Fire Engines
by Anne Rockwell
Fish Eyes
by Lois Ehlert
The Important Book
by Margaret Wise Brown
My Dad
by Anthony Browne
Reading Makes You Feel
Good
by Todd Parr
What's What? A Guessing
Game
by Mary Serfozo
When I Am Old with You

by Angela Johnson

## Standards

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| CCSS.ELA-Literacy.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. |
| CCSS.ELA-Literacy.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. |
| CCSS.ELA-Literacy.W.K.5 | With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed. |
| CCSS.ELA-Literacy.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. |
| CCSS.ELA-Literacy.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). |
| CCSS.ELA-Literacy.W.K.8 | With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. |
| CCSS.ELA-Literacy.SL.K.1 | Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. |
| CCSS.ELA-Literacy.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. |
| CCSS.ELA-Literacy.SL.K.3 | Ask and answer questions in order to seek help, get information, or clarify something that is not understood. |
| CCSS.ELA-Literacy.SL.K.4 | Describe familiar people, places, things, and events and, with prompting and support, provide additional detail. |
| CCSS.ELA-Literacy.SL.K.5 | Add drawings or other visual displays to descriptions as desired to provide additional detail. |
| CCSS.ELA-Literacy.SL.K.6 | Speak audibly and express thoughts, feelings, and ideas clearly. |
| CCSS.ELA-Literacy.L.K.1 | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |
| CCSS.ELA-Literacy.L.K.2 | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |
| CCSS.ELA-Literacy.L.K.4 | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content. |
| CCSS.ELA-Literacy.L.K.5 | With guidance and support from adults, explore word relationships and nuances in word meanings. |
| CCSS.ELA-Literacy.L.K.6 | Use words and phrases acquired through conversations, reading and being read to, and responding to texts. |