Nov. Writing: Functional Writing

Content Area: **English**
Course(s):
Time Period: **November**
Length: **4-5 Weeks**
Status: **Published**

Unit Overview

Text Type: Opinion/Argument
Functional writing is real-world writing. It is practical or persuasive in purpose and intended for a specific audience. Therefore, it is an excellent genre for students to immerse themselves in because they are already involved with and surrounded by functional writing in their homes, at school, and everywhere they go. Functional writing is particularly engaging for emergent writers and readers who are learning about words and reading familiar text in their environments. Schoolwide's FUNctional Writing unit celebrates many of the different types of functional writing from our daily lives, such as letters and cards, lists and recipes, maps and signs, schedules and invitations, and condolence and thank you notes. The mentor texts are comprised of charming stories with endearing characters, and each book helps teachers emphasize the "fun" in functional.

Enduring Understandings

Funtional writing means giving us a way to communicate with writing in our daily lives.

Essential Questions

How can writing different types of functional writing help us communicate and share with the people in our lives in a variety of ways?

Instructional Strategies & Learning Activities

Immersion: Interactive Read-Aloud Lessons

Day 1:
What Is FUNctional Writing?
uses Fancy Nancy by Jane O'Connor.
Rationale: Students will discuss the nature of functional writing and the role it plays in their everyday lives using Fancy Nancy by Jane O'Connor.
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

Day 2:
A Closer Look at Letters
uses all of the mentor texts from the unit, particularly We Are Best Friends by Aliki.
Rationale: Students will visit the covers and titles of several of the mentor texts to familiarize themselves with the basic format of letters and how they function to help people maintain relationships. Then use Aliki's We Are Best Friends for a read-aloud that highlights how letters function to help people maintain relationships.
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 3:
FUNctional Writing Uses Pictures
uses Dear Juno by Soyung Pak.
Rationale: Students will use Dear Juno to discuss how letter writers communicate feelings, opinions, and events with pictures as well as or instead of words.
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

Day 4:
FUNctional Writing Can Persuade
uses I Wanna Iguana by Karen Kaufman Orloff.
Rationale: Students will listen to and discuss I Wanna Iguana to understand how writers can use letters to persuade others.
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

Day 5:
FUNctional Writing Is FUN
uses The Jolly Postman by Janet and Allan Ahlberg.
Rationale: Students will examine the purposes for communicating in writing via letters and other types of mail using
The Jolly Postman.
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

Day 6:
FUNctional Writing Surrounds Us
uses My New York by Kathy Jakobsen.
Rationale: Students will use My New York to recognize the presence of functional writing in the world and consider
the practical purposes and uses of such writing in our everyday lives.

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: Map Your Ideas
uses My New York by Kathy Jakobsen.
Rationale: Writers create maps to help readers learn about locations, to give directions, and to share interesting information about places that are important to them. Students will consider how maps use pictures and words to
bring places to life for readers and will attempt to create their own maps for readers to use.
Common Core State Standards: W.K.2, W.K.5, W.K.6, 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.5, L.K.6

Generating Ideas II: Make a List
uses Bunny Cakes by Rosemary Wells and Fancy Nancy by Jane O'Connor.
Rationale: Lists are functional writings that provide helpful information to readers and serve as useful tools for writers. Students will draw and write lists to generate ideas for writing.
Common Core State Standards: W.K.2, W.K.5, 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 III: FUNctional Writing to Give & Get
uses The Jolly Postman by Janet and Allan Ahlberg and Dear Bear by Joanna Harrison.
Rationale: Notes, cards, and invitations are forms of functional writing with which students are familiar. After seeing
how these forms are used in the literature they read, students will attempt writing and illustrating their own.
Common Core State Standards: W.K.2, W.K.5, 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: Advertise Your Ideas
uses The Jolly Postman by Janet and Allan Ahlberg.
Rationale: Advertisements are functional writings that inform and persuade readers. Students will consider the purpose and design of advertisements in the literature they read and then create an ad of their own.
Common Core State Standards: W.K.1, W.K.5, 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 V: Write to a Friend
uses The Jolly Postman by Janet and Allan Ahlberg.
Rationale: After investigating how beloved characters use letters to express their feelings and maintain relationships, students will write a similar letter to a friend or family member.
Common Core State Standards: W.K.2, W.K.5, 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.5, L.K.6

Generating Ideas VI: Write What You Want
uses I Wanna Iguana by Karen Kaufman Orloff.
Rationale: Letters are functional writings that writers often use to make requests, state an opinion, or pose arguments. Students will consider how letters can be used to make requests or state opinions and will attempt to
persuade a particular reader via their own letters.
Common Core State Standards: W.K.1, W.K.5, 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.5, L.K.6

Selecting: Letter Power!
uses I Wanna Iguana by Karen Kaufman Orloff and Click, Clack, Moo: Cows That Type by Doreen Cronin.
Rationale: Selecting a piece to write by considering purpose and audience is an important part of the writing process. Students will choose a thoughtful opinion to compose into a persuasive letter containing reasons as support.
Common Core State Standards: W.K.1, W.K.5, 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.5, L.K.6

Drafting I: I Have an Opinion
uses The Jolly Postman by Janet and Allan Ahlberg and I Wanna Iguana by Karen Kaufman Orloff.
Rationale: Persuasive letters are an important form of opinion writing. Students will draft a persuasive letter that
includes a stated opinion with reasons, and they will direct the letter to a particular audience.
Common Core State Standards: W.K.1, W.K.5, 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.5, L.K.6

Revising I: Convince Me
uses Click, Clack, Moo: Cows That Type by Doreen Cronin and students' drafts.
Rationale: Persuasive letters include the writer's opinion or request and then reasons for the opinion or request.
Moving from general reasons to more precise ones strengthens persuasive letters. Students will revise their persuasive letters by making their reasons more convincing and less general.
Common Core State Standards: W.K.1, W.K.5, 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.5, L.K.6

Revising II: Matching Voice to Purpose
uses Fancy Nancy by Jane O'Connor, I Wanna Iguana by Karen Kaufman Orloff, and students' drafts.
Rationale: Writers use their unique voices to convey emotion, passion, and personality. Students will explore the
use of voice in the mentor texts and attempt to enhance this quality in their own pieces.
Common Core State Standards: W.K.1, W.K.5, 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

Revising III: Add Details for Your Readers
uses Bunny Cakes by Rosemary Wells and students' drafts.
Rationale: All writers must consider the purpose of their piece and the needs of the audience for which it is intended. Students will add specific details to a previous draft to make their writing clearer.
Common Core State Standards: W.K.1, W.K.5, 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

Editing I: Check Your Commas
uses Click, Clack, Moo: Cows That Type by Doreen Cronin and students' drafts.
Rationale: Letter writers follow the conventional rules governing comma use in salutations and closings. Students
will edit copies of letters they have drafted to ensure correct comma use.
Common Core State Standards: W.K.1, W.K.5, W.K.8, SL.K.1, SL.K.2, SL.K.3, SL.K.6, L.K.1, L.K.2, L.K.5, L.K.6

Editing II: Capitalize "I" and Other Important Names
uses I Wanna Iguana by Karen Kaufman Orloff and students' drafts.
Rationale: Writers capitalize the pronoun "I," the names of people and places, and other proper nouns. Students
will edit a final draft to ensure that they have correctly capitalized "I" and other important people and place names.
Common Core State Standards: W.K.1, W.K.5, W.K.8, SL.K.1, SL.K.2, SL.K.3, SL.K.6, L.K.1, L.K.2, L.K.5, L.K.6

Publishing I: Catch the Reader's Eye
uses The Jolly Postman by Janet and Allan Ahlberg and students' finished letters, notes, or cards.
Rationale: Letter and card writers "publish" their pieces by sending them to their readers through the mail. Students will publish their letters, cards, and notes by addressing, decorating, and sending them to their readers.
Common Core State Standards: W.K.2, W.K.5, W.K.6, 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.5, L.K.6

Publishing II: What? Who? Why? (Optional)
uses Fancy Nancy by Jane O'Connor and students' Writing Folders.
Rationale: Writers select ideas with a specific purpose and audience in mind. Students will examine the functional
writings in their Writing Folders and select one to make public and publish.
Common Core State Standards: W.K.1, W.K.2, W.K.5, W.K.6, 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.5, L.K.6

Integration of career readiness, life literacies and key skills

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.3	Investigate both traditional and nontraditional careers and relate information to personal likes and dislikes.
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

Students will interact with the lessons using the Smartboard.

Utilize programs on the IPad.

Use websites to display literature in various ways for example www.storylineonline.net

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.

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.3	Compare the common uses of at least two different digital applications and identify the advantages and disadvantages of using each.
TECH.8.1.2.A.4	Demonstrate developmentally appropriate navigation skills in virtual environments (i.e., games, museums).

Interdisciplinary Connections

Mentor Texts and individual writing choices will incorporate social studies, math, science and other connections.

SCI.K-ESS2-2	Construct an argument supported by evidence for how plants and animals (including humans) can change the environment to meet their needs.
SCI.K-ESS3-3	Communicate solutions that will reduce the impact of humans on the land, water, air, and/or other living things in the local environment.
SCI.K-ESS3-1	Use a model to represent the relationship between the needs of different plants or

	animals (including humans) and the places they live.
SCI.K-LS1-1	Use observations to describe patterns of what plants and animals (including humans) need to survive.
SOC.6.1.4.D.CS3	Personal, family, and community history is a source of information for individuals about the people and places around them.

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:

Students will be supported through differentation, based on needs and ability as individuals.

Modifications & Accommodations

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

Modifications and Accommodations used in this unit:

IEP accommodations, and individual instruction, as needed.

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:

Self Assessment

Conferences

Performance Check List

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 records

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: Writers use self-reflection to learn and grow and to make decisions about what kind of writing to try
next. Students will conduct a self-assessment to measure how they have grown as writers.

Final Writing Assessment

Instructional Materials

Schoolwide, Inc. Unit materials.

Mentor Texts
Bunny Cakes
by Rosemary Wells
Click, Clack, Moo: Cows That
Type
by Doreen Cronin
Dear Bear
by Joanna Harrison
Dear Juno
by Soyung Pak
Fancy Nancy
by Jane O'Connor
I Wanna Iguana
by Karen Kaufman Orloff
The Jolly Postman or Other
People's Letters
by Janet and Allan Ahlberg
My New York
by Kathy Jakobsen
We Are Best Friends
by Aliki
With Love, Little Red Hen
by Alma Flor Ada

Standards

CCSS.ELA-Literacy.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...).
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.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.