

Elementary Writing Curriculum: Units of Study in Writing

Kindergarten

Unit 1: Launching the Writing Workshop			
Overview	<p>Students will be able to independently...</p> <ul style="list-style-type: none"> • use their learning to represent their ideas using pictures and approximated words. • use their learning to build writing stamina and begin revising their writing. <p>Enduring Understandings</p> <ul style="list-style-type: none"> • We are all writers. • Writers make a plan for their writing. • We can add more to our writing. 		
Unit Learning Bends	Bend I: We are all writers	In Bend I, students are introduced to the writing workshop model. Teachers help students understand that they can think of a topic, draw it, and do their best approximation of writing to become an author. Teachers introduce the concept of elaboration by encouraging students to add more to their pictures.	<p>Priority Standards across the Unit that will be addressed:</p> <p>W.2.A.1 W.2.A.2 W.2.A.3 W.5.1 W.5.2 W.5.3a W.5.3b W.5.3c</p>
	Bend II: Writing teaching books	In Bend II, writers learn that they can reread what they have written, add more, and even add additional pages to their books. Writers will begin to plan "writing across pages" with the intention of writing more from the start. Teachers will encourage writers to label pictures, using sounds in words, and even make two-word labels for their pictures.	
	Bend III: Writing stories	In Bend III, writers will begin the new challenge of writing stories. Teachers will teach writers that they can write to capture true stories from their lives. Writers will continue to plan writing through touching and telling across the pages of their booklets while telling a small moment story.	

	Bend IV: Preparing for publication	In Bend IV, writers will learn to revise and edit their writing to make their stories the best that they can be for publishing. Teachers will introduce writers to the checklist during revision and editing. There is focus on fixing up spelling and getting even more sounds on the page. Then students will celebrate their stories to culminate the unit.	
Unit Resources	Suggested Key Texts for Read Aloud and for Minilessons: <ul style="list-style-type: none"> • <i>Freight Train</i> by Donald Crews • <i>Creak! Said the Bed</i> by Phyllis Root • <i>Naked Mole Rat Gets Dressed</i> by Mo Willems 		
Lesson Topics Across the Unit	Lesson 1: We Are All Writers: Putting Ideas on Paper with Pictures and Words Lesson 2: Writers Know that “When We Are Done, We Have Just Begun.” Lesson 3: Carrying on Independently as Writers Lesson 4: Writers Call to Mind What They Want to Say, Then Put That onto the Page Lesson 5: Stretching Out Words to Write Them Lesson 6: Writing Even Hard-to-Write Ideas Lesson 7: Turning Pieces into Books Lesson 8: Planning Teaching Books Page by Page Lesson 9: Asking and Answering Questions to Add More Lesson 10: Stretching Out Words to Write Even More Sounds Lesson 11: Making Writing the Best It Can Be Lesson 12: Getting Ideas for Stories and Practicing Storytelling Lesson 13: Planning Stories Page by Page: Planning and Telling Stories across Pages Lesson 14: Adding More Details to Pictures and Stories Lesson 15: Stretching and Writing Words: Hearing and Recording Sounds in Sequence Lesson 16: Bringing Our Writing to Life: Adding Dialogue with Speech Bubbles Lesson 17: Using Everything to Make Pieces the Best They Can Be Lesson 18: Editing Lesson 19: Reading into the Circle: An Author’s Celebration		
Show and Tell Writing: From Labels to Pattern Books			
Overview	Students will... <ul style="list-style-type: none"> • know the procedures, tools, and structure of the writing workshop. • know about labels and pictures. • know that letters represent sounds. 		

	<ul style="list-style-type: none"> • be skilled at representing ideas using pictures, approximated words, and possibly sentences for narrative pieces. • begin to transfer phonemic awareness, phonics, and high frequency words. • begin to use the concept of “pattern books” for writing. <p>Enduring Understandings</p> <ul style="list-style-type: none"> • Writing is a way to communicate. • Writers write true stories. • Writers elaborate their ideas. • Writers use proper writing conventions. 		
Unit Learning Bends	Bend I: Writing is a way to show and tell	Writers will write and draw to show and tell about things that are important to them. They will use “brave spelling” and detailed pictures.	Priority Standards across the Unit that will be addressed: W.2.A.1 W.2.A.2 W.2.A.3 W.2.B.1 W.2.B.2 W.2.B.3 W.2.B.4 W.5.1 W.5.2 W.5.4a
Bend II: Writing show and tell books	Writers will use 3-page books to tell about places they love.		
Bend III: Using patterns to write show and tell books	Students will use high frequency words and write even more sentences to show and tell about things that are important to them.		
Unit Resources	Suggested Key Texts for Read Aloud and for Minilessons: <ul style="list-style-type: none"> • <i>Mrs. Wishy Washy</i> by Joy Cowley • <i>The Ultimate Book of Vehicles: From Around the World</i> by Baumann and Balicevic • <i>On the Go</i> by Roger Priddy • <i>The Zoo</i> by Rose Lewis 		
Lesson Topics across the Unit	Lesson 1: Drawing and Writing a Lot on Each Page Lesson 2: Writers Plan What They’ll Draw and Write Lesson 3: Returning to a Page to Add More Lesson 4: Writers Use Everything They Know to Spell Words and Don’t Wait to Be Perfect Lesson 5: Writing Partners Can Help Each Other Celebrate and Add More Details		

<p>Lesson 6: Writers Write Show-and-Tell Books about Important Places</p> <p>Lesson 7: Writers Make Time for Drawing <i>and</i> Writing</p> <p>Lesson 8: Writers and Illustrators Make Decisions</p> <p>Lesson 9: Adding Longer Labels to Bring Pages to Life</p> <p>Lesson 10: Writing Sentences that Say What Pictures and Labels Can't</p> <p>Lesson 11: Growing Writers Talk about Their Writing in Important Ways</p> <p>Lesson 12: Writing Books that Kids Want to Read</p> <p>Lesson 13: Talking and Writing with Patterns and High Frequency Words</p> <p>Lesson 14: Studying How Sentences Look</p> <p>Lesson 15: Slowing Down to Leave Spaces between Words</p> <p>Lesson 16: Writers Write More Sentences on a Page</p> <p>Lesson 17: Writers Think about How Their Books Will End</p> <p>Lesson 18: Fancying Up Your Writing</p> <p>Lesson 19: Bookstore Celebration</p>
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Unit 2: Writing for Readers

Overview	<p>Students will...</p> <ul style="list-style-type: none"> • prepare for writing by storytelling. • write stories using conventional writing. • use a checklist to support revision work. • use partners to be sure their writing is easy to read. <p>Enduring Understandings</p> <ul style="list-style-type: none"> • Writers write stories for an audience. • Tools help writers. • Writers work with partners to revise their work. • Writers revise and publish their work.
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Unit Learning Bends	Bend I: Writing Stories that People Can Really <i>Read</i>	Writers will write true stories about their lives drawing on everything they know about writing stories.	Priority Standards across the Unit that will be addressed: W.3.A.1 W.3.A.2 W.3.A.3 W.3.B.1 W.3.B.3 W.3.C.1 W.3.C.2
	Bend II: Tools Give Writers Extra Power	Writers will be given additional tools and opportunities to make their writing more powerful and easier for others to read.	
	Bend III: Partnering for Revision: Making Stories More Fun to Read	Writers use partners to engage in revision work.	
	Bend IV: Preparing for Publication	Writers will take a single piece of writing through the writing process to publication.	

<p>Unit Resources</p>	<p>Suggested Key Texts for Read Aloud and for Minilessons:</p> <ul style="list-style-type: none"> • <i>Shortcut</i> by Donald Crews • <i>A Day with Daddy</i> by Nikki Grimes • <i>The Snowy Day</i> by Ezra Jack Keats • <i>Caps for Sale</i> by Esphyr Slobodkina
<p>Lesson Topics across the Unit</p>	<p>Lesson 1: Writing for Readers Lesson 2: How to Write True Stories That Readers Really Want to Read Lesson 3: Drawing Stories for Readers Lesson 4: Writing Sentences that Tell a Story Lesson 5: The Power of Rereading our Writing Lesson 6: Checklists Can Help Writers Make Powerful Stories Lesson 7: A Vowel Chart Can Help with the Middles of Words Lesson 8: Writing Readable Stories Using Word Walls Lesson 9: Writing Stories with True Words: Making Stories Talk Lesson 10: Using Reading Partnerships to Support More Conventional Writing Lesson 11: Using a Partner to Hear More Sounds in Words Lesson 12: Putting It Together: How to Make Readable Writing Lesson 13: Writers Search for Ideas and Draw Pictures to Make Their Stories Better Lesson 14: Writers Revise to Make Better Stories Lesson 15: Writing Amazing Story Beginnings Lesson 16: Writers Work with Partners to Answer Readers’ Questions Lesson 17: Writers Use All They Know to Select and Revise a Piece to Publish Lesson 18: Writing Endings with Feelings Lesson 19: Writers Make Their Pieces Beautiful to Get Ready for Publication Lesson 20: A Writer’s Celebration: Bringing True Stories to Life</p>
<p>Unit 3: How-To Books: Writing to Teach Others</p>	
<p>Overview</p>	<p>Students will...</p> <ul style="list-style-type: none"> • draw and write procedural steps to complete a task. • plan their teaching across multiple pages. • use letters to represent sounds in words. • be skilled at representing ideas using pictures, approximated words, and possibly sentences to inform their reader. • begin to transfer phonemic awareness, phonics, and high frequency words. • work in partnerships to revise their writing, making it easier for others to read. <p>Enduring Understandings</p> <ul style="list-style-type: none"> • We can use our writing to teach others. • Partners can help make sure our writing is clear.

	<ul style="list-style-type: none"> Using a mentor text can help us understand how our writing should sound. 		
Unit Learning Bends	Bend I: Writing How-To Books, Step by Step	Students will have multiple opportunities to write about activities they know how to do. Writing partners will work together to test out directions, make sure everything makes sense and to get ideas from one another.	Priority Standards across the Unit that will be addressed: W.2.A.1 W.2.A.2 W.2.A.3 W.2.B.1 W.2.B.2 W.2.B.3 W.2.B.5 W.5.3a W.5.3b W.5.3c
	Bend II: Using Mentor Texts for Inspiration: Revising Old How-To Books and Writing New Ones	This bend focuses on studying mentor texts and trying techniques the students notice within those texts from the first draft to revision.	
	Bend III: Keeping Readers in Mind	Students will have opportunities to write a series or collection of how-to books which can be shared with classmates. Students will create easy-to-read books which convey what they know.	
	Bend IV: Giving How-To Books as Gifts	Students will select and work to publish a piece to share as a gift in and beyond the classroom.	
Unit Resources	Suggested Key Texts for Read Aloud and for Minilessons: <ul style="list-style-type: none"> <i>The Pumpkin Book</i> by Gail Gibbons <i>How to Make a Bird Feeder</i> by Liyala Tuckfield <i>How to Make Salsa</i> by Jamie Lucero <i>Make a Valentine</i> by Dale Gordon <i>How to Make a Hot Dog</i> by Joy Crowley 		
Lesson Topics across the Unit	Lesson 1: Writers Study the Kind of Writing They Plan to Make Lesson 2: Writers Use What They Already Know: Touching and Telling the Steps across the Pages Lesson 3: Writers Become Readers, Asking, “Can I Follow This?” Lesson 4: Writers Answer a Partner’s Questions Lesson 5: Writers Label Their Diagrams to Teach Even More Information Lesson 6: Writers Write as Many Books as They Can Lesson 7: Writers Reflect and Set Goals to Create Their Best Information Writing Lesson 8: Writers Emulate Features of Informational Writing Using a Mentor Text Lesson 9: Writing for Readers: Using the Word <i>You</i>		

	<p>Lesson 10: How-To Book Writers Picture Each Step and Then Choose Exactly Right Words</p> <p>Lesson 11: Elaboration in How-To Books: Writers Guide Readers with Warnings, Suggestions, and Tips</p> <p>Lesson 12: Using Comparisons in Writing to Give Readers Clear Directions</p> <p>Lesson 13: Writers Write How-To Books about Things They Learn throughout the Day and from Books</p> <p>Lesson 14: Writing a Series or Collection of How-To Books to Teach Others Even More about a Topic</p> <p>Lesson 15: Writers Can Write Introductions and Conclusions to Help Their Readers</p> <p>Lesson 16: Using Everything You Know to Make How-To Books Easy to Read</p> <p>Lesson 17: How-To Books Make Wonderful Gifts!</p> <p>Lesson 18: Preparing for the Publishing Party: Writers Do Their Best Work Now to Share It Later</p> <p>Lesson 19: Publishing Celebration: Writers Are Teachers</p>
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Unit 4: Persuasive Writing of All Kinds

Overview	<p>Students will...</p> <ul style="list-style-type: none"> • be able to independently use their learning to consider an audience, prepare facts, and use persuasive language to persuade their audience. • learn that their words can be used to persuade others when they write in a convincing way. <p>Enduring Understandings</p> <ul style="list-style-type: none"> • Good word choice and reasons help make our writing convincing to others. • Writers must consider their audience when writing to make a change. • Writing facts can make writing more persuasive.
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Unit Learning Bends	<p>Bend I: Exploring Opinion Writing: Making Our School a Better Place</p>	<p><i>Persuasive Writing of All Kinds</i> begins with writers looking at the world around them and reflecting on troubles they see around their classroom and school. Writers can design posters, signs, petitions, songs, books, cards, and letters to make a change. Writers will develop strategies to express what they want and convince an audience to agree. This bend culminates by celebrating and hanging their postings and reciting their words to convince others to make their classroom or school better.</p>	<p>Priority Standards across the Unit that will be addressed:</p> <p>W.1.A.1 W.1.A.2 W.1.B.1</p>
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	<p>Bend II: Sending Our Words Out into the World: Writing Letters to Make a Change</p>	<p>Throughout this bend, writers will look outside of the school walls and think about the problems they see in their neighborhood/community. During this bend writers will write several persuasive letters. They will consider the intended audience that could potentially help them solve the identified problem. The goal is to teach kindergarten writers that to create change, it is important to convince people to agree. Writers will practice using facts and information in their letters to make it more persuasive.</p>	<p>W.1.B.2 W.1.B.3 W.5.1 W.5.2 W.5.3a W.5.3b</p>
	<p>Bend III: Persuasive Writing Projects</p>	<p>Writers will continue to write a variety of genres (songs, petitions, letters, lists, how-to books, signs, posters) to make a more global change. Writers will recall everything they have learned about persuasive writing to lift the level of their piece. Partners will work together in this bend to rehearse their writing out loud and plan their final presentation.</p>	
<p>Unit Resources</p>	<p>Suggested Key Texts for Read Aloud and for Minilessons:</p> <ul style="list-style-type: none"> • <i>Click, Clack, Moo: Cows that Type</i> by Doreen Cronin • <i>Corduroy Writes a Letter</i> by Alison Inches 		
<p>Lesson Topics across the Unit</p>	<p>Lesson 1: Words Are Like Magic Wands: They Can Make Things Happen Lesson 2: Convincing People: Providing Reasons and Consequences Lesson 3: Don't Stop There! Generating More Writing for More Causes Lesson 4: Writers Reread and Fix Up Their Writing Lesson 5: Spelling Strategies Give Writers Word Power Lesson 6: Hear Ye! Hear Ye! Writing to Spread the Word Lesson 7: Writing Letters that Reach Readers Lesson 8: Studying a Mentor Text Lesson 9: Knowing Just What to Say: Angling Letters to Different Audiences Lesson 10: How Can We Make It Better? Imagining Solutions Lesson 11: Wait! What's That Say? Fixing Up Letters before Mailing Them Lesson 12: Draw on a Repertoire of Strategies to Write about a World Problem Lesson 13: Sound Like an Expert! Teaching Information to Persuade Your Audience Lesson 14: More on Adding Detailed Information to Persuasive Writing Lesson 15: Writing How-To Books to Make a Change Lesson 16: Editing for Punctuation: Partner Work</p>		

	Lesson 17: Planning and Rehearsing Speeches
	Lesson 18: Fixing and Fancying Up for Publication Using the Super Checklist
	Lesson 19: The Earth Day Fair: An Author's Celebration