

WRITING - 1

School	Teacher	Email	Course#	Grade Level
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August 2015

Writing Curriculum FUNctional Writing (Concepts of Print)

Content <input type="checkbox"/>	Skills <input type="checkbox"/>	Assessment <input type="checkbox"/>	Resources <input type="checkbox"/>
<p>Unit of Study Overview (FUNctional Writing)</p> <p>The purpose of this unit is to help students develop an understanding of writing in your classroom. Time can be spent teaching routines, and gathering ideas for writing, as well as time spent working on proper letter formation and concepts of print.</p> <p>APPROXIMATE TIMEFRAME: 4-6 weeks</p>	<p>Instructional Focus</p> <p>Lesson Topics:</p> <ul style="list-style-type: none"> Letter formation L1.1 Concepts of print RF1.1 (conventions) RF1.2 Selecting a topic/W.1.5 Gathering ideas W.1.8 Establishing/modeling routines for writing SL.1.1, SL.1.5, SL.1.6 <p>Conventions and Grammar</p> <ul style="list-style-type: none"> Address conventions and grammar throughout the unit 	<p>Instructional Resources</p> <p>Marvelous Mini lessons for Teaching Beginning Writing, K-3</p> <ul style="list-style-type: none"> Finding a Topic pg. 43-58 Tuck a Topic in your Pocket pg. 43 Five-Finger Planning pg. 59 Five-Senses Descriptions pg. 82 Borrowing Words from the Wall pg. 120 <p>No More I'm Done</p> <ul style="list-style-type: none"> Writing Routines pg 27-50 Introducing Organization pg. 74 Using 'Binoculars' to Focus a Topic pg. 61 <p>Mastering the Mechanics K-1</p> <ul style="list-style-type: none"> Complete sentences pg 80 Cycles for Lifting Punctuation 98-103 (Period, Question Mark and Exclamation) Periods: End of Sentence pg. 98 Commas: Use in a Series pg. 104 Use Mostly Lowercase Letters pg. 114 Capitalize the Beginning of Sentences pg. 116 Capitalize Proper Nouns: Names and Places pg. 118 <p>Crafting Nonfiction</p> <ul style="list-style-type: none"> Draw Pictures Before You Write pg. 66 Talk Before You Write pg. 68 Write About Your Pictures pg. 80 Stretching Words...Listening to Sounds pg. 82 Capitalize Beginning of Sentences pg. 330 <p>Getting Started With the Traits</p> <ul style="list-style-type: none"> Learning How to Spell Words that Matter pg. 82 <p>Handwriting Practice: D'nealian</p> <ul style="list-style-type: none"> Lined paper Handwriting without tears App for Handwriting without tears <p>Mentor Text Ideas:</p> <p>Punctuation Takes a Vacation by Robin Pulver Exclamation Mark by Amy Rosenthal Ish by Peter Reynolds Library Mouse: A World to Explore by Daniel Kirk Rocket Writes a Story by Tad Hills Ralph Tells a Story by Abby Hanlon A Crowded Ride in the Countryside by Frank Edwards</p>	<p>Key Vocabulary</p> <p>Lowercase/upercase Punctuation (period, question mark, exclamation point, comma, quotation marks) First word Spacing Line placement Topic Ideas Routine</p> <p>*Writer's Workshop Approach Vocab:</p> <p>Writer's Workshop Mini Lesson Mentor Text Stamina Procedures/Routines Author's chair (sharing/presenting) Conferencing (working with teacher) Peer Edit Graphic organizers Brainstorm Final copy</p> <p>Writing Process- introduce terms: prewrite, rough draft, edit, revise, publish</p>

October 2015

Writing Curriculum Personal Narrative

Content <input type="checkbox"/>	Skills <input type="checkbox"/>	Assessment <input type="checkbox"/>	Resources <input type="checkbox"/>
<p>Unit of Study (Personal Narrative)</p> <p>In this unit of study, students will learn how to generate ideas through the reading of mentor texts. Students will explore the importance of storytelling and writing as means of communication. Students will also learn to share their stories.</p> <p>As students learn to write personal narratives in this unit of study, they will discover how to capture a small moment in their lives and describe it in detail through their writing. Students will appropriately sequence their narratives</p>	<p>Instructional Focus</p> <p>Lesson Topics:</p> <ul style="list-style-type: none"> What is a Personal Narrative? W.1.3 What is a small moment? W.1.8, SL.1.4 Sequencing events: beginning, middle, end W.1.3 Temporal words/transitional words W.1.3 Adding details W.1.5, Modeling Closing sentence W.1.3 <p>Conventions and Grammar</p>	<p>Instructional Resources</p> <p>Marvelous Mini lessons for Teaching Beginning Writing, K-3</p> <ul style="list-style-type: none"> Small Moment: Writing Ideas Bingo 46-49 3-2-1 Planner pg. 65 <p>No More I'm Done</p> <ul style="list-style-type: none"> Writing from Memories pg. 58-59 Focus Web: Narrowing down your ideas: pg 66 Sentence Stretching Pg 98 	<p>Key Vocabulary</p> <p>Narrative Beginning Middle End Topic sentence Closing sentence</p> <p>Lead/hook Transition words (first, next, then, last) Sequence of events Question words (who, what, when, where) Details</p>

<p>with a beginning, middle, and end, and will begin to use transition words.</p> <p>APPROXIMATE TIMEFRAME: 4-6 weeks</p>	<ul style="list-style-type: none"> ◦ Address conventions and grammar throughout the unit 	<ul style="list-style-type: none"> • How do I include quality details pg 102-109 • How do I organize a story. (Beginning, Middle, End) How do I end my piece Chapter 5:/ March pg. 109 -117 <p>Crafting Non-fiction</p> <ul style="list-style-type: none"> • Checking your closing: 108 • Organization, Sequence, Details, Lead, Ending Chapter 8 pg 176 • Closing Pg. 274 <p>Mastering the Mechanics K-1</p> <ul style="list-style-type: none"> • Using Transition Words: Pg 84-85 <p>Explorations in Nonfiction Writing</p> <ul style="list-style-type: none"> • Focused Moment pg. 170 • Personal Narrative pg. 172 <p>Mentor Text Ideas: Diary of a Spider/Worm/Fly by Doreen Cronin Fireflies by Julie Brinckloe Harold and the Purple Crayon by Crockett Johnson Little Red Writing by Joan Holub Snowy Day by Ezra Jack Keats Knuffle Bunny by Mo Willems Can I Play Too? By Mo Willems My Rotten Redheaded Older Brother by Patricia Polacco Thank You, Mr. Falker by Patricia Polacco Whistle for Willie by Ezra Jack Keats Chrysanthemum by Kevin Henkes When I Was Five by Arthur Howard When I Was Little by Jamie Lee Curtis Tuesday by David Wiesner</p>	<p>Small moment Word choice (verbs, adjectives)</p> <p>Focus Character Setting Problem Solution Author's Purpose (audience)</p>
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December 2015

Writing Curriculum (Letter Writing)			
Content	Skills	Assessment	Resources
<p>Unit of Study (Letter Writing)</p> <p>Students will be introduced to letter writing as a form of communication. They will learn that letters can be written for many purposes such as to invite, share information, thank, or persuade.</p> <p>In this unit of study, students will learn specifically about writing a friendly letter with the correct format (date, salutation, body, closing, signature).</p> <p>APPROXIMATE TIMEFRAME: 3-4 weeks</p>	<p>Instructional Focus</p> <p>Lesson Topics:</p> <ul style="list-style-type: none"> ◦ What is a letter? W.1.3, CCRA.W.4 ◦ Purpose of letter ◦ Parts of a Letter (date/heading, greeting/salutation, body, closing, signature) <p>Conventions and Grammar</p> <ul style="list-style-type: none"> ◦ Address conventions and grammar throughout the unit 	<p>Instructional Resources</p> <p>Marvelous Mini lessons for Teaching Beginning Writing, K-3</p> <ul style="list-style-type: none"> • Count the Words pg. 115-116 • Five-Finger Planner pg. 59 <p>No More I'm Done</p> <ul style="list-style-type: none"> • Sensory Details pg. 59 • Focus Web pg. 66 • Adding Details pg. 63 • Introducing Voice pg. 83 • Sentence Stretching pg. 98 <p>Mastering the Mechanics K-1</p> <ul style="list-style-type: none"> • Thank You Letters pg. 138 • Writing a Persuasive Letter pg. 148 <p>Explorations in Nonfiction Writing:</p> <ul style="list-style-type: none"> • Friendly Letter Pg 264 <p>Mentor Text Ideas: The Day the Crayons Quit by Drew Daywalt I Wanna Iguana by Karen Kaufman Orloff I Wanna New Room by Karen Kaufman Orloff Dear Mr. Blueberry by Simon James The Jolly Old Postman by Allan Ahlberg Click, Clack, Moo: Cows that Type by Doreen Cronin Dear Mrs. LaRue: Letters from Obedience School by Mark Teague</p>	<p>Key Vocabulary</p> <p>Heading (date) Greeting Body Closing Signature Structure Author's Purpose</p>

February 2016

Writing Curriculum (How-To Writing)

Content	Skills	Assessment	Resources
<p>Unit of Study (How-To Writing)</p> <p>In this unit of study, children will be introduced to the how-to genre within the explanatory/informational mode of writing. They will be transitioning from personal narrative writing to writing shared and personal how-to texts.</p> <p>Students will write with a particular audience in mind, providing explicit details and careful sequencing to allow the reader to successfully complete a task.</p> <p>This unit begins with many explicit teacher directed lessons, but is designed to be a gradual release to independent writing.</p> <p>It will begin with time to explore published how-to texts, allowing students to notice some common conventions of this genre.</p> <p>APPROXIMATE TIMEFRAME: 4-6</p>	<p>Instructional Focus</p> <p>Lesson Topics:</p> <ul style="list-style-type: none"> Purpose of How-To writing W.1.2 Select Topic W.1.2 Sequencing events W.1.2 Use of Temporal/ transition words W.1.2 Participate in shared research (explore a topic) W.1.7 <p>Conventions and Grammar</p> <ul style="list-style-type: none"> Address conventions and grammar throughout the unit 	<p>Instructional Resources</p> <p>Marvelous Mini lessons for Teaching Beginning Writing, K-3</p> <ul style="list-style-type: none"> Linking Words pg. 96 Revising as You Write pg. 165 Cutting and Sorting pg. 160 Pushing In pg. 152 <p>No More I'm Done</p> <ul style="list-style-type: none"> Staying on Track pg. 107 Model the Use of An Organizational Structure pg. 78 <p>Mastering the Mechanics K-1</p> <ul style="list-style-type: none"> Pulling It All Together: Danger Signs pg. 140 Using Transition Words pg. 84 <p>Crafting Non-fiction</p> <ul style="list-style-type: none"> Use a Logical Sequence pg. 184 Place Labels on Illustrations pg. 52 <p>Mentor Text Ideas: How to Ride a Giraffe by Alice Cary How to Make Salsa by Jamie Lucero How a House is Built by Gail Gibbons How to Train a Train by Jason Carter Eaton How to Get a Girlfriend by Leo Dzuver, Alexander Hald, and Matej Crnogorac</p>	<p>Key Vocabulary</p> <p>Research Author's purpose Topic Topic sentence Lead/hook Sequence Transition words (refer to transition word document) Details Closing sentence</p>

March 2016

Writing Curriculum (Informational)			
Content	Skills	Assessment	Resources
<p>Unit of Study (Informational- All About...)</p> <p>This unit involves writing an informational text without the need to do research. Teachers will guide students to think about topics they are "experts" in, and choose their All About topic accordingly. Students will choose topics they already know about for this genre of writing. Topics such as: my family, pets, sports, hobbies, games, making friends, etc. are popular topics.</p> <p>Students will write an All About Book that includes at least three sections with headings, a labeled diagram and/or picture with a caption, and a cover with title and author's name. This unit will utilize shared writing as guided practice as well as gradual release to independent student writing</p> <p>APPROXIMATE TIMEFRAME: 6-8 weeks (possibly divided)</p>	<p>Instructional Focus</p> <p>Lesson Topics:</p> <ul style="list-style-type: none"> Purpose of informational writing W.1.2 Select a topic W.1.2 Shared research W.1.7, W.1.8 Add Facts/Details W.1.5 NonFiction Text Features RI.1.5 (eg: glossary, heading, table of contents) Model shared closure <p>Conventions and Grammar</p> <ul style="list-style-type: none"> Address conventions and grammar throughout the unit 	<p>Instructional Focus</p> <p>Marvelous Mini lessons for Teaching Beginning Writing, K-3</p> <ul style="list-style-type: none"> Hook the Reader pg. 85 Be Your Own Editor pg. 141 Revising as You Write pg. 165 <p>No More I'm Done</p> <ul style="list-style-type: none"> Voice in Informational Texts pg. 85 Focus Web pg. 66 <p>Mastering the Mechanics K-1</p> <ul style="list-style-type: none"> Capitalized Titles pg. 122 Creating a Brief Animal Report pg. 154 <p>Explorations in Nonfiction Writing:</p> <ul style="list-style-type: none"> Chapter 7: Inform Gathering Information, Writing Process, Caption, Diagram, Label, Title, Index, Researching Writing in own Words <p>Crafting Nonfiction</p> <ul style="list-style-type: none"> Create a Labeled Diagram pg. 70 Gather Information with a Key Word Strategy pg. 76 Turning Notes into Sentences pg. 92 Organizing with a Graphic Organizer pg. 192 Use the Very Important Points (VIP) Strategy for Key Information pg. 58 <p>Mentor Text Ideas: Amazing Animals (StoryTown) At the Crayon Fact (StoryTown) Ways People Live (StoryTown) Gail Gibbons books *Use classroom informational texts that show text features</p>	<p>Key Vocabulary</p> <p>Topic Details Facts Glossary Heading Table of contents Caption Diagram Title Label Index Research Author's purpose Writing in own words Concluding sentence</p>

May 2016

Writing Curriculum (Book Review)			
Content	Skills	Assessment	Resources
<p>Unit of Study (Book Review)</p> <p>In this unit students will learn to give an opinion related to a book and support it with reasons and evidence. They can state their opinion about a book and give</p>	<p>Instructional Focus</p> <p>Lesson Topics:</p> <ul style="list-style-type: none"> Choose a book W.1.1 Name the book in your topic sentence W.1.1 	<p>Instructional Resources</p> <p>Instructional Resources: Marvelous Mini lessons for Teaching Beginning Writing, K-3</p> <ul style="list-style-type: none"> Hook the Reader pg.85 Sticky Dot Details pg. 57 	<p>Key Vocabulary</p> <p>Title Review Focus Topic sentence Closing sentence</p>

evidence to support their ideas. The focus will be on analyzing the characters in the story – and giving their opinions and support of whether they thought the character was believable, likeable, interesting, or showed unique traits that make them an important part of the story. Teachers can provide examples of book reviews written by true reviewers, teachers, or other students. Before students write their own individual reviews, the class can participate in a shared writing activity for practice. For example, the class can write a book review together for a book that they have all read.

APPROXIMATE TIMEFRAME:
2-3 weeks

- Focus your research for your audience W.1.1
 - Add details to strengthen writing W.1.5
 - Revising for organization of content W.1.5
 - Edit piece for correct conventions and grammar L.1.1 & L.1.2
 - Gather information from the book W.1.8
- Conventions and Grammar**
- Address conventions and grammar throughout the unit

No More I'm Done

- **Beware of the Adjectives** pg. 108
- **Focus and Organization** pg. 78

Mastering the Mechanics K-1

- **Sticky Note Book Reviews** pg. 136
- **Writing a Book Summary** pg. 152

Crafting Non-fiction

- **Lesson 6: Use I Remember to Summarize Information** pg.54/55

Teachers Pay Teachers resources:

- Book review checklist (organizer) TPT
- Parts of a book review (organizer) TPT
- Rate the book (organizer) TPT (use this to rate 2-3 books during prewriting to help choose the final book to review)
- Book review graphic organizer (title, author, summary, favorite part picture and words rating, recommendation)
- Kid Tested, Teacher Approved Student Written Book Reviews (TPT)

** include stars on final published piece to mimic a true book review

Mentor Text Ideas:

Don't Let the Pigeon Drive the Bus by Mo Willems

Pete the Cat by Eric Litwin

Hey, Little Ant by Phillip Hoose

Spaghetti Book Club (online resource)

Amazon: search children's book reviews

Site: <https://sites.google.com/a/jeffcoschools.us/warder-es/teacher-websites/second-grade-1/book-reviews---second-grade>

Should We Have Pets? A Persuasive Text by Sylvia Lollis

*Use any favorite classroom author study book (model as whole-class)

Opinion
Characters
Character traits
Details
Structure
Persuade
Audience
Author's purpose