

| | Unit 1 | Unit 2 | Unit 3 | Unit 4 | Unit 5 | Unit 6 |
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| | The Classroom Community | Getting Ideas | Telling More | Nonfiction | Poetry | Opinion Writing |
| Texts [1] | <ul style="list-style-type: none"> • Hands Can • I Believe I Can • The School Book • Soup Day • Daniel's Good Day | <ul style="list-style-type: none"> • City Signs • Red Is a Dragon: A Book of Colors • Round Is a Tortilla: A Book of Shapes • "My Crown" • "I Love My Body" • I Got the Rhythm • I Went Walking • Bee-bim Bop • My Friends/Mis amigos • Pigs • Feelings Like Mine | <ul style="list-style-type: none"> • Best Day Ever! • When Sophie Gets Angry—Really, Really Angry . . . | <ul style="list-style-type: none"> • A Visit to the Museum • I Want to Be a Nurse • Vegetables | <ul style="list-style-type: none"> • "Ways to Say Hello" • "Measuring" • "Share" • "Nighttime in the Garden" • "dear sun" • "It Fell in the City" • "I'm a Yellow-bill Duck" • "Sparrow" • "The Squirrel" • "Sack Lunch" • "Crunch and Lick" • Excerpt from Bean Soup: A Cooking Poem/Sopa de frijoles: un poema para cocinar | <ul style="list-style-type: none"> • "Alligators Are Unfriendly" • I Love My Teacher! |
| Length | 4 weeks | 10 weeks | 4 weeks | 3 weeks | 3 weeks | 3 weeks |
| Unit Overview | <p>During this four-week unit, the students are introduced to the Being a Writer program. The focus of this unit is to build the classroom community and create a caring environment conducive to learning. The year begins very informally as the students are introduced to the idea that marks on a page communicate meaning. They begin to understand that words and pictures in a book tell a story and that they can generate words and pictures to tell stories as well. Because kindergartners show great variation in their literacy skills when they enter school, the main purpose of Unit 1 is to give you time to observe and get to know where your students are as writers. As you model different ways to communicate in writing, students write their own "stories" in any way they can: using drawing, letter-like symbols that stand for sounds or letters, or standard letters and words. They tell their stories aloud to build the foundation of oral language needed for writing, and they begin to see themselves as contributing members of a caring classroom community.</p> <p>Socially, the students learn to work and participate responsibly as they carry out various procedures for the classroom community. The skills and procedures the students learn during this unit will help them become independent learners who can persevere, solve problems, and think independently.</p> | <p>During this ten-week unit, the students listen to and discuss fiction stories, nonfiction books, and poems; generate writing ideas; contribute ideas to shared stories; tell stories orally in preparation for writing; and draw and write stories to share with partners and the class. In Guided Writing Practice they practice writing words and sentences using sentence starters to build skills and confidence. The students are introduced to writing from left to right; leaving spaces between words; capitalizing people's names and the pronoun I; and nouns, verbs, and describing words (adjectives). The students refer to high-frequency word cards to help them spell words correctly, and they are introduced to making strategic spelling choices when writing unfamiliar, single-syllable words.</p> <p>Socially, the students learn the procedure for "Think, Pair, Share," and they learn to share their partner's thinking with the class. They develop skills that help them express interest in and appreciation for one another's writing, and they learn to treat one another as friends.</p> | <p>During this four-week unit, the students explore telling more in their stories by adding to their illustrations and writing. They think and talk about what they might include in their stories before writing, and they reread their stories and talk with partners about what more they might tell. The students also contribute to shared stories and choose topics for their own stories. They continue to practice strategies for spelling words by referring to high-frequency word cards and making strategic spelling choices. The students practice capitalizing first letters in sentences and the pronoun I and using periods at the ends of sentences. They also discuss using the inflectional endings -s and -es to form plural nouns and prepositions that show location. The students share their writing with the class from the Author's Chair.</p> <p>Socially, the students work responsibly on their own and in pairs and share their partners' thinking with the class. They develop communication skills by speaking loudly and clearly, and they express interest in and appreciation for one another's writing.</p> | <p>During this three-week unit, the students listen to and discuss nonfiction books and write nonfiction as a class and individually. They explore ways nonfiction is different from fiction and write about their classroom, a classroom guest, their partners, and food. They gather information for their own nonfiction writing through interviews and observation, discuss organizing writing for a class book, and they continue to tell more in their writing. They also discuss ending punctuation, including periods, exclamation points, and question marks, and use ending punctuation in their own writing. The students capitalize the first letters in sentences and the names of specific people. They also discuss using the inflectional endings -s and -es to form plural nouns and prepositions that show location. They share their writing in pairs and with the class from the Author's Chair.</p> <p>Socially, the students reach agreement before making decisions, share their partners' thinking with the class, and handle materials responsibly. They also use the prompts "I found out . . ." and "I want to know . . ." to express interest in one another's writing.</p> | <p>During this three-week unit, the students explore poetry by listening to, discussing, and writing poems. They visualize and act out poems to make sense of them and to get ideas for their own poems. They discuss interesting and descriptive words they hear in poems and generate lists of descriptive words to use in their own poems. They create individual books of poetry and share their poems in pairs and with the class from the Author's Chair. They discuss repetition, text structure, and prepositions that show when something happens in poems. As they listen to and discuss poems, they also review nouns and verbs.</p> <p>Socially, the students participate responsibly, work responsibly on their own and in pairs, listen carefully, and share their partners' thinking with the class. They also learn and use the prompt "I imagined . . ." to express interest in one another's poems.</p> | <p>During the first two weeks of this three-week unit, the students listen to and discuss examples of opinion writing. They learn what an opinion is and how to clearly state an opinion, generate opinions about topics, and provide reasons to support their opinions. They write opinion pieces about animals that would and would not make good pets, the most fun class activities, and the best end-of-year celebration ideas. They also discuss words they can use in their writing to show location (prepositions), capitalizing the pronoun I, and the inflectional endings -s and -es in plural nouns. In the last week of this unit, the students reflect on what they enjoyed about writing and learned about working well together in a classroom community this year, think about writing they might do during the summer, and write to next year's class. They also share their writing in pairs and with the class from the Author's Chair.</p> <p>Socially, the students listen carefully and respectfully, share their partners' thinking with the class, discuss opinions respectfully, and reflect on the classroom community and their own behavior. They also use the prompts "I found out . . ." and "I want to know . . ." to express interest in one another's writing.</p> |
| Writing Topics | <p>Students will:</p> <ul style="list-style-type: none"> • Draw and write about: <ul style="list-style-type: none"> - things they can do - what they like to do in kindergarten - what they like to do with an important person in their life - a good day • Draw and write freely | <p>Students will:</p> <ul style="list-style-type: none"> • Draw and write about: <ul style="list-style-type: none"> - a place they like to go - a color - a shape - what they love about themselves - things they like - something in the classroom - foods they like - friends - animals - feelings • Draw and write freely | <p>Students will:</p> <ul style="list-style-type: none"> • Write and draw about: <ul style="list-style-type: none"> - any topic they choose - an afterschool or weekend activity - being really angry • Write and draw freely | <p>Students will:</p> <ul style="list-style-type: none"> • Write and illustrate page(s) for a nonfiction book about: <ul style="list-style-type: none"> - the classroom - partners - grapes and raisins • Write and draw freely | <p>Students will:</p> <ul style="list-style-type: none"> • Draw and write about visualizations • Write poems about: <ul style="list-style-type: none"> - animals - food • Write and draw freely | <p>Students will:</p> <ul style="list-style-type: none"> • Write opinion pieces about: <ul style="list-style-type: none"> - pets - the most fun class activities - the best celebrations • Write about what they liked about the writing lessons • Write and draw freely |
| Writing Process | <p>Students will:</p> <ul style="list-style-type: none"> • Visualize what they like to do in kindergarten • Use visualizing and drawing • Share story ideas in pairs • Share writing with the class | <p>Students will:</p> <ul style="list-style-type: none"> • Find signs that label objects in the classroom • Suggest signs for and attach signs to additional classroom objects • Use words or letters to label objects in their drawings • Contribute ideas to a list of: <ul style="list-style-type: none"> - objects that are red - objects that are round - things they love about themselves • Contribute to a shared story about: <ul style="list-style-type: none"> - a color - a shape - a friend - an animal - a feeling • Contribute to other shared stories • Visualize: <ul style="list-style-type: none"> - favorite foods - animals • Practice writing: <ul style="list-style-type: none"> - words and sentences - "I like" sentences - "I see" sentences - "I love to eat" sentences - sentences about friends - sentences about feelings • Tell stories orally • Talk and write about feelings • Share story ideas in pairs • Share their writing in pairs and with the class | <p>Students will:</p> <ul style="list-style-type: none"> • Contribute and add to shared stories • Visualize and tell stories orally • Reread their stories and add to their drawings • Reread their writing and add details • Share writing in pairs and with the class • Share writing from the Author's Chair | <p>Students will:</p> <ul style="list-style-type: none"> • Explore and observe grapes and raisins • Contribute ideas to a list of: <ul style="list-style-type: none"> - facts about the classroom - questions about nurses - interesting people in the school - foods - observations about grapes and raisins - interesting people and their partner questions • Contribute to: <ul style="list-style-type: none"> - a shared nonfiction book about a guest - shared nonfiction pages about grapes and raisins • Make book covers for booklets about partners and food • Share writing in pairs and from the Author's Chair | <p>Students will:</p> <ul style="list-style-type: none"> • Contribute to a list of descriptive words about: <ul style="list-style-type: none"> - how animals look and move - foods • Contribute to a shared poem about: <ul style="list-style-type: none"> - an animal - a food • Contribute color words to a list of descriptive words about food • Share poems from the Author's Chair | <p>Students will:</p> <ul style="list-style-type: none"> • Contribute to a shared list of: <ul style="list-style-type: none"> - animals - activities • Celebrations • Contribute to a shared opinion piece about: <ul style="list-style-type: none"> - an animal that would not make a good pet - an animal that would make a good pet - a fun class activity - a celebration • Share opinions and reasons in pairs • Contribute to a shared list about the writing lessons • Plan for summer writing • Contribute to a shared list and make own lists of summer writing topics • Contribute to a shared letter to next year's class • Draw self-portraits • Share writing from the Author's Chair |
| Genre and Author's Craft | <p>Students will:</p> <ul style="list-style-type: none"> • Listen to and discuss stories | <p>Students will:</p> <ul style="list-style-type: none"> • Listen to and discuss: <ul style="list-style-type: none"> - nonfiction books - stories - poems • Revisit a familiar nonfiction book | <p>Students will:</p> <ul style="list-style-type: none"> • Listen to and discuss stories • Discuss how a professional author tells more • Discuss how illustrations tell more about the story | <p>Students will:</p> <ul style="list-style-type: none"> • Listen to and discuss nonfiction books • Compare fiction and nonfiction texts • Explore nonfiction books and share pictures from the books with the class • Discuss organizing information • Use a table of contents | <p>Students will:</p> <ul style="list-style-type: none"> • Listen to, visualize, act out, and discuss poems • Identify and discuss: <ul style="list-style-type: none"> - repetition - text structure | <p>Students will:</p> <ul style="list-style-type: none"> • Listen to and discuss: <ul style="list-style-type: none"> - a poem - a fiction story • Identify the opinion and reasons in: <ul style="list-style-type: none"> - a poem - a story • Listen to classmates' opinion pieces • Review and discuss the writing lessons |

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| Grammar Skills and Conventions | <p>Students will:</p> <ul style="list-style-type: none"> • Explore describing words (adjectives) • Discuss describing words (adjectives) and add them to stories | <p>Students will:</p> <ul style="list-style-type: none"> • Explore: <ul style="list-style-type: none"> - spelling-sound correspondences - plural nouns with the inflectional ending -s - prepositions • Explore and act out verbs • Identify and discuss: <ul style="list-style-type: none"> - nouns - describing words (adjectives) - verbs • Learn a procedure for referring to high-frequency word cards • Refer to high-frequency word cards • Write from left to right • Leave spaces between words • Capitalize: <ul style="list-style-type: none"> - the pronoun I - names of specific people • Make strategic spelling choices • Discuss describing words (adjectives) and add them to stories | <p>Students will:</p> <ul style="list-style-type: none"> • Make strategic spelling choices • Refer to high-frequency word cards • Capitalize: <ul style="list-style-type: none"> - the first letters in sentences - the pronoun I • Use: <ul style="list-style-type: none"> - periods at the ends of sentences - describing words (adjectives) - verbs • Discuss the inflectional endings -s and -es in regular plural nouns • Discuss and use prepositions that show location | <p>Students will:</p> <ul style="list-style-type: none"> • Discuss: <ul style="list-style-type: none"> - prepositions that show location - ending punctuation - the inflectional endings -s and -es in regular plural nouns • Explore question marks • Capitalize: <ul style="list-style-type: none"> - the first letters in sentences - names of specific people • Use punctuation at the ends of sentences | <p>Students will:</p> <ul style="list-style-type: none"> • Discuss prepositions that show when something happens • Identify and discuss: <ul style="list-style-type: none"> - verbs - nouns | <p>Students will:</p> <ul style="list-style-type: none"> • Capitalize the pronoun I • Discuss the inflectional endings -s and -es in regular plural nouns • Explore the connecting word because • Discuss prepositions that show location |
| Social Skills Development | <p>Students will:</p> <ul style="list-style-type: none"> • Build the classroom community • Learn, practice, and follow classroom procedures • Speak loudly and clearly • Listen respectfully • Work responsibly • Learn and use "Turn to Your Partner" • Take turns talking and listening | <p>Students will:</p> <ul style="list-style-type: none"> • Take turns talking and listening • Speak loudly and clearly • Listen carefully and respectfully • Learn and use "Think, Pair, Share" • Express interest in and appreciation for another's writing • Work responsibly in pairs • Handle materials responsibly • Treat one another as friends • Share partners' thinking | <p>Students will:</p> <ul style="list-style-type: none"> • Share partners' thinking • Treat one another as friends • Express interest in one another's writing • Speak loudly and clearly • Listen carefully • Work responsibly in pairs | <p>Students will:</p> <ul style="list-style-type: none"> • Reach agreement before making decisions • Take turns talking and listening • Express interest in one another's writing • Share partners' thinking • Act in caring ways • Handle materials responsibly • Work responsibly in pairs | <p>Students will:</p> <ul style="list-style-type: none"> • Participate responsibly • Work responsibly in pairs • Listen carefully • Share partners' thinking • Express interest in one another's writing | <p>Students will:</p> <ul style="list-style-type: none"> • Share ideas with one another • Discuss opinions respectfully • Listen carefully and respectfully • Express interest in one another's writing • Share partners' thinking • Reflect on the classroom community • Reflect on behavior |