

**English Language Arts
Unit 2: Building Writing Habits**

Essential Understandings	<ul style="list-style-type: none"> • Writing is a form of communication that involves being engaged in behaviors that contribute to the clear and effective expression of ideas, stories, opinions, and information.
Essential Questions	<ul style="list-style-type: none"> • How do we communicate through writing? • What are the behaviors that contribute to effective writing? • What are the phonics, word analysis skills, grammar and language conventions students need to write and speak clearly and effectively?
Essential Knowledge	<ul style="list-style-type: none"> • Writers write for a variety of purposes. • Grade-level vocabulary, language conventions and mechanics contribute to proficient writing.
Vocabulary/Content	<ul style="list-style-type: none"> • Vocabulary, poetry, information, fiction, narrative, story, opinion, nonfiction, true story, author, illustration, illustrator, details, cover, table of contents, captions, labels, diagrams, beginning, middle, end, author’s purpose, punctuation, spacing, capital letters, lower case letters, stamina, focus, revise, details, checklist, writing tools, rereading, title, word wall, letter, word, sentence, speech bubbles
Essential Skills	<ul style="list-style-type: none"> • With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed. • With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers. • Participate in collaborative conversations with diverse partners about <i>kindergarten topics and texts</i> with peers and adults in small and larger groups. • Describe people, places, things, and events and with prompting and support, provide additional detail. • Add drawings or other visual displays to descriptions as desired to provide additional detail. • Speak audibly and express thoughts, feelings, and ideas clearly. • Use words and phrases acquired through conversations, reading and being read to, and responding to texts. <p>Demonstrate grade level appropriate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> • See Appendix KBWH

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<p>Related Maine Learning Results</p>	<p><u>Writing-Kindergarten</u></p> <ul style="list-style-type: none">• W.K.5 With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.• 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. <p>-</p> <p><u>Speaking and Listening-Kindergarten</u></p> <p>SL.K.1 Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.</p> <p>.SL.K.1.A Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).</p> <p>.SL.K.1.B Continue a conversation through multiple exchanges.</p> <p>SL.K.4 Describe people, places, things, and events and with prompting and support, provide additional detail.</p> <p>.SL.K.5 Add drawings or other visual displays to descriptions as desired to provide additional detail.</p> <p>Speak audibly and express thoughts, feelings, and ideas clearly</p> <p>.</p> <p><u>Language-Kindergarten</u></p> <p>.L.K.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>.L.K.1.A Print many upper- and lowercase letters.</p> <p>L.K.1.B Use frequently occurring nouns and verbs.</p> <p>.L.K.1.C Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).</p>
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L.K.1.D Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).

.L.K.1.E Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).

L.K.1.F Produce and expand complete sentences in shared language activities.

.L.K.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.K.2.A Capitalize the first word in a sentence and the pronoun *I*

L.K.2.B Recognize and name end punctuation.

.L.K.2.C Write a letter or letters for most consonant and short-vowel sounds (phonemes).

.L.K.2.D Spell simple words phonetically, drawing on knowledge of sound-letter relationships.

L.K.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.

.L.K.4.A Identify new meanings for familiar words and apply them accurately (e.g., knowing *duck* is a bird and learning the verb to *duck*).

..L.K.4.B Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word.

..L.K.5

With guidance and support from adults, explore word relationships and nuances in word meanings.

..L.K.5.A

Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.

..L.K.5.B

Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).

Identify real-life connections between words and their use (e.g., note

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	<p>places at school that are colorful).</p> <p>.L.K.5.D Distinguish shades of meaning among verbs describing the same general action (e.g., <i>walk, march, strut, prance</i>) by acting out the meanings.</p> <p>.L.K.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p>
<p>Sample Activities</p>	<ul style="list-style-type: none"> • Read a variety of books with labels. • Share writing about our playground (label pictures, stretch out words, write letter sounds) • Read How To books and use shared writing to write a How To book (make a PB&J) • Partner work – one child reads their story and the listener asks a question that could help the writer revise their story • Cloze activities • Make a class book (ex. Brown Bear, Brown Bear) • Interactive writing • Handwriting development using fine motor tools such as clay, sticks, tracing, wikki stix, etc.
<p>Sample Classroom Assessment Methods</p>	<ul style="list-style-type: none"> • Writing rubric • Regular review of student writing folders • Conference and observations notes • High frequency word automaticity • Writing prompts • Letter sound fluency • Formal and informal observation
<p>Sample Resources</p>	<p><u>Publications:</u></p> <ul style="list-style-type: none"> • <i>Units of Study for Teaching Writing</i> by Lucy Calkins • <i>Interactive Writing – How Language and Literacy Come Together, K-2</i> by McCarrier, Pinnell, Fountas • <i>Words Their Way</i> • <i>Kindergarten Phonics</i> by Fountas and Pinnell • <i>The Complete Year in Reading and Writing</i> by Karen McNally and Pam Allyn • <i>Trait Crate Kindergarten</i> by Ruth Culham • <i>About the Authors</i> by Katie Wood Ray • <i>Webbing with Literature</i> by Karen D’Angelo

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- *Reading and Writing for Kindergarten by Dorothy P. Hall*

Suggested Texts:

- Creak! Said the Bed by Phyllis Root
- Library Mouse by Daniel Kirk
- Rocket Writes a Story by Tad Hills
- We Are in a Book! By Mo Willems
- Mo Willem's Books
- Lunch by Denise Flemming
- The Stinky Cheese Man by Jon Scieszka