

**English Language Arts  
Unit 5: Writing Across Genres**

<b>Essential Understandings</b>	<ul style="list-style-type: none"> <li>▪ Writers offer and support opinions, demonstrate understanding of content areas, and convey experiences and events through purposeful writing.</li> </ul>
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>▪ What are the various purposes of writing and how do they differ?</li> <li>▪ How can drawings be used to elaborate ones writing?</li> </ul>
<b>Essential Knowledge</b>	<ul style="list-style-type: none"> <li>• Writing has different purposes.</li> <li>▪ Opinion pieces support a point a point of view with reasons and information.</li> <li>▪ Informational pieces examine a topic and convey ideas and information clearly.</li> <li>▪ Narrative pieces tell about events.</li> <li>▪ Information and evidence can be gathered to strengthen a piece of writing.</li> </ul>
<b>Vocabulary/Content</b>	<ul style="list-style-type: none"> <li>▪ 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</li> </ul>
<b>Essential Skills</b>	<ul style="list-style-type: none"> <li>• Participate in shared research and writing projects.</li> <li>• With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</li> </ul> <p>Opinion:</p> <ul style="list-style-type: none"> <li>• Use a combination of drawing, dictating, and writing.</li> <li>• Tell a reader the topic or the name of the book they are writing about</li> <li>• State an opinion or preference about the topic or book</li> </ul> <p>Informational/Explanatory:</p> <ul style="list-style-type: none"> <li>• Use a combination of drawing, dictating, and writing</li> <li>• Name what they are writing about.</li> <li>• Supply some information about the topic.</li> </ul> <p>Narrative:</p> <ul style="list-style-type: none"> <li>• Use a combination of drawing, dictating, and writing.</li> <li>• Narrate a single event or several loosely linked events.</li> <li>• Tell about the events in the order in which they occurred.</li> </ul>

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	<ul style="list-style-type: none"> <li>• Provide a reaction to what happened.</li> </ul>
<p><b>Related Maine Learning Results</b></p>	<p><u>Writing-Kindergarten</u> 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., <i>My favorite book is...</i>).</p> <p><u>..W.K.2</u> 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.</p> <p><u>.W.K.3</u> 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.</p> <p><u>..W.K.7</u> Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).</p> <p><u>W.K.8</u> With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p>
<p><b>Sample Lessons, Activities and Strategies</b></p>	<ul style="list-style-type: none"> <li>• Model How To writing (such as How To make a PB&amp;J)</li> <li>• Write a class book to practice pattern books (<i>I Like Myself</i> by Beaumont)</li> <li>• Interactive writing (such as <i>Snowballs</i> (Ehler) and <i>All You Need for a Snowman</i> (Schertle))</li> <li>• Model opinion writing (such as how we can make a change in our school)</li> <li>• Model writing personal narratives (fact or fiction)</li> <li>• Author share with other grades and classes</li> </ul>
<p><b>Sample Classroom Assessment Methods</b></p>	<ul style="list-style-type: none"> <li>• Writing prompts</li> <li>• Writing rubrics</li> <li>• Regular review of student writing folders</li> <li>• Conference and observations notes</li> <li>• Goal setting</li> <li>• Review class books</li> <li>• Writing celebrations</li> <li>• Writing checklists &amp; critiquing</li> </ul>
	<ul style="list-style-type: none"> <li>• <u>Publications:</u></li> </ul>

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<p><b>Sample Resources</b></p>	<ul style="list-style-type: none"><li>• <i>Units of Study for Teaching Writing</i> by Lucy Calkins</li><li>• <i>Interactive Writing – How Language and Literacy Come Together, K-2</i> by McCarrier, Pinnell, Fountas</li><li>• <i>Words Their Way</i></li><li>• <i>Kindergarten Phonics</i> by Fountas and Pinnell</li><li>• <i>Already Ready</i> by Ray and Glover</li><li>• <i>About the Authors</i> by Ray and Cleveland</li><li>• <i>Talking Drawing, Writing</i> by Horn and Giacobbe</li><li>• <i>Literacy and the Youngest Learner</i> by Bennet,, Armistead, Duke and Moses</li><li>• <i>The Complete Year in Reading and Writing</i> by Karen McNally and Pam Allyn</li></ul> <p>Suggested Texts:</p> <ul style="list-style-type: none"><li>• <u>How a House is Built</u> by Gail Gibbons</li><li>• How to Ride a Bike</li><li>• How to Grow a Plant</li><li>• Gail Gibbons Books</li><li>• Scholastic Discovery Series</li><li>• I Wanna Iguana by Karen Kaufman Orloff</li><li>• Duck! Rabbit! By Amy Krouse Rosenthal</li></ul>
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