## WRITING - 2

Lettie Brown Elementary School	VanDerVoorn, Lauri L	auri.VanDerVoorn@morton709.org	WR2200 2
Lette Brown Elementary Conoci			
			Show Icon
August 2015			
1st Semester Content	Skills 🔳	Assessment	Resources 🖃
A. Predictable Pattern Book	A. Text Types and Purposes	A. Writing Rubric	A. Mentor Text Ideas:
			"Brown Bear, Brown Bear, What Do You See?" by Eric Carle
	Understand the purpo	co for	
	writing a <i>fictional</i> narrative using a predictable, pattern	e piece	"Grandad Bill's Song" by Jane Yolen
	using a predictable, pattern structure	ned	"And to Think That I Saw It On Mulberry Street" by Dr. Seuss
	Write narratives that r well-alaborated event or sh		"If You Give a Mouse Cookie" by Laura Numeroff
	well-elaborated event or sl sequence of events <b>W.2.3</b>		"If You Give a Moose a Muffin" by Laura Numerof
	Include details to desc	ribe	
	actions, thoughts, and feeli W.2.3		"If You Give a Dog a Donut" by Laura Numeroff
			"If You Give a Cat a Cupcake" by Laura Numeroff
	<ul> <li>Use temporal words to event order, and provide a closure W.2.3</li> </ul>		"Alexander and the Horrible, Terrible, No Good, Very Bad Day" by Judith Viors
	Production and Distribution of Writ	ing	
	<ul> <li>With guidance and sup from adults and peers, foct topic and strengthen writin needed by revising and edi W.2.5</li> </ul>	is on a	
	Craft and Structure		
	<ul> <li>Describe how words a phrases (e.g., regular beats alliteration, rhymes, repeat supply rhythm and meanin story, poem, or song. R.L.2</li> </ul>	nd , tecl lines) g in a <b>4</b>	
	Conventions and Grammar		
	<ul> <li>Address conventions a grammar throughout the</li> </ul>		
B. Class ABC Book	grammar throughout the	B. Writing Rubric	
			B. Nonfiction Craft Lessons
	B.1 Organization- Hook or lead		Writing an Alphabet book: page 35
	B.2 Main Idea B.3 Supporting Details B.4 Staying on Topic		(Nonfiction Craft Lessons)
			Organization -
			Page 100 & 101 (revision of leads) Page 188-189 Create Inviting Lead (Craft Nonfiction)
			<u>-</u>
			Ideas Page 46 adding details (Nonfiction Craft Lessons)
			Page 43 using Comparison (Nonfiction Craft Lessons)
			Page 21, 22, 26, 27, 40, 46 Idea Development (Nonfiction Craft Lessons)
			Page 59 Writing a Topic Sentence(Nonfiction Craft Lessons)
C. Opinion Letters			Page 174-175 Focus on One (Crafting Nonfiction)
			C. Craft Lessons: Teaching Writing K-8
	C. Ideas		By: Ralph Fletcher
	Lead/Hook		p. 35, 77, 78, 86, 94, 97, 122
	Strong, clear idea (Staying	g on Topic)	· · · · · · · · · · · · · · · · · · ·
	• Using details to support a	n opinion	Marvelous Minilessons for Teaching Beginning Writing K-3
			By: Lori Rog
			p. 85
	voice		
	Has a clear audience		

	<u>Conventions</u>	
	Letter format	Craft Lessons: Teaching Writing K-8
	Editing for proper grade level	By: Ralph Fletcher
	conventions and spelling	p. 33, 48, 64, 116, 63, 123
	Excellent Word Choice	
	Descriptive words	
	Vivid verbs	
		Mastering the Mechanics
		By: Linda Hoyt
		p. 50 (capitalization), 105-112 (spelling)
	Sentence Fluency	
	Complete sentences	
	Subject verb agreement	
	• Use a variety of sentence beginnings	
	-	
	-	Craft Lessons: Teaching Writing K-8
	Presentation	By: Ralph Fletcher
	<ul><li>Handwriting</li><li>Illustrations</li></ul>	p. 39, 59, 60, 102, 120, 121
	Text Types and Purposes	Marvelous Minilessons for Teaching Beginning Writing K-3
	• Write opinion pieces that introduce the topic or book they are writing about,	By: Lori Rog
		p. 80, 82,99, 152, 154, 156
	State an opinion	p. 00, 02 ( ) ) 102, 103, 100
	<ul> <li>Supply reasons that support the opinion, use linking words (e.g., because,</li> </ul>	
	and, also) to connect opinion and reasons	Marvelous Minilessons for Teaching Beginning
	Provide a concluding statement or	Writing K-3
	section. W.2.1	By: Lori Rog
	Production and Distribution of Writing	p. 136-137, 163,
	• With guidance and support	
	from adults and peers, focus on a topic and strengthen writing as	Mastering the Mechanics
	needed by revising and editing. W.2.5	By: Linda Hoyt
	• With guidance and support	p. 56 (complete sentences), 58 (sentence parts, subject & verb), 117 (combining
	from adults, use a variety of digital tools to produce and	sentences)
	publish writing, including in collaboration with peers. W.2.6	
	Conventions and Grammar	
	• Address conventions and	Mentor Text Ideas:
	grammar throughout the unit	"Toot and Puddle" by Holly Hobbie
		"Searching for Oliver K Woodman" by Darcy
		Pattison
		"Dear Bunny" by Michaela Morgan
		"Click, Clack, Moo: Cows That Type" by Doreen Cronin
		"Where On Earth Is My Bagel" by Frances Park
		"Dear Mrs. LaRue" by Mark Teaque
		"Dear Annie" by Judith Caseley
		" The Jolly Postman" by Janet and Allan Ahlber
January 2016		
Second Semester Writing		

Second Semester Writing			
Content =	Skills 🖃	Assessment =	Resources =
A. Fictional Narrative	A. Fictional Narrative Organization • Hook or lead • Logical sequence Ideas • Main idea	A. Writing Rubric	A. Mentor Text Ideas: "Owl Moon" by Jane Yolen "Fire Flys" by Julie Brinckloe "The Snowy Day" by Ezra Jack Keets "When I Was Young and In the Mountains" by Cynthia Rylant

	Supporting details		"The Relatives Came" by Cynthia Rylant
	Staying on topic		"Knuffle Bunny" by Mo Willems
	Voice <ul> <li>Aware of audience</li> </ul>		"The Paperboy" by Dav Pilkey
	Conventions • Indent		"Chicken Sunday" by Patricia Polacco
	Capitalization of sentences     Punctuation     Spelling		
	Word Choice		Storytown Mentor Texts:
	Adjectives     Vivid Verbs		"Jamaica Louise James" by Amy Hest
	Sentence Fluency Complete sentences Beginning sentences in a variety of ways		"Gus and Grandpa and the Two Wheeled Bike" "Big Bushy Mustache"
	Presentation <ul> <li>Handwriting</li> <li>Illustrations</li> </ul>		
	Text Types and Purposes		
	<ul> <li>Understand the purpose for writing a <i>fictional</i> narrative piece</li> <li>Write narratives that recount a well-elaborated event or short sequence of events <b>W.2.3</b></li> </ul>		
	• Include details to describe actions, thoughts, and feelings <b>W.2.3</b>		
	• Use temporal words to signal event order, and provide a sense of closure <b>W.2.3</b>		
	Production and Distribution of Writing		
	<ul> <li>With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing, W.2.5</li> </ul>		
	Conventions and Grammar		
	• Address conventions and		
B. Informational Writing (With Supported Research)	grammar throughout the unit	B. Writing Rubric	B. Crafting Nonfiction
			(Primary) (Intermediate)
			188-189 190-191
	B. Organization		182-185
	<ul><li>Hook or lead</li><li>Logical sequence</li></ul>		170-171
	<ul> <li>Ideas</li> <li>Main idea</li> <li>Suproming details</li> </ul>		170 170
	<ul><li>Supporting details</li><li>Staying on topic</li></ul>		178-179 186-187 162-163
	Voice • Aware of audience		196-197 166-167
	Aware of addinince <u>Conventions</u> Indent     Capitalization of sentences		
	Punctuation     Spelling		262-285 250-253
	Word Choice • Adjectives • Vivid Verbs		270-271
	Sentence Fluency           • Complete sentences           • Beginning sentences in a variety of		
	ways		330-337 288-299 312-315
			288-299 312-315
	Presentation Handwriting Illustrations		340-349; 148-149
	Handwriting		340-349; 148-149
	Handwriting     Illustrations		340-349; 148-149 226-227 202-203 228-229 204-205
	Handwriting     Illustrations  Text Types and Purposes      Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a		226-227 202-203
	Handwriting     Illustrations  Text Types and Purposes      Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section. W.2.2  Production and Distribution of Writing      With guidance and support		226-227 202-203
	Handwriting     Handwriting     Illustrations  Text Types and Purposes     Write informative/explanatory texts in     which they introduce a topic, use facts and     definitions to develop points, and provide a     concluding statement or section. W.2.2  Production and Distribution of Writing     With guidance and support     from adults and peers, focus on a     topic and strengthen writing as		226-227 202-203 228-229 204-205
	Handwriting     Illustrations  Text Types and Purposes      Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section. W.2.2  Production and Distribution of Writing      With guidance and support		226-227 202-203 228-229 204-205 248-259

C. Writing Review (Book, Movie, Toy, etc.)	<ul> <li>With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. W.2.6</li> <li>Research to Build and Present Knowledge</li> <li>Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations). W.2.7</li> <li>Conventions and Grammar         <ul> <li>Address conventions and grammar throughout the unit</li> </ul> </li> </ul>	C. Writing Rubrics	140-141; 146-147 142-143 Mentor Text Ideas: "Dogs" "Rainforest Babies" "At Play Long Ago and Today" "Watching in the Wild" "The Bee" "Ah, Music!" 25 Creature Features by Steve Jenki
	C. <u>Ideas</u> • Lead/Hook • Strong, clear idea (Staying on Topic) • Using details to support an opinion <u>Voice</u> • Has a clear audience <u>Conventions</u> • Letter format • Editing for proper grade level conventions and spelling		C. Craft Lessons: Teaching Writing K-8 By: Ralph Fletcher p. 35, 77, 78, 86, 94, 97, 122 Marvelous Minilessons for Teaching Beginning Writing K-3 By: Lori Rog p. 85 Craft Lessons: Teaching Writing K-8 By: Ralph Fletcher p. 33, 48, 64, 116, 63, 123
	Excellent Word Choice <ul> <li>Descriptive words</li> <li>Vivid verbs</li> </ul>		<i>Mastering the Mechanics</i> By: Linda Hoyt p. 50 (capitalization), 105-112 (spelling)
	Sentence Fluency  Complete sentences  Subject verb agreement Use a variety of sentence beginnings		Craft Lessons: Teaching Writing K-8 By: Ralph Fletcher p. 39, 59, 60, 102, 120, 121 Marvelous Minilessons for Teaching Beginning Writing K-3 By: Lori Rog p. 80, 82, 99, 152, 154, 156
	Text Types and Purposes		Marvelous Minilessons for Teaching Beginning Writing K-3 By: Lori Rog p. 136-137, 163, Mastering the Mechanics
	<ul> <li>Write opinion pieces that introduce the topic or book they are writing about,</li> <li>State an opinion</li> <li>Supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons</li> </ul>		By: Linda Hoyt p. 56 (complete sentences), 58 (sentence parts, subject & verb), 117 (combining sentences) Mentor Text Ideas:

<ul> <li>Provide a concluding statement or section. W.2.1</li> <li>Production and Distribution of Writing         <ul> <li>With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</li> <li>With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. W.2.6</li> </ul> </li> <li>Research to Build and Support Knowledge</li> </ul>	"I Wanna Iguana" by Karen Kaufman Orloff and David Catrow "I Wanna New Room" by Karen Kaufman Orloff and David Catrow "The Monster at the End of this Book" "Do Not Open this Book!" "Hey, Little Ant" by Philip and Hanna Hoose "Don't Let the Pigeon Drive the Bus" by Mo Willems and other related titles Reading Rainbow Videos
<ul> <li>Recall information from experiences or gather information from provided sources to answer a question. W.2.8</li> <li>Conventions and Grammar         <ul> <li>Address conventions and grammar throughout the unit</li> </ul> </li> </ul>	<b>Storytown Mentor Stories</b> "Mr. Putter and Tabby Write the Book" by Cynthia Rylant