

**2014-2015 Grade K Writing Units of Study**

**Unit 4: Telling Stories Through Pictures and Words (3 weeks)**

**Rationale**

*Why is this unit important and appropriate for this grade level and at this time of the year?*

Storytelling gives children the opportunity to practice telling sequenced stories. Telling stories to partners encourages students to plan stories out and include rich details before putting these ideas on paper.

**Learning Outcomes**

*What do we expect students to know and be able to do at the end of the unit?*

Students will:

- Tell sequenced stories to a partner
- Represent stories through pictures and words
- Develop a story using details

**Minilessons/Notes/Tips**

*What minilessons will lead to student learning outcomes?*

Possible Minilessons:

- Generating ideas for stories
- Planning a story across fingers with a beginning, middle and ending
- Planning a story across pages with a beginning, middle and ending
- Rehearsing stories with a partner
- Using transitional words like first, then, next, after, to tell a story
- Representing the story through pictures
- Representing the story with words – labeling pictures
- Representing the story with text – phrases/sentences on each page
- Extending story to include details in the picture (e.g., more pictures, more color, background, outlines, labels)
- Adding speech bubbles
- Extending a story to include words that “match” the picture on story paper
- Stretching out words – saying the word slowly and writing the letter down that matches the sound being said (focus on initial, final and medial sounds of words)
- Using classroom visuals and supports to write words (e.g., familiar ABC chart, word wall, anchor charts)
- Spacing between words
- Adding ending punctuation
- Rereading work again and again
- Editing for punctuation, capitalization, grammar (See Common Core Language Standards for grade level expectations)

## 2014-2015 Grade K Writing Units of Study

### Notes/Tips:

- Refer to the District Conventions Continuum to determine appropriate convention objectives (punctuation, capitalization, syntax) to teach during the unit. Copies are available in the grade level literacy binders and on the district website [http://ww3.mamkschools.org/ela/Units\\_of\\_Study.html](http://ww3.mamkschools.org/ela/Units_of_Study.html).
- Analyze student writing to assess whole class, small group and individualized needs.
- Have guided writing groups as a way to differentiate instruction.
- Have different types of paper available so students have paper choice for independent writing.
- Interactive writing and shared writing are essential daily balanced literacy components that allow teachers to demonstrate strategies repeatedly for planning, illustrating, and writing stories. Many teachers use interactive writing to teach strategies such as spacing between words, strategies for spelling words, ending punctuation, etc. Many teachers use shared writing to model the genre of writing being studied. Through shared writing the class can compose “mentor” stories that reflect the unit of study. (Teachers use chart paper for shared writing.) These mentor texts are referred to during writing workshop minilessons to model the day’s teaching point. Shared writing texts developed by the class are excellent because all students can be involved in the composing (students share ideas orally and teacher scribes) and also because they reflect the type of writing students will be expected to do. It is highly recommended that teachers use class shared writing texts in addition to published mentor texts to teach a unit of study.
- Use daily shared writing and interactive writing to compose class texts. Use texts to model teaching points during writing workshop minilessons.
- Story strings/strips help students tell stories using the story elements.
- Consider a variety of paper choices (portrait, landscape, vary picture box size, vary number of writing lines to promote differentiation).
- Students write daily so teachers may decide to clean out student writing folders at the end of each unit for management and organizational reasons.
- **To view Grade K archived artifacts for the unit please visit the Grade K reading/writing page. Select “Resources” from the top nav bar. To access the units of study website use the link [http://ww3.mamkschools.org/units\\_of\\_study/](http://ww3.mamkschools.org/units_of_study/).**
- Chart Chums is a great online resource for creating interactive, clear and visually rich anchor charts. To view use the link <http://chartchums.wordpress.com/>.
- Additional resources of sample anchor charts for reading and writing units of study include the following: <http://readingandwritingproject.com/resources/classroom-charts/kindergarten>,
- To view samples of student writing across genres and grade levels use the link: <http://tc.readingandwritingproject.com/resources/student-writing>.

### Professional Resources

*What professional resources will be helpful in planning the unit?*

- *The Common Core Writing Book* by Gretchen Owocki
- *Units of Study in Opinion, Information, and Narrative Writing, Grade K* by Lucy Calkins et al
- *Teachers College Reading and Writing Project Kindergarten Writing Curriculum Calendar 2010–2011*
- *The Complete Year in Reading and Writing* by Karen McNally and Pam Allyn (Chapter 2, pp. 41–56)
- *About the Authors: Writing Workshop with our Youngest Writers* by Katie Wood Ray
- *In Pictures and In Words* by Katie Wood Ray
- *Talking, Drawing, Writing: Lesson for Our Youngest Writers* by Martha Horn and Mary Ellen Giacobbe
- *Comprehension From The Ground Up* by Sharon Taberski (Chapter 5)
- *Units of Study for Primary Writing: A Yearlong Curriculum* (Guide 2 Small Moments: Personal Narrative Writing by Lucy Calkins and Abby Oxenhorn)
- *Mentor Texts: Teaching Writing Through Children’s Literature, K-6* by Lynne R. Dorfman and Rose Cappelli
- *Guided Writing: Practical Lessons, Powerful Results* by Lori D. Oczkus
- [http://ww3.mamkschools.org/ela/Units\\_of\\_Study.html](http://ww3.mamkschools.org/ela/Units_of_Study.html). (See the District Conventions Continuum)