

GRADE K
SCOPE AND SEQUENCE

Being a Writer™

SECOND EDITION

The *Being a Writer* program combines a writing process approach with guided instruction to ensure students learn and practice the craft and conventions of writing. Every lesson operates in the context of a caring classroom community, crucial to motivating and inspiring students to grow as writers, thinkers, and principled people. The program is built on the assumption that academic and social learning flourish when they are integrated naturally, rather than pursued separately.

The following scope and sequence provides a detailed outline of the program's development of writing skills and genres across grade levels. It also includes calendars that chart the structure and focus of each unit, week, and day.

Teaching the Program

How the Kindergarten Program Is Organized

UNITS

In the *Being a Writer* kindergarten program, there are seven units, designed to be taught in order. The units vary in length from one to ten weeks. Each week has three days of instruction.

OVERVIEW OF INSTRUCTION

The *Being a Writer* program comprises 27 weeks of instruction, which allows time for you to:

- Extend or finish units that take longer than expected
- Provide free writing time so students can practice what they have learned
- Confer with students in a way that is more general than is suggested in the units
- Teach Writing About Reading, Writing Throughout the Week, and/or Extension activities
- Teach writing content not introduced in the *Being a Writer* program

As you plan the instruction for the year, you might want to build in additional time for these activities.

Sample Calendar for Kindergarten

	Unit	Title	Length	Focus
FALL	1	The Writing Community	4 weeks	<p>Build a caring writing community</p> <p>Get ideas for writing from read-alouds</p> <p>Write stories using drawing, letter-like symbols, or standard letters and words</p>
	2	Getting Ideas	10 weeks	<p>Get ideas for writing by visualizing, observing, and making lists</p> <p>Practice basic conventions of writing (e.g., writing left to right and putting spaces between words)</p> <p>Use a word wall to spell high-frequency words</p> <p>Approximate spelling using letter-sound relationships</p>

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Sample Calendar for Kindergarten (continued)

	Unit	Title	Length	Focus
WINTER	3	Telling More	4 weeks	Reread and add details to tell more Explore sentence punctuation and capitalization Write on assigned and self-selected topics
	4	Just the Facts	3 weeks	Talk, draw, and write about nonfiction topics Gather information for nonfiction writing through interviews and observation Reread and add information Explore writing questions
SPRING	5	Exploring Words Through Poetry	3 weeks	Hear, discuss, and act out poems to get ideas for writing poems Explore descriptive language and interesting words in poems Write poems individually and as a class
	6	Opinion Writing	2 weeks	Learn what an opinion is Hear and discuss examples of opinion writing Explore clearly stating an opinion and supporting it with reasons Write an opinion letter
	7	Revisiting the Writing Community	1 week	Reflect on growth as writers and as community members Plan summer writing

UNIT 1: THE WRITING COMMUNITY

	Day 1	Day 2	Day 3	Open Days
Week 1	<p>Getting Ideas and Writing Stories: "Just Watch"</p> <p>Focus:</p> <ul style="list-style-type: none"> ▪ Hearing and discussing poems ▪ Generating ideas about things they can do ▪ Drawing and writing stories about things they can do 	<p>Writing Stories: "Somersaults"</p> <p>Focus:</p> <ul style="list-style-type: none"> ▪ Hearing and discussing poems ▪ Generating ideas about things they can do ▪ Drawing and writing stories about things they can do 	<p>Sharing as a Community Focus:</p> <ul style="list-style-type: none"> ▪ Sharing stories and getting to know one another ▪ Drawing and writing freely 	<p>Writing Throughout the Week</p> <p>Writing Ideas:</p> <ul style="list-style-type: none"> ▪ Writing more about things they can do ▪ Reading and writing about other poems from <i>Read-Aloud Rhymes for the Very Young</i> ▪ Creating a name chart and drawing self-portraits ▪ Sharing writing and writing freely
Week 2	<p>Getting Ideas and Writing Stories: <i>I Love School!</i></p> <p>Focus:</p> <ul style="list-style-type: none"> ▪ Hearing and discussing a story ▪ Generating and visualizing ideas about kindergarten ▪ Drawing and writing stories about kindergarten 	<p>Writing Stories</p> <p>Focus:</p> <ul style="list-style-type: none"> ▪ Visualizing story ideas ▪ Drawing and writing stories about kindergarten 	<p>Sharing as a Community Focus:</p> <ul style="list-style-type: none"> ▪ Sharing stories and getting to know one another ▪ Drawing and writing freely 	<p>Writing Throughout the Week</p> <p>Writing Ideas:</p> <ul style="list-style-type: none"> ▪ Writing about what they like to do after school ▪ Writing about things they love ▪ Sharing writing and writing freely
Week 3	<p>Getting Ideas and Writing Stories: <i>Titch</i></p> <p>Focus:</p> <ul style="list-style-type: none"> ▪ Learning "Turn to Your Partner" ▪ Hearing and discussing a story ▪ Generating ideas about fun things they do with family ▪ Drawing and writing stories about fun things they do with family 	<p>Writing Stories</p> <p>Focus:</p> <ul style="list-style-type: none"> ▪ Talking in pairs about story ideas ▪ Drawing and writing stories about fun things they do with family 	<p>Sharing as a Community Focus:</p> <ul style="list-style-type: none"> ▪ Sharing stories and getting to know one another ▪ Drawing and writing freely 	<p>Writing Throughout the Week</p> <p>Writing Ideas:</p> <ul style="list-style-type: none"> ▪ Writing more about family ▪ Writing about something they want to do with their families ▪ Sharing writing and writing freely
Week 4	<p>Getting Ideas and Writing Stories: <i>When I Get Bigger</i></p> <p>Focus:</p> <ul style="list-style-type: none"> ▪ Hearing and discussing a story ▪ Generating ideas about what they will do when they get bigger ▪ Drawing and writing stories about what they will do when they get bigger 	<p>Writing Stories</p> <p>Focus:</p> <ul style="list-style-type: none"> ▪ Talking in pairs about story ideas ▪ Drawing and writing stories about what they will do when they get bigger 	<p>Sharing in Pairs</p> <p>Focus:</p> <ul style="list-style-type: none"> ▪ Sharing stories in pairs ▪ Taking turns ▪ Drawing and writing freely 	<p>Writing Throughout the Week</p> <p>Writing Ideas:</p> <ul style="list-style-type: none"> ▪ Writing more about fun things they want to do ▪ Writing about doing new things ▪ Reading and writing about another Little Critter Book

UNIT 2: GETTING IDEAS

	Day 1	Day 2	Day 3	Open Days
Week 1	Getting Ideas for Writing: <i>City Signs</i> Focus: <ul style="list-style-type: none"> ▪ Exploring words around them ▪ Drawing and writing freely 	Writing Stories Focus: <ul style="list-style-type: none"> ▪ Telling ideas before writing ▪ Drawing and writing about places they like to go 	Sharing in Pairs Focus: <ul style="list-style-type: none"> ▪ Speaking clearly and listening ▪ Drawing and writing freely 	Writing Throughout the Week Writing Ideas: <ul style="list-style-type: none"> ▪ Writing more stories about places they like to go ▪ Writing labels for pictures ▪ Adding more to the model story
Week 2	Getting Ideas for Writing: <i>Red Is a Dragon</i> Focus: <ul style="list-style-type: none"> ▪ Learning “Think, Pair, Share” ▪ Shared writing about colors ▪ Drawing and writing freely 	Writing Stories Focus: <ul style="list-style-type: none"> ▪ Telling ideas before writing ▪ Drawing and writing about colors ▪ Labeling with letters or words 	Sharing in Pairs Focus: <ul style="list-style-type: none"> ▪ Speaking clearly and listening ▪ Drawing and writing freely 	Writing Throughout the Week Writing Ideas: <ul style="list-style-type: none"> ▪ Creating a color book ▪ Writing about a favorite color
Week 3	Getting Ideas for Writing: <i>Round Is a Mooncake</i> Focus: <ul style="list-style-type: none"> ▪ Shared writing about shapes ▪ Drawing and writing freely 	Writing Stories Focus: <ul style="list-style-type: none"> ▪ Telling ideas before writing ▪ Drawing and writing about shapes ▪ Labeling with letters or words 	Sharing in Pairs Focus: <ul style="list-style-type: none"> ▪ Expressing appreciation for one another’s writing ▪ Drawing and writing freely 	Writing Throughout the Week Writing Ideas: <ul style="list-style-type: none"> ▪ Reading and writing about another book by Roseanne Thong ▪ Writing about colors and shapes of objects ▪ Creating a shape book
Week 4	Getting Ideas for Writing: <i>I Love My Hair!</i> Focus: <ul style="list-style-type: none"> ▪ Generating ideas about things they love about themselves ▪ Writing from left to right ▪ Writing multiple letters ▪ Drawing and writing freely 	Writing Stories Focus: <ul style="list-style-type: none"> ▪ Telling ideas before writing ▪ Drawing and writing about things they love about themselves ▪ Exploring letter-sound relationships 	Sharing in Pairs Focus: <ul style="list-style-type: none"> ▪ Speaking clearly and listening ▪ Expressing appreciation for one another’s writing ▪ Drawing and writing freely 	Writing Throughout the Week Writing Ideas: <ul style="list-style-type: none"> ▪ Writing about something fun to do with a partner ▪ Adding more to the model story ▪ Creating individual books about things they love about themselves
Week 5	Getting Ideas for Writing: <i>Freight Train</i> Focus: <ul style="list-style-type: none"> ▪ Generating ideas about interesting things ▪ Learning to use the word wall ▪ Practicing writing letters and words ▪ Drawing and writing freely 	Writing Stories Focus: <ul style="list-style-type: none"> ▪ Telling ideas before writing ▪ Exploring letter-sound relationships ▪ Drawing and writing about things they like ▪ Practicing using the word wall 	Sharing in Pairs Focus: <ul style="list-style-type: none"> ▪ Sharing a partner’s thinking with the class ▪ Drawing and writing freely 	Writing Throughout the Week Writing Ideas: <ul style="list-style-type: none"> ▪ Writing more stories about things they like ▪ Writing about something their partners like to do ▪ Writing about transportation

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UNIT 2: GETTING IDEAS (continued)

	Day 1	Day 2	Day 3	Open Days
Week 6	<p>Getting Ideas for Writing: <i>I Went Walking</i></p> <p>Focus:</p> <ul style="list-style-type: none"> ▪ Generating ideas while taking a walk ▪ Leaving spaces between words ▪ Drawing and writing freely 	<p>Writing Stories</p> <p>Focus:</p> <ul style="list-style-type: none"> ▪ Telling ideas before writing ▪ Drawing and writing about things in the classroom ▪ Adding to the word wall 	<p>Sharing in Pairs</p> <p>Focus:</p> <ul style="list-style-type: none"> ▪ Expressing appreciation for one another's writing ▪ Drawing and writing freely 	<p>Writing Throughout the Week</p> <p>Writing Ideas:</p> <ul style="list-style-type: none"> ▪ Writing about things they see in pictures ▪ Writing about things they see in their neighborhoods ▪ Writing about things they see around the school
Week 7	<p>Getting Ideas for Writing: <i>Lunch</i></p> <p>Focus:</p> <ul style="list-style-type: none"> ▪ Generating ideas about foods ▪ Visualizing to get ideas ▪ Sharing a partner's thinking with the class ▪ Drawing and writing freely 	<p>Writing Stories</p> <p>Focus:</p> <ul style="list-style-type: none"> ▪ Drawing and writing about foods ▪ Telling ideas before writing ▪ Adding to the word wall ▪ Approximating spelling 	<p>Sharing as a Community</p> <p>Focus:</p> <ul style="list-style-type: none"> ▪ Expressing interest in one another's writing ▪ Sharing a partner's thinking with the class ▪ Drawing and writing freely 	<p>Writing Throughout the Week</p> <p>Writing Ideas:</p> <ul style="list-style-type: none"> ▪ Writing more stories about foods they like ▪ Creating a menu ▪ Sharing and writing freely
Week 8	<p>Getting Ideas for Writing: <i>My Friends</i></p> <p>Focus:</p> <ul style="list-style-type: none"> ▪ Generating ideas about friends ▪ Treating one another as friends ▪ Drawing and writing freely 	<p>Writing Stories</p> <p>Focus:</p> <ul style="list-style-type: none"> ▪ Drawing and writing about friends ▪ Adding to the word wall ▪ Approximating spelling 	<p>Sharing as a Community</p> <p>Focus:</p> <ul style="list-style-type: none"> ▪ Sharing a partner's thinking with the class ▪ Drawing and writing freely 	<p>Writing Throughout the Week</p> <p>Writing Ideas:</p> <ul style="list-style-type: none"> ▪ Writing about friendship and learning ▪ Making connections to <i>My Friends</i> ▪ Sharing and writing freely
Week 9	<p>Getting Ideas for Writing: <i>My Favorite Bear</i></p> <p>Focus:</p> <ul style="list-style-type: none"> ▪ Generating ideas about animals ▪ Visualizing to get ideas ▪ Drawing and writing freely 	<p>Writing Stories</p> <p>Focus:</p> <ul style="list-style-type: none"> ▪ Drawing and writing about animals ▪ Adding to the word wall ▪ Approximating spelling 	<p>Sharing as a Community</p> <p>Focus:</p> <ul style="list-style-type: none"> ▪ Asking one another questions about their writing ▪ Drawing and writing freely 	<p>Writing Throughout the Week</p> <p>Writing Ideas:</p> <ul style="list-style-type: none"> ▪ Reading and writing more about animals ▪ Writing about bears ▪ Creating a class animal book
Week 10	<p>Getting Ideas for Writing: <i>I Have Feelings</i></p> <p>Focus:</p> <ul style="list-style-type: none"> ▪ Generating ideas about feelings ▪ Approximating spelling ▪ Drawing and writing freely 	<p>Writing Stories</p> <p>Focus:</p> <ul style="list-style-type: none"> ▪ Drawing and writing about feelings ▪ Adding to the word wall ▪ Approximating spelling 	<p>Sharing as a Community</p> <p>Focus:</p> <ul style="list-style-type: none"> ▪ Expressing interest in one another's writing ▪ Asking one another questions about their writing ▪ Drawing and writing freely 	<p>Writing Throughout the Week</p> <p>Writing Ideas:</p> <ul style="list-style-type: none"> ▪ Writing more about feelings ▪ Making connections to <i>I Have Feelings</i> ▪ Sharing and writing freely

UNIT 3: TELLING MORE

	Day 1	Day 2	Day 3	Open Days
Week 1	<p>Choosing Topics and Writing Stories</p> <p>Focus:</p> <ul style="list-style-type: none"> ▪ Contributing to a shared story ▪ Visualizing and writing about topics they choose 	<p>Rereading and Telling More</p> <p>Focus:</p> <ul style="list-style-type: none"> ▪ Rereading and adding to stories ▪ Approximating spelling and using the word wall ▪ Capitalizing and punctuating sentences 	<p>Sharing as a Community</p> <p>Focus:</p> <ul style="list-style-type: none"> ▪ Learning the prompt “I found out . . .” ▪ Writing and drawing freely 	<p>Writing Throughout the Week</p> <p>Writing Ideas:</p> <ul style="list-style-type: none"> ▪ Sharing and writing freely ▪ Adding more to a shared story ▪ Writing independently
Week 2	<p>Choosing Topics and Writing Stories</p> <p>Focus:</p> <ul style="list-style-type: none"> ▪ Contributing to a shared story ▪ Visualizing and writing about topics they choose ▪ Capitalizing and punctuating sentences 	<p>Rereading and Telling More</p> <p>Focus:</p> <ul style="list-style-type: none"> ▪ Rereading and adding to stories ▪ Approximating spelling and using the word wall 	<p>Sharing as a Community</p> <p>Focus:</p> <ul style="list-style-type: none"> ▪ Learning the prompt “I want to know . . .” ▪ Writing and drawing freely 	<p>Writing Throughout the Week</p> <p>Writing Ideas:</p> <ul style="list-style-type: none"> ▪ Sharing and writing freely ▪ Writing together ▪ Using prepositions to tell more
Week 3	<p>Writing Stories: <i>Cookie's Week</i></p> <p>Focus:</p> <ul style="list-style-type: none"> ▪ Contributing to a shared story ▪ Exploring how a professional author tells more ▪ Visualizing and writing about weekly activities 	<p>Rereading and Telling More</p> <p>Focus:</p> <ul style="list-style-type: none"> ▪ Rereading and adding to stories ▪ Approximating spelling and using the word wall 	<p>Author's Chair Sharing</p> <p>Focus:</p> <ul style="list-style-type: none"> ▪ Sharing stories from the Author's Chair ▪ Practicing the prompts “I found out . . .” and “I want to know . . .” ▪ Writing and drawing freely 	<p>Writing Throughout the Week</p> <p>Writing Ideas:</p> <ul style="list-style-type: none"> ▪ Sharing from the Author's Chair ▪ Writing opinions about <i>Cookie's Week</i> ▪ Making individual books about weekly activities ▪ Writing about pets
Week 4	<p>Writing Stories: <i>When Sophie Gets Angry—Really, Really Angry . . .</i></p> <p>Focus:</p> <ul style="list-style-type: none"> ▪ Exploring how a professional author tells more ▪ Visualizing and writing about when they get “really, really angry” 	<p>Rereading and Telling More</p> <p>Focus:</p> <ul style="list-style-type: none"> ▪ Rereading and adding to stories ▪ Approximating spelling and using the word wall 	<p>Author's Chair Sharing</p> <p>Focus:</p> <ul style="list-style-type: none"> ▪ Sharing stories from the Author's Chair ▪ Using the prompts “I found out . . .” and “I want to know . . .” ▪ Writing and drawing freely 	<p>Writing Throughout the Week</p> <p>Writing Ideas:</p> <ul style="list-style-type: none"> ▪ Sharing from the Author's Chair ▪ Reading and writing about another book by Molly Bang ▪ Writing about other feelings

UNIT 4: JUST THE FACTS

	Day 1	Day 2	Day 3	Open Days
Week 1	<p>Exploring Nonfiction: <i>What Happens at an Airport?</i></p> <p>Focus:</p> <ul style="list-style-type: none"> ▪ Exploring nonfiction about a place ▪ Making decisions together ▪ Writing and drawing freely 	<p>Writing Nonfiction</p> <p>Focus:</p> <ul style="list-style-type: none"> ▪ Generating facts about the classroom ▪ Writing facts about the classroom and illustrating them ▪ Writing and punctuating sentences 	<p>Author's Chair Sharing</p> <p>Focus:</p> <ul style="list-style-type: none"> ▪ Expressing interest in one another's writing ▪ Writing and drawing freely 	<p>Writing Throughout the Week</p> <p>Writing Ideas:</p> <ul style="list-style-type: none"> ▪ Writing facts about airports ▪ Writing facts about another place in the school ▪ Labeling drawings of the classroom ▪ Making connections to <i>What Happens at an Airport?</i>
Week 2	<p>Exploring Nonfiction: <i>I Want to Be a Chef</i></p> <p>Focus:</p> <ul style="list-style-type: none"> ▪ Exploring nonfiction about an occupation ▪ Discussing and using question words ▪ Writing and drawing freely 	<p>Writing Nonfiction</p> <p>Focus:</p> <ul style="list-style-type: none"> ▪ Interviewing their partners ▪ Writing facts about their partners and illustrating them ▪ Writing and punctuating sentences 	<p>Writing Nonfiction and Sharing</p> <p>Focus:</p> <ul style="list-style-type: none"> ▪ Interviewing and writing about their partners ▪ Writing and punctuating sentences ▪ Expressing interest in one another's writing 	<p>Writing Throughout the Week</p> <p>Writing Ideas:</p> <ul style="list-style-type: none"> ▪ Sharing from the author's chair and writing freely ▪ Writing a shopping list ▪ Interviewing another classmate ▪ Writing about jobs
Week 3	<p>Exploring Nonfiction: <i>Vegetables</i></p> <p>Focus:</p> <ul style="list-style-type: none"> ▪ Exploring nonfiction about a food ▪ Writing and drawing freely 	<p>Writing Nonfiction</p> <p>Focus:</p> <ul style="list-style-type: none"> ▪ Examining and generating facts about a food ▪ Writing facts about a food and illustrating them ▪ Writing and punctuating sentences 	<p>Writing Nonfiction and Sharing</p> <p>Focus:</p> <ul style="list-style-type: none"> ▪ Examining and generating facts about a food ▪ Writing facts about a food ▪ Sharing writing in pairs 	<p>Writing Throughout the Week</p> <p>Writing Ideas:</p> <ul style="list-style-type: none"> ▪ Practicing the skill of observation ▪ Reading and writing more about another food group ▪ Writing opinions about <i>Vegetables</i>

UNIT 5: EXPLORING WORDS THROUGH POETRY

	Day 1	Day 2	Day 3	Open Days
Week 1	<p>Exploring Poems: "Wide Awake," "Shore," "Blowing Bubbles"</p> <p>Focus:</p> <ul style="list-style-type: none"> ▪ Acting out and visualizing poems ▪ Writing and drawing freely 	<p>Exploring Poems and Words: "Toaster Time," "The Frog on the Log"</p> <p>Focus:</p> <ul style="list-style-type: none"> ▪ Visualizing poems ▪ Exploring interesting words in a poem ▪ Writing and drawing freely 	<p>Exploring Poems: "Chums"</p> <p>Focus:</p> <ul style="list-style-type: none"> ▪ Visualizing poems ▪ Drawing and writing about visualizations ▪ Sharing visualizations 	<p>Writing Throughout the Week</p> <p>Writing Ideas:</p> <ul style="list-style-type: none"> ▪ Drawing and writing about visualizations ▪ Writing about special places ▪ Writing about seasons
Week 2	<p>Exploring Poems and Words: "Mice"</p> <p>Focus:</p> <ul style="list-style-type: none"> ▪ Exploring descriptive words ▪ Generating descriptive words about animals ▪ Contributing to a shared poem ▪ Writing and drawing freely 	<p>Writing Poems: "Fish"</p> <p>Focus:</p> <ul style="list-style-type: none"> ▪ Exploring movement words ▪ Generating movement words about animals ▪ Writing poems about animals ▪ Sharing favorite words 	<p>Writing Poems: "The Squirrel"</p> <p>Focus:</p> <ul style="list-style-type: none"> ▪ Exploring descriptive words ▪ Writing poems about animals ▪ Sharing favorite words 	<p>Writing Throughout the Week</p> <p>Writing Ideas:</p> <ul style="list-style-type: none"> ▪ Writing poems about activities the students like to do ▪ Writing ABC poems ▪ Writing opinions about "Fish"
Week 3	<p>Exploring Poems and Words: "The Meal," "Crunch and Lick"</p> <p>Focus:</p> <ul style="list-style-type: none"> ▪ Exploring descriptive words ▪ Generating descriptive words about foods ▪ Contributing to a shared poem ▪ Writing and drawing freely 	<p>Writing Poems: "Yellow Butter"</p> <p>Focus:</p> <ul style="list-style-type: none"> ▪ Exploring color words in a poem ▪ Writing poems about foods ▪ Sharing favorite words 	<p>Author's Chair Sharing</p> <p>Focus:</p> <ul style="list-style-type: none"> ▪ Sharing poems from the Author's Chair ▪ Learning the prompt "I imagined . . ." ▪ Writing and drawing freely 	<p>Writing Throughout the Week</p> <p>Writing Ideas:</p> <ul style="list-style-type: none"> ▪ Writing poems about classroom objects ▪ Writing acrostic poems ▪ Sharing from the Author's Chair and writing freely

UNIT 6: OPINION WRITING

	Day 1	Day 2	Day 3	Open Days
Week 1	<p>Exploring Opinion Writing: "Alligators Are Unfriendly"</p> <p>Focus:</p> <ul style="list-style-type: none"> ▪ Learning what an opinion is ▪ Hearing and discussing an author's opinion ▪ Writing and drawing freely 	<p>Exploring Opinion Writing Focus:</p> <ul style="list-style-type: none"> ▪ Generating opinions about animals that would not make good pets ▪ Writing opinion pieces stating their opinions and providing reasons to support their thinking 	<p>Exploring Opinion Writing Focus:</p> <ul style="list-style-type: none"> ▪ Generating opinions about animals that would make good pets ▪ Writing opinion pieces stating their opinions and providing reasons to support their thinking 	<p>Writing Throughout the Week</p> <p>Writing Ideas:</p> <ul style="list-style-type: none"> ▪ Writing a shared poem that expresses an opinion ▪ Writing opinion pieces about the seasons ▪ Writing a class book based on Nikki Giovanni's poem "The Reason I Like Chocolate"
Week 2	<p>Exploring Opinion Writing: <i>I Love School!</i></p> <p>Focus:</p> <ul style="list-style-type: none"> ▪ Identifying and discussing opinions ▪ Generating opinions about a fun activity ▪ Writing opinion pieces stating their opinions and providing reasons to support their thinking 	<p>Exploring Opinion Writing Focus:</p> <ul style="list-style-type: none"> ▪ Generating opinions about a celebration idea ▪ Writing opinion letters stating their opinions and providing reasons to support their thinking 	<p>Author's Chair Sharing</p> <p>Focus:</p> <ul style="list-style-type: none"> ▪ Sharing opinion letters from the Author's Chair ▪ Writing and drawing freely 	<p>Writing Throughout the Week</p> <p>Writing Ideas:</p> <ul style="list-style-type: none"> ▪ Reading and writing about another book by Philemon Sturges ▪ Writing opinion letters to the publisher about <i>I Love School!</i> ▪ Sharing from the Author's Chair and writing freely

UNIT 7: REVISITING THE WRITING COMMUNITY

	Day 1	Day 2	Day 3	Open Days
Week				
1	Reflecting on Writing Focus: <ul style="list-style-type: none">▪ Discussing what they liked about the writing lessons▪ Writing about the writing lessons▪ Sharing their writing from the Author's Chair	Planning for Summer Writing Focus: <ul style="list-style-type: none">▪ Discussing what they might write about this summer▪ Writing a list of summer writing ideas in their summer writing books▪ Sharing their lists of summer writing ideas	Reflecting on Community Focus: <ul style="list-style-type: none">▪ Discussing how they worked well together this year▪ Writing a shared letter to next year's kindergartners about building a writing community▪ Writing and drawing freely	Writing Throughout the Week Writing Ideas: <ul style="list-style-type: none">▪ Writing about kindergarten▪ Writing letters of introduction▪ Writing in summer writing books▪ Sharing from the Author's Chair and writing freely

WRITING DEVELOPMENT ACROSS THE GRADES

The table below provides a snapshot of how learning in writing process, craft, and genre is developed over grades K–5.

Writing Process and Craft	K	1	2	3	4	5
Write daily for various purposes and audiences	■	■	■	■	■	■
Generate ideas for writing	■	■	■	■	■	■
Choose writing topics	■	■	■	■	■	■
Extend writing to tell more	■	■	■	■	■	■
Confer with the teacher	■	■	■	■	■	■
Reread writing for sense	■	■	■	■	■	■
Learn about conventions from published works	□	□	■	■	■	■
Publish pieces of writing	■	■	■	■	■	■
Read and share published pieces with the class	■	■	■	■	■	■
Write for sustained periods of time	■	■	■	■	■	■
Learn about elements of craft and/or genre from published works	■	■	■	■	■	■
Analyze writing for specific purposes (e.g., descriptive words, dialogue) and revise	□	■	■	■	■	■
Keep a writer's notebook for ideas and drafts		□	■	■	■	■
Develop a relaxed, uninhibited attitude about writing	□	□	□	■	■	■
Cultivate creativity	□	□	□	■	■	■
Confer in pairs	□	□	■	■	■	■
Give and receive feedback	□	□	■	■	■	■
Proofread and edit for spelling	□	■	■	■	■	■
Proofread and edit for conventions (e.g., grammar, usage, punctuation)	□	■	■	■	■	■
Revise based on partner feedback	□	□	■	■	■	■

■ formally taught

□ informally experienced

The students learn and apply elements of the following genres:	K	1	2	3	4	5
Narrative Writing	Units 1-3	Unit 1; Unit 2, Weeks 3-6; Units 3-4	Units 1-3	Unit 1; Personal Narrative and Fiction genre units	Unit 1; Personal Narrative and Fiction genre units	Unit 1; Personal Narrative and Fiction genre units
Expository Nonfiction (or Informative Writing)	Unit 4	Unit 5	Unit 4	Unit 1; Expository Nonfiction genre unit	Unit 1; Expository Nonfiction genre unit	Unit 1; Expository Nonfiction genre unit
Opinion Writing*	Unit 6	Unit 7	Unit 6	Opinion Writing genre unit	Opinion Writing genre unit	Opinion Writing genre unit
Poetry	Unit 5	Unit 6	Unit 7	Unit 1; Poetry genre unit	Unit 1; Poetry genre unit	Unit 1; Poetry genre unit
Letter Writing**			Unit 5	Letter Writing genre unit (not in core)**	Letter Writing genre unit (not in core)**	Letter Writing genre unit (not in core)**
Functional Nonfiction (or Explanatory Writing)				Functional Writing genre unit	Unit 1; Functional Writing genre unit	Unit 1; Functional Writing genre unit

*Opinion writing is also taught in Writing About Reading activities.

**Instruction in letter writing at grades 3–5 is available separately as supplemental writing genre units. Visit the Center for the Collaborative Classroom’s website (collaborativeclassroom.org) for ordering information.

DEVELOPMENT ACROSS THE GRADES

	Elements of Personal Narrative	Writing Craft	Language Skills and Conventions
Grade			
Grade K	<ul style="list-style-type: none">▪ Writing about true stories from students' own lives	<ul style="list-style-type: none">▪ Visualizing story ideas▪ Drawing and writing to tell a story	<ul style="list-style-type: none">▪ Using letters, words, or sentences to tell a story
Grade 1	<ul style="list-style-type: none">▪ Writing about true stories from students' own lives	<ul style="list-style-type: none">▪ Writing stories with beginning, middle, and end▪ Including feelings in stories▪ Exploring temporal words▪ Exploring features of book covers	<ul style="list-style-type: none">▪ Capitalizing proper nouns▪ Using exclamation points
Grade 2	<ul style="list-style-type: none">▪ Writing about interesting events or topics from students' own lives	<ul style="list-style-type: none">▪ Rereading and adding to writing▪ Adding sight and sound words	<ul style="list-style-type: none">▪ Capitalizing beginnings of sentences▪ Punctuating sentences▪ Capitalizing proper nouns
Grade 3	<ul style="list-style-type: none">▪ Writing about interesting events or topics from students' own lives	<ul style="list-style-type: none">▪ Using sensory details▪ Using temporal words and phrases▪ Writing engaging openings▪ Writing endings that draw a story's events to a close	<ul style="list-style-type: none">▪ Identifying and correcting commonly misused words (<i>then/than; your/you're</i>)▪ Recognizing and correcting sentence fragments▪ Recognizing and correcting run-on sentences▪ Proofreading for spelling, punctuation, and grammar
Grade 4	<ul style="list-style-type: none">▪ Writing about single events from students' own lives	<ul style="list-style-type: none">▪ Using sensory details▪ Using transitional words and phrases▪ Writing engaging openings▪ Writing endings that draw a story's events to a close	<ul style="list-style-type: none">▪ Identifying and correcting commonly misused words (<i>its/it's; to/too/two</i>)▪ Recognizing and correcting sentence fragments▪ Recognizing and correcting run-on sentences▪ Proofreading for spelling, punctuation, and grammar
Grade 5	<ul style="list-style-type: none">▪ Writing about significant experiences from students' own lives▪ Exploring how those experiences resulted in learning or change	<ul style="list-style-type: none">▪ Using sensory details▪ Writing engaging openings▪ Adding information about learning or change▪ Writing endings that draw a story's events to a close	<ul style="list-style-type: none">▪ Identifying and correcting commonly misused words (<i>there/their/they're</i>)▪ Maintaining consistency in verb tenses▪ Recognizing and correcting sentence fragments▪ Recognizing and correcting run-on sentences▪ Proofreading for spelling, punctuation, and grammar

DEVELOPMENT ACROSS THE GRADES

	Elements of Nonfiction	Writing Craft	Language Skills and Conventions
Grade			
K	<ul style="list-style-type: none"> ▪ Writing observations and facts about a topic ▪ Exploring text features (e.g., tables of contents, labels) 	<ul style="list-style-type: none"> ▪ Generating questions ▪ Conducting interviews to gather information about both a person in the school and a partner ▪ Examining objects to determine facts about them 	<ul style="list-style-type: none"> ▪ Exploring writing and punctuating sentences ▪ Using question words ▪ Approximating spelling ▪ Using the word wall
Grade 1	<ul style="list-style-type: none"> ▪ Exploring characteristics and features of nonfiction text (e.g., table of contents, chapters) ▪ Writing facts, questions, and other true information ▪ Writing about themselves, the class, a place in the school, partners, and favorite objects 	<ul style="list-style-type: none"> ▪ Generating questions ▪ Conducting interviews to gather information about partners ▪ Examining objects to determine facts about them ▪ Writing opening and closing sentences 	<ul style="list-style-type: none"> ▪ Capitalizing the beginnings of sentences and using ending punctuation ▪ Using question marks ▪ Proofreading for spelling, punctuation, and capitalization
Grade 2	<ul style="list-style-type: none"> ▪ Writing questions, observations, notes, facts, and other true information ▪ Exploring text features (e.g., tables of contents, glossaries, illustrations, and diagrams) ▪ Participating in shared research about <i>polar regions</i> and selecting a topic to write about 	<ul style="list-style-type: none"> ▪ Generating questions ▪ Listening to short passages of text and reporting what was learned ▪ Guided writing of brief notes about what was learned ▪ Using temporal words ▪ Writing opening and closing sentences 	<ul style="list-style-type: none"> ▪ Capitalizing the beginnings of sentences and using ending punctuation ▪ Using question marks ▪ Proofreading for spelling, punctuation, and capitalization
Grade 3	<ul style="list-style-type: none"> ▪ Exploring Q&A, ABC, and other nonfiction formats ▪ Selecting an <i>animal</i> to research and write about ▪ Exploring text features (e.g., tables of contents, illustrations, and captions) 	<ul style="list-style-type: none"> ▪ Doing pre-research writing and generating questions ▪ Identifying effective keywords for an Internet search ▪ Taking notes and organizing information by subtopic ▪ Employing facts, details, and definitions related to the topic ▪ Using transitional words and phrases ▪ Writing interesting introductions and endings ▪ Writing tables of contents 	<ul style="list-style-type: none"> ▪ Recognizing and correcting run-on sentences ▪ Recognizing and correcting sentence fragments ▪ Proofreading for spelling, punctuation, and grammar

(continues)

DEVELOPMENT ACROSS THE GRADES (continued)

	Elements of Nonfiction	Writing Craft	Language Skills and Conventions
Grade			
4	<ul style="list-style-type: none"> ▪ Exploring Q&A and other nonfiction formats ▪ Selecting a <i>country</i> to research and write about ▪ Exploring text features (e.g., maps and diagrams) 	<ul style="list-style-type: none"> ▪ Doing pre-research writing and narrowing research focus ▪ Identifying effective keywords for an Internet search ▪ Taking notes and organizing information by subtopic ▪ Employing facts and examples related to the topic ▪ Using transitional words and phrases ▪ Writing interesting introductions and endings ▪ Writing author biography sections and tables of contents 	<ul style="list-style-type: none"> ▪ Capitalizing languages, religions, and holidays ▪ Recognizing and correcting run-on sentences ▪ Recognizing and correcting sentence fragments ▪ Proofreading for spelling, punctuation, and grammar
5	<ul style="list-style-type: none"> ▪ Exploring different ways to communicate information ▪ Selecting <i>any nonfiction topic</i> to research and write about ▪ Exploring text features (e.g., sidebars and glossaries) 	<ul style="list-style-type: none"> ▪ Doing pre-research writing and narrowing research focus ▪ Identifying effective keywords for an Internet search ▪ Taking notes and organizing information by subtopic ▪ Employing facts and examples related to the topic ▪ Using transitional words and phrases ▪ Creating text features ▪ Writing interesting introductions ▪ Writing author biography sections and bibliographies 	<ul style="list-style-type: none"> ▪ Citing resources ▪ Recognizing and correcting run-on sentences ▪ Recognizing and correcting sentence fragments ▪ Proofreading for spelling, punctuation, and grammar

DEVELOPMENT ACROSS THE GRADES

	Elements of Poetry	Writing Craft	Language Skills and Conventions
Grade K	<ul style="list-style-type: none">▪ Acting out and visualizing poems▪ Writing poems about topics of interest	<ul style="list-style-type: none">▪ Generating shared lists of descriptive, movement, and color words▪ Using descriptive language (movement, sound, and color words)	<ul style="list-style-type: none">▪ Approximating spelling▪ Using the word wall
Grade 1	<ul style="list-style-type: none">▪ Exploring sound and imagery in poems▪ Writing poems about topics of interest	<ul style="list-style-type: none">▪ Generating lists of interesting sound and movement words▪ Using figurative language (personification, metaphor, and simile)▪ Using descriptive language (sound and movement words)	<ul style="list-style-type: none">▪ Approximating spelling▪ Using the word wall
Grade 2	<ul style="list-style-type: none">▪ Exploring sound and imagery in poems▪ Writing poems about topics of interest	<ul style="list-style-type: none">▪ Generating lists of interesting and descriptive words▪ Using figurative language (simile and metaphor)▪ Using descriptive language (words that describe how things look and move)	<ul style="list-style-type: none">▪ Proofreading for spelling
Grade 3	<ul style="list-style-type: none">▪ Exploring sound, imagery, and form in poems▪ Writing poems about topics of interest	<ul style="list-style-type: none">▪ Generating ideas for poems▪ Using sensory details▪ Using onomatopoeia and repetition of words and sounds▪ Using personification▪ Exploring placement of words and letters on the page and shapes of poems	<ul style="list-style-type: none">▪ Exploring how poets follow or intentionally break punctuation and capitalization rules for poetic effect▪ Proofreading for spelling and (if applicable) punctuation
Grade 4	<ul style="list-style-type: none">▪ Exploring sound, imagery, and form in poems▪ Writing poems about topics of interest	<ul style="list-style-type: none">▪ Generating ideas for poems▪ Using sensory details▪ Using simile and personification▪ Using onomatopoeia and repetition of words and sounds▪ Using rhythm and rhyme▪ Exploring the length of lines, number of lines and stanzas, placement of words on the page, and shapes of poems	<ul style="list-style-type: none">▪ Exploring how poets follow or intentionally break punctuation rules for poetic effect▪ Proofreading for spelling and (if applicable) punctuation
Grade 5	<ul style="list-style-type: none">▪ Exploring sound, imagery, and form in poems▪ Writing poems about topics of interest	<ul style="list-style-type: none">▪ Generating ideas for poems▪ Using sensory details▪ Using metaphor, simile, and personification▪ Using onomatopoeia and repetition of words and sounds▪ Using rhythm and rhyme▪ Exploring the length of lines, number of lines and stanzas, placement of words on the page, and shapes of poems	<ul style="list-style-type: none">▪ Exploring how poets follow or intentionally break punctuation and capitalization rules for poetic effect▪ Proofreading for spelling and (if applicable) punctuation

DEVELOPMENT ACROSS THE GRADES

	Elements of Opinion Writing	Writing Craft	Language Skills and Conventions
Grade			
K	<ul style="list-style-type: none"> ▪ Writing about personal opinions ▪ Using reasons to support opinions 	<ul style="list-style-type: none"> ▪ Exploring writing clear statements of opinion 	<ul style="list-style-type: none"> ▪ Approximating spelling ▪ Using the word wall ▪ Capitalizing the pronoun <i>I</i> ▪ Capitalizing sentences and using ending punctuation
Grade 1	<ul style="list-style-type: none"> ▪ Writing about personal opinions ▪ Using reasons to support opinions 	<ul style="list-style-type: none"> ▪ Exploring writing clear statements of opinion ▪ Exploring opening and closing sentences that state students' opinions 	<ul style="list-style-type: none"> ▪ Using conjunctions to connect words, phrases, and sentences ▪ Proofreading for punctuation and spelling
Grade 2	<ul style="list-style-type: none"> ▪ Writing about personal opinions, including persuasive letters ▪ Using reasons to support opinions 	<ul style="list-style-type: none"> ▪ Identifying audience and purpose for opinion writing ▪ Exploring writing clear statements of opinion ▪ Exploring opening and closing sentences that state students' opinions ▪ Using linking words to connect opinions and reasons 	<ul style="list-style-type: none"> ▪ Capitalizing proper nouns ▪ Proofreading for spelling, punctuation, and capitalization
Grade 3	<ul style="list-style-type: none"> ▪ Writing about personal opinions ▪ Using reasons to support opinions 	<ul style="list-style-type: none"> ▪ Identifying the audience and purpose of opinion writing ▪ Writing clear statements of opinion ▪ Exploring clear, direct openings and conclusions that restate the opinion ▪ Using transitional words and phrases to connect opinions and reasons 	<ul style="list-style-type: none"> ▪ Recognizing and correcting sentence fragments ▪ Using adjectives to make essays more persuasive ▪ Proofreading for spelling, punctuation, and grammar
Grade 4	<ul style="list-style-type: none"> ▪ Writing about personal opinions ▪ Using reasons to support opinions ▪ Adding facts and details to reasons 	<ul style="list-style-type: none"> ▪ Identifying the audience and purpose of opinion writing ▪ Writing clear statements of opinion ▪ Exploring strong openings and conclusions that restate the opinion ▪ Using transitional words and phrases to connect opinions and reasons 	<ul style="list-style-type: none"> ▪ Identifying and indenting paragraphs ▪ Recognizing and correcting run-on sentences ▪ Proofreading for spelling, punctuation, and grammar
Grade 5	<ul style="list-style-type: none"> ▪ Writing about personal opinions ▪ Using reasons to support opinions ▪ Adding facts and details to reasons 	<ul style="list-style-type: none"> ▪ Identifying the audience and purpose of opinion writing ▪ Writing clear statements of opinion ▪ Exploring strong openings and conclusions that restate the opinion ▪ Using transitional words and phrases to connect opinions and reasons 	<ul style="list-style-type: none"> ▪ Placing commas after introductory words, phrases, and clauses ▪ Recognizing and correcting sentence fragments ▪ Proofreading for spelling, punctuation, and grammar

DEVELOPMENT ACROSS THE GRADES

	Elements of Fiction	Writing Craft	Language Skills and Conventions
Grade			
1	<ul style="list-style-type: none">▪ Exploring imaginary topics and events	<ul style="list-style-type: none">▪ Adding details to writing and illustrations to help readers imagine what is happening in stories and to make them more interesting	<ul style="list-style-type: none">▪ Capitalizing first letter of sentences▪ Using end punctuation
2	<ul style="list-style-type: none">▪ Informally exploring character▪ Exploring purely imaginary vs. realistic fiction	<ul style="list-style-type: none">▪ Using descriptive words▪ Using dialogue▪ Exploring features of published books (e.g., title page, dedication, author notes, back cover blurb)	<ul style="list-style-type: none">▪ Approximating spelling of polysyllabic words▪ Capitalizing / and proper nouns▪ Using question marks and exclamation points▪ Punctuating speech▪ Proofreading for spelling, punctuation, and capitalization
3	<ul style="list-style-type: none">▪ Developing characters using actions, description, speech, and thoughts▪ Exploring settings	<ul style="list-style-type: none">▪ Using descriptive details to convey character▪ Using temporal words and phrases to convey event order▪ Writing endings that bring a story's events to a close▪ Writing creative and effective titles	<ul style="list-style-type: none">▪ Using interesting verbs and adverbs▪ Recognizing and correcting run-on sentences▪ Punctuating speech▪ Proofreading for spelling, punctuation, and grammar
4	<ul style="list-style-type: none">▪ Describing settings that work within a story▪ Developing characters through speech and thoughts	<ul style="list-style-type: none">▪ Using descriptive details to convey setting▪ Using transitional words and phrases▪ Writing endings that bring a story's events to a close	<ul style="list-style-type: none">▪ Using interesting adjectives▪ Exploring first- and third-person points of view▪ Punctuating speech▪ Recognizing and correcting run-on sentences▪ Punctuating for effect▪ Proofreading for spelling, punctuation, and grammar
5	<ul style="list-style-type: none">▪ Developing interesting plots that make sense (e.g., imaginary vs. real events, messy situations)▪ Continuing to develop characters and settings	<ul style="list-style-type: none">▪ Using descriptive details to convey character and setting▪ Using transitional words and phrases▪ Connecting things that happen in the plot to what comes before and after	<ul style="list-style-type: none">▪ Using prepositions and prepositional phrases▪ Exploring first- and third-person points of view▪ Maintaining consistent verb tense▪ Punctuating speech▪ Recognizing and correcting run-on sentences▪ Proofreading for spelling, punctuation, and grammar

DEVELOPMENT ACROSS THE GRADES

	Elements of Letter Writing	Writing Craft	Language Skills and Conventions
Grade 2	▪ Writing friendly letters	▪ Identifying audience and purpose for letter writing	▪ Punctuating the parts of a letter ▪ Proofreading for spelling, punctuation, and capitalization
Grade 3*	▪ Writing friendly letters	▪ Identifying audience, purpose, and tone for letter writing ▪ Using conversational language	▪ Punctuating the parts of a letter ▪ Proofreading for spelling, punctuation, and grammar
Grade 4	▪ Writing friendly letters and thank-you notes	▪ Identifying audience, purpose, and tone for letter writing ▪ Adding sensory details	▪ Punctuating the parts of a letter ▪ Proofreading for spelling, punctuation, and grammar
Grade 5	▪ Writing informal and formal letters	▪ Identifying audience, purpose, and tone for letter writing ▪ Adding anecdotes and sensory details	▪ Formatting and punctuating the parts of informal and formal letters ▪ Proofreading for spelling, punctuation, and grammar

* Instruction in letter writing at grades 3–5 is available separately as supplemental writing genre units. Visit Center for the Collaborative Classroom's website (collaborativeclassroom.org) for ordering information.

DEVELOPMENT ACROSS THE GRADES

	Elements of Functional Writing	Writing Craft	Language Skills and Conventions
Grade 3	<ul style="list-style-type: none">▪ Writing directions for how to take care of something, draw something, and do a craft project	<ul style="list-style-type: none">▪ Identifying audience and purpose for functional writing▪ Checking directions for sequence, completeness, accuracy, and clarity	<ul style="list-style-type: none">▪ Using coordinating conjunctions, such as <i>and</i>, <i>but</i>, and <i>or</i>▪ Proofreading for spelling, punctuation, and grammar
Grade 4	<ul style="list-style-type: none">▪ Writing directions for recipes, cartoon drawings, and games	<ul style="list-style-type: none">▪ Identifying audience and purpose for functional writing▪ Checking directions for sequence, completeness, accuracy, and clarity	<ul style="list-style-type: none">▪ Using modal auxiliaries, such as <i>can</i>, <i>may</i>, and <i>must</i>▪ Proofreading for spelling, punctuation, and grammar
Grade 5	<ul style="list-style-type: none">▪ Writing directions for moving from one place in the classroom and school to another	<ul style="list-style-type: none">▪ Identifying audience and purpose for functional writing▪ Checking directions for completeness, accuracy, clarity, specific language, and details	<ul style="list-style-type: none">▪ Using correlative conjunctions, such as <i>either/or</i> and <i>both/and</i>▪ Proofreading for spelling, punctuation, and grammar

The table below gives an overview of some of the social goals of the program, the social skills taught in support of those goals, and the grade levels at which they are taught. Social skills are taught when developmentally appropriate; a skill that is formally taught in the primary grades will be reviewed and integrated in subsequent grades.

Examples of Social Goals	Examples of Skills Taught to Support the Goal	K	1	2	3	4	5
Students listen respectfully to the thinking of others and share their own.	Speak clearly.	■	■	■	□	□	□
	Listen to one another.	■	■	■	□	□	□
	Give their full attention to the person who is speaking.	■	■	■	□	□	□
	Share their partners' thinking with the class.	■	■	■	□	□	□
Students work in a responsible way.	Handle materials responsibly.	■	■	■	■	■	■
	Use Writing Time responsibly.	■	■	■	■	■	■
	Confer in pairs responsibly.			■	■	■	■
Students express interest in and appreciation for one another's writing.	Ask one another questions about their writing.	■	■	■	■	■	■
	Use the prompt "I found out" to express interest in one another's writing.	■	■	■			
Students make decisions and solve problems respectfully.	Discuss and solve problems that arise while working with others.	■	■	■	■	■	■
	Reach agreement before making decisions.	■	■	■	■	■	■
Students act in fair and caring ways.	Share materials fairly.	■	■	■	■	■	■
	Act considerately toward others.	■	■	■	■	■	■
Students help one another improve their writing.	Ask for and receive feedback about their writing.			■	■	■	■
	Give feedback in a helpful way.			■	■	■	■

■ goal formally taught □ goal reviewed and integrated