

ELA

Common Core

State Standards

Resource Packet

**Kindergarten**

**Informational Writing**

**Unit 8**

**7/31/13**

**Writing Unit of Study**

**Kindergarten - Informational Writing: Personal Expertise, Unit 8**

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**Mentor Texts –** Informational Writing: Personal Expertise

**Criteria:**

* **Guiding questions** fromA Quick Guide to Teaching Informational Writing, Grade 2 by Marika Paez Wiesen (2012, Heinemann).
1. Does the topic of at least one of my mentor texts show how a writer can teach about a topic of personal expertise? (e.g., *A Day at Gymnastics*, or *Baseball*)
2. Does the book use an “I” teaching voice rather than an authoritative, third-person teaching voice?
3. Is the text organized in a straightforward way, as in topics and subtopics?
4. Is the syntax of the text simple enough that a child might listen to the text and think, “I could write a text like that”?
* **Structural features:** title, table of contents, headings/subheadings
* **Text features** – includes a number of items:bold print, chart, caption, diagrams/illustrations, pictures, labels, etc.
* **Variety of ways information is included:** facts, domain-specific vocabulary, etc.
* **For more information, see individual lessons and mentor text analysis chart in resource materials packet**

***This is a suggested list to consider when collecting possible mentor text. Please review books you have***

***available that also meet the criteria. Replace or add to the list.***

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| **Literature – Trade Book Suggestions** |
| **Title** | **Author** | **Notes to Teacher** |
|  |  | Contact Marlene Malkin for more ordering info- mmedubooks@aol.com |
| All About Honeybees | Michele Dufresne (Pioneer Valley Press) | Session 12 – or other similar book with anumber of text features- this is a teachingtext |
| The Reading SafariEncyclofact | Mondo Publishing |  |
| Dolphins | Mondo Publishing |  |
| Bears  | Tracey Crawford (Acorn Books) |  |
| Fish | Tracey Crawford (Acorn Books) |  |
| Frogs | Tracey Crawford (Acorn Books) |  |
| Fruits | Charlotte Guillian (Acorn Books) |  |
| Tigers | Joann Early Macken (Weekly Reader Publishing) |  |
| Squirrels | Emily Rose Townsend (Pebble Books) |  |
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**Mentor Texts, Continued**

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| **Student Authored Work Code: SW** |
| **Author** | **Topic/Title**  | **Notes to Teacher** |
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| **Teacher Authored Work Code: TW**  |
| **Author** | **Topic/Title**  | **Notes to Teacher** |
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| **Common Core Code: CC** |
| **Author** | **Topic/Title**  | **Notes to Teacher** |
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| **Reading and Writing Project at Teachers College**  (www.readingandwritingproject.com) **Code: TC** |
| **Author** | **Topic/Title**  | **Notes to Teacher** |
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**Mentor Text Analysis for Informational Books: Personal Expertise Grades K-2\***

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| --- | --- | --- |
| **Title, Year, Publisher** | **Author** | **Structure and Text Features** |
| Topic of personal expertise | Uses “I” teaching voice | Structure = topics and subtopics | Syntax simple for young wr- I Can Write Like That | Type of Title | Type of Lead | Type of Conclusion | Facts using names, #s, sizes, or senses | Story Included | Domain-specific voc – defined text, bold, box | Exclamations & Wonderings | Phrases specific to nonfiction text | Page layout - descriptive | Page layout- Q & A | Page layout - facts | Page layout – How To | Page layout - list | Page layout – Diff kinds of something | Page layout - |  |
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\*The Purpose of this chart is to assist teachers in analyzing and choosing text. Please read your grade level unit to identify specific structure and text features included in the lessons and adjust accordingly.

**Mentor Text Analysis for Informational Books: Personal Expertise Grades K- 2 page 2\***

|  |  |  |
| --- | --- | --- |
| **Title, Year, Publisher** | **Author** | **Text Features** |
| Blurb | Bold print | Caption | Chart | Comparison | Cutaway | Diagram, Illustration, Picture | Fact Box | Glossary | Graph | Headings | Index | Labels | Maps | Parentheses | Photograph | Pronunciation Key | Subheadings | Table of contents | Table | Timeline |  |  |
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\*The Purpose of this chart is to assist teachers in analyzing and choosing text. Please read your grade level unit to identify specific structure and text features included in the lessons and adjust accordingly.

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| https://encrypted-tbn3.google.com/images?q=tbn:ANd9GcQ-wZjoKPl4Tz3ll89MIaNW980OY0TvzMNFtkhl3eNc3H5Yxv1qIQPeople | https://encrypted-tbn0.google.com/images?q=tbn:ANd9GcSv4meQB6eiDTvDQV0nfx99iWAuIdyfklm9xxmKXt2ifxKx2B3ePlaces | https://encrypted-tbn3.google.com/images?q=tbn:ANd9GcQAMC9uOeRjxmFOfhmZIrkeuqAvyzPyssU3Dm2d5l3MmEXtYYQ-_AActivities | https://encrypted-tbn1.google.com/images?q=tbn:ANd9GcT3ap8wmyGZpxFwPwE1xtZCTBMkgNMBkRCwp4ZySt5IiSoepimiNg http://grist.files.wordpress.com/2006/11/csxt_southbound_freight_train.jpg Things |
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Booklet Paper/Oakland Schools 12/9/12

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Booklet Paper/Oakland Schools 12/9/12

**Tiny Topics Notebook**



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**Tiny Topics Notebook**



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**Kindergarten Informational Unit Editing Checklist**

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| I checked for… |  |  |
|  | capital “I” | **http://0.tqn.com/d/webclipart/1/0/q/L/blnksym2.gif**i I |
|  | word wall words |  |
|  | all the sounds in words |  |
|  | end punctuation |  |
|  | capitals at the front of sentences | The cat is black. |

**Optional Assessment/Conferring Tool *– Kindergarten Unit 8:* Personal Expertise Class Profile of Teaching and Learning**

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| **Student Names** | Writers think aboutexpert topics | Writers decide if they know enough about their topic | When you’re done, you’ve just begun! | Writers add more pictures to teach | Plan how their books are organized | Sorts information into categories | Revises grouping info in an organized wayin an organized way | Writers decide if they know enough facts to support their topic(s) | Reread and revise asking, what else can I add? | Reread and revise based on questions. | Use mentors to revise qualifying words | Study mentor texts to get ideas for text features | Carefully chooses text features | Adds reactions and thoughts | Adds comparisons | Choose their best piece and revise it more |
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**Assessment Options – Kindergarten, Informational Writing**

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**Kindergarten–Informational Writing, Personal Expertise Unit Proficiency Checklist**

**Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

Proficiency checklists guide teachers on what to provide instruction and additional assistance on during

the unit, as well as beyond the unit. See Proficiency Guidelines in the K-2 Writing Assessment Package

for additional information.



|  |  |
| --- | --- |
| **What are this writer’s strengths?** | **What are the next teaching points for this****writer?** |

**Approaching Proficiency with Informational Writing, Personal Expertise**

* Does not yet meet requirements for Proficient

**Proficient (Meets Standards) with Informational Writing, Personal Expertise**

 **Proficient students must meet all bold and 2 of 3 un-bolded proficient criteria**

* (P) Demonstrates knowledge of workshop routines (productive entire workshop, partnerships, etc.) (Session 1-20 )
* **(T) Selects meaningful topic (Session 1, 2)**
* **(T) Supports the topic with evidence/information (Session 8, 9, 10, 11)**
* (T) Organizes evidence/information by categories (Session 5, 6, 7)
* **(T) Includes at least 2 different elaboration strategies (may include: illustrations, qualifying words, reactions, thoughts, and comparison) (Sessions 4, 11, 14, 15)**
* **(P) Evidence of revision (Session 4, 7, 9, 10, 11** )
* (P) Edits to make writing readable for audience (Session 18)

See page 26 of the ELA CCSS document for all Kindergarten Language

**Exceeding Proficiency with Informational Writing, Personal Expertise**

 **Students must meet all the Proficient and Exceeding Proficiency criteria**

* **(T) Includes a table of contents (Session 6)**
* **(T) Includes qualifying words (Session 11)**
* **(T) Includes 3 or more different elaboration strategies (illustrations, reactions, thoughts, comparisons, qualifying words) (Sessions 4, 11, 14, 15)**

**T**-Text Types and Purposes **R**-Research to Build and Present Knowledge **P**-Production and Distribution

of Writing **L**-Language

Created by Melissa Wing, Genesee Intermediate School District, Kathy Smith, Bendle Public Schools, Pam Bachner and Aimee Torok, Grand Blanc Schools. (Updated July 2013)

**Each lesson has a share component. Modify based on students’ needs. The following are other share options.**

**Some Possibilities for Purposeful Use of the Share Time**

|  |  |  |
| --- | --- | --- |
| Name | Purpose | Method |
| Follow-Up onMini-Lesson | To reinforce and/or clarify the teaching point | * Share an exemplar model (student or teacher)
* Share a student who had difficulty and the way in which he/she solved the problem
* Share the story of a conference from the independent work time
* Provide another opportunity for active engagement
* Provide a prompt to initiate student conversation, “Turn and tell your partner…”
 |
| Problem Solving | To build community and solve a problem |  |
| Review | * To recall previous strategies /prior learning
* To build repertoire of strategies
* To contextualize learning
 | Pose a “review” question to the class: “Today we learned one revision strategy. What other revision strategies do you use?” These strategies may be listed on a chart. |
| Looking Ahead to Tomorrow | Introduce a new teaching point – set-up for the next mini-lesson |  |
| Celebratory | * Celebration of learning
* Boost student morale
* Promote membership in the “literacy club”
 | * Share the work of 2-3 students
* Provide an opportunity for a whole class share: “You are all such amazing writers - you wrote so much today! Writers, hold up your open notebooks so that we can see all of the great work you have done.”
 |

Source: Teachers College Reading and Writing Project