



The Writing Project

GRADES KG-5TH

Kinder - 2nd Grade

KG- 2nd Grade

Source:
myView, Pearson

Grading Period	KINDER	1 st Grade	2 nd Grade
1 st Six Weeks	<ul style="list-style-type: none"> Elements of Writing Opinion <i>(Week 6: Project Based Lesson – Optional)</i> Summative <i>A name of a game</i> 	<ul style="list-style-type: none"> Write a Story Informational Text <i>(Week 6: Project Based Lesson – Optional)</i> Summative <i>Meeting a New Friend</i> 	<ul style="list-style-type: none"> Plan, Draft, Publish Writing Opinion/Persuasive Text <i>(Week 6: Project Based Lesson – Optional)</i> Summative <i>How you helped someone</i>
2 nd Six Weeks	<ul style="list-style-type: none"> Informational List Books Informational Text <i>(Week 6: Project Based Lesson – Optional)</i> Summative <i>Where an animal lives</i> 	<ul style="list-style-type: none"> Informational Text Write a Letter <i>(Week 6: Project Based Lesson – Optional)</i> Summative <i>Draw an animal and write two facts about it.</i> 	<ul style="list-style-type: none"> Informational Article Fact Sheet and Poster <i>(Week 6: Project Based Lesson – Optional)</i> Summative <i>Informational Text about a park or other place</i>
3 rd Six Weeks	<ul style="list-style-type: none"> Fiction Stories Persuasive Text <i>(Week 6: Project Based Lesson – Optional)</i> Summative <i>What you would like to see in a story.</i> 	<ul style="list-style-type: none"> Poetry Persuasive/Opinion Text <i>(Week 6: Project Based Lesson – Optional)</i> Summative <i>Complete sentences to create lines that rhyme</i> 	<ul style="list-style-type: none"> Poetry Opinion Letter <i>(Week 6: Project Based Lesson – Optional)</i> Summative <i>A poem about a character from a folktale</i>
4 th Six Weeks	<ul style="list-style-type: none"> Personal Narrative Informational Text <i>(Week 6: Project Based Lesson – Optional)</i> Summative <i>Show a parade or a special event you remember.</i> 	<ul style="list-style-type: none"> Personal Narrative Informational Interview <i>(Week 6: Project Based Lesson – Optional)</i> Summative <i>Write a personal narrative about yourself</i> 	<ul style="list-style-type: none"> Personal Narrative Write a Letter <i>(Week 6: Project Based Lesson – Optional)</i> Summative <i>A time you learned a lesson</i>
5 th Six Weeks	<ul style="list-style-type: none"> Literary Nonfiction Persuasive Poem <i>(Week 6: Project Based Lesson – Optional)</i> Summative <i>Show something you do when it is cold.</i> 	<ul style="list-style-type: none"> Write a How-To Book Write & Perform A Play <i>(Week 6: Project Based Lesson – Optional)</i> Summative <i>Tell a hobby that you like to do.</i> 	<ul style="list-style-type: none"> Procedural Text Persuasive/Informational Text <i>(Week 6: Project Based Lesson – Optional)</i> Summative <i>How to prepare for something</i>
6 th Six Weeks			

Writing prompts extracted from "Summative Assessments"

WRITING WORKSHOP

WEEKLY FOCUS	OBSERVABLE BEHAVIORS	MINILESSONS	MINILESSONS	MINILESSONS	MINILESSONS	MINILESSONS
Week 1 ← Introduce and Immerse	During Writing Workshop, can students . . . ?	share ideas about books they can write	recognize what good writers do	recognize what good writers do	discuss what writers do during independent writing and conferences	discuss what writers do during independent writing and conferences
Week 2 ← Develop Elements	During Writing Workshop, can students . . . ?	identify parts of a book, including the front cover, back cover, and title page	identify the purpose of parts of a page, including words	identify the purpose of parts of a page, including pictures	discuss the author's role in writing a book	discuss the author's role in writing a book
Week 3 ← Develop Structure	During Writing Workshop, can students . . . ?	understand different types of books	identify spaces between words	identify spaces between words	recognize when to start writing a new book	recognize when to start writing a new book
Week 4 ← Writer's Craft	During Writing Club, can students . . . ?	tell what they want to draw or write about	ask and answer questions about books	ask and answer questions about drawings	make and respond to suggestions about drawings	make and respond to suggestions about drawings
Week 5 ← Publish, Celebrate, Assess	After writing, can students . . . ?	edit for parts of a book, including the front cover, back cover, and title page	incorporate peer feedback when adding details to drawings	incorporate peer feedback when adding details to drawings	share drawings using speaking and listening rules	name the parts of a book
Writing	During writing, can	generate ideas	write words and	write a sentence	discuss how to	revise by adding

Final Composition

Minilesson

Mentor

TEACHING POINT Authors get their ideas for writing in many different ways. Sometimes they get ideas from

- people and places they know.
- experiences they've had.
- their imagination.

MODEL AND PRACTICE Explain that the authors of all of the books you read had ideas about what they would write before they began writing. Have students brainstorm a list of where authors might get ideas. Discuss the difference between real-life experiences and imagination. Then choose a book from the stack. Read the title. Ask:

- What will this book be about?
- Where do you think the author got ideas for this book?
- Do you think the ideas came from real experiences or the author's imagination or both? Why?

Hold up one or two more books from the stack and repeat the process.

Independent Writing

During independent writing time, students should write independently about anything they like. During individual conferences, use the **Conference Prompts** on p. T156.

Share Back

Call on a few students with whom you conferred to share what they are writing about and explain where they got the idea.

The Writing Project

2019-2020

3rd – 5th

3rd – 5th Grade

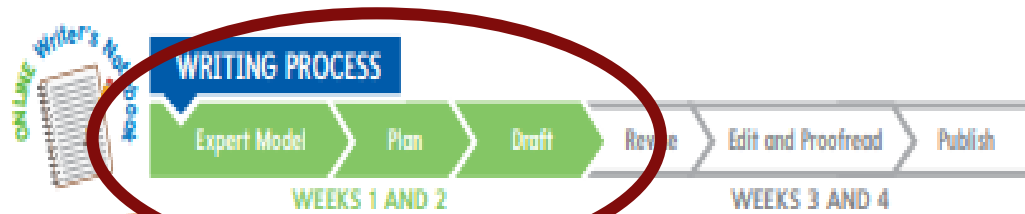
Source:
Texas Wonders,
McGraw Hill

Grading Period	3 rd GRADE	4 th GRADE	5 th GRADE
1 st Six Weeks	<ul style="list-style-type: none"> ▪ Personal Narrative ▪ Persuasive Essay ▪ Summative <i>Personal Narrative</i> 	<ul style="list-style-type: none"> ▪ <u>Teacher Choice:</u> <i>Personal Narrative</i> <i>Opinion Essay</i> ▪ Expository ▪ Summative <i>Expository (STAAR Released)</i> 	<ul style="list-style-type: none"> ▪ Personal Narrative ▪ Opinion Essay ▪ Summative <i>Personal Narrative</i>
2 nd Six Weeks	<ul style="list-style-type: none"> ▪ Expository Essay ▪ Poetry ▪ Summative <i>Expository</i> 	<ul style="list-style-type: none"> ▪ <u>Teacher Choice:</u> <i>Compare/Contrast</i> <i>Lyric Poem</i> ▪ Expository ▪ Summative <i>Expository (STAAR Released)</i> 	<ul style="list-style-type: none"> ▪ Expository Essay ▪ Narrative Poem ▪ Summative <i>Expository</i>
3 rd Six Weeks	<ul style="list-style-type: none"> ▪ Expository Essay ▪ Featured Article ▪ Summative <i>Feature Article</i> 	<ul style="list-style-type: none"> ▪ <u>Teacher Choice:</u> <i>Realistic Fiction</i> <i>Opinion Essay</i> ▪ Expository ▪ Summative <i>Expository (STAAR Released)</i> 	<ul style="list-style-type: none"> ▪ Realistic Fiction ▪ Persuasive Article ▪ Summative <i>Realistic Fiction</i>
4 th Six Weeks	<ul style="list-style-type: none"> ▪ Realistic Fiction ▪ Narrative Poem ▪ Summative <i>Realistic Fiction</i> 	<ul style="list-style-type: none"> ▪ <u>Teacher Choice:</u> <i>Narrative Nonfiction</i> <i>Narrative</i> ▪ Expository ▪ Summative <i>Expository (STAAR Released)</i> 	<ul style="list-style-type: none"> ▪ Biography ▪ Free Verse Poem ▪ Summative <i>Informational Article</i>
5 th Six Weeks	<ul style="list-style-type: none"> ▪ Biography ▪ Opinion Essay ▪ Summative <i>Opinion</i> 	<ul style="list-style-type: none"> ▪ Explanation ▪ Expository ▪ Summative <i>Expository (STAAR Released)</i> 	<ul style="list-style-type: none"> ▪ Research Report ▪ Research Report ▪ Summative <i>Opinion</i>
6 th Six Weeks	<ul style="list-style-type: none"> • Research Report • Narrative Poem • Summative <i>Informational Article</i> 	<ul style="list-style-type: none"> ▪ <u>Teacher Choice:</u> <i>Narrative Nonfiction</i> <i>Free Verse</i> ▪ Expository ▪ Summative <i>Expository (STAAR Released)</i> 	<ul style="list-style-type: none"> ▪ Historical Fiction ▪ Lyric Poem ▪ Summative <i>Historical Fiction</i>

Writing prompts extracted from

WEEKS 1 AND 2

Genre Writing: Write Your Own Personal Narrative



Study the Expert Model

- Reading/Writing Companion p. 26
- Discuss features of personal narratives
 - Discuss the mentor text (Literature Anthology p. 10)

Plan the Personal Narrative

- Reading/Writing Companion pp. 27-28
- Choose the topic
 - Discuss purpose and audience
 - Discuss sequence
 - Use a chart to plan the personal narrative

Write a Draft

- Reading/Writing Companion p. 29
- Discuss descriptive details
 - Write the draft

Over a period of approximately
20 days
Unit 1 and 2 / Unit 3 and 4

The student will be exposed to
the writing process and
produce one writing sample

WEEKS 3 AND 4

Genre Writing: Continue Your Own Personal Narrative



Revise and Peer Conference

- Reading/Writing Companion pp. 30-31
- Revise the personal narrative checking for sentence fluency
 - Revise the personal narrative based on partner feedback

Edit and Proofread

- Reading/Writing Companion p. 32
- Edit the personal narrative checking for correct grammar
 - Proofread the personal narrative checking for correct spelling

Publish, Present, and Evaluate

- Reading/Writing Companion p. 33
- Publish and present the personal narrative
 - Self-evaluate using a rubric

Genre Writing: Write Your Own Persuasive Essay



Study the Expert Model

- Reading/Writing Companion p. 82
- Discuss features of a persuasive essay
 - Discuss the mentor text (Literature Anthology p. 51)

Plan the Essay

- Reading/Writing Companion pp. 83-84
- Choose the topic
 - Discuss purpose and audience
 - Create a research plan
 - Take notes

Write a Draft

- Reading/Writing Companion p. 85
- Discuss fact and opinion
 - Write the draft



WRITING PROCESS



Writing

Writing Process

- Revise a Persuasive Essay
- Edit and Proofread a Persuasive Essay
- Peer Conferences
- Publish, Present, and Evaluate

Presenting

Presentation Options

Research and Inquiry/Inquiry Space

- Project Presentations
- Inquiry Space Presentations
- Presentation Rubric

Writing

- Student Choice
- Portfolio Choice

Reader's Theater

- Perform *Take Me to Your Litter*

Over a period of approximately 10 days

Week 5 and 6

The student will be exposed to the writing process and produce one writing sample

Summative Prompts

4th Grade Summative

WRITTEN COMPOSITION: Expository

READ the information in the box below.

When we are young, we often imagine having the chance to meet someone we admire.

THINK about having the chance to meet anyone in the world. What person would you choose to meet?

WRITE about the person you would want to meet and explain why you would choose that person.

Be sure to —

- clearly state your central idea
- organize your writing
- develop your writing in detail
- choose your words carefully
- use correct spelling, capitalization, punctuation, grammar, and sentences

3rd Grade Summative

UNIT 1

WRITTEN COMPOSITION: Personal Narrative

READ the information in the box below.

Sometimes funny things happen when we least expect them.

THINK about some funny things that happened to you. What were you doing? Did they surprise you?

WRITE about something funny that happened to you and explain why you think it was funny.

Be sure to —

- clearly state your central idea
- organize your writing
- develop your writing in detail
- choose your words carefully
- use correct spelling, capitalization, punctuation, grammar, and sentences

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5th Grade Summative

UNIT 1

WRITTEN COMPOSITION: Personal Narrative

READ the information in the box below.

We all have talents, and some of the best moments of our lives happen when we discover those talents.

THINK about some of your talents. How and when did you discover them?

WRITE a personal narrative about how you discovered a talent that you appreciate in yourself.

Be sure to —

- clearly state your central idea
- organize your writing
- develop your writing in detail
- choose your words carefully
- use correct spelling, capitalization, punctuation, grammar, and sentences

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Kinder - 2nd Grade **Directions**

1. Writing teachers will randomly collect 2-3 student writing samples:
Sample 1: Class Instruction
Sample 2: Project-Based Lesson (*Optional*)
Sample 3: Summative
2. Student writing samples sent to campus *Instructional Support Specialist* on due dates.
3. Writing Samples delivered to Curriculum & Instruction
4. *District Writing Project Committee* scores writing samples
5. Samples are anonymously copied and uploaded to Dashboard
6. Samples returned to campus *Instructional Support Specialist* and returned to teachers

3rd – 5th Grade **Directions**

1. Writing teachers will randomly collect 3 student writing samples:

<u><i>3rd & 5th Grade</i></u>	<u><i>4th Grade</i></u>
<i>Sample 1:</i> Weeks 1-2, 3-4	<i>Sample 1:</i> Weeks 1-2, 3-4
<i>Sample 2:</i> Weeks 5-6	<i>Sample 2:</i> Expository
<i>Sample 3:</i> Summative	<i>Sample 3:</i> Summative (<i>Expository</i>)
2. Student writing samples sent to campus *Instructional Support Specialist* on due dates.
3. Writing Samples delivered to Curriculum & Instruction
4. *District Writing Project Committee* scores writing samples
5. Samples are anonymously copied and uploaded to Dashboard
6. Samples returned to campus *Instructional Support Specialist* and returned to teachers

Q&A Session