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# Scaffolding The Process of Genre Writing

<table>
<thead>
<tr>
<th>Step 1</th>
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<th>Step 3</th>
<th>Step 4</th>
<th>Step 5</th>
<th>Step 6</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Discuss Topic</strong>&lt;br&gt;- Build background knowledge about the writing topics through discussions, read alouds, experiments, and other activities.</td>
<td><strong>Study Model Texts</strong>&lt;br&gt;- Look at an example of the genre you are studying. Notice the format, the types of sentences, pronouns, the audience, and author’s purpose.</td>
<td><strong>Graphic Organizer</strong>&lt;br&gt;- Model how to generate ideas use a graphic organizer to organize the ideas. Then, Have students fill out their own graphic organizer in a different topic individually, with partners, or in small groups.</td>
<td><strong>Writing</strong>&lt;br&gt;- Using your graphic organizer as a guide, model how to generate connected text to write the first draft of your writing project. Model how to formulate sentences, sound out words, and use appropriate mechanics.</td>
<td><strong>Editing</strong>&lt;br&gt;- Model how to edit writing to make it better. Editing for standard writing conventions, plus editing to improve the message. Adding, deleting, or rewording sentences to make the message clearer and stronger.</td>
<td><strong>Publishing</strong>&lt;br&gt;- Publish student writing in the hallway, class websites, reading libraries, or by presenting speeches or sending letters. Whatever the manner, make sure your students know their writing is reaching their intended audience.</td>
</tr>
</tbody>
</table>
## Bend I: Making Our School A Better Place with Signs

<table>
<thead>
<tr>
<th>Lesson 1</th>
<th>Lesson 2</th>
<th>Lesson 3</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Scaffolding Step 1:</strong> Discuss School Problems and Solutions</td>
<td><strong>Scaffolding Step 2:</strong> Study a Mentor Text</td>
<td><strong>Scaffolding Step 3:</strong> Choose Topic /Fill Out Graphic Org for Sign</td>
</tr>
<tr>
<td><strong>Oral Language Objective:</strong></td>
<td><strong>Oral Language Objective:</strong></td>
<td><strong>Oral Language Objective:</strong></td>
</tr>
<tr>
<td>Students can name a problem in the school and explain how to fix it.</td>
<td>Students can explain reasons to support their opinion.</td>
<td>Students can explain a problem and consequences.</td>
</tr>
<tr>
<td><strong>Vocabulary:</strong></td>
<td><strong>Vocabulary:</strong></td>
<td><strong>Vocabulary:</strong></td>
</tr>
<tr>
<td>persuade, opinion, problem, should, because</td>
<td>persuade, opinion, should, because, reasons</td>
<td>persuade, opinion, problem, consequences</td>
</tr>
<tr>
<td><strong>Sentence Stems:</strong></td>
<td><strong>Sentence Stems:</strong></td>
<td><strong>Sentence Stems:</strong></td>
</tr>
<tr>
<td>Don’t _______. You should __________.</td>
<td>Don’t ___<strong><strong>. If <em><strong><strong>, then</strong></strong></em></strong></strong>.</td>
<td>Don’t ______. If _______, then _______.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Lesson 4</th>
<th>Lesson 5</th>
<th>Lesson 6</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Scaffolding Step 4:</strong> Write 1st Draft of Sign</td>
<td><strong>Scaffolding Step 5:</strong> Edit 1st Draft of Sign</td>
<td><strong>Scaffolding Step 6:</strong> Publish Sign</td>
</tr>
<tr>
<td><strong>Oral Language Objective:</strong></td>
<td><strong>Oral Language Objective:</strong></td>
<td><strong>Oral Language Objective:</strong></td>
</tr>
<tr>
<td>Students can describe more consequences to a problem.</td>
<td>Students can name a problem in the school and explain how to fix it.</td>
<td>Students can name a problem in the school, its consequences, and explain how to fix it.</td>
</tr>
<tr>
<td><strong>Vocabulary:</strong></td>
<td><strong>Vocabulary:</strong></td>
<td><strong>Vocabulary:</strong></td>
</tr>
<tr>
<td>persuade, opinion, problem, consequences, revise</td>
<td>persuade, opinion, problem, should, because</td>
<td>persuade, opinion, problem, should, because, consequences, audience, publish</td>
</tr>
<tr>
<td><strong>Sentence Stems:</strong></td>
<td><strong>Sentence Stems:</strong></td>
<td><strong>Sentence Stems:</strong></td>
</tr>
<tr>
<td>If _____, then ______.</td>
<td>Don’t___________. You should __________.</td>
<td>Don’t _______. If ___________, then _______.  You should ______.</td>
</tr>
</tbody>
</table>
# Bend II: Writing Persuasive Letters

<table>
<thead>
<tr>
<th>Lesson 7</th>
<th>Lesson 8</th>
<th>Added Lesson</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Scaffolding Step 1</strong>: Discuss School Problems and Solutions in Letters</td>
<td><strong>Scaffolding Step 2</strong>: Study a Mentor Text of Letter</td>
<td><strong>Scaffolding Step 3</strong>: Choose a Topic/ Fill out a Graphic Organizer for Letter</td>
</tr>
<tr>
<td><strong>Oral Language Objective</strong>: Name the parts of a letter.</td>
<td><strong>Oral Language Objective</strong>: Students will describe features of good persuasive writing from a mentor text</td>
<td><strong>Oral Language Objective</strong>: Use words and phrases to complete a graphic organizer outlining a persuasive letter.</td>
</tr>
<tr>
<td><strong>Vocabulary</strong>: Letter, greeting, date, problem reasons, salutation, question, feelings</td>
<td><strong>Vocabulary</strong>: persuade, because, reasons</td>
<td><strong>Vocabulary</strong>: Letter, greeting, date, problem reasons, salutation, question, feelings</td>
</tr>
</tbody>
</table>
| **Sentence Stems**: Dear _____, The problem is ______. Do you ______? I feel ______. We should _____.
From, _______. | **Sentence Stems**: I think the writing is good because_________. | **Sentence Stems**: Dear _____, The problem is ______. Do you ______? I feel ______. We should _____.
From, _______. |

<table>
<thead>
<tr>
<th>Lesson 9</th>
<th>Lesson 10</th>
<th>Lesson 11</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Scaffolding Step 4</strong>: Write 1st Draft a Letter</td>
<td><strong>Scaffolding Step 4</strong>: Continue Drafting Letter</td>
<td><strong>Scaffolding Steps 5 &amp; 6</strong>: Edit and Send Letter</td>
</tr>
<tr>
<td><strong>Oral Language Objective</strong>: Students can name their letter’s audience and why.</td>
<td><strong>Oral Language Objective</strong>: Students can offer solutions to a problem.</td>
<td><strong>Oral Language Objective</strong>: Students can name errors when revising writing.</td>
</tr>
<tr>
<td><strong>Vocabulary</strong>: persuade, opinion, audience, because</td>
<td><strong>Vocabulary</strong>: persuade, problem, solutions</td>
<td><strong>Vocabulary</strong>: revise, edit, punctuation, period, question mark, exclamation mark, capital, lowercase, finger space, sentence</td>
</tr>
</tbody>
</table>
| **Sentence Stems**: I am writing to _______ because __________. | **Sentence Stems**: We should_______.
We can try _____.
We can _____. | **Sentence Stems**: The sentence needs ________.
# Bend III: Solving World Problems with Speeches

<table>
<thead>
<tr>
<th>Lesson 12</th>
<th>Lesson 13</th>
<th>Lesson 14</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Scaffolding Step 1:</strong> Discuss World Problems and Solutions</td>
<td><strong>Scaffolding Step 1:</strong> Continue to Discuss World Problems and Solutions</td>
<td><strong>Scaffolding Step 2:</strong> Study a Mentor Text of Speech.</td>
</tr>
<tr>
<td><strong>Oral Language Objective:</strong> State a world problem and a solution.</td>
<td><strong>Oral Language Objective:</strong> Students will talk like an expert by stating facts.</td>
<td><strong>Task Scaffolding Step 1:</strong> Discuss World Problems and Solutions</td>
</tr>
<tr>
<td><strong>Vocabulary:</strong> problem, solution, recycling, littering, pollution,</td>
<td><strong>Vocabulary:</strong> problem, facts, information, expert, important</td>
<td><strong>Vocabulary:</strong> problem, facts, information, expert, important</td>
</tr>
<tr>
<td><strong>Sentence Stems:</strong> The problem is <strong><strong><strong><strong>. People are</strong></strong></strong></strong>_. They should ________.</td>
<td><strong>Sentence Stems:</strong> _____ is important because ________.</td>
<td><strong>Sentence Stems:</strong> _____ is important because ________.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Lesson 15</th>
<th>Lesson 16</th>
<th>Lesson 17</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Scaffolding Step 3:</strong> Fill out a Graphic Org for Speech</td>
<td><strong>Scaffolding Step 4:</strong> Write 1st Draft of Speech</td>
<td><strong>Scaffolding Step 4:</strong> Continue Drafting Speech</td>
</tr>
<tr>
<td><strong>Oral Language Objective:</strong> Students can state a world problem and a solution.</td>
<td><strong>Oral Language Objective:</strong> Students can persuade others to fix a world problem.</td>
<td><strong>Oral Language Objective:</strong> Support your opinion by telling a true story.</td>
</tr>
<tr>
<td><strong>Vocabulary:</strong> problem, solution, recycling, littering, pollution,</td>
<td><strong>Vocabulary:</strong> persuade, problem, important, because, should</td>
<td><strong>Vocabulary:</strong> Opinion, problem, recycling, littering pollution</td>
</tr>
<tr>
<td><strong>Sentence Stems:</strong> The problem is <strong><strong><strong><strong>. People are</strong></strong></strong></strong>_. They should ________.</td>
<td><strong>Sentence Stems:</strong> The problem is ____. If _______, then _____. _______ is important because _______. I feel so ________. We should ________.</td>
<td><strong>Sentence Stems:</strong> One time I saw _______. Then, I ________.</td>
</tr>
<tr>
<td>Lesson 18</td>
<td>Lesson 19</td>
<td></td>
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<tr>
<td>-----------</td>
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<td></td>
</tr>
<tr>
<td><strong>Scaffolding Step 5:</strong></td>
<td><strong>Scaffolding Step 6:</strong></td>
<td></td>
</tr>
<tr>
<td>Edit Speech</td>
<td>Publish by presenting your written speech.</td>
<td></td>
</tr>
<tr>
<td><strong>Oral Language Objective:</strong></td>
<td><strong>Oral Language Objective:</strong></td>
<td></td>
</tr>
<tr>
<td>Students can name errors when revising writing.</td>
<td>Give a speech stating your problem, solution, and reasons.</td>
<td></td>
</tr>
<tr>
<td><strong>Vocabulary:</strong></td>
<td><strong>Vocabulary:</strong></td>
<td></td>
</tr>
<tr>
<td>revise, edit, punctuation, period, question mark, exclamation mark, capital, lowercase, finger space, sentence</td>
<td>problem, solution, recycling, littering, pollution,</td>
<td></td>
</tr>
<tr>
<td><strong>Sentence Stems:</strong></td>
<td><strong>Sentence Stems:</strong></td>
<td></td>
</tr>
<tr>
<td>The sentence needs a ________.</td>
<td>The problem is __________. People should __________.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>______ is important because __________. One time, __________. It makes me feel __________. People should __________.</td>
<td></td>
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</tbody>
</table>
# ELL Leveling Rubric for Kindergarten Writing Tasks

<table>
<thead>
<tr>
<th>Domain: Writing</th>
<th>Level 1Entering</th>
<th>Level 2Emerging</th>
<th>Level 3Developing</th>
<th>Level 4Expanding</th>
<th>Level 5Bridging</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Scribbles, traced letters, copied words, and strings of letters. Poor letter formation may impede message.</td>
<td>Writing shows some sound-letter correspondence, such as beginning sounds. Poor letter formation and lack of word boundaries may impede message.</td>
<td>Words characterized by attempts at producing beginning, middle, and ending sounds. Some sounds may be represented out of order. Invented spelling and lack of word boundaries may impede message.</td>
<td>Phrases and sentences of at least three words. Combination of both high frequency words and invented spellings. Invented spelling and inconsistent use of word boundaries and mechanics may impede message.</td>
<td>Multiple connected sentences with words going beyond high frequency words. Invented spellings are generally recognizable. Mechanics (capitalization, punctuation) may be present. Word boundaries are present.</td>
</tr>
</tbody>
</table>

*Level descriptions based on the Writing Rubric of the WIDA Consortium Grades PreK-K and WIDA Can-Do Descriptors*
## Kindergarten Writing WIDA Levels 1-5 Text Examples

<table>
<thead>
<tr>
<th>Level 1</th>
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<tbody>
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</table>

<table>
<thead>
<tr>
<th>Level 2</th>
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<tbody>
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</table>

<table>
<thead>
<tr>
<th>Level 3</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>the flwr</td>
<td></td>
</tr>
<tr>
<td>tre</td>
<td></td>
</tr>
<tr>
<td>sun</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Level 4</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>iseetheflwr</td>
<td></td>
</tr>
<tr>
<td>ilike pa mysitr</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Level 5</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>I like to go to the prk wif my famle. We pic the flwrz. Dar so pride!</td>
<td></td>
</tr>
</tbody>
</table>
Kindergarten Writing
Best Practices & Skills:

**Time for Writing**

Independent writing time should be the largest time of the writing lesson. In the writer’s workshop model, students should build an independent writing stamina of 20-30 minutes. Students need to be provided long blocks of calm, uninterrupted time to produce sustained effort toward their writing creations (Calkins, 1994). Also, writing activities should be incorporated into other parts of the day, such as the morning meeting (ex: writing their name for attendance), calendar (ex: tracking the weather), play-time (ex: restaurant order pads and pencils), and other subject areas (Gerde et al., 2012).

**Drawing**

Drawing is important for early writing development (Calkins, 1994; Gerde et al., 2012; Soderman, 2005; Zheng, 2012). Oftentimes, more information and details about the young writer’s ideas are contained in their drawings (Calkins, 1994). Drawing also helps young writers plan and organize their ideas. It is best practice to give students time to draw before they write (Soderman, 2005). And they may go back and add more to their drawing as they think of more details to include in their writing.

**Student Talk & Oral Language**

Student’s talk helps young writer’s to develop their message. Usually, young writers need to develop their message orally before they can put it down in written words (Soderman, 2005). Students’ oral language abilities affect their ability to choose vocabulary and generate sentences for writing (Harrison et al., 2012; Kent et al., 2014; Soderman, 2005). Student talk also helps others understand their attempted writings. A large amount of student talk may go into just a few words (Calkins, 1994). Also, classes that have higher amounts of collaboration and student talk are connected to having higher amounts of student writing growth (Zheng, 2012).

**Publication**

Publication is important because it establishes that writing is a means of communication (Gerde et al., 2012). Publication helps motivate young writers and develop their identities as authors. It helps them to start to think critically about the author’s purpose, their audience, and how they construct their message in a form of writing (Calkins, 1994).
**Handwriting Fluency**

Handwriting fluency is the ability to form letters by hand with automaticity (Gerde et al., 2012). Some studies have linked handwriting fluency as one predictor of writing ability in childhood and into early adolescence (Harrison et al., 2016; Kent et al., 2014). Without handwriting fluency, a student’s writing becomes very slow and difficult. A young writer’s message is impeded by their struggle to shape letters and create words on the page.

**Phonological Awareness, Phonics, and Spelling**

Young writers need to be able to hear the sounds in their words (phonological awareness) before they are able to represent them with letters (phonics). Phonics instruction is not useful without phonological awareness. These two skills are needed in order for young writers to sound out and spell words. Spelling ability significantly impacts student’s writing fluency and is linked to future writing success (Harrison et al., 2016; Kent et al., 2014).

**Attention and Self-Regulation**

Writing is an exercise that requires a high level of attention and self-regulation, especially for young writers who are struggling to both compose their message and write fluently (Calkins, 1994). Students who have higher self-regulation and attention abilities are better at planning, reviewing, revising, and paying attention to detail in their writing. As writing activities become more complex, attention and self-regulation abilities become more critically needed (Kent et al, 2014).

**References:**


Persuasive Read Aloud Books

*Click, Clack, Moo: Cows that Type* by Doreen Cronin

*Corduroy Writes a Letter* by Alison Inches

*I Wanna New Room* by Karen Kaufman Orloff

*Hey, Little Ant* by Hannah Hoose and Phillip Hoose

*I Wanna Iguana* by Karen Kaufman Orloff

*Red is Best* by Kathy Stinson

*Dear Mrs. LaRue* by Mark Teague

*Don’t Let the Pigeon Drive the Bus!* by Moe Willems

*Don’t Let the Pigeon Stay up Late!* by Moe Willems

*Spoon* by Amy Krouse Rosenthal

*Earrings* by Judith Viorst

World Problems Aloud Books

*The Lorax* by Dr. Seuss

*Watch out for Litter* by Lisa Bullard

*Watch over our Water* by Lisa Bullard

*Power Up to Fight Pollution* by Lisa Bullard

*Earth Day Everyday* by Lisa Bullard

*Choose to Reuse* by Lisa Bullard

*Go Easy on Energy* by Lisa Bullard

*How We Clean Up a Park* by Robert Nelson

*Poisoned Rivers and Lakes* by Ellen Lawrence

*Dirty Air* by Ellen Lawrence

*Polluted Oceans* by Ellen Lawrence

*Kids Can Keep the Air Clean* by Cecilia Minden

*Kids Can Keep the Water Clean* by Cecilia Minden

*Recycle Every Day* by Tammi Gagne

*Growing Up Green* by Jeanne Sturm
Ways to Use Visuals

• Display on Projector or Smartboard.

• Copy to create a large class anchor chart.

• Create Individual Privacy Folders with Displayed Visuals.

• Make Copies and Laminate, Attach with Ring:
  
  o Place in individual student writing folders
  
  o Place in table writing bins
1. Say it
2. Stretch it
3. Write it
Sound it out

1. Say it

2. Stretch it

3. Write it
5 Star Writing

★ Capitals
I like the dog.

★ Punctuation
?
!
.

★ Finger Spaces
I see me.

★ Neat Handwriting

★ Makes Sense

Clipart by www.edu-clips.com
5 Star Writing

★ Capitals
    I like the dog.

★ Punctuation
    ? ! .

★ Finger Spaces
    I see me.

★ Neat Handwriting
    cat

★ Makes Sense
    . . .
Don’t _______

The problem is ____________.

You should ______

Do you ________?

If ________, then_______

I feel ________

We can try _________

_______ is important because ________.
Kids are running in the classroom.

If kids are running in the classroom, then they will fall and get hurt. They should walk.
Dear Principal,

The problem is people are yelling in the halls. If people are yelling in the halls, then the kindergarteners can't hear the teacher and learn. Do you know that people are yelling in the halls when they come back from lunchtime? I feel so sad. We should put signs in the hall that say to be quiet.

From,
Katie
School Problems

- Biting
- Bullying
- Hiding
- Kicking
- Pulling hair
- Pushing
- Running
- Climbing the slide
- Yelling

Clipart by whimsyclips.com
School Problems

- biting
- bullying
- hiding
- kicking
- pulling hair
- pushing
- running
- climbing the slide
- yelling

Clipart by whimsyclips.com
Save the Planet

Yes
- bike
- recycle
- plant a tree

No
- factory
- trash dump
- poison the water
- litter
- car pollution

Clipart by Whimsy Clips and Glitter Meets Glue
Save the Planet

Yes

bike
recycle
plant a tree

No

litter
car pollution
factory
trash dump
poison the water

Clipart by Whimsy Clips and Glitter Meets Glue
Don't Pull Hair!

If you pull hair, then you will hurt your friend.

You should keep your hands to yourself!

Name: Katie

Clipart by Glitter Meets Glue
Dear Teacher,

🚫 The problem is people are pushing in line.

😊 If people are pushing, then someone might get hurt.
? Do you know people are pushing in line?

❤️ I feel so scared

Someone might push me.

🪤 We should tell them to keep their hands to themselves.

From,

Katie
Name: Katie

Title: Stop Littering!
Speech Written By: Katie

🚫 The problem is people are littering in the park.
😊 If people litter, then there will be trash everywhere!
💡 It's important because animals eat the trash and get hurt.
💬 One time I saw someone at the park throw their water bottle on the ground.
❤️ I feel so sad!
🔧 You should always pick up your trash.

Clipart by Glitter Meets Glue
School Problems Sign Graphic Organizer

Draw simple pictures and label to plan your ideas.

- Problem
- Consequences
- Solution

Clipart by Whimsy Clips and Glitter Meets Glue
<table>
<thead>
<tr>
<th>Problem</th>
<th>Consequences</th>
<th>Question</th>
<th>Feeling</th>
<th>Solution</th>
</tr>
</thead>
</table>

[Clipart by Whimsy Clips and Glitter Meets Glue]
School Problems Speech Graphic Organizer

Draw simple pictures and label to plan your ideas.

- Problem
- Consequences
- Fact

Clipart by Whimsy Clips and Glitter Meets Glue
School Problems Speech Graphic Organizer

True Story

Feeling

Solution

Clipart by Whimsy Clips and Glitter Meets Glue
Don’t __________________________!

If __________________________,
then __________________________.

You should __________________________
because __________________________.

Name: __________________________

Clipart by Glitter Meets Glue
Dear ___________________

The problem is _______________________

__________________________________________________________________________

If ________________________________,

then ______________________________.
? Do you ____________________
____________________________?

❤️ I feel ____________________

🔧 We should ____________________
______________________________

From,

___________________________
The problem is ________________.

If ________________________________,
then ________________________________.

It’s important because ______
_______________________________.

One time ________________________________
_______________________________.

I feel ________________________________.

People should ________________________________.