



Writing in Complete Sentences

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This curriculum unit is recommended for:
Writing/Kindergarten

Keywords: Syntactic functions, complete sentences, writing, description words, label, illustrate, capitalization, punctuation, and tree diagram.

Teaching Standards: See [Appendix 1](#) for teaching standards addressed in this unit.

Synopsis: Writing is a way for students to express their thoughts and feelings they have about a particular subject. Students' imagination comes alive through their writing! I believe writing is a wonderful way for our shy and timid students to express themselves. This curriculum unit enhances students' writing and teaches them to write in complete thoughts. Students will be learning how to write through many hands-on activities, whole group introductory activities, small group activities and one-on-one conferences during writing workshop. Students will be introduced to what a complete sentence is through exploration of read alouds and predictable big books. Students will determine whether a given phrase is a sentence or not. Students then will begin writing their own sentence that includes a who (subject), what (predicate) and describing words (adjectives and/or adverbs). Students will also be introduced to a tree diagram, a graphic organizer, which assists them in creating ideas for their stories. The culminating activity has students writing a 2-3 sentence story. If you are looking for interactive writing lessons that inspire students to write stories, then this is the curriculum unit for you!

I plan to teach this unit during the coming year to 20 students in Writing/Kindergarten.

I give permission for the Institute to publish my curriculum unit and synopsis in print and online. I understand that I will be credited as the author of my work.

Writing in Complete Sentences

Jennifer Buskey

Introduction

Have you ever been unable to express your thoughts or opinions? Have you ever sat at your desk with a blank piece of paper in front of you, not knowing how to answer the question or explain your reasoning? I thankfully rarely experienced these frustrations all because of my wonderful English teachers that I encountered in upper elementary and middle school.

I was taught throughout many school years the parts of a sentence and the function of those parts (for example: an adjective gives detail to a noun; pretty, ugly, tall, etc). Then I was given many - and I mean many - sentences to diagram. I believe that because of this meticulous grammar education I am a better writer. I am able to write a complete thought with the right punctuation and correct sentence structure.

I have written this unit for Kindergarten students to be used at the beginning of the year. The unit introduces students to what a sentence is, to the structure of a sentence and to the advantage of using complete sentences. This unit will take approximately ten days, depending on your students' writing abilities. Students may need to repeat certain activities until they grasp the concept of writing in complete sentences. I have included a detailed outline of the unit, including a timeline and lesson plans, in the Classroom Activities section of this curriculum unit. This unit has students learning through many hands-on activities, whole group introductory activities, small group activities and one-on-one conferences during your writing workshop.

Background

I am a Kindergarten teacher at Albemarle Road Elementary School in Charlotte, North Carolina. I currently have 20 students in my class. Of those 20 students, 15 students were classified as Limited English Proficient (LEP) and 6 students as speaking no English at all.

Albemarle Road Elementary is a Title 1 school (the poverty level, which is determined by free and reduced meal count, is at or above 40%) and consists of Pre-Kindergarten through Fifth grade. We are one of the largest elementary schools in the Charlotte Mecklenburg School district educating approximately 1350 students. The demographics of the school indicate that our population is approximately 41% African American, 47% Hispanic, 4% White, 7% Asian, and 1% Other.

Approximately 720 children in grades K-5 speak a language other than English in the home. Spanish is the language that is predominately spoken, but there are many other languages that can be found at Albemarle Road Elementary. We also have a growing refugee population from Sudan, Nepal, Somalia, Ethiopia, Congo, and Burma.

One of the biggest challenges I face as a Kindergarten teacher at Albemarle Road Elementary is catching my students up to the academic level of the average Kindergartener. The average Kindergartener can identify most alphabet letters and letter sounds and can count out at least 10 objects. Many of my students unfortunately cannot speak the English language and/or have not attended school before. This puts most of my students at a disadvantage and at least a year behind the average Kindergartener.

Rationale

“Teach the writer, not the writing.” - Lucy Calkins

I am the type of teacher that guides my students to realize their greatness. I provide my students with guidelines and tips and have them experiment and do the learning on their own. Students remember concepts and make a better connection when they are the ones that figured something out. Exploration is key in teaching.

The main reason for writing this unit is my high percentage of Limited English Proficient (LEP) students. Many of their writing pieces are not done in a complete thought or in the correct order of a sentence. Most of my students answer questions in one-word answers or have another problem by reversing the order of the sentence. For example: “What kind of pet do you have?” My students answer: “dog” or “I have a dog brown”.

I feel that I need to teach my students the basics of a sentence in order for them to be successful writers in Kindergarten. I also know that I need to teach my students the order in which they put those words. In Spanish, the adjective is written after the noun that it is describing. Because over half my students speak Spanish and many of them struggle with this concept, I need to demonstrate that the adjective comes before the noun it is describing.

Many people, especially non-teachers, do not know that by the end of Kindergarten students are expected to be able to write sentences to create a story. I believe that if I teach my students the proper way of constructing a sentence at the beginning, they will be more successful as writers throughout the rest of the year.

Content Objectives

Purpose

The purpose of this unit is to increase the writing skills of my Kindergarteners. I hope to have my students writing sentences that include a subject and predicate. For my higher achieving students, I want them to write sentences that include a subject and predicate but with adjectives and/or adverbs. Because I am writing this unit for kindergarteners, I will not be introducing the proper grammar vocabulary to my students. I will instead use the terms for syntactic functions: who (subject), what (predicate), when/where/how (adverbial modifier) and describing words (adjectival modifier).

I want my students to find ease in writing sentences. Once they have grasped the concept of writing complete sentences, the sky is the limit. My students will then be able to express themselves in their writing. They will be able to write a story for entertainment or to write a how-to-book or even to write an informational text on their favorite animal.

Unit Objectives

This unit is designed to meet multiple Kindergarten language and writing standards. I have broken the unit into three parts: sentence structure, adding more details, and writing a story. The first part, sentence structure, introduces the students to what a sentence is and to the parts of a sentence. The goal of part one is for students to be able to identify/label the who and what in a sentence (essentially the subject and predicate of a sentence). Once students understand the components of a sentence, they will be able to write a sentence of their own.

The second part of the unit involves the students adding more details to their sentences. Students will be introduced to adverbs and adjectives and their functions. Students will then be able to identify adjectives in books they are reading and to point out what that adjective is describing. The goal of part two is to have students add adjectives (describing words) and adverbs (where/how/when) to their own simple sentences.

The goal of part three of the unit has students using all their writing knowledge of sentence structure, capitalization, punctuation and adding more details to create a story. Students will use the five steps to being a good writer to write their story: 1. Think, 2. Draw, 3. Label, 4. Write, 5. Add details. My goal is for students to write between 2-3 sentences telling a story about a topic they choose. Students will choose their topic then draw a picture to illustrate their story. Afterwards students will label the picture. The final step will be writing their story.

Teaching Strategies

Writing for Students

“Morning message is one way to write for students. This morning message is written on a large piece of lined chart paper with a thick black marker.”¹ Teachers could also use the

smartboard in their classroom to write the morning message instead of using chart paper-I personally do this in my classroom. “Each sentence of the Morning Message should be written on a separate line until students have a good concept of what a sentence is.”² Students copy the sentence(s) into a journal. Once everyone has copied the sentence(s), the teacher will read aloud the morning message. Students will repeat after the teacher. The teacher will point out capital letters, punctuation, spacing between words, etc.

In my classroom I have a morning message up on the smartboard for my students to copy into their morning journals. Then I have the students practice reading it to each other. Once the students have done this, then it is my turn to read it. Students will repeat after me the second time I read it. Then as a class we start looking at it in a “writing way”. We look for punctuation marks and circle them. Then I have the students circle the capital letters.

Read Aloud

“One particular kind of reading that is important for kindergarten is shared reading with predictable books. Shared reading of predictable books is an extension of the lap experience that children had at home.”³ During shared reading, the teacher will focus on concepts of print on the page. The teacher will point to words as he/she reads them, also discussing why some letters are capitalized and others are not. The teacher will point out types of punctuation that are being used in the story.

After I am done reading a book to the class, I like to go back and discuss parts of the book and look at the sentences. In the beginning of the year, I am asking questions like “Name the characters of the book.” Or “What is the setting of the book?” Along with asking questions about the book, I am reviewing concepts of print. I am having students point to the front of the book, back of the book, where we start reading, etc. As we learn print concepts, students are also learning about writing. They will mimic what they see in books. Students will begin to notice that they need a capital letter at the beginning of sentences, punctuation at the end of each sentence. They will also realize the structure of a sentence (who and what in the sentence). If students are paying attention to the writing in the book, not just to the pictures, you will see a positive change in their writing.

Writing with Students

A predictable chart has sentences written on lined chart paper dictated by students’ responses. The teacher writes the chart in front of the students but the students do not share the writing utensil during this activity. Predictable charts draw students’ attention to print and to parts of a sentence. These charts illustrate top-to-bottom directionally and left-to-right print concept. They also can help aid the students recognize sight words and theme words.

Many classrooms write predictable charts together during the beginning of writing as an introduction or showing examples. Students then are able to use this chart as a guide to sentence writing or a jumping-off point for their own writing topic. Many Kindergarten teachers begin with the basic sentences, such as “I like _____” or “I can _____.” One thing to remember when writing predictable charts with your students is to give them ownership of their sentence. Teachers can do this by writing the student’s name in parentheses at the end of his or her sentence.

One other advantage of using predictable charts in your classroom is that they can be used during your reading block as well. Teachers can laminate their predictable chart for their students to use as a reading center. Students can use a pointer to point to the words as they read the sentences. Students will be confident readers because the sentences will be predictable and because they helped create them.

Sentence building is a hands-on activity that has students build sentences on their own. The teacher will take sentences from the predictable chart they made the other day and write them on sentence strips. Then he/she will cut the sentence apart so each word is separated from the other words. The teacher will then have those words available in a center for students to use them in a pocket chart. Students will rearrange them and the words in the correct order to make a new sentence.

Another type of sentence building activity for students is when a teacher “writes a sentence from the chart on a sentence strip with a thick black marker, has a student find the sentence on the chart and match the sentence strip to it, then lets the students watch as the teacher cuts the sentence into words. The teacher then will mix up the words for this sentence. Students will use the words to recreate a sentence as it is written on the predictable chart. The teacher will let a group of students become sentence builders by giving one word to each student to hold. Let students stand in front of the class in the same order as the words in the sentence of the predictable chart. The teacher will read the sentence aloud after each student gets in the place where he/she thinks that he/she belongs.”⁴ Students thoroughly enjoy this activity because they are the ones to put the sentence back together.

Anchor Charts

“Anchor charts build a culture of literacy in the classroom, as teachers and students making thinking visible by recording content, strategies, processes, cues and guidelines during the learning process. Posting anchor charts keeps relevant and current learning accessible to students to remind them of prior learning and to enable them to make connections as new learning happens. Students refer to the charts and use them as tools as they answer questions, expand ideas or contribute to discussions.”⁵

Anchor charts should be organized and clearly displayed for all students to refer to. They should display significant concepts and/or steps to being a good writer. For instance during a mini-lesson my students and I make an anchor chart displaying the five steps to being a good writer. This anchor chart presents the key words and pictures of these five steps. I then hang this in the writing center for students to refer to when they begin new writing pieces.

In Kindergarten classrooms, anchor charts are key to creating a print-enriched room for the students. Because my classroom has a large population of LEP students, anchor charts are a way for me to display our themes and vocabulary that most of them have not heard before. On my anchor charts there are always words along with pictures to assist my students in referencing the words.

Graphic Organizers

“Graphic organizers enable the writer to organize material logically and to see relationships between and among ideas. Effective use of graphic organizers can help the writer to present his or her ideas in an effective and persuasive manner, resulting in a focused and coherent text.”⁶ There are various types of graphic organizers that students may use to organize their thoughts for writing. The type of graphic organizer students will use depends on what type of writing they will be doing. For example, if a student wants to compare two things she would use a venn diagram to map out the differences and similarities of those two things. Now if a student needs to lay out all the information she knows on one topic (for example cats), then the student would use a concept map to sort out all the facts they know about cats.

During our writing time, I may also have the students create a tree map about their topic. A tree map helps the students group their ideas. For example, if a student is writing about cats he can use the tree map to organize his facts about what a cat looks like, where the cat lives and what the cat eats. Then when the time comes to write, the students have this wonderful graphic organizer with all their ideas mapped out and easily accessible.

Technology

Technology is a wonderful interactive tool for students of all ages. Students should be engaged in their learning as much as possible, and technology can make that happen. In many schools around the country, you will find a smartboard in the classroom. The smartboard is an interactive white board that is connected to a computer. It displays video clips, documents, hands-on games and activities for students, and much more. The smartboard is operated by the touch of a finger or with digital pens.

I am fortunate enough to have a smartboard in my classroom, and the students love it. Every morning I write the morning message to the students on it. I use it to exhibit

literacy and math songs each day. The smartboard can be used as an alternative to the chart paper. The only problem is that you cannot post your predictable or anchor charts on the wall if you write them on the smartboard. I do, however, use the smartboard to have students build words, solve math problems, fill in charts, and much more.

Conferencing

"Teaching writing must become more like coaching a sport and less like presenting information. You have to do more than call out the errors."—Lucy Calkins.

"When you confer with a student, it isn't your job to fix or edit the student's writing. Rather, it's to teach the student one writing strategy or technique he/she can use in a current piece of writing and continue to use in a future writing."⁷ During the independent writing time, a teacher will pull a small group of students to a table to address the one writing strategy they all need to work on. A teacher should be conferring with all his/her students at least once a week. The lower level writers may need to confer with the teacher every day to reinforce the skills being taught.

"During a conference, sit side by side with the student, with her writing in front of both of you. It is best when the conference feels like a conversation, with both you and the student talking and listening to each other. Ask what the student is doing as a writer, compliment what the student is doing well, then teach a writing strategy or technique. Prompt the student to tell you what she is working on and what she needs help with, and at the end of the conference, to describe how she will use the writing strategy you just taught."⁸

As teachers confer with their students, they will need to keep records of the writing conferences they perform. I recommend that teachers carry a notebook or binder so they can record whom they conferred with that day and what skill they addressed with that student. This way you have a track record of how your students' writing is growing and what skills you need to still address. Conferring also gives the student "individual" time with their teacher. The student is able to read what they have written and to showcase their hard work to their teacher.

Classroom Activities

Lesson One: Sentence Introduction

On the first day of the unit I will have the whole class come and sit on the carpet. I will inform the students that during each writing session, I will refer to them as "authors". I then will state that an "author's" writing should include a picture and sentences. The sentences that the "authors" create should explain what is going on in their pictures and tell a story. I will explain that sentences are made up of words that form a complete

thought. I will give an example verbally. For example, I could say, "I ride my bike to the park. Authors, do you hear more than one word in my sentence? Let me read that sentence again and let us count how many words were in my sentence." I will then write the sentence I just said on the whiteboard or on chart paper. I will point to the words as the students read and count them. I could also extend the activity by underlining or circling each word in a different color to emphasize that this sentence contains many different words.

Now it is time for the students to practice what they just learned. I will pair up the students and have them turn and talk to their partners. Each student will verbally share a sentence to his/her partner. After all students have shared with their partners, I will state: "As I walked around the carpet, I heard many wonderful sentences. I heard one student share their sentence that I was very impressed by. This was the sentence: "My mom is tall and has long, brown hair". Wasn't that a wonderful sentence authors? I really liked how this author described their mom. Great job!"

Lesson Two: Big Book Reading Exploration

I will read a couple of sentences from a very easy Big Book, pointing to each word as I read it. I will then dissect one of the sentences I just read. I will explain that in every sentence there is a who (the subject). I will circle the who in the one sentence I chose. Then I will explain to the students that in every sentence the who does something (the what). I will underline the what part in that same sentence. For more practice, I will write a couple of sentences on chart paper. I will call on students to take turns coming up to the easel circling the who and underlining the what of the sentence.

Now all students will practice what they just learned with a partner. Students will turn and talk to their partner by sharing a sentence that has a who and a what. The partners have a job of listening for the who and what in the sentence their partner shared. I will ask a few pairs to share the sentence they heard and stating the who and what of that sentence.

Lesson Three: A Sentence or Not a Sentence

Before moving on any further in writing, I need to assess the students' understanding of what a sentence is. I will begin the lesson with the whole group on the carpet. I will have phrases/sentences pre-written on chart paper. I will then have students read over what I have written and discuss with the student sitting next to them if the phrase is a sentence or not. After giving the students plenty of time to discuss and gather reasons, as a class they will begin reviewing each of the phrases. I will ask student volunteers to share their opinion on whether the phrase is a sentence or not and their reasoning behind their opinion. Hopefully students will be able to justify if it is a sentence by stating that the phrase has a who and what included in it.

To assess the students' individual understanding of what a sentence is, I will have all students sort phrases and sentences. They each will be given a worksheet (see Appendix Two) that has phrases at the bottom. Students will have to cut out and glue the phrase under the heading: Sentence or Not a Sentence, deciding whether it has a who and what included in the phrase. I will monitor the work of the students and take note whether they can determine whether the phrases are complete sentences or not.

Lesson Four: Sentence Building

Students will practice putting sentences together. I will write a sentence on a sentence strip with a marker. I will think of their students when writing the sentences. Higher-level writers should be given longer sentences, whereas low-level writers should receive basic sentences. I will then cut the sentence apart and put each word of the sentence into a sandwich bag. Each student will receive a sandwich bag filled with words to make a sentence. Students will work individually to put their sentence back together. I will monitor student success and have students switch bags when they complete a sentence.

Lesson Five: Tree Diagram

I will explain to students that they will begin writing about something that they know a lot about. I will tell the students that I personally know a lot about dogs, because I have one. To help write down and organize all the information they know about dogs, the students and I will use a tree diagram (see Appendix Three). I will draw a tree diagram on chart paper or the smartboard. I will show students that they will write their topic (in this case the topic is dogs) at the top of the tree diagram. I then will demonstrate writing key words (verbs) to write as the categories of their tree map (lives, sleeps, eats, looks, etc). Then I will demonstrate writing and drawing pictures under each section of the tree diagram, explaining this is one way to organize all the information we know about something.

Lesson Six: Who, What, Where, When Flip Books

I will teach students that all sentences have a who (subject) and what (predicate). To model this idea I will tell the students a story that only has a couple of sentences. Afterwards, I will ask a student who was the story about and what did they do in the story. Then I will ask the students what the setting of the story was and how they figured it out. Hopefully, students will share that they heard the setting being stated in one of the sentences or that they listened to clues that made them think the setting was at a particular location. For example, if my story never stated the setting but I talked about how hot and muggy the weather was, the many trees I saw, and the jungle animals I took pictures of, students should conclude that the setting was outside in the jungle.

As a class, we will create a who, what, and where flip book together. I will have two pieces of chart paper stapled together. Then we will cut three flaps on the top chart paper. The first should be labeled “who.” The second flap should be labeled “what.” The third flap should then be labeled “where.” The fourth flap should be then labeled “when.” Together with the class, I will create whom I would like to be in my story. I will choose two students to tell me whom I should list under the who flap and then write their ideas down. Then I will choose two other students to create what our character(s) will do in our story. I will record their answer(s) under the what flap. Lastly, I will pick two other students to create the where of the story. I will then record their answer under the where flap.

Together we will review what ideas were shared and recorded. Ask if one of the students can take the information that was recorded and verbally share a story using those who, what, when and where ideas. If no one volunteers, then I will create and verbally share a story using the who, what, when and where ideas the students created.

Now it is time for the students to get creative! Each student will receive a who, what, where, when flip book (see Appendix Four). Higher students will be expected to write and draw a picture under each flap. The lower-performing students will be expected only to draw a picture under each flap.

Lesson Seven: Who, What, Where Flip Books: Part Two

Yesterday the students created who, what, where flip books to help them set the ideas up for their sentences of their story. Today students will take the information from their flip books and create a sentence or two if possible, remembering that each sentence must have a who, what and where.

Lesson Eight: Adding Description

Today I will introduce describing words to the students. I will inform students that when we write our sentences we need to make them interesting. The sentences we write should have words (adjectives and adverbs) that describe the who, what, and where. These words come before the word they are describing. As a class, we will create a chart of words that describe things: beautiful, ugly, tall, short, color words, soft, snuggly, spiky, etc.

After we have created our chart of describing words, the class will help me insert one of those words into a boring sentence. I will write a boring, plain sentence on chart paper. I will then ask a volunteer to come up and help me insert a describing word into the sentence. For example: my sentence would be: I see a dog. The student could then pick a word that could describe the dog and write it in front of the word dog. The sentence now would be: I see a small brown dog.

For the students to practice this skill of adding descriptive words, have them write a plain, boring sentence on a piece of paper. Then have switch their paper with a partner.

Lesson Nine: Writing 1-2 Sentences

Today students will take all the information they have learned in the last two weeks and begin to really write. Today our goal is for all students to write one or two complete sentences. Before the students begin writing, I will review with them that each sentence should have a who and a what, descriptive words, and possibly descriptions of where the story is taking place. I will offer students a who, what, where flip book to make first if they like to plan their story out. Then each student will write one or two sentences on lined paper.

At the end of the writing time, I will compliment students and share with them the wonderful things I saw while they were writing. I also will have two or three students share their sentences in front of the class.

Lesson Ten: Writing 2-3 Sentences

For the last lesson, students will be writing two or three sentences. I again will review with the students what makes a sentence complete and emphasize our sentences need to be interesting and have descriptive words. Students will have the option to add two or three sentences onto the other story they began in the previous lesson or else to start a brand new story.

To celebrate their wonderful work, each student will create a cover for their story they just wrote. Each student will be given a piece of white paper. On that paper, students will need to write their name and the date at the bottom right hand corner, a title for the story and then illustrate it.

At the end of the writing time, I will compliment students and share with them the wonderful things I saw while they were writing today. We then will all sit in a circle on the carpet and have each student share their cover and story to the rest of the class!

Resources

Student Resources (These books can be used as a read aloud to introduce your lessons each day.)

Banks, Kate, and Boris Kulikov. 2006. *Max's words*. New York: Farrar, Straus and Giroux.

This book is a story about a boy who loves words and collects them just like his brother collects stamps.

Duke, Kate. 1992. *Aunt Isabel tells a good one*. New York: Dutton Children's Books. This children's book is about a little girl and her aunt who create an exciting bedtime story.

Lester, Helen. 1997. *Author: a true story*. Boston: Houghton Mifflin.

Helen Lester, an author, describes her struggles as a writer, as early as three years old. Students will be able to relate to Lester as she speaks about her writing and the frustrations she had.

Pulver, Robin, and Lynn Rowe Reed. 2003. *Punctuation takes a vacation*. New York: Holiday House.

Punctuation marks in Mr. Wright's class decide to go on vacation from writing. Students see the difficulties in writing sentences when there are no punctuation marks to use to complete their thoughts.

Ryan, Pam Muñoz, and Mark Astrella. 2001. *Hello, Ocean!* Watertown, MA: Charlesbridge.

The author creates a wonderful picture book of a young girl experiencing the ocean through her five senses. This book reminds students to use their senses in their stories to make the readers of their story really understand what they are experiencing.

Schotter, Roni, and Giselle Potter. 2006. *The boy who loved words*. New York: Schwartz & Wade Books.

This book is about a boy who loves words and copies them onto paper that he carries around with him.

Sexton, Phillip. 2007. *A picture is worth 1,000 words: images-driven story prompts and exercises for writers*. Cincinnati, Ohio: Writer's Digest Book.

This picture book includes no words, but shows the students many pictures to generate ideas for their stories.

Wong, Janet S., and Teresa Flavin. 2002. *You have to write*. New York: M.K. McElderry Books.

This book illustrates and encourages students to write about things they like and enjoy to talk about. Writing is much easier for students when they write about things they are “experts” on.

Suggested Predictable Big Books

Carle, Eric. 1987. *Have you seen my cat?* Natick, MA: Picture Book Studio.

Carle, Eric. 1993. *Today is Monday.* New York: Philomel Books.

Hutchins, Pat. 1968. *Rosie's walk.* New York: Macmillan.

Krauss, Ruth, Crockett Johnson, and Peter Fernandez. 1990. *The carrot seed.* Pine Plains, N.Y.: Live Oak Media.

Martin, Bill, and Eric Carle. 1992. *Brown bear, brown bear, what do you see?* New York: H. Holt.

Numeroff, Laura Joffe, and Felicia Bond. 1985. *If you give a mouse a cookie.* New York: Harper & Row.

Reading List for Teachers

Calkins, Lucy, Amanda Hartman, and Zoë White. 2005. *One to one: the art of conferring with young writers.* Portsmouth, N.H.: Heinemann.

Gallagher, Kelly. 2011. *Write like this: teaching real-world writing through modeling & mentor texts.* Portland, Me: Stenhouse Publishers.

Gambrell, Linda B., and Lesley Mandel Morrow. 2011. *Best practices in literacy instruction.* New York [u.a.]: Guilford Press.

Martinelli, Marjorie, and Kristine Mraz. 2012. *Smarter charts, K-2: optimizing an instructional staple to create independent readers and writers.* Portsmouth, NH: Heinemann.

Classroom Materials Needed

- Chart paper
- Markers
- Index cards
- A pair of scissors for each student
- Glue stick for each student
- Student writing paper for students

- A pencil for each student
- Pens
- Crayons for each student
- Easel
- Tree diagrams for each student
- Predictable big books
- Read aloud books
- Who, what, where, when flip books
- Dry erase board and eraser (optional)
- Smartboard (optional)

Bibliography

["5 Using graphic organizers." Using graphic organizers.
http://www.learnnc.org/lp/editions/writing-process/5809 \(accessed October 30, 2013\).](http://www.learnnc.org/lp/editions/writing-process/5809)

Anderson, Carl. 2009. *Strategic writing conferences: smart conversations that move young writers forward : grades 3-6*. Portsmouth, NH: Heinemann.

Hall, Dorothy. 2008. *Month-By-Month Reading, Writing, and Phonics for Kindergarten*. Carson Dellosa Pub Co Inc.

[Newman, Lily. "Expeditionary Learning." engageNY.
http://www.engageny.org/sites/default/files/resource/attachments/anchor_charts.pdf
\(accessed September 23, 2013\).](http://www.engageny.org/sites/default/files/resource/attachments/anchor_charts.pdf)

Pinnell, Gay Su, and Irene C. Fountas. 2007. *The continuum of literacy learning, grades K-8: behaviors and understandings to notice, teach, and support*. Portsmouth, NH: Heinemann.

[U.S. Department of Education. "Entering Kindergarten." National Center for Education Statistics. http://nces.ed.gov/pubs2001/2001035.pdf \(accessed September 23, 2013\).](http://nces.ed.gov/pubs2001/2001035.pdf)

Implementing Common Core Standards

CCSS.ELA-Literacy.L.K.1b Use frequently occurring nouns and verbs.

Students will be able to use nouns and verbs that they are familiar with (for example: action verbs or friends' names they use in their daily life) to create their complete sentences. Students will use the classroom word wall to assist them in finding these familiar words.

CCSS.ELA-Literacy.L.K.1e Use the most frequently occurring prepositions (e.g., *to, from, in, out, on, off, for, of, by, with*).

Students will be able to use prepositional words to help link words together in their sentences. Students will learn to use these words to also help describe the location of nouns.

CCSS.ELA-Literacy.L.K.1f Produce and expand complete sentences in shared language activities.

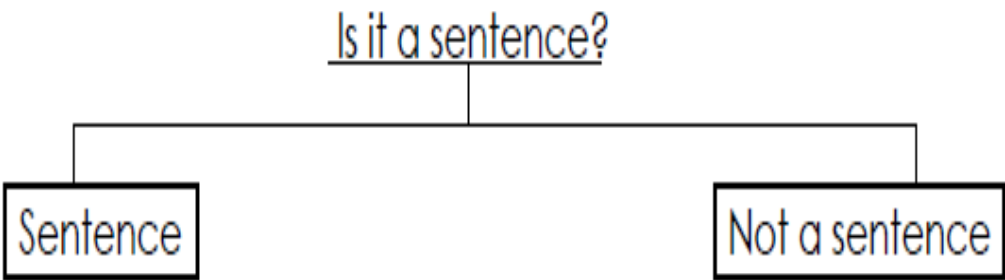
Students will be able to speak and write complete sentences that have a subject, predicate and details. Students will turn and talk to their partner about ideas they can use in their writing. Partners can also give feedback and ask questions to help the writer add more detail to their writing.

CCSS.ELA-Literacy.W.K.5 With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.

Students will be able to add details, using descriptive words, to make their sentences more interesting to the reader. Students will use the who, what, where, when flip book to help them create detail in their sentences.

Appendix Two

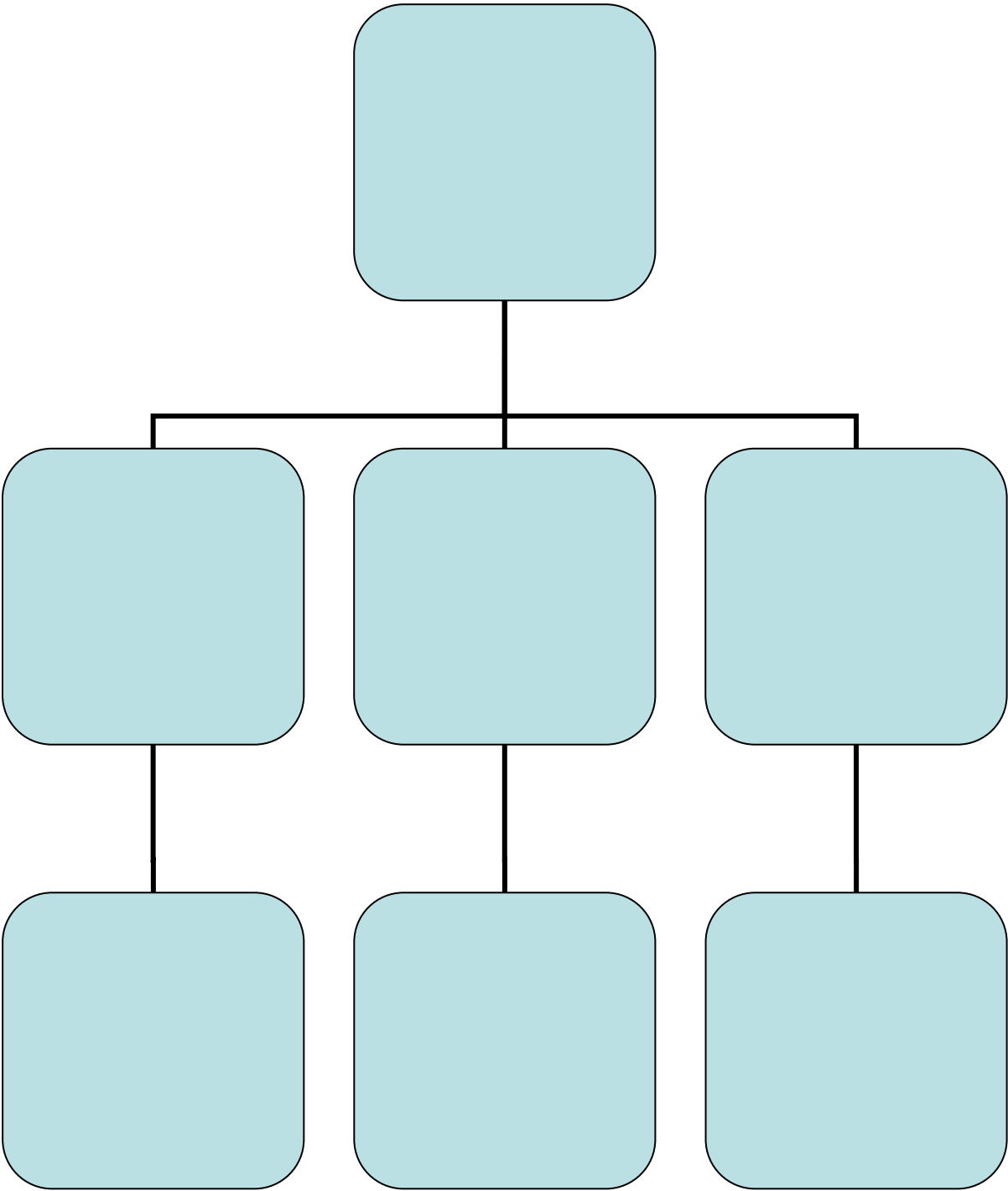
Name _____



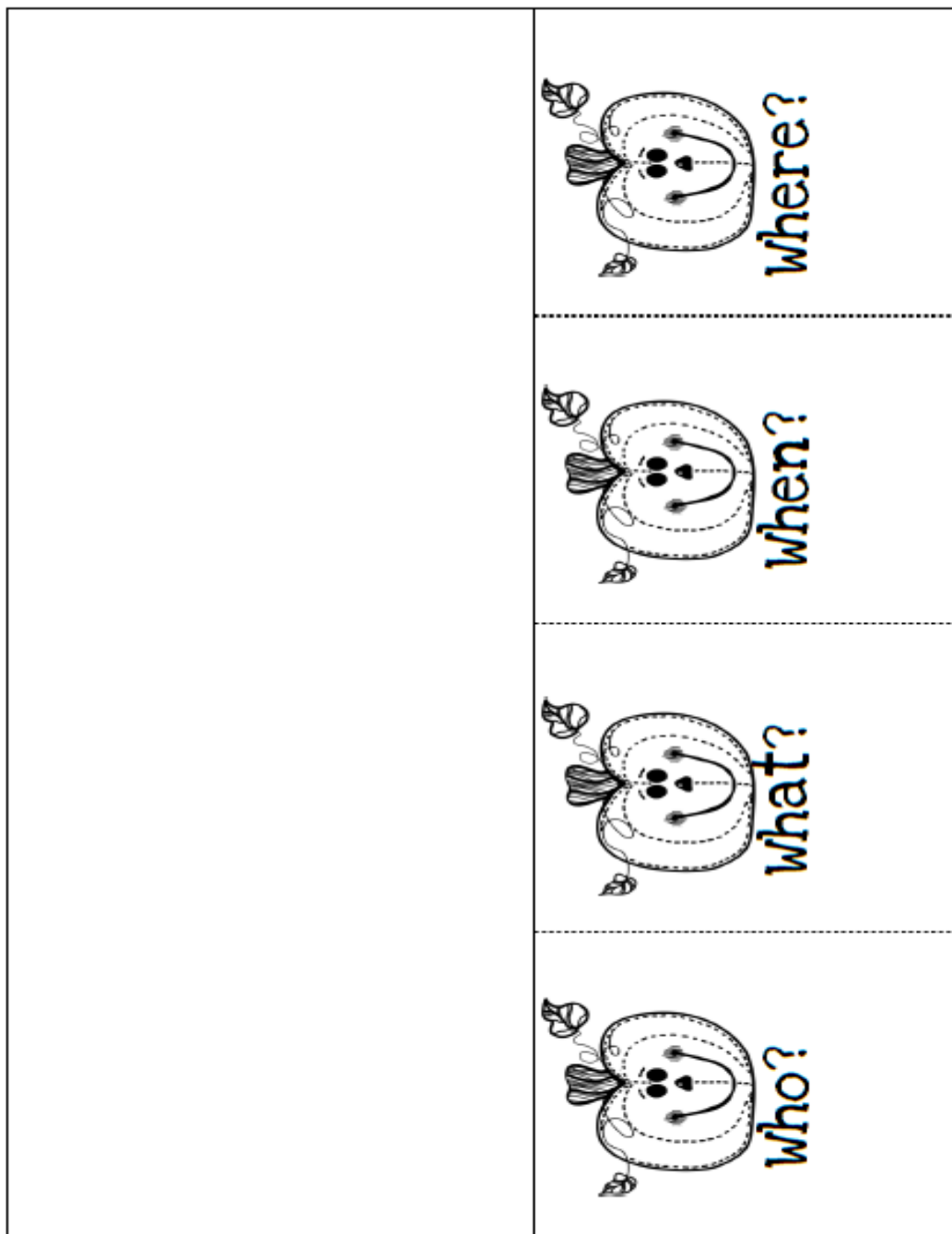
The cat sat.	The big dog	My hat is red.	Pam and Sam
The old man	Pam can run.	The fat pig	I can jump.

Appendix Three: Tree Diagram

Name _____



Appendix Four: Who, What, Where, When Flip Book



¹ (Hall, 2008)

² (Hall, 2008)

³ (Hall, 2008)

⁴ (Hall, 2008)

⁵ (Newman)

⁶ (5 Using Graphic Organizers)

⁷ (Anderson, 2009).

⁸ (Anderson, 2009).