

Writing: Kindergarten

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Writer's Workshop

Course Description: Writer’s workshop curriculum is student centered and allows young writers to develop foundational skills all the while creating a love of writing. Throughout each unit, the focus remains on developing writing skills by giving young writers the opportunity to write frequently. Learners will engage in autonomous and child focused writing at their own developmental pace. Each developmentally appropriate unit focuses on a specific genre such as creating a writing community, opinion writing, how-to writing, personal narrative, and all about books. As students move through each unit they will sketch, label and write building upon tools and strategies to become conventional writers. Students will be able to apply taught strategies and transfer those writing skills onto various writing pieces over various genres. Kindergarten learners will develop a core foundation in writing through the Kindergarten writers workshop curriculum.

Course Sequence:

Unit 1: September - October (30 class periods)	We Are All Writers- Launch (Narrative -Drawing Stories)
Unit 2: October-December (23 class periods)	Sharing Our Opinions (Opinion)
Unit 3: January- February (20 class periods)	How To (Informational)
Unit 4: February-March (25 class periods)	Small Moment Stories (Narrative)
Unit 5: (April-June) (27 class periods)	All About Books (Informational)

Prerequisite: None

How To Use the Curricular Resources

This curriculum was created to support English Language Arts teachers in their instructional choices. We know all sound instructional choices are based on the needs of the students in the classroom and therefore, this document is meant to be a guide. This guide lists all essential material: goals, standards, essential questions, teaching points, and assessments. While all students in a class will be working toward common goals, the day to day teaching points will vary based on what the students need. In other words, not all of the teaching points on the documents will necessarily be taught-- only the ones that the students in the class need-- but all of the goals will be addressed. In addition, if teachers need to add teaching points that are not listed in this document they should do so.

Steps for Using the Units:

1. Read the unit and discuss it with your colleagues.
2. Give a pre-assessment and analyze student work in relation to the unit goals.
3. Choose the teaching points that match your students' needs.
4. Choose the components you will use to teach them (shared reading, read aloud, shared writing, workshop, or word study- see chart on the following pages).
5. Make a plan and map out the progression of the unit.

Components of Balanced Literacy

Component	Description	Teacher's Role	Student's Role
Interactive Read Aloud and Discussion	Teacher reads aloud a text and interacts with students by focusing on comprehension strategies	Teacher 1) models comprehension strategies and 2) prompts students to practice the strategies (often with a partner)	Students 1) listen and 2) practice a comprehension strategy with a partner
Shared Reading	Teacher uses an enlarged text and both the students and teacher collaboratively read, discuss, and notice specific elements of print (grammar, vocab, meaning...)	Teacher 1) models strategies for comprehension, fluency, or word work and 2) asks students to join in on the work and practice the strategies	Students 1) observe and 2) practice with a partner
Reading & Writing Workshop	A brief 7-10 minute teacher-directed mini lesson followed by a large chunk of independent work time for students and/or partner work and then a whole class share at the end.	Teacher 1) does a mini lesson and teaches an explicit strategy, 2) has conferences with individual students and small groups, and 3) leads a share and conclusion at the end.	Students 1) listen to the mini-lesson, 2) practice the strategy in a partner read, and 3) teach their partner at the end or have a whole class share
Word Study	The study of words-- including phonemic awareness, phonics, spelling and vocabulary. Typically done in a meaningful context and by looking for generalizations and patterns across words. Studying how words work	Teacher guides instruction by co-selecting words to study and leading inquiries so students begin to understand the generalization and meaning of words.	Students often participate in word study and form the generalization and meaning of words with partner reading and writing
Shared Writing	The teacher and students compose a text together orally and the teacher physically writes it down. The focus is on the qualities of good writing (meaning, structure, focus, elaboration, conventions).	The teacher leads the discussion by asking for help from the students but then lets them talk and writes what they say.	Students generate ideas for writing through the teacher's questions
Book Clubs (done during reading workshop)	A small group of students (typically 3-5) read the same text, prepare to discuss a part of it, and then meet for club discussions. They often meet several times and pursue a line of thinking or big idea.	Teacher supports the students' skills in reading deeply, writing to prepare for discussions, and then coaches groups as they discuss. The teacher supports conversational skills here as well.	Students 1) read and 2) prepare for discussions, 3) participate in discussions, often do some new thinking
Strategy Lesson (Reading and Writing)	During the workshop the teacher gathers a small group of students who may or may not be at the same level but all do need the same strategy. The teacher does a small group mini lesson with just the students that need it.	Teacher demonstrates a strategy and then coaches students to try it.	Students observe the teacher's strategy and then try it in a partner reading and writing with coaching support

Common Writing Language and Terminology

Claim: the argument statement you are making that declares your position on a topic (we often call it a thesis statement)

Conference: Individualized instruction that meets student writers where they are. This often entails conversation, feedback, and guided practice.

Evidence: Information from the text that supports your argument and claim (direct evidence is a direct quote from the text and indirect is paraphrased)

Immersion: During the first week of a unit of study, the class is immersed in the genre, skills, and strategies that will be studied during the workshop weeks. The purpose of immersion is to

- assess students' prior knowledge and skills with the goals of the unit
- preview the work that students will be learning to do independently during the workshops
- pre-teach language, vocabulary, and concepts
- participate in shared experiences
- build excitement, enthusiasm, and a clear purpose for students

Most of the teaching time during this week will be dedicated to shared experiences. This allows teachers to build a common, strong foundation in the goals for the unit prior to expecting students to begin working independently in the workshop. Most of the teaching and learning during this week will be in the components of balanced literacy. These include

- pre-assessments
- interactive read alouds
- shared reading
- shared and interactive writing
- goal-setting conferences with students

Interactive Writing: The teacher and students compose a text together orally, and they share the pen to write it down. The focus is on the qualities of good writing and mostly on getting text on the page.

Mentor Text: A text that looks like or matches the type of writing students will be making in the unit of study. The text is analyzed and studied as a form of pre-teaching the concepts and vocabulary that students will later learn to use independently in their own writing.

Mini lesson: A brief direct instruction lesson that shows students HOW to do something as a writer. The teacher often sets the context, models a strategy, uses short guided practice, and sets students up for WHEN and WHY they may choose to use this strategy.

Modeled Writing: The teacher (or a student) shows their steps in the writing process or strategy and does the work in front of others while thinking aloud.

Shared Writing: The teacher and students compose a text together orally and the teacher physically writes it down. Students are not writing it down. The focus is on the qualities of good writing (meaning, structure, focus, elaboration, conventions).

Shared Reading: The teacher uses an enlarged text and both the students and teacher collaboratively read, discuss, and notice specific elements of print (grammar, vocab, meaning...) and often uses the text as a mentor for writing.

Text Features: Choices authors make about how to present information to others. These may include headings, captions, graphs, word boxes, glossaries, a table of contents, etc. Each feature helps a reader learn information.

Text Structure: The choices an author makes about how to organize information for the reader based on their purpose for writing

Text Types:

Informational:

- presents information or explains ideas and concepts
- organized by category
- goal is to be a teacher to others

Opinion/ Argument:

- presents a side, stance, or claim
- provides evidence to support that claim or refute the counter argument
- organized by supports and reasoning
- goal is to prove a

Narrative:

- recounts a story (true or fictional)
- organized by a series of events
- goal is to engage the reader in the journey of the characters

The diagram for Informational shows a 'Topic' box leading to two 'Category' boxes, each containing a list of sub-points. The diagram for Opinion/Argument shows a 'Claim' box leading to three 'Support' boxes (A, B, C). The diagram for Narrative shows a horizontal line with five boxes above it and five boxes below it, connected by vertical lines, representing a sequence of events.

Theme: the lessons or messages readers interpret in an experience or text

Thesis Statement: this is the claim a writer makes and is proving throughout the essay (note the standards refer this to as a claim)

Writing Process:

Kinder-Grade 2 Process

Primary PROCESS: (using writing folders)

- ★ Generate Ideas
- ★ Rehearsal (think, say, sketch)
- ★ Draft
- ★ Make Drafts “Better” and Try Out New Strategies
- ★ Choose
- ★ Revise
- ★ Edit
- ★ Publish

Writing Workshop: A brief 7-10 minute teacher-directed mini lesson followed by a large chunk of independent work time for students and/or partner work and then a whole class share at the end

Writing Units at a Glance

Grade	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5
K	We Are All Writers (Personal Narrative)	Sharing Our Opinions	How To (Informational)	Small Moment Stories (Narrative)	All About I (Informati
1	Focused Personal Narrative (Narrative)	How To (Informational)	Author Study/Book Review (Opinion)	Realistic Fiction (Narrative)	All Abo (Informati
2	Family Stories (Narrative)	Persuasive Letters (Opinion)	Question & Answer Books (Informational)	Realistic Fiction (Narrative)	Biograp (informati
3	Creating a Culture of Learning (Launching)	Small Moments (Narrative)	Show Off Your Expertise (Informational)	Reviews (Opinion)	Character I (Opinio
4	Leading an Independent Writing Life (Launching)	Realistic Fiction Picture Books (Narrative)	Articles (Informational)	Literary Essay (Opinion)	Perspective Stories (Narrati
5	Who Are We as Writers? (Launching)	Fanfiction (Narrative)	Literary Essay (Opinion)	Presentation & Handout (Informational)	Persuasive I (Opinio
6	Defining Yourself As a Writer (Launching)	Ted Talks (Informational)	Antagonists on Trial (Argument)	Historical Fiction (Narrative)	
7	Photojournalism (Informational)	Mystery (Narrative)	Proposals: Research Paper (Argument)		
8	Writing on a Digital Platform (Informational)	Dystopian Fiction (Narrative)	Research Paper (Argument)		

Unit	Goals	Standards Addressed
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<p>Launch/Narrative (Drawing Stories) September-October</p>	<ul style="list-style-type: none"> ● Writer's will learn the routines and management of writing workshop ● Writer's will cultivate their ideas from their real life events ● Writer's will sketch and write their articulated ideas from their real life events ● Writers will revise and edit their stories 	<p>W.K.3. Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.</p>
<p>Opinion Writing "I Like.." Pattern Books (October-December)</p>	<ul style="list-style-type: none"> ● Writers will write their opinions ● Writers will sketch and label across pages ● Writers will write across pages ● Writers will begin to stretch out beginning and ending sounds. ● Writers will revise and edit opinion pattern books. 	<p>W.K.1. Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., <i>My favorite book is...</i>).</p>
<p>Informational- How To (January- February)</p>	<ul style="list-style-type: none"> ● Writer will identify the characteristics of how to books ● Writers will write to teach others how to do something ● Writers will use precise vocabulary ● Writers will begin to stretch sounds in words 	<p>W.K.2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are</p>

	<ul style="list-style-type: none"> • Writers will write how to books using sequencing and ordinal words to write about the steps of a process • Writers will improve writing by revising and editing 	writing about and supply some information about the topic.
Personal Narrative (February-March)	<ul style="list-style-type: none"> • Writers will practice telling stories across their fingers • Writers will find true small moment story ideas to write about from their lives • Writers will write stories with a beginning, middle, and end across pages • Writers will revise and edit small moment stories • Writers will stretch sounds in words • Writers will write complete sentences 	W.K.3. Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.
Informational-All About (April-June)	<ul style="list-style-type: none"> • Writers will notice the characteristics of an all about book • Writers will write all about books on topics of personal expertise • Writers will tell and write across pages • Writers will stretch out sounds in words • Writers will will write in complete sentences • Writers will improve their writing through revision and editing (add mini lesson teaching goals for cover page, labels, diagrams, captions) 	W.K.2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.

Unit Overview

Content Area: ELA - Writing

Unit Title: We Are All Writers (Writer's Workshop Launch) "I" stories

Grade Level: Kindergarten

Unit Summary: The launch of writers workshop provides writers with a foundation of writing expectations and guidelines convey ideas and that ideas have meaning. Writers will cultivate ideas from actual events that happened in their lives drawn from the writing experience.

Learning Targets

NJ Learning Standards

CPI#:

Statement:

NJSLS Standards

NJSLS. W.K.3

Use a combination of drawing, dictating, and writing to narrate a single event or several loosely related events in the order in which they occurred, and provide a reaction to what happened.

NJSLS. RL.K.3.

With prompting and support, identify characters, settings, and major events in a story.

NJSLS. RF.K.1

Demonstrate understanding of the organization and basic features of print.
A- Follow words from left to right, top to bottom, and page by page.
B- Recognize that spoken words are represented in written language by specific letters and syllables.

NJSLS.SL6

Adapt speech to a variety of contexts and communicative tasks, demonstrating command of appropriate language for the situation.

NJSLS.L.K.1.

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Interdisciplinary Connection

RF.K.4

Read emergent texts with one-to-one correspondence to develop fluency and comprehension.

6.1.P.D.1

Describe characteristics of oneself, family and others.

Career Readiness, Life Literacies and Key Skills

9.1.2.CR.1	Recognize ways to volunteer in the classroom, school, and community.
9.1.2.CAP.1	Make a list of different types of jobs and describe the skills associated with each job.
9.4.2.CI.2	Demonstrate originality and inventiveness in work.
Computer Science and Design Thinking	
8.1.2.AP.4	Break down a task into a sequence of steps.
Intercultural Statements (Amistad, Holocaust, LGBT, SEL)	
SEL: Self Awareness	<ul style="list-style-type: none"> Recognize one’s personal traits, strengths, and limitations Recognize the importance of self-confidence in handling daily tasks and challenges
SEL: Self Management	<ul style="list-style-type: none"> Recognize the skills needed to establish and achieve personal and educational goals
SEL: Social Awareness	<ul style="list-style-type: none"> Recognize and identify the thoughts, feelings, and perspectives of others Demonstrate an awareness of the expectations for social interactions in a variety of s
SEL: Responsible Decision- Making	<ul style="list-style-type: none"> Identify the consequences associated with one’s actions in order to make constructiv
SEL: Relationship Skills	<ul style="list-style-type: none"> Utilize positive communication and social skills to interact effectively with others Identify ways to resist inappropriate social pressure Demonstrate the ability to prevent and resolve interpersonal conflicts in constructive Identify who, when, where, or how to seek help for oneself or others when needed
Unit Essential Question(s): <ul style="list-style-type: none"> What is Writer’s Workshop? How do we write in Writer’s Workshop? 	
Unit Enduring Und <ul style="list-style-type: none"> Writers worksho students learn to stories from their showing their sk Students will unc important and ca Writers will be e given resources t autonomous writ 	
Unit Learning Targets/Objectives: <ul style="list-style-type: none"> Writer’s learn the routines and management of writing workshop. Writers use writing tools. Writers follow the writing process (think, say, sketch, write) 	

- Writer’s sketch and write their ideas from real life events.
- Writers revise and edit their stories.

Evidence of Learning

Formative Assessments: Anecdotal conferring notes and work samples based on individual goal, writing behaviors, teach

Click on link below to access anecdotal note recording keeping:
[Conferring Record Keeping](#)

CLINK ON LINK BELOW TO ACCESS WRITER’S SELF ASSESSMENT CHECKLIST.
<https://drive.google.com/file/d/0BwjATvOl4Pu2RF9Da3VXS19TbVlk/view?usp=sharing>

Summative/Benchmark Assessment(s):
 Student selected worksample (published piece)

Click on links below to access checklists and rubrics:
[Narrative Writing Checklist](#)
[Narrative Writing Rubric](#)

Resources/Materials:

- The Snow Man by Raymond Briggs
- Carl Series by Alexandra Day
- A perfectly messed up story by Patrick McDonell
- The Squiggle by Carole Lexa Schaefer
- Anchor Charts: Lucy Calkins Grade K, Launching the Writing Workshop (pgs, 16)

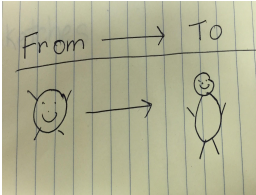
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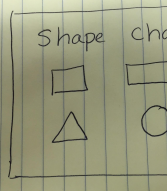
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|--|---|
| <ul style="list-style-type: none"> ● Special Education writers/504 <ul style="list-style-type: none"> - Allow errors - Rephrase questions, directions, and explanations - Allow extended time to answer questions, and permit drawing, as an explanation - Accept participation at any level, even one word - Consult with Case Managers and follow IEP accommodations/modifications ● English Language Learners <ul style="list-style-type: none"> - Assign a buddy, same language or English speaking - Allow errors in speaking - Rephrase questions, directions, and explanations - Allow extended time to answer questions - Accept participation at any level, even one word | <ul style="list-style-type: none"> ● At-Risk writers <ul style="list-style-type: none"> - Provide exte - Consult with - I&RS proced - Consult with - behavior inte - Provide rew ● Gifted and Tale <ul style="list-style-type: none"> - Provide exte - Build on wri - Consult with - interests in c - engagement |
|--|---|

Lesson Plans

Goals	Suggested Teaching Points (mini lessons, small groups, and conferences)	Teachin
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<p>Writers learn the routines and management of writers workshop.</p>	<ul style="list-style-type: none"> ● Writers learn the structure of workshop time <ul style="list-style-type: none"> ○ Mini-lesson ○ Talk about ideas (establish rules) ○ Gather materials ○ Write independently ○ Share what you've written with others ○ Conclude the workshop ○ Clean up materials ● Writers learn how to move to and from the meeting area. ● Writers learn how to turn and talk to a partner. ● Writers learn how to get more materials on their own without interrupting anyone. ● Writers develop stamina <ul style="list-style-type: none"> ○ Get new paper when you need it (know where paper is stored) ○ When you finish one piece of writing you go start another one ● When you have a question or problem you try your best and move on. Don't interrupt the teacher. 	<p>6 class periods</p> <p>Mini lessons are cond students needs for 5-1 practice</p> <p>Decide how you'll har etc.)</p> <p>Keep a list of the thing Teach a lesson on how themselves instead of paper, pencil broke, st</p> <p>Having students turn a knee to knee with a gi same until they are co sharing.</p> <p>To develop stamina, h time and set a timer as go on to increase writi</p> <p>Model storytelling thr <ul style="list-style-type: none"> ○ The S ○ Carl S storie mode pictur story)</p> <p>Creating an anchor ch like and sounds like h and teachers</p>
<p>Writers use writing tools.</p>	<ul style="list-style-type: none"> ● Writers will be introduced to writing paper place for drawings/sketches (boxes) place for words (lines) ● Writers have a special place where they keep writing pieces called writing folders <ul style="list-style-type: none"> ○ Students personalize folders with pictures/stickers and memories from their own experience as a homework assignment and folder returns to school to "live" for the duration of writers workshop. ● Writing folders have a yellow and green side, store pieces appropriately (yellow means come back later or done and green means go or keep working) <ul style="list-style-type: none"> ○ Writer's know how to properly place papers in a 	<p>6 class periods</p> <p>Using various paper a write more space for v ready a larger picture process. Bigger Picture box and Picture box only (usin not to overwhelm ther writing process.)</p>

	<p>pocket folder</p> <ul style="list-style-type: none"> ● Writers have a special place on paper for their name (on the line) ● Date stamp -Optional ● Writers know what to do if they need a new pencil, paper, etc. 	<p>Encourage students to be brave. Students can add some words on the line</p> <p>Create and model your work throughout the year. inspirational folder will share their folders after</p>
<p>Writers follow the writing process (think, say, sketch, write)</p>	<ul style="list-style-type: none"> ● Writers learn the writing process <ul style="list-style-type: none"> ○ Writers think of ideas ○ Share idea with a partner (think-pair-share-repeat back what your partner said) ○ Sketch (model how to draw people, buildings, cars, and other objects from basic shapes) ○ Writer's label important objects in their drawings 	<p>2-4 class periods</p> <p>Anchor Chart "What o" <ul style="list-style-type: none"> ● teacher model chart <p>Depending on student can revisit what student place for name, special labels (next to picture, words.</p> <p>Importance of Process writers workshop emerge soak in routine and ex</p> </p>
<ul style="list-style-type: none"> ● Writer's sketch and write their ideas from real life events. 	<ul style="list-style-type: none"> ● Writers generate ideas by thinking about their lives and telling their ideas across their fingers ● Writers will sketch and write their ideas ● Writers will label their sketches. <ul style="list-style-type: none"> ○ Writers label the important parts of their pictures with beginning sounds ○ Teacher models how to label stretching out sounds in words like a rubber band. ○ If writers are feeling brave they add words to their piece where story words go (text lines) Writers close their eyes and picture in their minds what they're going to write about / tell their partner ○ Writers draw objects and people by using shapes ○ Writers look at an object and think about the shape (ex: car, window, tree, etc.) ○ Teacher models sketching common objects (people, cars, buildings etc) ○ Writers write words to match pictures <ul style="list-style-type: none"> ■ Writers listen for beginning sounds in words ■ Writers listen for ending sounds in words ■ Writers write sight words 	<p>5-7 class periods</p> <p>Reference writing folder</p> <p>Orally sharing stories meeting helps cultivate</p> <p>Remind writers with y that labels go next to t</p> <p>Introducing an alphabet sounds words is helpful where you will keep the communal writing sta</p> <p>Mentor Text: A perfect McDonell</p> <p>The Squiggle by Carol</p> 

		 <p>You can add words su wall. They will be intr writers progress in the</p>
<p>Writers revise and edit their stories.</p>	<ul style="list-style-type: none"> ● Writers will reread their pieces and remember what they sketched, labeled and wrote ensuring their words match their pictures. ● Writers will choose their favorite piece to edit and revise ● Writers will add more to their sketch to help the reader understand ● Writers revise their writing by adding labels to their sketches ● Writers revise their pieces by adding writing to the lines ● Writers “fancy” up their work by coloring their selections for publication with crayons ● Writers celebrate their writing 	<p>7 class periods</p> <p>You can pull small gro the lines to add more v pull small groups in n</p> <p>A special day given to a coloring party is an share their published p</p> <p>You can have writers s venues at this time (re group format, book/pu</p>
<p>Vocabulary:</p> <ul style="list-style-type: none"> ● writer ● Writer’s Workshop ● piece ● tools ● sketch ● label ● share ● partner ● turn and talk ● publish ● revise ● edit ● independent ● stamina 		

Kindergarten-Unit 2

Unit Overview

Content Area: ELA- Writing

Unit Title: Opinion Writing

Grade Level: Kindergarten

Unit Summary: Opinion writing gives students a venue to express their thoughts and feelings about topics. Using a combination of drawing, dictating, and writing, students are able to compose and express their opinions to the reader.

Learning Targets

Standards (Content and Technology):

CPI#:

Statement:

NJSLS Standards

NJSLS.W.K.1.	Use a combination of drawing, dictating, and writing to compose opinion pieces in which they state the name of the book they are writing about and state an opinion or preference about the topic.
NJSLS.RF.K.1	Demonstrate understanding of the organization and basic features of print. A. Follow words from left to right, top to bottom, and page by page. B. Recognize that spoken words are represented in written language by specific sequences of letters. Recognize that spoken words are represented in written language by specific sequences of letters.
NJSLS.RF.K.3. A	Demonstrate basic knowledge of one-to-one letter-sound correspondences by matching known words to their spoken equivalents.
NJSLSA.SL1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
NJSLSA.SL1.	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.
NJSLS.RF.K.1.	Demonstrate understanding of the organization and basic features of print. A. Follow words from left to right, top to bottom, and page by page. B. Recognize that spoken words are represented in written language by specific sequences of letters. C. Understand that words are separated by spaces in print.
NJSLS.SL.K.5.	Add drawings or other visual displays to descriptions as desired to provide additional detail.
NJSLS.SL.K.6.	Speak audibly and express thoughts, feelings, and ideas clearly.

Career Readiness, Life Literacies and Key Skills			
9.1.2.CR.1	Recognize ways to volunteer in the classroom, school, and community.		
9.1.2.CAP.1	Make a list of different types of jobs and describe the skills associated with each job.		
9.4.2.CI.2	Demonstrate originality and inventiveness in work.		
Computer Science and Design Thinking			
8.1.2.NI.1	Model and describe how individuals use computers to connect to other individuals, places, information, and data through a network.		
8.1.2.AP.4	Break down a task into a sequence of steps.		
Intercultural Statements (Amistad, Holocaust, LGBT, SEL)			
SEL: Self Awareness	<ul style="list-style-type: none"> Recognize one's personal traits, strengths, and limitations Recognize the importance of self-confidence in handling daily tasks and challenges 		
SEL: Self Management	<ul style="list-style-type: none"> Recognize the skills needed to establish and achieve personal and educational goals 		
SEL: Social Awareness	<ul style="list-style-type: none"> Recognize and identify the thoughts, feelings, and perspectives of others Demonstrate an awareness of the expectations for social interactions in a variety of settings 		
SEL: Responsible Decision-Making	<ul style="list-style-type: none"> Identify the consequences associated with one's actions in order to make constructive choices 		
SEL: Relationship Skills	<ul style="list-style-type: none"> Utilize positive communication and social skills to interact effectively with others Identify ways to resist inappropriate social pressure Demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways Identify who, when, where, or how to seek help for oneself or others when needed 		
Interdisciplinary Connection			
RL.K.9	With prompting and support, compare and contrast the adventures and experiences of characters in stories.		
K.MD.A	A. Describe and compare measurable attributes.		
<table border="1"> <tr> <td> Unit Essential Question(s): <ul style="list-style-type: none"> What is an opinion and how do we express our ideas? How do we make our writing better? </td> <td> Unit Enduring Understanding: <ul style="list-style-type: none"> An opinion is what someone thinks about a topic. Students will express their opinions and support them with evidence. </td> </tr> </table>		Unit Essential Question(s): <ul style="list-style-type: none"> What is an opinion and how do we express our ideas? How do we make our writing better? 	Unit Enduring Understanding: <ul style="list-style-type: none"> An opinion is what someone thinks about a topic. Students will express their opinions and support them with evidence.
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- reasons. Students will use their thoughts using words favorite, best, and because
- Writers enhance their writing more readable by expressing their pictures match their v on their writing strengths a mindfulness when develop

Unit Learning Targets/Objectives:

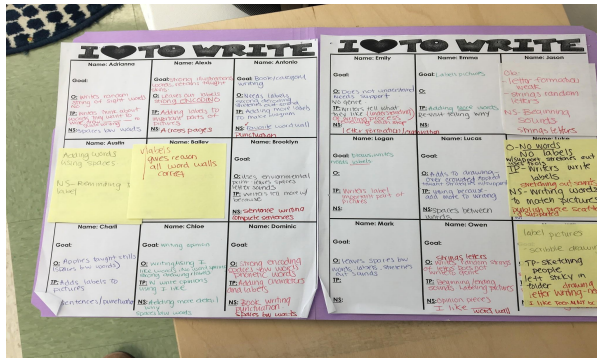
Students will...

- Writers identify the characteristics of opinion books.
- Writers develop their opinions.
- Writers sketch and label.
- Writers begin to stretch and hear sounds in words using initial and ending sounds.
- Writers write in complete sentences.
- Writers justify their opinion with reasons by adding more to their writing.
- Writers reflect on their writing pieces.
- Writers revise and edit writing pieces.

Evidence of Learning

Formative Assessments:

- Anecdotal notes from conferring with students.
- Students rubric checklists
- Observing student’s behaviors and engagement during writing times as with whole group interactive writing.
- [Conferring Record Keeping](#)



Summative/Benchmark Assessment(s):

Published piece and teacher rubric/checklist

[Opinion Writing Check List](#)

[Opinion Writing Rubric](#)

Resources/Materials:

Mentor Texts:

*I Like Red by Kathy Stinson

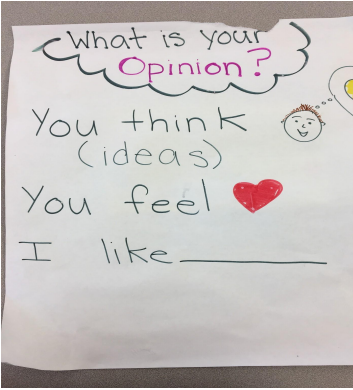
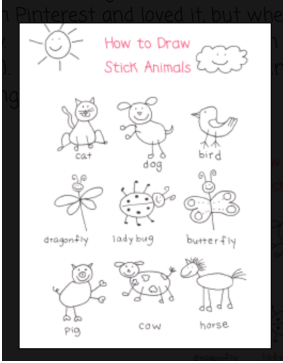
I Like Me by Nancy Carlson
 Duck! Rabbit! by Amy Krouse Rosenthal
 Pete the Cat I Love My White Shoes by Eric Litwin
 We Like Vegetables by Tess Samson
 I like the Spring by Tammy Jones
 Stella Writes an Opinion by Janiel Wagstaff
 I Wanna New Room by Karen Kaufman Orloff
 I Will Never Not Ever Eat a Tomato by Lauren Child

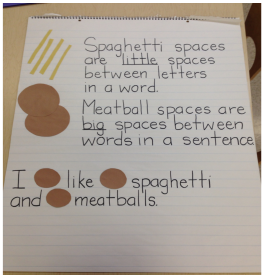
- [Horizontal Paper Choice](#)
- [Vertical Paper Choice](#)
- [Midline Paper Choice](#)
- [Struggling Writers Paper Choice \(Picture Box\)](#)
- [Struggling Writers Paper Choice \(One Line\)](#)

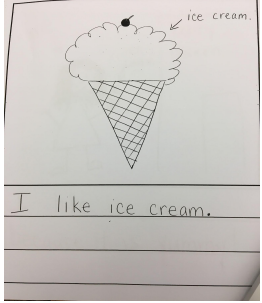
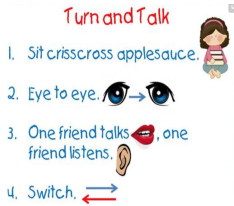
Modifications:

- **Special Education writers/504**
 - Allow errors
 - Rephrase questions, directions, and explanations
 - Allow extended time to answer questions, and permit drawing, as an explanation
 - Accept participation at any level, even one word
 - Consult with Case Managers and follow IEP accommodations/modifications
- **English Language Learners**
 - Assign a buddy, same language or English speaking
 - Allow errors in speaking
 - Rephrase questions, directions, and explanations
 - Allow extended time to answer questions
 - Accept participation at any level, even one word
- **At-Risk writers**
 - Provide extended time
 - Consult with Guidance
 - I&RS procedures/actions
 - Consult with classroom
 - behavior interventions
 - Provide rewards as ne
- **Gifted and Talented writ**
 - Provide extension acti
 - Build on writers' intrin
 - Consult with parents to
 - interests in completing
 - engagement

Lesson Plans		
Goals	Suggested Teaching Points (mini lessons, small groups, and conferences)	Teaching Tips, Suggesti

<p>Writers identify the characteristics of opinion books.</p>	<ul style="list-style-type: none"> ● Writers immerse themselves in opinion books/mentor texts and notice the characteristics and language within the text <ul style="list-style-type: none"> ○ Writers notice language such as like; dislike, because; favorite ○ Writer's notice pictures match words ● Use mentor texts to guide discussions 	<p>4 class periods</p> <p>Emergent students in mentor text discussing opinions within each ONE mentor text to refer to during discussions</p> <p>Give students a voice during discussions about opinions about a text.</p> <p>Use think alouds to point out ideas within an opinion text.</p>
<p>Writers develop their opinions.</p>	<ul style="list-style-type: none"> ● Writers learn, What is an opinion? ● Writers think about what they like or don't like <ul style="list-style-type: none"> ○ Writers verbally share opinions about likes and dislikes using whole group guided discussion and turn and talk 	<p>3 class periods</p> <p>Markup mentor text with post-it notes</p>  <p>Note opinions during interdisciplinary connections: math, lunch counts, favorite sports</p>
<p>Writers sketch and label.</p>	<ul style="list-style-type: none"> ● Writers illustrate their opinion with a simple sketch <ul style="list-style-type: none"> ○ Writers use sketches to help readers better understand their opinions ○ Writers will draw large sketches to fill illustration box ○ Sketches will match opinion ● Writers label their sketches <ul style="list-style-type: none"> ○ labels will go next to items in sketch <ul style="list-style-type: none"> ■ Writers label using beginning sounds ■ Writers label using ending sounds ○ draw commonly used pictures/reference charts (ie, people, cars, bikes, animals) 	<p>5 class periods</p> <p>Model how to sketch simple pictures for an opinion (ie, I like apples. Teach students to draw a picture of an apple.)</p> <p>Model how to stretch out sound for initial and ending sounds and label</p> 

<p>Writers begin to stretch and hear sounds in words using initial and ending sounds.</p>	<ul style="list-style-type: none"> ● Writers will stretch out sounds in words to represent opinions <ul style="list-style-type: none"> ○ Writers listen for beginning and ending sounds to write words and label illustrations ○ Writers attempt to listen to middle sounds in words ● Writers use tools to help them identify and stretch out sounds in words <ul style="list-style-type: none"> ■ Alphabet chart ■ name plate (abc chart) 	<p>4 class periods</p> <p>Use teacher led shared writing to stretch out sounds in writing allows students to attend on phoneme sounds. You can need of support and conduct a</p> <p>When using interactive writing communicators or white board sounds in whole group format. to the shared board for each initial and ending sounds of gi</p> <p>Supply writers with alphabet stretching out sounds. Students individual writing folders or in</p>
<p>Writers write in complete sentences.</p>	<ul style="list-style-type: none"> ● Writers write on the text lines ● Writers use opinion language ie) I LIKE _____. and or I DO NOT LIKE _____. ● Writers use various tools to form complete sentences. <ul style="list-style-type: none"> ○ Writers use the word wall to help write known words ○ Writers will use environmental print to help facilitate proper spelling of known words ● Writers make their writing more readable <ul style="list-style-type: none"> ○ Leave space between words ○ Writers use tools for proper spacing between words (space bar, finger, ect) 	<p>5 class periods</p> <p>Having an interactive word wall remove sight words and bring which aids in independence writing. (Make sure to model a replacement of word wall words)</p> <p>Use sentence strips to create for emerging writers</p> <p>Introduce writers to space tools</p> <ul style="list-style-type: none"> ● Wide craft stick ● using fingers to leave ● Spaghetti and meatballs 
<p>Writers elaborate on their writing by stating reasoning.</p>	<ul style="list-style-type: none"> ● Writers tell the reader more about their opinions <ul style="list-style-type: none"> ○ Writers refer to <u>mentor text</u> and make connections ○ Writers give reasons supporting their opinion ○ Writers orally turn and talk giving <u>reasons</u> for their opinions 	<p>3 class periods</p> <p>Add <u>because</u> and <u>favorite</u> to w in their writing. (Try distinguishing sight words by adding a different color cards etc)</p>

	<ul style="list-style-type: none"> • Writers support their opinions with reasons by using <u>why</u> words in their writing (because) • Writers tell their readers more about their opinions by using specific vocabulary. <ul style="list-style-type: none"> ○ Writers use words such as favorite, best, worst 	<p>Have sample work (teacher and student) at various levels of opinion writing to study. This enables you to focus on specific skills.</p> 
<p>Writers reflect on their writing pieces.</p>	<ul style="list-style-type: none"> • Writers share the piece they are working on with a writing partner/neighbor <ul style="list-style-type: none"> ○ Writers orally read and explain their opinions • Writers answer guided questions with peers. <ul style="list-style-type: none"> ○ “What are you proud of in your writing” ○ “What was most challenging for you today” • Peers read writing checking for spaces between words, labels, letters for sounds, punctuation, and capital letters to begin sentences 	<p>3 class periods</p> <p>Create writing partners for students. Assign a sharing/reflecting partner. You can assign partners based on various abilities, like reading level.</p> <p>Model appropriate sharing techniques and a sharing format using think aloud strategies.</p>  <p>Create an anchor chart on how to share with a partner.</p>
<p>Writers revise and edit writing pieces.</p>	<ul style="list-style-type: none"> • Writers will reread opinion pieces ensuring that their words match their pictures. • Writers will choose their favorite piece to edit and revise • Writers will revise their opinion piece <ul style="list-style-type: none"> ○ Writers add more to their sketch to help the reader understand ○ Writers add labels to their sketches ○ Writers add to their writing • Writers edit their writing by making sure word wall words are spelled correctly • Writers “fancy” up their work by coloring their selections for publication with crayons 	<p>6 class periods</p> <p>Think about exciting ways for students to share their writing. They can have book celebrations, shared reading using microphones, or parent celebrations. Make a path for students to work around the room and hall.</p> <p>You can make copies of student work to use as sample/model pieces when conferencing with students.</p>

	<ul style="list-style-type: none"> • Writers celebrate their writing 	
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- Vocabulary:**
- writer
 - Writer’s Workshop
 - piece
 - space bar
 - sketch
 - label
 - share
 - partner
 - turn and talk
 - publish
 - revise
 - edit
 - independent
 - stamina
 - reflection
 - alphabet chart
 - mentor text
 - book buddies
 - shared writing
 - interactive writing
 - label
 - opinion
 - dislikes
 - reason

Unit 3

Unit Overview
Content Area: ELA- Writing
Unit Title: How To
Grade Level: Kindergarten
Unit Summary: How To writing puts emphasis on the writer as the expert or teacher. Writers will find topics they are passionate about and use them to teach. They will use various writing strategies such as teaching pictures, diagrams, captions, and command writing to instruct readers step by step on how to do a given area of expertise.

Learning Targets

Standards (Content and Technology):	
CPI#:	Statement:
NJSLS Standards	
NJSLS.W.K.2.	Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they use relevant media, drawing pictures as well as using words to help describe ideas and concepts. They are writing about and supply some information about the topic.
NJSLS.L.K.4	Demonstrate understanding of the organization and basic features of print. A- Follow words from left to right, top to bottom, and page by page. B- Recognize that spoken words are represented in written language by specific patterns of letters.
NJSLS.W.K.5	With guidance and support from adults, respond to questions and suggestions from peers and add details to, expand on, and persevere with writing as needed.
NJSLS.RF.K.3.	RF.K.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding. A. Demonstrate basic knowledge of one-to-one letter-sound correspondences for sounds frequently used in simple words. B. Associate the long and short sounds with common spellings (graphemes) such as <i>ck</i> , <i>ch</i> , <i>sh</i> , <i>ss</i> , <i>z</i> , <i>ge</i> .
NJSLS.L.K.1	Demonstrate command of the conventions of standard English grammar and usage when speaking and writing.
NJSLS.SL.K.5.	Add drawings or other visual displays to descriptions as desired to provide additional detail.
NJSLS.SL.K.6.	Speak audibly and express thoughts, feelings, and ideas clearly.
Career Readiness, Life Literacies and Key Skills	
9.1.2.CR.1	Recognize ways to volunteer in the classroom, school, and community.
9.1.2.CAP.1	Make a list of different types of jobs and describe the skills associated with each job.
9.4.2.CI.2	Demonstrate originality and inventiveness in work.
Computer Science and Design Thinking	
8.1.2.CS.1	Select and operate computing devices that perform a variety of tasks accurately and quickly, and adjust settings to suit personal preferences.
8.1.2.AP.4	Break down a task into a sequence of steps.
Intercultural Statements (Amistad, Holocaust, LGBT, SEL)	
SEL: Self	<ul style="list-style-type: none"> Recognize one's personal traits, strengths, and limitations Recognize the importance of self-confidence in handling daily tasks and challenges

Awareness	
SEL: Self Management	<ul style="list-style-type: none"> Recognize the skills needed to establish and achieve personal and educational goals
SEL: Social Awareness	<ul style="list-style-type: none"> Recognize and identify the thoughts, feelings, and perspectives of others Demonstrate an awareness of the expectations for social interactions in a variety of settings
SEL: Responsible Decision-Making	<ul style="list-style-type: none"> Identify the consequences associated with one's actions in order to make constructive choices
SEL: Relationship Skills	<ul style="list-style-type: none"> Utilize positive communication and social skills to interact effectively with others Identify ways to resist inappropriate social pressure Demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways Identify who, when, where, or how to seek help for oneself or others when needed

Interdisciplinary Connection

K.CC.A.2	Count forward beginning from a given number within the known sequence (instead of having
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Unit Essential Question(s):

- How do writers teach others how to do things?
- How do writers make their writing more readable?

Unit Enduring Understanding:

- How To writing topics. Writers write about their area of expertise using clear instructions and details.
- Writers will begin to listen for beginning sounds. Writers leave space after capitalization as a sign of understanding of

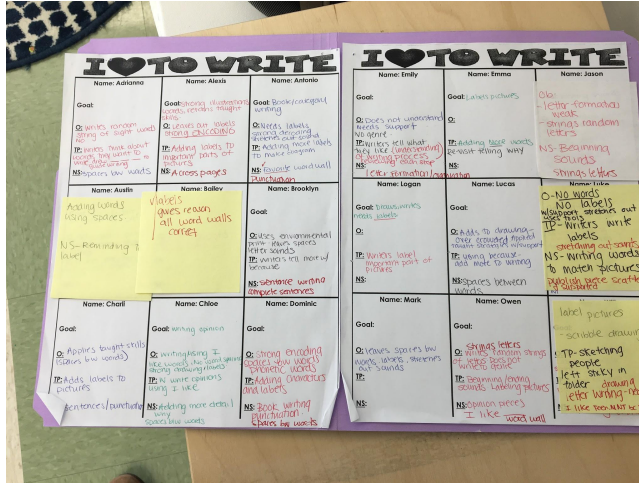
Unit Learning Targets/Objectives:

Students will...

- Writers identify the characteristics of how to books
- Writers write to teach others how to do something
- Writers use precise vocabulary
- Writers begin to stretch sounds in words
- Writers write how to books using sequencing and ordinal words to write about the steps of a process
- Writers begin to utilize grammar foundations
- Writers improve writing by revising and editing

Evidence of Learning

Formative Assessments: Anecdotal notes from conferring with student Students rubric checklists, observing student’s behavior during writing times as with whole group interactive writing.



Conferring Notes Recording Sheets

Summative/Benchmark Assessment(s):

Published piece and teacher rubrics and checklists

[Informational Writing Check List](#)

[Informational Writing Rubric](#)

Resources/Materials:

Bruno the Baker by Lars Klinting

Ice Cream by Sara Hoffman


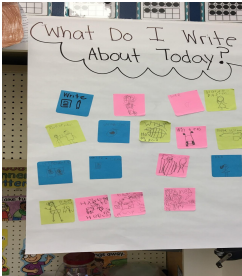
video link to How To Make Chocolate Milk: <https://www.youtube.com/watch?v=y1vtMYP9cwc>

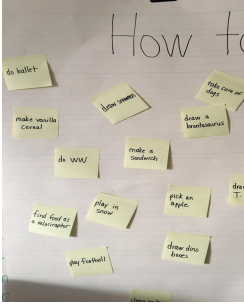
Writing Paper Samples:

[How To Writing Paper Vertical](#)

Modifications:

- **Special Education writers/504**
 - Allow errors
 - Rephrase questions, directions, and explanations
 - Allow extended time to answer questions, and permit drawing, as an explanation
 - Accept participation at any level, even one word
 - Consult with Case Managers and follow IEP accommodations/modifications
- **English Language Learners**
 - Assign a buddy, same language or English speaking
 - Allow errors in speaking
 - Rephrase questions, directions, and explanations
 - Allow extended time to answer questions
 - Accept participation at any level, even one word
- **At-Risk writers**
 - Provide extended time
 - Consult with Case Managers and I&RS procedures
 - Consult with Case Managers and follow behavior intervention plans
 - Provide rewards
- **Gifted and Talented**
 - Provide extended time
 - Build on writing skills
 - Consult with Case Managers and follow interests in content area engagement

Lesson Plans		
Goals	Suggested Teaching Points (mini lessons, small groups, and conferences)	Teaching Tips,
Writers identify the characteristics of how to books	<ul style="list-style-type: none"> Writers immerse themselves in how to books/mentor texts and notice the characteristics in each text <ul style="list-style-type: none"> Writers notice <ul style="list-style-type: none"> how to books teach easy to follow/ orderly teaching pictures Writers think about different kinds of how to books such as (directions, recipes, etc). Writers work together to act out/ plan out and create a how to in shared writing format Shared Writing Template Writers think about what they know how to do and make lists of teaching how to book topics 	<p>4 class periods</p> <p>You can use this video video link to How To</p> <p>Example: Butter making segway into how to video and show to class after pictures in order (on Use shared writing to scaffold. Use this activities to add a per</p> <p>Swap and share class topics and ideas. How</p>
Writers write to teach others how to do something	<ul style="list-style-type: none"> Writers think about what they do all of the time that they can teach others to do. Writers make a list of possible how to topics <ul style="list-style-type: none"> Creating pictured anchor charts brainstorming ideas of Students generate lists on how to topics to aid in writing ideas 	<p>2-3 class periods</p> <p>Have students write sticky notes on anchor ideas from.</p> <p>Create a How To list. write about. Keep in writing time.</p>  <p>Creating a class chart generating ideas.</p>

		
<p>Writers use precise vocabulary</p>	<ul style="list-style-type: none"> ● Writer’s plan their writing by talking through the steps (First..., Next,...) ● Writer’s will use ordinal words such as first, second, next, then and last. ● Writer’s will use command words that pertain to a specific topic 	<p>3 class periods</p> <p>Have writers rehearse partner or to themselves (THINK, SAY, ACT)</p> <p>Place ordinal words o add to students environ</p>
<p>Writers begin to stretch sounds in words and demonstrate inventive spelling</p>	<ul style="list-style-type: none"> ● Writers will write beginning, middle and end sounds when stretching out unknown words. ● Writers match each letter with a sound when stretching out words. 	<p>2 class periods</p> <p>Conduct mini lessons (writing what you hear)</p> <ul style="list-style-type: none"> ● Interactive w ● Teacher think ● Shared writing
<p>Writers write how to books using sequencing and ordinal words to write and illustrate about the steps of a process</p>	<ul style="list-style-type: none"> ● Writers will write a page for each step <ul style="list-style-type: none"> ○ Writer’s will add numbers to each step ● Writer’s will put pages are in order ● Writer’s sketch their teaching pictures across pages <ul style="list-style-type: none"> ○ Writer’s will illustrate How To Books ensuring to zoom in on important steps/teaching points. ○ Writer’s label their teaching pictures ● Writer’s write their words they best they can, making sure their words match their sketches. 	<p>4 class periods</p> <p>Create a whole class whole group format. independently to app</p> <p>ADD ANCHOR CH https://drive.google.com/kFSLXVEakE/view?</p> <ul style="list-style-type: none"> ● Teach writers getting paper pieces of paper focused and
<p>Writers begin to utilize grammar foundations</p>	<ul style="list-style-type: none"> ● Writers will capitalize proper nouns and beginning of sentences ● Writers will leave spaces between words to make their writing more readable ● Writers will begin to use and understand basic punctuation. ● Writers write with sight words and spell sight words correctly. 	<p>4 class periods</p> <p>Adding specific writing in writing fluency.</p> <p>You can give student bar, alphabet chart or</p>

		When conferring with students, use a checklist to note with reminders of key words, sight word key
Writers improve writing by revising and editing	<ul style="list-style-type: none"> ● Writers reread all of their How To books in their writing folder and choose the ONE they wish to publish. ● Writers will revise their published How To Book <ul style="list-style-type: none"> ○ Writer's make sure their sketches are teaching pictures and show readers exactly what to do. ○ Writer's make sure the steps are numbered and in order. ○ Writers add more to their teaching words ● Writers edit their writing <ul style="list-style-type: none"> ○ Ensure spacing between words ○ Capitalization ○ Word Wall Words are spelled correctly ○ Punctuation at the end of sentences ● Writers will create a cover page ● Writers publish by coloring their cover and sketches ● Writers celebrate their writing 	<p>6 class periods</p> <p>During the revision process, model steps with their writing and identify any missing steps and</p> <p>Model how to edit and</p> <p>When publishing How To books, provide an opportunity to share:</p> <ul style="list-style-type: none"> ● Literacy Book ● Parent Celebrations ● Author's Chair ● Gallery/Museum ● Dividing/categorizing (e.g., museum) ● In class Book ● Bulletin Board

Vocabulary:

- writer
- Writer's Workshop
- piece
- space bar
- sketch
- label
- share
- partner
- turn and talk
- publish
- revise
- edit
- independent
- stamina
- reflection
- alphabet chart
- mentor text
- book buddies
- shared writing
- interactive writing
- fact
- informational text
- label
- caption

- diagram
- Expert
- Teaching voice

Unit 4

Unit Overview

Content Area: ELA- Writing

Unit Title: One Day One Place (Personal Narrative)

Grade Level: Kindergarten

Unit Summary: A personal narrative tells about an experience in your life. Writers will be able to write a “One Day I story” will illustrate and write across pages focusing on a coherent beginning, middle and end of a real life event.

Learning Targets

Standards (Content and Technology):

CPI#:

Statement:

NJSLS Standards

NJSLS.W.K.3

Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events in the order in which they occurred, and provide a reaction to what happened.

NJSLS.W.K.5

With guidance and support from adults, respond to questions and suggestions from peers and add details to stories.

NJSLS.W.K.5

With guidance and support from adults, respond to questions and suggestions from peers and add details to stories.

NJSLS.RI.K.10

Actively engage in group reading activities with purpose and understanding.

NJSLS.RF.K.1.

Demonstrate understanding of the organization and basic features of print.

1. Follow words from left to right, top to bottom, and page by page.

2. Recognize that spoken words are represented in written language by specific sequences of letters.

Understand that words are separated by spaces in print.

NJSLS.SL.K.1.

Participate in collaborative conversations with diverse partners about *kindergarten topics and texts* in larger groups.

A. Follow agreed-upon norms for discussions (e.g., listening to others with care and taking turns speaking when it is your turn under discussion).

	B. Continue a conversation through multiple exchanges.
NJSLS.L.K.1	Demonstrate command of the conventions of standard English grammar and usage when writing or
Career Readiness, Life Literacies and Key Skills	
9.1.2.CR.1	Recognize ways to volunteer in the classroom, school, and community.
9.1.2.CAP.1	Make a list of different types of jobs and describe the skills associated with each job.
Computer Science and Design Thinking	
8.1.2.NI.1	Model and describe how individuals use computers to connect to other individuals, places, informa
8.1.2.AP.4	Break down a task into a sequence of steps.
Intercultural Statements (Amistad, Holocaust, LGBT, SEL)	
SEL: Self Awareness	<ul style="list-style-type: none"> Recognize one’s personal traits, strengths, and limitations Recognize the importance of self-confidence in handling daily tasks and challenges
SEL: Self Management	<ul style="list-style-type: none"> Recognize the skills needed to establish and achieve personal and educational goals
SEL: Social Awareness	<ul style="list-style-type: none"> Recognize and identify the thoughts, feelings, and perspectives of others Demonstrate an awareness of the expectations for social interactions in a variety of settings
SEL: Responsible Decision- Making	<ul style="list-style-type: none"> Identify the consequences associated with one’s actions in order to make constructive choi
SEL: Relationship Skills	<ul style="list-style-type: none"> Utilize positive communication and social skills to interact effectively with others Identify ways to resist inappropriate social pressure Demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways Identify who, when, where, or how to seek help for oneself or others when needed
Interdisciplinary Connection	
K.CC.A	Know number names and count the sequence
6.1.P.D.1	Describe characteristics of oneself, family and others
Unit Essential Question(s):	
<ul style="list-style-type: none"> What is a personal narrative? 	Unit Enduring Understandings:

- What can I do to make my story more interesting to the reader?

- A personal narrative tells about Students will sketch, write and e focusing on a small moment.
- Students will learn to use a varie learn that characters speak, inter will add speech bubbles/ though word choice to enhance the inter writing voice through reflecting and feelings.

Unit Learning Targets/Objectives:

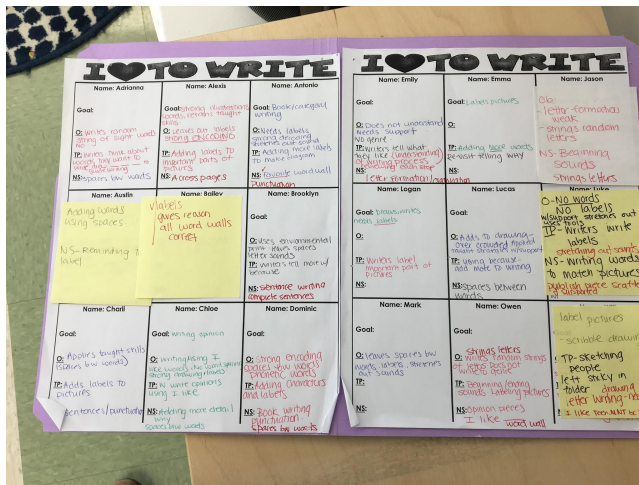
Students will

- Writers will understand the purpose of personal narrative through immersion of text
- Writers plan their writing
- Writers will write stories with a beginning, middle and end
- Writers will make writing readable
- Writers elaborate upon their writing
- Writers will revise and edit small moment stories

Evidence of Learning

Formative Assessments: Anecdotal notes from conferring with student Students rubric checklists, observing student’s beh times as with whole group interactive writing.

[Conferring/Conference Recording Keeping](#)



Summative/Benchmark Assessment(s): Published piece and teacher rubric/checklist

[Narrative Writing Checklist](#)

[Narrative Writing Rubric](#)

Resources/Materials (copy hyperlinks for digital resources):

Mentor Texts

- Knuffle Bunny- Mo Williams
- A Chair for my Mother- Vera Williams
- When I was Little and I was 5- Jamie Lee Curtis
- I Love my Hair- Natasha Tarpley
- Roller Coaster- Marla Frazee
- Thunder Cake- Patricia Polucco
- Wimberly Worried- Kevin Henkes

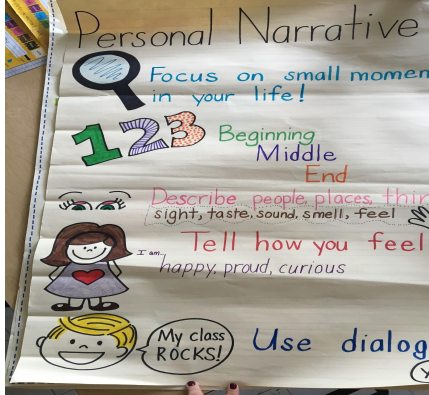
Conferring Tool Kit- This can be used during individual conferences to further develop writing skills.
[Conferring Tool Kit](#)

Modifications:

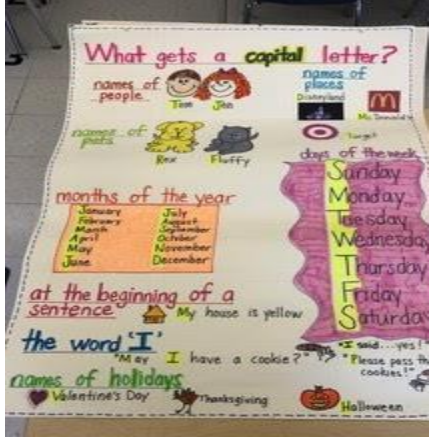
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 - Allow errors
 - Rephrase questions, directions, and explanations
 - Allow extended time to answer questions, and permit drawing, as an explanation
 - Accept participation at any level, even one word
 - Consult with Case Managers and follow IEP accommodations/modifications
- **English Language Learners**
 - Assign a buddy, same language or English speaking
 - Allow errors in speaking
 - Rephrase questions, directions, and explanations
 - Allow extended time to answer questions
 - Accept participation at any level, even one word
- **At-Risk writers**
 - Provide extended time to complete tasks
 - Consult with Guidance Counselor for additional procedures/action plans
 - Consult with classroom teacher for additional interventions
 - Provide rewards as necessary
- **Gifted and Talented writers**
 - Provide extension activities
 - Build on writers' intrinsic motivation
 - Consult with parents to accommodate individual needs in completing tasks at their level

Lesson Plans

Goals	Suggested Teaching Points (mini lessons, small groups, and conferences)	Teaching Tips, Suggestions
Writers will understand the purpose of personal narrative through immersion of text	<ul style="list-style-type: none"> ● Writer's will identify characteristics of personal narrative stories <ul style="list-style-type: none"> ○ Compare and contrast Personal Narrative to How To ○ Read Mentor Texts ● Writers will orally share real life stories <ul style="list-style-type: none"> ○ Use whole class experiences to model or share think aloud storytelling ● Writers will develop sequencing using beginning, middle and end. ● Writers use shared writing to develop real life stories <ul style="list-style-type: none"> ○ Pick one class experience and model sketching and writing beginning, middle and end. 	<p>4 class periods</p> <p>Read mentor texts to immerse students in text throughout the unit as referencing text features of personal narrative. Use group mini lessons or during individual conferring. Use sticky notes for key points.</p> <p>Creating an anchor chart identifying common writing familiarizes students with writing.</p>

		 <p>The anchor chart is titled "Personal Narrative" and includes the following text and illustrations:</p> <ul style="list-style-type: none"> A magnifying glass icon with the text: "Focus on small moments in your life!" Large numbers "1 2 3" representing the structure: "Beginning", "Middle", and "End". An illustration of a girl with the text: "Describe people, places, things sight, taste, sound, smell, feel!" An illustration of a girl with the text: "Tell how you feel happy, proud, curious". An illustration of a boy with the text: "Use dialog" and a speech bubble saying "My class ROCKS!".
<p>Writers plan their writing</p>	<ul style="list-style-type: none"> ● Writers will find true small moment story ideas to write about from their own lives. ● Writers will practice oral retell of small moment stories ● Writers will identify the main characters and setting in their story to aid in the development of imagery ● Writers will practice telling stories across their fingers <ul style="list-style-type: none"> ○ Writers ask what events are happening in my story? ○ Writers tell stories to partners 	<p>4-6 class periods</p> <p>Place a star sticker next to Name to read their stories.</p> <p>Model what One Time One Place is all about. "Opps that NOT one day."</p>
<p>Writers will write stories with a beginning, middle and end</p>	<ul style="list-style-type: none"> ● Writers first sketch the events across pages <ul style="list-style-type: none"> ○ Writers sketch characters, setting and events ○ Writers label sketches ● Writers read sketches and write words to match events. ● Writers write their stories in first person to achieve a strong voice 	<p>5 class periods</p> <p>Teach writers to focus on character, setting, and events. Writers write across pages.</p>
<p>Writers will make writing readable</p>	<ul style="list-style-type: none"> ● Writers take risks and try their best to spell words (stretching sounds) <ul style="list-style-type: none"> ○ Writers attempt to spell new words through sound analysis and say words <i>s-l-o-w-l-y</i> to hear a sound and write a letter that represents it ● Writers use spaces between words to help readers understand the writing ● Writers use capitalization <ul style="list-style-type: none"> ○ first word in a sentence ○ proper nouns ○ day/month ● Writers use periods, exclamation points and question marks to end a sentence. 	<p>4 class periods</p> <p>Creating anchor charts remind students to use proper capitalization. You can make them on them as needed for teaching points.</p>

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Writers elaborate upon their writing

- Writers add dialogue through
 - speech/thought bubbles
 - quotation marks (exposure)
- Writers explain their thoughts and feelings about an experience or event to tell the reader more
 - Writers write with a unique perspective developing their own voice through writing about their memories and experiences
- Writers provide some descriptive detail to make the story more interesting
 - Word Choice

3-4 class periods

Model think aloud and writing process using speech bubbles, adding detail and other embellishments



Writers meet with peers (writing partners) to make writing pieces more interesting

- What did I do well today
- What I am most proud of
- Put a sticky note on something you like
- Find dialogue in your story and write it down
- Put a sticky where you can make a change from your partner

Writers will revise and edit small moment stories

- Writers will choose their best piece to publish
 - Writers re-read all of their personal narrative stories to decide which will be their piece to "fancy up"/ publish
- Writers will revise their piece asking themselves what can I add to make my story better.
 - Writers add detail to their sketches

3 class periods

Creating editing check -lists help with the publishing process.

	<ul style="list-style-type: none"> ○ Writers elaborate on their words focusing on word choice ○ Writers make their stories more interesting by adding detail ● Writers will edit their piece making sure <ul style="list-style-type: none"> ○ Sight words are spelled correctly ○ Checking for capitalization ○ Checking for punctuation 	
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<p>Vocabulary:</p> <ul style="list-style-type: none"> ● writer ● Writer’s Workshop ● piece ● space bar ● sketch ● share ● partner ● turn and talk ● publish ● revise ● edit ● independent ● stamina ● Narrative ● Small moment ● reflection ● alphabet chart ● mentor text ● book buddies ● shared writing ● interactive writing
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Unit 5

Unit Overview
Content Area: ELA- Writing
Unit Title: Informational Writing- All About Books
Grade Level: Kindergarten
Unit Summary: Informational writing allows writers to write what they know or what they are experts on. Writers are pro to use a “teacher voice” by asking questions to generate ideas, use precise vocabulary and utilize features from nonfiction t writers will use a combination of drawing, dictating, and writing, to teach readers more about a given topic.

Learning Targets

Standards (Content and Technology):

CPI#:

Statement:

NJSLS Standards

NJSLS. W.K.2	Use a combination of drawing, dictating, and writing to compose informative/explanatory texts what they are writing about and supply some information about the topic.
NJSLS. W.K.5	With guidance and support from adults, respond to questions and suggestions from peers and ad writing as needed.
NJSLS. L.K.1	Demonstrate command of the conventions of standard English grammar and usage when writing
NJSLS.L.K.4	Demonstrate understanding of the organization and basic features of print. A- Follow words from left to right, top to bottom, and page by page. B- Recognize that spoken words are represented in written language by specific
NJSLS.RF.K.3.	Know and apply grade-level phonics and word analysis skills in decoding and encoding words. A. Demonstrate basic knowledge of one-to-one letter-sound correspondences by p most frequently used sounds of each consonant. B. Associate the long and short sounds with the common spellings (graphemes) fo vowels.
NJSLS.SL.K.5.	Add drawings or other visual displays to descriptions as desired to provide additional detail.
NJSLS.SL.K.6.	Speak audibly and express thoughts, feelings, and ideas clearly.

Career Readiness, Life Literacies and Key Skills

9.1.2.CR.1	Recognize ways to volunteer in the classroom, school, and community.
9.1.2.CAP.1	Make a list of different types of jobs and describe the skills associated with each job.
9.4.2.IML.1	Identify a simple search term to find information in a search engine or digital resource.

Computer Science and Design Thinking

8.1.2.NI.1	Model and describe how individuals use computers to connect to other individuals, places, infor a network.
8.1.2.AP.4	Break down a task into a sequence of steps.

Intercultural Statements (Amistad, Holocaust, LGBT, SEL)

SEL: Self Awareness	<ul style="list-style-type: none"> ● Recognize one’s personal traits, strengths, and limitations ● Recognize the importance of self-confidence in handling daily tasks and challenges
SEL: Self Management	<ul style="list-style-type: none"> ● Recognize the skills needed to establish and achieve personal and educational goals
SEL: Social Awareness	<ul style="list-style-type: none"> ● Recognize and identify the thoughts, feelings, and perspectives of others ● Demonstrate an awareness of the expectations for social interactions in a variety of settings
SEL: Responsible Decision-Making	<ul style="list-style-type: none"> ● Identify the consequences associated with one’s actions in order to make constructive choices
SEL: Relationship Skills	<ul style="list-style-type: none"> ● Utilize positive communication and social skills to interact effectively with others ● Identify ways to resist inappropriate social pressure ● Demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways ● Identify who, when, where, or how to seek help for oneself or others when needed

Interdisciplinary Connection

K-LS1-1	Use observations to describe patterns of what plants and animals (including humans) need to survive
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Unit Essential Question(s):

- Why do writers write informational texts/all about books.
- What is an all about book? How do I use specific vocabulary that helps the reader understand a topic?

Unit Enduring Understanding:

- Writers will teach readers about a topic by writing informational texts that are interesting to their audience.
- Writers will use specific vocabulary words and words that are interesting to their audience to help the reader’s understanding of a topic.

Unit Learning Targets/Objectives:

Students will...

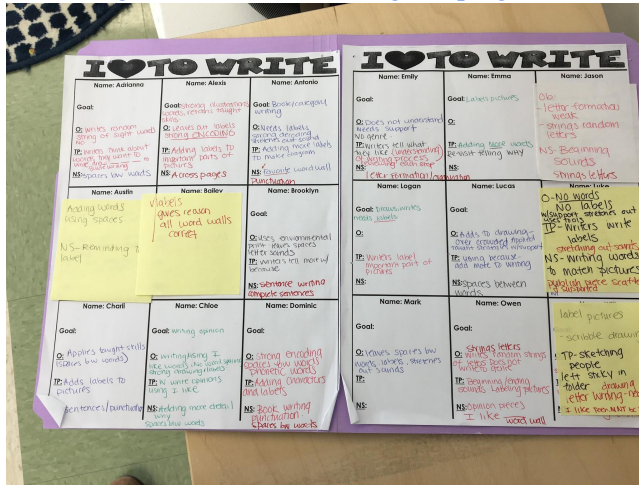
- Writers will immerse themselves in nonfiction all about books
- Writers will write all about books to teach others about a topic they know a lot about
- Writers will write across pages
- Writers will make their writing readable for the reader
- Writers will begin to use text features to guide the reader
- Writers will publish and revise all about books

Evidence of Learning

Formative Assessments:

Anecdotal notes from conferring with student Students rubric checklists, observing student’s behaviors and engagement during whole group interactive writing.

[Conferring/Conference Recording Keeping](#)



Summative/Benchmark Assessment(s):

Published piece and teacher rubric/checklist

[Informational Writing Check List](#)

[Informational Writing Rubric](#)

[Conferring/Conference Record Paper](#)

Resources/Materials (copy hyperlinks for digital resources):

Classroom 9 Writes a Report- by Rozanne Lanczak Williams

Chicks and Chickens- Gail Gibbons

Newmark Learning Science Books

Non-Fiction texts

National Geographic Explorer Kids

Paper:

[Cover Paper](#)

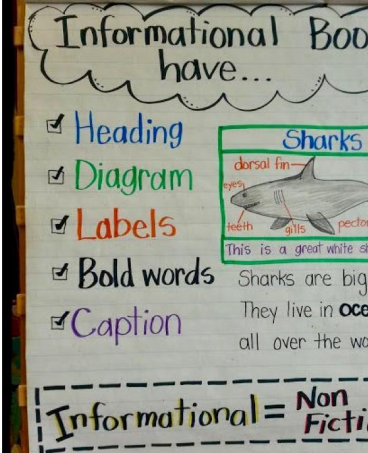
Modifications:

- **Special Education writers/504**
 - Allow errors
 - Rephrase questions, directions, and explanations
 - Allow extended time to answer questions, and permit drawing, as an explanation
 - Accept participation at any level, even one word
 - Consult with Case Managers and follow IEP accommodations/modifications
- **English Language Learners**
 - Assign a buddy, same language or English speaking
 - Allow errors in speaking
 - Rephrase questions, directions, and explanations
- **At-Risk writers**
 - Provide extended time
 - Consult with Guidance I&RS procedures/action
 - Consult with classroom behavior interventions
 - Provide rewards as needed
- **Gifted and Talented writers**
 - Provide extension activities
 - Build on writers’ intrinsic

- Allow extended time to answer questions
- Accept participation at any level, even one word

- Consult with parents to discuss student interests in completing the project for engagement

Lesson Plans

Goals	Suggested Teaching Points (mini lessons, small groups, and conferences)	Teaching Tips and Strategies
<p>Writers will identify characteristics of an All About Book</p>	<ul style="list-style-type: none"> • Writers will immerse themselves in all about books spending time reading informational texts <ul style="list-style-type: none"> ○ Writers ask themselves “what do we notice about all about books?” <ul style="list-style-type: none"> ■ teaching pictures ■ vocabulary ■ diagrams ■ bold words • Writers understand how to write all about books from mentor texts • Writers begin to generate topics for all about books asking: <ul style="list-style-type: none"> ○ What can I teach others? ○ What do I do a lot of? ○ What do I know a lot about? ○ What do I see around me that reminds me of what I know? • Informational writers will generate lists of topics they are experts on and record on list paper 	<p>4-6 class periods</p> <p>Creating an anchor chart on characteristics of informational books help writers identify and understand the characteristics of All About Books.</p>  <p>Do not expect writers to add their own writing but rather expose them to non-fiction texts.</p> <p>Interdisciplinary study: After reading about hatching chicks you can integrate a writing workshop developing a strong focus on informational writing.</p> <p>Model the writing process and generate <u>writing</u> (students generate the content through discussion and watch the teacher write the page) This provides students with content understanding while modeling the writing process. Think of topics the class knows about like hatching chicks, kindergarten, school special events. Allowing students to have a voice. Planning and modeling the writing process for students is a strong way to start.</p>

		shared writing template guide
<p>Writers will plan to write all about books to teach others about a topic they know a lot about</p>	<ul style="list-style-type: none"> ● Informational writers choose a topic they are experts on ● Informational writers list at least three facts about the given topic. <ul style="list-style-type: none"> ○ Writers say facts across their fingers and share with writing partner. ● Writers choose their paper carefully so they have space to say what they want to say 	<p>3 class periods</p> <p>When we call writers experts students tell stories based on what they have learned. Legos, ninja turtles, their family members, this is not a place where students do research.</p> <p>Observing students thinking, talking about topics they know about. Have students share ideas and tell across fingers what they know about a given topic before writing on paper.</p> <p>Suggested paper is: List paper, List Paper Choices</p> <p>Have students generate writing topics and create a fluid anchor chart on the wall that serves as a reference for students. When they don't know what to write about in a unit you can add ideas on post it notes to help the writing process.</p>
<p>Writers will tell and write across pages</p>	<ul style="list-style-type: none"> ● Informational writers plan their facts across pages by putting one new fact on each page (e.g., chicks hatch from eggs, chicks are different colors, chicks eat worms and grains, female chicks will grow up to be hens and male chicks to be roosters, chicks have feathers called down.) ● Informational writers sketch teaching pictures on each page zooming in on important teaching facts <ul style="list-style-type: none"> ○ Writers label teaching pictures focusing on characteristics of informational texts <ul style="list-style-type: none"> ■ labels ■ diagrams ■ captions ● Informational writers add writing to match their pictures <ul style="list-style-type: none"> ○ Writers will use <u>specific teaching vocabulary</u> on a given topic ● Informational writers start another book when they are finished with one book or go back in their folders to work on enhancing other pieces 	<p>4-6 class periods</p> <p>Giving writers a pre-stapled book focused on their topics and facts</p> <p>Creating another class chart with elaboration can serve as a visual and provide teaching points of reference for mini lessons. Have students be responsible to turn and talk, stop and chat and share</p> <p>Blank Shared Writing Template: Shared Writing Planning Page:</p> <p>Examples of specific vocabulary words as stuff and things to more content. Students can create a list on chart paper or in their writing folders</p>

<p>Writers will stretch out sounds in words</p>	<ul style="list-style-type: none"> ● Writers will use simple phoneme/spelling patterns to generate words ● Writers stretch words to hear and write ending sounds in big words ● Informational writers use tools to help them stretch out sounds in words <ul style="list-style-type: none"> ○ alphabet chart ○ environmental print ● Writers will use the word wall to help them write words 	<p>4 class periods</p> <p>Using interactive writing during assessment of all students. You c group in need of support.</p> <p>During conferring sessions notice pattern.you can leave a post it no examples of commonly spelled v ring, and sample writing. It serves as an easy and conveni writers.</p>
<p>Writers will make their writing readable for the reader</p>	<ul style="list-style-type: none"> ● Writers will will write in complete sentences <ul style="list-style-type: none"> ○ Informational writers put a space between words when they don't hear any more sounds ○ Informational writers begin their sentences with a capital ○ Informational writers end their sentences with periods 	<p>2-4 class periods</p> <p>Interactive writing lessons allow on conventions of grammar. Inco writing during morning meeting interdisciplinary areas allows for connections between writing and</p> <ul style="list-style-type: none"> ● Have students bring slat ● Use shared pen strategie ● Ask students for help in ● Target specific skills you consonant digraphs, pun patterns, capitalization) on areas where students incorporate into interact <p>Guide writing partners in sharing questions to promote reflection</p> <ul style="list-style-type: none"> ● What is something you a writing today (point to it ● Teach your partner about you learn ● Tell your partner someth well in their writing ● What will you work on t
<p>Writers will improve their writing through revision and editing</p>	<ul style="list-style-type: none"> ● Writers reread all of their All About books in their writing folder and choose the ONE they wish to publish. ● Writers go back and re-read their all about books 	<p>6 class periods</p> <p>Writing partners can peer “edit/r their writing makes sense. Having through reflective practices prom and a sense of confidence.</p>

	<ul style="list-style-type: none"> ○ Writers look at word choice and vocabulary words to enhance their “teaching voice.” ● Writers revise their writing <ul style="list-style-type: none"> ○ add more to their teaching pictures by zooming in on the important parts ○ Writers add labels to their teaching pictures ○ Writers make sure their books have covers and titles to tell readers what their books are about. ● Writers edit their writing <ul style="list-style-type: none"> ○ Ensure spacing between words ○ Capitalization ○ Word Wall Words are spelled correctly ○ Punctuation at the end of sentences ● Writers publish by coloring their cover and sketches ● Writers celebrate their writing 	<p>Model how to edit and publish writing.</p> <p>When publishing All About Books, students have an opportunity to share in various ways:</p> <ul style="list-style-type: none"> ● Literacy Book Buddies ● Celebration Party ● Author’s Chair- Whole Class ● Gallery/Museum walk ● In class Book Bin ● Bulletin Board Display
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Vocabulary:

- writer
- Writer’s Workshop
- piece
- space bar
- sketch
- label
- share
- partner
- turn and talk
- publish
- revise
- edit
- independent
- stamina
- reflection
- alphabet chart
- mentor text
- book buddies
- shared writing
- interactive writing
- fact
- informational text
- label
- caption

- diagram