

Summit Public Schools
Summit, New Jersey
Grade Level: Kindergarten/ Content Area: WRITING

Curriculum

Pacing Guide for Reading and Writing Units of Study

Month	Reading Unit	Writing Unit	Phonics Unit
September/October	We are Readers: Building Habits and Routines (Book 1)	Launching the Writing Workshop (Book 1)	Making Friends with Letters (Books 1)
October/November (Book Baggies Home by Oct. 15)	Emergent Reading: Looking Closely at Familiar Texts (If... Then...)	Show and Tell: From Labels to Pattern Books (New Book 2018)	Word Scientists (Book 2)
November/ December	Just Right Books: Using Our Superpowers to Read (Book 2)	Writing for Readers (Book 2)	Word-Part Power (Book 3)
January/February	Bigger Books, Bigger Reading Muscles (Book 3)	How-to Books (Book 3)	Vowel Power (Book 4)
March /April	Becoming Avid Readers (Book 4)	Persuasive Writing of All Kinds (Book 4)	Playing with Phonics (Book 5)
May/June	Characters (If... Then...)	Writing Narrative Stories	If... Then... Phonics (Online Resources)

Unit 1: Launching the Writing Workshop

September/October

The beginning of kindergarten is a time of new possibilities. Kindergartners enter school ready to read and write like big kids, to learn alongside classmates, and to take the world by storm. This first unit capitalizes on that excitement and channels it into writing all-about books and stories.

Simultaneously, children will also learn what it means to be part of a writing workshop. After all, minilessons and conferences are not just methods of teaching; they are also methods of learning. Your children will learn the roles they are to play in all the various parts of a writing workshop. As part of this, they will learn how to work with each other as partners--planning together, sharing drafts, giving each other help. As children do this work together, they'll work with reading as well as writing standards. They will learn to ask and answer questions about informational texts, *and* they'll begin to develop ideas about authors, illustrators, and genres. This unit is also critical in establishing clear structures that children will carry with them throughout the year.

The most important thing to remember about writing workshop in kindergarten is this--don't wait! It is tempting to think that children need to know the alphabet or that they need to be socialized into the rhythms of the school day before you start this teaching. IT IS NOT SO! You can start on day one. Writing workshop is made-to-order for the start of kindergarten. Take the brave step of gathering children on the first day of school and inviting them to live like writers.

Writing	
Big Ideas: <i>Course Objectives / Content Statement(s)</i> <ul style="list-style-type: none">• Students will use a combination of drawing and writing to narrate a single event or several loosely-linked events• Students will use a combination of drawing and writing to create books that teach about a high-interest topic• Students will apply habits of confidence and stamina during writing workshop• Students will engage in revision with the support of a partner• Students will publish their work for an audience	
Essential Questions <i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i>	Enduring Understandings <i>What will students understand about the big ideas?</i>

- What does writing workshop look, sound, and feel like?
- How do authors communicate their ideas to an audience?
- Why do authors write?
- Why is it important to revise and edit our writing?

Students will understand that...

- Writing Workshop is a place to gather and record our life stories
- Writers communicate their ideas through a combination of pictures, labels, and words
- Writers write for multiple purposes
- Writers look back and read their writing to decide how they can make their writing better.

Unit 2: Show and Tell: From Labels to Pattern Books

October/November

Writing	
Big Ideas: <i>Course Objectives / Content Statement(s)</i> <ul style="list-style-type: none">• Students will become smarter about a topic as one day's investigations build upon another day's.• Students will understand the importance of labels and sentences.• Students will take the time to really stretch out each word, listening not only to the first sound, but also to every sound in the word.• Students will not only continue to learn to write, but also to live their lives as writers—and as scientists.	
Essential Questions <i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i>	Enduring Understandings <i>What will students understand about the big ideas?</i>
<ul style="list-style-type: none">• How do writers build and develop ideas to write about?	Students will understand that... <ul style="list-style-type: none">• Writers write about things in the world around them.• Writers labels pictures to say more about a topic or event.

Unit 3: Writing for Readers

November/December

Writing	
<p>Big Ideas: <i>Course Objectives / Content Statement(s)</i></p> <ul style="list-style-type: none"> ● To help students work independently to 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. ● Students will use tools to make their writing more readable and powerful for their readers. ● Students will work with partners to strengthen their writing. ● Students will use a checklist to self check their work for publication. 	
Essential Questions	Enduring Understandings
<p><i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i></p>	<p><i>What will students understand about the big ideas?</i></p>
<ul style="list-style-type: none"> ● What can writers do to write stories that readers can really read? ● What tools can writers use to help their writing be more powerful? ● How can writers work with partners to make their stories more fun to read? ● What can writers do to prepare their work for publication? 	<p>Students will understand that...</p> <ul style="list-style-type: none"> ● Writers can write actual words and sentences onto a page so that it can be read by others. ● Writers can use tools to make their writing more powerful. ● Writers can work with partners to help make their stories more fun to read. ● Writers can use a checklist to help prepare their writing for publication.

Unit 4: How-To Books

January-February

This unit is designed to teach your students how to teach something to an audience by drawing and writing a sequence of steps. They will learn that one purpose of writing is to teach others.

To begin a unit on how-to books, tell children that writers not only use their writing to tell the rich stories of their lives, or to label their environment or to celebrate others, but also to *teach* others. Writers can teach all about a topic, in which case the writing is informational, or they can teach people how to do something, in which case the writing is procedural. This unit focuses on the latter. In writing these books, they describe a sequence of steps they hope the learner will take. This kind of procedural writing requires explicitness, clarity, sequence and that writers anticipate what their readers will need to know.

You may also want to make something with children and then together write a shared/interactive writing how-to piece. You can even look for occasions across the year to create class models. For instance, you could make playdough or popcorn together and then use the experience as content for a shared How-To piece. In October, you might carve a pumpkin and create a "How To Carve a Pumpkin" shared text. After the first fire drill, you might want to create a how-to chart. You'll keep the work you do during shared and interactive writing up in classroom to serve as a model for your how-to writers.

Writing	
Big Ideas: <i>Course Objectives / Content Statement(s)</i> <ul style="list-style-type: none">• Students are able to draw and write a sequence of steps to teach something to an audience.• Students will write procedural text to accomplish a particular task.• Students will write not only to tell rich stories but also to teach others.	
Essential Questions	Enduring Understandings
<i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i>	<i>What will students understand about the big ideas?</i>
<ul style="list-style-type: none">• How do writers write to teach others?	Students will understand that.. <ul style="list-style-type: none">• Writing can occur in steps.• Writers often teach their audience about something they know well.

Unit 5: Persuasive Writing of All Kinds

March/April

In this unit, you teach kindergarteners that they can write to make their classroom, their school, and their world into a better place. They are writing particular kinds of texts for specific real audiences. They will be thinking about what their readers need to know and to write with audience awareness. This unit is designed so that the children do lots and lots of persuasive writing. They begin by writing signs, songs, petitions, and letters about problems they see in their classroom and their school, and then they address problems they identify in the larger world of their neighborhood. As they progress towards addressing concerns that are not right underfoot, they tackle slightly more distant topics and address more distant audiences, they meanwhile also learn more about persuasive writing and writing in general. With your help, children apply what they learn not only to the newest piece they are about to write, but also to their growing folder, full of completed pieces. The New Jersey Student Learning Standards (NJSLS) prioritizes opinion/argument writing. Thus, this unit lays the foundation for some of the work the NJSLS considers essential to students' academic and professional success.

Writing	
Big Ideas: <i>Course Objectives / Content Statement(s)</i> <ul style="list-style-type: none">• To help students use a combination of drawing, dictating, and writing to compose opinion pieces in which students tell a reader a topic or the name of a book they are writing about, and state an opinion or preference about the topic or book.• Students will write letters to convince and persuade an audience to support their cause.• Students will work independently, in partnerships, and as a class to present information about a common cause to an audience to persuade others to join the cause.	
Essential Questions <i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i>	Enduring Understandings <i>What will students understand about the big ideas?</i>

- How can writers look at the world around them in a new way to see what could make things better?
- How can our writing spread our opinions and convince people to agree with us?
- How can we join together to make a change in our world?

Students will understand that...

- Writers look at the world in new ways, seeing not just what it is, but what could be and write to help make a change.
- Our opinions can be spread by writing letters that use words and writing tools to help convince and persuade others to join our cause.
- Writers can write individual pieces about a common cause and join together to present the information to an audience to help convince and persuade them.

Unit 6: Writing Narrative Stories

May/June

In this unit, students will study the connections between the work we do as readers and the work we do as writers, all the while writing true stories of moments from their lives. You'll revisit many of the strategies you taught children to write true stories in ways that make them interesting, as well as easy to read, giving them ample practice with the process of drawing and revising. You'll also want to revisit the rich storytelling work you engaged in at the start of the year. Wherever the students are on the continuum, you'll help writers to explore ways to write and revise their writing.

You'll continue to work towards the goal of making their writing easy to read and teaching strategies to help kids make their writing more conventional. You'll study the craft of a favorite author to help discover ways to make their writing more interesting to read as well as to write with increased volume. In the final bend, you'll move towards the exciting world of fiction writing, asking the children to invent new stories and create characters, while using what they have learned and know about writing focused and detailed narratives.

Writing	
Big Ideas: <i>Course Objectives / Content Statement(s)</i> <ul style="list-style-type: none">• Students will write make plans to write long stories.• Students will write so that others can read their writing.• Students will look at mentor texts to find ways to strengthen their own writing.• Students will make connections between true stories and made-up stories to use in their own writing.	
Essential Questions <i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i>	Enduring Understandings <i>What will students understand about the big ideas?</i>

- How can I use all that I know about writing stories and planning my work across pages to help me write longer stories?
- How can I write lots of stories and put enough letters so people can read them?
- How can I study what a favorite author does in his or her writing and then do those same things in my writing?
- How can I use what I know about writing true stories to help me write lots of beautiful, long, and interesting made-up stories.

Students will understand that...

- Writers can use all that they as readers and writers to write more and longer stories.
- Writers can write using what they know about letters and sounds, patterns, and word wall words so that other people can read their writing.
- Writers look at mentor texts to get ideas for how to make their own writing better.
- Writers can use what they know about true stories to write interesting made up stories.