

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

Curriculum

Suggested Pacing Guide for Reading and Writing Units of Study

Month	Reading Unit	Writing Unit	Grammar Skill & Word Work
September-October	We are Readers: Building Habits and Routines (book 1)	Launching the Writing Workshop (book 1)	--Emergent reading skills --Star Name --Letter name and sound identification through name study and phonics (Secret Stories)
November-December Book Baggies Home Beginning 10/15/2018	Emergent Reading: Looking Closely at Familiar Texts	Show and Tell: From Labels to Pattern Books (new book)	--Print many upper- and lowercase letters --Multi-sensory handwriting approach (i.e., Handwriting Without Tears)
January	Just Right Books: Using Our Superpowers to Read (book 2)	Writing for Readers (book 2)	--Word Study (Words Their Way) --Spell simple words phonetically --Sight Words/Word Wall (class and personal)
February-March	Bigger Books, Bigger Reading Muscles (book 3)	How-to Books (book 3)	--Write a letter or letters for most consonant and short-vowel sounds --Recognize and name end punctuation
April-May	Becoming Avid Readers (book 4)	Persuasive Writing of All Kinds (book 4)	--Produce complete sentences --Capitalize I and the first word in a sentence
May-June	Characters	Writing Narrative Stories	--Produce and expand complete sentences --Use inflected endings (-s, -ed, -ing)

Launching Writing Workshop

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 learn also 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>

<ul style="list-style-type: none"> • 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? 	<p>Students will understand that...</p> <ul style="list-style-type: none"> • 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.
Areas of Focus: Proficiencies (New Jersey Student Learning Standards Alignment)	Examples, Outcomes, Assessments
<p>Students will:</p> <p>Writing Standards</p> <p>Text Types and Purposes</p> <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>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.</p> <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>Production and Distribution of Writing</p> <p>W.K.4: (begins in grade 3)</p> <p>W.K.5: With guidance and support from adults, strengthen writing through response and self-reflection using questions</p>	<p>Instructional Focus:</p> <p><u>Bend 1: We Are All Writers</u></p> <p><u>Session 1:</u> So, writers, today, what I want to teach you is that it is not just grown-ups like Donald Crews who write to teach people what they know. You can do that as well. You think of something you know about, and then with drawings and writing, you put what you know on the paper (page 2-8).</p> <p>We do this by:</p> <ol style="list-style-type: none"> 1. I ask myself, "What do I know about?" and tell lots of ideas 2. I picture what I want to teach like a picture in my mind. 3. I draw and write all that I pictured in my mind ON the paper. <p><u>Session 2:</u> Today I want to teach you that <i>after</i> writers write what they know about a topic, they don't just say, "I'm done" and relax. No way! Instead, writers say, "I'm going to look back on my writing and see if I can <i>add</i> more to it.:" Writers revise (page 9 - 16).</p> <p>We do this by:</p> <ol style="list-style-type: none"> 1. I "reread" each item in my drawing, pointing as I name the item, and then generate more content to add. 2. I debrief, emphasizing that as a writer, I need to decide whether to add onto a piece I've already begun writing or to start a new one. <p><u>Session 3:</u> Today I want to teach you that when writers have</p>

and suggestions from peers (e.g., adding details).

W.K.6: With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including collaborating with peers.

Research to Build and Present Knowledge

W.K.7: Participate in shared reading and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).

problems and don't know what to do, they say, 'I can solve this myself.' Then writers come up with solutions to those problems and carry on, writing, writing, writing. That way, writers don't waste precious time (page 17 - 24)!

We do this by:

1. I notice I might be stuck as a writer.
2. I realize I am the boss of my own writing.
3. I independently figure out what to do during writing time.

Session 4: Today I want to teach you that once writers have something they want to write about, it helps for them to get that topic in mind before they write (page 25 - 32).

We do this by:

1. I close my eyes and picture a topic I want to write about.
2. I record my details with pictures and words.
3. I check my mental image for more specifics.

Session 5: Today I want to teach you that writers use words as well as pictures to teach people what we know. Writers write words by saying the word sloooowwly and then writing down the first sound they hear (page 33 - 40).

We do this by:

1. I look at my writing and see what words I could add.
2. I stretch out words nice and slow so that I can hear all the sounds and get those onto the page.

Session 6: Writers, you're not alone. I get the 'oh-no' feeling, and so do writers the world over. Today I want to teach you that when writers get that 'oh-no!' feeling about an idea that is hard, they don't just quit. They keep trying (page 41 - 46).

We do this by:

1. When I encounter hard parts, I do not give up.
2. Instead, I say, "I think I can, I think I can" and I keep going.
3. I take risks and I do the best I can.

Speaking and Listening Standards

Comprehension and Collaboration

SL.K.1. Participate in collaborative conversations with diverse partners about *kindergarten topics and texts* with peers and adults in small and larger groups.

- A. Follow agreed-upon norms for discussions (e.g., listening to others with care and taking turns speaking about the topics and texts under discussion).
- B. Continue a conversation through multiple exchanges.

SL.K.2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.

SL.K.3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

Presentation of Knowledge and Ideas

SL.K.4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.

SL.K.5. Add drawings or other visual displays to descriptions as desired to provide additional detail.

SL.K.6. Speak audibly and express thoughts, feelings, and ideas clearly.

Bend II: Writing Teaching Books

Session 7: Today I want to teach you that when writers want to teach more, they add more pages to their books. We can use either a stapler to turn pages into a book, or tape to turn pages into what people call a scroll (pages 48 - 56).

We do this by:

1. When I finish one page I can think about what else I have to teach about my topic, and I can add on pages if I need to.
2. I will decide, "Will I tape my pages, or will I staple my pages together?"
3. To add more, I can get paper at the writing center and use the tape and staplers in my caddy.

Session 8: Today I want to teach you that writers of books take time to plan how their pages will go. Writers know from the start that they will be writing a whole book, and they plan out how that whole book will go (pages 57 - 64).

We do this by:

1. I ask myself, 'What are all the things I need to teach people about my topic?'
2. I can touch each page, and as I do so, think about the information that I might draw and write on that page.
3. I plan what I am going to write for the whole book.

Session 9: Today I want to teach you that partners also help writers after a book is written, when the writer is thinking, 'I'm done,' The partner reads a writer's book. The partner asks the writer questions. Those questions help the writer know what to add on (pages 65 - 72).

We do this by:

1. I read my book to my partner.
2. My partner asks me questions about the information I am teaching.
3. I find out what information is missing from my book.
4. I go back and put more information into my writing.

Language Standards

Conventions of Standard English

L.K.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- A. Print many upper- and lowercase letters.
- B. Use frequently occurring nouns and verbs.
- C. Form regular plural nouns orally by adding /s/ or /es/ (e.g., *dog, dogs; wish, wishes*).
- D. Understand and use question words (interrogatives) (e.g., *who, what, where, when, why, how*).
- E. Use the most frequently occurring prepositions (e.g., *to, from, in, out, on, off, for, of, by, with*).
- F. Produce and expand complete sentences in shared language activities.

L.K.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- A. Capitalize the first word in a sentence and the pronoun *I*.
- B. Recognize and name end punctuation.
- C. Write a letter or letters for most consonant and short-vowel sounds (phonemes).
- D. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.

Knowledge of Language

L.K.3. (Begins in grade 2)

Vocabulary Acquisition and Use

L.K.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.

Session 10: Today I want to teach you that brave writers need lots of practice in hearing sounds and matching them to letters. To get letters down, writers say the word they want to write, stretching it like a rubber band. Then they record the first sound they hear and reread. Then they stretch the word out again to hear the next sound. And so on and so on (pages 74 - 80).

We do this by:

1. I say a word and hear the sounds
2. I look at my alphabet chart as a resource.
3. I write down the letters.
4. I reread after each letter I write.

Session 11: Today I want to teach you something about publishing your writing. Before authors finish, they do everything they know to make their writing the best that it can be! Authors use a checklist to help them, just like the one I have here. Today you will each get your own copy of this checklist to use before you publish (pages 81 - 85).

We do this by:

1. I select a piece of writing I would like to publish.
2. I use the checklist to make a plan for the writing work that needs to be done before the celebration.
3. I find at least one thing to work on.

Bend III: Writing Stories

Session 12: Today I want to teach you that one way writers get ready to write true stories is to first practice telling the stories. They tell all the little things that happened, including what people said and did (pages 88 - 97).

We do this by:

1. I close my eyes and get an idea for writing.
2. I pick one idea.
3. I get started by drawing and writing.
4. To make it a story I tell what people did and what people said.

Session 13: Today I want to teach you that writers plan how stories will go. Writers of story books plan from the start how the whole

<p>A. Identify new meanings for familiar words and apply them accurately (e.g., knowing <i>duck</i> is a bird and learning the verb to <i>duck</i>).</p> <p>B. Use the most frequently occurring affixes (e.g., -ed, -s, -ing) as a clue to the meaning of an unknown word.</p> <p>L.K.5. With guidance and support from adults, explore word relationships and nuances in word meanings.</p> <p>A. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.</p> <p>B. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).</p> <p>C. Identify real-life connections between words and their use (e.g., note places at school that are colorful).</p> <p>D. Distinguish shades of meaning among verbs describing the same general action (e.g., <i>walk, march, strut, prance</i>) by acting out the meanings.</p> <p>L.K.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p>	<p>book will go (pages 98 - 105). We do this by:</p> <ol style="list-style-type: none"> 1. I touch each page as I tell my story. 2. I turn the page to say the next thing that will happen. 3. I draw and write my ideas on each page. <p><u>Session 14:</u> Today I want to teach you that when writers write stories, they try to write them in such a way that readers feel like they are right there with them (pages 106 - 114). We do this by:</p> <ol style="list-style-type: none"> 1. I picture my story in my mind. 2. I think about where I was, who I was with, and what I was doing on each page. 3. I put those details into the pictures and words on my pages. <p><u>Session 15:</u> Today I want to teach you that writers spell words fully so that they can read their stories and so that others can read them as well (pages 115 - 118). We do this by:</p> <ol style="list-style-type: none"> 1. I say the word as slowly as I can. 2. I listen closely to the sounds I hear at the beginning, and then write those sounds down. 3. I say the word again as I reread my writing, this time listening closely for the sounds I hear in the middle, and then again at the end of the word. I write those sounds down.
	<p><u>Session 16:</u> Today I want to teach you that writers make characters talk. You can do this by putting speech bubbles by whoever is talking (pages 119 - 125). We do this by:</p> <ol style="list-style-type: none"> 1. I look carefully at the pictures and words to help me remember what happened in the story. 2. I touch a person in the picture and ask myself, 'Did this person talk at this part? What did he or she say?' 3. I draw a speech bubble right next to the people who talked and add words.

Session 17: Today I want to teach you that writers reread their stories, thinking about what they can do from everything they know about good writing to make their piece the best it can be (pages 126 - 134).

We do this by:

1. I choose one story from my folder that I really like.
2. I reread my story searching for all the things I did well.
3. Then I can decide what else I can do to fix it up.
4. I can use the narrative writing checklist to help me find things to add.

Bend IV: Preparing for Publication

Session 18: Today I am going to teach you all about how writers edit their writing (pages 136 - 142).

We do this by:

1. I reread my writing making sure my finger is under the words.
2. As I reread each word, I make sure the word looks right.
3. If needed, I change my words to make them more readable.

Session 19: On a special day, like today, our workshop will be a little different. We won't write today. Today, Super Writers, we are going to read and listen to one another! We are going to hear *many* stories from *many new authors!* (pages 143 - 149)

We do this by:

1. I bring my published piece to the circle.
2. I read into the circle with my favorite part.
3. I join a group and share my whole writing piece.

Sample Assessments:

- Conferring notes
- On demand writing sample
- Make a checklist using the "essential mini-lessons" for measurable skills. Note which measurable skills have been mastered, and which are still areas of focus. Use this checklist to guide your conferring, and use the commonalities to assist

- you in forming your small strategy groups.
- Compose simple sentences for a picture's description.

Instructional Strategies:

Interdisciplinary Connections

Correlates to Community Unit in Social Studies and Patterns in Math

- HWT tears Mat Man for representational drawings.
- Shapes in math for representational drawings.
- Math- do a "quick write" telling how to play a math game
- Social Studies Curriculum - write/illustrate what happens when rules are and aren't followed.
- Nystrom Literacy Library- read aloud, *David Goes to School* by David Shannon. Collaborate with students to write a class book about what would happen if David followed all the school rules. Call the book, *Yes, David!* Have students illustrate the book and display it in the class reading center.
- Health- Safety and First Aid. Identify rules for playing inside and outside to avoid dangers. Each student draws and illustrates a safety or First Aid rule."

Technology Integration

- Participate in a question of the week and collaboratively come up with information using the Elementary Connections Webpage.

Media Literacy Integration

- Encourage students to think critically about information presented in any media message (including the information from their textbooks or the popular media they use at home).

Global Perspectives

	<ul style="list-style-type: none"> ● Look at what print looks like in books from other cultures (ex. Chinese lettering) ● Look at signs without print that are universal (Ex. Poison) ● Read stories about students in other schools learning to write and discuss similarities and differences between the experiences.
<p>The following skills and themes listed to the right should be reflected in the design of units and lessons for this course or content area.</p>	<p>21st Century Skills: Creativity and Innovation Critical Thinking and Problem Solving Communication and Collaboration Information Literacy Media Literacy Life and Career Skills</p> <p>21st Century Themes (as applies to content area): Financial, Economic, Business, and Entrepreneurial Literacy Civic Literacy Health Literacy</p>

Professional Resources:

- ❑ TCRWP Reading Book 1: *Launching the Writing Workshop*, Kindergarten, © 2013
- ❑ Heinemann website: <https://www.heinemann.com/extracreditclub/home.aspx> for anchor charts, unit resources, Spanish-language, and other online resources (login with RUOS_GRK)
- ❑ Writing Pathways (for reading progressions and student-facing checklists)
- ❑ TCRWP website (<http://readingandwritingproject.org/resources>): Resources including current running records and videos to support units of study implementation
- ❑ Teaching videos collection available at <https://vimeo.com/tcrwp/albums>

Mentor Texts:

- *Freight Train* by Donald Crews
- *Creak! Said the Bed* by Phyllis Root

Looking Closely: Observing, Labeling and Listing Like Scientists

This is an extremely popular unit among children and teachers, and its creation emerged from three sources. First, we want to provide children with a chance to develop competencies that give them a solid foundation as readers and writers. In September and October, you encouraged children to write and tell exciting true stories. We are hopeful that your children will all have become accustomed to labeling items in those stories and that some may have begun writing sentences to accompany their pictures.

This unit puts an even greater emphasis on the importance of labels and sentences. You could say this unit allows children to slow things down, to press the pause button on their fast-paced plots, so they can take the time to really stretch out each word, listening not only to the first sound, but to every sound in the word. The unit also allows you to channel some children toward writing the list books that will involve using (and reading) high frequency words repeatedly, as this is the work that will help them as readers and writers.

Secondly, the unit aims to teach children not only to write, but also to live their lives as writers. Kindergarten is a time to induct children into new roles, identities and understandings--including how important it is to realize that writing is more than letters and sounds, or making marks on the page. Writers live wide-awake lives, paying close attention to everything, and thinking deeply about all they see and do. This unit aims to help children see that the wide-eyed, responsiveness that is such a part of childhood (at its best) is also a very important part of being a writer.

Finally, this unit puts a spotlight on science. Children will be provided with opportunities for learning that not only give them skills and tools, but also fascinating content to explore together. Classroom communities of children relish the time to develop expertise, and they become collectively smarter about a topic as one day's investigations build upon the next.

Writing	
Big Ideas: Course Objectives / Content Statement(s) <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,</i>	Enduring Understandings <i>What will students understand about the big ideas?</i>

<i>and transfer of learning?</i>	
<ul style="list-style-type: none"> • How do writers build and develop ideas to write about? 	<p>Students will understand that...</p> <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.
<p style="text-align: center;">Areas of Focus: Proficiencies (New Jersey Student Learning Standards Alignment)</p>	<p style="text-align: center;">Examples, Outcomes, Assessments</p>
<p>Students will:</p> <p><u>Writing Standards</u></p> <p>Text Types and Purposes</p> <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>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.</p> <p>W.K.3: Use a combination of dra 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>Production and Distribution of Writing</p> <p>W.K.4: (begins in grade 3)</p> <p>W.K.5: With guidance and support from adults, strengthen writing through response and self-reflection using questions and suggestions from peers (e.g., adding details).</p>	<p>Instructional Focus:</p> <p><u>Bend I: Launching the Unit: Living Like Writers, Living Like Scientists</u></p> <ul style="list-style-type: none"> • • Writers are like scientists; we both live wide awake lives, looking closely at the world around us to learn new things and to share what we learn with others. Like scientists, writers look at things differently—we notice stuff that most ordinary people just walk right past. Instead of walking past the everyday things, writers stop to jot down our thoughts and observations, using words and pictures to capture every detail. As scientists, we have already been jotting down a lot of things we are noticing about the trees and leaves around us, and today I want to teach you that writers can write down our observations in booklets, so that we can share what we learn about the world around us with others. • Tip: Scientists don't only draw careful observations of what we see, scientists also add labels beside our drawings so others know what things are; so as we record what we see we will want to be sure to do this too. • When we are writing like scientists, we need to try to capture what we see, exactly how we find it. So if there is a hole in the leaf we are writing about, we don't just make a dot, we draw a hole. We need to look closely as we draw and write about the

W.K.6: With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including collaborating with peers.

Research to Build and Present Knowledge

W.K.7: . Participate in shared reading and writing projects (e.g., explore a number of books by a favorite author and express opinions about them.

things we see, including exact details as we see them.

- If we want others to read about our scientific findings, we need to help them to do this! In order for others to read our writing, we need to spell words the best we can. One way you can be sure to get down as many sounds as you can is by stretching out your words slowly, writing down all of the sounds that you hear. You can say the word you want to write, listening to the first sound you hear to get the first letter down. Then, say the word again, listening for the next sound in the word; put down the letter that makes that sound. Keep doing this until you have as many sounds down as you hear! Remember to just do the best you can!
- Tip: You may have to say the word five times, but the more sounds you get down, the easier it will be for someone to read.
- Tip: As you write, you might stop to reread what you have recorded. You could put your finger under what you have written, as you read the word. Sometimes as you reread a word, you realize, “Oops. I forgot to put one of the sounds onto the paper,” and then you can add more letters.
- Before we start writing, we plan what we will teach others, but we also plan for other things! We plan how we want our book to go and what it might sound like: Will it be a book that teaches what things are? Or what they do? Or do we want to ask our reader questions! We might even try a few ways our book could sound before we choose the one that best fits our plan.
- Writers make plans to teach lots and lots! Before you start writing, you might look at your just right books to see how long those books are, then you might say: I know lots of facts

Speaking and Listening Standards
Comprehension and Collaboration

SL.K.1. Participate in collaborative conversations with diverse partners about *kindergarten topics and texts* with peers and adults in small and larger groups.

- A. Follow agreed-upon norms for discussions (e.g., listening to others with care and taking turns speaking about the topics and texts under discussion).
- B. Continue a conversation through multiple exchanges.

SL.K.2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.

SL.K.3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

Presentation of Knowledge and Ideas

SL.K.4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.

SL.K.5. Add drawings or other visual displays to descriptions as desired to provide additional detail.

SL.K.6. Speak audibly and express thoughts, feelings, and ideas clearly.

to make my book just as long! One way to do this is to say all of the stuff you want to teach across your fingers and then grab a booklet to write down all of the stuff you want to include so that you make books just like the ones you are reading!

- Writers often talk to others about what we are planning to write, before we even get our pencils ready. Sometimes it might help to work with a partner first, before we start to write a new book. We can ask our partner, "What are you going to write today?" and listen carefully to all that our partner says. We might even get more ideas for what to teach just from listening to what our partner plans to do!
- Tip: When writers are stuck, first we try our best and move on, but sometimes we all need a little help. During independent writing time, when we really aren't sure what to do, or can't remember what something is called, we can whisper to our writing partner for help, then go right back to our own work.

Bend II: Writing More! Elaboration, Writing Sentences, Adding Details and Information

- As writers and scientists, we need to look again and again, adding to our pictures and our words. After we draw and write about a leaf, we look again at the leaf, really closely, maybe with a magnifying glass. We try to find any details we may have missed. I want to show you that as writers we can always add more details to our pictures and to our words.
- Tip: You may even decide to start a new page, zooming in on the details!

Language Standards

Conventions of Standard English

L.K.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- A. Print many upper- and lowercase letters.
- B. Use frequently occurring nouns and verbs.
- C. Form regular plural nouns orally by adding /s/ or /es/ (e.g., *dog, dogs; wish, wishes*).
- D. Understand and use question words (interrogatives) (e.g., *who, what, where, when, why, how*).
- E. Use the most frequently occurring prepositions (e.g., *to, from, in, out, on, off, for, of, by, with*).
- F. Produce and expand complete sentences in shared language activities.

L.K.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- A. Capitalize the first word in a sentence and the pronoun *I*.
- B. Recognize and name end punctuation.
- C. Write a letter or letters for most consonant and short-vowel sounds (phonemes).
- D. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.

Knowledge of Language

L.K.3. (Begins in grade 2)

Vocabulary Acquisition and Use

L.K.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.

- A. Identify new meanings for familiar words and apply

- Writers use drawings and labels to remind us of what we want to say, and then we can go back to add more, adding our ideas about the stuff we've put onto the page. Sometimes what we write on one page gets us started, and we end up writing in a pattern, saying similar things on every page.
- Scientists use lots of fancy words to talk to one another. For example scientists who look closely at birds call themselves ornithologists, and those who look closely at stars are said to study astronomy. When we are writing like scientists we will want to be more scientific and exact, using the same kinds of words that other scientists do. We can use the charts, books and other words that we see around the room to make our words more precise and exact. As we write, we might stop to think, "Wait, do I know another word to describe this?" or "Is there a word in the room that can help describe or name what it is that I am talking about?" Then we can find those words and add them to our books.
- Today I want to teach you that as writers we often see what other authors have done in their books to get ideas for what we might do in our own. Writers look over a book and think, "How does this whole book go?" and then think, "How do I want my book to go?" For example you might read a book about leaves and ask "How did this writer sort the leaves?" Then you might think about how you could sort your information in a similar way.

Bend III: Scientists Think, Make Connections, Predict, Have Ideas, Compare and Contrast—And So Do Writers!

them accurately (e.g., knowing *duck* is a bird and learning the verb to *duck*).

- B. Use the most frequently occurring affixes (e.g., -ed, -s, -ing) as a clue to the meaning of an unknown word.

L.K.5. With guidance and support from adults, explore word relationships and nuances in word meanings.

- A. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
- B. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
- C. Identify real-life connections between words and their use (e.g., note places at school that are colorful).
- D. Distinguish shades of meaning among verbs describing the same general action (e.g., *walk*, *march*, *strut*, *prance*) by acting out the meanings.

L.K.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

- Scientists not only record what we see, but we also add information based on what we already know. We can write about all of the parts of an object, like a tree or a flower, even if the parts aren't right there in front of us.
- Tip: Even if we just have a stack of leaves right in front of us, we can write books about "Different kinds of trees," or "Why leaves change color," or "Trees in our neighborhood." We have learned all about trees and leaves and can say so much more than just listing the details that we see in front of us.
- Today I want to teach you that scientists don't just collect tons and tons of stuff, writing it all down in any old way. Instead scientists also try to figure out how to sort things into "piles that go together." Then scientists draw and write to teach people about why these "piles go together."
- Tip: For example you may group leaves by into piles by color of by shape—green leaves/yellow leaves, big leaves/small leaves or maybe ripped leaves/smooth leaves. You will probably come up with lots of ways to sort them. And when you get a big idea about something you are studying, like leaves, then you will want to write books to share that idea. So, you could write, "Leaves Come in All Sizes" and then talk about different sizes in different sections of your book.
- Scientists not only record exactly what we see right in front of us, and what we already know, but scientists can also push themselves to think, "Why? Why do leaves fall to the ground?" As we write our books we can ask questions that start with "Why does..." or "What for..." We can write our observations and thoughts and questions in our science books.
- Tip: Then we can stretch our thinking even further by making a guess or a prediction about the answer by saying, "Maybe..." or "Probably..." or "Could it be?" We can use what we know about science to develop a good hypothesis (or guess) about

the answer to our questions to include as well.

- Writers often look closely at objects to notice and write about what is the same, and what is different. We can write what we notice using our chart of compare/contrast language: "I noticed... is the same as..." "They both..." "I noticed... is different from..." "One has... but the other has..."
- We want others to be able to read the books we write. So like we always do, we want to spell words the best that we can. I want to remind you that one tool we can use to check our words is the word wall. If you find words in your books that are on the word wall, check the word on the wall, get the spelling in your mind, then look away from the word wall and see if we can still remember how to spell the word. Write it down and do a final check to see if you were right.
- Tip: We also need to be brave and do our best with hard-to-spell words. We don't need to be scaredy cat writers and only write the words that are on the word wall! No Way! We are scientists, and scientists need to be brave enough to write the exact true word, even if we don't know the exact true spelling of it we just do our best.
- Science writers try to think of the best ways to describe what we notice, so that others can learn as much as possible about the topic that we are writing about. One way writers do this is to compare what we are writing about to something that people would already know and be familiar with, like "Some leaves are as colorful as... as a party dress!" If you think that most of your readers will know about dresses, then this comparison will help them to think about leaves. Comparing objects with familiar things can help people to really picture what you are writing about.

Bend IV: Finishing Up Our Books, Getting Ready to Present Our

Work

- Sometimes when we have been working really hard, our work will change. Whether a writer is a scientist-writer, a story writer, a fairy-tale writer, or a newspaper writer, writers always take the last few days to look back over all we have written to decide “What’s good here that is worth revising and sharing with the world?” We put all our good stuff in a revision folder, and then we start revising it. And to “revise” means to “re-see,” to look again at what we have done and to ask, “How can I make this good work into terrific work?” Writers reread our writing and put sticky notes on all the parts where we think we can make our work even better...then we get going!
- As writers we don’t just automatically put our books away on the “finished” side of our folders when we think we are done. Instead we reread our books a couple of times and think to ourselves, “Do I have more to add to my labels...to my pictures...to my sentences? Do I have more to say about what I see...where I see it...and why it looks or feels this way?” Writers often say more and think, “Wait, I want to tell more information, to be more specific.” We don’t just say, “I see a hole in the leaf.” We say, “I see a hole in a leaf, and maybe a caterpillar made the hole.” Or, “This leaf has spikes. The spikes are on the top.” We can add more into our pattern books when we think we have more to add.
- Tip/Possible mid-workshop teaching point: I saw some of you adding tons more labels—like you were labeling not just “leaf” but also “stem” “edge” “bug bite” and things like that. And some of you were adding lots of words to your labels, like “skinny long stem.” Some of you had written one sentence at the bottom of each page, like, “I see the leaf.” And you thought, “I can add so much more!” So you added more. I thought maybe I’d teach all of you to do what some of you were

already doing, okay? So today I want to teach you that writers reread our books and we ask ourselves, “What do I think about this?” and we add what we think to the page.

- Tip: Writers sometimes reread our writing and find ourselves wondering and having questions about things. So, we add questions to get the reader wondering, too. For example, Jessica reread her book, “I see a hole.” She added, “How did the hole get there? I wonder if a ladybug ate it.”
- Neither writers nor scientists wait for teachers to tell them how to revise our writing. No way! Writers don’t come up to teachers and say, “Please, Miss, how do I make my writing better?” and then just do what the teacher says. No Way. As writers we are the boss of our own writing. We reread our books and think, “What else can I add?” And then we look to charts, books, or other kid writers to get tons and tons of cool ideas.
- Today I want to remind you of something you already know. We have already been fixing up our writing. Writers not only fix up our writing, we also fancy up our writing so that it is ready to be published.
- ◦ Tip: I’ve brought the list out from the last unit of ways to fix and fancy up our writing. Of course you know that we can look back on old charts to get ideas for what we can do, but we can also add to those old charts. I’m wondering if there are other ideas you have for how we could fix and fancy up our writing?

Sample Assessments:

- Conferring notes
- EDITING CHECKLIST: Use these checklists to guide your conferring, and use the commonalities to assist you in forming

your small strategy groups.

- Science Journal- a “science journal” (can be part of a notebook or binder) will be maintained for all students including Type 1 and Type 2 writing (capture thoughts on paper, and to give specific information.)

Instructional Strategies:

Interdisciplinary Connections

Correlates to adopt a tree, 5 senses, and seasons units in science

- Writing in Science Journals to investigate the seasons changing, specifically looking at and labeling what is happening with your adopted tree.
- Label the human body parts that use the five senses.
- Create a map of Summit, and label the places within the community that citizens should know about

Technology Integration

- Use KidPix to sketch and label items observed such as leaves, rocks, or other items in nature.

Media Literacy Integration

- Show an exciting or familiar video clip or reading a short book or story about the topic

Global Perspectives

	<ul style="list-style-type: none"> ● Look at a tree from another culture and compare and contrast if it has the same parts as our tree ex. Bonsai tree.
<p>The following skills and themes listed to the right should be reflected in the design of units and lessons for this course or content area.</p>	<p>21st Century Skills:</p> <ul style="list-style-type: none"> Creativity and Innovation Critical Thinking and Problem Solving Communication and Collaboration Information Literacy Media Literacy Life and Career Skills <p>21st Century Themes (as applies to content area):</p> <ul style="list-style-type: none"> Financial, Economic, Business, and Entrepreneurial Literacy Civic Literacy Health Literacy

Professional Resources:

- *Teacher's College Writing Curricular Calendar, Kindergarten, 2011-2012* Unit 3
- *Teacher's College Writing Curricular Calendar, Kindergarten, 2010-2011* Unit 3

Mentor Texts:

- *Ant Cities*, A. Dorros
- *Apples*, G. Gibbons
- *Apples and Pumpkins*, A. Rockwell
- *Seasons*, G. Gibbons
- *Changes*
- *The Listening Walk*

Writing for Readers

This unit is an opportunity to draw on the natural instinct your students have to tell the truth as you channel them to tell true stories from their lives. In class you will have been telling many stories of experiences together and their own stories to help prepare for this work. In this unit, you will be teaching children strategies for making clearer, richer stories and help them strengthen the conventions and mechanics of their writing. Until now, you've wanted your children to feel so good as writers that you have hidden your struggles to translate their letters into meaning. It's crucial however, that as soon as children have the ability to begin to write in ways a reader could conceivably read, you let them in on the truth. Right away, you will challenge your writers to not only tell the true stories of their lives, but to do so through writing that is easy for others to read.

Writing	
Big Ideas: <i>Course Objectives / Content Statement(s)</i> <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 <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"> ● 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.
Areas of Focus: Proficiencies (New Jersey Student Learning Standards Alignment)	Examples, Outcomes, Assessments
<p>Students will:</p>	<p>Instructional Focus: <u>Bend I: Writing Stories that People Can Really Read</u> <u>Session 1:</u> Today I want to teach you that writers draw stories for their readers. Writers make pictures that are easy to read. We do this by:</p> <ol style="list-style-type: none"> 1. Imagining the picture in your mind (who, where, and what everyone was doing). 2. Drawing everything that you remember in a clear picture. 3. Labeling the parts of your picture. 4. Doing this on every page before you write. <p><u>Session 2:</u> Today I want to teach you that writers write for readers. Like the writers of your book baggie books, you make sure that your writing is easy to read. We do this by:</p> <ol style="list-style-type: none"> 1. Reading your writing. 2. Fixing writing that you can't read.
<p>Students will:</p> <p><u>Writing Standards</u> Text Types and Purposes 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>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.</p> <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</p>	

they occurred, and provide a reaction to what happened.

Production and Distribution of Writing

W.K.4: (begins in grade 3)

W.K.5: With guidance and support from adults, strengthen writing through response and self-reflection using questions and suggestions from peers (e.g., adding details).

W.K.6: With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including collaborating with peers.

Research to Build and Present Knowledge

W.K.7: . Participate in shared reading and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).

Speaking and Listening Standards Comprehension and Collaboration

SL.K.1. Participate in collaborative conversations with diverse partners about *kindergarten topics and texts* with peers and adults in small and larger groups.

- A. Follow agreed-upon norms for discussions (e.g., listening to others with care and taking turns speaking about the topics and texts under discussion).
- B. Continue a conversation through multiple exchanges.

SL.K.2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.

3. Checking and fixing your writing every day during writing workshop.

Session 3: Today I want to teach you that partners can help each other make their writing easy to read.

We can do this by:

1. Reading your writing with your partner.
2. Noticing any writing that is hard to read with your partner.
3. Fixing writing that is hard to read.

Session 4: Today I want to teach you that writers make stories that readers really want to read. They write great true stories that include who is in the story, where it takes place, and what is happening.

We do this by:

1. Thinking of a true story.
2. Telling the story to themselves in a storyteller's voice.
3. Writing who is in the story, where it takes place, and what is happening.

Session 5: Today I want to teach you that writers can make their true stories great by adding what people said into their stories.

We do this by:

1. Remembering what people in their stories said.
2. Adding speech bubbles to characters who said something.

Session 6: Today I want to teach you that when writers forget what they were writing they don't just say "oh well" and move on. Writers can remind themselves of what they wanted to say.

We do this by:

1. Noticing when we don't remember what we wanted to say.
2. Looking at our picture to remind ourselves how the story goes.
3. Rereading what we have already written.

SL.K.3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

Presentation of Knowledge and Ideas

SL.K.4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.

SL.K.5. Add drawings or other visual displays to descriptions as desired to provide additional detail.

SL.K.6. Speak audibly and express thoughts, feelings, and ideas clearly.

Language Standards

Conventions of Standard English

L.K.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- A. Print many upper- and lowercase letters.
- B. Use frequently occurring nouns and verbs.
- C. Form regular plural nouns orally by adding /s/ or /es/ (e.g., *dog, dogs; wish, wishes*).
- D. Understand and use question words (interrogatives) (e.g., *who, what, where, when, why, how*).
- E. Use the most frequently occurring prepositions (e.g., *to, from, in, out, on, off, for, of, by, with*).
- F. Produce and expand complete sentences in shared language activities.

L.K.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling

Session 7: Today I want to teach you the power of rereading. Writers reread for lots of reasons like making sure they can read their writing and if their story makes sense.

We reread by:

1. Flipping our pencil to the eraser side.
2. Rereading our writing by pointing to each word with our pencil.
3. Fixing any parts of our writing.

Bend II: Tools Give Writers Extra Power

Session 8: Today I want to teach you that writers can use tools to help them write. One tool writers can use is a checklist.

We do this by:

1. Looking at each skill step by step.
2. Checking our writing to see if we have done that skill.
3. Fixing our writing if we have not done that skill.

Session 9: Today I want to teach that writers use vowels to help spell the middle of their words. Writers can use a vowel chart as another writing tool.

We do this by:

1. Stretching out words to hear the vowel sound.
2. Using the vowel chart to know what vowel belongs in the word.
3. Writing a vowel in every word.

Session 10: Today I want to teach you that writers do not need to stretch out every word. There are some words writers can write in snap.

We do this by:

1. Looking at the word wall when writing a snap word.
2. Writing the word in your story from the word wall.
3. Checking the word to make sure it is spelled correctly.

Session 11: Today I want to teach you that writers are storytellers. Storytellers use their own true storyteller words in their writing.

We do this by:

1. Telling our story to our partners in our best storytelling voice.

when writing.

- A. Capitalize the first word in a sentence and the pronoun *I*.
- B. Recognize and name end punctuation.
- C. Write a letter or letters for most consonant and short-vowel sounds (phonemes).
- D. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.

Knowledge of Language

L.K.3. (Begins in grade 2)

Vocabulary Acquisition and Use

L.K.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.

- A. Identify new meanings for familiar words and apply them accurately (e.g., knowing *duck* is a bird and learning the verb to *duck*).
- B. Use the most frequently occurring affixes (e.g., -ed, -s, -ing) as a clue to the meaning of an unknown word.

L.K.5. With guidance and support from adults, explore word relationships and nuances in word meanings.

- A. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
- B. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
- C. Identify real-life connections between words and their use (e.g., note places at school that are colorful).

2. Listening to our own voice.
3. Writing the true words in our stories.

Session 12: Today I want to teach you that writers notice what they have learned so far before going on to new challenges.

We do this by:

1. Rereading all of the stories we have written so far.
2. Asking ourselves, "What have I learned to do that makes my writing more readable?"
3. Then asking, "What could I still learn that would help my writing become more readable?"
4. Making goals for our future writing to make them readable.

Bend III: Partnering for Revision: Making Stories More Fun to Read

Session 13: Today I want to teach you that writers look closely at their pictures to make sure they match the picture in their minds.

We do this by:

1. Rereading our pictures in our stories.
2. Asking "what could I add?"
3. Picturing more of what happened exactly.
4. Adding more to our pictures.

Session 14: Today I want to teach you that writers can use flaps to make their stories better. Paper flaps can be used as a revision tool to add more to your writing.

We do this by:

1. Finding a part in our story that we want to add more to.
2. Getting a paper flap.
3. Writing more on the flap.
4. Taping the flap on our writing.

Session 15: Today I want to teach you that writers can write great beginnings to their stories to get their readers hooked.

We do this by:

1. Looking at mentor texts and noticing their beginnings.

D. Distinguish shades of meaning among verbs describing the same general action (e.g., *walk, march, strut, prance*) by acting out the meanings.

L.K.6.: Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

2. Asking, "What did this author do that I could try?"
3. Using the mentor texts to inspire our beginnings to our stories.

Session 16: Today I want to teach you that writers can be teachers and help their partners revise their writing.

We do this by:

1. Listening to our partner's writing.
2. Noticing spots in their writing that make us confused and say "huh?"
3. Helping your partner revise those parts to make them more clear.

Bend IV: Preparing for Publication

Session 17: Today I want to teach you that writers select a piece they want to publish and revise the piece to make it easy to read.

We do this by:

1. Picking a story that we want to publish.
2. Using a checklist to make our story readable.
3. Using charts to make sure our stories come to life.
4. Revising the writing.

Session 18: Today I want to teach you that writers can make their endings special with strong feelings. Writers don't need to just tell how they feel, but can use dialogue or action to show the feeling.

We do this by:

1. Remembering how we felt at the end of our stories.
2. Adding dialogue or action to show the strong feeling.

Session 19: Today I want to teach you that writers can choose a powerful title to get their readers interested in their story.

We do this by:

1. Rereading our story and thinking what is it mostly about.
2. Creating a title that tells the readers what is most important.
3. Writing the title on the cover.

Session 20: Today I want to teach you that writers make their writing beautiful to get ready for publication.

We do this by:

1. Revising to make sure our writing is readable.
2. Adding missing bits to our drawings.
3. Adding color to our pictures.

Session 21: Final Celebration: Have students share their writing with the class to bring their true stories to life.

Sample Assessments:

- On demand narrative writing assessment
- Conferring Notes
- Observations of student work folders

Instructional Strategies:

Interdisciplinary Connections

Correlates to adopt a tree, 5 senses, balls and ramps units in science

- Write about shared class experiences that you've had related to the science curriculum; Seasons and Trees, Balls and Ramps, The 5 Senses.

	<p>Technology Integration</p> <ul style="list-style-type: none"> ● Use KidPix to sketch the parts of a small moment. <p>Media Literacy Integration</p> <ul style="list-style-type: none"> ● Show an exciting or familiar video clip or reading a short book or story of small moment <p>Global Perspectives</p> <ul style="list-style-type: none"> ● Since the winter holidays will have just passed, read a book or write an interactive writing moment about a holiday or winter tradition in another culture.
<p>The following skills and themes listed to the right should be reflected in the design of units and lessons for this course or content area.</p>	<p>21st Century Skills:</p> <ul style="list-style-type: none"> Creativity and Innovation Critical Thinking and Problem Solving Communication and Collaboration Information Literacy Media Literacy Life and Career Skills <p>21st Century Themes (as applies to content area):</p> <ul style="list-style-type: none"> Financial, Economic, Business, and Entrepreneurial Literacy Civic Literacy Health Literacy

Professional Resources:

- How to Write a True Story from the Launching Writing Workshop Unit

- Writing for Readers by Lucy Calkins and Natalie Louis

Mentor Texts:

- Short Cut by Donald Crews
- A Day With Daddy by Nikki Grimes
- The Snowy Day by Ezra Jack Keats

How-To Books

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.

In addition to reading aloud wonderful models, 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 and out in the classroom to serve as a model for your How-To writers. "Walk On!" by Marla Frazee is a more sophisticated mentor text for children who are writing several how-to's with ease and want to notch up their writing.

Writing

<p>Big Ideas: Course Objectives / Content Statement(s)</p> <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. 	
<p>Essential Questions <i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i></p>	<p>Enduring Understandings <i>What will students understand about the big ideas?</i></p>
<ul style="list-style-type: none"> • How do writers write to teach others? 	<p>Students will understand that...</p> <ul style="list-style-type: none"> • Writing can come in steps. • Writers often teach their audience about something they know well.
<p>Areas of Focus: Proficiencies (New Jersey Student Learning Standards Alignment)</p>	<p>Examples, Outcomes, Assessments</p>
<p>Students will:</p> <p>Writing Standards Text Types and Purposes</p> <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>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.</p> <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</p>	<p><u>Session 1:</u> Writers, today I want to teach you that just like there are different kinds of dogs, there are different kinds of writing. Before a writer writes, the writer thinks, 'What kind of thing am I making?' (pages 2 - 10)</p> <p>We do this by:</p> <ol style="list-style-type: none"> 1. I think of something I know how to do that I could teach others. 2. I study what goes into a how-to book. 3. I write one as best as I can. <p><u>Session 2:</u> Today I want to teach you that when you write a how-to book, there are <i>new</i> things to do, but it also helps to use some of the <i>old</i> techniques you <i>already</i> learned when you were writing stories. You still say what you are going to write across the pages (touch and tell) and you still draw the pictures, saying the words that go with a picture. Only this time, each picture and page is another step (pages 11 - 18).</p> <p>We do this by:</p> <ol style="list-style-type: none"> 1. I first come up with a topic.

they occurred, and provide a reaction to what happened.

Production and Distribution of Writing

W.K.4: (begins in grade 3)

W.K.5: With guidance and support from adults, strengthen writing through response and self-reflection using questions and suggestions from peers (e.g., adding details).

W.K.6: With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including collaborating with peers.

Research to Build and Present Knowledge

W.K.7: . Participate in shared reading and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).

2. I say each step while touching one page at a time.
3. I sketch the pictures.

Session 3: Today I want to teach you that how-to writers don't just reread the words, touching them with a finger or a pencil. How-to writers also reread to check that their writing makes sense. To do that kind of rereading, writers reread to a partner or to themselves and make sure it is easy to follow the steps (pages 19 - 26).

We do this by:

1. I check my directions with a partner.
2. I notice whether the directions make sense or need to be revised for clarity.
3. After I check for clarity, I revise the original directions.

Session 4: Today I want to tell you that writers feel really lucky if they have readers who not only try to follow their directions, but who also speak up, saying things like 'I'm confused' or 'Can you explain that more clearly?' when they need to do so (pages 27 - 35).

We do this by:

1. I read my book to my partner.
2. My partner can let me know if my writing is confusing and if I need to explain things more clearly.
3. I revise my writing responding to my partners suggestions.

Session 5: Today I want to teach you that one way that writers add detail to information books is by adding detailed pictures called *diagrams*. Writers often help readers understand their how-to books by making detailed diagrams and by labeling the diagrams, using the most precise, specific words they can (pages 36 - 42).

We do this by:

1. I add detail to my how-to book by adding a diagram.
2. I point to my diagram, say a few different words, and pick the most exact words I could think of to label.
3. I label my diagram using precise words.

Session 6: Children, one way writers manage to write more is by setting

Speaking and Listening Standards

Comprehension and Collaboration

SL.K.1. Participate in collaborative conversations with diverse partners about *kindergarten topics and texts* with peers and adults in small and larger groups.

- C. Follow agreed-upon norms for discussions (e.g., listening to others with care and taking turns speaking about the topics and texts under discussion).
- D. Continue a conversation through multiple exchanges.

SL.K.2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.

SL.K.3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

Presentation of Knowledge and Ideas

SL.K.4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.

SL.K.5. Add drawings or other visual displays to descriptions as desired to provide additional detail.

SL.K.6. Speak audibly and express thoughts, feelings, and ideas clearly.

goals for themselves (pages 43 - 46).

We do this by:

1. I look over the pieces I have written.
2. I give myself a goal (I can ask my partner for help).
3. I plan a way to remind myself of that goal (a note or reminder of some kind).

Session 7: Today I want to teach you that even though you are learning all these important new things about how-to books, you still need to remember everything you already learned about writing informational books. You can use old charts to help you keep track of all the work you are already doing and to help you set new goals (pages 47 - 58).

We do this by:

1. I use the Information Writing Checklist to determine which writing goals I have met and which goals I can work toward.
2. I mark my how-to books where I have accomplished a goal.
3. I mark my checklist where I am still working toward a goal.
4. I tell my writing partner what I plan to work on.

Bend II: Using Mentor Texts for Inspiration: Revising Old How-To Books and Writing New Ones

Session 8: Name the inquiry question: What are some things that Alyssa Satin Capucilli does as a writer that I might try and why does she do those things? (pages 60 - 67)

We do this by:

1. I study a mentor text for something I could try in my own writing.
2. I notice text features.
3. I report on my findings.
4. I apply something from the chart to a piece of my how-to writing.

Session 9: Today I want to teach you that when you're writing a how-to book, your words need to reach your reader. One of the best ways to reach your readers is to talk directly to them, by saying the word *you*: 'First you... and then you...' (pages 68 - 73)

We do this by:

Language Standards

Conventions of Standard English

L.K.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- A. Print many upper- and lowercase letters.
- B. Use frequently occurring nouns and verbs.
- C. Form regular plural nouns orally by adding /s/ or /es/ (e.g., *dog, dogs; wish, wishes*).
- D. Understand and use question words (interrogatives) (e.g., *who, what, where, when, why, how*).
- E. Use the most frequently occurring prepositions (e.g., *to, from, in, out, on, off, for, of, by, with*).
- F. Produce and expand complete sentences in shared language activities.

L.K.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- A. Capitalize the first word in a sentence and the pronoun *I*.
- B. Recognize and name end punctuation.
- C. Write a letter or letters for most consonant and short-vowel sounds (phonemes).
- D. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.

Knowledge of Language

L.K.3. (Begins in grade 2)

Vocabulary Acquisition and Use

L.K.4. Determine or clarify the meaning of unknown and

1. I study the way a mentor author writes directly to the reader.
2. I talk right to the reader, saying, 'First you... and then you...'
3. I use the word *you* in my piece so that there isn't any confusion about who I am talking to or what to do for each step.

Session 10: What I want to teach you today is that to write how-to steps that a reader can easily follow, it is really important to remember yourself doing something and to picture it, almost like you're watching video in slow motion, pausing often to say, 'What exact words describe what I just did?' (pages 74 - 81)

We do this by:

1. I envision a step in my how-to book.
2. I try out different words until I find exactly the right ones to match the step.
3. I start to write those words.

Session 11: Today I want to teach you that in how-to books, writers don't just teach the steps. They also add little warnings and tips (pages 82 - 89).

We do this by:

1. I think about how the learner could go wrong.
2. I share warnings or tips with my partner that might help how-to book readers avoid mishaps.
3. I add advice to keep that from happening in my how-to book.

Session 12: Today I want to teach you another way to show readers exactly what you mean for them to do when they read your how-to directions. It's called *making comparisons* (pages 90 - 98).

We do this by:

1. I look at a mentor author that uses this technique.
2. I act out a step in my how-to book. I ask myself, 'What is this like? What does it remind me of?'
3. I come up with a comparison for one of the steps in my how-to book.

Bend III: Keeping Readers in Mind

multiple-meaning words and phrases based on kindergarten reading and content.

- A. Identify new meanings for familiar words and apply them accurately (e.g., knowing *duck* is a bird and learning the verb to *duck*).
- B. Use the most frequently occurring affixes (e.g., -ed, -s, -ing) as a clue to the meaning of an unknown word.

L.K.5. With guidance and support from adults, explore word relationships and nuances in word meanings.

- A. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
- B. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
- C. Identify real-life connections between words and their use (e.g., note places at school that are colorful).
- D. Distinguish shades of meaning among verbs describing the same general action (e.g., *walk, march, strut, prance*) by acting out the meanings.

L.K.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

Session 13: Today I want to teach you that all of you have learned to do things at school, as well as at home. You can even write how-to books that help others learn something that you just learned in school yesterday! And there are lots of objects in school that can remind you of how-to books you could write (pages 100 - 105).

We do this by:

- 1. I use an artifact from school to get ideas for my next how-to book.
- 2. I examine the artifact, sparking memories of things I've learned how to do.
- 3. I list the steps of my how-to book topic across my fingers.

Session 14: Today I'm going to teach you that when you really love a topic, when it is something that is a big part of your life, or it is something that you really know a lot about, you can write lots of how-to books about it by thinking of that topic in many different ways (pages 106 - 111).

We do this by:

- 1. I look through my folder to see if there is a how-to book that I really love.
- 2. I plan to write another how-to book on this topic that I've already written a book about.
- 3. I write multiple how-to books about one topic, using the many resources available to me.

Session 15: Today I want to teach you that writers of how-to books often write a special page to introduce their books to help their readers understand their topic. How-to writers often pretend that the people who will read the book have never even heard of the topic, and then they write an introduction page. This gives the readers some information or facts so that the rest of the how-to book will make more sense (pages 112 - 120).

We do this by:

- 1. I think of of writing an introduction that would really make people want to read it.
- 2. I write a sentence or two that could go at the start of my how-to

book as an introduction.

3. I can let readers know where my idea came from, or why the book is important to read, or even to tell my readers a bit of information, so that they won't get confused.

Session 16: Today I want to teach you that writers don't just wait until they are finished to go back and make their writing easy to read. They work on it all the time, using all their strategies combined (pages 121 - 130).

We do this by:

1. I reread my sentences.
2. I use what I know to make my writing easy to read.
3. I use my checklist as a resource.

Bend IV: Giving How-To Books as Gifts

Session 17: Writers, today I want to teach you that how-to books make amazing gifts. Writers often write books for people they care about or for people they would like to teach. Writers often write dedications for those people, to let everybody know who the book was really written for (pages 132 - 138).

We do this by:

1. I choose one of my how-to books.
2. I think about dedication possibilities and choosing a recipient that makes sense.
3. I decide whom I might dedicate it to.
4. I write my dedication, keeping in mind the recipient that makes sense.

Session 18: Today I want to teach you that you can be an editor and edit your own writing to make sure it's easy for readers to read. You can use our new editing checklist to make sure you used capital letters at the beginning of each sentence and lowercase letters for the rest of the letters in words, and that you spelled word wall words correctly (pages 139 - 145).

We do this by:

1. I use a popsicle stick pointer to check for one element of the editing checklist.
2. I use my editing pointer to check for the next item on the editing checklist (and I do so for all items on the checklist).
3. I take my special pen and change what I need to edit.

Session 19: Let children know that today they are not only celebrating their writing, but they are also celebrating teaching others (pages 146 - 150).

We do this by:

1. Reading or acting out a how-to book as soon as I have an audience, using my best acting-out voice.
2. Visitors keep moving so that they can hear as many how-to books as possible.
3. Guests leave compliments for each child on paper, so all writers receive meaningful questions and suggestions from the adults and classmates who came to hear them read.

Instructional Focus:

Bend I: Getting Started

- As we get started writing our How-to books, we think about things that we know how to do so that we can teach others. We can think about the things that we do everyday at home, at school or even outside and then we'll want to get started writing our How-to's right away. As we think of our topics, rather than just making a list of ideas, we can write our How-to titles on the covers of different booklets so that we have several books ready to go!
- Tip: If you find some writers struggling to generate ideas, you might remind them of the ways they know how to get ideas from narrative units, saying: "Remember that when you get stuck thinking of an idea for a How-to book, you can use the classroom chart to help you come up with an idea. You can think of things you know how to do, think of people in your life who you can teach and what they need to learn, look around the

classroom or scan the chart of topic ideas”.

- Tip: You will want writers to get started on the work of writing a How-to on this first day, so you might stop them after 10-15 minutes to encourage students that haven't started their first book yet to do so.
- Writers can reenact or rehearse our How-to's to help us remember each step or detail. We can gather the materials, or even pretend to have all them in front of us. Then, we can move through the process paying attention to each step and telling it across our fingers as we go. We then retell the steps again and grab the number of pages we need to make our books.
- Tip: Another way you might teach this is as partnership work, you might say something like: “Today I want to teach you that writers can rehearse our How- to's with a partner. As we get ready to write another book, we can look back in our folders for another cover. Then we can practice teaching our How-to to our partner making sure that the steps go in order and it is clear for the reader to follow. We can use step numbers or sequencing words like First, Next, Then, After that, Last/Finally”.
- Tip: You might also teach them to act out their steps with their writing partners by saying, “When we meet with our partners today, we can read our How-to books to our partners and they can act it out. We can watch our partner to see if our teaching made sense, and if we need to, we can add steps in or take parts out to make it clearer.”
- Writers of How-to's use a special kind of voice in their writing. They use a telling voice that teaches their readers what to do. When we write our own How-to books, our voices can sometimes even sound a little bossy. Our writing often sounds like, "First, you need to...", "Next, stir the bowl quickly," etc...

Today I want to teach you that our writing makes more sense to our readers when we use precise words. One way we can do this is to think about the action in our steps as we act each step out, asking ourselves, “What is the word that describes what I am doing exactly?” (For example, Do I put the milk in? Or do I pour the milk in?)

- Tip: Some students may need some work around vocabulary to name what the action is precisely. You could have a chart with pictures and action words describing them (for example: a ball with an arrow up and down with the word bounce next to it) that children can reference as they write.
- As we write our How-to books, we can help our readers to understand our steps by adding to our pictures. There are so many things we might do! We might zoom in on the important parts of our pictures, so that the reader has a close view of what we are talking about, we might also use a picture inside a picture to show special parts up close. We can also add labels, diagrams, action lines and arrows to give readers a more precise view of what we are saying with our words.
- Tip: You might turn to Nonfiction Writing: Procedures and Reports to teach how one might add features to their How-to: “Today I want to teach you that writers of How-to's include specific features in their books. We do this to make sure that our How-to's are clear and easy to follow. We can include: an informative title, a list of things we'll need, pictures that teach us what to do and numbers for each step.

Bend II: Writing in a Way that Readers Can Read Our Writing

- We want others to be able to read the directions we write in our How-to books, so it is important to spell words the best we can. You can use tools around the classroom to help you spell words that you are unsure of, and to make your writing easier to

understand. You can look at the word wall to spell sight words, and our charts for words that we use when giving directions, even the books in our room can be helpful tools too.

- Tip: If you don't see a word around the classroom, don't give up when you come to a word that is tricky to spell. Just do your best to record all of the sounds that you hear, saying the word slowly stretching each sound. We do our best to record as many sounds as we hear.
- Since we are writing to teach others what to do, we want to make our writing really easy to read. Not only do we need to spell the best we can, but we also want to be sure that our readers can tell where one word ends and another begins. One thing you can do to make sure that your words are clear and easy to read, is to put finger spaces between each word.
- Tip: You might find that your writers are not rereading what they have written after it goes down on paper, you might stop them mid-workshop, or as a share to say, "Writers, can I stop you for a second. I know we have been working hard making our writing easy to read by putting spaces between words. Just like you use your finger to tap under words in your just-right books, you can do the same thing when reading your own writing. See if you notice where one word ends and another begins."

Bend III: Writers Can Revise Their How-to's and Make New Ones Even Better

- When you think you are finished with a How-to book, you can check the How-to charts in the classroom to make sure that you have tried out LOTS of the strategies that you have learned. You want to teach as much as you can on every page of your book. You might decide to go back to a book you thought was done, reread it page-by-page, to see if you might add something to teach your reader even more.
- Tip: You will want to have paper strips and tape so that your student can add lines to their writing as they revise.
- Writers study mentor texts to get ideas about ways to make our writing even better. As we are studying mentor texts, we can ask ourselves, "What is this writer doing that I could do to?" Then, we can reread and revise our How-to's.
- In our How-to books, we can use cautions, tips, and warnings to help the reader be safe and successful. When we reread the steps in our books, we can stop to think "does the reader need to be careful or do they need a helpful hint?" and then we can add that information to the page. We can add it to the bottom of the page or in a "call-out box." We can use all caps, bold letters, or exclamation points to stress important things.

Bend IV: Preparing for Publication

- When writers are getting ready to celebrate our How-to books, we choose our best writing and work to make it stronger so that we can share it with others. We reread our pieces to our partners, asking if we are missing a part, and we add it in. If we

have a step we don't need, we take it out.

- Tip: When writers revise our steps by adding and taking away pages, we change our step numbers to make sure that the numbers are in order. We can cross out the number that's wrong and put the write the correct number.

- When writers are getting ready to celebrate our How-to books, we fix up our words and sentences to make our pieces smooth. We point and reread word-by-word, and we might add missing words with a carat or cross out words that don't belong. ◦ Tip: You will want to remind your writers of all of the things that they already know about editing, for example you might say: "Writers as we fix up our pieces, we can also point under each word and ask 'Is that a word wall word?' and check the word wall to see if its spelled correctly. Point, Ask, and Check!"
- Tip: Writers as we fix up our pieces, we check for punctuation. We reread and check for periods and exclamation points.

- When writers are ready to celebrate, we fancy up our work. We might do this by adding color to our pictures or creating a book cover that matches the information inside. We can even add an "About the Expert" page, so that readers can learn more about us!

Sample Assessments:

- Conferring notes
- EDITING CHECKLIST: Use these checklists to guide your conferring, and use the commonalities to assist you in forming your small strategy groups.

	<p>Instructional Strategies: Interdisciplinary Connections <i>Correlates to Community Unit in Social Studies and Balls and Ramps in science</i></p> <ul style="list-style-type: none"> • Students can write how-to books about building a ramp or rolling a ball. • Students can develop a how-to get around town guide for new students. <p>Technology Integration</p> <ul style="list-style-type: none"> • Use KidPix to sketch out the steps of the “how-to” project. <p>Media Literacy Integration</p> <ul style="list-style-type: none"> • Give examples from popular media content to illustrate what students might already know about “how-to” <p>Global Perspectives</p> <ul style="list-style-type: none"> • Create or read a How To piece about a cultural food. • Read <i>Too Many Tamales</i> by Gary Soto or <i>Now We Can Have A Wedding</i> by Judy Cox
<p>The following skills and themes listed to the right should be reflected in the design of units and lessons for this course or content area.</p>	<p>21st Century Skills: Creativity and Innovation Critical Thinking and Problem Solving Communication and Collaboration Information Literacy Media Literacy Life and Career Skills</p> <p>21st Century Themes (as applies to content area):</p>

	Financial, Economic, Business, and Entrepreneurial Literacy Civic Literacy Health Literacy
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Professional Resources:

- *Teacher's College Writing Curricular Calendar, Kindergarten, 2011-2012* Unit 6
- *Teacher's College Writing Curricular Calendar, Kindergarten, 2010-2011* Unit 6

Mentor Texts:

- How-to Carve a Pumpkin in *The Pumpkin Book* by Gail Gibbons,
- *How-to Make a Bird Feeder* by Liyala Tuckfield (Rigby Literacy).
- How to Build A Scarecrow
- How-to Make Salsa by Jamie Lucero
- Make a Valentine by Dale Gordon.
- *How To Make A Hot Dog* by Joy Cowley
- *Peanut Butter and Jelly* by Nadine Bernard Westcott
- *How a House is Built* by Gail Gibbons
- *Building a House* by Byron Barton
- *Craft magazines often have procedural writing of how to do crafts, instruction booklets, recipes, etc.*

All-About/ Information Books

Unit Description:

This unit is designed to teach your students to write books on subjects on which they are "experts." Each day they should ask themselves, "What do I want to teach, and what is the best way to teach it?" Students will learn various ways to organize and present their knowledge to an appropriate audience.

During this unit of study, children will each write lots of All-About books on topics of their choice. Sometimes finding a good topic takes practice. You will want to model topic choice yourself as well as providing examples of other topics that kindergartners have been interested in and successful with in the past. To help children choose topics that they will be able to write about with breadth and depth, you might have them brainstorm places that they know well, projects they do at home that they could teach others about.

Before launching this unit, you will want to have considered what paper choices you will have available in your writing center. Soon after students choose their initial topics and begin writing, you will show them how to add new chapters and parts to their books. We suggest you reference “Nonfiction Writing: Procedures and Reports” in *Units of Study for Primary Writing* (Heinemann, 2003) for more information about types of paper that tend to stimulate children's writing. As you introduce types of paper, you will be actually be introducing different types of nonfiction text structures. These different types of paper will become the "chapters" in your students' books. As they are introduced, they will become incorporated into each child's repertoire. You may not need to explicitly teach how to use each type of paper prior to making them available to your kids.

Writing	
<p>Big Ideas: <i>Course Objectives / Content Statement(s)</i></p> <ul style="list-style-type: none"> ● Students will learn how to develop non-narrative writing pieces. ● Students will learn to organize and develop facts on a topic. ● Students will learn to write All-About books on topics of his or her choice. 	
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 can I teach others about things by writing information books 	<p>Students will understand that...</p> <ul style="list-style-type: none"> ● Writers write about topics they know well ● Writing is structured and organized ● Writers elaborate about what they know by adding examples and considering readers' questions ● Nonfiction writing has different features that help teach the reader
Areas of Focus: Proficiencies (New Jersey Student Learning Standards Alignment)	Examples, Outcomes, Assessments

Students will:

Writing Standards

Text Types and Purposes

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., *My favorite book is...*)

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.

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.

Production and Distribution of Writing

W.K.4: (begins in grade 3)

W.K.5: With guidance and support from adults, strengthen writing through response and self-reflection using questions and suggestions from peers (e.g., adding details).

W.K.6: With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including collaborating with peers.

Research to Build and Present Knowledge

W.K.7: Participate in shared reading and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).

Instructional Focus:

Bend 1: Writing All About Books on Topics We Love

- Writers write about topics we know well- topics that give us power. In order to think about the topics we know, we can brainstorm places, people, things and topics that we could teach to others.
- Sometimes, writers talk to partners to help us identify what we can write about.
- Writers are always keeping an eye out for good things to write about, If you're on the lookout, think, "Hmmm, maybe this could be a topic that I write about!" Then you can quickly write or draw a reminder in your notepad to remember it later.
- Writers sometimes think of an audience to go with each topic we write about and a reason why we are writing for this audience. We say things like, "I want to write all about basketball for the people in the afterschool program because I think they want to know how to play better."
- Writers talk about our topics with our partners. We can teach each other about our topics to help us plan what to write.
- Writers plan out their writing before they begin. One way that you can do this is by planning your book right across your fingers, saying all that you know about your topic.
- Writers don't just throw everything they know about a topic onto a page in a giant hodge-podge. They write about one thing at a time.
- When writers plan their books, they sketch one important thing about each topic on each page of a booklet. Then, when we write our words, we'll make sure that we say everything we can about our pictures.
- Writers look over their work to make sure that everything on a page goes together. We read our writing and ask, "Is this all about the same thing?"

**Speaking and Listening Standards
Comprehension and Collaboration**

SL.K.1. Participate in collaborative conversations with diverse partners about *kindergarten topics and texts* with peers and adults in small and larger groups.

- A. Follow agreed-upon norms for discussions (e.g., listening to others with care and taking turns speaking about the topics and texts under discussion).
- B. Continue a conversation through multiple exchanges.

SL.K.2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.

SL.K.3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

Presentation of Knowledge and Ideas

SL.K.4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.

SL.K.5. Add drawings or other visual displays to descriptions as desired to provide additional detail.

SL.K.6. Speak audibly and express thoughts, feelings, and ideas clearly.

- Writers create a table of contents to help the reader know what our writing will be about.
- When writers have more to add to their story, they use flaps and strips of paper to add information to each page and extend our ideas.
- Writers often study the work of mentors to make our writing better. When we look at information writers, we can look to see how the author includes descriptive sounds, colors, and specific vocabulary to add even more information to their books.
- Writers sometimes construct their own booklets and include different types of paper depending on what our chapters are about. For example, we can use diagram paper for a chapter called “Parts of a Cat” or how-to paper for “How to Feed a Cat.”

Bend 2: Revising by Elaborating- and Then Begin Writing Longer Books, Right from the Start

- Writers write a lot for their readers. Often to do this, writers write more than a sentence on a page.
- Writers are always trying to write more about their topics. One way that you can do this is by rereading a page and thinking, “Hmmm. What else can I write?”
- Another way writers say more about their topics is that we ask ourselves, “What else do I know about this topic?”
- Writers often include speech bubbles in our pictures to give our readers more information about a topic.
- Sometimes, writers need help when they’re trying to add more to their writing. You can help your partner add more by asking questions.

Bend 3: Revising to Add Text Features- Then Writing More Developed Books from the Start

- Writers include different text features in their writing. We can add diagrams, charts, glossaries, and pictures with labels.
- When writers learn about new ideas, we don’t just revise the

Language Standards

Conventions of Standard English

L.K.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- A. Print many upper- and lowercase letters.
- B. Use frequently occurring nouns and verbs.
- C. Form regular plural nouns orally by adding /s/ or /es/ (e.g., *dog, dogs; wish, wishes*).
- D. Understand and use question words (interrogatives) (e.g., *who, what, where, when, why, how*).
- E. Use the most frequently occurring prepositions (e.g., *to, from, in, out, on, off, for, of, by, with*).
- F. Produce and expand complete sentences in shared language activities.

L.K.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- A. Capitalize the first word in a sentence and the pronoun *I*.
- B. Recognize and name end punctuation.
- C. Write a letter or letters for most consonant and short-vowel sounds (phonemes).
- D. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.

Knowledge of Language

L.K.3. (Begins in grade 2)

Vocabulary Acquisition and Use

L.K.4. Determine or clarify the meaning of unknown and

book that we are working on, we go back and make revisions to all of the books we have written so far.

- Writers think really carefully about whether or not they should use a diagram. You might go through your book and think, “Hmmm. Would a diagram make this easier to understand?”
- Writers use checklists to help us check over our writing. We look to see that we have included all of the information in our writing.
- Writers use the language of our topics in our writing to show that we are experts about the topic. When you teach a reader all about your topic, this means teaching the reader some special works about your topic.
- Sometimes, writers say more by saying why a fact is important. When you teach your reader about something, it might help to add, “This is important because...”
- Writers add number facts to teach our readers more about our topics.
- Sometimes, writers make comparisons to teach the reader more about our topic.
- Writer’s don’t just include facts in their all about books, they also try to make it sound really cool! One way you can try to do this is by writing a fact and then adding how you feel about it.
- Sometimes, writers add warnings and suggestions to their writing to give their reader more information.
- Writers can add labels and arrows to their writing to point our the information that is important for the reader to know.
- Sometimes, writers zoom-in on their pictures to provide important details about the topic they are writing about.
- Writers write conclusions for their books. Often we write about a big feeling or thought that we want to leave our writers with.

multiple-meaning words and phrases based on kindergarten reading and content.

- A. Identify new meanings for familiar words and apply them accurately (e.g., knowing *duck* is a bird and learning the verb to *duck*).
- B. Use the most frequently occurring affixes (e.g., -ed, -s, -ing) as a clue to the meaning of an unknown word.

L.K.5. With guidance and support from adults, explore word relationships and nuances in word meanings.

- A. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
- B. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
- C. Identify real-life connections between words and their use (e.g., note places at school that are colorful).
- D. Distinguish shades of meaning among verbs describing the same general action (e.g., *walk*, *march*, *strut*, *prance*) by acting out the meanings.

L.K.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

Bend 4: One Final Grand Revision to Prepare for a Publishing Party

- Writers reread their pages to make sure they are clear. One way you can do this is by rereading your book and stopping after each sentence and asking, “Does this make sense?” And if it doesn’t-change it!
- Writers can revise our writing by revising our pictures to make sure they teach our reader more by zooming in or adding labels.
- Writers can make our books better by adding teaching words (also, one way, another) to our piece.
- Partners read each others books and write back-cover blurbs for each other like real authors do.
- Writers make sure their writing is easy to read. One way you can do this is by using the word wall to check your spelling.

Sample Assessments:

- Conferring notes
- EDITING CHECKLIST: Use these checklists to guide your conferring, and use the commonalities to assist you in forming your small strategy groups.

Instructional Strategies:

Interdisciplinary Connections

Correlates to Community Unit in Social Studies and Balls and Ramps in science

- Create a family album all about a student’s family
- Create a community guidebook all about Summit, NJ
- Create a school guidebook all about their school.

Technology Integration

- Use document camera or overhead projector to share samples of students' letters.
- Make a KidPix slideshow using each page in their books

Global Perspectives

Suggested List of Whole-Class Read-Alouds

- Abuela's Weave by O. Castaneda
- A is For Africa by Ifeoma Onyefulu
- Amelia's Road by Linda Jacobs Altman
- Anasi The Spider: A Tale from the Ashanti by Gerald McDermott
- At The Beach by Huy Voun Lee
- Buenas Noches, Luna by Margeret Wise Brown
- Come With Me To Africa: A Photographic Journey by Gregory Scott Kreikemeir
- Emeka's Gift: An African Counting Story by Ifeoma Onyefulu
- Everybody Bakes Bread by Norah Dooley
- Everybody Cooks Rice by Norah Dooley
- Fire Race: A Karuk Coyote Tale About How Fire Came to the People Retold by Jonathan London with Lanny Pinola
- Hanukkah by Alan Benjamin
- How My Parents Learned To Eat by Ina R. Friedman
- Hush! by Mingfong Ho
- In My Mother's House by Ann Nolan Clark
- Jaha and Jamil Went Down The Hill: An African Mother Goose by Birginia L. Kroll
- Kente Colors by Deaborah M. Newton Chocolate

- Kwanzaa by Deborah M. Newton Chocolate
- Mama, Do You Love Me? by Barbara M. Joosse
- Margaret and Margarita by Lynn Reiser
- Mouse Match: A Chinese Folktale by Ed Young
- New Shoes For Silva by Johnna Hurwitz and illustrated by Jerry Pickney
- Not Yet Yvette by Helen Ketterman
- Shake It To The One That You Love The Best Plays, Songs and Lullabies from Black Musical Traditions Collected and adapted by Cheryl Warren Mattox
- Shoes, Shoes, Shoes by Ann Morris
- Somos Un Arco Iris (We Are A Rainbow) by Nancy Maria Grande Tabor
- Ten Oni Drummers by Mathew Gollub
- The Day of Ahmed's Secret by Florence Parry Heide and Judith Heide Gilliland
- The Man on The Flying Trapeze: The Circus Life of Emmett Kelly Sr. by Robert Quackenbush
- The Mitten: A Ukrainian Folktale by Jan Brett
- The Village of Round and Square Houses by Ann Grifalconi
- Tikki Tikki Tembo by Blair Lent illustrator, Retold by Arlene Mosel
- Too Many Tamales by Gary Soto
- Welcoming Babies by Margy Burns Knight
- Zomo The Rabbit: A Trickster Tale from West Africa by Gerald McDermott

The following skills and themes listed to the right should be reflected in the design of units and lessons for this course or content area.

21st Century Skills:
Creativity and Innovation
Critical Thinking and Problem Solving
Communication and Collaboration
Information Literacy
Media Literacy
Life and Career Skills

21st Century Themes (as applies to content area):
Financial, Economic, Business, and
Entrepreneurial Literacy
Civic Literacy
Health Literacy

Professional Resources:

- *Teacher's College Curriculum Calendar 2013-14, Unit 5 "All-About Books"*

Mentor Texts:

- *Ant Cities*, A. Dorros
- *Apples*, G. Gibbons
- *Apples and Pumpkins*, A. Rockwell
- *Butterflies and Moths*, B. Kalman
- *Everybody Needs a Rock*, B. Baylor
- *Honey I Love and Other Poems*, E. Greenfield
- *I'm in Charge of Celebrations*, B. Baylor
- *Snow is Falling*, F. Branley
- *Trucks!* By Wil Mara

Persuasive Writing of All Kinds

Unit Description:

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 Common Core prioritizes opinion/argument writing. Thus, this unit lays the foundation for some of the work the Common Core 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>

<ul style="list-style-type: none"> • 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? 	<p>Students will understand that...</p> <ul style="list-style-type: none"> • Writers look at the world in new way 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.
<p>Areas of Focus: Proficiencies (New Jersey Student Learning Standards Alignment)</p>	<p>Examples, Outcomes, Assessments</p>
<p>Students will:</p> <p><u>Writing Standards</u></p> <p>Text Types and Purposes</p> <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>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.</p> <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>Production and Distribution of Writing</p> <p>W.K.4: (begins in grade 3)</p>	<p>Instructional Focus:</p> <p><u>Bend I: Explore Opinion Writing Making Our School A Better Place</u></p> <ul style="list-style-type: none"> • Words are like magic wands: They can make things happen. If you are going to write to make the world a better place, first you need to ask, “Where is there a problem?” After thinking of a problem, you think of ways to solve it. Then you write to make things better. Note: Chart; 1. See a problem 2. Think 3. Write a lot! • When we want to convince people we have to give them reasons and consequences. We can get people to follow our ideas by giving them lots and lots of reasons why they should follow your idea. The more reasons you give them, the more convincing you will be! • Don’t stop there! We can write more for more causes. Writer’s don’t just say one thing and say “Oh well. I hope that helps, but it’s not my business.” No way! Instead, they keep writing more and more to tackle the problem they’ve seen. They write to different people, in different ways, and suggest different solutions. They keep at it. • Note: Possible chart; Writers can make a book, sign, song, lists,

W.K.5: With guidance and support from adults, strengthen writing through response and self-reflection using questions and suggestions from peers (e.g., adding details).

W.K.6: With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including collaborating with peers.

Research to Build and Present Knowledge

W.K.7: . Participate in shared reading and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).

Speaking and Listening Standards Comprehension and Collaboration

SL.K.1. Participate in collaborative conversations with diverse partners about *kindergarten topics and texts* with peers and adults in small and larger groups.

- A. Follow agreed-upon norms for discussions (e.g., listening to others with care and taking turns speaking about the topics and texts under discussion).
- B. Continue a conversation through multiple exchanges.

SL.K.2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.

SL.K.3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

letters, petitions

- Writers reread and fix up their writing across every page. Note: Chart; When we are done, We've just begun (revised from beginning of year) We can... reread, meet with partner, add more drawings and labels, fix up parts that are not easy to read, tell more reasons, give and "or else...", add speech bubbles
- Writers can have word power by using what we know about spelling strategies. We don't say "help, help how do you spell...?". Instead we think about all the ways we know to make words. Then we decided which strategies we will use to spell the best we can. We can use the classroom resources to help. Note: Chart; Writers don't say " How do you spell..?" We check the word wall, use the room, stretch and listen, listen for little words, and don't forget the vowel
- Writers have celebrations to help spread the word! Note: Possible chart change 1. See a problem 2. Think 3. Write a lot! 4. Decide WHO?

Bend II: Sending Our Words Out Into The World: Writing Letters to Make A Change

- Writers can write letters to help more people learn about our topics. We want to write powerful letters. When you are writing a letter, it helps to imagine the person is standing right beside you, and then you almost talk to the person, only you are talking to the page. First tell them about the problem, then give details or examples.
- (Guided Inquiry) Writers can look at a mentor to help us learn how our writing can look and sound. What does the author do to convince his/her reader to help him/her make things better? Note: Students looking at enlarged shared text while teacher guides, coaches and prompts.
- Note: Possible Chart; We Can Be Really Convincing; tell your

Presentation of Knowledge and Ideas

SL.K.4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.

SL.K.5. Add drawings or other visual displays to descriptions as desired to provide additional detail.

SL.K.6. Speak audibly and express thoughts, feelings, and ideas clearly.

Language Standards

Conventions of Standard English

L.K.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- A. Print many upper- and lowercase letters.
- B. Use frequently occurring nouns and verbs.
- C. Form regular plural nouns orally by adding /s/ or /es/ (e.g., *dog, dogs; wish, wishes*).
- D. Understand and use question words (interrogatives) (e.g., *who, what, where, when, why, how*).
- E. Use the most frequently occurring prepositions (e.g., *to, from, in, out, on, off, for, of, by, with*).
- F. Produce and expand complete sentences in shared language activities.

L.K.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- A. Capitalize the first word in a sentence and the pronoun *I*.
- B. Recognize and name end punctuation.

opinion, tell a little story, give lots of reasons, give a fix it idea, be polite

- Writers think about how to say what they want by thinking about their audience. Who can help you and what do I need to tell this reader?
- Writers think about how they can make their writing better. Persuasive writers suggest solutions to the problems that they see. They write them in their letters so that readers know possible ways to take action and help. Some words we use might be “Maybe we can...” or “We should...” and include the solution right there in the letter.
- Note: Students pick which letter of theirs that they want to send out to the world. Writers check over and fix up their letters making sure it is clear and easy to read before mailing them. We can reread our letter and look for places that might be confusing or hard to read and then you can quickly pick up your pencils and fix those parts.

Bend III: Persuasive Writing Projects

- Writers use lots of strategies to write about a world problem starting with remembering all that they already know how to do. If the project is writing to persuade people of something, writers think, “What do I know about the ways writers can write to make the world better? Then writers go back and use what they already know how to do as directions to get them started.
- Writers can try and sound like an expert! We can teach information to try and persuade our audience. You can get the information by researching, which means looking closely, talking to people, asking questions, and reading. Then you can include those details and facts in your writing. Note: Possible Chart addition ; We Can Be Really Convincing; tell your opinion, tell a little story, give lots of reasons, give a fix it idea, be polite, include important information

- C. Write a letter or letters for most consonant and short-vowel sounds (phonemes).
- D. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.

Knowledge of Language

L.K.3. (Begins in grade 2)

Vocabulary Acquisition and Use

L.K.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.

- A. Identify new meanings for familiar words and apply them accurately (e.g., knowing *duck* is a bird and learning the verb to *duck*).
- B. Use the most frequently occurring affixes (e.g., -ed, -s, -ing) as a clue to the meaning of an unknown word.

L.K.5. With guidance and support from adults, explore word relationships and nuances in word meanings.

- A. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
- B. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
- C. Identify real-life connections between words and their use (e.g., note places at school that are colorful).
- D. Distinguish shades of meaning among verbs describing the same general action (e.g., *walk*, *march*, *strut*, *prance*) by acting out the meanings.

- We can add more detailed information into our persuasive writing. We can read a bit about the topic to get more. We also should remember that precise names, and numbers and colors matter.
- We can write How-To-Books to make a change. After you think “What should people do to fix this problem?” you write every step in a way that teaches readers exactly what to do. We can think about adding warnings and suggestions into our persuasive writing. Note: Possible chart addition; Writers can make a book, sign, song, lists, letters, petitions, how to book
- Writers edit for punctuation. Partners can edit too.
- Writers speak up and take a stand. Presenters plan and rehearse what they want to say. You can reread your writing and think “What sentences are important? What else do I think? What stories can I tell to say even more?” Then you can mark parts in your writing where you can say more-things you haven’t yet written- and rehearse your speech out loud, practicing reading part of it and then saying more. Note: Possible Chart Make People Really Listen! Speech makers can... talk LOUD, stand up tall, show BIG feelings, use body talk.
- Writers fix and fancy up their work for publication using a checklist. Note: Use opinion writing checklist and editing checklist.
- Writers celebrate! An Earth Day Fair.

Sample Assessments:

- On demand writing task
- Opinion Writing Learning Progression and Opinion Writing Rubrics
- Conferring Notes
- Observations of student work folders

<p>L.K.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p>	<p>Instructional Strategies:</p> <p>Interdisciplinary Connections <i>Correlates to Community Unit in Social Studies</i></p> <ul style="list-style-type: none"> ● Write letters to people in the Summit community: mayor, police, firemen, store owners, etc stating an opinion on something important in the community. <p>Technology Integration</p> <ul style="list-style-type: none"> ● Use document camera or overhead projector to share samples of students' letters. ● Make a KidPix slideshow using each page in their books <p>Global Perspectives</p> <ul style="list-style-type: none"> ● Write letters to people in government in the state or country stating an opinion. ● Develop Skype penpals from a class in another country, sharing ideas and opinions about life and culture

The following skills and themes listed to the right should be reflected in the design of units and lessons for this course or content area.

21st Century Skills:

Creativity and Innovation
Critical Thinking and Problem Solving
Communication and Collaboration
Information Literacy
Media Literacy
Life and Career Skills

21st Century Themes (as applies to content area):

Financial, Economic, Business, and
Entrepreneurial Literacy
Civic Literacy
Health Literacy

Professional Resources:

- Persuasive Writing of All Kinds: Using Words to Make a Change by Lucy Calkins and Elizabeth Dunford
- Opinion Writing Checklist

Mentor Texts:

- Click Clack Moo: Cows that Type by Doreen Cronin
- Corduroy Writes a Letter by Allison Inches

Writing Narrative Stories

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	
<p>Big Ideas: <i>Course Objectives / Content Statement(s)</i></p> <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. 	
<p>Essential Questions</p> <p><i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i></p>	<p>Enduring Understandings</p> <p><i>What will students understand about the big ideas?</i></p>

<ul style="list-style-type: none"> ● 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. 	<p>Students will understand that...</p> <ul style="list-style-type: none"> ● 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.
Areas of Focus: Proficiencies (New Jersey Student Learning Standards Alignment)	Examples, Outcomes, Assessments
<p>Students will:</p> <p><u>Writing Standards</u> Text Types and Purposes</p> <p>W.K.1: Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the Session 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>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.</p> <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>Production and Distribution of Writing W.K.4: (begins in grade 3)</p>	<p>Instructional Focus: <u>Bend I: Using What We Know As Readers to Write Well! Reading and Writing Connections</u></p> <p>Session 1: Today I want to teach you that writers take a picture walk through their books before they start writing to get an idea of how the story will go. We do this by:</p> <ol style="list-style-type: none"> 1. Plan across pages and say how the story will go. 2. Draw quick sketches on each page before you start writing. 3. Take a picture walk after you sketch to remember what to write. <p>Session 2: Today I want to teach you writers write their stories in order with a beginning, middle, and end. We do this by:</p> <ol style="list-style-type: none"> 1. Planning our stories across pages. 2. Sketching across pages. 3. Rereading to make sure your story is in order with a beginning, middle, and end.

W.K.5: With guidance and support from adults, strengthen writing through response and self-reflection using questions and suggestions from peers (e.g., adding details).

W.K.6: With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including collaborating with peers.

Research to Build and Present Knowledge

W.K.7: Participate in shared reading and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).

Speaking and Listening Standards Comprehension and Collaboration

SL.K.1. Participate in collaborative conversations with diverse partners about *kindergarten topics and texts* with peers and adults in small and larger groups.

- E. Follow agreed-upon norms for discussions (e.g., listening to others with care and taking turns speaking about the topics and texts under discussion).
- F. Continue a conversation through multiple exchanges.

SL.K.2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.

SL.K.3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

Presentation of Knowledge and Ideas

SL.K.4. Describe familiar people, places, things, and events

Session 3: Today I want to teach you that writers check to make sure their writing is in order and makes sense.

We do this by:

1. Rereading our writing.
2. Asking, "Does that make sense?"
3. Fixing any writing that does not make sense.

Session 4: Today I want to teach you that writers can make their true stories more interesting by adding more.

We do this by:

1. Adding action into our stories.
2. Adding dialogue into our stories.
3. Adding feelings into our stories.

Session 5: Today I want to teach you that writers make sure that their writing sounds right.

We do this by:

1. Rereading our writing.
2. Asking ourselves, "Does that sound right?"
3. Fixing any writing that does not sound right.

Session 6: Today I want to teach you that writers check their writing to make sure their word wall words are spelled right.

We do this by:

1. Rereading the word wall words.
2. Asking, "Does that look right?"
3. Using the word wall to spell

Bend II: Reading Like A Writer: Using Mentor Texts

Session 7: Today I want to teach you that writers use ideas from other books to make our writing great.

We do this by:

1. Looking at mentor books.
2. Noticing what we think makes them so great.

and, with prompting and support, provide additional detail.

SL.K.5. Add drawings or other visual displays to descriptions as desired to provide additional detail.

SL.K.6. Speak audibly and express thoughts, feelings, and ideas clearly.

3. Trying the skill in our writing.

Session 8: Today I want to teach you that writers add details into their pictures to make their stories better.

We do this by:

1. Adding all the characters who were there into the picture.
2. Drawing where the characters are.
3. Adding action into the picture to show what happened.

Session 9: Today I want to teach you that just like in *Creak said the Bed*, writers can put in sound words in their pictures.

We do this by:

1. Remembering what sounds were happening during your story.
2. Writing the sound words in the picture.

Session 10: Today I want to teach you that writers can add dialogue into their books with speech bubbles or in the writing.

We do this by:

1. Thinking about who was talking.
2. Drawing a speech bubble next to the character talking.
3. Adding what the character said into their writing.

Session 11: Today I want to teach you that writers peer edit their work. Writers use their partners to make their writing better.

We do this by:

1. Read your story to your partner.
2. Mark parts with post its that are not easy to read.
3. Fixing those parts later during independent writing.

Session 12: Celebrate: have students share writing pieces and add them to a bin the classroom where students can shop for the books during reading.

Optional Bend III: Inventing New Stories and Creating Our Own Characters: Writing Fiction

Session 13: Today I want to teach you that narrative writers can also be

Language Standards

Conventions of Standard English

L.K.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- A. Print many upper- and lowercase letters.
- B. Use frequently occurring nouns and verbs.
- C. Form regular plural nouns orally by adding /s/ or /es/ (e.g., *dog, dogs; wish, wishes*).
- D. Understand and use question words (interrogatives) (e.g., *who, what, where, when, why, how*).
- E. Use the most frequently occurring prepositions (e.g., *to, from, in, out, on, off, for, of, by, with*).
- F. Produce and expand complete sentences in shared language activities.

L.K.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- A. Capitalize the first word in a sentence and the pronoun *I*.
- B. Recognize and name end punctuation.
- C. Write a letter or letters for most consonant and short-vowel sounds (phonemes).
- D. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.

Knowledge of Language

L.K.3. (Begins in grade 2)

Vocabulary Acquisition and Use

L.K.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.

fiction writers. Fiction writers don't write true stories. They write stories about made up characters and adventures.

We do this by:

1. Inventing a character for our book.
2. Thinking about what our character could do.
3. Plan a story about our character's adventure.

Session 14: Today I want to teach you that writers invent places for their characters to go in their adventures.

We do this by:

1. Thinking of places our characters could go.
2. Drawing detailed pictures that show where.
3. Writing about the places the characters are.

Session 15: Today I want to teach you that writers make their characters get into trouble to make their writing more interesting.

We do this by:

1. Thinking of a problem our character could have.
2. Writing an adventure that has the character getting into some trouble.
3. Writing an ending that gets the character out of trouble.

Continued character lesson ideas:

- Character feelings
- Dialogue
- Beginnings and endings
- Multiple characters
- Series with different adventures

Sample Assessments:

- Summative assessments from earlier units
- Narrative writing assessment- Narrative writing progression

<p>C. Identify new meanings for familiar words and apply them accurately (e.g., knowing <i>duck</i> is a bird and learning the verb to <i>duck</i>).</p> <p>D. Use the most frequently occurring affixes (e.g., -ed, -s, -ing) as a clue to the meaning of an unknown word.</p> <p>L.K.5. With guidance and support from adults, explore word relationships and nuances in word meanings.</p> <p>A. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.</p> <p>B. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).</p> <p>C. Identify real-life connections between words and their use (e.g., note places at school that are colorful).</p> <p>D. Distinguish shades of meaning among verbs describing the same general action (e.g., <i>walk, march, strut, prance</i>) by acting out the meanings.</p> <p>L.K.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p>	<p>Instructional Strategies:</p> <p>Interdisciplinary Connections <i>Correlates to adopt a tree, 5 senses, balls and ramps units in science</i></p> <ul style="list-style-type: none"> Write about shared class experiences that you've had related to the science curriculum; Seasons and Trees, Balls and Ramps, The 5 Senses. <p>Technology Integration</p> <ul style="list-style-type: none"> Use KidPix to sketch the parts of a small moment. <p>Media Literacy Integration</p> <ul style="list-style-type: none"> Show an exciting or familiar video clip or reading a short book or story of small moment <p>Global Perspectives</p> <ul style="list-style-type: none"> Since the winter holidays will have just passed, read a book or write an interactive writing moment about a holiday or winter tradition in another culture.
<p>The following skills and themes listed to the right should be reflected in the design of units and lessons for this course or content area.</p>	<p>21st Century Skills:</p> <ul style="list-style-type: none"> Creativity and Innovation Critical Thinking and Problem Solving Communication and Collaboration Information Literacy Media Literacy Life and Career Skills <p>21st Century Themes (as applies to content area):</p> <ul style="list-style-type: none"> Financial, Economic, Business, and

	Entrepreneurial Literacy Civic Literacy Health Literacy
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Professional Resources:

- Teachers College kindergarten writing unit seven- Writing Stories: Using All We Know About Narrative Writing Craft to Craft Stories for Readers

Mentor Texts:

- The Box of Treats by Kevin Henkes
- The Snowy Day by Ezra Jack Keats
- The Night of the Veggie Monster
- Roller Coaster
- Owl Moon
- The Wave
- The Shadow
- Salt Hands
- Fireflies

Information Books in Science

Children are brimming with passions and areas of expertise. This unit will capture that passion and allow students to teach others

what they know. This unit will further focus on using writing to explore an aspect of science. The students will be engaged in shared research in the topic that you choose for your class (ants). They will observe, discuss, and write about noticings, then write to teach what they have learned. Soon after student begin writing, you will show them how to add new chapters and parts to their books. We suggest you reference “Nonfiction Writing: Procedures and Reports” in *Units of Study for Primary Writing* (Heinemann, 2003) for more information about types of paper that tend to stimulate children's writing. As you introduce types of paper, you will be actually be introducing different types of nonfiction text structures. These different types of paper will become the "chapters" in your students' books. As they are introduced, they will become incorporated into each child's repertoire. You may not need to explicitly teach how to use each type of paper prior to making them available to your kids since they have already been exposed to them in reading workshop.

The idea in this unit is that children will not only be writing about what they are learning in science, but they will be observing, questioning, and developing little theories in writing workshop as well. As you teach the process of writing, you will also be teaching the process of inquiry: how to observe and be curious about what they are studying, how to search for and seek answers. You will teach them how scientists observe with keen eyes and always ask questions. All of this will be done through the work you will do in your three workshops: Science, Reading and Writing.

Writing	
<p>Big Ideas: <i>Course Objectives / Content Statement(s)</i></p> <ul style="list-style-type: none"> ● Students will continue to strengthen their skills as researchers, looking closely at their world. ● Students will not only observe, but question and predict based on what they know. ● Students will add more words on a page and use text features. ● Students will organize and categorize their writing into sections or chapters. 	
<p>Essential Questions</p> <p><i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i></p>	<p>Enduring Understandings</p> <p><i>What will students understand about the big ideas?</i></p>

<ul style="list-style-type: none"> ● How do writers and scientists gather their information to become experts? ● How can writers revise and categorize their writing so that is easy to read? ● How can writers elaborate and say more about their topics? ● What special things can writers do to deliver their information in detailed organized ways? ● How do writer’s prepare their writing for publishing? 	<p>Students will understand that...</p> <ul style="list-style-type: none"> ● Scientists observe their topic closely to gather information and record it into books. ● Scientists and writers think about categories to help organize and categorize their information so that it is easier for their readers to understand. ● Writers want to reread their writing often to elaborate and say more to teach everything about the topic. ● Writers use special text features to say more and add more details into their writing. ● Writers revise, edit, and get their work ready for publishing.
Areas of Focus: Proficiencies (New Jersey Student Learning Standards Alignment)	Examples, Outcomes, Assessments
<p>Students will:</p> <p><u>Writing Standards</u></p> <p>Text Types and Purposes</p> <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>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.</p> <p>W.K.3: Use a combination of dra 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>Production and Distribution of Writing</p>	<p>Instructional Focus:</p> <p>Bend I: Launching the Unit</p> <ul style="list-style-type: none"> ● When information book writers get started, we think about topics in which we are experts, things we know all about, so that we can teach others. We have been becoming ants experts the past few days reading all about ants in science. Now, our ants have arrived and it is time for us to become scientists and write about what we see. An observation is when we look closely at what is happening in front of us and draw write exactly what matches what we see. Today we will take 5 minutes to quietly observe what we see happening in our any homes. Afterwards, we will draw and write exactly what we see. ● Sometimes scientists have questions that they may want to add into their science booklets about the topic that they are studying. Today you can think of a question you have about ants and write it onto a new page of your ant booklet. During your observations in the next few weeks or during our class readings, if your question is answered, you will go back and write the

W.K.4: (begins in grade 3)

W.K.5: With guidance and support from adults, strengthen writing through response and self-reflection using questions and suggestions from peers (e.g., adding details).

W.K.6: With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including collaborating with peers.

Research to Build and Present Knowledge

W.K.7: . Participate in shared reading and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).

answer to your question into your booklet.

- Sometimes scientists have predictions that they may want to add into their science booklets. Today reread what you have written in your booklets so far and think about what you see happening. What do you think my happen in a few days in the ant home? Write this prediction down at the end of todays observation page.
- While we are collecting great pages of observations, we have been studying ants through books too and you all know lots of ant facts! Today I want you to think about a few important ant facts that you have learned and write them down. First think of them and tell them across your fingers 3 times. Then you will need to think about what text features we may be trying and pick the paper accordingly. For example, if we want to draw a diagram and label, we pick the paper with the big square and a few lines for the description. We can look back at the nonfiction charts we had created in reading workshop during our nonfiction unit.
- Now we have collected lots of observations and pages of information we know about ants! Today I want to remind you that writers sometimes decide to go back to revise their books. And one way we might revise our books is to think of ways that we can add to our pictures to teach more about our topics. Teaching pictures have labels and other stuff in them to help readers learn not just from the words of the book but also from the picture. You can also zoom into the important parts of your pictures so that the reader has a close view of what you are talking about. Or you might decide to use a picture inside a picture to show special parts up close. You might also add action lines and arrows to show the reader direction and captions to explain your pictures.

Speaking and Listening Standards

Comprehension and Collaboration

SL.K.1. Participate in collaborative conversations with diverse partners about *kindergarten topics and texts* with peers and adults in small and larger groups.

- A. Follow agreed-upon norms for discussions (e.g., listening to others with care and taking turns speaking about the topics and texts under discussion).
- B. Continue a conversation through multiple exchanges.

SL.K.2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.

SL.K.3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

Presentation of Knowledge and Ideas

SL.K.4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.

SL.K.5. Add drawings or other visual displays to descriptions as desired to provide additional detail.

SL.K.6. Speak audibly and express thoughts, feelings, and ideas clearly.

Bend II: Teach Students to Revise Books in Their Folders, and to Make Their New Books Be Even More Ambitious: Revising and Writing to Support Categorization

- Writers of information books study how All-about books work and how they are organized. When we study how the books' work, we can plan how we want our books to go.
- Tip: Some things that we may notice are: a big All-about title, a How-to page, chapters, headings and/or a table of contents.
- Today I want to give you a big tip. When we want to teach people about something and we have a lot to teach like we do about the ants, we need to think about how we can help the books be organized and make sense for our readers. It helps to sort our information into piles of stuff that go together. This is how authors come up with chapter titles for their table of contents. As we are rereading to revise our writing, we can ask ourselves, "Which information goes together?", "Could I open up the booklet and switch the order of pages?", "Could I create a table of contents?"

Bend III: Teach Students to Revise by Elaborating—and Then to Begin Writing Longer Books, Right from the Start

- One way we can revise our information books is to add stuff to them. We can reread our writing and ask ourselves, "What else can I say here?" Then, we add more to EACH page.

Language Standards

Conventions of Standard English

L.K.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- A. Print many upper- and lowercase letters.
- B. Use frequently occurring nouns and verbs.
- C. Form regular plural nouns orally by adding /s/ or /es/ (e.g., *dog, dogs; wish, wishes*).
- D. Understand and use question words (interrogatives) (e.g., *who, what, where, when, why, how*).
- E. Use the most frequently occurring prepositions (e.g., *to, from, in, out, on, off, for, of, by, with*).
- F. Produce and expand complete sentences in shared language activities.

L.K.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- A. Capitalize the first word in a sentence and the pronoun *I*.
- B. Recognize and name end punctuation.
- C. Write a letter or letters for most consonant and short-vowel sounds (phonemes).
- D. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.

Knowledge of Language

L.K.3. (Begins in grade 2)

Vocabulary Acquisition and Use

L.K.4. Determine or clarify the meaning of unknown and

- There are different ways writers can revise our books. We can think about what questions readers will ask us and then, answer those questions. One way to figure out the questions readers might have is to share our books with our writing partners to see if they have any questions about parts in our books that might be confusing. Then we can go back to fix up those parts answering their questions.
- As we look to write and revise our information books, we can look to other information books for ideas and help to see what kinds of things we might add to our pages. We can try to use the same kinds of sentences that other writers use about their topics, when we are writing about our own. As you reread your book you might read each page and say "What more can I say about that?" If you aren't sure, you can think of the words that other writers use in their books and then see if you can start another sentence with "All," "Most," "Some," "Many," or "Few" to help add more details to your page.
- Possible Mid-Workshop Interruption: Writers I have noticed that so many of you are writing as if your hand is on fire and you have so many more words than lines on a page. Don't forget to use the flaps and strips in our writing center to help you add more space for writing. Don't stop just because you've run out of lines on your page!

multiple-meaning words and phrases based on kindergarten reading and content.

- A. Identify new meanings for familiar words and apply them accurately (e.g., knowing *duck* is a bird and learning the verb to *duck*).
- B. Use the most frequently occurring affixes (e.g., -ed, -s, -ing) as a clue to the meaning of an unknown word.

L.K.5. With guidance and support from adults, explore word relationships and nuances in word meanings.

- A. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
- B. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
- C. Identify real-life connections between words and their use (e.g., note places at school that are colorful).
- D. Distinguish shades of meaning among verbs describing the same general action (e.g., *walk*, *march*, *strut*, *prance*) by acting out the meanings.

L.K.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

Bend IV: Teach Students to Elaborate By Revising to Add Text Features

- Writers can study mentor texts to get ideas about which text features to include in our information books. As we are studying mentor texts, we can ask ourselves, "What features is this writer using that I might use?" Then, we can reread and revise our books. We can add diagrams, charts, glossaries, and pictures with labels and captions just like the authors of the books we are reading.
- Writers carefully choose the text features we want to include in our information books when we are writing new books and revising older ones. We don't want to include a feature just because we can. We think about which features would help us to teach more about our topics. What would make sense to add? For example, we may include a caption to a picture that we need to explain or we may include a diagram to explain the parts of something.
- Writers can revise our information books by thinking about reactions and thoughts we have about our topics. As we reread our writing, we can think, "What are some important tips or comments I should include for my reader?" Then we can add that important information.
- Writers have different ways to add detail to their information books. Sometimes they use comparisons to talk about how something is the same or different from something else. As we are writing and revising our books, we can include comparisons, just as we did when we were writing like scientists. We can compare what we are writing about to something that others might already know and be familiar with.

- Tip: You might say "A referee wears a shirt that is striped like a zebra." If you think that most of your readers will know about zebras and how they look, then this comparison will help them to learn what a referee looks like. Comparing the things you are teaching about with things that your reader might already know, can help people to really picture what it is that you are trying to say.

Bend V: One Final Grand Revision Process As Part of the Work of Preparing to Publish

- Writers, today is an exciting day because we are choosing a piece to publish. We have been writing our ant books all month and now we are getting ready for our celebration. Before we celebrate, we need to choose our best pages of writing and revise it a bit more. We have collected so many pages and some of them may need more work or some of them may not be our best work. So we want to reread all our ant pages and pick the ones that you want to work on to put into your final book.
- Writers can reread the pages we want to publish, revisit the strategies that we were introduced to and find places in our writing that we could add to. We can ask ourselves, "What other parts can I push myself to add?" You can reread your writing with your partner to revise and make sure what you wrote makes sense. You can point under each word as you read asking, "Does it make sense and sound right?" If not, you might add words with a caret, cross out words that don't belong, or use a revision strip to rewrite the sentence. It is important to not only reread our writing, but to look at our writing in different ways. One way we can reread our writing is to see if our book is easy to read. We can ask ourselves, "Are all of my word wall words spelled correctly?", "Did I put finger spaces between words?", "Did I try to use periods at the end of sentences?" Then, we go

back and make any changes that we need to make it easier to read.

- Tip: You might show your writers how they can edit with partners going on a word wall word hunt, a lowercase letter hunt, a punctuation hunt or a sound hunt so that our writing is easy to read.
- Writers often fancy-up our writing as we get ready to publish. We want our books to look the best they can before we put them out into the world. As we get ready for our writing celebration, we can reread our books one more time, and then we might add color to our pages, or page numbers to our books to make them look more like the information books in our classroom library.

Sample Assessments:

- Conferring notes
- Make a checklist using the suggested mini-lessons for measurable skills. Note which measurable skills have been mastered, and which are still areas of focus. Use this checklist to guide your conferring, and use the commonalities to assist you in forming your small strategy groups.

Instructional Strategies:

Interdisciplinary Connections

Correlates to adopt a tree, 5 senses, balls and ramps, chick and ants units in science

- Write about topics being studied in science class: trees and seasons, the five senses, balls and ramps, chicks, and ants.

	<p>Technology Integration</p> <ul style="list-style-type: none"> • Create a class slideshow using digital photos about the topics we love to read about • Create a slideshow about the stages of development of a chick. <p>Media Literacy Integration</p> <ul style="list-style-type: none"> • Provide information about the topic through a variety of media sources (books, newspapers, magazine articles, instructional videos, websites) comparing the usefulness of different media, and addressing conflicting information that may come from different sources. <p>Global Perspectives</p> <ul style="list-style-type: none"> • Read books from around the world. <i>A is For Africa</i> by Ifeoma Onyefulu <i>Welcoming Babies</i> by Margy Burns Knight
<p>The following skills and themes listed to the right should be reflected in the design of units and lessons for this course or content area.</p>	<p>21st Century Skills: Creativity and Innovation Critical Thinking and Problem Solving Communication and Collaboration Information Literacy Media Literacy Life and Career Skills</p> <p>21st Century Themes (as applies to content area): Financial, Economic, Business, and Entrepreneurial Literacy Civic Literacy Health Literacy</p>

Professional Resources:

- *Teacher's College Writing Curricular Calendar, Kindergarten, 2011-2012* Unit 9
- *Teacher's College Writing Curricular Calendar, Kindergarten, 2010-2011* Unit 9

Mentor Texts:

- Capstone Book Series
- Gail Gibbons Series

Conventions of Writing (YEAR-LONG, GRADE-LEVEL REQUIREMENTS)

Throughout the units of study, students will be accountable for learning conventional grammar and various conventions of writing when appropriate. Therefore, this content description has been created to identify those skills that should be taught and mastered by the end of the school year. Knowing and observing proper grammar and conventions of writing it makes it possible to communicate ideas more clearly.

These skills should NOT be taught in isolation via ditto or worksheet, as such work does not correlate with transfer of skills into student-generated writing. Instead, they should be taught through conferences, small groups skill sessions, revision lessons and other areas on an as needed basis. Skills covered in this description include: text layout, grammar, capitalization, punctuation, handwriting and word processing.

Writing

Big Ideas: *Course Objectives / Content Statement(s)*

- Identify conventional grammar, capitalization, and punctuation standards
- Apply conventional grammar, capitalization, and punctuation in writing

<p style="text-align: center;">Essential Questions</p> <p style="text-align: center;"><i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i></p>	<p style="text-align: center;">Enduring Understandings</p> <p style="text-align: center;"><i>What will students understand about the big ideas?</i></p>
<ul style="list-style-type: none"> ● Why is learning and applying the conventions of writing important? ● How can we make our writing readable for our reader? 	<p>Students will understand that...</p> <ul style="list-style-type: none"> ● Knowing and observing proper conventions of writing makes it possible to communicate ideas more clearly.
<p style="text-align: center;">Areas of Focus: Proficiencies (New Jersey Student Learning Standards Alignment)</p>	<p style="text-align: center;">Examples, Outcomes, Assessments</p>
<p>Students will:</p> <p><u>Writing Standards</u> Text Types and Purposes</p> <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>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.</p> <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>Instructional Focus: Students will understand that knowing and observing proper conventions of writing makes it possible to communicate ideas more clearly.</p> <p><u>Text Layout</u></p> <ul style="list-style-type: none"> ● Uses spaces between words to help readers understand the writing ● Places titles and headings in the appropriate place on a page ● Use underlining and bold print to convey meaning ● Understand that layout of print and illustrations are important in conveying the meaning of a text ● Place words in lines, starting left to right, top to bottom ● Understand that the print and pictures can be placed in a variety of places on the page within a book. <p>Grammar</p> <p><u>Sentence Structure</u></p> <ul style="list-style-type: none"> ● Use conventional sentence structure (noun + verb) <p><u>Parts of Speech</u></p> <ul style="list-style-type: none"> ● Use noun and verb agreement (I can)

Production and Distribution of Writing

W.K.4: (begins in grade 3)

W.K.5: With guidance and support from adults, strengthen writing through response and self-reflection using questions and suggestions from peers (e.g., adding details).

W.K.6: With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including collaborating with peers.

Research to Build and Present Knowledge

W.K.7: . Participate in shared reading and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).

Speaking and Listening Standards

Comprehension and Collaboration

SL.K.1. Participate in collaborative conversations with diverse partners about *kindergarten topics and texts* with peers and adults in small and larger groups.

- A. Follow agreed-upon norms for discussions (e.g., listening to others with care and taking turns speaking about the topics and texts under discussion).
- B. Continue a conversation through multiple exchanges.

SL.K.2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.

SL.K.3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

- Use prepositional phrases (to the bus, on the bus)
- Use modifiers (red dress; ran fast)

Tense

- Write in past tense (*I went home yesterday*).
- Write in present tense (*alligators eat*).
- Write in future tense (*I'm going to go...*)

Capitalization

- Demonstrate knowledge of the use of upper and lowercase letters of the alphabet
- Use capital letters in the beginning position in a few familiar, known proper nouns
- Show awareness of the first place position of capital letters in words
- Use a capital letter for the first word of a sentence
- Capitalize I
- Use uppercase letters in titles

Punctuation

- Notice the use of punctuation marks in books and try them out in own writing
- Use periods, exclamation points, and question marks as ending marks
- Read one's writing aloud and think where punctuation would go

Handwriting/Word-Processing

- Write letters in groups to form words
- Leave appropriate space between words
- Hold a pencil or pen with satisfactory grip
- Write left to right in lines
- Return to the left margin to start a new line
- Use a preferred hand consistently for writing
- Write letters and words that can be easily read
- Form upper and lowercase letters efficiently in manuscript print
- Form upper and lower case letters proportionately in manuscript print

Sample Assessments:

Presentation of Knowledge and Ideas

SL.K.4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.

SL.K.5. Add drawings or other visual displays to descriptions as desired to provide additional detail.

SL.K.6. Speak audibly and express thoughts, feelings, and ideas clearly.

Language Standards

Conventions of Standard English

L.K.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- A. Print many upper- and lowercase letters.
- B. Use frequently occurring nouns and verbs.
- C. Form regular plural nouns orally by adding /s/ or /es/ (e.g., *dog, dogs; wish, wishes*).
- D. Understand and use question words (interrogatives) (e.g., *who, what, where, when, why, how*).
- E. Use the most frequently occurring prepositions (e.g., *to, from, in, out, on, off, for, of, by, with*).
- F. Produce and expand complete sentences in shared language activities.

L.K.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- A. Capitalize the first word in a sentence and the pronoun *I*.
- B. Recognize and name end punctuation.

- Conferring notes
- Skills checklist
- Student Portfolio- see 4th grade Portfolio Checklist/ Portfolio Requirements
- Writing in notebook
- Final stories/ essays
- Draft work
- Partner/ conference notes

Instructional Strategies:

Interdisciplinary Connections

- Students can draw from and write about school experiences which occurred over the school year in any subject
- Write a research essay about a curriculum topic in science or social studies.
- Students will write opinion essays about books from reading
- Students will write opinion essays about topics from science, social studies, and math
- Set a historical fiction piece in a time period being studied in social studies.
- Include scientific principals in the fantasy story.

Technology Integration

- Access and use simple programs on the computer (easy word-processing, games)
- Locate letters on a computer keyboard to type simple messages.

Media Literacy Integration

- Use media to convey information more richly and effectively than would be possible with a standard classroom discussion or demonstration.

Global Perspectives

- C. Write a letter or letters for most consonant and short-vowel sounds (phonemes).
- D. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.

Knowledge of Language

L.K.3. (Begins in grade 2)

Vocabulary Acquisition and Use

L.K.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.

- Students will understand their place in the world by writing about what matters most to them and how it may differ from others in the world.
- Students can pick topics ranging from a number of ideas and sources around the world, and conduct research from around the world using the worldwide web.
- Students could interview people on Skype to gather information on their topic.
- Students can research various perspectives on historical events via the Internet.
- Students can create characters from various cultures and perspectives

<p>The following skills and themes listed to the right should be reflected in the design of units and lessons for this course or content area.</p>	<p>21st Century Skills: Creativity and Innovation Critical Thinking and Problem Solving Communication and Collaboration Information Literacy Media Literacy Life and Career Skills</p> <p>21st Century Themes (as applies to content area): Financial, Economic, Business, and Entrepreneurial Literacy Civic Literacy Health Literacy</p>
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Professional Resources:

- *The Power of Grammar: Unconventional Approaches to the Conventions of Language* Mary Ehrenworth, Vicki Vinton
- *The Resourceful Writing Teacher: A Handbook of Essential Skills and Strategies* Jenny Mechem Bender
- *Practical Punctuation: Lessons on Rule Making and Rule Breaking in Elementary Writing* Dan Feigelson
- *Getting Grammar: 150 New Ways to Teach an Old Subject* Donna Hooker Topping
- *Mechanically Inclined: Building Grammar, Usage, and Style into Writer’s Workshop* Jeff Anderson
- *Revising and Editing: Using Models and Checklists to Promote Successful Writing Experiences* Les Parsons (2001)