



MIDLAND PARK PUBLIC SCHOOLS
Midland Park, New Jersey
CURRICULUM

Writing Kindergarten

Prepared by:
Mallory Buchmann & Diane Thomas

Superintendent of Schools:
Marie C. Cirasella, Ed.D.
Director of Curriculum, Instruction, & Assessment:
Melissa Quackenbush

*Approved by the Midland Park Board of Education on
August 15, 2017*

Writers Workshop Curriculum Overview

Kindergarten

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

Kindergarten Unit 1

Content Area: ELA - Writing		Unit Overview
Unit Title: We Are All Writers (Writer's Workshop Launch) "I" stories		
Grade Level: Kindergarten		
Unit Summary: The launch of writers workshop provides writers with a foundation of writing expectations and guidelines. Writers begin to understand how to convey ideas and that ideas have meaning. Writers will cultivate ideas from actual events that happened in their lives drawing upon their schema to personalize the writing experience.		
Interdisciplinary Connections: Social Studies- Community Building		
21st Century Themes and Skills: CRP4 - Communicate clearly and effectively and with reason		
NJ Learning Standards		Learning Targets
CPI#:	Statement:	
NJSLS.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.	
NJSLS.RL.K.3.	With prompting and support, identify characters, settings, and major events in a story.	
NJSLS.RFK.1	Demonstrate understanding of the organization and basic features of print. A- Follow words from left to right, top to bottom, and page by page. B- Recognize that spoken words are represented in written language by specific letters.	
NJSLS.SL6	Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.	
NJSLS.L.K.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	
8.1.2.A.1	Identify the basic features of a digital device and explain its purpose	

<p>8.1.P.C.1</p> <p>Collaborate with peers by participating in interactive digital games or activities.</p>	<p>Unit Essential Question(s):</p> <ul style="list-style-type: none"> • What is Writer's Workshop? • How do we write in Writer's Workshop? 	<p>Unit Enduring Understandings:</p> <ul style="list-style-type: none"> • Writers workshop is a period in the day when students learn to write autonomously to convey stories from their lives. Students illustrate and write showing their sketches and words carry meaning. Students will understand that their ideas are important and can be transferable to paper. • Writers will be empowered to use their own tools and given resources to aid in the development of autonomous writing. 	<p>Unit Learning Targets/Objectives:</p> <ul style="list-style-type: none"> • Writer's learn the routines and management of writing workshop. • Writers use writing tools. • Writers follow the writing process (think, say, sketch, write) • Writer's sketch and write their ideas from real life events. • Writers revise and edit their stories. 	<p>Evidence of Learning</p> <p>Formative Assessments: Anecdotal conferring notes and work samples based on individual goal, writing behaviors, teaching points and next steps.</p> <p><u>Click on link below to access anecdotal note recording keeping:</u></p> <p><u>Conferring Record Keeping</u></p> <p>LINK ON LINK BELOW TO ACCESS WRITER'S SELF ASSESSMENT CHECKLIST.</p> <p>https://drive.google.com/file/d/0BwjATvOl4Pu2RF9Da3VXS19TbVk/view?usp=sharing</p> <p>Summative/Benchmark Assessment(s): Student selected worksample (published piece)</p>
--	---	--	---	---

Click on links below to access checklists and rubrics:

[Narrative Writing Checklist](#)
[Narrative Writing Rubric](#)

Resources/Materials:

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

Modifications:

- Special Education writers
 - Allow errors
 - Rephrase questions, directions, and explanations
 - Allow extended time to answer questions, and permit drawing, as an explanation
 - Accept participation at any level, even one word
 - Consult with Case Managers and follow IEP accommodations/modifications
- English Language Learners
 - Assign a buddy, same language or English speaking
 - Allow errors in speaking
 - Rephrase questions, directions, and explanations
 - Allow extended time to answer questions
 - Accept participation at any level, even one word
- At-Risk writers
 - Provide extended time to complete tasks
 - Consult with Guidance Counselors and follow I&RS procedures/action plans
 - Consult with classroom teacher(s) for specific behavior interventions
 - Provide rewards as necessary
 - Gifted and Talented writers
 - Provide extension activities
 - Build on writers' intrinsic motivations
 - Consult with parents to accommodate writers' interests in completing tasks at their level of engagement

Goals	Suggested Teaching Points (mini lessons, small groups, and conferences)	Lesson Plans	Teaching Tips and Suggestions
Writers learn the routines and management of writers workshop.	<ul style="list-style-type: none"> ● Writers learn the structure of workshop time <ul style="list-style-type: none"> ○ Mini-lesson ○ Talk about ideas (establish rules) ○ Gather materials 	<ul style="list-style-type: none"> Decide how you'll handle sharing (daily, in small groups, etc.) 	<ul style="list-style-type: none"> Keep a list of the things students think they

Midland Park Public Schools

<ul style="list-style-type: none"> ○ Write independently ○ Share what you've written with others ○ Conclude the workshop ○ Clean up materials ● Writers learn how to move to and from the meeting area. ● Writers learn how to turn and talk to a partner. ● Writers learn how to get more materials on their own without interrupting anyone. ● Writers develop stamina ○ Get new paper when you need it (know where paper is stored) ○ When you finish one piece of writing you go start another one ● When you have a question or problem you try your best and move on. Don't interrupt the teacher. 	<p>need you for. Teach a lesson on how they can solve the problem themselves instead of go to you first. (for example:, more paper, pencil broke, stuck on ideas)</p> <p>Having students turn and talk for share;, have them sit knee to knee with a given partner. Keep their partners the same until they are comfortable with the modality of sharing.</p> <p>To develop stamina, have students keep writing the whole time and set a timer as needed. Increase timer as the days go on to increase writing stamina</p> <p>Model storytelling through narrative mentor texts</p> <ul style="list-style-type: none"> ○ The Snowman by Raymond Briggs ○ Carl Series by Alexandra Day (wordless stories) - Use wordless stories to orally model the storytelling process (ie, how pictures match spoken words/events in the story) 	<p>Creating an anchor chart on what writers workshop looks like and sounds like helps to reinforce the jobs of writers and teachers</p>
<p>Writers use writing tools.</p>	<ul style="list-style-type: none"> ● Writers will be introduced to writing paper place for drawings/sketches (boxes) place for words (lines) ● Writers have a special place where they keep writing pieces called writing folders ○ Students personalize folders with pictures/stickers and memories from their 	<p>Using various paper allows students who are ready to write more space for words and students who are not yet ready a larger picture box as not to overwhelm their process.</p> <p><u>Bigger Picture box and less lines</u></p>

Midland Park Public Schools

<p>Picture box only (using this paper for struggling writers as not to overwhelm them and get them acquainted to the writing process.)</p> <ul style="list-style-type: none"> • Writing folders have a yellow and green side, store pieces appropriately (yellow means come back later or done and green means go or keep working) <ul style="list-style-type: none"> ○ Writer's know how to properly place papers in a pocket folder • Writes have a special place on paper for their name (on the line) • Date stamp -Optional • Writers know what to do if they need a new pencil, paper, etc. <p>Encourage students to write words if they are feeling brave. Students can attempt to label pictures and write some words on the line for the introductory unit.</p>	<p>Create and model your own writing folder to store mentor work throughout the year. Share your personalized and inspirational folder with the class. You can have the class share their folders after all are personalized.</p> <p>Anchor Chart "What do Writers Do?"</p> <ul style="list-style-type: none"> • teacher models one step at a time using anchor chart <p>Dependending on students needs and understanding you can revisit what students should do with paper. Special place for name, special place for pictures, special place for labels (next to picture) brave writers can choose to write words.</p> <p>Importance of Process NOT product. (Take your time with writers workshop emersion. Young learners need time to soak in routine and expectations.)</p>
<p>Writers follow the writing process (think, say, sketch, write)</p>	<ul style="list-style-type: none"> • Writers learn the writing process <ul style="list-style-type: none"> ○ Writers think of ideas ○ Share idea with a partner (think-pair-share-repeat back what your partner said) ○ Sketch (model how to draw people, buildings, cars, and other objects from basic shapes) ○ Writer's label important objects in their drawings

<ul style="list-style-type: none"> Writer's sketch and write their ideas from real life events. 	<ul style="list-style-type: none"> Writers generate ideas by thinking about their lives and telling their ideas across their fingers Writers will sketch and write their ideas Writers will label their sketches. Writers label the important parts of their pictures with beginning sounds Teacher models how to label stretching out sounds in words like a rubber band. If writers are feeling brave they add words to their piece where story words go (text lines) Writers close their eyes and picture in their minds what they're going to write about / tell their partner. Writers draw objects and people by using shapes Writers look at an object and think about the shape (ex: car, window, tree, etc.) Teacher models sketching common objects (people, cars, buildings etc) Writers write words to match pictures ■ Writers listen for beginning sounds in words ■ Writers listen for ending sounds in words ■ Writers write sight words
--	---

<ul style="list-style-type: none"> Reference writing folders for inspiration Orally sharing stories during share time or morning meeting helps cultivate a narrative/storytelling voice. 	<p>Remind writers with your own writing or students writing that labels go next to the sketch they are labeling.</p> <p>Introducing an alphabet chart as a tool to stretch out sounds words is helpful for the young learner. Determine where you will keep this tool (writers folder, writers bin, communal writing station?)</p>	<p>Mentor Text: A perfectly messed up story by Patrick McDonnell</p> <p>The Squiggle by Carole Lexa Schaefer</p>
--	--	--

		<p>You can add words such as me, my, and the to the word wall. They will be introduced later but this can help writers progress in their process.</p>
Writers revise and edit their stories.	<ul style="list-style-type: none"> • Writers will reread their pieces and remember what they sketched, labeled and wrote ensuring their words match their pictures. • Writers will choose their favorite piece to edit and revise • Writers will add more to their sketch to help the reader understand • Writers revise their writing by adding labels to their sketches • Writers revise their pieces by adding writing to the lines • Writers “fancy” up their work by coloring their selections for publication with crayons • Writers celebrate their writing 	<p>You can pull small groups who are ready to write across the lines to add more words to their story. You can also pull small groups in need of encoding skills.</p> <p>A special day given to “fancying” up selected writing with a coloring party is an exciting tool to get writers ready to share their published pieces.</p>
		<p>You can have writers share writing in many different venues at this time (reading to partners, sharing in whole group format, book/publishing buddies, gallery walks)</p>

Vocabulary:

- writer
- Writer’s Workshop
- piece
- tools
- sketch
- label
- share
- partner
- turn and talk
- publish
- revise
- edit
- independent
- stamina

Kindergarten-Unit 2

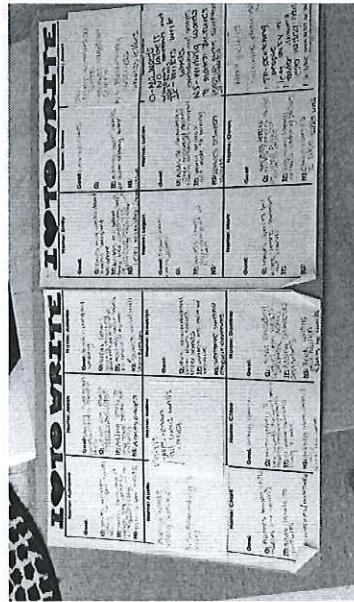
Unit Overview	
Content Area:	ELA- Writing
Unit Title:	Opinion Writing
Grade Level:	Kindergarten
Unit Summary: Opinion writing gives students a venue to express their thoughts and feelings about topics. Using a combination of drawing, dictating, and writing, students are able to compose and express their opinions to the reader.	
Interdisciplinary Connections: Calendar Math- graphing and collecting data Social Studies- World around you (lunch counts, favorites, preference)	
21 st Century Themes and Skills:	CRP4 - Communicate clearly and effectively and with reason
Standards (Content and Technology):	Learning Targets
CPI#: NJSLS.W.K.1.	Statement: 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
	Demonstrate understanding of the organization and basic features of print. A. Follow words from left to right, top to bottom, and page by page. B. Recognize that spoken words are represented in written language by specific Recognize that spoken words are represented in written language by specific
NJSLS.RF.K.1	Demonstrate basic knowledge of one-to-one letter-sound correspondences by
NJSLSA.SL1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
NJSLSA.SL1.	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.
NJSLS.RF.K.1.	Demonstrate understanding of the organization and basic features of print. A. Follow words from left to right, top to bottom, and page by page.

	B. Recognize that spoken words are represented in written language by specific sequences of letters. C. Understand that words are separated by spaces in print.	
NJSLS.SL.K.5.	Add drawings or other visual displays to descriptions as desired to provide additional detail.	
NJSLS.SL.K.6.	Speak audibly and express thoughts, feelings, and ideas clearly.	
8.1.2.A.3	Compare the common uses of at least two different digital applications and identify the advantages and disadvantages of using each.	
8.1.2.A.1	Identify the basic features of a digital device and explain its purpose	<p>Unit Essential Question(s):</p> <ul style="list-style-type: none"> • What is an opinion and how do we express our ideas? • How do we make our writing better? <p>Unit Enduring Understanding(s):</p> <ul style="list-style-type: none"> • An opinion is what someone thinks or feels about a topic. Students will express their ideas by stating their opinions and supporting their claim with reasons. Students will use written language to express their thoughts using words such as like, dislike, favorite, best, and because. • Writers enhance their writing by making their pieces more readable by expressing thoughts and ensuring their pictures match their words. Students will reflect on their writing strengths and weaknesses to promote mindfulness when developing opinion pieces.
<p>Unit Learning Targets/Objectives:</p> <p>Students will...</p> <ul style="list-style-type: none"> • Writers identify the characteristics of opinion books. • Writers develop their opinions. • Writers sketch and label. 		

- Writers begin to stretch and hear sounds in words using initial and ending sounds.
- Writers write in complete sentences.
- Writers justify their opinion with reasons by adding more to their writing.
- Writers reflect on their writing pieces.
- Writers revise and edit writing pieces.

Formative Assessments:

- Anecdotal notes from conferring with students.
- Students rubric checklists
- Observing student's behaviors and engagement during writing times as with whole group interactive writing.
- Conferring Record Keeping



Evidence of Learning

Summative/Benchmark Assessment(s):

Published piece and teacher rubric/checklist

[Opinion Writing Check List](#)

[Opinion Writing Rubric](#)

Resources/Materials:

Mentor Texts:

*I Like Red by Kathy Stinson

I Like Me by Nancy Carlson

Duck! Rabbit! by Amy Krouse Rosenthal

Pete the Cat I Love My White Shoes by Eric Litwin

We Like Vegetables by Tess Samson

I like the Spring by Tammy Jones

Stella Writes an Opinion by Janiel Wagstaff

I Wanna New Room by Karen Kaufman Orloff

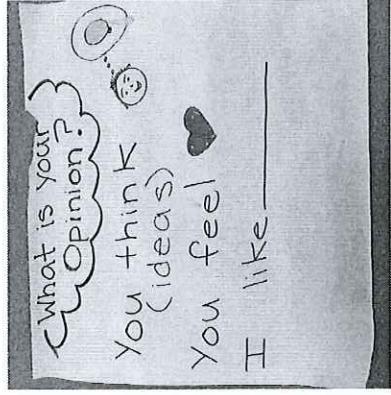
I Will Never Eat a Tomato by Lauren Child

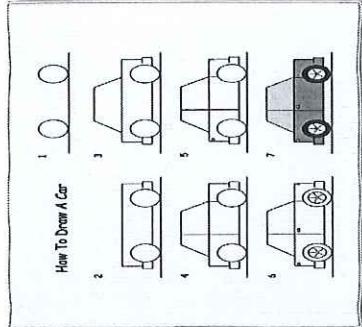
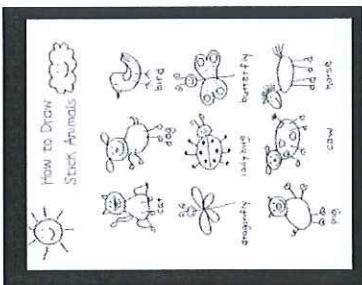
Horizontal Paper Choice
Vertical Paper Choice
Midline Paper Choice
Struggling Writers Paper Choice (Picture Box)
Struggling Writers Paper Choice (One Line)

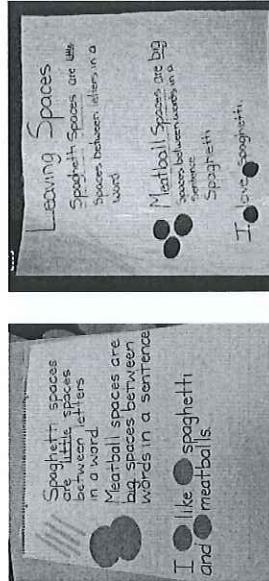
Modifications:

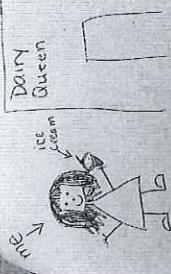
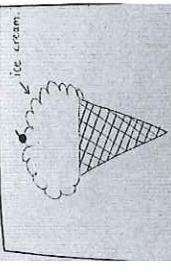
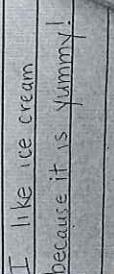
- **Special Education writers**
 - Allow errors
 - Rephrase questions, directions, and explanations
 - Allow extended time to answer questions, and permit drawing, as an explanation
 - Accept participation at any level, even one word
 - Consult with Case Managers and follow IEP accommodations/modifications
- **English Language Learners**
 - Assign a buddy, same language or English speaking
 - Allow errors in speaking
 - Rephrase questions, directions, and explanations
 - Allow extended time to answer questions
 - Accept participation at any level, even one word
- **At-Risk writers**
 - Provide extended time to complete tasks
 - Consult with Guidance Counselors and follow I&RS procedures/action plans
 - Consult with classroom teacher(s) for specific behavior interventions
 - Provide rewards as necessary
- **Gifted and Talented writers**
 - Provide extension activities
 - Build on writers' intrinsic motivations
 - Consult with parents to accommodate writers' interests in completing tasks at their level of engagement

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

<p>Writers identify the characteristics of opinion books.</p> <ul style="list-style-type: none"> • Writers immerse themselves in opinion books/mentor texts and notice the characteristics and language within the text <ul style="list-style-type: none"> ◦ Writers notice language such as like; dislike, because; favorite ◦ Writer's notice pictures match words • Use mentor texts to guide discussions 	<p>Emerge students in mentor texts by reading and discussing opinions within each text, however, choose <u>ONE</u> mentor text to refer to during entire unit of study.</p> <p>Give students a voice during read alouds asking their opinions about a text.</p> <p>Use think alouds to point out important characteristics within an opinion text.</p> <p>Markup mentor text with post its defining teaching points</p>  <p>Note opinions during interdisciplinary studies (calendar math, lunch counts, favorite specials, graphing, math)</p>
<p>Writers develop their opinions.</p>	<ul style="list-style-type: none"> • Writers learn, What is an opinion? • Writers think about what they like or don't like <ul style="list-style-type: none"> ◦ Writers verbally share opinions about likes and dislikes using whole group guided discussion and turn and talk

<p>Writers sketch and label.</p> <ul style="list-style-type: none"> ● Writers illustrate their opinion with a simple sketch <ul style="list-style-type: none"> ○ Writers use sketches to help readers better understand their opinions ○ Writers will draw large sketches to fill illustration box ○ Sketches will match opinion ○ Writers label their sketches <ul style="list-style-type: none"> ○ labels will go next to items in sketch <ul style="list-style-type: none"> ■ Writers label using beginning sounds ■ Writers label using ending sounds ■ draw commonly used pictures/reference charts (ie, people, cars, bikes, animals) 	<p>Model how to sketch simple picture defining main idea of opinion (ie, I like apples. Teacher will draw an apple)</p> <p>Model how to stretch out sounds in words by identifying initial and ending sounds and label next to items in sketch</p>  	<p>Use teacher led shared writing and teacher modeled writing to stretch out sounds in words. Using interactive writing allows students to attempt to write words based on phoneme sounds. You can quickly assess students in need of support and conduct a further mini lesson.</p> <p>When using interactive writing have students use communicators or white boards on rug to stretch out sounds in whole group format. Invite one or two children to the shared board for each word and have them write initial and ending sounds of given word on chart paper.</p>	<p>Supply writers with alphabet charts to reference when stretching out sounds. Students can house charts in individual writing folders or in group bins.</p> <p>Having an interactive word wall allows students to remove sight words and bring back to use writing area which aids in independence when beginning</p>
<p>Writers write in complete sentences.</p>	<ul style="list-style-type: none"> ● Writers write on the text lines ● Writers use opinion language ie) I LIKE _____. and or 		

<p>I DO NOT LIKE _____.</p> <ul style="list-style-type: none"> • Writers use various tools to form complete sentences. <ul style="list-style-type: none"> ◦ Writers use the word wall to help write known words ◦ Writers will use environmental print to help facilitate proper spelling of known words • Writers make their writing more readable <ul style="list-style-type: none"> ◦ Leave space between words ◦ Writers use tools for proper spacing between words (space bar, finger, ect) 	<p>sentence writing. (Make sure to model appropriate retrieval and replacement of word wall words)</p> <p>Use sentence strips to create an opinion sentence frame for emerging writers</p> <p>Introduce writers to space tools. These can include</p> <ul style="list-style-type: none"> • Wide craft stick • using fingers to leave spaces between words • Spaghetti and meatball spacing 	<p>Add <u>because</u> and <u>favorite</u> to word wall for students to use in their writing. (Try distinguishing these words from sight words by adding a different color, highlighting, color cards etc)</p> <p>Have sample work (teacher and student) showing various levels of opinion writing to students during</p> <ul style="list-style-type: none"> • Writers tell the reader more about their opinions <ul style="list-style-type: none"> ◦ Writers refer to mentor text and make connections ◦ Writers give reasons supporting their opinion ◦ Writers orally turn and talk giving <u>reasons</u> for their opinions • Writers support their opinions with reasons by using <u>why</u> words in their writing (because) <ul style="list-style-type: none"> • Writers tell their readers more about their opinions by using specific vocabulary. <ul style="list-style-type: none"> ◦ Writers use words such as favorite, best, worst
	<p>Writers elaborate on their writing by stating reasoning.</p>	

		<p>conferring. This enables you to focus on specific teaching points.</p>  <p>I like ice cream.</p>  <p>I like ice cream.</p>  <p>I like ice cream because it is Yummy!</p>	<p>Create writing partners for students so they have a sharing/reflecting partner. You can create partnerships based on various abilities, like levels or peer modeling.</p> <ul style="list-style-type: none"> • Writers share the piece they are working on with a writing partner/neighbor <ul style="list-style-type: none"> ◦ Writers orally read and explain their opinions • Writers answer guided questions with peers. <ul style="list-style-type: none"> ◦ “What are you proud of in your writing” ◦ “What was most challenging for you today” • Peers read writing checking for spaces between words, labels, letters for sounds, punctuation, and capital letters to begin sentences 	<p>Turn and talk 1. Sit cross-applesauce. 2. Eye to eye. → 3. One friend talks, one friend listens. ↗ ↘ 4. Switch. ⇔</p>	<p>Create an anchor chart on how to share ideas with writing partner.</p> <p>Think about exciting ways for writers to share their writing. They can have book buddies, writing galleries, shared reading using microphone or document camera and parent celebrations. Make sure to display writer's work around the room and hallway to celebrate growth.</p>
		<p>Writers reflect on their writing pieces.</p> <ul style="list-style-type: none"> • Writers will reread opinion pieces ensuring that their words match their pictures. • Writers will choose their favorite piece to edit and revise • Writers will revise their opinion piece <ul style="list-style-type: none"> ◦ Writers add more to their sketch to help the reader understand 	<ul style="list-style-type: none"> • Writers will reread opinion pieces ensuring that their words match their pictures. • Writers will choose their favorite piece to edit and revise • Writers will revise their opinion piece <ul style="list-style-type: none"> ◦ Writers add more to their sketch to help the reader understand 		

	<ul style="list-style-type: none">○ Writers add labels to their sketches○ Writers add to their writing● Writers edit their writing by making sure word wall words are spelled correctly● Writers "fancy" up their work by coloring their selections for publication with crayons● Writers celebrate their writing	You can make copies of students writing to use as sample/model pieces when conferring with future students
--	---	--

Vocabulary:

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

Unit 3**Unit Overview**

Content Area: ELA- Writing	Unit 3	
Unit Title: How To		
Grade Level: Kindergarten		
Unit Summary: How To writing puts emphasis on the writer as the expert or teacher. Writers will find topics they are passionate about or experts on and use teaching pictures, diagrams, captions, and command writing to instruct readers step by step on how to do a given area of expertise.		
Interdisciplinary		
Connections:		
Math- Sequential order, Ordinal Numbers		
Science- Scientific thinking		
21st Century		
Themes and Skills:		
CRP4 - Communicate clearly and effectively and with reason		
Standards (Content and Technology):		
CPI#:	Statement:	
NJSLS.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.	
NJSLS.L.K.4	Demonstrate understanding of the organization and basic features of print. A- Follow words from left to right, top to bottom, and page by page. B- Recognize that spoken words are represented in written language by specific	
NJSLS.W.K.5	With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.	
NJSLS. RF.K.3.	RF.K.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words. A. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing many of the most frequently used sounds of each consonant. B. Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.	
NJSLS.L.K.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	
NJSLS.SL.K.5.	Add drawings or other visual displays to descriptions as desired to provide additional detail.	

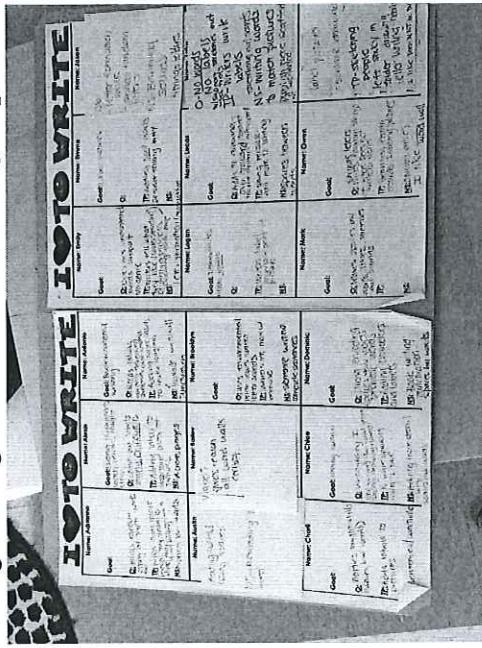
NJSLS.SL.K.6.	Speak audibly and express thoughts, feelings, and ideas clearly.		
8.1.2.A.1	Identify the basic features of a digital device and explain its purpose.		
Unit Essential Question(s):	<ul style="list-style-type: none"> • How do writers teach others how to do things? • How do writers make their writing more readable? 	<p>Unit Enduring Understandings:</p> <ul style="list-style-type: none"> • How To writing allows writers to become experts on topics. Writers will teach others how to do an specific area of expertise by providing step by step instructions and illustrations. • Writers will begin to stretch out sounds in words listening for beginning, middle and end phonemes. Writers leave spaces between words and utilizes capitalization as well as punctuation as their understanding of grammar increases. 	

Unit Learning Targets/Objectives:*Students will...*

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

Evidence of Learning

Formative Assessments:Anecdotal notes from conferring with student Students rubric checklists, observing student's behaviors and engagement during writing times as with whole group interactive writing.



Conferring Notes Recording Sheets

Summative/Benchmark Assessment(s):

Published piece and teacher rubrics and checklists

Informational Writing Check List

Informational Writing Rubric

Resources/Materials:

Bruno the Baker by Lars Klinting

Ice Cream by Sara Hoffman

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

Writing Paper Samples:
How To Writing Paper Vertical

Modifications:

- Special Education writers

- Allow errors

- Rephrase questions, directions, and explanations

- Allow extended time to answer questions, and permit drawing, as an explanation

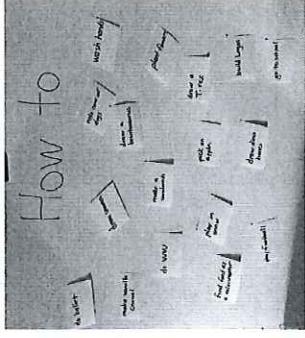
- Accept participation at any level, even one word

- At-Risk writers

- Provide extended time to complete tasks

- Consult with Guidance Counselors and follow I&RS procedures/action plans

Lesson Plans	Goals	Suggested Teaching Points (mini lessons, small groups, and conferences)	Teaching Tips and Suggestions
<ul style="list-style-type: none"> - Consult with Case Managers and follow IEP accommodations/modifications ● English Language Learners <ul style="list-style-type: none"> - Assign a buddy, same language or English speaking - Allow errors in speaking - Rephrase questions, directions, and explanations - Allow extended time to answer questions - Accept participation at any level, even one word 	<p>Writers identify the characteristics of how to books</p>	<ul style="list-style-type: none"> • Writers immerse themselves in how to books/mentor texts and notice the characteristics in each text <ul style="list-style-type: none"> ○ Writers notice <ul style="list-style-type: none"> ■ how to books teach <ul style="list-style-type: none"> ■ easy to follow/ orderly ■ teaching pictures • Writers think about different kinds of how to books such as (directions, recipes, etc). • Writers work together to act out/ plan out and create a how to in shared writing format <u>Shared Writing Template</u> • Writers think about what they know how to do and make lists of teaching how to book topics 	<p>You can use this video as an example: video link to How To Make Chocolate Milk: https://www.youtube.com/watch?v=y1vtMYP9cw</p> <p>Example: Butter making in November leads to a great segway into how to writing. Take pictures of the process and show to class after introduction. Have students place pictures in order (on smart board technology or at tables). Use shared writing to create a how to with heavy teacher scaffolding. Use this method with various other shared activities to add a personalized touch to shared writing.</p> <p>Swap and share class created videos/writing on how to topics and ideas. <u>How To Class Video Sample</u></p> <p>Have students write How To ideas on sticky notes. Place sticky notes on anchor chart for other students to generate ideas from.</p> <p>Create a How To list. Students list 3 topics they want to write about. Keep in writing folder to reference during writing time.</p>
<p>Writers write to teach others how to do something</p>	<ul style="list-style-type: none"> • Writers think about what they do all of the time that they can teach others to do. • Writers make a list of possible how to topics 	<ul style="list-style-type: none"> ○ Creating pictured anchor charts brainstorming ideas of <ul style="list-style-type: none"> ○ Students generate lists on how to topics to aid in writing ideas 	

		<p>Creating a class chart can help students get started on generating ideas.</p> 
Writers use precise vocabulary	<ul style="list-style-type: none"> Writer's plan their writing by talking through the steps (First...., Next,...) Writer's will use ordinal words such as first, second, next, then and last. Writer's will use command words that pertain to a specific topic 	<p>Have writers rehearse their How To with a turn and talk partner or to themselves before they write (THINK, SAY, SKETCH)</p> <p>Place ordinal words on word wall or in anchor chart to add to students environmental print for easy reference.</p>
Writers begin to stretch sounds in words and demonstrate inventive spelling	<ul style="list-style-type: none"> Writers will write beginning, middle and end sounds when stretching out unknown words. Writers match each letter with a sound when stretching out words. 	<p>Conduct mini lessons focusing on stretching out sounds (writing what you hear)</p> <ul style="list-style-type: none"> Interactive writing lessons Teacher think aloud and model Shared writing
Writers write how to books using sequencing and ordinal words to write and illustrate about the steps of a process	<ul style="list-style-type: none"> Writers will write a page for each step <ul style="list-style-type: none"> Writer's will add numbers to each step Writer's will put pages are in order Writer's sketch their teaching pictures across pages Writer's will illustrate How To Books Writer's will zoom in on important steps/teaching points. Writer's label their teaching pictures Writer's write their words they best they can, making sure their words match their sketches. 	<p>Create a whole class book or video modeling each step in whole group format. Students can then go off independently to apply taught skills.</p> <p>ADD ANCHOR CHART AND VIDEO https://drive.google.com/file/d/0BwjATvOl4Pu2ZUXLWkFSLXVEakE/view?usp=sharing</p>
Writers begin to utilize grammar foundations	<ul style="list-style-type: none"> Writers will capitalize proper nouns and beginning of sentences Writers will leave spaces between words to make their writing more readable 	<p>Adding specific writing words to your word wall can aid in writing fluency.</p>

	<ul style="list-style-type: none"> • Writers will begin to use and understand basic punctuation. • Writers write with sight words and spell sight words correctly. 	<p>You can give students a writing tools that contain a space bar, alphabet chart or other learning resources.</p> <p>When conferring with students you can leave a post it note with reminders or examples of commonly spelled words, sight word key ring, and sample writing.</p>
Writers improve writing by revising and editing	<ul style="list-style-type: none"> • Writers reread all of their How To books in their writing folder and choose the <u>ONE</u> they wish to publish. • Writers will revise their published How To Book <ul style="list-style-type: none"> ◦ Writer's make sure their sketches are teaching pictures and show readers exactly what to do. ◦ Writers make sure the steps are numbered and in order. ◦ Writers add more to their teaching words • Writers will create a cover page and sketches 	<p>During the revision process, writers can act out their steps with their writing partner to make sure there are not any missing steps and that their writing makes sense.</p> <p>Model how to edit and publish using your own writing.</p> <p>When publishing How To Books, give writers the opportunity to share in various ways.</p> <ul style="list-style-type: none"> • Literacy Book Buddies • Parent Celebration Party • Author's Chair - Whole Group Share • Gallery/Museum walk • In class Book Bin • Bulletin Board Display

- Vocabulary:**
- writer
 - Writer's Workshop
 - piece
 - space bar
 - sketch
 - label

- share
 - partner
 - turn and talk
 - publish
 - revise
 - edit
 - independent
 - stamina
 - reflection
 - alphabet chart
 - mentor text
 - book buddies
 - shared writing
 - interactive writing
 - fact
 - informational text
 - label
 - caption
 - diagram
 - Expert
 - Teaching voice

Name: _____ Date: _____

Information Writing Checklist

	Kindergarten	NOT YET	STARTING TO	YES!
	Structure			
Overall	I told, drew, and wrote about a topic.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lead	I told what my topic was.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Transitions	I put different things I knew about the topic on my pages.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ending	I had a last part or page.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Organization	I told, drew, and wrote information across pages.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Development			
Elaboration	I drew and wrote important things about the topic.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Craft	I told, drew, and wrote some details about the topic.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Language Conventions			
Spelling	I could read my writing.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	I wrote a letter for the sounds I heard.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	I used the word wall to help me spell.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Punctuation	I put spaces between words.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	I used lowercase letters unless capitals were needed.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	I wrote capital letters to start every sentence.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Unit 4

Unit Overview

Content Area: ELA- Writing	Unit Title: Personal Narrative	Grade Level: Kindergarten	Unit Summary: A personal narrative tells about an experience in your life. Writers will be able to write a "One Day I story" focusing on real life events. Writers will illustrate and write across pages focusing on a coherent beginning, middle and end of a real life event.
Interdisciplinary	Connections:	21 st Century Themes and Skills:	Standards (Content and Technology):
Content Area: ELA- Writing	Social Studies- Feelings/ emotions Math- Sequential Order	CRP4 - Communicate clearly and effectively and with reason	CPI#: Statement: NJSLS.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. NJSLS.W.K.5 With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed. NJSLS.W.K.5 With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed. NJSLS.RI.K.10 Actively engage in group reading activities with purpose and understanding. NJSLS.RF.K.1. Demonstrate understanding of the organization and basic features of print. 1. Follow words from left to right, top to bottom, and page by page. 2. Recognize that spoken words are represented in written language by specific sequences of letters. Understand that words are separated by spaces in print. NJSLS.SL.K.1. Participate in collaborative conversations with diverse partners about <i>kindergarten topics and texts</i> with peers and adults in small and larger groups.
Unit Title: Personal Narrative			
Grade Level: Kindergarten			

		<p>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).</p> <p>B. Continue a conversation through multiple exchanges.</p>
NJSLS.I.K.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	
8.1.2.A.1	Identify the basic features of a digital device and explain its purpose	
8.1.P.C.1	Collaborate with peers by participating in interactive digital games or activities.	<p>Unit Essential Question(s):</p> <ul style="list-style-type: none"> • What is a personal narrative? • What can I do to make my story more interesting to the reader? <p>Unit Enduring Understandings:</p> <ul style="list-style-type: none"> • A personal narrative tells about an experience or memory in your life. Students will sketch, write and elaborate on events in their life focusing on a small moment. • Students will learn to use a variety of text enhancing features. • Students learn that characters speak, interact, and have thoughts. Writers will add speech bubbles/ thought bubbles. Writers will also focus on word choice to enhance the interest of their story and develop a strong writing voice through reflecting on personal experiences, memories and feelings.

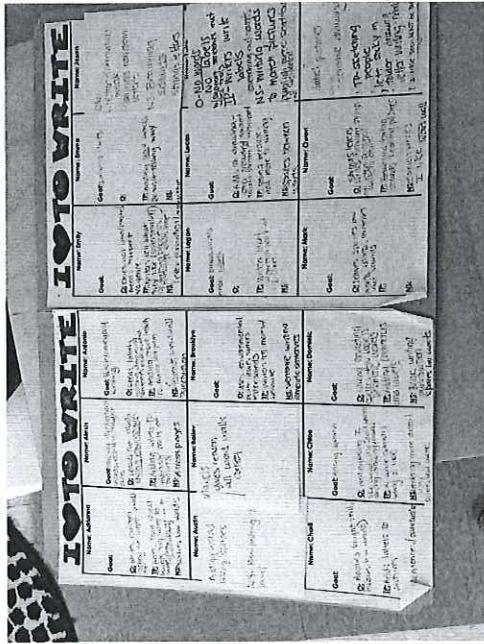
Unit Learning Targets/Objectives:
Students will

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

Evidence of Learning

Formative Assessments:Anecdotal notes from conferring with student Students rubric checklists, observing student's behaviors and engagement during writing times as with whole group interactive writing.

Conferring/Conference Recording Keeping



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

Narrative Writing Checklist

Narrative Writing Rubric

Resources/Materials (copy hyperlinks for digital resources):

Mentor Texts

Knuffle Bunny- Mo Williams

A Chair for my Mother- Vera Williams

When I was Little and I was 5- Jamie Lee Curtis

I Love my Hair- Natasha Tarpley

Roller Coaster- Marla Frazee

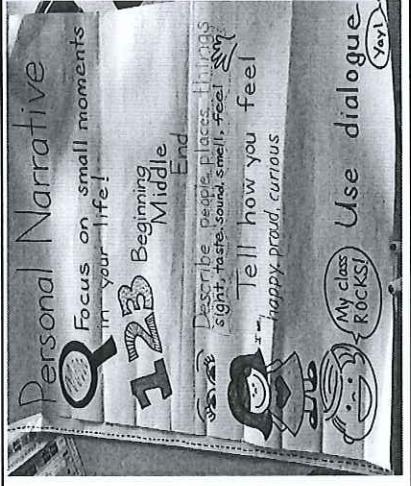
Wimberly Worried- Kevin Henkes

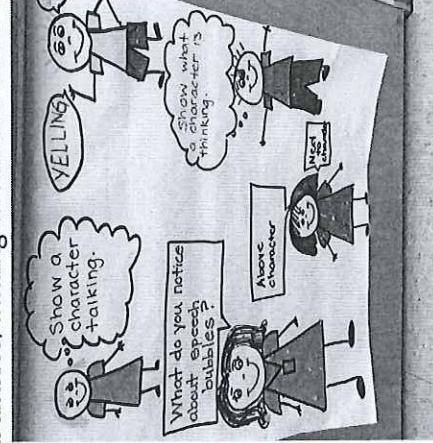
Conferring Tool Kit- This can be used during individual conferences to further develop writing skills.

Conferring Tool Kit

Modifications:

<ul style="list-style-type: none"> ● Special Education writers <ul style="list-style-type: none"> - Allow errors - Rephrase questions, directions, and explanations - Allow extended time to answer questions, and permit drawing, as an explanation - Accept participation at any level, even one word - Consult with Case Managers and follow IEP accommodations/modifications ● English Language Learners <ul style="list-style-type: none"> - Assign a buddy, same language or English speaking - Allow errors in speaking - Rephrase questions, directions, and explanations - Allow extended time to answer questions - Accept participation at any level, even one word 	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center; background-color: black; color: white;">Goals</th><th style="text-align: center; background-color: black; color: white;">Suggested Teaching Points <i>(mini lessons, small groups, and conferences)</i></th><th style="text-align: center; background-color: black; color: white;">Lesson Plans</th><th style="text-align: center; background-color: black; color: white;">Teaching Tips and Suggestions</th></tr> </thead> <tbody> <tr> <td style="vertical-align: top;"> <p>Writers will understand the purpose of personal narrative through immersion of text</p> </td><td> <ul style="list-style-type: none"> ● Writer's will identify characteristics of personal narrative stories <ul style="list-style-type: none"> ○ Compare and contrast Personal Narrative to How To ○ Read Mentor Texts ● Writers will orally share real life stories <ul style="list-style-type: none"> ○ Use whole class experiences to model or share think aloud storytelling beginning, middle and end. ● Writers will develop sequencing using stories <ul style="list-style-type: none"> ● Writers use shared writing to develop real life stories <ul style="list-style-type: none"> ○ Pick one class experience and model sketching and writing beginning, middle and end. </td><td></td><td> <p>Read mentor texts to immerse students in genre. Using the same mentor text throughout the unit as referencing familiarizes students with different text features of personal narrative. You can refer to mentor texts in whole group mini lessons or during individual conferring. Use sticky notes to mark up your text with teaching points.</p> <p>Creating a anchor chart identifying characteristics of personal narrative writing familiarizes students with writing purpose.</p> </td></tr> </tbody> </table>	Goals	Suggested Teaching Points <i>(mini lessons, small groups, and conferences)</i>	Lesson Plans	Teaching Tips and Suggestions	<p>Writers will understand the purpose of personal narrative through immersion of text</p>	<ul style="list-style-type: none"> ● Writer's will identify characteristics of personal narrative stories <ul style="list-style-type: none"> ○ Compare and contrast Personal Narrative to How To ○ Read Mentor Texts ● Writers will orally share real life stories <ul style="list-style-type: none"> ○ Use whole class experiences to model or share think aloud storytelling beginning, middle and end. ● Writers will develop sequencing using stories <ul style="list-style-type: none"> ● Writers use shared writing to develop real life stories <ul style="list-style-type: none"> ○ Pick one class experience and model sketching and writing beginning, middle and end. 		<p>Read mentor texts to immerse students in genre. Using the same mentor text throughout the unit as referencing familiarizes students with different text features of personal narrative. You can refer to mentor texts in whole group mini lessons or during individual conferring. Use sticky notes to mark up your text with teaching points.</p> <p>Creating a anchor chart identifying characteristics of personal narrative writing familiarizes students with writing purpose.</p>
Goals	Suggested Teaching Points <i>(mini lessons, small groups, and conferences)</i>	Lesson Plans	Teaching Tips and Suggestions						
<p>Writers will understand the purpose of personal narrative through immersion of text</p>	<ul style="list-style-type: none"> ● Writer's will identify characteristics of personal narrative stories <ul style="list-style-type: none"> ○ Compare and contrast Personal Narrative to How To ○ Read Mentor Texts ● Writers will orally share real life stories <ul style="list-style-type: none"> ○ Use whole class experiences to model or share think aloud storytelling beginning, middle and end. ● Writers will develop sequencing using stories <ul style="list-style-type: none"> ● Writers use shared writing to develop real life stories <ul style="list-style-type: none"> ○ Pick one class experience and model sketching and writing beginning, middle and end. 		<p>Read mentor texts to immerse students in genre. Using the same mentor text throughout the unit as referencing familiarizes students with different text features of personal narrative. You can refer to mentor texts in whole group mini lessons or during individual conferring. Use sticky notes to mark up your text with teaching points.</p> <p>Creating a anchor chart identifying characteristics of personal narrative writing familiarizes students with writing purpose.</p>						

	<p>Personal Narrative</p> <p>Focus on small moments in your life!</p> <p>1 2 3 Beginning Middle End</p> <p>Describe people, places, things sight, taste, sound, smell, feel</p> <p>Tell how you feel happy, proud, curious</p> <p>My class rocks! Use dialogue (say)</p>	<p>Place a star sticker next to Name to remind students THEY are the stars of their stories.</p>	<p>Creating anchor charts remind students to independently attempt usage of proper capitalization. You can make these charts ahead of time and touch on them as needed for teaching points.</p>
<p>Writers plan their writing</p>	<ul style="list-style-type: none"> • Writers will find true small moment story ideas to write about from their own lives. • Writers will practice oral retell of small moment stories • Writers will identify the main characters and setting in their story to aid in the development of imagery • Writers will practice telling stories across their fingers <ul style="list-style-type: none"> ◦ Writers ask what events are happening in my story? ◦ Writers tell stories to partners 	<p>Writers will write stories with a beginning, middle and end</p> <ul style="list-style-type: none"> • Writers first sketch the events across pages <ul style="list-style-type: none"> ◦ Writers sketch characters, setting and events ◦ Writers label sketches ◦ Writers read sketches and write words to match events. • Writers write their stories in first person to achieve a strong voice 	<p>Writers will make writing readable</p> <ul style="list-style-type: none"> • Writers take risks and try their best to spell words (stretching sounds) <ul style="list-style-type: none"> ◦ Writers attempt to spell new words through sound analysis and say words

<ul style="list-style-type: none"> s-i-o-w-l-y to hear a sound and write a letter that represents it Writers use spaces between words to help readers understand the writing <ul style="list-style-type: none"> Writers use capitalization <ul style="list-style-type: none"> first word in a sentence proper nouns day/month Writers use periods, exclamation points and question marks to end a sentence. 	<p>Model think aloud and writing procedures to explicitly teach speech bubbles, adding detail and other embellishments.</p> 	<p>Writers meet with peers (writing partners) to share and elaborate on how to make writing pieces more interesting. Writers can reflect on given topics</p> <ul style="list-style-type: none"> • What did I do well today • What I am most proud of • Put a sticky note on something you elaborated • Find dialogue in your story and share with your partner
<ul style="list-style-type: none"> Writers elaborate upon their writing <ul style="list-style-type: none"> Writers add dialogue through speech/thought bubbles quotation marks Writers explain their thoughts and feelings about an experience or event to tell the reader more Writers write with a unique perspective developing their own voice through writing about their memories and experiences Writers provide some descriptive detail to make the story more interesting <ul style="list-style-type: none"> Word Choice 		

		<ul style="list-style-type: none"> Put a sticky where you can make a stronger word choice- get ideas from your partner
Writers will revise and edit small moment stories	<ul style="list-style-type: none"> Writers will choose their best piece to publish <ul style="list-style-type: none"> Writers re-read all of their personal narrative stories to decide which will be their piece to "fancy up" / publish Writers will revise their piece asking themselves what can I add to make my story better. <ul style="list-style-type: none"> Writers add detail to their sketches Writers elaborate on their words focusing on word choice Writers make their stories more interesting by adding detail Writers will edit their piece making sure <ul style="list-style-type: none"> Sight words are spelled correctly Checking for capitalization Checking for punctuation 	<p>Creating editing check -lists help writers become independent when publishing.</p>

Vocabulary:

- writer
- Writer's Workshop
- piece
- space bar
- sketch
- label
- share
- partner
- turn and talk
- publish
- revise
- edit
- independent
- stamina

- Narrative
- Small moment
- reflection
- alphabet chart
- mentor text
- book buddies
- shared writing
- interactive writing
- label

Unit 5

Unit Overview

Content Area: ELA- Writing	Learning Targets
Unit Title: Informational Writing- All About Books	
Grade Level: Kindergarten	
Unit Summary: Informational writing allows writers to write what they know or what they are experts on. Writers are provided the opportunity to use a “teacher voice” by asking questions to generate ideas, use precise vocabulary and utilize features from nonfiction texts. Informational writers will use a combination of drawing, dictating, and writing, to teach readers more about a given topic.	
Interdisciplinary Connections:	
Science- Chick Life Cycle Unit	
Literacy- Non-fiction texts	
Mathematics -Geometrical shapes	
21st Century Themes and Skills: CRP4 - Communicate clearly and effectively and with reason	Learning Targets
Standards (Content and Technology):	
CPI#:	Statement:
NJSLS.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.
NJSLS.W.K.5	With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.
NJSLS.L.K.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
NJSLS.L.K.4	Demonstrate understanding of the organization and basic features of print. A- Follow words from left to right, top to bottom, and page by page. B- Recognize that spoken words are represented in written language by specific
NJSLS.RF.K.3.	Know and apply grade-level phonics and word analysis skills in decoding and encoding words. A. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing many of the most frequently used sounds of each consonant. B. Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.
NJSLS.SL.K.5.	Add drawings or other visual displays to descriptions as desired to provide additional detail.
NJSLS.SL.K.6.	Speak audibly and express thoughts, feelings, and ideas clearly.

8.1.2.A.1	Identify the basic features of a digital device and explain its purpose.	
8.1.2.A.3	Compare the common uses of at least two different digital applications and identify the advantages and disadvantages of using each.	
Unit Essential Question(s):	<ul style="list-style-type: none"> • Why do writers write informational texts/all about books. • What is an all about book? How do I use specific vocabulary that helps the reader understand a topic? 	<p>Unit Enduring Understandings:</p> <ul style="list-style-type: none"> • Writers will teach readers about topics they are experts on. • Writers cultivate their teaching voice by writing informational texts on topics of their choosing or interest. • Writers will use specific vocabulary to enhance their writing by making their pieces more interesting to their audience . • Students will use vocabulary words and word choice to aid in the reader's understanding of a topic.

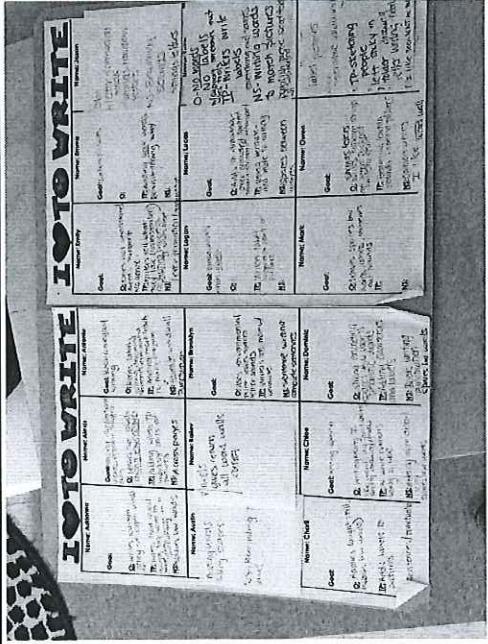
Unit Learning Targets/Objectives:*Students will...*

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

Evidence of Learning**Formative Assessments:**

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

Conferring/Conference Recording Keeping



Summative/Benchmark Assessment(s):

Published piece and teacher rubric/checklist

Informational Writing Check List

Informational Writing Rubric

Conferring/Conference Record Paper

Resources/Materials (copy hyperlinks for digital resources):

Classroom 9 Writes a Report- by Rozanne Lanczak Williams

Chicks and Chickens- Gail Gibbons

Newmark Learning Science Books

Non-Fiction texts

National Geographic Explorer Kids

Paper:
Cover Paper

Modifications:

• Special Education writers

- Allow errors
- Rephrase questions, directions, and explanations
- Allow extended time to answer questions, and permit drawing, as an explanation

• At-Risk writers

- Provide extended time to complete tasks
- Consult with Guidance Counselors and follow I&RS procedures/action plans

<p>- Accept participation at any level, even one word</p> <p>- Consult with Case Managers and follow IEP accommodations/modifications</p> <p>English Language Learners</p> <ul style="list-style-type: none"> - Assign a buddy, same language or English speaking - Allow errors in speaking - Rephrase questions, directions, and explanations - Allow extended time to answer questions - Accept participation at any level, even one word 	<p>- Consult with classroom teacher(s) for specific behavior interventions</p> <p>- Provide rewards as necessary</p> <ul style="list-style-type: none"> • Gifted and Talented writers <ul style="list-style-type: none"> - Provide extension activities - Build on writers' intrinsic motivations - Consult with parents to accommodate writers' interests in completing tasks at their level of engagement
<p>Goals</p> <p>Writers will identify characteristics of an All About Book</p>	<p>Suggested Teaching Points <i>(mini lessons, small groups, and conferences)</i></p> <ul style="list-style-type: none"> • Writers will immerse themselves in all about books spending time reading informational texts <ul style="list-style-type: none"> ○ Writers ask themselves "what do we notice about all about books?" <ul style="list-style-type: none"> ■ teaching pictures ■ vocabulary ■ diagrams ■ bold words • Writers understand how to write all about books from mentor texts • Writers begin to generate topics for all about books asking: <ul style="list-style-type: none"> ○ What can I teach others? ○ What do I do a lot of? ○ What do I know a lot about? ○ What do I see around me that reminds me of what I know? • Informational writers will generate lists of topics they are experts on and record on list paper <p>Lesson Plans</p> <p>Teaching Tips and Suggestions</p> <p>Creating an anchor chart on characteristics of all about books help writers identify and categorize characteristics of All About Books.</p>

	<p>with a strong basis of content understanding while boosting confidence. Think of topics the class knows about ideas include: chicks, kindergarten, school specials, math. Let students have a voice. Planning and scaffolding with students is a strong way to start a new unit.</p> <p><u>shared writing template guide</u></p>	<p>When we call writers experts students are free to write stories based on what they have experience on such as legos, ninja turtles, their family members, books. Note this is not a place where students are expected to research.</p> <p>Observing students thinking, talking and listening topics they know about. Have students turn and talk to share ideas and tell across fingers to list at least 3 facts they know about a given topic before students put writing on paper.</p> <p>Suggested paper is: List paper, <u>List Paper Choices</u></p>	<p>Have students generate writing topics with a partner and create a fluid anchor chart on all about topics. This serves as a reference for students when they get stuck and "don't know what to write about." Throughout the unit you can add ideas on post its or on chart paper to help the writing process.</p> <p>Creating another class chart with focus on craft and elaboration can serve as a visual reference for writers and provide teaching points of reference for structured mini lessons. Have students be reflective through using turn and talk, stop and chat and stop and jot.</p> <p><u>Blank Shared Writing Template:</u> <u>Shared Writing Planning Page:</u></p> <p>Examples of specific vocabulary changes words such as stuff and things to more content specific words. You can create a list on chart paper or individualize for students in their writing folders on post it notes.</p>
Writers will plan to write all about books to teach others about a topic they know a lot about	<ul style="list-style-type: none"> Informational writers choose a topic they are experts on Informational writers list at least three facts about the given topic. <ul style="list-style-type: none"> Writers say facts across their fingers and share with writing partner. Writers choose their paper carefully so they have space to say what they want to say 	<ul style="list-style-type: none"> Informational writers plan their facts across pages by putting one new fact on each page (e.g., chicks hatch from eggs, chicks are different colors, chicks eat worms and grains, female chicks will grow up to be hens and male chicks to be roosters, chicks have feathers called down.) Informational writers sketch teaching pictures on each page zooming in on important teaching facts <ul style="list-style-type: none"> Writers label teaching pictures focusing on characteristics of informational texts 	
Writers will tell and write across pages			

	<ul style="list-style-type: none"> ■ labels ■ diagrams ■ captions ● Informational writers add writing to match their pictures <ul style="list-style-type: none"> ○ Writers will use <u>specific teaching vocabulary</u> on a given topic ● Informational writers start another book when they are finished with one book or go back in their folders to work on enhancing other pieces 	<p>Using interactive writing during allows for a quick assessment of all students. You can then sit with small group in need of support.</p> <p>During conferring sessions notice student's spelling pattern. you can leave a post it note with reminders or examples of commonly spelled words, sight word key ring, and sample writing. It serves as an easy and convenient resource for early writers.</p>
<p>Writers will stretch out sounds in words</p>	<ul style="list-style-type: none"> ● Writers will use simple phoneme/spelling patterns to generate words ● Writers stretch words to hear and write ending sounds in big words ● Informational writers use tools to help them stretch out sounds in words <ul style="list-style-type: none"> ○ alphabet chart ○ environmental print ● Writers will use the word wall to help them write words 	<p>Interactive writing lessons allows the teacher to hone in on conventions of grammar. Incorporating interactive writing during morning meeting, math and other interdisciplinary areas allows for students to make connections between writing and other curricular areas.</p> <ul style="list-style-type: none"> ● Have students bring slate board to the rug ● Use shared pen strategies for shortened lessons ● Ask students for help in your writing ● Target specific skills you need to address (e.g., consonant digraphs, punctuation, spelling patterns, capitalization) (take anecdotal notes on areas where students need support and incorporate into interactive writing.)
<p>Writers will make their writing readable for the reader</p>	<ul style="list-style-type: none"> ● Writers will will write in complete sentences <ul style="list-style-type: none"> ○ Informational writers put a space between words when they don't hear any more sounds ○ Informational writers begin their sentence with a capital ○ Informational writers end their sentences with periods 	<p>Guide writing partners in sharing sessions by asking questions to promote reflection</p>

	<ul style="list-style-type: none"> ● What is something you are proud of in your writing today (point to it and share.) ● Teach your partner about your topic, what did you learn ● Tell your partner something you think they did well in their writing ● What will you work on tomorrow? 	
Writers will improve their writing through revision and editing	<ul style="list-style-type: none"> ● Writers reread all of their All About books in their writing folder and choose the ONE they wish to publish. ● Writers go back and re-read their all about books <ul style="list-style-type: none"> ○ Writers looks at word choice and vocabulary words to enhance their “teaching voice.” ● Writers revise their writing <ul style="list-style-type: none"> ○ add more to their teaching pictures by zooming in on the important parts ○ Writers add labels to their teaching pictures ○ Writers make sure their books have covers and titles to tell readers what their books are about. ● Writers edit their writing <ul style="list-style-type: none"> ○ Ensure spacing between words ○ Capitalization ○ Word Wall Words are spelled correctly <ul style="list-style-type: none"> ○ Punctuation at the end of sentences ● Writers publish by coloring their cover and sketches ● Writers celebrate their writing 	<p>Writing partners can peer “edit/review” by making sure their writing makes sense. Having students share through reflective practices promotes self awareness and a sense of confidence.</p> <p>Model how to edit and publish using your own sample writing.</p> <p>When publishing All About Books, give writers the opportunity to share in various ways.</p> <ul style="list-style-type: none"> ● Literacy Book Buddies ● Celebration Party ● Author's Chair- Whole Group Share ● Gallery/Museum walk ● In class Book Bin ● Bulletin Board Display

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