



Washington Township School District



The mission of the Washington Township Public Schools is to provide a safe educational environment for all students to attain the skills and knowledge specified in the New Jersey Core Curriculum Content Standards at all grade levels so as to ensure their full participation in our global society as responsible, self-directed, and civic-minded citizens.

Course Title:	Writer's Workshop				
Grade Level(s):	Kindergarten				
Duration:	<i>Full Year:</i>	X	<i>Semester:</i>	<i>Marking Period:</i>	
Course Description:	<p>The Kindergarten writing curriculum is designed to teach students about particular kinds of writing; information, narrative, and opinion. At the kindergarten level the writing workshop launch is critical as it leads students into the identity and work of being “writers”. The Kindergarten writing curriculum is child-centered with extensive opportunities to write on topics the students care about through explicit and sequenced instruction. Students progress along a learning continuum, with critical feedback that challenges students to work independently. All of the workshop teaching follows the “gradual release of responsibilities” model.</p>				
Grading Procedures:	<p>On demand Post-Unit Performance Assessments conducted at the completion of each unit of study:</p> <ul style="list-style-type: none"> • Narrative Writing Post – Unit Assessment (refer to page 182 in <i>Writing Pathways</i>) • Information Writing Post – Unit Assessment (refer to page 128 in <i>Writing Pathways</i>) • Opinion Writing Post – Unit Assessment (refer to page 86 in <i>Writing Pathways</i>) <p>Scoring Procedures:</p> <ul style="list-style-type: none"> • Primary Scoring Rubric (CD-ROM) • Learning Progressions (<i>Writing Pathways</i> pp.82, 124, 178) • Student Checklists (<i>Writing Pathways</i> pp.88, 130, 184) 				
Primary Resources:	<p>Writing Units of Study Complete Kit Consisting of:</p> <ul style="list-style-type: none"> • <i>Launching the Writer's Workshop – Unit 1</i> • <i>Writing for Readers – Unit 2</i> • <i>How-To Books/All About – Unit 3</i> • <i>Persuasive Writing of All Kinds/Opinion – Unit 4</i> • <i>A Guide to the the Common Core Writing Workshop</i> • <i>If...Then...Curriculum</i> • Units of Study Resources CD Rom <p>Additional Resources:</p> <ul style="list-style-type: none"> • Reference Binder • Teacher Selected Materials (i.e. student writing folders) 				

Washington Township Principles for Effective Teaching and Learning

- Implementing a standards-based curriculum
- Facilitating a learner-centered environment
- Using academic target language and providing comprehensible instruction
- Adapting and using age-appropriate authentic materials
- Providing performance-based assessment experiences
- Infusing 21st century skills for College and Career Readiness in a global society

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Written: August 2016

Revised: _____

BOE Approval: _____

Unit Title: Unit 1 – Launching the Writing Workshop**Unit Description:**

The Launching unit provides models for writing behaviors, rituals, and routines to establish a community that fosters the behaviors and expectations for writing workshop. This unit is divided into four bends. During the first bend of the unit, teachers aim will be to introduce kindergarten students to the writing workshop and that the writing process starts with a writer having content, an image, and then drawing representationally to put that meaning onto the page. In the second bend, children learn that they can reread what they have written, realize they have more to say, then staple on more pages to make a home made book. In the third bend, children go from learning how to write to teach people about what they know to learning that they can write to capture a true story called a “small moment.” “Small Moment” stories are very focused episodes. Children learn during this bend that to write true stories, writers think about what happened and then draw and write what happened first, then turn the page and tell what happened next and then next. In the last bend of this unit, children will learn how to revise and publish a piece of writing to make it the best it can be. With guidance from the checklist and from the teacher, children will make their best writing better.

Unit Duration: 25 Sessions**Desired Results****NJSLSA Standard(s):****Primary:** W.K.2, W.K.3, W.K.5, W.K.6, W.1.3, RFS.K.1, RFS.K.2, RFS.K.3, RFS.K.4, RFS.K.4, RI.K.7, SL.K.2, SL.K.3, SL.K.4, SL.K.6, L.K.2,C,D, L.K.1**Reinforced:** W.K.2, W.K.3, W.K.5, W.K.6, W.K.7, W.K.8, W.1.3, RI.K.1, RI.K.2, RFS.K.1, RFS.K.2, RFS.K.3, RFS.K.4, SL.K.2, SL.K.3, SL.K.4, SL.K.6, SL.1.4, L.K.1, L.K.2, L.K.5, L.K.2a,b,c, L.1.D,E**Indicators:**

- Students will 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.
- Students will 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.
- With guidance and support from adults, students will respond to questions and suggestions from peers and add details to strengthen writing as needed.
- With guidance and support from adults, students will explore a variety of digital tools to produce and publish writing, including in collaboration with peers.
- Demonstrate understanding of the organization and basic features of print.
- Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
- Know and apply grade-level phonics and word analysis skills in decoding words.
- With prompting and support, students will describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).
- Students will participate in collaborative conversations with diverse partners about *kindergarten topics and texts* with peers and adults in small and larger groups.
- Students will 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.
- Students will ask and answer questions in order to seek help, get information, or clarify something that is not understood.
- Students will describe familiar people, places, things, and events and, with prompting and support, provide additional detail.

<p>Understandings: <i>Students will understand that...</i></p> <ul style="list-style-type: none"> • Writers follow specific routines and procedures. • Writers think of something that they know about and use pictures and words to put their ideas on paper. • Writers come up with topics for writing. • Writers follow a routine for gathering then move to their writing places. • Writers look back at their writing and see if they can add more. • Writers come up with solutions to their problems and carry on writing. • Writers picture what they want to write about first, and then put all the details onto the page. • Writers say words slowly and then write down the sounds they hear. • Writers have an idea that is hard to spell and they don't quit. Writers keep trying. • Writers want to teach more and add more pages to their book. • Writers write a whole book and plan how their book will go. • Writers have partners to help add more to their writing. • Writers record more sounds in words by saying words slowly and listening to each part. • Writers select their favorite piece of writing and use a checklist to make it the best it can be. • Writers can write to tell stories. • Writers plan stories by touching each page before writing. • Writers add more details to their writing by thinking about where they were, who they were with, and what they were doing in their story. • Writers bring their characters to life by making their characters talk. • Writers reread their stories, drawing on everything they know to improve them. • Writers edit their writing by rereading their words and rewriting them as necessary to make their writing more readable for themselves and others. 	<p>Essential Questions: What do good writers do?</p>
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Assessment Evidence

<p>Performance Tasks:</p> <p>Daily Tasks</p> <ul style="list-style-type: none"> • Independent Writing • Process Writing Peices • Student Checklists • Learning Progressions <p>Preformance Tasks</p> <ul style="list-style-type: none"> • Pre-Unit On Demand • Post-Unit On Demand <p>*It was established that teachers should give an On-Demand writing sample and use the Kindergarten Writing Contium to score.</p>	<p>Other Evidence:</p> <p>Other examples of quick assessments (vary by teacher):</p> <ul style="list-style-type: none"> • Conferencing • Strategy Groups • Small Groups • Formative Assessment Notes • Quick Writes • Anecdotal Notes • Student Checklists
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Benchmarks: On Demand using Writing Continuum

Learning Plan

All sessions follow the following format:

Mini Lesson: Approximately 7- 10 minutes

Student Independent Authentic Writing Time with Teacher Conferencing and Small Strategy Groups: 25-30 minutes (writing time will be significantly shorter in the beginning sessions. All students get used to the routines and procedures of being a good writer).

Share: Approximately 5 minutes

Throughout the unit, writers will:

<p>Plan for writing:</p> <ul style="list-style-type: none"> • Think of something they know • Picture what they know in their heads • Study mentor texts and shared writing • Visualize details • Ask questions to think about what they know • Turn and Talk with partners • Touch and Tell • Participate in oral story telling • Plan across fingers 	<p>Revise their writing:</p> <ul style="list-style-type: none"> • Add details to words and pictures • Add pages to write more (scrolls, stapling pages, etc.) • Add speech bubbles to bring writing to life • Reread writing with partners • Go back to old pieces and write more • Try to correct spelling to make writing more readable
<p>Draft their writing:</p> <ul style="list-style-type: none"> • Draw pictures • Label • Stretch out hard to spell words • Write words • Use word walls to write high frequency words 	<p>Publish their writing:</p> <ul style="list-style-type: none"> • Edit writing to make it the best it can be • Celebrate being a writer • Add cover and end page

Bend 1: We Are All Writers

Session 1: We are All writers: “Putting Ideas on Paper with Pictures and Words”

Session 2: We are All writers: “Putting Ideas on Paper with Pictures and Words Continued”

Session 3: We are All writers: “Putting Ideas on Paper with Pictures and Words Continued”

Session 4: Writer’s know that: “When We Are Done, We have Just Begun”

Session 5: “Carry on Independently as Writer’s”

Session 6: “Writer’s Call to Mind What They Want to Say, Then Put That onto the Page”

Bend 2: Writing Teaching Books

Session 7: “Stretching Out Words to Write Them”

Session 8: “Stretching Out Words to Write Them”

Session 9: “Writing Even Hard-to-Write Ideas”

Session 10: Turning Pieces Into Books”

Session 11: “Planning Teaching Books Page By Page”

Bend 3: Writing Stories

Session 12: “Asking and Answering Questions to Add More”

Session 13: “Stretching Out Words to Write Even More Sounds”

Session 14: “Stretching Out Words to Write Even More Sounds”

Session 15: “Using A Checklist To Make Writing the Best It Can Be”

Session 16: “Getting Ideas for Stories and Practicing Storytelling”

Bend 4: Preparing for Publication

Session 17: “Planning Stories Page by Page: Planning and Telling Stories Across the Pages”

Session 18: “Planning Stories Page by Page: Planning and Telling Stories Across the Pages”

Session 19: “Adding More Details to Pictures and Stories”

Session 20: “Adding More Details to Pictures and Stories”

Session 21: “Stretching and Writing Words: Hearing and Recording Sounds in Sequence”

Session 22: “Bringing Our Writing to Life: Adding Dialogue with Speech Bubbles”

Session 23: “Using Everything to Make Pieces the Best They Can Be”

Session 24: “Editing”

Session 25: Reading Into The Circle: An Author’s Celebration

Resources:

Writing Units of Study: Unit 1: Launching Writers Workshop, District Writing Binder (For Narrative Writing), CD-ROM (consisting of sample anchor charts, student writing samples, student checklist for narrative writing, and Primary Scoring Rubric for Narrative Writing), Writing Pathways, If..Then..Curriculum, A Guide to the Common Core Writing Workshop

Bend I:

- Folder for each student
 - Sticker on each side to indicate work in progress or completed work
- Writing Supply Caddy (extra pencils, erasers, word walls, crayons, spacers, extra paper)
- **Mentor Texts**
 - *Freight Train* by Donald Crews (1992)
 - *Creak! Said the Bed* by Phyllis Root (2010)
 - *Naked Mole Rat Gets Dressed* by Mo Williams
- Paper for each child
 - blank pages with a large box drawn on each and a few write-on lines below the box
- Chart Paper
- A way to take notes on your conferences (see conferring tool kit)
- **Chart *When We are Done, We Have Just Begun* (Sample: page 16)**
- Date Stamp (optional)

Bend II:

- Partnership Chart
- **Mentor Texts**
 - *Farm Animals* (DK Readers pre-level 1)
 - Other teaching books or other texts to model with
- A student's piece of writing (see CD Rom)
- Teacher Work Samples
- Writing Folders
- Add mini staplers to writing caddy
- **"I Can Revise My Teaching Book" chart (Sample: Page 56)**
- Pre-stapled booklets
- Post-it notes
- Chart Paper
- Enlarged Alphabet Chart
- Copy of Alphabet Chart for each child

Bend III:

- Readymade booklet with three-four pages stapled together
- Readymade LARGE booklet for teacher demonstration
- **Mentor Text**
 - *Creak! Said the Bed* by Phyllis Root (2010)
 - **Your choice of mentor text**
- Chart *When We are Done, We Have Just Begun* (Sample: page 16)
- Single pieces of paper for students to add to their already made books
- Mini Staplers
- **"How to Write a True Story Chart" (Sample: Page 102)**
- Post-it notes
- Narrative Writing Checklist for Kids (Located on CD Rom or in Pathways book)

Bend IV:

- Piece of writing about a shared class experience. Rewrite on several pieces of chart paper with several misspellings of common sight words)
- A pointer
- Narrative Writing Checklist for each set of partners
- Writing Folders

Unit Modifications for Special Population Students

Advanced Learners	<p>Use assessment data and writing benchmark to group writers together based on skills they need to develop. Provide mini lessons and conferencing that address advanced skills (i.e. print concepts, sound knowledge, sight words, conventions, handwriting, and grammar).</p> <p>Conduct individual conferences to set goals for writers that are reflective of a more challenging task (i.e. telling beginning, middle and end; adding details through labeling, adding dialogue, more descriptive.)</p> <p>Advanced learners can begin to utilize paper choices that provide more lines.</p> <p>*Examples taken from progression in <i>Writing Pathways</i>. Suggested use of the writing progression and student checklists (in CD-ROM as well as in <i>Writing Pathways</i>) to teach students where they are versus grade specific tasks.</p>
Struggling Learners	<p>Kindergarten writing abilities vary widely, independent writing activities need to be flexible.</p> <p>Writers need activities that allow them to begin where they are; modify independent writing based on the assessment data.</p> <p>Allow writers to utilize the independent writing time to draw a picture and practice oral language skills if they are unable to write random letters or use letter sound associations.</p> <p>Writers can utilize personal word walls, Foundations sound chart, and visual cues to increase writing stamina.</p> <p>Teachers will use one on one, small group and over the shoulder conferencing to think aloud and model writing.</p> <p>Revisit the routines to ensure writers are working productively and efficiently.</p> <p>*Refer to <i>If...Then</i> text for individual and small group student needs</p> <ul style="list-style-type: none"> • Modifications include paper choices, small grouping, individual conferencing, emphasis on high-volume writing (writing everyday), and reference to student checklist and writing progressions to meet the needs of where students fall according to the progression in order to modify instruction to meet individual needs and goals.
English Language Learners	<p>Allow the writer to use their picture as a springboard for oral language development and domain specific vocabulary.</p> <p>Give writers domain-specific vocabulary, using words and pictures, on post it notes that fit their topic. For example, if a student is writing a story about his dog, give him the word and a picture dog to copy.</p> <p>Revisit the routines to ensure writers are working productively and efficiently.</p> <p>Utilize purposeful writing partners to expose ELL's to interact with peers who demonstrate a wide range of different language and literacy skills.</p> <p>Provide more mentor texts, and read aloud opportunities.</p> <p>This program supports the use of balanced literacy whereas incorporation of small group, individual conferencing, shared writing, and interactive writing are both essential to young writers including English Language Learners.</p> <p>Small group interactive writing supports emergent writers to transfer skills to their own writing, paper selection supports tiered choices, and individual conferencing and small groups that include modeling and more specifically modeling through "touch and tell" as well as incorporation of "sketches" to plan story writing support the English Language Learner.</p> <p>In addition, creating "print-rich" classrooms where students have access to see writing throughout multiple texts either independently, in small group, or whole group instruction</p>

	where the focus is on how writers write, develop vocabulary and word choices, as well as form sentences in such a way that makes sense to what they want their audience to know support the English Language Learner and the transfer of such skills.
Special Needs Learners	<p>The “Learning Progression (<i>Writing Pathways</i>)” is essential in meeting individual student goals and needs. Where it is that students fall according to the progression will guide your instruction (i.e. if the students are able to master telling a story with pictures as it falls on the writing progression), then you are going to want to work with the student to develop writing to include telling, drawing, and paper to pencil writing—which is more conclusive to the the next grade level standard (as in <i>Writing Pathways</i>, pp.178-181)).</p> <p>In addition, teachers can,</p> <ul style="list-style-type: none"> • Provide writers with pencil grips, slant boards, tricrayons and other tools to assist with writing. • Provide writers with one to one or small group conferencing for explicit modeling of routines, procedures and skills. • Modify the independent writing time and paper choice as needed. • Writers dictate what they want to write, and the teacher will write it for them, if needed. • Use “share the pen” and interactive writing to support writers. <p>**Modifications to checklists can always be made to support the goals and needs of individual learners (both English Language Learners, Special Needs Learners, Struggling, and/or Advanced) to reflect where it is they fall according to the progression (i.e. checklists can be changed to include illustrations, add different goals, etc.)</p>

Interdisciplinary Connections

Indicators:

RF.K.1: Demonstrate understanding of the organization and basic features of print

RF.K.1.A: Follow words from left to right, top to bottom, and page by page.

RF.K.1.B: Recognize that spoken words are represented in written language by specific sequences of letters.

RF.K.1.C: Understand that words are separated by spaces in print.

RL.K.5: Recognize common types of texts (e.g., storybooks, poems).

- *Through incorporation of literature within mini-lessons, small groups, and conferring, students will develop reading skills necessary to incorporate in writing (i.e. story structure, character development, events, sequencing, word choice, etc.).*

Speaking and Listening Standards:

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

SL.K.1A: Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).

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.

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.

Writing Workshop provides multiple opportunities for partner talk and discussion where students will use literature and stories to develop and clarify writing as necessary to strengthen writing

Language Standards:

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

L.K.1.F: Produce and expand complete sentences in shared language activities.

- *Through mentor texts and grammar and conventions instruction, students will develop components of language necessary for writing.*

Integration of 21st Century Skills

Indicators:

9.1.4.G.1 : Describe how valuable items might be damaged or lost and ways to protect them.

- *In the teaching of rules and procedures, students will learn the use of resources as tools to writing.*

9.2.4.A.4 : Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

- *As students develop narrative writing skills, it will enable them to produce writing as communication for future needs.*

9.3.12.AC-DES.2 : Use effective communication skills and strategies (listening, speaking, reading, writing and graphic communications) to work with clients and colleagues.

- *In partner talk, small group, and one to one conferring, students will develop necessary skills to communicate effectively.*

9.3.12.ED.1 : Apply communication skills with students, parents and other groups to enhance learning and a commitment to learning.

- *In the development of narrative writing, students will write for intended audiences.*

9.3.12.ED-ADM.1 : Use research-based practices to develop, communicate and enlist support for a vision of success for all learners.

- *Writing workshop is a researched based practice to support the learning of writing to a variety of students.*

9.3.12.ED-ADM.2 : Identify behaviors necessary for developing and sustaining a positive learning culture.

- *Students will work in partnerships within the classroom and in small groups as well as within whole group conversations that support a positive learning environment.*

9.3.12.ED-PS.1 : Identify strategies, techniques and tools used to determine the needs of diverse learners.

- *Resources can be used throughout small group, strategy group, and conferring to support individual student needs.*

9.3.12.ED-PS.2 : Implement methods to enhance learner success.

- *Teaching students where they are according to the writing progression will enable success in all learners and at various levels.*

9.3.12.ED-PS.3 : Identify resources and support services to meet learners' needs.

- *Resources and methods can be used in the instruction of students on a one to one or small group basis.*

Unit Title: Unit 2: Narrative/Writing For Readers

Unit Description: This unit teaches students to write so it is easy for others to read. In Bend I, students will learn to write stories and reread their work as they write. In Bend II, students will be introduced to other tools to help them with their writing such as a vowel chart, word wall, and checklists. Students will then be introduced to working in partnerships in Bend III. In the last bend, students will revise their stories by adding details using flaps and choose one piece of writing to publish. This piece will be shared with a larger audience.

Unit Duration: 20 Sessions

Desired Results

NJSLSA Standard(s):

Primary: W.K.3, W.1.3, W.K.6, W.K.5, RL.K.1, R.L.K.2.b, RL.K.3, RFS.K.2, RFSK.3, RFSK.1, RFS.K.4, SL.K.4, SL.k.6, L.K.2.c,d, L.K.1, L.K.2.a.b., L.K.2, L.K.1.b.c, L.1.2.d, L.K.4

Reinforced: W.K.3, W.K.5, W.K.6, W.K.7, W.1.3, RFS.K.1, RFS.K.2, RFS.K.3, RFS.K.7, RL.K.1, RL.1.6, RFS.K.3.c, RL.K.2, RL.K.3, SL.K.1, SL.K.2, SL.K.3, SL.K.4, SL.K.5, SL.K.6, L.K.1, L.K.2, L.K.1.f, L.1.2.c, L.K.a.c.d, L.K.6

Indicators:

- Students will 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.
- Students will with guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.
- Students will write stories that people can really read.
- Students will use the word wall to help them create a story that others will want to read.
- Students will use pictures to help them match their writing.
- Students will create amazing beginnings for their stories to capture their readers.
- Students will ask and answer questions about key details in text.
- Students will use combination of drawing, dictating, and writing to compose informative/explanatory texts in which the name what they are writing about and supply some information about a topic.
- Students will use a combination of drawing, dictating and writing to narrate a single event or several loosely linked events.
- Students will respond to questions and suggestions from peers and add details to strengthen writing as needed.
- Students will participate in shared research and writing projects (e.g. explore a number of books by a favorite author and express opinions about them)
- Students will demonstrate understanding of spoken words, syllables and sounds (phonemes)
- Students will add drawings or other visual displays to descriptions as desired to provide for additional detail
- Students will speak audibly and express thoughts, feelings and ideas clearly
- Students will demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- Students will determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.

Understandings:

Students will understand that...

- Writers reread their writing to make sure that it is easy to read.
- Writers call upon what they have already learned.
- Writers will draw and talk about what they need to tell their story.
- Writers write sentences.
- Writers reread often for a variety of reasons.
- Writers use tools such as checklists to help them write the best they can.
- Writers use vowels to help them spell the middle of words.
- Writers rely heavily on words they know in snap (word wall words).
- Writers use story telling words.
- Writers use a partner as a tool to help make writing more readable.
- Writers reflect on their past work to make plans for future writing.
- Writers revise their writing.
- Writers use tools and techniques to insert material into their drafted pieces.
- Writers study mentor texts to write strong leads.
- Writers use partners to help revise their work.
- Writers choose their own work to celebrate.

Essential Questions:

- What do good writers do?
- How do we share ideas and work with others during the workshop?
- How can we tell a “great” story?
- What can I do if I can’t think of an idea or event to write about? What tools help me as a writer?

Assessment Evidence

Performance Tasks:

Daily Tasks

- Independent Writing/ Process Writing Pieces (i.e. narrative, information, etc. writing that students do every day).

Performance Tasks

- “On-Demand Writing”
- Pre- and Post-Assessments

**It was established that teachers should score (using the primary scoring rubric—found in the CD-ROM) at least one processed piece (suggested at the end of a bend or unit) as well as the post (On-Demand) assessment given at the end of this unit. Pre (On-Demand) assessments, given at the beginning of each unit, will provide formative information to support unit planning using Learning Progressions as a guide.

Other Evidence:

Conferencing

- Strategy Groups
- Small Groups
- Formative Assessment Notes

Benchmarks: Post Unit Assessment

Learning Plan

All sessions follow the following format:

Mini-lesson: Approximately 10 minutes

Student independent writing time with teacher conferences and small group strategy work: 25-30 minutes

Share: Approximately 5-10 minutes

Through out the unit, writers will:

<p>Plan for writing:</p> <ul style="list-style-type: none"> • Think of something they know • Go back to old anchor charts to call upon what they know • Study mentor texts and shared writing • visualize details • Turn and Talk with partners • Touch and Tell • Plan across fingers 	<p>Revise their writing:</p> <ul style="list-style-type: none"> • Use checklists to revise their writing • Use flaps to revise writing • Add details to words and pictures • Add pages to write more (scrolls, stapling pages, etc) • Add speech bubbles to bring writing to life • Reread writing with partners • Go back to old pieces and write more • Try to correct spelling to make writing more readable • Use partners as mentors to help fix up stories
<p>Draft their writing:</p> <ul style="list-style-type: none"> • Draw pictures • Write Sentences • Use a vowel chart • Stretch out hard to spell words • Write words • Use word walls to write high frequency words • Write story beginnings • Write endings with feeling • Include story telling words 	<p>Publish their writing:</p> <ul style="list-style-type: none"> • Edit writing to make it the best it can be • Celebrate being a writer • Add cover page and end page

Learning Activities:

Bend I: Writing Stories that People Can Really Read

Session 1: “Writing For Readers”

Session 2: “How to Write True Stories That Readers Really Want to Read”

Session 3: “Drawing Stories for Readers”

Session 4: “Writing Sentences that Tell a Story”

Session 5: “Power of Rereading”

Bend II: Tools Give Writers Extra Power

Session 6: “Checklists Can Help Writers Make Powerful Stories”

Session 7: “A Vowel Chart Can Help with The Middles of Words”

Session 8: “Writing Readable Stories using Word Walls”

Session 9: “Writing Stories with True Words: Making Stories Talk”

Session 10: “Using Reading Partnerships to Support Move Conventional Writing”

Session 11: “Letters To Teachers: Using a Partner to Hear More Sounds in Words”

Session 12: “Putting It Together: How to Make Readable Writing”

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

Session 13: “Writers Search Their Mental and Drawn Pictures to Make their Stories Better”

Session 14: “Writers Use Flaps To Make Better Stories”

Session 15: “Writing Amazing Story Beginnings”

Session 16: “Writers Work with Partners to Answer Reader’s Questions”

Bend IV: Preparing for Publication

Session 17: “Writer’s Use all They Know to Select and Revise a Piece to Publish”

Session 18: “Ending with Feelings”

Session 19: “Writer’s Make Their Pieces Beautiful to Get Ready for Publication”

Session 20: “ A Final Celebration: Bringing True Stories to Life”

Resources:

Bend I:

- Writing Folders
- Chart Paper
- Sample of student writing from prior sessions
- Stapled together story booklets with three or four pieces of paper
- Partnerships
- Enlarged Blank Booklet for teacher modeling
- **"How to Write a Story" chart (Sample: page 20)**
- List of "What Makes Writing Easy to Read" (Sample: page 32)
- Simple picture book of choice that shows a line of text under each picture
- Class piece of shared writing

Bend II:

- Photographs of people doing something that is made easier by the use of a tool (example: Bulldozers, wheelbarrow, blender, ...)
- Enlarged copy of Narrative Writing Checklist
- List of "What What Makes Writing Easy to Read"
- Students writing sample that models using Narrative Writing Checklist, Grades K and 1 to improve the writing
- Chart Paper
- Vowel Chart- Enlarged
- Vowel Chart- for each student
- Personal Word Walls
- **"How to Turn a Word into a Snap Word" chart (Sample: page 77)**
- Narrative Writing Checklist (see page 104)

Bend III:

- Post-it notes
- Revision Flaps- pre cut (page 114)
- **Mentor Text-**
 - *A Chair for my Mother* By Vera B. Williams
 - *Owl Moon* by Jane Yolen
 - **Other familiar books**
- Sample of Student work
- Narrative Writing Checklist

Bend IV:

- Narrative Writing Checklist
- **"What What Makes Writing Easy to Read" chart**
- **Mentor Text**
 - *Koala Lou* By Mem Fox
- A visual chart that displays different shades of emotion
- Narrative Post Assessment and Rubric

Unit Modifications for Special Population Students

<p>Advanced Learners</p>	<p>Use assessment data and writing benchmark to group writers together based on skills they need to develop.</p> <p>Provide mini lessons and conferencing that address print concepts, sound knowledge, sight words, conventions, handwriting, and grammar. Advanced learners can begin to utilize paper choices that provide more lines.</p> <p>Advanced learners can use checklists to self check skills.</p> <p>Shift from writing sentences to stories with more details; including who us in the story, where they story takes place and what is happening.</p> <p>Advanced writers can be encouraged to write amazing story beginnings.</p>
<p>Struggling Learners</p>	<p>Kindergarten writing abilities vary widely, independent writing activities need to be flexible. Writers need activites that allow them to begin where they are; modify independent writing based on the assessment data.</p> <p>Allow writers to utilize the independent writing time to draw a picture, practice oral langange skills, and label if they are unable to write random letters or use letter sound associations.</p> <p>Writers can utilize personal word walls, Foundations sound chart, vowel chart, and visual cues to increase writing stamina.</p> <p>Teachers can limit paperchoice to meet studetns writing expectations.</p> <p>Teachers will use one on one, small group and over the shoulder conferencing to think aloud and model writing.</p> <p>Revisit the routines to ensure writers are working productively and efficiently, as needed.</p>
<p>English Language Learners</p>	<p>Allow the writer to use their picture as a springboard for oral language development and domain specific vocabulary.</p> <p>Give writers domain-specific vocabulary, using words and pictures, on post it notes that fit their topic. For example, if a student is writing a story about his dog, give him the word and a picture dog to copy.</p> <p>Use highligthers to draw lines on the writers paper to represent their words.</p> <p>Revisit the routines to ensure writers are working productively and efficiently.</p> <p>Utilize purposeful writing partners to expose ELL’s to interact with peers who demonstrate a wide range of different language and literacy skills.</p> <p>Provide more mentor texts, and read aloud opportunities. Use “share the pen” and interactive writing to support writers.</p>
<p>Special Needs Learners</p>	<p>The “Learning Progression (<i>Writing Pathways</i>)” is essential in meeting individual student goals and needs. Where it is that students fall according the progression will guide your instruction (i.e. if the students are able to master telling a story with pictures (as it falls on the writing progression), then you are going to want to work with the student to develop writing to include telling, drawing, and paper to pencil writing—which is more conclusive to the the next grade level standard (as in <i>Writing Pathways</i>, pp.178-181)).</p> <p>Provide writers with pencil grips, slant boards, tricrayons and other tools to assist with writing.</p> <p>Provide writers with one to one or small group conferencing for explicit modeling of routines, procedures and skills.</p> <p>Modify the independent writing time and paper choice as needed.</p>

Writers dictate what they want to write, and the teacher will write it for them, if needed. Use “share the pen” and interactive writing to support writers.

**Modifications to checklists can always be made to support the goals and needs of individual learners (both English Language Learners, Special Needs Learners, Struggling, and/or Advanced) to reflect where it is they fall according to the progression (i.e. checklists can be changed to include illustrations, add different goals, etc.)

Interdisciplinary Connections

Indicators:

RF.K.1: Demonstrate understanding of the organization and basic features of print

RF.K.1.A: Follow words from left to right, top to bottom, and page by page.

RFK.1.B: Recognize that spoken words are represented in written language by specific sequences of letters.

RFK.1.C: Understand that words are separated by spaces in print.

RL.K.5: Recognize common types of texts (e.g., storybooks, poems).

- *Through incorporation of literature within mini-lessons, small groups, and conferring, students will develop reading skills necessary to incorporate in writing (i.e. story structure, character development, events, sequencing, word choice, etc.).*

Speaking and Listening Standards:

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

SL.K.1A: Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).

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.

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.

- *Writing Workshop provides multiple opportunities for partner talk and discussion where students will use literature and stories to develop and clarify writing as necessary to strengthen writing*

Language Standards:

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

L.K.1.F: Produce and expand complete sentences in shared language activities.

- *Through mentor texts and grammar and conventions instruction, students will develop components of language necessary for writing.*

Integration of 21st Century Skills

Indicators:

8.1.2. C.1 Engage in a variety of developmentally appropriate learning activities with students in other classes, schools, or countries using electronic tools.

8.1.2. E.1 Use digital tools and online resources to explore a problem or issue affecting children, and discuss possible solutions.

9.1.4. A.1 Recognize a problem and brainstorm ways to solve the problem individually or collaboratively.

9.1.4. A.2 Evaluate available resources that can assist in solving problems.

9.1.4. A.3 Determine when the use of technology is appropriate to solve problems.

9.1.4. A.4 Use data accessed on the Web to inform solutions to problems and the decision-making process.

9.1.4. B.1 Participate in brainstorming sessions to seek information, ideas, and strategies that foster creative thinking.

9.1.4. C.1 Practice collaborative skills in groups, and explain how these skills assist in completing tasks in different settings (at home, in school, and during play).

9.1.4. D.3 Demonstrate an awareness of one’s own culture and other cultures during interactions within and outside of the classroom.

9.1.4. D.1 Use effective oral and written communication in face-to-face and online interactions and when presenting to an audience

9.1.4.D.2 Express need, wants, and feelings appropriately in various situations.

Unit Title: Unit 3: How-To Books: Information

Unit Description:

This unit will teach students that they can teach others how to do things. In Bend I, students will learn the difference between narrative and information texts. Students will choose activities they know how to do to write many how-to books. They will collaborate with partners in revising their work. During Bend II, students will study mentor texts and try to elaborate on their writing using the techniques learned from the mentor texts. Bend IV will focus on helping students find opportunities across the school day to write and helping students to realize that topics are everywhere. At the end of this unit, students will learn how to share their books with a specific audience.

Unit Duration: 19 Sessions

Desired Results

NJSLSA Standard(s):

Primary: W.K.2, W.K.3, W.K.5, W.K.8, RFS.K.1, RFS.K.2, RFS.K.3, RFS.K.1.b, RI.K.2, SL.K.1, SL.K.1.a, SL.K.2, SL.K.3, SL.K.6, L.K.1, L.K.2, L.K.5, L.K.6, L.1.1.j,d, L.1.1.j

Reinforced: W.K.2, W.K.3, W.K.5, W.K.6, W.K.7, W.K.8, W.1.3, RI.K.1, RI.K.2, RFS.K.1, RFS.K.2, RFS.K.3, RFS.K.4, SL.K.2, SL.K.3, SL.K.4, SL.K.6, SL.1.4, L.K.1, L.K.2, L.K.5, L.K.2a,b,c, L.1.D,E

Indicators:

- Students will respond to questions and suggestions from peers and add details to strengthen writing as needed.
- Students will explore a variety of digital tools to produce and publish writing, including in collaboration with peers.
- Students will participate in shared research and writing projects
- Students will demonstrate understanding of spoken words, syllables and sounds (phonemes)
- Students will ask and answer questions about key details in a text.
- Students will participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
- Students will add drawings or other visual displays to descriptions as desired to provide additional detail
- Students will demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- Students will demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing.

Understandings:

Students will understand that...

- Writers study examples of the kinds of things they want to make.
- Writers draw on what they already know about planning, touching, and telling the steps of their how-to books.
- Writers reread their writing as they go.
- Writers use partners to help each other.
- Writers add detailed information to their writing by labeling their diagrams.
- Writers develop the habit of writing faster, longer, and stronger.
- Writers draw on all they have learned about information writing, and they use an information writing checklist to set writing goals.
- Writers study mentor texts: noticing, naming, and trying out what they discover.
- Writers focus on their audience by addressing readers directly, using you.
- Writers build vocabulary and choose precise language by envisioning each step in the process they are describing.
- Writers focus on readers' needs by anticipating issues and then clarifying them in their steps with warnings and suggestions.
- Writers clarify their directions.
- Writers are always working to make their writing easy to read.

Essential Questions:

- What do good writers do?
- How do you teach other through writing?

Assessment Evidence

Performance Tasks:

Daily Tasks

- Independent Writing/ Process Writing Pieces (i.e. narrative, information, etc. writing that students do every day).

Performance Tasks

- “On-Demand Writing”
- Pre- and Post Assessments

**It was established that teachers should score (using the primary scoring rubric—found in the CD-ROM) at least one processed piece (suggested at the end of a bend or unit) as well as the post (On-Demand) assessment given at the end of each unit. Pre (On-Demand) assessments, given at the beginning of each unit, will provide formative information to support unit planning, using the Learning Progression as a guide.

Other Evidence:

- Conferencing
- Strategy Groups
- Small Groups
- Formative Assessment Notes

Benchmarks: Post Unit Assessment

Learning Plan

All sessions follow the following format:

Mini-lesson: Approximately 10 minutes

Student independent writing time with teacher conferences and small group strategy work: 25-30 minutes

Share: Approximately 5-10 minutes

Throughout the unit, writers will:

<p>Plan for writing:</p> <ul style="list-style-type: none"> • Think of something they know • Go back to old anchor charts to call upon what they know • Study mentor texts and shared writing • visualize details • Turn and Talk with partners • Touch and Tell • Plan across fingers 	<p>Revise their writing:</p> <ul style="list-style-type: none"> • Use checklists to revise their writing • Use flaps to revise writing • Add details to words and pictures • Add pages to write more (scrolls, stapling pages, etc) • Add speech bubbles to bring writing to life • Reread writing with partners • Go back to old pieces and write more • Try to correct spelling to make writing more readable • Use partners as mentors to help fix up stories
<p>Draft their writing:</p> <ul style="list-style-type: none"> • Draw pictures • Write Sentences • Use a vowel chart • Stretch out hard to spell words • Write words • Use word walls to write high frequency words • Write story beginnings • Write endings with feeling • Include story telling words 	<p>Publish their writing:</p> <ul style="list-style-type: none"> • Edit writing to make it the best it can be • Celebrate being a writer • Add cover page and end page

Learning Activities:

Bend I: Writing How-To Books, Step by Step

Session 1: “Writers Study the Kind of Writing They Plan to Make”

Session 2: “Writers Use What They Already Know: Touching and Telling the Steps Across the Pages”

Session 3: “Writers Become Readers, Asking, “Can I follow this?”

Session 4: “ Writers Answer a Partner’s Questions”

Session 5: “Writer’s Label their Diagrams to Teach Even More Information”

Session 6: “Letter to Teachers: Writer’s Write As Many Books as They Can”

Session 7: “Writer’s Reflect and Set Goals to Create their Best Information Writing”

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

Session 8: “Writers Emulate Features of Informational Writing Using a Mentor Text”

Session 9: “Writing for Readers: Using the Word YOU”

Session 10: “How To Books Writers Picture Each Step and then Choose Exactly Right Words”

Session 11: “Elaboration in How To Books→ Writers Guide Readers with Warnings, Suggestions, and Tips”

Session 12: “Balance on One Leg like a Flamingo, Using Comparisons to Give Readers Clear Directions”

Bend III: Keeping Readers in Mind

Session 13: “Writers Write How To Books About Things They Learn Throughout the Day and from Books”

Session 14: “Writing a Series or Collection of How-To Books to Teach Others Even More about a Topic”

Session 15: “Writers Can Write Introductions and Conclusions to Help Their Readers”

Session 16: “Using Everything You Know to Make Their How To Books Easy to Read”

Bend IV: Giving How-To Books as Gifts

Session 17: “How to Books Make Wonderful Gifts!”

Session 18: “Preparing for the Publishing Party: Writers do their Best Work Now to Share it Later”

Session 19: “Letters to Teachers: Publishing Celebration: Writers are Teachers”

Resources:

Bend I:

- Ribbon and scissors to ribbon cutting ceremony
- Writing Folders
- Baskets of How-To books from your collection (see list of mentor texts)
- Pre-stapled booklets with pages that have a box to indicate steps
- **"How to Writing" anchor chart**
- Chart paper
- A loaf of bread, jar of peanut butter, a plate, plastic knife
- White Boards
- Chart Paper
- Information Checklist
- Gold Star Stickers

Bend II:

- **Mentor Texts**
 - *My First Soccer Game* Alyssa Satin Capucilli
- Chart Paper
- Class Shared writing about making a peanut butter and jelly sandwich from Bend I
- Baskets of How-To books- Published Authors as well as Student books
- Post-it notes
- **"How-To Writing" anchor chart**

Bend III:

- A Museum of the School year table, set up with artifacts from across the children's school day, organized into baskets for each table for easy management (refer to Bend III)
- Basketball borrowed from the PE teacher
- Find a writer who has written two or three books on a similar topic in preparation for this bend
- Several How-To texts on a similar topic, published or written by students
- Large alphabet chart
- Word Walls
- White Boards
- **"Make Writing Easy to Read" anchor chart (Sample: Page 123)**

Bend IV:

- At Least one teaching book that contains a dedication
 - Example: *My First Soccer Game* by Alyssa Capucilli
- A blank sheet of dedication paper, as well as a small supply to each table to get children started, plus more at the writing center
- Star Shaped Post It's
- Information Writing Checklist
- **"How-To Writing" anchor chart**
- Student writing folders containing how-to books that they have chosen for celebration
- Popsicle stick pointers (one for each child)
- Pens that are different colors
- Envelopes
- Information Post Assessment and rubric

Unit Modifications for Special Population Students

Advanced Learners	Use assessment data and writing benchmark to group writers together based on skills they need to develop. Provide mini lessons and conferencing that address print concepts, sound knowledge, sight words, conventions, handwriting, and grammar. Advanced learners can begin to utilize paper choices that provide more lines. Advanced learners can use checklists to self check skills. Students can research more information and write to teach more information.
Struggling Learners	Kindergarten writing abilities vary widely, independent writing activities need to be flexible. Writers need activities that allow them to begin where they are; modify independent writing based on the assessment data. Allow writers to utilize the independent writing time to draw a picture, practice oral language skills, and label if they are unable to write random letters or use letter sound associations. Writers can utilize personal word walls, Foundations sound chart, vowel chart, and visual cues to increase writing stamina. Teachers can limit paper choice to meet student's writing expectations. Teachers will use one on one, small group and over the shoulder conferencing to think aloud and model writing. Revisit the routines to ensure writers are working productively and efficiently, as needed. **Refer to <i>If..Then</i> text for individual and small group student needs
English Language Learners	Allow the writer to use their picture as a springboard for oral language development and domain specific vocabulary. Give writers domain-specific vocabulary, using words and pictures, on post it notes that fit their topic. For example, if a student is writing a story about his dog, give him the word and a picture dog to copy. Use highlighters to draw lines on the writers paper to represent their words. Revisit the routines to ensure writers are working productively and efficiently. Utilize purposeful writing partners to expose ELL's to interact with peers who demonstrate a wide range of different language and literacy skills. . Provide more mentor texts, and read aloud opportunities. Use "share the pen" and interactive writing to support writers. In addition, creating "print-rich" classrooms where students have access to see writing throughout multiple texts either independently, in small group, or whole group instruction where the focus is on how writers write, develop vocabulary and word choices, as well as form sentences in such a way that makes sense to what they want their audience to know support the English Language Learner and the transfer of such skills.
Special Needs Learners	The "Learning Progression (<i>Writing Pathways</i>)" is essential in meeting individual student goals and needs. Where it is that students fall according the progression will guide your instruction (i.e. if the students are able to master telling a story with pictures (as it falls on the writing progression), then you are going to want to work with the student to develop writing to include telling, drawing, and paper to pencil writing—which is more conclusive to the the next grade level standard (as in <i>Writing Pathways</i> , pp)). **Modifications to checklists can always be made to support the goals and needs of individual learners (both English Language Learners, Special Needs Learners, Struggling, and/or Advanced) to reflect where it is they fall according to the progression (i.e. checklists can be changed to include illustrations, add different goals, etc.)

Interdisciplinary Connections

Indicators:

- RF.K.1: Demonstrate understanding of the organization and basic features of print
- RF.K.1.A: Follow words from left to right, top to bottom, and page by page.
- RFK.1.B: Recognize that spoken words are represented in written language by specific sequences of letters.
- RFK.1.C: Understand that words are separated by spaces in print.
- RL.K.5: Recognize common types of texts (e.g., storybooks, poems).

- *Through incorporation of literature within mini-lessons, small groups, and conferring, students will develop reading skills necessary to incorporate in writing (i.e. story structure, character development, events, sequencing, word choice, etc.).*

Speaking and Listening Standards:

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

SL.K.1A: Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).

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.

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.

- *Writing Workshop provides multiple opportunities for partner talk and discussion where students will use literature and stories to develop and clarify writing as necessary to strengthen writing*

Language Standards:

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

L.K.1.F: Produce and expand complete sentences in shared language activities.

- *Through mentor texts and grammar and conventions instruction, students will develop components of language necessary for writing.*

Integration of 21st Century Skills

Indicators:

8.1.2. C.1 Engage in a variety of developmentally appropriate learning activities with students in other classes, schools, or countries using electronic tools.

8.1.2. E.1 Use digital tools and online resources to explore a problem or issue affecting children, and discuss possible solutions.

9.1.4. A.1 Recognize a problem and brainstorm ways to solve the problem individually or collaboratively.

9.1.4. A.2 Evaluate available resources that can assist in solving problems.

9.1.4. A.3 Determine when the use of technology is appropriate to solve problems.

9.1.4. A.4 Use data accessed on the Web to inform solutions to problems and the decision-making process.

9.1.4. B.1 Participate in brainstorming sessions to seek information, ideas, and strategies that foster creative thinking.

9.1.4. C.1 Practice collaborative skills in groups, and explain how these skills assist in completing tasks in different settings (at home, in school, and during play).

9.1.4. D.3 Demonstrate an awareness of one's own culture and other cultures during interactions within and outside of the classroom.

9.1.4. D.1 Use effective oral and written communication in face-to-face and online interactions and when presenting to an audience

9.1.4.D.2 Express need, wants, and feelings appropriately in various situations.

Unit Title: Unit 4: Persuasive Writing of All Kinds

Unit Description:

This unit will help students look at the world in a new way: how could they make things better? Students will begin this unit making lists, signs, and petitions, using words and pictures in Bend I. In Bend II, students will be guided in writing persuasive letters to create change around them. Students will be taught that adding details and information to letters is an important aspect of helping to make their writing more persuasive. In the last bend, students will try to convince an audience of their opinion using a published piece of their choice.

Unit Duration: 19 Sessions

Desired Results

NJSLSA Standard(s):

Primary: W.K.2, W.K.3, W.K.6, W.K.8, W.1.1, W.1.2, RFS.K.1, RI.K.1, RI.K.8, RI.K.10, SL.K.1, SL.K.2, SL.K.4, SL.K.5, SL.K.6, L.K.2.C,D, L.K.1, L.K.2, L.K.6

Reinforced: W.K.1, W.K.5, W.K.6, W.K.8, W.1.1, W.1.2, W.1.3, RI.K.1, RI.K.2, RI.K.3, RI.K.7, RI.K.8, RI.K.10, RFS.K.1, RFS.K.2, RFS.K.3, RFS.K.4, SL.K.2, SL.K.3, SL.K.4, SL.K.6, SL.1.4, L.K.1, L.K.2, L.K.5, L.K.6, L.K.2c,d

Indicators:

- Students will use a combination of drawing, dictating, and writing to compose informative/explanatory Students will use texts in which they name what they are writing about and supply some information about the topic.
- Students will 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.
- Students will explore a variety of digital tools to produce and publish writing, including in collaboration with peers.
- Students will recall information from experiences or gather information from provided sources to answer a question.
- Students will 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.
- Students will ask and answer questions about key details in a text.
- Students will identify the main topic and retell key details of a text.
- Students will describe the connection between two individuals, events, ideas, or pieces of information in a text.
- Students will describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).
- Students will identify the reasons an author gives to support points in a text.
- Students will demonstrate understanding of the organization and basic features of print.
- Students will demonstrate understanding of spoken words, syllables, and sounds (phonemes).
- Students will know and apply grade-level phonics and word analysis skills in decoding words.
- Students will 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.
- Students will ask and answer questions in order to seek help, get information, or clarify something that is not understood.
- Students will describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
- Students will speak audibly and express thoughts, feelings, and ideas clearly.
- Students will demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Understandings:

Students will understand that...

- The more reasons writers can provide, the more convincing their writing can be.
- Writers write in a variety of genres and for a variety of audiences.
- Writers do not wait for others to tell them how to revise their writing. They reread what they have written and think, “What can I do to make my writing better?”
- Writers call upon many strategies to figure out how to write words that are hard to spell.

Essential Questions:

- What do good writers do?
- How can writers use their voice and words to make changes in the world?

<ul style="list-style-type: none"> • Writers get their words out into the world to enable change. • Writers write letters as if they are talking to a reader. • Writers read and study the work of other writers and then try to incorporate what they have learned into their writing. • Writers work to make a difference. • Writers include possible ideas for how to fix the problem they are writing about. • Writers send their letters out into the world. • Writers make their writing convincing by including facts that teach their readers important information about their topic. • Writers include more detailed information. • Writers can write How-To books to give their readers detailed instructions about how to solve a problem. • Writers make a plan for their ideas they want to share when giving a persuasive speech. 	
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Assessment Evidence

<p>Performance Tasks:</p> <p><i>Daily Tasks</i></p> <ul style="list-style-type: none"> • Independent Writing/ Process Writing Pieces (i.e. narrative, information, etc. writing that students do every day). <p><i>Performance Tasks</i></p> <ul style="list-style-type: none"> • “On-Demand Writing” • Pre- and Post Assessments <p>**It was established that teachers should score (using the primary scoring rubric—found in the CD-ROM) at least one processed piece (suggested at the end of a bend or unit) as well as the post (On-Demand) assessment given at the end of each unit. Pre (On-Demand) assessments, given at the beginning of each unit, will provide formative information to support unit planning, using the Learning Progression as a guide..</p>	<p>Other Evidence:</p> <ul style="list-style-type: none"> • Conferencing • Strategy Groups • Small Groups • Formative Assessment Notes
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Benchmarks: Post Unit Assessment and On Demand using Writing Continuum

Learning Plan

All sessions follow the following format:

Mini-lesson: Approximately 10 minutes

Student independent writing time with teacher conferences and small group strategy work: 25-30 minutes

Share: Approximately 5-10 minutes

Throughout the unit, writers will:

<p>Plan for writing:</p> <ul style="list-style-type: none"> • Think of something they know • Go back to old anchor charts to call upon what they know • Study mentor texts and shared writing • visualize details • Turn and Talk with partners • Touch and Tell • Plan across fingers 	<p>Revise their writing:</p> <ul style="list-style-type: none"> • Use checklists to revise their writing • Use flaps to revise writing • Add details to words and pictures • Add pages to write more (scrolls, stapling pages, etc) • Add speech bubbles to bring writing to life • Reread writing with partners • Go back to old pieces and write more • Try to correct spelling to make writing more readable • Use partners as mentors to help fix up stories
<p>Draft their writing:</p> <ul style="list-style-type: none"> • Draw pictures • Write Sentences • Use a vowel chart • Stretch out hard to spell words • Write words • Use word walls to write high frequency words • Write story beginnings • Write endings with feeling • Include genre-specific words and phrases 	<p>Publish their writing:</p> <ul style="list-style-type: none"> • Edit writing to make it the best it can be • Celebrate being a writer • Add cover page and end page

Learning Activities:

Bend I: Exploring Opinion Writing: Making our School a Better Place

Session 1: “Words Are Like Magic Wands: They Can Make Things Happen”

Session 2: “Convincing People: Providing Reasons and Consequences”

Session 3: “Don’t Stop There! Generating More Writing for More Causes”

Session 4: “Writers Reread and Fix Up Their Writing”

Session 5: “Spelling Strategies Give Writers Word Power”

Session 6: “Hear Ye! Hear Ye! Writing to Spread the Word”

Bend II: Sending Our Words Out into the World: Writing Letters to Make a Change

Session 7: “Writing Letters that Reach Readers”

Session 8: “Studying a Mentor Text”

Session 9: “Knowing Just What to Say: Angling Letters to Different Audiences”

Session 10: “How Can We Make It Better? Imagining Solutions”

Session 11: “Letter to Teachers: Wait! What’s that Say? Fixing Up Letters before Mailing Them”

Session 12: “Draw on a Repertoire of Strategies to Write about a World Problem”

Bend III: Persuasive Writing Projects

Session 13: “Sound Like an Expert! Teaching Information to Persuade Your Audience”

Session 14: “Letter to Teachers: More on Adding Detailed Information to Persuasive Writing”

Session 15: “Writing How-To Books to Make a Change”

Session 16: “Letter to Teachers: Editing for Punctuation: Partner Work”

Session 17: “Speaking Up and Taking a Stand: Planning and Rehearsing Speeches”

Session 18: “Fixing and Fancying Up for Publication Using the Super Checklist”

Session 19: “Letter to Teachers: The Earth Day Fair: An Author’s Celebration”

Resources:

Bend I:

- Student partners
- Student writing folders
- Variety of paper choices including poster paper for signs, letter-writing paper, stationary for cards, poetry paper for songs, narrative paper with box and lines
- **"Writer's Write to Make the World Better!" Chart (page 4)**
- Chart paper
- **"Writer's Can Make a...." chart (page 22-23)**
- Audio recording of "If I had a Hammer" by Pete Seeger
- Excerpt of song lyrics
- **New and improved "When We Are Done, We've Just Begun" chart (page 31)**
- Demonstration
- Revision strips
- Post-it notes
- **"Writer's Don't Say 'How do You Spell?'" chart (page 39)**
- **"How to Turn a Word into Snap Word" chart (page 41)**
- A piece of writing that each student has selected for publication
- Opinion Checklist, Grades K and 1 as a chart and copies
- star stickers

Bend II

- **"Writers Write to Make the World Better!" chart (page 57)**
- ***Click, Clack, Moo: Cows that Type* by Doreen Cronin**
- Chart paper
- A variety of letter-writing paper choices
- Enlarged copy of Lily's letter as well as student copies
- **"What Makes Writing Easy to Read" chart (page 720)**
- **"We Can Be Really Convincing" chart (page 84)**

Bend III

- Variety of paper choices
- **"Writers Write to Make the World Better!" chart (page 99)**
- Chart paper
- **"We Can Be Really Convincing" chart (page 103)**
- Student writing from previous session
- Copy of Lily's Letter
- Revision Strips
- **"What Makes Writing Easy to Read" chart (page 111)**
- **"How-to Writing Chart" refer to the How-to unit (also on page 118)**
- Stapled Booklets
- Post-it notes
- Littering petition
- video clip- [youtube.com](https://www.youtube.com)(see page 127)
- **"Make People Really Listen!" chart 9 (page 137)**
- Opinion Checklist enlarged
- Mailing labels
- Poster boards

Unit Modifications for Special Population Students

Advanced Learners	Use assessment data and writing benchmark to group writers together based on skills they need to develop. Provide mini lessons and conferencing that address print concepts, sound knowledge, sight words, conventions, handwriting, and grammar. Advanced learners can begin to utilize paper choices that provide more lines. Advanced learners can use checklists to self check skills. Students can research more information and write to teach more information.
Struggling Learners	Kindergarten writing abilities vary widely, independent writing activities need to be flexible. Writers need activities that allow them to begin where they are; modify independent writing based on the assessment data. Allow writers to utilize the independent writing time to draw a picture, practice oral language skills, and label if they are unable to write random letters or use letter sound associations. Writers can utilize personal word walls, Foundations sound chart, vowel chart, and visual cues to increase writing stamina. Teachers can limit paper choice to meet student’s writing expectations. Teachers will use one on one, small group and over the shoulder conferencing to think aloud and model writing. Revisit the routines to ensure writers are working productively and efficiently, as needed. **Refer to <i>If..Then</i> text for individual and small group student needs
English Language Learners	Allow the writer to use their picture as a springboard for oral language development and domain specific vocabulary. Give writers domain-specific vocabulary, using words and pictures, on post it notes that fit their topic. For example, if a student is writing a story about his dog, give him the word and a picture dog to copy. Use highlighters to draw lines on the writers paper to represent their words. Revisit the routines to ensure writers are working productively and efficiently. Utilize purposeful writing partners to expose ELL’s to interact with peers who demonstrate a wide range of different language and literacy skills. . Provide more mentor texts, and read aloud opportunities. Use “share the pen” and interactive writing to support writers. In addition, creating “print-rich” classrooms where students have access to see writing throughout multiple texts either independently, in small group, or whole group instruction where the focus is on how writers write, develop vocabulary and word choices, as well as form sentences in such a way that makes sense to what they want their audience to know support the English Language Learner and the transfer of such skills.
Special Needs Learners	The “Learning Progression (<i>Writing Pathways</i>)” is essential in meeting individual student goals and needs. Where it is that students fall according the progression will guide your instruction (i.e. if the students are able to master telling a story with pictures (as it falls on the writing progression), then you are going to want to work with the student to develop writing to include telling, drawing, and paper to pencil writing—which is more conclusive to the the next grade level standard (as in <i>Writing Pathways</i> , pp)). **Modifications to checklists can always be made to support the goals and needs of individual learners (both English Language Learners, Special Needs Learners, Struggling, and/or Advanced) to reflect where it is they fall according to the progression (i.e. checklists can be changed to include illustrations, add different goals, etc.)

Interdisciplinary Connections

Indicators:

Reading Standards:

RF.K.1: Demonstrate understanding of the organization and basic features of print

RF.K.1.A: Follow words from left to right, top to bottom, and page by page.

RFK.1.B: Recognize that spoken words are represented in written language by specific sequences of letters.

RFK.1.C: Understand that words are separated by spaces in print.

RL.K.5: Recognize common types of texts (e.g., storybooks, poems).

- *Through incorporation of literature within mini-lessons, small groups, and conferring, students will develop reading skills necessary to incorporate in writing (i.e. story structure, character development, events, sequencing, word choice, etc.).*

Speaking and Listening Standards:

- SL.K.1: Participate in collaborative conversations with diverse partners about *kindergarten topics and texts* with peers and adults in small and larger groups.
- SL.K.1A: Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
- 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.
- 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.

- *Writing Workshop provides multiple opportunities for partner talk and discussion where students will use literature and stories to develop and clarify writing as necessary to strengthen writing*

Language Standards:

- L.K.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- L.K.1.F: Produce and expand complete sentences in shared language activities.

- *Through mentor texts and grammar and conventions instruction, students will develop components of language necessary for writing.*

Integration of 21st Century Skills

Indicators:

- 8.1.2. C.1 Engage in a variety of developmentally appropriate learning activities with students in other classes, schools, or countries using electronic tools.
- 8.1.2. E.1 Use digital tools and online resources to explore a problem or issue affecting children, and discuss possible solutions.
- 9.1.4. A.1 Recognize a problem and brainstorm ways to solve the problem individually or collaboratively.
- 9.1.4. A.2 Evaluate available resources that can assist in solving problems.
- 9.1.4. A.3 Determine when the use of technology is appropriate to solve problems.
- 9.1.4. A.4 Use data accessed on the Web to inform solutions to problems and the decision-making process.
- 9.1.4. B.1 Participate in brainstorming sessions to seek information, ideas, and strategies that foster creative thinking.
- 9.1.4. C.1 Practice collaborative skills in groups, and explain how these skills assist in completing tasks in different settings (at home, in school, and during play).
- 9.1.4. D.3 Demonstrate an awareness of one’s own culture and other cultures during interactions within and outside of the classroom.
- 9.1.4. D.1 Use effective oral and written communication in face-to-face and online interactions and when presenting to an audience
- 9.1.4.D.2 Express need, wants, and feelings appropriately in various situations.