



PISCATAWAY TOWNSHIP SCHOOLS

Dr. Frank Ranelli
Superintendent of Schools

Dr. William Baskerville
Assistant Superintendent for
Curriculum and Instruction

Kindergarten English Language Arts

Content Area: Writers Workshop

Grade Span: Kindergarten

Revised by:

Presented by:

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Members of the Board of Education

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Kimberly Lane – Vice President

Shantell Cherry

Jeffrey Fields, Sr.

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Calvin Laughlin

Nitang Patel

Zoe Scotto

Brenda Smith

Piscataway Township Schools

1515 Stelton Road

Piscataway, NJ 08854-1332

732 572-2289, ext. 2561

Fax 732 572-1540

www.piscatawayschools.org

COURSE OVERVIEW

Description		
<p>Teachers College Reading and Writing Project is a research-based curriculum that is aligned with the New Jersey Learning Standards. It is a workshop model which allows teachers to meet standards while providing students the time and support needed to grow into fluent readers and writers. Within the workshop structure, teachers are able to address both the whole group's needs as well as differentiating for the needs of small groups and individuals.</p>		
Goals		
<p>The goal of workshop is to prepare students for any reading and writing task they may face or set themselves, to turn them into life-long, confident readers and writers who display independence in their future endeavors.</p>		
Scope and Sequence		
Unit	Topic	Length
Unit 1	Launching Writing Workshop	Book 1: Bends I, II, & IV 13 sessions
Stand-Alone Book	Show & Tell	19 sessions
Unit 1 & Unit 2	Launching Writing Workshop Writing for Readers	Book 1: Bend III 6 sessions Book 2: 20 sessions
Unit 3	How-to-Books: Writing to Teach Others	19 sessions
Unit 4	Persuasive Writing of All Kinds	18 sessions
If...Then...Unit	All About Books	approx. 18 sessions
Resources		
<p>Core Text: <i>The Reading and Writing Units of Study</i> (by Lucy Calkins and Colleagues from Teachers College Reading and Writing Project)</p>		
<p>Suggested Resources: Grade-level reading and writing units and mentor texts, User Guides, Grade-level Google Drive, Heinemann online resources (that correspond with each unit), The Reading and Writing Project website</p>		

ALL UNITS: INSTRUCTIONAL FOCUS

Summary and Rationale	
Teachers College Reading and Writing Project is a research-based curriculum that supports the students' individual needs in becoming independent readers and writers.	
New Jersey Student Learning Standards	
NJSLS – Reading, Writing, Speaking and Listening, Language (key standards)	
Standard: Reading	
RL.K.1	With prompting and support, ask and answer questions about key details in a text (e.g., who, what, where, when, why, how).
RL.K.2	With prompting and support, retell familiar stories, including key details (e.g., who, what, where, when, why, how).
RL.K.3	With prompting and support, identify characters, settings, and major events in a story.
RI.K.1	With prompting and support, ask and answer questions about key details in a text.
RI.K.2	With prompting and support, identify the main topic and retell key details of a text.
RI.K.3	With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
RI.K.4	With prompting and support, ask and answer questions about unknown words in a text.
RI.K.5	Identify the front cover, back cover, and title page of a book.
RI.K.6	Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.
RI.K.7	With prompting and support, 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).
RI.K.8	With prompting and support, identify the reasons an author gives to support points in a text.
RI.K.9	With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).
RI.K.10	Actively engage in group reading activities with purpose and understanding.
RFS.K.1	Demonstrate understanding of the organization and basic features of print. b. Recognize that spoken words are represented in written language by specific sequences of letters.

RF.K.2	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
RF.K.3	Know and apply grade-level phonics and word analysis skills in decoding and encoding words.
RF.K.4	Read emergent text with one-to-one correspondence to develop fluency and comprehension skills.
Standard: Writing	
W.K.1	Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is...).
W.K.2	Use a combination of drawing, dictating, and writing to compose information/explanatory texts in which they name what they are writing about and supply some information about a topic.
W.K.3	Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about events in the order in which they occurred, and provide a reaction to what happened.
W.K.5	With guidance and support from adults, strengthen writing through response and self-reflection using questions and suggestions from peers (e.g., adding details).
W.K.6	With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.
W.K.8	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
W.1.1	Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.
W.1.3	Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.
W.1.5	With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers and self-reflection, and add details to strengthen writing and ideas as needed.
Standard: Speaking & Listening	
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.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.4	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.

SL.K.5	Add drawings or other visual displays to descriptions as desired to provide additional detail.
SL.K.6	Speak audibly and express thoughts, feelings, and ideas clearly.
Standard: Language	
L.K.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. b. Use frequently occurring nouns and verbs. c. Form regular plural nouns orally by adding /s/ or /es/ (<i>e.g., dog, dogs; wish, wishes</i>). d. Understand and use question words (interrogatives) (<i>e.g., who, what, where, when, why, how</i>).
L.K.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Capitalize the first word in a sentence and the pronoun I. b. Recognize and name end punctuation. c. Write a letter or letters for most consonant and short-vowel sounds (phonemes). d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.
L.K.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.
L.K.5	With guidance and support from adults, explore word relationships and nuances in word meanings. d. Distinguish shades of meaning among verbs describing the same general action (<i>e.g., walk, march, strut, prance</i>).
L.K.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

UNIT 1: Launching the Writing Workshop

Summary and Rationale	
<p><i>In Launching the Writing Workshop</i> children will write informative/explanatory texts that teach readers information and write and record personal narratives about the true stories in their lives; children will be introduced to early versions of both revision and editing. They will also learn what it means to be a part of a writing workshop; the roles they are to play in the various parts of a writing workshop, including working in partnerships to plan together, share drafts and give each other help. In addition, children will learn how to ask and answer questions about informational texts, and begin to develop ideas about authors, illustrators and genre.</p>	
Recommended Pacing	
<p>Bend I-We Are All Writers: The goal of this bend is to introduce children to the writing workshop. (6 sessions)</p> <p>Bend II-Writing Teaching Books: The goal of this bend is to teach writers to reread what they have written to encourage them to expand on their writing. (5 sessions)</p> <p>Bend IV-Preparing for Publication: The goal of this bend is to teach writers how to revise and edit to make their stories the best they can be. (2 sessions)</p>	
New Jersey Student Learning Standards	
Standard: Reading	
RFS.K.1	Demonstrate understanding of the organization and basic features of print.
RFS.K.2	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
RFS.K.3	Know and apply grade-level phonics and word analysis skills in decoding and encoding words.
Standard: Writing	
W.K.2	Use a combination of drawing, dictating, and writing to compose information/explanatory texts in which they name what they are writing about and supply some information about a topic.
W.K.5	With guidance and support from adults, strengthen writing through response and self-reflection using questions and suggestions from peers (e.g., adding details).
W.K.6	With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.
Standard: Speaking & Listening	
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.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.6	Speak audibly and express thoughts, feelings, and ideas clearly.

Standard: Language

L.K.2.c	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. c. Write a letter or letters for most consonant and short-vowel sounds (phonemes).
L.K.2.d	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.

Instructional Focus

Unit Enduring Understandings

- Writing expands understanding of the world, its people, and oneself.

Unit Essential Questions

- Why do people write?

Objectives

Students will know good writers' habits, effective writing book strategies, and that writers prepare for publication.

Students will be able to:

- draw and write to teach about something they know.
- share their writing.
- support each other in writing.
- add more to their writing.
- reread items in their writing or drawing.
- think of new ideas for writing.
- become the boss of their own writing.
- picture what they want to write about in their minds.
- stretch/sound out words slowly to write the sounds that they hear.
- persist in their writing.
- add more pages to their writing.
- make sure all the pages in their books go together.
- plan their books page by page.
- ask their partners questions about their writing.
- reread each word and make sure it looks right.
- make changes to make their writing more readable.
- participate in an author's celebration.

Resources

Core Text:

- Unit 1: *Launching the Writers Workshop*

Core Mentor Texts:

- *Freight Train* by Crews
- *Creak! Said the Bed* by Phyllis Root
- *Naked Mole Rat Gets Dressed* by Mo Willems
- *Farm Animals* (DK Readers Pre-Level 1)

Suggested Resources:

Anchor Charts:

- When We Are Done, We Just Begun
- I Can Revise My Teaching Book

Additional Suggested Resources:

- Information/Narrative Writing Checklist
- Information/Narrative Writing Rubric

STAND ALONE BOOK: Show & Tell

Summary and Rationale	
In <i>Show and Tell</i> children will make texts that are a written version of show-and-tell; teaching others about their cherished things and favorite places through labels and pattern books.	
Recommended Pacing	
<p>Bend I-Writing is a Way to Show & Tell: The goal of this bend is to invite children to ‘show and tell’ about the things that are important to them. (5 sessions)</p> <p>Bend II-Writing Show & Tell Books: The goal of this bend is to channel children to write lots of books about places they love. (6 sessions)</p> <p>Bend III-Using Patterns to Write Show-and-Tell Books: The goal of this bend is to have children write lots of sentences across pages, while learning and using high-frequency words. (8 sessions)</p>	
New Jersey Student Learning Standards	
Standard: Reading	
RI.K.1	With prompting and support, ask and answer questions about key details in a text.
RI.K.7	With prompting and support, 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).
RFS.K.1	Demonstrate understanding of the organization and basic features of print.
RFS.K.2	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
RFS.K.3	Know and apply grade-level phonics and word analysis skills in decoding and encoding words.
RFS.K.4	Read emergent text with one-to-one correspondence to develop fluency and comprehension skills.
Standard: Writing	
W.K.1	Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is...).
W.K.2	Use a combination of drawing, dictating, and writing to compose information/explanatory texts in which they name what they are writing about and supply some information about a topic.
W.K.3	Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about events in the order in which they occurred, and provide a reaction to what happened.
W.K.5	With guidance and support from adults, strengthen writing through response and self-reflection using questions and suggestions from peers (e.g., adding details).
W.K.8	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
Standard: Speaking & Listening	
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.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.4	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
SL.K.5	Add drawings or other visual displays to descriptions as desired to provide additional detail.
SL.K.6	Speak audibly and express thoughts, feelings, and ideas clearly.
Standard: Language	
L.K.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L.K.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
L.K.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.
L.K.5	With guidance and support from adults, explore word relationships and nuances in word meanings.
L.K.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts.
Instructional Focus	
Unit Enduring Understandings	
<ul style="list-style-type: none"> • Writing expands understanding of the world, its people, and oneself. • Writers have a purpose for writing. 	
Unit Essential Questions	
<ul style="list-style-type: none"> • Why do people write? • What is the importance of sharing? 	
Objectives	
<p>Students will know writing is a way to show and tell, writers write show and tell books, and they can use patterns to write show and tell books.</p> <p>Students will be able to:</p> <ul style="list-style-type: none"> • choose topics to write about. • draw and write a lot on each page. • label their drawings. • think about what they want to draw and draw all of the parts. • return to their writing to show and tell more. • be brave spellers, spelling the best they can. • read their writing to a partner. • help their partners make their writing better. 	

- think about the parts to a topic and write about one part on each page.
- write about important things.
- write about important places.
- shift from drawing to writing.
- make decisions about their pages, like an author and illustrator would.
- give compliments to their classmates about their writing.
- use descriptive words in their labels.
- use snap words in their writing.
- write sentences on their pages.
- reread their pages.
- discuss and evaluate their own writing (what they are making, what they are proud of, and what is tricky).
- write about topics that are important to them.
- write pattern books using high frequency words that they know in a snap.
- identify the features of a sentence.
- make their sentences look like the sentences in a book.
- add an ending to their books.
- revise and make their writing the best it can be.
- share their books in a bookstore celebration.

Resources

Core Text:

- STAND ALONE BOOK: *Show & Tell*

Core Mentor Texts:

- *The Ultimate Book of Vehicles: From Around the World* by Anne Sophie Baumann and Didier Balicevic
- *On the Go* by Roger Priddy
- *The Zoo* by Rose Lewis

Suggested Resources:

Anchor Charts:

- To Show and Tell
- How to Learn a Word
- When We Are Done, We Have Just Begun
- Brave Spellers
- Writing Partners
- To Write a Show and Tell Book
- Writers Decide

Additional Suggested Resources:

- Get an Idea
- A Progression of Spelling Development teacher resource
- Writers Talk about Their Writing
- Special Announcement interactive chart
- The Writing Song
- Writing Checklist
- Writing Rubric

Launching the Writing Workshop (Bend III only)

UNIT 2: Writing for Readers

Summary and Rationale	
<p>In <i>Launching the Writing Workshop, Bend III</i> children will write and record personal narratives about the true stories in their lives.</p> <p>In <i>Writing for Readers</i> children will tell true stories from their lives. This unit teaches children strategies for making clearer, richer stories and helps them strengthen the conventions and mechanics of their writing.</p>	
Recommended Pacing	
<p>Launching the Writing Workshop</p> <p>Bend III-Writing Stories: The goal of this bend is to have children write about the true stories from their lives. (6 sessions)</p> <p>Writing for Readers</p> <p>Bend I-Writing Stories that People Can Really Read: The goal of this bend is to have children draw on all that they know about writing stories, children are encouraged to use drawing to plan and rehearse more meaningful stories and more exact storytelling language. (5 sessions)</p> <p>Bend II-Tools Give Writers Extra Power: The goal of this bend is to teach children how to use a checklist to reflect on what they have learned, while also strengthening children’s word-writing skills by spotlighting the use of vowels and sight words. Another goal of this bend is to teach children the power of working in partnerships. (7 sessions)</p> <p>Bend III-Partnering for Revisions: Making Stories More Fun to Read: The goal of this bend is to tell stories more powerfully through the use of revision. (4 sessions)</p> <p>Bend IV-Preparing for Publication: The goal of this bend is to take children through the process of taking a single piece of writing to publication. (4 sessions)</p>	
New Jersey Student Learning Standards	
Standard: Reading	
RL.K.1	With prompting and support, ask and answer questions about key details in a text (e.g., who, what, where, when, why, how).
RL.K.2	With prompting and support, retell familiar stories, including key details (e.g., who, what, where, when, why, how).
RL.K.3	With prompting and support, identify characters, settings, and major events in a story.
RFS.K.1	Demonstrate understanding of the organization and basic features of print.
RFS.K.2	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
RFS.K.3	Know and apply grade-level phonics and word analysis skills in decoding and encoding words.
RFS.K.4	Read emergent text with one-to-one correspondence to develop fluency and comprehension skills.
Standard: Writing	

W.K.3	Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about events in the order in which they occurred, and provide a reaction to what happened.
W.K.5	With guidance and support from adults, strengthen writing through response and self-reflection using questions and suggestions from peers (e.g., adding details).
W.K.6	With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.
W.1.3	Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.

Standard: Speaking & Listening

SL.K.4	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
SL.K.6	Speak audibly and express thoughts, feelings, and ideas clearly.

Standard: Language

L.K.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. b. Use frequently occurring nouns and verbs. c. Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).
L.K.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Capitalize the first word in a sentence and the pronoun I. b. Recognize and name end punctuation. c. Write a letter or letters for most consonant and short-vowel sounds (phonemes). d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.
L.K.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.

Instructional Focus

Unit Enduring Understandings

- Writing expands understanding of the world, its people, and oneself.
- Writers have a purpose for writing.

Unit Essential Questions

- Why do people write?
- What is the importance of sharing?

Objectives

Students will know that writers write stories people can really read, that tools give writers extra powers, partners help with revisions to make stories more fun to read and that writers prepare for publication.

Students will be able to:

- practice telling stories.
- plan stories page by page.
- tell what happened in their stories chronologically.
- think about and tell where they were, who was there, and what they were doing.
- stretch/sound out words to write sounds in sequence.
- add speech bubbles and dialogue to their stories.
- make their stories the best they can be.
- reread their own writing.
- sort their writing into two categories – easy to read and not easy to read.
- use charts and tools to help them with their writing.
- focus on the pictures to help tell their stories as well as the words.
- write sentences word by word.
- use a vowel chart to write the middle sounds in words.
- use word walls to help write words in a snap.
- put their voice on the pages.
- work with writing partners.
- revise to try to make their stories/writing better.
- use flaps to revise.
- write story beginnings.
- use transition words.
- listen to their partners' stories and ask questions.
- select a story to publish.
- add titles to their stories.
- end a story with feelings.
- make their writing as clear and beautiful as possible.
- bring their true stories to life with a final celebration.

Resources

Core Text:

- Unit 1: *Launching Writers Workshop*

Core Mentor Texts:

- *Creak! Said the Bed* by Phyllis Root

Suggested Resources:

Anchor Charts:

- When We Are Done, We Have Just Begun
- How to Write a True Story

Additional Suggested Resources:

- Narrative Writing Checklist
- Narrative Writing Rubric

Core Text:

- Unit 2: Writing for Readers

Core Mentor Texts:

- *Don't Let the Pigeon Drive the Bus* by Mo Willems
- *A Chair for My Mother* by Vera Williams
- *Owl Moon* by Jane Yolen

Suggested Resources:

Anchor Chart:

- How to Write a True Story

Additional Suggested Resources:

- How to Turn a Word into a Snap Word
- What Makes Writing Easy to Read teacher/student generated list
- Narrative Writing Checklist student resource
- Narrative Writing Rubric
- Vowel chart student resource

UNIT 3: How-to-Books: Writing to Teach Others

Summary and Rationale	
<p>In <i>How-to-Books</i> children will write lots and lots of how-to texts. As children write procedural texts, heavily scaffolded, they will break each procedure into steps and then act out or envision the first step, then proceed to act or envision the next step. After detailing the end of the procedure, they will reread to see if it clearly explains the actual process; returning to text to clarify and enrich again and again.</p>	
Recommended Pacing	
<p>Bend I-Writing How-to-Books, Step by Step: The goal of this bend is to engage children in problem solving. (7 sessions)</p> <p>Bend II-Using Mentor Texts for Inspiration: Revising Old How-to-Books and Writing New Ones: The goal of this bend is to study mentor texts and try out the techniques the children notice in those texts. (5 sessions)</p> <p>Bend III-Keeping Readers in Mind: The goal of this bend is to help children find opportunities across the school day to write how-to books so they can be helpful to others. In this bend, children will also be encouraged to write a series or collections of how-to books. (4 sessions)</p> <p>Bend IV-Giving How-to-Books as Gifts: The goal of this bend is to help children get ready to share their work, ensuring they will reach and help the intended audiences. (3 sessions)</p>	
New Jersey Student Learning Standards	
Standard: Reading	
RI.K.2	With prompting and support, identify the main topic and retell key details of a text.
RI.K.7	With prompting and support, 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).
RFS.K.1	Demonstrate understanding of the organization and basic features of print. b. Recognize that spoken words are represented in written language by specific sequences of letters.
RFS.K.2	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
RFS.K.3	Know and apply grade-level phonics and word analysis skills in decoding and encoding words.
Standard: Writing	
W.K.2	Use a combination of drawing, dictating, and writing to compose information/explanatory texts in which they name what they are writing about and supply some information about a topic.
W.K.5	With guidance and support from adults, strengthen writing through response and self-reflection using questions and suggestions from peers (e.g., adding details).
W.K.8	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
Standard: Speaking & Listening	
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.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.6	Speak audibly and express thoughts, feelings, and ideas clearly.

Standard: Language

L.K.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. d. Understand and use question words (interrogatives) (<i>e.g., dog, dogs; wish, wishes</i>).
L.K.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
L.K.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.
L.K.5	With guidance and support from adults, explore word relationships and nuances in word meanings. d. Distinguish shades of meaning among verbs describing the same general action (<i>e.g., walk, march, strut, prance</i>).
L.K.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

Instructional Focus

Unit Enduring Understandings

- Writing expands understanding of the world, its people, and oneself.
- Writers have a purpose for writing.
- Writing is a multi-step process.

Unit Essential Questions

- Why do people write?
- What is the importance of sharing?
- How does each step in the writing process impact your writing?

Objectives

Students will know writers write how-to-books step by step, mentor texts help with revising old how-to books and writing new ones, how keeping readers in mind is key, and that writers can give how-to-books as gifts.

Students will be able to:

- think about what kind of book they are making.
- distinguish between how-to writing and story/narrative writing.
- write a new step on each page.
- reread their writing.
- read to a partner to make sure their steps are easy to follow.
- revise steps that don't make sense.
- ask questions when something is unclear.
- add diagrams to their books.
- label diagrams with precise words.

- write multiple how-to books.
- use charts and checklists to reflect on writing.
- learn from a mentor text.
- give directions directly to the reader, using the word “you”.
- picture themselves doing each step.
- elaborate by adding warnings, tips, and making comparisons.
- add an introduction to their books.
- add a conclusion to their books.
- make their reading easy to read.
- make a dedication page.
- use an editing checklist to edit their writing.
- celebrate by sharing their writing with others.

Resources

Core Text:

- Unit 3: *How-to Books: Writing to Teach Others*

Core Mentor Texts:

- *My First Soccer Game* by Alyssa Satin Capucilli

Suggested Resources:

Anchor Charts:

- True Story
- How to Turn a Word into a Snap Word
- How-to Writing
- Learning from a Mentor How-to Text
- Making Writing Easy to Read

Additional Suggested Resources:

- Information Writing Checklist
- My Editing Checklist
- Information Writing Rubric

UNIT 4: Persuasive Writing of All Kinds: Using Words to Make a Change

Summary and Rationale	
<p>In <i>Persuasive Writing of All Kinds: Using Words to Make Change</i> children will do lots and lots of persuasive writing; including making signs, songs, petitions and letters about problems they identify in the larger world of their neighborhood. Children will tackle more distant topics and address more distant audiences while learning more about persuasive writing and about writing in general.</p>	
Recommended Pacing	
<p>Bend I-Exploring Opinion Writing: Making Our School a Better Place: The goal of this bend is to invite children to look at the world around them in new ways and reflect on the troubles they see around them. (6 sessions)</p> <p>Bend II-Sending Our Words Out into the World: Writing Letters to Make a Change: The goal of this bend is to channel children toward writing lots of persuasive letters. In this bend we will also teach children they can write letters to persuade people to join the cause. (5 sessions)</p> <p>Bend III-Persuasive Writing Projects: The goal of this bend is to rally children to join in a whole-class pursuit. In this bend you will invite children to write in a variety of genres, asking them to work on individual projects. (8 sessions)</p>	
New Jersey Student Learning Standards	
Standard: Reading	
RI.K.1	With prompting and support, ask and answer questions about key details in a text.
RI.K.8	With prompting and support, identify the reasons an author gives to support points in a text.
RI.K.10	Actively engage in group reading activities with purpose and understanding.
RFS.K.1	Demonstrate understanding of the organization and basic features of print. b. Recognize that spoken words are represented in written language by specific sequences of letters.
Standard: Writing	
W.K.1	Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is...).
W.K.2	Use a combination of drawing, dictating, and writing to compose information/explanatory texts in which they name what they are writing about and supply some information about a topic.
W.K.5	With guidance and support from adults, strengthen writing through response and self-reflection using questions and suggestions from peers (e.g., adding details).
W.K.8	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
W.1.1	Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.
Standard: Speaking & Listening	
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.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.4	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
SL.K.5	Add drawings or other visual displays to descriptions as desired to provide additional detail.
SL.K.6	Speak audibly and express thoughts, feelings, and ideas clearly.
Standard: Language	
L.K.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. d. Understand and use question words (interrogatives) (<i>e.g., dog, dogs; wish, wishes</i>).
L.K.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
L.K.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts.
Instructional Focus	
Unit Enduring Understandings	
<ul style="list-style-type: none"> • Writing expands understanding of the world, its people, and oneself. • Writers have a purpose for writing. • Effective communication relies on the usage of proper forms. • Writing is a reflective process. 	
Unit Essential Questions	
<ul style="list-style-type: none"> • Why do people write? • What is the importance of sharing? • How does the audience influence the format of your writing? • How can we use evaluation and reflection to improve our writing? 	
Objectives	
<p>Students will know opinion writing can make our school a better place, writing letters can make a change, and that writers draw on a repertoire of strategies for persuasive writing projects.</p> <p>Students will be able to:</p> <ul style="list-style-type: none"> • write to make the world better. • open their eyes and see problems and possibilities everywhere. • learn from other writers. • provide reasons and consequences. • use language, evidence, and logic to persuade. • share strategies to make writing convincing. • write more and tackle the problems they see. • reread and fix up their writing. • stretch out their words like rubber bands. • use spelling strategies to gain word power. 	

- use a word wall for support.
- use an Opinion Writing Checklist to self-assess and plan for revision.
- speak out, loud and proud.
- write letters to make a change.
- use mentor texts for revision ideas.
- include big feelings in their writing.
- suggest solutions to problems.
- choose a letter to mail/deliver.
- “fix up” their letters.
- draw on a repertoire of strategies to write about a world problem.
- share all they have learned about opinion writing.
- sound like an expert to persuade their audience.
- check that their writing is easy to read.
- add more details to their writing.
- write How-To Books to make a change.
- edit for publication.
- speak up and take a stand.
- use a checklist to “fix up” and “fancy up” for publication.
- celebrate with a museum walk.

Resources

Core Text:

- Unit 4: *Persuasive Writing of All Kinds*

Core Mentor Texts:

- *Click, Clack, Moo: Cows that Type* by Doreen Cronin

Suggested Resources:

Anchor Charts:

- Writers Write to Make the World Better
- When We Are Done, We’ve Just Begun
- What Makes Writing Easy to Read
- We Can be Really Convincing
- How-to Writing
- Make People Really Listen

Additional Suggested Resources:

- Writers Can Make a...
- Writers Don’t Say ‘How Do You Spell?’
- How to Turn a Word into a Snap Word
- Opinion Writing Checklist
- Opinion Writing Rubric

If...Then...Unit: All About Books

Summary and Rationale	
<p><i>All About Books</i> builds on the work of <i>How-to Books: Writing to Teach Others</i>; giving children the opportunity to write expository informational texts about their own areas of personal expertise. In this unit children will write lots of information books about lots of different topics.</p>	
Recommended Pacing	
<p>Bend I-Writing About Topics We Love: The goal of this bend is to teach children to stick to one piece of information at a time, rather than ramble on, and make sure that all the pages of the all-about book fit together under one main topic. (approximately 5 sessions)</p> <p>Bend II-Revise by Elaborating: The goal of this bend is to teach children to elaborate and say more on each page by including more information, adding examples, and considering their readers' questions. (approximately 3 sessions)</p> <p>Bend III-Revising to Add Text Features: The goal of this bend is to teach children to revise and write new books, incorporating into their own writing the features of nonfiction that they notice in mentor texts. (approximately 6 sessions).</p> <p>Bend IV-Final Grand Revision: The goal of this bend is to invite children to pick one book to revise, edit and publish for a celebration. At the end of this bend children will teach others all about their areas of expertise. (approximately 4 sessions).</p>	
New Jersey Student Learning Standards	
Standard: Reading	
RI.K.1	With prompting and support, ask and answer questions about key details in a text.
RI.K.2	With prompting and support, identify the main topic and retell key details of a text.
RI.K.3	With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
RI.K.4	With prompting and support, ask and answer questions about unknown words in a text.
RI.K.5	Identify the front cover, back cover, and title page of a book.
RI.K.7	With prompting and support, 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).
Standard: Writing	
W.K.2	Use a combination of drawing, dictating, and writing to compose information/explanatory texts in which they name what they are writing about and supply some information about a topic.
W.K.5	With guidance and support from adults, strengthen writing through response and self-reflection using questions and suggestions from peers (e.g., adding details).
W.K.8	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
Standard: Speaking & Listening	
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.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.4	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
SL.K.6	Speak audibly and express thoughts, feelings, and ideas clearly.

Standard: Language

L.K.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. d. Understand and use question words (interrogatives) (<i>e.g., dog, dogs; wish, wishes</i>).
L.K.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
L.K.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.
L.K.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

Instructional Focus

Unit Enduring Understandings

- Writing expands understanding of the world, its people, and oneself.
- Writers have a purpose for writing.
- Writing is a reflective process.

Unit Essential Questions

- Why do people write?
- What is the importance of sharing?
- How can we use evaluation and reflection to improve our writing?

Objectives

Students will know writers write about topics they love, writers revise by elaborating and writers use elaboration strategies.

Students will be able to:

- write all-about books.
- choose topics based on areas of personal expertise.
- consider their audience when selecting topics.
- suggest topic areas to each other.
- verbally rehearse and plan chapters.
- write one thing at a time.
- write with volume, producing many books and many pages on each topic.
- revise by elaborating.
- elaborate by considering readers' questions.
- add text features, with purpose.

- write with voice, including their own thoughts and ideas about their topics.
- teach readers about their topics.
- add an introduction to their information books.
- add a conclusion to their information books.
- revise to prepare for publication, paying close attention to conventions.
- celebrate by teaching all about their topic.

Resources

Core Text:

- If...Then...Unit: *All About Books*

Core Mentor Texts:

- *My First Soccer Game* by Alyssa Satin Capucilli

Suggested Resources:

Anchor Charts:

- How-to Writing
- Making Writing Easy to Read

Additional Suggested Resources:

- Information Writing Checklist
- Information Writing Rubric