

Kindergarten Writing

Link Community Charter School

UNITS (6/6 SELECTED)	SUGGESTED DURATION
<input checked="" type="checkbox"/> Unit 1: Launching Writing Workshop	<i>40 lessons</i>
<input checked="" type="checkbox"/> Unit 2: Show and Tell: From Labels to Pattern Books	<i>30 lessons</i>
<input checked="" type="checkbox"/> Unit 3: Writing for Readers	<i>21 lessons</i>
<input checked="" type="checkbox"/> Unit 4: How-To Books (Book III)	<i>24 lessons</i>
<input checked="" type="checkbox"/> Unit 5: Persuasive Writing of All Kinds (Book IV)	<i>30 lessons</i>
<input checked="" type="checkbox"/> Unit 6: All About Books (If Then...)	<i>30 lessons</i>

Unit 1: Launching Writing Workshop

Kindergarten Writing - Last Updated on August 9, 2021

STANDARDS ADDRESSED

New Jersey (NJSLS) - Kindergarten - English Language Arts ELA (2020)

W.K.2

W.K.3

W.K.5

W.K.6

W.K.7

W.K.8

RF.K.1

RF.K.1.d

RF.K.2

RF.K.3

SL.K.1

SL.K.3

SL.K.4

SL.K.5

SL.K.6

L.K.1

L.K.1.a

New Jersey Core Curriculum - Pre-K - Social Studies

6.1.P.A.1

6.1.P.A.2

6.1.P.A.3

New Jersey Core Curriculum - Kindergarten - Technology

8.1.2.C.1

Unit 1: Launching Writing Workshop

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DESIRED RESULTS

Established Goals

In this unit, the students are introduced to the world of writing. Routines and procedures for Writers Workshop are introduced and student quickly identify themselves as authors and illustrators. Students are exposed to both narrative and informational writing in this unit. Kindergarten students are introduced to living a writerly life.

Transfer

Students will be able to independently use their learning to...

Think up a topic, draw it and do their best approximation of writing, move from one piece of writing to the next, use stories from their life, and select a few stories to revise, edit and publish.

Meaning

Big Ideas & Understandings

Students will understand that...

- Writing Workshop is a place to gather and record our lifestories.
 - What we know about letters and their sounds can help us to write letters, words, sentences, and even stories.
 - Writers think of stories from their lives, remember them and tell them, and then draw and write about them.
 - Writers look back and read their writing deciding on how they can make their writing better.

Essential Questions

Students will keep considering...

- What does writing workshop look and feel like?
 - How do writers use what they know about letters and sounds to help them begin to write?
 - How do we write true stories from our lives?
 - How do writers revise their writing?

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Acquisition	
Knowledge	Skills
<p>Students will know...</p> <ul style="list-style-type: none">• That writing folders are part of the writing process and procedures.• that class discussions lead to the generation of ideas.• When to move from mini lesson spots to writing areas independently.• That picturing thier story in their head will make it eacy to tell a partner.• About a topic through pictures and/or words.• that we can describe a personal event through illustration and labeling.• That they can illustrate their drawings with letters or words.• that they can and persist with stretching out difficult words.• They can extend their writing pieces by adding additional details through illustrations or labeling.• that by touching each pag, they can tell their story.• Writing can be extended by answering where, who, and what.• That speech bubbles will add dialogue to our stories.• That writers reread their words and rewrite them if necessary• Words and pictures add details to their stories.	<p>Students will be skilled at...</p> <ul style="list-style-type: none">• Finding and using writing supplies• Utilizing writing folders as part of the writing process and procedures.• Participating in mini-lessons• Identifying a writing spot where they get thier best writing done.• Brainstorming topics to tell their stories• Visualizing their stories and practice tellign it to a partner.• Describing a personal event through illustration and labeling.• Planning their writing by touching the page.• Using speech bubbles in their writing• Evaluating writing by rereading their words.• Rewrite words• Collaborate with each other to revise their writing.• Utilize a checklist to make their writing better.• Sharing completed writing pieces in a writing celebration.

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STANDARDS

New Jersey Core Curriculum - Pre-K - Social Studies

6.1.P.A.1

6.1.P.A.2

6.1.P.A.3

ASSESSMENT EVIDENCE (DIAGNOSTIC / FORMATIVE / SUMMATIVE)

Assessments

Evaluation Criteria	Assessment Evidence
<p>Rubrics/Checklists:</p> <p>Accountable talk with partners</p> <ul style="list-style-type: none">• Teacher observations - Checklist• Conferences and small groups• Writing folders <p>Summative Assessment:</p> <ul style="list-style-type: none">• On-Demand assessments• Published writing pieces - Rubric• Letter ID assessment• Phonological awareness assessment	<p>Performance Task(s):</p> <p>Celebrate a piece of writing, by sharing their writing with others.</p> <p>(Gallery Walk)</p>
	<p>Other Evidence:</p>

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LEARNING PLAN

Summary of Key Learning Events and Instruction:

Bend I: We are all Writers

Mentor Text: Freight Train

Session 1: We Are All Writers: Putting Ideas on Paper with Pictures and Words

(Unit 1, pg. 3) Today I want to teach you that it is not just grown-up writers like Donald Crews who write to teach people what they know. You can do that as well. You think of something you know about, and then with drawings and writing, you put what you know on the paper.

Writers Teach People What They Know

1. Think of something you know about.
2. Picture what you know.
3. Draw to show what you know.
4. Write what you know.

Session 2: Writers Know That “When We Are Done, We Have Just Begun.”

(Unit 1, pg. 11) Today I want to teach you that after writers write what they know about a topic, they don’t just say, “I’m done” and relax. No way! Instead, writers say, “I’m going to look back on my writing and see if I can add more to it. Writers revise.

How to Revise

1. Work hard to show what you know on the page.
2. When you’re done, reread your work.
3. Think, can I add more to my writing.
 - “What else do I know that I could teach people?”
4. Add more.

Session 3: Carrying on Independently as Writers

(Unit 1, pg. 19) Today I want to teach you that when writers have problems and don’t know what to do, they say, “I can solve this myself.” Then come up with solutions to those problems and carry on, writing, writing, writing. That way, writers don’t waste precious time.

How To Solve Your Own Problems

1. When you come to a problem, say “I can solve this myself”

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2. Think of ways to fix the problem.
3. Keep on writing.

Session 4: Writers Call to Mind What They Want to Say, Then Put That onto the Page

(Unit 1, pg. 27) Today I want to teach you that once writers have something they want to write about, it helps for them to get that topic-their garden, the supermarket- in mind before they write. Sometimes writer's close their eyes, picture the topic they want to write about, and then put all the details into the picture and words.

Writers Call to Mind What They Want to Say, Then Put That on the Page

1. Close your eyes and picture your topic.
2. Think about what you want to write about.
3. Put all the details into your picture.
4. Write the words that match your thoughts.

Session 5: Stretching Out Words to Write Them

(Unit 1, pg. 36) Today I want to teach you that writers use words as well as pictures to teach people what we know. Writers write words by saying the word sloooooooooowwwwwly and then writing down the first sound they hear.

Using Words and Pictures to Teach People

1. Think of the word you want to write.
2. Say it slowly.
3. Stretch it out from the beginning. Think, "What sound do I hear?"
4. Write the sounds you hear.

Session 6: Writing Even Hard-to-Write Ideas

(Unit 1, pg. 42) Today I want to teach you that when writers get that "oh-no!" feeling about an idea that is hard, they don't just quit. They keep trying.

Writer's Don't Quit!

1. When you get to a hard part in your writing, don't stop. Say, "I think I can, I think I can!"
2. Keep writing.

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Bend II: Writing teaching books

Mentor Text: Farm Animals

Session 7: Turning Pieces into Scrolls and Books

Unit 1, pg. 50) Today I want to teach you that writers write to teach more, they add more pages to their books. We can use either a stapler or tape to turn pages into a book, or tape to turn pages into what people call a scroll.

When You Want to Add More to Your Stories You Can...

- Add more pages and make a book.
- Tape pages together to make a scroll

Anchor Chart: When We Are Done, We Have Just Begun (pg. 52)

- Add to our pictures.
- Add to our words.
- Start a new piece.
- Reread our writing.

Session 8: Planning Teaching Books Page by Page

(Unit 1, pg. 59) Today I want to teach you that writers of books take time to plan how their pages will go. Writer's don't just write one page and then say, "Oops, I want to add another" Instead, writers know from the start that they will be writing a whole book, and they plan out how that whole book will go.

Planning Teaching Books

1. Come up with a topic for your teaching book. Think, "What is something you know and care about?"
2. Touch the first page of your booklet as you think about what you want to write and draw on that page.
3. Turn the page.
4. Keep going.
5. Begin writing your book.

Session 9: Asking and Answering Questions to Add More

(Unit 1, pg. 66) Today I want to teach you that partners help writers after a book is written, when the writer is thinking, "I'm done". Specifically, a partner reads

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a writer's book and then asks, "What questions does this book give me?" and then the partner asks the writer questions. Those questions help a writer know what to add on.

Asking and Answering Questions to Add More

1. When you think you're done, read your writing to your partner.
2. Your partner thinks, "What questions did this book give me?"
 - Where?
 - How?
 - Why?
3. Then, the partner asks the writer questions they had about their book.
4. Next, go back and think about how to put more information into your writing.

Anchor Chart: I Can Revise My Teaching Book

*Add: I can add pages and scrolls, I can take out parts that don't fit, and I can ask questions and try to answer them (pg. 69)

Session 10: Stretching Out Words to Write Even More Sounds

(Unit 1, pg.74) Today I want to teach you that brave writers need lots of practice in hearing sounds and matching them to letters. To get letters down, writers say the word they want to write, stretching it like a rubber band. Then they record the first sound they hear and reread. Then they stretch the word out again to hear the next sound. And so on and so on.

Brave Writers

1. Say the word you want to write.
2. Stretch it like a rubber band.
3. Write the first sound you hear.
4. Reread the word.
5. Stretch the word out again to hear the next sound.
6. Continue until you have written your word.

Session 11: Letters to Teachers: Making Writing the Best It Can Be

(Unit 1, pg. 82) Today I want to teach you something about publishing your writing. Before authors finish, they do everything they know to make their writing the best it can be! You have been checking your teaching books to make

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sure you've added words and pictures. You all have done a great job of checking for those things-But guess what! Authors check for more things; they use a checklist to help them, just like the one I have right here! Today I'm going to give each of you your own copy of this checklist to use before you publish, just the way other authors use them. Little by little, you can add to this checklist, so it can always help you as you are finishing a piece of writing, even as you grow as a writer.

Making Your Writing The Best it Can Be

1. Choose an item from your writing checklist to look for in your writing.
2. Reread your writing to make sure you did that in your book.
3. Check off: NOT YET, STARTING TO, or YES on your writing checklist.
4. Choose another thing to look for on your checklist.
5. Repeat.
6. Use the checklist to plan for your writing work.

Bend III: Writing stories

Mentor Text: Creak! Said the Bed

Session 12: Getting Ideas for Stories and Practicing Storytelling

(Unit 1, pg. 91) Today I want to teach you that one way writers get ready to write true stories is to first practice telling the stories. They tell all the little things that happened, including what people said and did.

Getting Ideas for Stories and Practicing Storytelling

1. Think of a story you want to tell.
2. Tell the story to your partner. Tell every little thing that happened from beginning to end, using your best storyteller voice.
 - What did you do or say?
 - What happened next?
 - How did you feel?

3. Now you're ready to write your story.

Session 13: Planning Stories Page by Page: Planning and Telling Stories across Pages

(Unit 1, pg. 100) Today I want to teach you that just as writers plan how information books will go, writers also plan how stories will go. Writers of story books plan from the start how the whole book will go. They touch each page as they tell their story. Then they turn the page to say the next thing that will happen.

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Planning How Stories Will Go

1. Think of a story you want to tell.
2. Touch each page as you tell your story.
3. Turn the page and say what will happen next.
4. Now you're ready to draw and write your ideas on each page.

Anchor Chart: How to Write a True Story (pg. 102)

- Think...
- Something that happened
- Something you did
- PRACTICE telling with a storyteller's voice

Session 14: Adding More Details to Pictures and Stories

(Unit 1, pg. 108) Today I want to teach you that when writers write stories, they try to write them in such a way that readers feel like they are right there with them. To do this, they think about where they were, who they were with, and what they were doing on each page, and then they put those details into the pictures and words.

Adding More Details to Pictures and Stories

1. Picture your story in your mind...

- Who was there?
- Where was I?
- What were we doing?

2. Draw

3. Write

Anchor Chart: How To Write a TRUE story (pg. 110)

*Add: pictures and words tell

- Who
- Where
- What Happened

Session 15: Letter to Teachers: Stretching and Writing Words: Hearing and Recording Sounds in Sequence

Unit 1, pg. 116) Today I want to teach you that writers spell words fully so that they can read their stories and so that others can read them as well. One way

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to do this is to say the word as slowly as you can, listen closely to the sounds you hear at the beginning, and then write those sounds down. Next, you can say the word again as you reread your writing, this time listening closely for the sounds you hear in the middle, and then again at the end of the word. This helps you write all the sounds you hear in a word, from beginning to end, which will make your writing much easier to read.

How to Spell Words...

Say the word slowly and write the sounds you hear.

- Say the word again as you reread your writing, listening closely for the sounds you hear.

Session 16: Bringing Our Writing to Life: Adding Dialogue with Speech Bubbles

(Unit 1, pg. 121) Today I want to teach you that writers make characters talk.

You can do this by putting speech bubbles by whoever is talking. When you tell the story, the speech bubbles will remind you to include what people said.

Later, when you write the story, you can write bits of talking in the speech bubbles to get down the exact words that people said.

How to Make Characters Talk

1. Think about what people are saying.
2. Add speech bubbles by whoever is talking.
3. Write bits of talking in the speech bubbles to show the exact words that people said.

Anchor Chart: How to Write a True Story (pg. 123)

*Add: use speech bubbles

Session 17: Using Everything to Make Pieces the Best They Can Be

(Unit 1, pg. 127) Today I want to teach you that writers reread their stories, thinking about what they can do from everything they know about good writing to make their piece the best it can be.

Making Your Writing The Best it Can Be...

1. Choose a piece to reread and revise.
2. Reread the first page.
3. Look at the Anchor Chart: How to Write a True Story and think...
 - "What do I have?"
 - "What could I add to make this story better?"

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4. Turn to the next page and repeat.

Bend IV: Preparing for Publication

Session 18: Editing

(Unit 1, pg. 137) Today I want to teach you all about how writers edit their writing. They sometimes spell their words again so that they can remember them and help others read them too! They reread each word and make sure the word looks right. Then, they may even need to change it to make it more readable.

Editing Our Writing

1. Reread your writing.
2. Make sure the words look right. Read it with your finger.
3. Think, 'Does this word look right?'
4. If it doesn't look right try to...
 - Say the word slowly and write the sounds you hear.
 - Say the word again as you reread your writing, listening closely for the sounds you hear.
5. Rewrite it above so that it does look right.
6. Fix-up as much as you can.

Session 19: Letter to Teachers: Reading into the Circle: An Author's Celebration

(Unit 1, pg. 144-145) Celebration: Today Super Writers, we are going to read and listen to one another! We are going to hear many stories from many new authors! When we share our writing we use our best voices as readers and our best eyes and ears as listeners. First, we are going to come to our meeting area and make a big circle! Then we are going to get a chance to read our favorite line or part into the circle! When the reader is reading, where do all our eyes and ears turn to? The reader. All of our eyes and ears should be on the reader. Are you ready?

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SUPPORTING MATERIALS/RESOURCES/STRATEGIES FOR DIFFERENTIATION

Writing:

Teacher resources:

- Unit of Study - Launching Writing Workshop, by Lucy

Calkins

- The Writing Strategies Book by Jen Seravallo
- Freight Train
- Creak! Said the Bed
- Farm Animals

Student resources:

- Bend anchor charts
- Differentiated writing paper
- Modeled writing pieces

Digital Resources:

- Units of Study Online Resources

Special Education:

- Adjust length of assignment
- Communication system between home and school
- Repeat, clarify or reword directions
- Mini-breaks between tasks
- Small group instruction
- Emphasize multi-sensory learning
- Use strategy groups and small group lessons
- Use visual/auditory stimuli to stimulate creative writing ideas
- Use class discussion to stimulate ideas for written assignments

504 Students:

- Extra time for assigned tasks
- Repeat, clarify or reword directions
- Mini-breaks between tasks
- Brief and concrete directions
- Use visual graphic organizers
- Consistent daily structured routine
- Short manageable tasks
- Brief and concrete directions

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- Provide immediate feedback
- Small group instruction
- Emphasize multi-sensory learning

At Risk Students:

- Communication system between home and school
- Emphasize multi-sensory learning
- Small group instruction
- Use visual graphic organizers

ELL Students:

- Extra response time
- Use individual/small group instruction
- Simplify language
- Allow students to write about topics in which they have background knowledge

Gifted & Talented:

- Assign projects based on student interests
- Have them as the leader for group work activities
- Multi-leveled tiered activities
- Peer teaching

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

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STANDARDS ADDRESSED

New Jersey (NJSLS) - Kindergarten - English Language Arts ELA (2020)

W.K.2

W.K.3

W.K.5

W.K.6

W.K.7

W.K.8

RF.K.1

RF.K.1.d

RF.K.2

RF.K.2.a

RF.K.2.b

RF.K.2.c

RF.K.2.d

RF.K.2.e

RF.K.3

RF.K.3.a

RF.K.3.b

RF.K.3.c

RF.K.3.d

SL.K.1

SL.K.3

SL.K.4

SL.K.5

SL.K.6

L.K.1

L.K.1.a

New Jersey Core Curriculum - Pre-K - Social Studies

6.1.P.A.1

6.1.P.A.2

6.1.P.A.3

New Jersey Core Curriculum - Kindergarten - Technology

8.1.2.C.1

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

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DESIRED RESULTS

Established Goals

In this unit, children transfer and apply their knowledge of letters and sounds to labeling items and listing observations. It is designed to teach children that writing is not only a tool for storytelling; it is also a tool for learning about science. Students will “read the world,” collect natural items and create booklets of representational drawings with labels and, possibly, sentences, to capture the details with precision, while referencing nonfiction books when appropriate. Students will learn ways to revise. You will teach them that revision helps them elaborate and extend their thinking. Your class will take three or four days to revise several of their most prized pieces of work, moving between recording careful observations and including their own thinking. Each student will study one science topic, chosen from several possibilities, and will create books about the chosen topic. Children will spend the week making observations, labeling their diagrams, writing captions, and creating informational books that demonstrate what they have noticed and learned. This bend culminates the strategies that students have already learned. Children will end the unit by publishing books they have written on the shared class science topics or on their own independent topics. Finally, students will revise their writing to make it the best it can be and fancy it up for the publishing celebration

Transfer

Students will be able to independently use their learning to...

This unit channels students to transfer and apply their knowledge of letters and sounds to labeling items and listing observations. It is designed to teach children that writing is not only a tool for storytelling; it is also a tool for learning.

Meaning

Big Ideas & Understandings

Students will understand that...

- They can show and tell people, places and things that are important to them through writing.
 - There are different tools that can be used to spell words including stretching words out, word walls, name charts and word rings.
 - Drawing is an important part of writing which begins when writers see and draw their subject with great precision
 - Talking about writing helps students write longer labels and more sentences on a page

Essential Questions

Students will keep considering...

- How is writing like Show-and-Tell?
 - What are tools I can use to help me spell words?
 - Why is drawing an important part of writing?
 - How can I write a lot of words on a page?
 - How do I write patterns in books?

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

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Meaning	
<ul style="list-style-type: none">• It helps to write in a pattern using words then know in a snap-high frequency words.	

Acquisition	
Knowledge	Skills
<p>Students will know.....</p> <ul style="list-style-type: none">• They can write the most salient sounds in words and then “stretch out” these sounds into full words• They can string together words learned through inventive spelling into full sentences• They can make decisions about page layouts by studying mentor texts• Talk about their writing with excitement and ease• They can write many of sentences across pages in a pattern, using high-frequency words as well as words learned through inventive spelling	<p>Students will be skilled at...</p> <ul style="list-style-type: none">• Designing thier own books for publication• Plan out their books across pages of a text.• Articulate about their writing with excitement.• Utilize inventive spellign to get their thoughts down on a page.• Selecting a book to make "Bookstore Ready" and publish.

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ASSESSMENT EVIDENCE (DIAGNOSTIC / FORMATIVE / SUMMATIVE)

Assessments

Evaluation Criteria	Assessment Evidence
<p>Rubrics/Checklists:</p> <p>Formative Assessment:</p> <ul style="list-style-type: none">• Accountable talk with partners• Teacher observations - Checklist• Conferences and small groups• Writing folders <p>Summative:</p> <ul style="list-style-type: none">• On-Demand assessments• Published writing pieces - Rubric• Letter ID assessment• Phonological awareness assessment	<p>Performance Task(s): Create a "Bookstore" Book Rubric</p>
	<p>Other Evidence:</p>

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

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LEARNING PLAN

Summary of Key Learning Events and Instruction:

Bend I: Writing Stories that People Can Really Read

Mentor Text: The Ultimate Book of Vehicles: From Around the World

Session 1: Drawing and Writing a Lot on Each Page

(Unit , pg. 2) Today I want to teach you that because you are growing as writers, the amount of stuff you put on each page of your writing needs to grow, too. Starting now and for the rest of your life, it's important for you to draw and write a lot on each page.

1. Look and think.
2. Draw a lot on one page.
3. Write a lot on one page.

Anchor Chart: To Show and Tell (pg. 4)

- Look and think
- Draw
- Write

Session 2: Writers Plan What They'll Draw and Write

(Pg.7) Today I want to teach you that when you want to draw something, it helps to think first, "How will I draw this? What parts do I see?," and then to draw all those parts. After that you can label all the parts.

1. Look at the parts and think, "What are the parts to this thing?"
2. Draw each part.
3. Label each part.

Session 3: Returning to a Page to Add More

(Pg.12) Today I want to teach you that writers aren't always moving on to the next piece, and the next, and the next. Instead, writers often return to their writing and find ways to show and tell even more. Sometimes, to tell more, they tell where something is and what's going on.

1. Go back to your writing and think, "What else could I add?"
2. Add more to show where it is.
3. Add more to show what's happening around it.

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

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Anchor Chart: To Show and Tell (pg. 13)

4. Add more!

Session 4: Writers Use Everything They Know to Spell Words and Don't Wait to be Perfect

(Pg. 18) Today I want to teach you that it is really important for you to say, "I'll just be brave. I'll use everything I know-my name, my friends' names, the alphabet-to spell the best I can." If you do that everyday, pretty soon you'll be able to write any word in the whole wide world."

1. Say the word slowly.
2. Hear the sounds.
3. Write the letters you know.
4. Use tools in the room like the alphabet wall, name chart and word ring.

Anchor Chart: Brave Spellers (pg. 20)

All pictures, no words on these post its

- Say the word slowly
- Write the sounds you hear
- Use tools in the classroom to help you spell

Session 5: Writing Partners Can Help Each Other Celebrate and Add More

(Pg. 24) Today I want to teach you that when you have done really good work, work that's the best of your life, that is now a time to say, "I'm done" and stick your feet up on the table and relax. No way! When you've done your best, you go back to your best work and think "How can I make this even better?" Usually it helps to get a friend to help you.

1. Put one book in the middle.
2. Read and talk.
3. Ask Questions
4. Add more...

Anchor Chart: Writing Partners (pg. 26)

- Put one book in the middle
- Read and talk
- Ask questions
- Add more

Bend II: Writing Show & Tell Books

Mentor Text: On the Go

Session 6: Writers Write Show-and-Tell Books about Important Places

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

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(Pg. 31) Today I want to teach you that if you want to write about a huge topic, it often helps to write a whole book on that topic. And before you write, you can think, “What are the parts of this topic?” and then you draw and write one part on one page and another part on another page.

1. Think of an idea...a person, place or thing.
2. Tell all the parts.
3. Draw and write all the parts.

Anchor Chart: To Write a Show and Tell Book (pg. 33)

Think of an idea.

- Tell all the parts.
- Draw and write the parts.

Session 7: Writers Make Time For Drawing and Writing

(Pg. 37) Today I want to teach you that during writing time, you...write!”

1. Spend some time drawing.
2. Spend some time writing.
3. Write LOTS of words and use classroom tools to help you spell.

Anchor Chart: Brave Spellers (pg. 39)

- Write LOTS of words.

Session 8: Writers and Illustrators Make Decisions

(Pg. 43) Today I want to teach you that every time you start a new page, you get to think about how the new page will go. You are both the author and the illustrator. You decide everything - where the pictures will go, how big they will be, and what the words will look like.

1. Ask yourself, “How will I put the pictures and words on this page?”
2. Make a “whole bunch of stuff page”.
3. Make a “one big thing” page

Anchor Chart: Writers Decide! Ways Pages Can Go (pg. 46)

*See visual on page 46

- Lots of stuff

Session 9: Adding Longer Labels to Bring Pages to Life

(Pg. 50) Today I want to teach you that when writers want to show and tell as much as they can, they write longer labels (or even sentences) to bring their

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pages to life. It helps to write in ways that tell readers what things feel like, smell like, look like, sound like, or even taste like.”

1. Think about a thing on your page and ask what things:

- Feel like
- Smell like
- Look like
- Sound like
- Taste like

2. Write longer labels to bring pages to life.

Anchor Chart: To Write a Show-and-Tell Book (pg. 52)

- Write more! Bring pages to life.

Session 10: Writing Sentences that Say What Pictures and Labels Can't

(Pg. 56) Today I want to teach you that you can write sentences to tell readers about what's on your page, like where things are or what things do. The words you know in a snap can help.

Session 11: Growing Writers Talk about Their Writing in Important Ways

(Pg. 61) Today I want to teach you that writers talk about their writing. When writers talk about their writing, they can talk about what they are making, what they are proud of, and even what is tricky.

1. Say what you are working on.
2. Say what you are proud of.
3. Say what was tricky.

Anchor Chart: Writers Talk About Their Writing(pg. 62)

*See page 62 for chart

- Say what you are working on.
- Say what you are proud of.
- Say what was tricky.

Bend III: Using Patterns to Write Show & Tell Books

Mentor Text: The Zoo

Session 12: Writing Books that Kids Want to Read

(Pg.68) Today I want to teach you that writers write about books they want to

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see in their library, about the topics that are important to them. To do this, you can think, “What are the people, places and things that I wish there were more books about?” Then you can choose one and write a book about it, page by page using all you already know.

1. Think of an idea and ask, “What people, places and things do I wish there were more books about?”
2. Tell all the parts.
3. Draw and write the parts.
4. Add more.
5. Write more! Bring pages to life.
6. Write more! Write sentences.

Session 13: Talking and Writing Patterns and Snap Words

(Pg.73) Today I want to teach you that when you want to write a book with a bunch of pages, sometimes it helps to talk and write in a pattern. You can use the words you know in a snap to write sentences in a pattern book.:

1. Think of an idea to write about.
2. Think, “How could this book sound with a pattern?”
3. Use snap words you know to make sentences.
4. Say all the ways your book could go.
5. Pick one way and write it!

Session 14: Studying How Sentences Looks

(Pg. 80) Today I want to teach you that when writers like you write sentences in books, there are things they always do. They work to make their sentences look like the sentences in a book so that they are super easy for readers to read.

1. Study a sentence from a book.
2. Think, “What do I see or notice about how this sentence looks, starts and ends?”
3. Make your sentences look like sentences in a book.

Session 15: Slowing Down to Leave Spaces Between Words

(Pg. 86) Today I want to teach you that when writers write books that others will read, they help make their words easy to read by leaving spaces between

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their words.

1. Say your sentence.
2. Point and read where the words should go on the page.
3. Write each word.
4. Use your pointer finger to leave spaces between each word.

Session 16: Writers Write More Sentences on a Page

(Pg. 91) Today I want to teach you that you don't need to stop writing after just one sentence. You can write as many sentences as you want on a page. To write more, it helps to reread a page and ask, "What else could I say?" Then you can write that sentence down using all you know.

1. Reread a page.
2. Think, "What else can I Say on this page?"
3. Be a brave speller: Use snap words or stretch it out to write all those sentences on your page.

Session 17: Writers Think About How Their Books Will End

(Pg. 97) Today I want to teach you that the endings of books matter. Writers think carefully about how the last pages of their books could go. They make sure every book they write has an ending.

1. Reread your book.
2. Think, "How could this book end?"
3. Write an ending with a big idea.

Anchor Chart: To Write a Show-and-Tell Book (pg. 99)

- Write more! Write an ending.

Session 18: Fancying Up Your Writing

(Pg. 102) Today I want to teach you that before writers share their books with the world, they spend time making their writing the best it can be. To do this, you can reread and make sure your sentences look like a book, that you have lots of sentences on each page, and finally, that your books have endings. If something is missing, you can add it in or revise it!"

1. Look back at your pages and reread the words.
2. Make sentences look like a book.
3. Add sentences.

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4. Make sure you have an ending.

Session 19: Bookstore Celebration

(Pg.107) “Writers today we are opening our bookstore! Visitors will come later to see all your hard work! The best part of all the work you’ve done is that you’ve not just made a lot of books, but you’ve made books that are important to you. Books that you believe should exist in the world. To show off all this important work I thought we should make our classroom look like a bookstore. You’re great at thinking about parts of things, so will you and your partner talk about what parts make up a bookstore?”

Stations: Cash Register, Coffee Shop, Meet the Author, Kids’ Section

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

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SUPPORTING MATERIALS/RESOURCES/STRATEGIES FOR DIFFERENTIATION

Teacher resources:

- Unit of Study - Show & Tell: From Labels to Pattern

Books, by Lucy Calkins

- The Writing Strategies Book by Jen Seravallo
- The Ultimate Book of Vehicles: From Around the World
- On the Go
- The Zoo

Student resources:

- Bend anchor charts
- Differentiated writing paper
- Modeled writing pieces

Digital Resources:

- Units of Study Online Resources

Special Education:

- Adjust length of assignment
- Communication system between home and school
- Repeat, clarify or reword directions
- Mini-breaks between tasks
- Small group instruction
- Emphasize multi-sensory learning
- Use strategy groups and small group lessons
- Use visual/auditory stimuli to stimulate creative writing ideas
- Use class discussion to stimulate ideas for written assignments

504 Students:

- Extra time for assigned tasks
- Repeat, clarify or reword directions
- Mini-breaks between tasks
- Brief and concrete directions

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- Use visual graphic organizers
- Consistent daily structured routine
- Short manageable tasks
- Brief and concrete directions
- Provide immediate feedback
- Small group instruction
- Emphasize multi-sensory learning

At Risk Students:

- Communication system between home and school
- Emphasize multi-sensory learning
- Small group instruction
- Use visual graphic organizers

ELL Students:

- Extra response time
- Use individual/small group instruction
- Simplify language
- Allow students to write about topics in which they have background knowledge

Gifted & Talented:

- Assign projects based on student interests
- Have them as the leader for group work activities
- Multi-leveled tiered activities
- Peer teaching

Unit 3: Writing for Readers

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STANDARDS ADDRESSED

New Jersey (NJSLS) - Kindergarten - English Language Arts ELA (2020)

- W.K.3
- W.K.5
- W.K.6
- W.K.7
- RF.K.1
- RF.K.2
- RF.K.3
- RL.K.1
- RL.K.2
- RL.K.3
- SL.K.1
- SL.K.3
- SL.K.4
- SL.K.5
- SL.K.6
- L.K.1

New Jersey Core Curriculum - Pre-K - Social Studies

- 6.1.P.A.1
- 6.1.P.A.2
- 6.1.P.A.3

New Jersey Core Curriculum - Kindergarten - Technology

- 8.1.2.C.1

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DESIRED RESULTS

Established Goals

During this unit, a good deal of teaching will aim to help children write more conventionally while challenging children to pay attention to craft, content, and process while it also supports a new awareness of conventions. Children will stay focused on writing lively, focused true stories. In addition, we teach students that writers reread their writing to make sure that it is easy to read, and if it is not, they go back and fix it so that others can read it.

Transfer

Students will be able to independently use their learning to...
determine if their writing is easy to read. If it is not, writers will go back and think about what makes a text readable.

Meaning

Big Ideas & Understandings	Essential Questions
<p>Students will understand that...</p> <ul style="list-style-type: none">• Writers can write actual words and sentences onto a page so that it can be read by others.<ul style="list-style-type: none">• Writers can use tools to make their writing more powerful.• Writers can work with partners to help make their stories more fun to read.<ul style="list-style-type: none">• Writers can use a checklist to help prepare their writing for publication.	<p>Students will keep considering...</p> <ul style="list-style-type: none">• What can writers do to write stories that readers can really read?<ul style="list-style-type: none">• What tools can writers use to help their writing be more powerful?• How can writers work with partners to make their stories more fun to read?<ul style="list-style-type: none">• What can writers do to prepare their work for publication?

Acquisition

Knowledge	Skills
<p>Students will know...</p> <ul style="list-style-type: none">• To begin sentences with capital letters, use	<p>Students will be skilled at...</p> <ul style="list-style-type: none">• Utilize old anchor charts on narrative writing and

Unit 3: Writing for Readers

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Acquisition

appropriate spacing between words, and use correct punctuation.

- that they can modify or change a story
- A narrative checklist will help writers write a strong story including structure, development of ideas, and conventions of language.
- that the word wall is a tool to help them spell words accurately.
- that their stories can be changed and modified with help from a friend.
- one of their stories will be taken to publication.

use them in their new writing.

- Improving small moments by adding details to drawings and maximizing sentence structure to draw interest from the reader.
- Composing stronger leads and endings by imitating mentor texts.
- Utilizing a narrative writing checklist to make a good story that includes but is not limited to: structure, development, and language conventions.
- Finding and applying words from the word wall.
- Developing conventional spelling by adding vowel sounds to each word.
- Identifying the correct vowels to spell words through use of a vowel chart.
- Improving their writing by using more specific transition words.
- Modifying stories with help from a partner.
- Reviewing stories when we think we are done and practice using various techniques to add more detail to our stories.
- Choosing a writing piece for publication to make it more appealing by adding color, fixing messy words, and adding bits to their pictures.

Unit 3: Writing for Readers

Kindergarten Writing - Last Updated on August 9, 2021

ASSESSMENT EVIDENCE (DIAGNOSTIC / FORMATIVE / SUMMATIVE)

Assessments

Evaluation Criteria	Assessment Evidence
<p>Rubrics/Checklists:</p> <p>Formative Assessment:</p> <ul style="list-style-type: none">• Accountable talk with partners• Teacher observations - Checklist• Conferences and small groups• Writing folders <p>Summative Assessment:</p> <ul style="list-style-type: none">• On-Demand assessments• Published writing pieces - Rubric• Phonological awareness assessment	<p>Performance Task(s):</p> <p>Pre Assessment : Narrative writing on demand writing.</p>
	<p>Other Evidence:</p>

Unit 3: Writing for Readers

Kindergarten Writing - Last Updated on August 9, 2021

LEARNING PLAN

Summary of Key Learning Events and Instruction:

Bend I: Writing Stories that People Can Really Read

Mentor Text: Don't Let the Pigeon Drive the Bus

Session 1: Writing for Readers

(Unit 2, pg. 6) Today I want to teach you that writers use all their writing muscles to make sure people don't put their writing down. Like all writers, each of you can tell if your writing is easy to read by reading your own writing like it's a book in your book baggie. If you can't figure out what your writing says, then you need to fix it up so other people won't have the same trouble.

Reading Hard-To-Read Writing

- Use the picture and all I know to help.
- Point under the words and read on when you're stuck and think, "I bet I can figure this out!"
- Don't Give Up!

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

(Unit 2, pg. 15) Today I want to teach you that even when you are working really hard to hear all the sounds and to write so people can read your writing, you still need to remember everything you already learned about writing great stories. It helps to reread old charts, using those as reminders of all the things you can always remember to do.

Review Anchor Chart: How to Write A True Story

Session 3: Drawing Stories to Read

(Unit 2, pg. 24) Today I want to teach you that if you get so busy writing one word-like pencil-and you forget the whole story you wanted to write, you can look back up at your picture. The picture can remind you of the story, of all the words you wanted to write. But the picture helps you remember the story only if, when you made the picture, you were thinking about the words of the story.

What to Do When I Forget My Story:

- Think about the first part of your story and picture it in your mind.

-People

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-The place

-The action

- Draw your picture

Review Anchor Chart: How To Write A True Story

Session 4: Writing Sentences that Tell a Story

(Unit 2, pg. 33) Today I want to teach you that writers say a sentence in his or her mind, then write it, writing word after word.

Writing Sentences to Tell a Story

1. Say the words of the story.
2. Write it down, word after word.

Anchor Chart: What Makes Writing Hard to Read (pg. 32)

Anchor Chart: What Makes Writing Easy to Read (pg. 40)

Session 5: The Power of Rereading

(Unit 2, pg. 42) Today I want to teach you that writers reread-often, for lots of reasons. Writers write a little, and then they read a little, flipping back and forth between being a writing and reader of the story.

The Power of Rereading

1. Write a little.
2. Read what you wrote.
3. Repeat.

Bend II: Tools Give Writers Extra Power

Mentor Text: A Chair for My Mother

Session 6: Checklists Can Help Writers Make Powerful Stories

(Unit 2, pg. 52) Today I want to teach you that writers use tools to help them write the best that they can. One of the tools that help writers write powerful

true stories is a checklist. This may seem like a simple thing, but writers know that checklists can help them make their writing the best it can be.

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Making Your Writing The Best it Can Be

1. Choose an item from your writing checklist to look for in your writing.
2. Reread your writing to make sure you did that in your book.
3. Check off: NOT YET, STARTING TO, or YES on your writing checklist.
4. Choose another thing to look for on your checklist.
5. Repeat.
6. Use the checklist to plan for your writing work.

Session 7: A Vowel Chart Can Help with the Middles of Words

(Unit 2, pg. 62) Today I want to teach you that vowels can help you spell the middle of words. If you know just a few tips about how vowels work, this can make your writing so much easier to read. A vowel chart can help you hear the vowel sound and come up with the right vowel to put on your paper.

Vowel Power

1. Review the vowel chart.
2. Super-stretch your words.
3. Listen and feel the sound.
4. Try to match the sound with one of the vowels from the chart.

Session 8: Writing Readable Stories Using Word Walls

(Unit 2, pg. 71) Today I want to teach you that every writer has words that he or she just knows and can write easily, in a snap. Writers don't stretch out those words- they just write them quickly. Word walls are a great tool for writers because they remind writers of the words they know in a snap.

How to Turn a Word into a Snap Word

1. Look at it carefully.
2. Take a picture of it.
3. Write it.
4. Check it.

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

(Unit 2, pg. 80) Today I want to teach you that writers need to write with their own true, storytelling words even though that means they have to work a little

Unit 3: Writing for Readers

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harder to spell those true words. It helps to story-tell your story to a partner, using your best storytelling voice. Listen to your own storyteller voice, and put that voice onto the page.

Using Specific Words in Writing

Pay attention to....

- People-place-thing words
- Action words

Anchor Chart: Story Language Words (pg. 85)

Session 10: Using Reading Partnerships to Support More Conventional Writing

Session 5 Extension

(Unit 2, pg. 89) Today I want to teach you that when writers are working to make their writing more readable, it helps if the writer has a partner who works with their writing- like a team- to get the job done.

Reading With Partners

1. Reread your writing with a partner looking for confusing parts.
2. Stop, when you are confused.
3. Think together, "Which Anchor Chart will help me?"
4. Look at the anchor chart for help.
5. Fix-up your writing.

Session 11: Letter to Teachers: Using a Partner to Hear More Sounds in Words

(Unit 2, pg. 95) Today I want to remind you that when you are working with partners, sometimes they are slipping into a "teacher role". And just like a teacher doesn't do all the work for students, one partner should not be doing all of the work for the other partner.

Effective Partnerships...

- Slip into the "teacher role"
- Partners work together. One person should not be doing all the work.

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

(Unit 2, pg. 100) Guided Inquiry: "What have I learned to do that makes my writing more readable? What could I still learn that would help my writing

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become even more readable?”

Making Readable Writing

1. Reread your work.
2. Think of specific things you have done that make your writing readable.
3. Find evidence of the items on the class charts.
4. Talk to your partners about what you notice.
5. Look at the same pages.
6. Think of things you can still do.

Bend III: Making Stories More Fun to Read

Mentor Text: Owl Moon

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

(Unit 2, pg. 107) Today I want to teach you-remind you, really- that writers revise stories, just like you revise Lego buildings or clay creations. When a writer likes his or her story, the writer returns to it, thinking “How can I make this even better?” One way writers revise is they picture what happened in their mind (and sometimes by drawing) and then put what they picture onto the page.

How Can I Make This Even Better?

1. Picture what happened in your mind (and sometimes by drawing).
2. Put what you picture onto the page.

Session 14: Writers Use Flaps to Make Better Stories

(Unit 2, pg. 115) Today I want to teach you that paper flaps or post-its are a kind of revision tool that can make your stories better. Writers think carefully about where to put those flaps/post-its and use them in many different places in a story to help tell a better story.

Using Post-its for Revising

1. Reread your story page by page.
2. Think, “Can I make my story better?”
3. If so, and there is no space, create a flap with a post-it to add your writing.

Session 15: Writing Amazing Story Beginnings

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(Unit 2, pg. 122) Today I want to teach you that one of the best ways to become a better writer is to look closely at the work of authors we love and to think, “What did this writer do that I could try?” Because the lead to a story is really important, authors study other writers’ and learn ways to revise their own.

Writing Amazing Story Beginnings

1. Reread your writing.
2. Think about your beginning and ask yourself, “How can I make this better?”.
3. Think of how some of your favorite authors start their stories.
4. Try to copy their best moves in your own writing.

Anchor Chart: Story Language Words (pg. 127)

Session 16: Writers Work with Partners to Answer Readers’ Questions

(Unit 2, pg. 129) Today I want to teach you that there’s not one writing teacher in this room-there are _____ of you. To be a writing teacher, you need to really listen to the writer’s draft trying to really understand it, and you need to notice the places where you go, ‘Huh?’ to help the writer make those parts clear.

You Can Be a “Writing Teacher” Too

1. Ask your partner if they can help you with your writing.
2. The partner can ask the writer, “Can I hear your writing?”
3. The WRITER will read their story as the PARTNER listens to the writer’s draft.
4. The partner will really try to understand the writer’s story.
5. The partner should stop the writer if they are confused.
6. Help the writer make those parts clear (use class charts).

Bend IV: Preparing for Publication

Mentor Text: Koala Lou

Session 17: Writers Use All They Know to Select and Revise a Piece to Publish

(Unit 2, pg. 137) Today I want to teach you that writers get ready to publish by choosing the story they want to share with the world. Then, they use all they know to make their stories come to life and be easy to read.

How to Make Your Stories Come to Life

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1. Choose a story to publish
2. Reread it to remember the event.
3. Think, "Are there parts that make the reader go 'Huh?'"
4. Make them more clear.
5. Ask, "Did I tell why this time was special for me?"
6. Add more to your story.

Session 18: Fancying Up Your Writing

(Unit 2, pg. 143) Today I want to teach you that one way writers write strong endings is to end their stories with a feeling. Sometimes writers just tell how they feel, but other times, writers use dialogue or actions to show a feeling. Strong Endings...

- End with a strong feeling (how you feel).
- Use dialogue or actions to show a feeling.

Session 19: Writers Make Their Pieces Beautiful to Get Ready for Publication

(Unit 2, pg. 149) Today I want to teach you that before writers share their stories with an audience, they spend time making sure their writing is as clear and beautiful as possible-just like chefs work hard to make a meal look as good as it tastes! Here are three ways you can do that: you can add missing bits to your drawing, you can add color to your pictures, and you can check your words to make sure they are not too messy to read.

Making Your Writing Beautiful

1. Reread your story.
2. Find a place you want to make more beautiful.
3. Fix-up your writing.

*You might want to....

- Add missing bits to your drawing
- Add color to your pictures
- Check your words to make sure they are not too messy to read

Session 20: Letter to Teachers: A Final Celebration: Bringing True Stories to Life

(Unit 2, pg. 155) *Writers, think back to the very first day of this unit, when we started talking about making our writing easy to read. Do you remember when you made two piles of writing, one that you could read easily and one that was tricky to read? Well, just think how huge your 'Easy to Read' pile is now! And*

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that's not all-you've grown into writers who can capture the amazing true stories from your life in writing. You all have given a lot of loving care to your writing. It has grown strong and detailed and lovely and long because you've revised it and thought hard about how to make it easy to read. Now it's time to celebrate the work you've done. As part of our celebration, I was thinking that maybe you'd be willing to teach other people what you've learned about writing and revising true stories that are easy to read. Would you be willing to do that?

Unit 3: Writing for Readers

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SUPPORTING MATERIALS/RESOURCES/STRATEGIES FOR DIFFERENTIATION

Teacher resources:

- Unit of Study - Writing for Readers, by Lucy Calkins
- The Writing Strategies Book by Jen Seravallo
- Don't Let the Pigeon Drive the Bus
- A Chair for My Mother
- Owl Moon
- Koala Lou

Student resources:

- Bend anchor charts
- Differentiated writing paper
- Modeled writing pieces

Digital Resources:

- Units of Study Online Resources

Special Education:

- Adjust length of assignment
- Communication system between home and school
- Repeat, clarify or reword directions
- Mini-breaks between tasks
- Small group instruction
- Emphasize multi-sensory learning
- Use strategy groups and small group lessons
- Use visual/auditory stimuli to stimulate creative writing ideas
- Use class discussion to stimulate ideas for written assignments

504 Students:

- Extra time for assigned tasks
- Repeat, clarify or reword directions
- Mini-breaks between tasks
- Brief and concrete directions
- Use visual graphic organizers
- Consistent daily structured routine
- Short manageable tasks
- Brief and concrete directions

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- Provide immediate feedback
- Small group instruction
- Emphasize multi-sensory learning

At Risk Students:

- Communication system between home and school
- Emphasize multi-sensory learning
- Small group instruction
- Use visual graphic organizers

ELL Students:

- Extra response time
- Use individual/small group instruction
- Simplify language
- Allow students to write about topics in which they have background knowledge

Gifted & Talented:

- Assign projects based on student interests
- Have them as the leader for group work activities
- Multi-leveled tiered activities
- Peer teaching

Unit 4: How-To Books (Book III)

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STANDARDS ADDRESSED

New Jersey (NJSL) - Kindergarten - English Language Arts ELA (2020)

W.K.2

W.K.3

W.K.5

W.K.6

W.K.7

W.K.8

SL.K.1

SL.K.3

SL.K.4

SL.K.5

SL.K.6

L.K.1

L.K.1.a

RF.K.1

RF.K.1.d

RF.K.2

RF.K.3

New Jersey Core Curriculum - Pre-K - Social Studies

6.1.P.A.1

6.1.P.A.2

6.1.P.A.3

New Jersey Core Curriculum - Kindergarten - Technology

8.1.2.C.1

Unit 4: How-To Books (Book III)

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DESIRED RESULTS

Established Goals

In this unit, Kindergarten writers focus on writing How To texts. Children will learn that writing is not only to tell stories, but to teach others to do things. Children will compare a narrative text to a procedural text and draw a vivid sense of the genre once they are invited to write their own How To text. Children will be invited to break down their writing in small steps and create original text about things they know how to do. Students will also be invited to engage in How To writing across the school day that is helpful to others.

Transfer

Students will be able to independently use their learning to...
Plan and craft an original How To Book based on something that they know how to do.

Meaning

Big Ideas & Understandings	Essential Questions
<p>Students will understand that..</p> <ul style="list-style-type: none">• Writing can come in steps.• Writers often teach their audience about something they know well.• Writing is a way to tell a story and also a way to tell/show someone how to do something	<p>Students will keep considering...</p> <ul style="list-style-type: none">• What type of information can be shared through writing?<ul style="list-style-type: none">• How can we communicate our ideas through writing?• How can we learn from other authors?• Why is it important for me to check my conventions when editing my writing?• How can my writing teach someone to do something?

Acquisition

Knowledge	Skills
Students will know...	Students will be skilled at...

Unit 4: How-To Books (Book III)

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Acquisition

- | | |
|--|---|
| <ul style="list-style-type: none">• the characteristics of the type of writing they plan to write.• that writers choose a topic from what they already know• That diagrams and will teach the reader more about the writing.• That How-To books teach us about the world around us. | <ul style="list-style-type: none">• Studying the kinds of writing they plan to write.<ul style="list-style-type: none">• Arranging their topic using the touch and tell strategy.• Using the word “you” in writing their how-to-books.• Choosing a topic from what they already know.• Studying how to books as models for our own how to books.• Writing how to books to teach about the world around them.• Labeling their diagrams to teach even more about their topic.• Revising our how to books with partners to make them easier to follow.• Modifying and reviewing their how-to-books. |
|--|---|

ASSESSMENT EVIDENCE (DIAGNOSTIC / FORMATIVE / SUMMATIVE)

Assessments

Evaluation Criteria	Assessment Evidence
Rubrics/Checklists:	Performance Task(s): Writign Pathways (Assessment) Publishing Celebration.....Who are we Gifting our books to? Rubric: online resources
	Other Evidence:

Unit 4: How-To Books (Book III)

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LEARNING PLAN

Summary of Key Learning Events and Instruction:

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

Mentor Text: My First Soccer Game

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

(Unit 3, pg. 4) Today I want to teach you that just like there are different kinds of dogs, there are different kinds of writing. Before writers write, the writer thinks, “What kind of thing am I making?”

Writers do this by...

1. Think, “What kind of writing am I making?”
2. Study what that kind of writing goes into those books.
3. Begin planning your book

Session 2: Writers Use What They Already Know: Touching and Telling the Steps across the Pages

Unit 3, pg. 14) Today I want to teach you that when you write a how-to book, there are new things to do but it also helps to use some of the old techniques you already learned when you were writing stories. You still say what you are going to write across the pages- touch and tell- and you still draw the pictures, saying the words that go with a picture. Only this time, each picture and page is another step.

Writing a How-To Book

1. Plan your writing by saying what you are going to write across the pages.
 - Touch and tell
2. Draw the pictures, saying the words that go with the pictures.
 - Each picture and page is another step.

Anchor Chart: How-To Writing (pg. 12)

1. Tells what to do, in steps.
2. Number the steps.
3. Has a picture for each step.

Session 3: Writers Become Readers, Asking, “Can I Follow This?”

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(Unit 3, pg. 21) Today I want to teach you that how-to writers don't just reread the words, touching them with a finger or a pencil, How-to writers also reread to check that their writing makes sense. To do that kind of rereading, writers reread to a partner or to themselves and make sure it is easy to follow the steps.

"Can I Follow This?"

1. Read your writing to your partner. Read one step at a time.
2. Think, "Can I follow this?"
3. STOP the writer if a part is confusing.
4. Fix-up your writing.

Session 4: Writers Answer a Partner's Question

(Unit 3, pg. 28) Well, today I want to tell you that writers feel really lucky if they have readers who not only try to follow their directions, but who also speak up, saying things like, "I'm confused" or "Can you explain that more clearly" when they need to do so.

Helpful Partners Say...

- "I'm confused."
- "Can you explain that more clearly?"

Session 5: Writers Label Their Diagrams to Teach Even More Information

(Unit 3, pg. 37) Today I want to teach you that one way that writers add detail to information books is by adding detailed pictures called diagrams. Writers often help readers understand their how-to books by making detailed diagrams and by labeling the diagrams, using the most precise, specific words they can.

Adding Detail to Information Books

1. Add Diagrams
 - Use labels with specific words.

Anchor Chart: How-To Writing (pg. 39)

*Add: has labels to teach

Session 6: Letter to Teachers: Writers Write as Many Books as They Can

(Unit 3, pg. 44) Today I want to teach you that once you know all the steps to writing a how-to book, and you have slowly, carefully written a book or two,

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you need to learn to do all those steps much more quickly. The best way to learn that is to practice and to push yourself.

Writers do this by:

- Practicing good habits of writing.
- Keeping their pen in your hand the whole time, even if they are thinking about what to write.
- Remembering, “When you’re done, you’ve just begun!”

Session 7: Writers Reflect and Set Goals to Create Their Best Information Writing (Unit 3, pg. 49) Today I want to teach you that even though you are learning all these important new things about how-to books, you still need to remember everything you already learned about writing informational books.

Review Anchor Charts

Reflecting and Setting Goals in Writing

1. Choose an item from your writing checklist to look for in your writing.
2. Reread your writing to make sure you included that.
3. Check off: NOT YET, STARTING TO, or YES on your writing checklist.
4. Choose another thing to look for on your checklist.
5. Repeat.
6. Use the checklist to set goals and plan your writing work.

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

Mentor Text: My First Soccer Game

Session 9: Writing for Readers: Using the Word You

(Unit 3, pg. 70) Today I want to teach you that when you’re writing a how-to book, your words need to reach your reader. And that reader might be standing there, with something half-made, half-done, waiting to hear what to do next. One of the best ways to reach your readers is to talk directly to them, by saying the word you: “First you...and then you...”

Ways to Talk to Your Reader

- Say the word you... “First you... and then you...”

Anchor Chart: Learning From a Mentor How-To Text (pg. 71)

*Add: Talks to Reader

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Session 10: How-To Book Writers Picture Each Step and Then Choose Exactly Right Words

(Unit 3, pg.75) Today I want to teach you that to write how-to steps that a reader can easily follow, it is really important to remember yourself doing something and to picture it, almost like you're watching video in slow motion, pausing often to say, "What exact words describe what I just did?"

Writing Steps That Can be Followed

1. Picture a step.
2. Think, "What EXACT words can I use to describe what I just did?"
3. Write

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

(Unit 3, pg. 83) Today I want to teach you that in how-to books, writers just don't teach the steps. They also add little warnings and tips. They do this by thinking about how the learner could go wrong and then adding advice to keep that from happening.

Elaborating How-To Books

- Add a warning
- Add a tip
- Add a suggestion

Anchor Chart: Learning From a Mentor How-To Text (pg. 85)

*Add: Warnings, suggestions, and tips

Session 12: "Balance on One Leg Like a Flamingo": Using Comparisons to Give Readers Clear Directions

(Unit 3, pg. 92) Today I want to teach you that another way to show readers exactly what you mean for them to do when they read your how-to directions. It's called making comparisons.

Making Comparison

- Think, "What is this like?"
- Make your comparison using the word LIKE

Anchor Chart: Learning From a Mentor How-To Text (pg. 98)

Add: comparisons

Bend III: Keeping Readers in Mind

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Mentor Text: Mentor Text: My First Soccer Game & My First Ballet Class

Session 13: Writers Write How-To Books about Things They Learn throughout the Day and from Books

(Unit 3, pg. 101) Today I want to teach you that all of you, every single one of you, has learned to do things at school, as well as at home. You can even write how-to books that help others learn something that you just learned in school yesterday! And there are lots of objects in school that can remind you of how-to books you could write.

Writing How-To Books About Things You Learn Throughout the Day and From Books

1. Think of something you learned in school today or learned at home.
2. Picture what the steps are.
3. List the steps across your fingers.
4. Write your steps.

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

(Unit 3, pg. 107) Today I want to teach you that when you really love a topic, when it is something that is a big part of your life, or if it is something that you really know a lot about, you can write lots of how-to books about it by thinking of that topic in many different ways.

How-To Book Collections

1. Look through your writing folder for a how-to book you really loved.
2. Take it out and think of another how-to book you could make on the same topic (animals, food, books etc).
3. When you are finished, see if there is another one and another one...

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

(Unit 3, pg. 115) Today I want to teach you that writers of how-to books often write a special page to introduce their book to help their readers understand their topic. How-to writers often pretend that the people who will read the book have never even heard of the topic, and then they write an introduction page to give the readers some information or facts so the rest of the how-to book will make more sense.

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Introducing How-To Books

1. Think of an introduction for your book (gets the reader ready to learn).

- “Where did your idea come from?”
- “Why is this book important to read?”
- Pretend the reader does not know about this topic. Tell them a bit of information/facts so they won’t get confused.

2. Write your introduction.

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

(Unit 3, pg. 123) Today I want to teach you that writers don’t just wait until they are finished to go back and make their writing easy to read. They work on it all the time, using all their strategies combined.

Flipping Between Writing and Reading

1. Write a little.
2. Read what you wrote.
3. Repeat.

Anchor Chart: Making Writing Easy to Read (pg. 123)

*Add: flip between writing and reading, writing and reading

Bend IV: Giving How-To Books as Gifts

Session 17: How-To Books Make Wonderful Gifts!

(Unit 3, pg. 133) Writers, today I want to teach you that how-to books make amazing gifts. Writers often write books for people they care about or for people they would like to teach. Writers often write dedications for those people to let everybody know who the book was really written for.

Dedication Pages

1. Choose a book that you would like to give as a gift.
2. Think of who you would like to give it to.
 - Someone who would be interested in the topic.
 - Someone who might not know how to do what you are teaching.
3. Write your dedication page.
 - Say, “To: _____” and “From _____”

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- Include a little bit about why the book is dedicated to that person.

Session 18: Preparing for the Publishing Party: Writers Do Their Best Work Now to Share It Later

(Unit 3, pg. 140) Today I want to teach you that you can be an editor and edit your own writing to make sure it's easy for readers to read. You can use our new editing checklist to make sure you used capital letters at the beginning of each sentence and lowercase letters for the rest of the letters in words, and that you spelled word wall words correctly.

Preparing for the Publishing Party

1. When you are finished with a piece of writing, take out your editing checklist and get ready to edit.
2. Using your stick pointer, look in your book for the first thing on the checklist.
3. If you notice a mistake, take out your editing pen and fix it up.
4. Check for another thing on the checklist and another.

Session 19: Letter to Teachers: Publishing Celebration: Writers are Teachers
Students should celebrate their writing by sharing with another class or grade level.

Unit 4: How-To Books (Book III)

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SUPPORTING MATERIALS/RESOURCES/STRATEGIES FOR DIFFERENTIATION

Teacher resources:

- Unit of Study - How-To Books, by Lucy Calkins
- The Writing Strategies Book by Jen Seravallo
- My First Soccer Game
- My First Ballet Class

Student resources:

- Bend anchor charts
- Differentiated writing paper
- Modeled writing pieces

Digital Resources:

- Units of Study Online Resources

Special Education:

- Adjust length of assignment
- Communication system between home and school
- Repeat, clarify or reword directions
- Mini-breaks between tasks
- Small group instruction
- Emphasize multi-sensory learning
- Use strategy groups and small group lessons
- Use visual/auditory stimuli to stimulate creative writing ideas
- Use class discussion to stimulate ideas for written assignments

504 Students:

- Extra time for assigned tasks
- Repeat, clarify or reword directions
- Mini-breaks between tasks
- Brief and concrete directions
- Use visual graphic organizers
- Consistent daily structured routine
- Short manageable tasks
- Brief and concrete directions
- Provide immediate feedback
- Small group instruction

Unit 4: How-To Books (Book III)

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- Emphasize multi-sensory learning

At Risk Students:

- Communication system between home and school
- Emphasize multi-sensory learning
- Small group instruction
- Use visual graphic organizers

ELL Students:

- Extra response time
- Use individual/small group instruction
- Simplify language
- Allow students to write about topics in which they have background knowledge

Gifted & Talented:

- Assign projects based on student interests
- Have them as the leader for group work activities
- Multi-leveled tiered activities
- Peer teaching

Unit 5: Persuasive Writing of All Kinds (Book IV)

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STANDARDS ADDRESSED

New Jersey (NJSLS) - Kindergarten - English Language Arts ELA (2020)

W.K.1

W.K.2

W.K.5

W.K.8

RI.K.1

RI.K.2

RI.K.5

RI.K.6

RI.K.8

RI.K.9

RF.K.1

RF.K.2

RF.K.3

RL.K.1

RL.K.2

RL.K.3

SL.K.3

SL.K.1

SL.K.4

SL.K.5

SL.K.6

L.K.1

New Jersey Core Curriculum - Pre-K - Social Studies

6.1.P.A.1

6.1.P.A.2

6.1.P.A.3

New Jersey Core Curriculum - Kindergarten - Technology

8.1.2.C.1

Unit 5: Persuasive Writing of All Kinds (Book IV)

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DESIRED RESULTS

Established Goals

In this unit on Persuasive Writing, children begin to write petitions, signs, songs, and letters about problems they see in their classroom, school and then they address problems they identify in the larger world of their neighborhood. They learn that a this world is a big place, and they tackle more distant topics. Children look at their school community and think not only What is but what can be and get their idea across in their writing.

Reflect on the troubles they see in their classrom, school adn local community and think "What could make this better?" and work toward making those possibilities come true. In addition, children will know that writing is a way to act on the world and persuasive writing is a way to organize collective action. Writers will persuade others to join a cause.

Meaning

Big Ideas & Understandings

Students will understand that...

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

Essential Questions

Students will keep considering...

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

Acquisition

Knowledge

Skills

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Acquisition

Students will know...

- that forming an opinion based on a topic is a way to craft persuasive writing.
- that adding details will enhance the experience for their readers.
- that information needs to be presented in detailed steps.
- that writers use speech prompts which allow for elaboration.
- that writers use tools to revise their writing, make their writing stronger and for editing.

Students will be skilled at...

- Formulating an opinion based on a topic.
 - Creating several opinions on the same topic.
 - Providing reasons and consequences that support their opinions.
 - Using a variety of media to support their opinions.
 - Incorporating what they've learned from mentor texts into their own writing.
 - Adding details that are angled toward their reader. Include big feelings in their writing.
 - Telling what to do in detailed steps and include illustrations for each step that teach the reader how to solve the problem.
 - Selecting a topic to present and create a petition.
 - Examining their petition for places to insert speech prompts which allow them to elaborate.
 - Expressing their petition orally to the class.
 - Utilizing writing tools to revise and edit their work.

Unit 5: Persuasive Writing of All Kinds (Book IV)

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ASSESSMENT EVIDENCE (DIAGNOSTIC / FORMATIVE / SUMMATIVE)

Assessments

Evaluation Criteria	Assessment Evidence
<p>Rubrics/Checklists: Rubric for Persuasive Text: file:///C:/Users/gschiano/Downloads/RU_OP_GK.pdf</p> <p>Formative Assessment:</p> <ul style="list-style-type: none">• Accountable talk with partners• Teacher observations - Checklist• Conferences and small groups• Writing folders <p>Summative Assessment:</p> <ul style="list-style-type: none">• On-Demand assessments• Published writing pieces - Rubric	<p>Performance Task(s): Writing Pathways</p> <p>Publish a How To Text</p>
	<p>Other Evidence:</p>

Unit 5: Persuasive Writing of All Kinds (Book IV)

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LEARNING PLAN

Summary of Key Learning Events and Instruction:

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

Mentor Text: Click, Clack, Moo, Cows That Type

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

(Unit 4, pg. 5) Today I want to teach you that if you are going to make the world a better place, first you need to ask, “Where is there a problem?” After thinking of a problem, you think of ways to solve it. Then you write to make things better.

Writers Write to Make the World Better

1. See a problem.
2. Think of ways to solve it.
3. Write it down.

Session 2: Convincing People: Providing Reasons and Consequences

(Unit 4, pg. 13) So writers, today I want to teach you that you can be like the Pied Piper, getting people to follow your idea, and you can do this using words, not a flute. One way that sometimes works to get people to follow your ideas is to give them lots and lots of reasons why they should follow your idea. The more reasons you give them, the more convincing you will be!

Convincing People

- Include lots of reasons

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

(Unit 4, pg. 22) Today I want to teach you that opinion writers don’t just say one thing and say “Oh well. I hope that helps, but it is not my business.” No way! Instead, they keep writing more and more to tackle the problem they’ve seen. They write to different people, in different ways, and suggest different solutions. They keep at it.

Anchor Chart: Writers Write to Make the World Better! (pg. 22)

(We care a whole awful lot, just like the Lorax)

1. See a problem.

Unit 5: Persuasive Writing of All Kinds (Book IV)

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2. Think.

3. Write a lot.

Writers Can Make a...

- Sign
- Letter
- Song
- List
- Petition

Session 4: Writers Reread and Fix Up Their Writing

(Unit 4, pg. 30) Today I want to teach you that writers don't wait around for someone else to tell them how to make their writing better-or in this case how to make their writing more persuasive, more convincing. Writers reread what they have written and think, 'How can I make this even better?' then they change their writing , without anyone telling them what to do. Writers are the bosses of their own writing.

Review Anchor Chart: When we are done, We've just begun! (pg. 31)

We can...

- Reread
- meet with partners
- add more drawings and labels
- tell more reasons
- give and "or else..."
- add speech bubbles

Session 5: Spelling Strategies Give Writers Word Power

(Unit 4, pg. 39) Today I want to teach you that even when words are hard, writers don't say "Help me! Help me!", instead writers think about all the ways they know how to write words. Then they decide which strategies they will use to spell the best they can.

Writers Don't Say " How do you spell..?"

1. Check the word wall
2. Use the room.
3. Stretch and listen.

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4. Listen for little words.
5. Don't forget the vowel.

Session 6: Letter to Teachers: Writers Write as Many Books as They Can

(Unit 4, pg. 46) Today I want to teach you that opinion writers don't wait around quietly, hoping that someone will ask to learn their opinion. Opinion writers get their words out into the world so lots of people will be able to know and care about the message.

Anchor Chart: Writers Write to Make the World Better! (pg. 47)

*Add: decide who?

Spreading the Word!

1. Think WHO needs to read this?
2. Think, "How can I get my writing to those readers?"
3. Plan
4. Share your writing

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

Mentor Text: Can I Be Your Dog?

Session 7: Writing Letters that Reach Readers

(Unit 4, pg. 57) Today I want to teach you that when you are writing a letter, it helps to imagine the person is standing right beside you, and then you almost talk to the person, only you are talking to the page.

1. See a problem
2. Think
3. Decide who you're writing the letter to!
4. Tell the reader the problem
5. Give details!
6. Write a lot!

Anchor charts:

Powerful Letters....

Tell the reader the problem.

Give reasons why this is a problem.

Add some details.

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Session 8: Studying a Mentor Text

(Unit 4, pg. 68) Guided Inquiry: “What does Lily do in her letter that makes it a special one? What makes it a convincing letter? How can we do this in our letters too?”

We Can Be Really Convincing

- Tell your opinion. “I think...”
- Tell a little story.
- Give lots of reasons.
- Give a fix-it idea
- Be polite... “Please...” “Thank you!”

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

(Unit 4, pg. 76) Today I want to teach you that persuasive writers write many letters to fix the problems they see. They ask, “Who else can help me fix this problem? What do I need to tell this reader? Or that one?”

Fixing the Problem

1. Who else can help?
2. Write a letter to them!
3. What do I need to tell this reader?

Continue with anchor chart pg. 57

Session 10: How Can We Make it Better? Imagining Solutions

(Unit 4, pg. 84) Today I want to teach you that persuasive writers suggest solutions to the problems they see. Writers include “fix-it” ideas into their letters so that readers know possible ways to take action. To include solutions first the writer thinks of what the solution might be, and then the writer writes. First, you think of exactly what you want the other person to do, and then you write, “Maybe we can...” or “We should...” and include the solution right in the letter.

Imagining Solutions

1. Think of what you want the other person to do.
 2. Write.
- “Maybe we can...”

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- “We should...”

Review Anchor Chart: We Can Be Really Convincing (pg. 84)

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

(Unit 4, pg. 93) Today I want to remind you that writers check over their work carefully before sharing it with others, making sure it is clear and easy to read. One way you can make sure your writing is clear is to reread, looking especially for places that are confusing or hard to read. Then you can pick up your pens and fix those parts.

Checking Your Work

1. Reread your book.
2. Look for places that are confusing or hard to read.
3. Pick up your pen and fix it up!

Session 12: Draw on Repertoire of Strategies to Write about a Word Problem

(Unit 4, pg. 98) Today I want to teach you that when writers tackle new projects, they start by recalling all they already know how to do. If the project is writing to persuade people of something, writers think, “What do I know about ways writers can write to make the world better?” Then, writers go back and use what they already know how to do as directions to help them get started.

Tackling New Projects

1. Think of a specific problem.
2. Think, “How could people fix this problem?”
3. Think...

- “What can I write?”
- “Who can help?”

Review Anchor Chart: Writers Make the World a Better Place (pg. 99)

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

(Unit 4, pg. 107) Here it is. The best way to make your writing stronger is to include important information. You can get that information by researching, which means looking closely, talking to people, asking questions, and reading. Then you can include those details and facts in your writing. That’s another way

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we can be really convincing.

How to Include Important Information in Opinion Writing

1. Think about all you know about your topic.
2. Add the information to your piece.

Anchor Chart: We Can Be Really Convincing (pg. 107)

*Add: include important information

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

(Unit 4, pg. 113) Writers, today I want to teach you that if you want to be sure that whatever you are writing about is filled with lots of precise details, it can often help to read a bit about the topic you are writing about.

1. Reread what was already written
2. Pick a book on your topic and be on the lookout for new information you can read about
3. If it's important, put a post it on the page and keep reading on!
4. Come back to your writing and add the details from the post its!

Anchor Chart:

Writers Add Details to their Opinion Pieces by...

- Reading about that topic

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

(Unit 4, pg. 117) Today I want to teach you that when you explain your solutions to readers, sometimes it helps to do that by writing a how-to book. After you think, "What should people do to fix this problem", you write every step in a way that teaches readers exactly what to do.

Explaining your solution

1. Think...
 - "WHAT should people do to fix this problem?"
 - "HOW can people fix this problem?"
2. Plan out all the steps, one at a time.
3. Write every step so that it teaches the readers exactly what to do.

Review Anchor Chart: How-To Writing (pg. 118)

Review Anchor Chart: Writers Can Make a...

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

(Unit 4, pg. 124) Today I want to teach you that writers make sure that punctuation marks are in all the right places so that their writing sounds exactly the way they want it to. You can reread your piece and include the marks that will tell the reader exactly how to read it.

Punctuation Parties

1. Read your story the way you want it to sound.
2. Think, "What punctuation mark matches my voice?"
 - Exclamation mark = excitement
 - Question mark = questioning or wondering
 - Period = telling
3. Insert the matching punctuation with a punctuation pen!

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

(Unit 4, pg. 129) Today I want to teach you that presenters make a plan for the words and ideas they want to share with their audience. You can reread your writing and think, "What sentences are most important: What else do I think? What stories can I tell to say even more?" Then you can mark parts in your writing where you can say more- things you haven't yet written- and rehearse your speech out loud, practicing reading part of it and then saying more.

Planning and Rehearsing Speeches

1. Reread your writing.
2. Think...
 - "What sentences are most important?"
 - "What else do I think?"
 - "What stories can I tell to say even more?"
3. Mark those parts.
4. Rehearse out loud to practice how your speech might go.

Anchor Chart: Planning Out Loud! (pg.131)

-This is important because...

-You should know...

-I think...

-One time...

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Anchor Chart: Make People Really Listen! (pg. 135)

*Speech Makers Can...

Talk LOUD!

- Show big feelings.
- Stand up tall.
- Use body talk.

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

(Unit 4, pg. 137) Today I want to teach you that writers need to make sure that their writing says exactly what they want it to say and also make sure that is readable, before they send it out to the world.

Is My Writing Readable?

1. Choose an item from your writing checklist to look for in your writing.
2. Reread your writing to make sure you included that.
3. Check off: NOT YET, STARTING TO, or YES on your writing checklist.
4. Choose another thing to look for on your checklist.
5. Repeat.

Session 19: Letter to Teachers: The Earth Day Fair: An Author's Celebration

(Unit 4, pg. 143) Celebration

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SUPPORTING MATERIALS/RESOURCES/STRATEGIES FOR DIFFERENTIATION

Teacher resources:

- Unit of Study - Persuasive Writing of All Kinds, by Lucy

Calkins

- The Writing Strategies Book by Jen Seravallo
- Click, Clack, Moo, Cows That Type
- Can I Be Your Dog?

Student resources:

- Bend anchor charts

Differentiated writing paper

- Modeled writing pieces

Digital Resources:

- Units of Study Online Resources

Special Education:

- Adjust length of assignment
- Communication system between home and school
- Repeat, clarify or reword directions
- Mini-breaks between tasks
- Small group instruction
- Emphasize multi-sensory learning
- Use strategy groups and small group lessons
- Use visual/auditory stimuli to stimulate creative writing ideas
- Use class discussion to stimulate ideas for written assignments

504 Students:

- Extra time for assigned tasks
- Repeat, clarify or reword directions
- Mini-breaks between tasks
- Brief and concrete directions
- Use visual graphic organizers
- Consistent daily structured routine
- Short manageable tasks
- Brief and concrete directions

Unit 5: Persuasive Writing of All Kinds (Book IV)

Kindergarten Writing - Last Updated on August 9, 2021

- Provide immediate feedback
- Small group instruction
- Emphasize multi-sensory learning

At Risk Students:

- Communication system between home and school
- Emphasize multi-sensory learning
- Small group instruction
- Use visual graphic organizers

ELL Students:

- Extra response time
- Use individual/small group instruction
- Simplify language
- Allow students to write about topics in which they have background knowledge

Gifted & Talented:

- Assign projects based on student interests
- Have them as the leader for group work activities
- Multi-leveled tiered activities
- Peer teaching

Unit 6: All About Books (If Then...)

Kindergarten Writing - Last Updated on July 27, 2021

STANDARDS ADDRESSED
DESIRED RESULTS
ASSESSMENT EVIDENCE (DIAGNOSTIC / FORMATIVE / SUMMATIVE)
LEARNING PLAN
SUPPORTING MATERIALS/RESOURCES/STRATEGIES FOR DIFFERENTIATION