ENGLISH LANGUAGE ARTS--Writing

Kindergarten

ABSTRACT

Kindergarten is a time of new possibilities, with students beginning their lifelong writing journeys. Kindergartners enter school ready to read and write like "big kids," to learn alongside classmates, and to take the world by storm. This class capitalizes on that excitement and channels it into writing, with their eventual growth in this subject area over the course of the school year being astounding.

This course begins by helping students approximate writing by drawing and labeling before progressing to readable words. Throughout the year, the primary students are invited to live writerly lives, developing ideas about authors, illustrators, and genres and beginning to make the vital connections between the various components of English Language Arts. This course is also devised to target our 21st Century learning and advancing society, addressing career readiness, life literacies, and other grade-appropriate key skills. In addition, this course is designed around the Workshop model, and is one of the several courses that provide our kindergarten students with a balanced literacy approach to English Language Arts.

Suggested Writing Lesson Structure

**following the Workshop Model*
(45-60 minute block)

- Students will identify themselves as writers/authors and understand that we all can write stories.
- Students will understand that to write a true story, one thing that we can do is to think of something that we do, get a picture in our mind, and we draw the story of what we did on our paper.
- Students will then write/draw/dictate their story.

Mini-lesson

Approximately 10-15 minutes should be allotted to the mini-lesson (focus on skill)

- whole group instruction
- explicit modeling with use of anchor charts and mentor texts
- guided practice
- turn and talk

Independent Reading

Approximately 15-20 minutes should be allotted to **Independent Writing**, practicing the skills and strategies learned with their own writing. During this time, teachers confer with students one-on-one or in a small group, taking data of the same. (Routines and procedures will be reviewed daily at the beginning of the year until students understand expectations during Writer's Workshop.)

Share

Approximately 5-10 minutes should be allotted to students sharing their application of strategies tried, obtaining feedback from their peers.

Grammar

Grammar instruction should be infused in revising and editing mini lessons as well as during small and strategy group instruction.

Sample Grammar Teaching Points:

Capitalization: Good writers…

- capitalize the first letter of names, holidays, months, and days of the week.
- always capitalize "I."

Punctuation: Good writers...

- use a question mark at the end of an asking sentence.
- use a period at the end of a telling sentence.
- use an exclamation point at the end of an exciting sentence.
- use commas to separate the day from the year when writing the date.

Kindergarten Balanced Literacy Pacing Guide

Unit	Month(s)	Units of Study: Reading	Units of Study: Writing	Grammar	Word Work/Phonics
Unit 1	September/ October	We are Readers: Launching Reader's Workshop	Launching Writer's Workshop	Sept: -Write from left to right, up and down -Write first and last name - Print many upper and lowercase letters - Recognize and use concept words (color names, number words, days of the week, months of the year) - Capitalize the first word in a sentence and the pronoun I - Read and write high frequency words (I, like, the) Oct: -Connect words by their sounds - Segment words into phonemes *(b-a-t)* - Read and write high frequency words (and, see, can, we, am)	c, o, a, d, g Sept: - Recognize upper and lower case letters - Introduce consonant sounds (ongoing) Oct: - relationship between sounds and letters - Recognize consonants and vowels - Beginning phonemes (sounds) in words
Unit 2	October/ November	Super Powers	Writing for Reading- Writing True Stories	Nov: - Use nouns or plural nouns (*dog/dogs*) -Introduce Identifying "sentence" and "word" by name (use those terms) - Blend two or three phonemes in words (*d-o-g, dog)* - Recognize end	Nov: - VC patterns - Rhyming - Nov/Dec- m, l, h, t, i

				punctuation - Read and write high frequency words (a, to, at, come, me, with, an)	
Unit 3	December/ January	Bigger Books, Bigger Reading Muscles- Readers Study Patterns in Big Books and Little Books to Help Us Read and Talk about Books	Pattern Books	Dec: - Continue Identifying "sentence" and "word" by name (use those terms) Use nouns and verbs - Syllables -Opposites (antonyms) - Produce complete and sentences (ongoing) - Read and write high frequency words (my, you, what, are, now, is, it) Jan: - (Cont.) Use nouns and verbs - (Cont.) Produce complete sentences - Read and write high frequency words (of, so, on, this, will, be, that, who)	Dec: - Attempt to write words by writing one letter for each sound heard - Ending phonemes (sounds) in words - Nov/Dec- m, l, h, t, i Jan: - CVC patterns - all previous skills ongoing - j, k, p, u, b, r, f, n, e
Unit 4	January/ February	Non-fiction Reading Mini Unit/Informational texts	How-To Books	-use adjectives -continue to produce complete sentences	Jan: - CVC patterns - all previous skills ongoing - j, k, p, u, b, r, f, n, e
Unit 5	February/March	Becoming Avid Readers- Fiction/Fairy Tales	Opinion Writing	Feb/March - Write a letter or letters for most consonant and short vowel sounds (phonemes) - Read and write high frequency words (go, for,	Feb/March - all previous skills ongoing - s, w, y, v, z, x, q

				up, play, was, said, all, her, she, he) -Understand and use question words (interrogatives)	
Unit 6	March/April	Nonfiction Reading/ Informational texts	Nonfiction/ Informational books	- New meanings for familiar words (knowing *duck* is a bird and learning the verb to *duck*) - Read and write high frequency words (by, have, yes, it, do, no, in)	- Blending - Digraphs - all previous skills ongoing
Unit 7	April/May/June	Story Structure	Fiction Writing	- Sort common objects into categories - Read and write high frequency words	-Digraph -introduce beginning consonant blends -introduce long vowels -all previous skills ongoing

Suggested Mentor Texts to support New Jersey's Diversity Mandate:

- *Armond Goes to A Party* by Nancy Carlson
- *Pink is for Boys* by Robb Pearlman
- *Introducing Teddy* by Jessica Walton

All Units in this guide address the following NJSLS Anchor Standards:

Anchor Standards: Writing

Text Types and Purposes	**NJSLSA.W1**	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
	NJSLSA.W2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
	NJSLSA.W3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
Production & Distribution of Writing	**NJSLSA.W4**	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
	NJSLSA.W5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
	NJSLSA.W6	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
Research to Build & Present Knowledge	**NJSLSA.W7**	Conduct short as well as more sustained research projects, utilizing an inquiry- based research process, based on focused questions, demonstrating understanding of the subject under investigation.
	NJSLSA.W8	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
	NJSLSA.W9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
Range of Writing	**NJSLSA.W10**	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
Anchor Standards: Language		
Conventions of Standard English	**NJSLSA.L1**	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
	NJSLSA.L2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
Knowledge of Language	**NJSLSA.L3**	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
Vocabulary Acquisition & Use	**NJSLSA.L5**	Demonstrate understanding of word relationships and nuances in word meanings.
	NJSLSA.L6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

Units in this guide also address the following NJSLS Career Readiness, Life Literacies, and Key Skills:

9.4 LIFE LITERACIES AND KEY SKILLS		
Creativity and Innovation	**9.4.2.CI**	9.4.2.CI.1: Demonstrate openness to new ideas and perspectives. 9.4.2.CI.2: Demonstrate originality and inventiveness in work.
Critical Thinking and Problem-solving	**9.4.2.CT**	9.4.2.CT.2: Identify possible approaches and resources to execute a plan. 9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).
Digital Citizenship	**9.4.2.DC**	9.4.2.DC.1: Explain differences between ownership and sharing of information. 9.4.2.DC.2: Explain the importance of respecting the digital content of others. 9.4.2.DC.4: Compare information that should be kept private to information that might be made public. 9.4.2.DC.6: Identify respectful and responsible ways to communicate in digital environments.
Global and Cultural Awareness	**9.4.2.GCA**	9.4.2.GCA.1: Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals.
Information and Media Literacy	**9.4.2.IML**	9.4.2.IML.1: Identify a simple search term to find information in a search engine or digital resource. 9.4.2.IML.2: Represent data in a visual format to tell a story about the data.
Technology Literacy	**9.4.2.TL**	9.4.2.TL.1: Identify the basic features of a digital tool and explain the purpose of the tool. 9.4.2.TL.2: Create a document using a word processing application. 9.4.2.TL.4: Navigate a virtual space to build context and describe the visual content. 9.4.2.TL.5: Describe the difference between real and virtual experiences. 9.4.2.TL.6: Illustrate and communicate ideas and stories using multiple digital tools.

UNIT #: *Unit Title* Months (Weeks)	**Unit 1:** *Launching the Writer's Workshop* September-October (4-5 weeks)	**Unit 2:** *Writing for Reading: Writing True Stories* October-November (4-5 weeks)	**Unit 3:** *Pattern Books* December-January (4-5 weeks)
STAGE 1: DESIRED RESULTS ***What will students understand as a result of the unit? What are the BIG ideas?***			

ESTABLISHED GOALS: *(NJSLS)*	**Content Area Standards** W.K.3 W.K.5 W.K.8 SL.K.1-6 L.K.1 L.K.2 L.K.4 L.K.5 L.K.6 **Technology** 8.1.2.A.1 8.1.2.A.2 8.1.2.A.3 8.1.2.A.4 8.1.2.A.5 **Career Readiness, Life Literacies, and Key Skills** 9.4.2.CI.1 9.4.2.CI.2 9.4.2.TL.1	**Content Area Standards** W.K.3 W.K.5 W.K.8 SL.K.1-6 L.K.1 L.K.2 L.K.4 L.K.5 L.K.6 **Technology** 8.1.2.A.1 8.1.2.A.2 8.1.2.A.3 8.1.2.A.4 8.1.2.A.5 **Career Readiness, Life Literacies, and Key Skills** 9.4.2.CI.1 9.4.2.CI.2 9.4.2.TL.2	**Content Area Standards** W.K.3 W.K.5 SL.K.1-6 L.K.1 L.K.2 L.K.4 L.K.5 L.K.6 **Technology** 8.1.2.A.1 8.1.2.A.2 8.1.2.A.3 8.1.2.A.4 8.1.2.A.5 **Career Readiness, Life Literacies, and Key Skills** 9.4.2.CI.1 9.4.2.CI.2 9.4.2.CT.3 9.4.2.GCA.1 9.4.2.TL.1
ENDURING UNDERSTANDINGS: *(Students will understand that . . .*	● writers have routines and procedures to follow in Writer's Workshop. ● writers think about a topic before writing. ● writers draw pictures to get ideas on paper. ● writers get their ideas from memories or events that have happened in their own lives. ● drawing and writing are	● writers have routines and procedures to follow in Writer's Workshop. ● writers get their ideas from memories or events that have happened in their own lives. ● adding details strengthens a writer's message. ● writers edit their writing for capitalization and punctuation.	● writers use the pictures and patterns in pattern books to read and write using one-to-one matches, solve problems, and think and talk about what the text is really about. ● writers use specific details and actions to capture the beginning, middle, and end of a story.

	important ways to communicate information and stories.	• writers have various ways to review and edit their own work to make stories better. • writers share their published work.	• writers make a plan for their writing. • writers reread and revise their writing.
ESSENTIAL QUESTIONS: *(What provocative questions will foster inquiry, understanding, and transfer of learning?)*	• What is Writer's Workshop? • What are the routines, procedures, and expectations of Writer's Workshop? • How do writers take the strategies of one mentor author and try their craft in their own writing?	• What is a Personal Narrative? • How do authors and illustrators make their writing better? • What are habits that good writers use when writing? • What events happened in your personal life?	• How do writers write books like the ones they read? • How do writers use mentor text to write pattern books? • How do writers use pattern books to communicate meaning? • How do writers write elaborate pattern books? • How do writers finish and publish their pattern books?
STAGE 2: ASSESSMENT EVIDENCE ***What evidence will be collected to determine whether or not the understandings have been developed, the knowledge and skills attained, and the State Standards met? [Anchor the work in performance tasks that involve application, supplemented as needed by prompted work, quizzes, observations, etc.]***			
PERFORMANCE TASKS: *(Through what authentic performance tasks will students demonstrate the desired understandings?)* *(By what criteria will performances of understanding be judged?)*	• sharing what kind of writers they are. • sharing ways writers get ideas. • decorating their writing folders. • sketching first, then labeling pictures.	• brainstorming ideas for stories. • sketching their ideas. • listening for sounds in words. • beginning to write words. • using the word wall for support and guidance. • using high-frequency (sight or "red") words in their writing. • working independently during Writer's Workshop.	• studying books and authors. • looking at the pictures in books for comprehension. • choosing a topic to write like a specific author. • sketching their ideas. • editing their ideas. • sounding out words the best they can. • blending sounds to create words. • using the word wall for support and guidance. • using high-frequency (sight or

		• sketching first for ideas, then beginning their writing. • writing with stamina. • adding details to their writing and sketches.	"red") words in their writing.
OTHER EVIDENCE: *(Through what other evidence (e.g., quizzes, tests, academic prompts, observations, homework, journals, benchmark assessments, etc.) will students demonstrate achievement of the desired results?)* *(How will students self-assess their learning?)*	• Classwork • Benchmark assessments • Question and answer • Teacher observations • Group discussions/Turn and Talks • Writing partners • Conference notes • On-demand writing assessments • Specific skill lesson worksheets • Strategy group lessons • Homework activities • Writer's notebooks	• Classwork • Benchmark assessments • Question and answer • Teacher observations • Group discussions/Turn and Talks • Writing partners • Conference notes • On-demand writing assessments • Specific skill lesson worksheets • Strategy group lessons • Homework activities • Writer's notebooks	• Classwork • Benchmark assessments • Question and answer • Teacher observations • Group discussions/Turn and Talks • Writing partners • Conference notes • On-demand writing assessments • Specific skill lesson worksheets • Strategy group lessons • Homework activities • Writer's notebooks
RESOURCES:	**RESOURCES for Writer's Workshop:** • http://readingandwritingproject.org/ • *Units of Study* • https://www.unitsofstudy.com/ • *Writing Pathways* by Lucy Calkins • *The Writing Strategies Book* by Jennifer Serravallo • Heinemann's podcast series • *Learning at the Primary Pond* • Mentor texts	**RESOURCES for Writer's Workshop:** • http://readingandwritingproject.org/ • *Units of Study* • https://www.unitsofstudy.com/ • *Writing Pathways* by Lucy Calkins • *The Writing Strategies Book* by Jennifer Serravallo • Heinemann's podcast series • *Learning at the Primary Pond*	**RESOURCES for Writer's Workshop:** • http://readingandwritingproject.org/ • *Units of Study* • https://www.unitsofstudy.com/ • *Writing Pathways* by Lucy Calkins • *The Writing Strategies Book* by Jennifer Serravallo • Heinemann's podcast series • *Learning at the Primary Pond* • Mentor texts

		• Mentor texts	
STAGE 3: LEARNING PLAN ***What learning experiences and instruction will enable students to achieve the desired results? Utilize the WHERETO* acronym to consider key design elements.***			
SKILLS AND TOPICS: *(What specific activities will students do and what skills will students know as a result of the unit?)*	• identify themselves as writers/authors and understand that we can all write stories. • understand that we think of something to write about. • come up with ideas by sketching pictures or labeling our pictures. • write their story. • capitalize the first word of their sentence. • spell high-frequency (sight or "red") words correctly. • print letters correctly. • print many upper and lowercase letters. • recognize and use concept words (color names, number words, days of the week, months of the year). • capitalize the first word in a sentence and the pronoun I. • read and write high frequency words. • learn and follow the routines and procedures of Writer's Workshop. • choose their own writing paper. • gather and put away their own materials independently.	• think of ideas to write about independently by sketching. • begin to work independently during Writer's Workshop. • write with stamina and independence through the steps of the writing process. • tell and write stories independently from their own lives. • begin to write stories with a beginning, middle, and an end. • understand that words are separated by spaces in print. • improve their writing through revision and editing. • work with writing partners to improve their writing. • share their writing. • spend time listening, reading and talking about personal narratives. • think about stories from their own lives. • sketch ideas first before beginning the writing process.	• read, study, and chart noticings about pattern books to generate a list of possible story ideas. • use patterns to communicate meaning. • use reading books to write patterns. • think about what they want to say about their topic. • work to communicate meaning through the title. • make sure all of the pages go together and make sense. • use pictures to provide meaning that supports the reader. • plan picture clues to tell even more than the words (inferencing). • write elaborate pattern books. • write for readers. • write surprise endings. • choose the type of pattern books they want to write. • finish and publish their pattern books. • see that knowing the pattern in their text helps solve unknown words by using initial letter sounds and pictures. • recall the way the pattern goes. • learn strategies for solving tricky words with support of

	• think of ideas to write about independently. • sketch their own ideas before writing. • begin to work independently during Writer's Workshop. • capitalize the first word in a sentence. • work with writing partners to improve their writing. • share their writing.	• think and talk about who the characters are in the story. • think and talk about the setting of the story. • think and talk about the beginning, middle, and end of stories. • start with a capital letter at the beginning of their sentences. • use the word wall to assist them with their writing. • sound out words the best they can. • think about nouns and plural nouns to add to their writing. • connect words by their sounds. • segment words into phonemes *(b-a-t)*. • use nouns or plural nouns (*dog/dogs*). • read and write high frequency words.	the pattern in text. • look beyond the pattern and see what the book they are reading is really about. • write their own pattern books. • use nouns and verbs. • segmentation and blending of syllables. • verbs and adjectives and their opposites (antonyms). • produce complete sentences. • read and write high frequency words.
CROSS-CURRICULAR/ DIFFERENTIATION: *(What cross-curricular (e.g., writing, literacy, math, science, history, career readiness, life literacies and key skills, technology) learning activities are included in this unit that will help achieve the desired results?)*	**<u>Cross-Curricular Connections</u>:** **Standards:** • Visual and Performing Arts ○ 1.3A.2.Cn11a (Music) ○ 1.5.2.Re8a (Visual Art) ○ 1.5.2.Cn10a (Visual Art)	**<u>Cross-Curricular Connections</u>:** **Standards:** • Visual and Performing Arts ○ 1.3A.2.Cn11a (Music) ○ 1.5.2.Re8a (Visual Art) ○ 1.5.2.Cn10a	**<u>Cross-Curricular Connections</u>:** **Standards:** • Visual and Performing Arts ○ 1.3A.2.Cn11a (Music) ○ 1.5.2.Re8a (Visual Art) ○ 1.5.2.Cn10a (Visual Art)

(What type of differentiated instruction will be used for Special Education, ELL, At Risk, and Gifted and Talented students?)	● Social Studies ○ 6.1.4.A.1 **Suggested Cross-Curricular Activities:** ● Writing activities about a text ● Nonfiction trade books ● Youtube videos ● Music Link: https://www.edutopia.org/blog/using-music-strategies-language-arts-classroom-heather-wolpert-gawron ● Video Link: www.teachingchannel.org ● Projects and Games Link: https://www.pinterest.com/nattgoss/cross-curricular-ideas/ ● Art Link: https://www.kinderart.com/across/index_lang.shtml ● Theme Link: https://www.teachervision.com/theme **Differentiation:** General: ● Graphic organizers ● Exemplars ● Anchor charts ● Strategy groups ● Writing partners ● Regular conferring	(Visual Art) ● Social Studies ○ 6.1.4.A.1 **Suggested Cross-Curricular Activities:** ● Writing activities about a text ● Nonfiction trade books ● Youtube videos ● Music Link: https://www.edutopia.org/blog/using-music-strategies-language-arts-classroom-heather-wolpert-gawron ● Video Link: www.teachingchannel.org ● Projects and Games Link: https://www.pinterest.com/nattgoss/cross-curricular-ideas/ ● Art Link: https://www.kinderart.com/across/index_lang.shtml ● Theme Link: https://www.teachervision.com/theme **Differentiation:** General: ● Graphic organizers ● Exemplars ● Anchor charts ● Strategy groups ● Writing partners ● Regular conferring	● Social Studies ○ 6.1.4.A.1 **Suggested Cross-Curricular Activities:** ● Writing activities about a text ● Nonfiction trade books ● Youtube videos ● Music Link: https://www.edutopia.org/blog/using-music-strategies-language-arts-classroom-heather-wolpert-gawron ● Video Link: www.teachingchannel.org ● Projects and Games Link: https://www.pinterest.com/nattgoss/cross-curricular-ideas/ ● Art Link: https://www.kinderart.com/across/index_lang.shtml ● Theme Link: https://www.teachervision.com/theme **Differentiation:** General: ● Graphic organizers ● Exemplars ● Anchor charts ● Strategy groups ● Writing partners ● Regular conferring

	Special Education-- Students with IEP/504 Plan: ● Modifications & accommodations as listed in the student's IEP/504 plan ● Modified or reduced assignments ● Working contract between you and student at risk ● Breakdown tests in smaller increments ● NJDOE resources ● https://www.education.com/activity/article/storystarters_kindergarten/ ● http://connect.readingandwritingproject.org/file/download?google_drive_document_id=0B7BccMltK6LqMm9HMUlYNWlaa0k ● Google Read and Write ● Don Johnston's Co:Writer English Language Learners: ● Anchor charts and handouts in native languages ● Visual representations ● Picture cues ● Strategy groups ● Teacher conferences ● Graphic organizers ● Modification plan ● NJDOE resources ● https://www.education.com/activity/article/storystarters	Special Education-- Students with IEP/504 Plan: ● Modifications & accommodations as listed in the student's IEP/504 plan ● Modified or reduced assignments ● Working contract between you and student at risk ● Breakdown tests in smaller increments ● NJDOE resources ● https://www.education.com/activity/article/storystarters_kindergarten/ ● http://connect.readingandwritingproject.org/file/download?google_drive_document_id=0B7BccMltK6LqMm9HMUlYNWlaa0k ● Google Read and Write ● Don Johnston's Co:Writer English Language Learners: ● Anchor charts and handouts in native languages ● Visual representations ● Picture cues ● Strategy groups ● Teacher conferences ● Graphic organizers ● Modification plan ● NJDOE resources ● https://www.education.com/activity/article/storystarters_kindergarten/	Special Education-- Students with IEP/504 Plan: ● Modifications & accommodations as listed in the student's IEP/504 plan ● Modified or reduced assignments ● Working contract between you and student at risk ● Breakdown tests in smaller increments ● NJDOE resources ● https://www.education.com/activity/article/storystarters_kindergarten/ ● http://connect.readingandwritingproject.org/file/download?google_drive_document_id=0B7BccMltK6LqMm9HMUlYNWlaa0k ● Google Read and Write ● Don Johnston's Co:Writer English Language Learners: ● Anchor charts and handouts in native languages ● Visual representations ● Picture cues ● Strategy groups ● Teacher conferences ● Graphic organizers ● Modification plan ● NJDOE resources ● https://www.education.com/activity/article/storystarters_kindergarten/ ● http://connect.readingandwritingpr

	_kindergarten/ • http://connect.readingandwritingproject.org/file/download?google_drive_document_id=0B7BccMltK6LqMm9HMUlYNWlaa0k • Google Read and Write • Don Johnston's Co:Writer *ELL Students- Instruction will be based on language proficiency. Gifted and Talented Students: • Texts available at higher Lexile or reading level • Enrichment Activities that are unit specific • Literacy assignments • Models/projects • Modified grading expectations • https://learnzillion.com/lesson_plans/1808-day-1-the-rooster-and-the-fox/ • https://k-5resourcepage.wikispaces.com/file/view/Creative+Activities+for+Gifted+Readers.pdf At-Risk Students: • Tiered Interventions following RTI framework • NJDOE resources • Strategy groups • Graphic organizers • https://www.education.com/activity/article/storystarters_kindergarten/ • http://connect.readingandwritingproject.org/file/downlo	• http://connect.readingandwritingproject.org/file/download?google_drive_document_id=0B7BccMltK6LqMm9HMUlYNWlaa0k • Google Read and Write • Don Johnston's Co:Writer *ELL Students- Instruction will be based on language proficiency. Gifted and Talented Students: • Texts available at higher Lexile or reading level • Enrichment Activities that are unit specific • Literacy assignments • Models/projects • Modified grading expectations • https://learnzillion.com/lesson_plans/1808-day-1-the-rooster-and-the-fox/ • https://k-5resourcepage.wikispaces.com/file/view/Creative+Activities+for+Gifted+Readers.pdf At-Risk Students: • Tiered Interventions following RTI framework • NJDOE resources • Strategy groups • Graphic organizers • https://www.education.com/activity/article/storystarters_kindergarten/ • http://connect.readingandwritingproject.org/file/do	oject.org/file/download?google_drive_document_id=0B7BccMltK6LqMm9HMUlYNWlaa0k • Google Read and Write • Don Johnston's Co:Writer *ELL Students- Instruction will be based on language proficiency. Gifted and Talented Students: • Texts available at higher Lexile or reading level • Enrichment Activities that are unit specific • Literacy assignments • Models/projects • Modified grading expectations • https://learnzillion.com/lesson_plans/1808-day-1-the-rooster-and-the-fox/ • https://k-5resourcepage.wikispaces.com/file/view/Creative+Activities+for+Gifted+Readers.pdf At-Risk Students: • Tiered Interventions following RTI framework • NJDOE resources • Strategy groups • Graphic organizers • https://www.education.com/activity/article/storystarters_kindergarten/ • http://connect.readingandwritingproject.org/file/download?google_drive_document_id=0B7B

	ad?google_drive_document_id=0B7BccMltK6LqMm9HMUlYNWlaa0k • https://www.readinga-z.com/books/leveled-books/?lbFilter[wordless	wnload?google_drive_document_id=0B7BccMltK6LqMm9HMUlYNWlaa0k • https://www.readinga-z.com/books/leveled-books/?lbFilter[wordless	ccMltK6LqMm9HMUlYNWlaa0k • https://www.readinga-z.com/books/leveled-books/?lbFilter[wordless

***WHERETO**

W = Help the students know **WHERE** the unit is going and **WHAT** is expected. Help the teacher know **WHERE** the students are coming from (prior knowledge, interests).

H = **HOOK** all students and **HOLD** their interest.

E = **EQUIP** students, help them **EXPERIENCE** the key ideas and **EXPLORE** the issue.

R = Provide opportunities to **RETHINK** and **REVISE** their understanding and work.

E = Allow students to **EVALUATE** their work and its implications.

T = **TAILORED** to the different needs, interests, and abilities of learners.

O = **ORGANIZE** to maximize initial and sustained engagement as well as effective learning.

UNIT #: *Unit Title* Months (Weeks)	**Unit 4:** *How-To Books* January-February (4-5 weeks)	**Unit 5:** *Opinion Writing* February-March (5-6 weeks)	**Unit 6:** *Nonfiction/Informational Books* March-April (5-6 weeks)
STAGE 1: DESIRED RESULTS ***What will students understand as a result of the unit? What are the BIG ideas?***			

ESTABLISHED GOALS: *(NJSLS)*	**Content Area Standards** W.K.1 W.K.5 W.K.6 SL.K.1-6 L.K.1 L.K.2 L.K.4 L.K.5 L.K.6 **Technology** 8.1.2.A.1 8.1.2.A.2 8.1.2.A.3 8.1.2.A.4 8.1.2.A.5 **Career Readiness, Life Literacies, and Key Skills** 9.4.2.CI.1 9.4.2.CI.2 9.4.2.CT.1 9.4.2.CT.2 9.4.2.DC.1 9.4.2.GCA.1 9.4.2.IML.1 9.4.2.TL.1 9.4.2.TL.2 9.4.2.TL.4 9.4.2.TL.5	**Content Area Standards** W.K.2 W.K.5 W.K.7 SL.K.1-6 L.K.1 L.K.2 L.K.4 L.K.5 L.K.6 **Technology** 8.1.2.A.1 8.1.2.A.2 8.1.2.A.3 8.1.2.A.4 8.1.2.A.5 **Career Readiness, Life Literacies, and Key Skills** 9.4.2.CI.1 9.4.2.CI.2 9.4.2.DC.1 9.4.2.GCA.1 9.4.2.IML.1 9.4.2.TL.1 9.4.2.TL.2 9.4.2.TL.4 9.4.2.TL.5 9.4.2.TL.6	**Content Area Standards** W.K.5 W.K.7 W.K.8 SL.K.1-6 L.K.1 L.K.2 L.K.4 L.K.5 L.K.6 **Technology** 8.1.2.A.1 8.1.2.A.2 8.1.2.A.3 8.1.2.A.4 8.1.2.A.5 **Career Readiness, Life Literacies, and Key Skills** 9.4.2.CI.1 9.4.2.CI.2 9.4.2.CT.1 9.4.2.CT.2 9.4.2.DC.1 9.4.2.DC.2 9.4.2.DC.4 9.4.2.DC.6 9.4.2.GCA.1 9.4.2.IML.1 9.4.2.TL.1 9.4.2.TL.2 9.4.2.TL.4

	9.4.2.TL.6		9.4.2.TL.5 9.4.2.TL.6
ENDURING UNDERSTANDINGS: *(Students will understand that . . .)*	• writers write about a focused single event in sequential order on topics that matter most to them. • writers make a plan for their writing. • writers reread and revise their writing. • writers learn from mentor writers in a variety of ways.	• writers learn to look closely at the world like a scientist and write down what they see. • writers think and write like a scientist using letters and sounds to label and write words. • writers compose informational books to teach others about areas of personal expertise. • writers discover what the different types of informational text look like.	• writers compose informational books to teach others about areas of personal expertise. • writers discover what the different types of informational text look like. • writers recognize structures and features that proficient writers utilize when writing for various purposes. • writers make a plan for their writing. • writers reread and revise their writing. • writers learn from mentor writers in a variety of ways.
ESSENTIAL QUESTIONS: *(What provocative questions will foster inquiry, understanding, and transfer of learning?)*	• How do writers use mentor text to study characteristics of small moment stories and generate story ideas? • How do writers think, rehearse, and write small moment stories? • How do writers try writing more? • How do writers include details, thoughts, and feelings? • How do writers revise, publish and share their best small moment stories?	• How do writers study mentor texts to help frame their writing? • How do writers live and work like scientists? • How do writers make books just like the ones they read? • How do writers write more through the elaboration of the pictures and words? • How do writers finish up their books and get ready to go public?	• How do writers plan and write information in an organized way? • How do writers select things they know all about so they can teach others? • How do writers reread and revise by elaborating to make books longer? • How do writers elaborate by rereading and revising to add text features? • How do writers select a piece to share with others? • What is climate change?
STAGE 2: ASSESSMENT EVIDENCE			

What evidence will be collected to determine whether or not the understandings have been developed, the knowledge and skills attained, and the State Standards met? [Anchor the work in performance tasks that involve application, supplemented as needed by prompted work, quizzes, observations, etc.]			
PERFORMANCE TASKS: *(Through what authentic performance tasks will students demonstrate the desired understandings?)* *(By what criteria will performances of understanding be judged?)*	• fine tuning, publishing, and sharing their best small moment stories. • studying books and authors. • looking at the pictures in books for comprehension. • choosing a topic to write like a specific author. • sketching their ideas. • sounding out words the best they can. • blending sounds to create words. • using high-frequency (sight or "red") words in their writing.	• collecting, observing, and studying bits of their world. • slowing down their writing from whole stories to using letters and sounds to label items and write sentences. • taking their time and recording not only the first sound but also every sound after that. • studying books and authors. • looking at the pictures in books for comprehension. • choosing a topic to write an opinion piece. • analyzing mentor texts for ideas. • sketching ideas. • sounding out words the best they can. • blending sounds to create words. • using high-frequency (sight or "red") words in their writing.	• studying books and authors. • looking at the pictures in books for comprehension. • choosing among a variety of topics, including climate change, and writing an informational text piece. • researching mentor texts for ideas. • sketching their ideas. • sounding out words the best they can. • blending sounds to create words. • using high-frequency (sight or "red") words in their writing. • Students understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the

			profitability of the organization.
OTHER EVIDENCE: *(Through what other evidence (e.g. quizzes, tests, academic prompts, observations, homework, journals) will students demonstrate achievement of the desired results?)* *(How will students self-assess their learning?)*	• Classwork • Benchmark assessments • Question and answer • Teacher observations • Group discussions/Turn and Talks • Writing partners • Conference notes • On-demand writing assessments • Specific skill lesson worksheets • Strategy group lessons • Homework activities • Writer's notebooks	• Classwork • Benchmark assessments • Question and answer • Teacher observations • Group discussions/Turn and Talks • Writing partners • Conference notes • On-demand writing assessments • Specific skill lesson worksheets • Strategy group lessons • Homework activities • Writer's notebooks	• Classwork • Benchmark assessments • Question and answer • Teacher observations • Group discussions/Turn and Talks • Writing partners • Conference notes • On-demand writing assessments • Specific skill lesson worksheets • Strategy group lessons • Homework activities • Writer's notebooks
RESOURCES:	**RESOURCES for Writer's Workshop:** • http://readingandwritingproject.org/ • *Units of Study* • https://www.unitsofstudy.com/ • *Writing Pathways* by Lucy Calkins • *The Writing Strategies Book* by Jennifer Serravallo • Heinemann's podcast series • *Learning at the Primary Pond* • Mentor texts	**RESOURCES for Writer's Workshop:** • http://readingandwritingproject.org/ • *Units of Study* • https://www.unitsofstudy.com/ • *Writing Pathways* by Lucy Calkins • *The Writing Strategies Book* by Jennifer Serravallo • Heinemann's podcast series • *Learning at the Primary Pond* • Mentor texts	**RESOURCES for Writer's Workshop:** • http://readingandwritingproject.org/ • *Units of Study* • https://www.unitsofstudy.com/ • *Writing Pathways* by Lucy Calkins • *The Writing Strategies Book* by Jennifer Serravallo • Heinemann's podcast series • *Learning at the Primary Pond* • Mentor texts
STAGE 3: LEARNING PLAN ***What learning experiences and instruction will enable students to achieve the desired results? Utilize the WHERETO* acronym to consider key design elements.***			
SKILLS AND TOPICS:	• learn that small moments	• read, study, and chart	• think about topics they know

(What specific activities will students do and what skills will students know as a result of the unit?)	are focused, true stories that have specific details and are written in a sequential order. ● be generating and collecting story ideas for their own writing. ● use what they have learned about planning their writing to help them create small moment stories. ● begin to include lots of interesting details. ● learn that writers can tell their story again and again. ● put emphasis on writing sentences that match their pictures, writing known words quickly, writing new words based on known words, hearing and recording sounds in sequence, and using spacing between words. ● think, rehearse, and write small moment stories. ● focus in on one a small moment when writing ● reread as they write to make sure they have focused on one small moment. ● try writing more.	noticings about label and list books. ● begin to learn how to observe and think like scientists. ● co-construct a class story of a label and list book. ● understand that writing, science, and learning about things in their world is important. ● see that learning about one thing leads to learning about lots of other things. ● revise and edit their work. ● publish their work. ● use prepositions (*to, from, in, out, on, off, for, of, by, with*). ● learn new meanings for familiar words (knowing *duck* is a noun when it is referring to a bird but also identifying the verb to *duck*). ● read and write high frequency words. ● become scientists writing down many observations. ● capture what they see exactly the way they find it. ● plan their writing across pages. ● decide on titles for their books (Main idea). ● stretch their words by	all about so they can teach others. ● decide if they know enough about the topic. ● try on topics to see if they have enough facts to support the topic. ● revise by adding more to their pictures to teach more about their topic. ● plan how their books are organized. ● learn to sort information into categories or tables of contents. ● know that when they finish one informational book they begin another. ● reread and revise by asking, “What else can I add?”. ● reread and revise based on questions from self and partner. ● reread and revise by revisiting mentor text to adding words that tell how often or how many. ● study mentor text to get ideas of which text features to include. ● carefully choose the text feature that best matches what they want to teach. ● reread and revise by adding tips and warnings about their

	• tell what happened first, next and last. • spell words by stretching them out. • write known words correctly. • act out their stories with partners to help them revise. • use strategies to spell new words. • include details, thoughts, and feelings. • add their thoughts about what happened. • add feelings to their stories. • reread their writing to check for all the important parts. • use the same strategies as readers. • revise, publish, and share their best small moment stories. • write story endings. • choose a small moment story to improve and make it easier to read. • reread to make sure words are spelled correctly. • (Cont.) accurate use and identification of nouns and verbs. • (Cont.) produce complete sentences. • read and write high frequency words.	writing down all the sounds they hear. • sort their objects to help them organize their writing. • use books to learn more about the topic. • make plans to teach all about their topic. • use patterns to write information about a topic. • use scientific words to teach others. • ask questions. • must look closely at their objects to add to the pictures and words. • must look closely to notice what is the same and different about objects. • compare what they are writing about to something they already know. • be in charge of their own writing. • reread and improve their writing to make it readable for an audience.	topics. • reread and revise by adding comparisons. • chose their best piece of writing and revise it more to be published. • reread with their partners to revise and make sure their books make sense. • reread and make their writing readable for an audience. • fancy up their informational book. • write a letter or letters for most consonant and short vowel sounds (phonemes). • read and write high frequency words. • study the purpose, structure and characteristics of informational writing and generate possible writing ideas. • choose topics by considering areas of expertise. • plan and draft information in an organized way. • reread and revise content using a variety of strategies. • add nonfiction features and structures. • prepare to publish by doing further revising and editing.
CROSS-CURRICULAR / DIFFERENTIATION:	**<u>Cross-Curricular Connections</u>: Standards:**	**<u>Cross-Curricular Connections</u>: Standards:**	**<u>Cross-Curricular Connections</u>: Standards:**

(What cross-curricular (e.g. writing, literacy, math, science, history, career readiness, life literacies and key skills, technology) learning activities are included in this unit that will help achieve the desired results?)
(What type of differentiated instruction will be used for Special Education, ELL, At Risk, and Gifted and Talented students?)
	• Visual and Performing Arts
	  ○ 1.3A.2.Cn11a (Music)
	  ○ 1.5.2.Re8a (Visual Art)
	  ○ 1.5.2.Cn10a (Visual Art)
	• Social Studies
	  ○ 6.1.4.A.1
	
	Suggested Cross-Curricular Activities:
	• Writing activities about a text
	• Nonfiction trade books
	• Youtube videos
	• Music Link: https://www.edutopia.org/blog/using-music-strategies-language-arts-classroom-heather-wolpert-gawron
	• Video Link: www.teachingchannel.org
	• Projects and Games Link: https://www.pinterest.com/nattgoss/cross-curricular-ideas/
	• Art Link: https://www.kinderart.com/across/index_lang.shtml
	• Theme Link: https://www.teachervision.com/theme
		• Visual and Performing Arts
		  ○ 1.3A.2.Cn11a (Music)
		  ○ 1.5.2.Re8a (Visual Art)
		  ○ 1.5.2.Cn10a (Visual Art)
		• Social Studies
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		• Video Link: www.teachingchannel.org
		• Projects and Games Link: https://www.pinterest.com/nattgoss/cross-curricular-ideas/
		• Art Link: https://www.kinderart.com/across/index_lang.shtml
		• Theme Link: https://www.teachervision.com/theme
			• Visual and Performing Arts
			  ○ 1.3A.2.Cn11a (Music)
			  ○ 1.5.2.Re8a (Visual Art)
			  ○ 1.5.2.Cn10a (Visual Art)
			• Social Studies
			  ○ 6.1.4.A.1
			• Science
			  ○ K-ESS3-1
			
			Suggested Cross-Curricular Activities:
			• Writing activities about a text
			• Nonfiction trade books
			• Youtube videos
			• Music Link: https://www.edutopia.org/blog/using-music-strategies-language-arts-classroom-heather-wolpert-gawron
			• Video Link: www.teachingchannel.org
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			• Art Link: https://www.kinderart.com/across/index_lang.shtml
			• Theme Link: https://www.teachervision.com/theme
			
			Differentiation:

	Differentiation: General: ● Graphic organizers ● Exemplars ● Anchor charts ● Strategy groups ● Writing partners ● Regular conferring Special Education-- Students with IEP/504 Plan: ● Modifications & accommodations as listed in the student's IEP/504 plan ● Modified or reduced assignments ● Working contract between you and student at risk ● Breakdown tests in smaller increments ● NJDOE resources ● https://www.education.com/activity/article/storystarters_kindergarten/ ● http://connect.readingandwritingproject.org/file/download?google_drive_document_id=0B7BccMltK6LqMm9HMUlYNWlaa0k ● Google Read and Write ● Don Johnston's Co:Writer English Language Learners: ● Anchor charts and handouts in native languages	**Differentiation:** General: ● Graphic organizers ● Exemplars ● Anchor charts ● Strategy groups ● Writing partners ● Regular conferring Special Education-- Students with IEP/504 Plan: ● Modifications & accommodations as listed in the student's IEP/504 plan ● Modified or reduced assignments ● Working contract between you and student at risk ● Breakdown tests in smaller increments ● NJDOE resources ● https://www.education.com/activity/article/storystarters_kindergarten/ ● http://connect.readingandwritingproject.org/file/download?google_drive_document_id=0B7BccMltK6LqMm9HMUlYNWlaa0k ● Google Read and Write ● Don Johnston's Co:Writer English Language Learners: ● Anchor charts and handouts in native languages	General: ● Graphic organizers ● Exemplars ● Anchor charts ● Strategy groups ● Writing partners ● Regular conferring Special Education-- Students with IEP/504 Plan: ● Modifications & accommodations as listed in the student's IEP/504 plan ● Modified or reduced assignments ● Working contract between you and student at risk ● Breakdown tests in smaller increments ● NJDOE resources ● https://www.education.com/activity/article/storystarters_kindergarten/ ● http://connect.readingandwritingproject.org/file/download?google_drive_document_id=0B7BccMltK6LqMm9HMUlYNWlaa0k ● Google Read and Write ● Don Johnston's Co:Writer English Language Learners: ● Anchor charts and handouts in native languages

	• Visual representations • Picture cues • Strategy groups • Teacher conferences • Graphic organizers • Modification plan • NJDOE resources • https://www.education.com/activity/article/storystarters_kindergarten/ • http://connect.readingandwritingproject.org/file/download?google_drive_document_id=0B7BccMltK6LqMm9HMUlYNWlaa0k • Google Read and Write • Don Johnston's Co:Writer *ELL Students- Instruction will be based on language proficiency. <u>Gifted and Talented Students</u>: • Texts available at higher Lexile or reading level • Enrichment Activities that are unit specific • Literacy assignments • Models/projects • Modified grading expectations • https://learnzillion.com/lesson_plans/1808-day-1-the-rooster-and-the-fox/ • https://k-5resourcepage.wikispaces.com/file/view/Creative+Activities+for+Gifted+Readers.pdf <u>At-Risk Students</u>:	• Visual representations • Picture cues • Strategy groups • Teacher conferences • Graphic organizers • Modification plan • NJDOE resources • https://www.education.com/activity/article/storystarters_kindergarten/ • http://connect.readingandwritingproject.org/file/download?google_drive_document_id=0B7BccMltK6LqMm9HMUlYNWlaa0k • Google Read and Write • Don Johnston's Co:Writer *ELL Students- Instruction will be based on language proficiency. <u>Gifted and Talented Students</u>: • Texts available at higher Lexile or reading level • Enrichment Activities that are unit specific • Literacy assignments • Models/projects • Modified grading expectations • https://learnzillion.com/lesson_plans/1808-day-1-the-rooster-and-the-fox/ • https://k-5resourcepage.wikispaces.com/file/view/Creative+Activities+for+Gifted+Readers.pdf <u>At-Risk Students</u>:	• Visual representations • Picture cues • Strategy groups • Teacher conferences • Graphic organizers • Modification plan • NJDOE resources • https://www.education.com/activity/article/storystarters_kindergarten/ • http://connect.readingandwritingproject.org/file/download?google_drive_document_id=0B7BccMltK6LqMm9HMUlYNWlaa0k • Google Read and Write • Don Johnston's Co:Writer *ELL Students- Instruction will be based on language proficiency. <u>Gifted and Talented Students</u>: • Texts available at higher Lexile or reading level • Enrichment Activities that are unit specific • Literacy assignments • Models/projects • Modified grading expectations • https://learnzillion.com/lesson_plans/1808-day-1-the-rooster-and-the-fox/ • https://k-5resourcepage.wikispaces.com/file/view/Creative+Activities+for+Gifted+Readers.pdf <u>At-Risk Students</u>: • Tiered Interventions

	• Tiered Interventions following RTI framework • NJDOE resources • Strategy groups • Graphic organizers • https://www.education.com/activity/article/storystarters_kindergarten/ • http://connect.readingandwritingproject.org/file/download?google_drive_document_id=0B7BccMltK6LqMm9HMUlYNWlaa0k • https://www.readinga-z.com/books/leveled-books/?lbFilter[wordless	• Tiered Interventions following RTI framework • NJDOE resources • Strategy groups • Graphic organizers • https://www.education.com/activity/article/storystarters_kindergarten/ • http://connect.readingandwritingproject.org/file/download?google_drive_document_id=0B7BccMltK6LqMm9HMUlYNWlaa0k • https://www.readinga-z.com/books/leveled-books/?lbFilter[wordless	following RTI framework • NJDOE resources • Strategy groups • Graphic organizers • https://www.education.com/activity/article/storystarters_kindergarten/ • http://connect.readingandwritingproject.org/file/download?google_drive_document_id=0B7BccMltK6LqMm9HMUlYNWlaa0k • https://www.readinga-z.com/books/leveled-books/?lbFilter[wordless

***WHERETO**

W = Help the students know **WHERE** the unit is going and **WHAT** is expected. Help the teacher know **WHERE** the students are coming from (prior knowledge, interests).

H = **HOOK** all students and **HOLD** their interest.

E = **EQUIP** students, help them **EXPERIENCE** the key ideas and **EXPLORE** the issue.

R = Provide opportunities to **RETHINK** and **REVISE** their understanding and work.

E = Allow students to **EVALUATE** their work and its implications.

T = **TAILORED** to the different needs, interests, and abilities of learners.

O = **ORGANIZE** to maximize initial and sustained engagement as well as effective learning.

UNIT #: *Unit Title* Months (Weeks)	**Unit 7:** *Fiction Writing* April-June (5-7 weeks)
STAGE 1: DESIRED RESULTS ***What will students understand as a result of the unit? What are the BIG ideas?***	
ESTABLISHED GOALS: *(NJSLS)*	**Content Area Standards** W.K.5 W.K.7 W.K.8 SL.K.1-6 L.K.1 L.K.2 L.K.4 L.K.5 L.K.6 **Technology** 8.1.2.A.1 8.1.2.A.2 8.1.2.A.3 8.1.2.A.4 8.1.2.A.5 **Career Readiness, Life Literacies, and Key Skills** 9.4.2.CI.1

	9.4.2.CI.2 9.4.2.CT.1 9.4.2.CT.2 9.4.2.DC.2 9.4.2.DC.4 9.4.2.DC.6 9.4.2.GCA.1 9.4.2.TL.1
ENDURING UNDERSTANDINGS: *(Students will understand that . . .)*	● poets write many poems using a variety of poetic devices, such as line breaks, beat, patterning, repetition, and figurative language. ● poets include figurative language, such as similes and metaphors in their poems. ● poets paint with words.
ESSENTIAL QUESTIONS: *(What provocative questions will foster inquiry, understanding, and transfer of learning?)*	● What are the elements (ingredients) of poems? ● How are poems different from other genres of writing? ● How do poets paint with words? ● How does writing poetry positively improve social and emotional wellness?
STAGE 2: ASSESSMENT EVIDENCE ***What evidence will be collected to determine whether or not the understandings have been developed, the knowledge and skills attained, and the State Standards met? [Anchor the work in performance tasks that involve application, supplemented as needed by prompted work, quizzes, observations, etc.]***	
PERFORMANCE TASKS: *(Through what authentic performance tasks will students demonstrate the desired understandings?)* *(By what criteria will performances of understanding be judged?)*	● studying poems/songs and poets. ● choosing a topic to write about. ● researching poems and songs for ideas. ● adding feeling to their poems. ● sketching their ideas. ● sounding out words the best they can. ● blending sounds to create words. ● using high-frequency (sight or “red”) words in their writing.
OTHER EVIDENCE: *(Through what other evidence (e.g. quizzes, tests, academic prompts,*	● Classwork ● Benchmark assessments ● Question and answer

observations, homework, journals) will students demonstrate achievement of the desired results?) *(How will students self-assess their learning?)*	• Teacher observations • Group discussions/Turn and Talks • Writing partners • Conference notes • On-demand writing assessments • Specific skill lesson worksheets • Strategy group lessons • Homework activities • Writer's notebooks
RESOURCES:	**RESOURCES for Writer's Workshop:** • http://readingandwritingproject.org/ • *Units of Study* • https://www.unitsofstudy.com/ • *Writing Pathways* by Lucy Calkins • *The Writing Strategies Book* by Jennifer Serravallo • Heinemann's podcast series • *Learning at the Primary Pond* • Mentor texts • https://www.education.com/resources/kindergarten/poetry-writing/ • https://www.scholastic.com/teachers/teaching-tools/articles/lessons/kid-s-poems--how-to-introduce-poetry-into-the-elementary-school-.html • https://www.weareteachers.com/poetry-games-for-the-classroom/ • https://www.readingrockets.org/article/top-10-resources-poetry
STAGE 3: LEARNING PLAN ***What learning experiences and instruction will enable students to achieve the desired results? Utilize the WHERETO* acronym to consider key design elements.***	
SKILLS AND TOPICS: *(What specific activities will students do and what skills will students know as a result of the unit?)*	• distinguish between poetic, narrative, and expository text. • write poems using line breaks, beat, and repetition. • use figurative language to create images for their readers. • convey feelings in their poems. • select a few of their favorite poems from their collection to present to an audience. • get ideas for their topics by thinking about special people and places, big feelings, and things they love.

	● also get ideas by jotting down moments that happen during the day that can be turned into poems later on. ● sometimes find the ingredients for their poems by listing what that meaningful something looks like, feels like, sounds like, smells like, or tastes like. ● write using line breaks. ● reread their poems making their voice support the meaning in them. ● choose subjects that matter to them as poem topics. ● convey strong feelings by creating images. ● take a look at poet's they admire and ask themselves, "What does this poet do that I could try?" ● invigorate their poems with poetic language and voice. ● reach for words that exactly match what they are trying to say. ● use repetition and other structures to support meaning. ● use comparisons to express big feelings (similes). ● use comparisons and artful language to convey sounds, images, observations, and ideas (metaphors). ● stay with and develop their comparisons (sustaining a metaphor). ● revise their poems by reading them aloud to themselves and to their partners. ● listen for music and beat. ● allow their writing partners to help them revise. ● work with partners who ask..."Why did you choose to add a line break here?" "Where is the big feeling in this poem?" "What are you trying to show us?" "Have you thought of using this word instead?" . ● think "How can I fix this up? What else can I try?" before sharing their ideas with the world. ● look back at the charts in the room and see if these charts give them any ideas for fixing their writing or trying new things. ● use everything they know about editing to edit their poems. ● practice reading poems and rereading them, asking themselves "How do I want my voice to sound? Should I speed up here? Slow down here?" when they are ready to celebrate their poems. ● make sure their voice matches the feelings and meaning behind their poems. ● present their favorite poems to an audience. ● understand suffixes (-ed, -s, -ing). ● sort common objects into categories. ● understand alphabetical order. ● read and write high frequency words.
CROSS-CURRICULAR / DIFFERENTIATION:	**<u>Cross-Curricular Connections</u>:** **Standards:** ● Visual and Performing Arts

(What cross-curricular (e.g. writing, literacy, math, science, history, Career Readiness, Life Literacies, and Key Skills technology) learning activities are included in this unit that will help achieve the desired results?) *(What type of differentiated instruction will be used for Special Education, ELL, At Risk, and Gifted and Talented students?)*	○ 1.3A.2.Cn11a (Music) ○ 1.5.2.Re8a (Visual Art) ○ 1.5.2.Cn10a (Visual Art) ● Social Studies ○ 6.1.4.A.1 **Suggested Activities:** ● Writing activities about a text ● Nonfiction trade books ● Youtube videos ● Music Link: https://www.edutopia.org/blog/using-music-strategies-language-arts-classroom-heather-wolpert-gawron ● Video Link: www.teachingchannel.org ● Projects and Games Link: https://www.pinterest.com/nattgoss/cross-curricular-ideas/ ● Art Link: https://www.kinderart.com/across/index_lang.shtml ● Theme Link: https://www.teachervision.com/theme **Differentiation:** General: ● Graphic organizers ● Exemplars ● Anchor charts ● Strategy groups ● Writing partners ● Regular conferring Special Education-- Students with IEP/504 Plan: ● Modifications & accommodations as listed in the student's IEP/504 plan ● Modified or reduced assignments ● Working contract between you and student at risk ● Breakdown tests in smaller increments ● NJDOE resources ● https://www.education.com/activity/article/storystarters_kindergarten/

	• http://connect.readingandwritingproject.org/file/download?google_drive_document_id=0B7BccMltK6LqMm9HMUlYNWlaa0k • Google Read and Write • Don Johnston's Co:Writer English Language Learners: • Anchor charts and handouts in native languages • Visual representations • Picture cues • Strategy groups • Teacher conferences • Graphic organizers • Modification plan • NJDOE resources • https://www.education.com/activity/article/storystarters_kindergarten/ • http://connect.readingandwritingproject.org/file/download?google_drive_document_id=0B7BccMltK6LqMm9HMUlYNWlaa0k • Google Read and Write • Don Johnston's Co:Writer *ELL Students- Instruction will be based on language proficiency. Gifted and Talented Students: • Texts available at higher Lexile or reading level • Enrichment Activities that are unit specific • Literacy assignments • Models/projects • Modified grading expectations • https://learnzillion.com/lesson_plans/1808-day-1-the-rooster-and-the-fox/ • https://k-5resourcepage.wikispaces.com/file/view/Creative+Activities+for+Gifted+Readers.pdf At-Risk Students: • Tiered Interventions following RTI framework • NJDOE resources • Strategy groups • Graphic organizers • https://www.education.com/activity/article/storystarters_kindergarten/ • http://connect.readingandwritingproject.org/file/download?google_drive_document_id=0B7BccMlt

	K6LqMm9HMUlYNWlaa0k • https://www.readinga-z.com/books/leveled-books/?lbFilter[wordless

***WHERETO**

W = Help the students know **WHERE** the unit is going and **WHAT** is expected. Help the teacher know **WHERE** the students are coming from (prior knowledge, interests).

H = **HOOK** all students and **HOLD** their interest.

E = **EQUIP** students, help them **EXPERIENCE** the key ideas and **EXPLORE** the issue.

R = Provide opportunities to **RETHINK** and **REVISE** their understanding and work.

E = Allow students to **EVALUATE** their work and its implications.

T = **TAILORED** to the different needs, interests, and abilities of learners.

O = **ORGANIZE** to maximize initial and sustained engagement as well as effective learning.