

SOUTH HARRISON TOWNSHIP ELEMENTARY SCHOOL DISTRICT



Committed to Excellence

Course Name: Writing	Grade Level(s): Kindergarten
BOE Adoption Date: October 2017	Revised Date (s):

ABSTRACT

Kindergarten students come to our classrooms as budding authors full of stories and information from their own lives. Students are given the opportunity to talk and share their stories with their classmates. Students are introduced to clear writing structures and routines which are taught explicitly through lessons designed to scaffold students to help them become independent writers during writing workshop. Throughout this unit, students are immersed in a world of written language and learn how the little marks on the page convey thoughts, ideas and feelings.

The **New Jersey Student Learning Standards (NJ SLS)** acknowledge the unique role this grade has as the foundation of literacy for all students. Key consideration in the standards design state that “the use of play with young children is welcome as a valuable activity in its own right and as a way to help students meet the expectations of this document” (<http://www.corestandards.org/ELA-Literacy>).

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Mission Statement

The primary goal of the South Harrison Township Elementary School District is to prepare each student with the real life skills needed to compete in a highly competitive global economy. This will be achieved by providing a comprehensive curriculum, the integration of technology, and the professional services of a competent and dedicated faculty, administration, and support staff.

Guiding this mission will be Federal mandates, including the Every Student Succeeds Act (ESSA), the New Jersey Student Learning Standards, and local initiatives addressing the individual needs of our students as determined by the Board of Education. The diverse resources of the school district, which includes a caring Home and School Association (HSA) and active adult community, contribute to a quality school system. They serve an integral role in supporting positive learning experiences that motivate, challenge and inspire children to learn.

Curriculum and Instruction Goals

Goal(s):

1. To ensure students are college and career ready upon graduation
2. To vertically and horizontally align curriculum K-12 to ensure successful transition of students at each grade level
3. To identify individual student strengths and weaknesses utilizing various assessment measures (formative, summative, alternative, etc.) so as to differentiate instruction while meeting the rigor of the applicable content standards
4. To improve student achievement as assessed through multiple measures including, but not limited to, state testing, local assessments, and intermediate benchmarking

Philosophy of the Shared Curriculum Service with Kingsway Regional School District

Together in its partnership with the South Harrison Township Elementary School District, the Kingsway Curriculum & Instruction Department is committed to providing all students grades K-12 with an engaging and quality curricular experience that aligns with the New Jersey Student Learning Standards (NJ SLS) for mathematics and English-Language Arts as well as the New Jersey Student Learning Standards (NJ SLS) for all other core disciplines. It is the goal of this shared service to provide students with curricular and educational experiences that allows them to succeed as they move on to the middle and high school level. Through this shared service, both horizontal and vertical alignment is stressed at and within each grade level with the aim of developing life-long learners who are college and career ready upon graduation from high school. Additionally, classroom instruction will be designed to meet the unique learning desires of all children and will be differentiated according to the needs of each learner. Whether through added support or enrichment activities, it is the role of the educator in the classroom to ensure students are reaching their highest level of social, emotional, and academic growth each school year. A combination of summative, formative, and performance-based

assessments will be used to assess students' understanding and acquisition of necessary concepts and skills. Group work, projects, and a variety of co-curricular activities will make mathematics more meaningful and aid in the understanding of its application across all disciplines as well as in life.

How to Read this Document

This document contains a pacing guide and curriculum units. The pacing guides serve to deliver an estimated timeframe as to when noted skills and topics will be taught. The pacing of each course, however, will differ slightly depending upon the unique needs of each class. The curriculum units contain more detailed information as to the specific skills and concepts that are introduced as well as how students will be assessed. The terms and definitions below will assist the reader in better understanding the sections and components of this curriculum document.

Terms to Know

1. **Accommodation(s):** The term "accommodation" may be used to describe an *alteration* of environment, curriculum format, or equipment that allows an individual with a disability to gain access to content and/or complete assigned tasks. They allow students with disabilities to pursue a regular course of study. The term accommodation is often used interchangeable with the term modification. However, it is important to remember that modifications change or modify the intended learning goal while accommodations result in the same learning goal being expected but with added assistance in that achievement. Since accommodations do not alter what is being taught, instructors should be able to implement the same grading scale for students with disabilities as they do for students without disabilities.
2. **Differentiated Instruction:** Differentiation of instruction relies on the idea that instructional approaches should be tailored to each individual student's learning needs. It provides students an array of options during the learning process that allows them make sense of ideas as it relates to them. The integration of differentiated instructional techniques is a curriculum design approach to increase flexibility in teaching and decrease the barriers that frequently limit student access to materials and learning in classrooms. <http://www.udlcenter.org/aboutudl>
3. **Enduring Understanding:** Enduring understandings (aka big ideas) are statements of understanding that articulate deep conceptual understandings at the heart of each content area. Enduring understandings are noted in the alongside essential questions within each unit in this document. <http://www.ascd.org>

4. **Essential Question:** These are questions whose purpose is to stimulate thought, to provoke inquiry, and to spark more questions. They extend beyond a single lesson or unit. Essential questions are noted in the beginning of each unit in this document. <http://www.ascd.org>
5. **Formative Assessment(s):** Formative assessments monitor student learning to provide ongoing feedback that can be used by (1) instructors to improve teaching and (2) by students to improve their learning. Formative assessments help identify students' strengths and weaknesses and address problems immediately.
6. **Learning Activity(s):** Learning activities are those activities that take place in the classroom for which the teacher facilitates and the students participate in to ensure active engagement in the learning process. (Robert J. Marzano, *The Art and Science of Teaching*)
7. **Learning Assignment(s):** Learning assignments are those activities that take place independently by the student inside the classroom or outside the classroom (i.e. homework) to extend concepts and skills within a lesson. <http://www.marzanocenter.com>
8. **Learning Goal(s):** Learning goals are broad statements that note what students “should know” and/or “be able to do” as they progress through a unit. Learning goals correlate specifically to the NJCCCS and CCSS are noted within each unit. <http://www.marzanocenter.com>
9. **Learning Objective(s):** Learning objectives are more specific skills and concepts that students must achieve as they progress towards the broader learning goal. These are included within each unit and are assessed frequently by the teacher to ensure students are progressing appropriately. <http://www.marzanoresearch.com>
10. **Model Assessment:** Within the model curriculum, model assessments are provided that included assessments that allow for measuring student proficiency of those target skills as the year of instruction progresses. <http://www.state.nj.us/education/modelcurriculum/>
11. **Model Curriculum:** The model curriculum has been provided by the state of New Jersey to provide a “model” for which districts can properly implement the **New Jersey Student Learning Standards (NJ SLS)** and New Jersey Core Curriculum Content Standards by providing an example from which to work and/or a product for implementation. <http://www.state.nj.us/education/modelcurriculum/>

12. **Modification(s):** The term "modification" may be used to describe a *change* in the curriculum. Modifications are typically made for students with disabilities who are unable to comprehend all of the content an instructor is teaching. The term modification is often used interchangeable with the term accommodations. However, it is important to remember that modifications change or modify the intended learning goal while accommodations result in the same learning goal being expected but with assistance in that achievement.
13. **Performance Assessment(s):** (aka alternative or authentic assessments) Performance assessments are a form of assessment that requires students to perform tasks that generate a more authentic evaluation of a student's knowledge, skills, and abilities. Performance assessments stress the application of knowledge and extend beyond traditional assessments (i.e. multiple-choice question, matching, true & false, etc.).
14. **Standard(s):** Academic standards, from which the curriculum is built, are statements that of what students "should know" or "be able to do" upon completion of a grade-level or course of study. Educational standards help teachers ensure their students have the skills and knowledge they need to be successful by providing clear goals for student learning. <http://www.state.nj.us/njded/cccs/>
- **State: New Jersey Student Learning Standards (NJ SLS)** include Preschool Teaching and Learning Standards as well as K-12 standards for: *Visual and Performing Arts; Comprehensive Health and Physical Education; Science; Social Studies; World Languages; Technology; and 21st-Century Life and Careers.*
 - **New Jersey Student Learning Standards (NJ SLS):** Standards for mathematics and English-language arts literacy are part of the Common Core State Standards (CCSS) which are nationally adopted standards coordinated by the Council of Chief States School Officers (CCSSO) and the National Governor's Association (NGA) in partnership with other national organizations.
15. **Summative Assessment(s):** Summative assessments evaluate student learning at the end of an instructional time period by comparing it against some standard or benchmark. Information from summative assessments can be used formatively when students or faculty use it to guide their efforts and activities in subsequent courses.
16. **21st Century Skill(s):** These skills emphasis the growing need to focus on those skills that prepare students successfully by focusing on core subjects and 21st century themes; learning and innovation skills; information, media and technology skills; and life and career skills. These concepts are embedded in each unit of the curriculum. <http://www.p21.org/our-work/p21-framework>

Proficiencies and Pacing:

Course Name: Kindergarten Language Arts - Writing

Unit Title	Duration/Month(s)	Related Standards	Learning Goals	Topics and Skills: Student Learning Objectives
Narrative Writing: Launching the Writing Workshop	September to November (September 11- November 14) 8 weeks	NJSLS.W.K.2, NJSLS.W.K.3, NJSLS.W.K.5, NJSLS.W.K.6, NJSLS.W.K.7, NJSLS.W.K.8, NJSLS.W.1.2, NJSLS.W.1.3	Bend 1 <ul style="list-style-type: none"> Students will understand the rules and procedures of writing workshop. (2.0 weeks) 	Bend 1 <ul style="list-style-type: none"> Students will be able to think of something they know about and use pictures and words to put their ideas on paper. (DOK 1)
		NJSLS.RL.K.1, NJSLS.RL.K.3, NJSLS.RL.K.5RL.1.3	Bend 2 <ul style="list-style-type: none"> Students will be able to compose an informative/explanatory text by using a combination of drawing, dictating, and writing to share information about a topic. (1.5 weeks) 	<ul style="list-style-type: none"> Students will be able to modify their writing by looking back at their writing and see if they can add more to it. (DOK 2)
		NJSLS.RI.K.1, NJSLS.RI.K.2, NJSLS.RI.K.7		<ul style="list-style-type: none"> Students will be able to come up with solutions to their problems and carry on writing. (DOK 3)
		NJSLS.RF.K.1, NJSLS.RF.K.2, NJSLS.RF.K.3, NJSLS.RF.K.4	Bend 3 <ul style="list-style-type: none"> Students will be able to compose a story of a single event through the combination of drawing, dictating, and writing (1.5 weeks) 	<ul style="list-style-type: none"> Students will be able to picture what they want to write about first and then put all of the details onto the page. (DOK 2)
		NJSLS.SL.K.1, NJSLS.SL.K.2, NJSLS.SL.K.3, NJSLS.SL.K.4, NJSLS.SL.K.5, NJSLS.SL.K.6, NJSLS.SL.1.4	Bend 4 <ul style="list-style-type: none"> Students will be able to produce and publish writing. (1 week) 	<ul style="list-style-type: none"> Students will be able to say words slowly and then write down the sounds that they hear. (DOK 1) Students will understand that writers keep trying when an idea is hard to draw or a word is hard to spell. (DOK 4)
		NJSLS.L.K.1, NJSLS.L.K.2, NJSLS.L.K.2.c,d, NJSLS.L.K.5, NJSLS.L.K.6, NJSLS.L.1.d,e,		Bend 2 <ul style="list-style-type: none"> Students will be able to add more pages to their books when they want to teach more about their topic. (DOK 3)

				<ul style="list-style-type: none"> • Students will be able to plan how to write a whole book. (DOK 4) • Students will be able to work with writing partners to help each other add more to their writing. (DOK 4) • Students will be able to say words slowly, over and over again, to write all of the sounds that they hear. (DOK 2) <p>Bend 3</p> <ul style="list-style-type: none"> • Students will be able to get ready to write by telling their stories first. (DOK 2) • Students will understand how to plan their stories by touching each page as they tell their story. (DOK 4) • Students will be able to add details to their writing by thinking about where they were, who they were with, and what they were doing in their story. (DOK 3) • Students will be able to hear and record sounds in sequence. (DOK 2) • Students will be able to add dialogue with speech bubbles. (DOK 2) • Students will understand how to reread their stories, drawing
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				<p>on everything they know to improve them. (DOK 4)</p> <p>Bend 4</p> <ul style="list-style-type: none"> Students will understand how to edit their writing by rereading their words and rewriting them, if necessary, to make their writing more readable to themselves and others. (DOK 4)
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Unit Title	Duration/Month(s)	Related Standards	Learning Goals	Topics and Skills
Unit 2: Writing for Readers	November through January (November 16- January 24) 8 weeks	NJSLS.W.K.3, NJSLS.W.K.5, NJSLS.W.K.6, NJSLS.W.K.7, NJSLS.W.1.3	<ul style="list-style-type: none"> Students will be able to compose an informative/explanatory text by using a combination of drawing, dictating, and writing to share information about a topic. (6 weeks) <p>Bend 1</p>	<p>Bend 1</p> <ul style="list-style-type: none"> Students will be able to reread their writing to make sure that it is easy to read. If not, writers go back and fix it up so that others can read it. (DOK 2) Students will understand that writers call upon what they
		NJSLS.RL.K.1, NJSLS.RL.K.2, NJSLS.RL.K.3, NJSLS.RL.1.6		
		NJSLS.RF.K.1, NJSLS.RF.K.2, NJSLS.RF.K.3, NJSLS.RF.K.4, NJSLS.RF.K.7		

		<p>NJSLS.SL.K.1, NJSLS.SL. K.2, NJSLS.SL.K.3, NJSLS.SL.K.4, NJSLS.SL.K.5, NJSLS.SL.K.6, NJSLS.SL.1.4</p> <p>NJSLS.L.K.1, NJSLS.L.K.2, NJSLS.L.K.4, NJSLS.L.K.6, NJSLS.L.1.2.c, d, e</p>	<ul style="list-style-type: none"> Students will understand how to make their writing clearer to the reader. (2 weeks) <p>Bend 2</p> <ul style="list-style-type: none"> Students will understand how to use writing tools to enhance their writing. (2 weeks) <p>Bend 3</p> <ul style="list-style-type: none"> Students will be able to work with a partner to revise their story to make sure their stories are clear and easy to read. (1 week) <p>Bend 4</p> <ul style="list-style-type: none"> Students will be able to produce and publish writing. (1 week) 	<p>have already learned to help them write. (DOK 2)</p> <ul style="list-style-type: none"> Students will be able to draw and talk about what they need in order to tell their story. (DOK 2) Students will be able to write sentences to tell their story. (DOK 2) Students will understand that writers reread their writing often to ensure their writing is clear and easy to understand. (DOK 2) <p>Bend 2</p> <ul style="list-style-type: none"> Students will be able to use tools such as a checklist, to help them write the best they can. (DOK 2) Students will be able to use a vowel chart o come up with the correct vowel to put on their paper. (DOK 1) Students will be able to use words they know how to write quickly in order to make their writing more readable. (DOK 1) Students will be able to use storytelling words in their writing. (DOK 2) Students will be able to work with a partner as a tool to help make writing more readable. (DOK 2)
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				<ul style="list-style-type: none"> Students will understand how to what they have learned in the past in order to make plans to move forward in their writing. (DOK 3) <p>Bend 3</p> <ul style="list-style-type: none"> Students will be able to make their writing more amazing by revising their writing using their own pictures in their heads and on paper. (DOK 3) Students will be able to use tools and techniques to insert material into different places of their drafts. (DOK 3) Students will understand how to write a strong lead by studying mentor texts and imitating them. (DOK 2) Students will understand how to revise their own work and help others by offering strategies for peer partnerships. (DOK 3) <p>Bend 4</p> <ul style="list-style-type: none"> Students will be able to choose a piece to publish and begin to revise their writing to make the story more meaningful. (DOK 2) Students will be able to writing ending to their story by leading readers with a strong feeling. (DOK 2)
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| | | | | <ul style="list-style-type: none">• Students will be able to add depth to their story to enhance their writing. (DOK 2) |
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Unit Title	Duration/Month(s)	Related Standards	Learning Goals	Topics and Skills
Unit 3: How-To Books	January through March (January 25- March 23) 8 weeks	NJSLS.W.K.2, NJSLS.W.K.5, NJSLS.W.K.6, NJSLS.W.K.7, NJSLS.W.K.8 , NJSLS.W.1.2, NJSLS.W.1.3, NJSLS.W.1.7	<ul style="list-style-type: none"> Students will be able to compose an informative/explanatory text by using a combination of drawing, dictating, and writing to share information about a topic. (6 weeks) 	Bend 1 <ul style="list-style-type: none"> Students will understand how to study real, published books as examples of a book he/she wants to write. (DOK 2) Students will be able to draw on what they already know about planning, touching, and telling the steps of their how-to books across pages. (DOK 2) Students will be able to reread their writing as they go, making changes along the way. (DOK 2) Students will understand that writing partners help each other make how-to books clearer and easier to follow. (DOK 2) Students will be able to add detailed information to their writing by labeling their diagrams. (DOK 2) Students will be able to use an information writing checklist to set writing goals. (DOK 3) Bend 2 <ul style="list-style-type: none"> Students will understand that writers study mentor texts: noticing, naming, and trying out what they discover. (DOK 2) Students will understand that writers focus in on their
		NJSLS.RI.K.1, NJSLS.RI.K.2 , NJSLS.RI.K.6, NJSLS.RI.K.7 , NJSLS.RI.K.9, NJSLS.RI.1.6, NJSLS.RI.1.9	Bend 1 <ul style="list-style-type: none"> Students will be able to distinguish the difference between informational and narrative writing. (2 weeks) 	
		NJSLS.RF.K.1, NJSLS.RF.K.2, NJSLS.RF.K.3 , NJSLS.RF.1.3	Bend 2 <ul style="list-style-type: none"> Students will understand how to use real, published books as exemplars and use them to help them in their writing. (2 weeks) 	
		NJSLS.SL.K.1, NJSLS.SL.K.2, NJSLS.SL.K.3 , NJSLS.SL.K.4, NJSLS.L.K.5, NJSLS.SL.K.6	Bend 3 <ul style="list-style-type: none"> Students will be able to identify topics to write how-to books. (1 week) 	
		NJSLS.L.K.1 , NJSLS.L.K.2, NJSLS.L.K.5d , NJSLS.L.K.6 , NJSLS.L.1.1.d, g	Bend 4 <ul style="list-style-type: none"> Students will be able to produce and publish writing. (1 week) 	

Unit Title	Duration/Month(s)	Related Standards	Learning Goals	Topics and Skills
				<p>audience by addressing readers directly, using you. (DOK 2)</p> <ul style="list-style-type: none"> Students will understand that writers focus on readers' needs by anticipating issues and then clarifying them in their steps with warnings, suggestions, or tips. (DOK 3) Students will be able to clarify their directions by imagining and then writing comparisons to describe actions. (DOK 2) <p>Bend 3</p> <ul style="list-style-type: none"> Students will be able to get ideas for their writing from things that they do and learn throughout the day and from books. (DOK 2) Students will understand that writers sometimes collect a series of books focused on one umbrella topic in order to teach others even more about their topic. (DOK 2) Students will be able to write introductions and conclusions to help clarify a topic. (DOK 2) Students will understand that writers are always working to make their writing easy to read, using all the strategies they know. (DOK 2) <p>Bend 4</p>

Unit Title	Duration/Month(s)	Related Standards	Learning Goals	Topics and Skills
				<ul style="list-style-type: none"> Students will understand that writers determine a specific audience for a piece of writing and dedicate that piece to that person. (DOK 2) Students will be able to use an editing checklist to prepare their writing for publication. (DOK 2)

Unit Title	Duration/Month(s)	Related Standards	Learning Goals	Topics and Skills
Unit 4: Persuasive Writing of All Kinds	April through June (April 4- June 1) 8 weeks	NJSLS.W.K.1, NJSLS.W.K.2, NJSLS.W.K.5, NJSLS.W.K.6, NJSLS.W.K.8, NJSLS.W.1.1, NJSLS.W.1.2	<ul style="list-style-type: none"> Students will be able to compose an opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book using a combination of drawing, dictating, and writing to share information about a topic. (6 weeks) 	Bend 1 <ul style="list-style-type: none"> Students will understand that writers use words to make the world a better place. (DOK 1) Students will be able to add reasons to support their opinion to make their writing more convincing. (DOK 3) Students will understand that opinion writers write in a variety of genres and to a variety of audiences. (DOK 2) Students will understand that writers reread their writing and think, "What can I do to make my writing better?" (DOK 3) Students will be able to call upon many strategies to figure out how to write words that are hard to spell. (DOK 2)
		NJSLS.RL.K.1, NJSLS.RL.K.2, NJSLS.RL.K.3, NJSLS.RL.K.10		
		NJSLS.RI.K.1, NJSLS.RI.K.2, NJSLS.RI.K.7, NJSLS.RI.K.8, NJSLS.RI.K.10		
		NJSLS.RF.K.1, NJSLS.RF.K.2, NJSLS.RF.K.3		
		NJSLS.SL.K.1, NJSLS.SL.K.2, NJSLS.SL.K.3, NJSLS.SL.K.4, NJSLS.SL.K.5, NJSLS.SL.K.6		
		NJSLS.L.K.1, NJSLS.L.K.2, NJSLS.L.K.6	Bend 1 <ul style="list-style-type: none"> Students will understand how to reflect on the troubles they see around the classroom and school and think "What could make 	

Unit Title	Duration/Month(s)	Related Standards	Learning Goals	Topics and Skills
			<p>things better?" (2 weeks)</p> <p>Bend 2</p> <ul style="list-style-type: none"> Students will be able to write persuasive letters. (2 weeks) <p>Bend 3</p> <ul style="list-style-type: none"> Students will be able to write about a world problem. (2 weeks) 	<ul style="list-style-type: none"> Students will understand that opinion writers get their words out into the world to enable change. (DOK 2) <p>Bend 2</p> <ul style="list-style-type: none"> Students will be able to write letters as if they are talking to their reader. (DOK 2) Students will understand that writers read and study the work of other writers and then try to incorporate what they have learned into their writing. (DOK 2) Students will understand that opinion writers write letters to many different people and tailor their writing to meet the different audiences. (DOK 3) Students will be able to include possible ideas for how to fix the problem in their writing. (DOK 3) <p>Bend 3</p> <ul style="list-style-type: none"> Students will understand that writers draw on all learned strategies to write about a world problem. (DOK 2) Students will be able to include facts that teach their readers important information about their topic. (DOK 2)

Unit Title	Duration/Month(s)	Related Standards	Learning Goals	Topics and Skills
				<ul style="list-style-type: none"> Students will be able to write a how-to book to give their readers detailed instructions about how to solve a problem. (DOK 2) Students will be able to edit their writing for correct punctuation with a partner. (DOK 3)

Unit 1: Narrative Writing: Launching the Writing Workshop	Recommended Duration: September to Mid-October- 6 weeks
<p>Unit Description: This unit introduced students to the world of writing. Routines and procedures for Writing Workshop are introduced and students begin to quickly see themselves as authors and illustrators. Kindergartners are exposed to both narrative and information writing in this unit.</p> <p>Bend 1- During this bend, your aim will be to introduce youngsters to the writing workshop. children will begin to see themselves as a writer and you'll help them understand how to think up a topic, to draw it, and then do their best approximation of writing. As this bend progresses, you will teach children how to go from finishing one piece to starting another and to do this with independence.</p> <p>Bend 2- During this bend, children learn that they can reread what they have written, realize they have more to say, then staple on more pages to make a homemade book. You'll channel children's eagerness to fill up all the pages in their books into a willingness to label more of their pictures, to represent more sounds in a word, and to make two-world labels.</p> <p>Bend 3- In this bend, child will learn that they can also write to capture true stories from their lives. You'll encourage children to put the small episodes of their lives onto the page. Children will learn to write stories by drawing what happened first, then touching the page and telling the story, and then they will write what happened first, then turn the page and tell what happened next and then next.</p> <p>Bend 4- During this bend, children will select a few stories to publish and learn to revise and edit as they make those stories the best they can be. To do this, you'll introduce children to the checklists that will undergird every unit of study.</p> <p>Getting Ready for the Unit:</p> <ul style="list-style-type: none"> • Prepare writing supplies: writing folders, paper choices, writing tools such as pens, a date stamp, a mini-stapler, tape, extra paper, Post-its, and strips and flaps that students can add to their writing. • Prepare teaching materials: create your own pieces of writing and select mentor texts to use during this unit- Donald Crew's <i>Freight Train</i> and Phyllis Root's <i>Creek! Said the Bed</i>. • Word Wall: begin to put high frequency words on the word wall <u>as student's encounter them</u> 	

Essential Questions	Enduring Understandings
<ol style="list-style-type: none"> 1. What is an author? 2. How do authors and illustrators teach people what they know? 3. How do authors and illustrators tell stories? 4. How do authors and illustrators make their writing better? 	<ol style="list-style-type: none"> 1. Writing is sharing ideas. An author can be anyone! 2. Writers can label their illustrations; write whole sentences and even many pages of sentence.

Essential Questions	Enduring Understandings
5. How does what I know about letters and sounds help me to write? 6. How can I make my writing better?	3. Writers go back and look at their work before beginning again and ask themselves what else they can add to their work. 4. Drawing and writing are important ways to communicate information and ideas. 5. Adding details strengthens a writer's message.

Relevant Standards	Learning Goals	Learning Objectives
Primary Standards: NJSLS.W.K.2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. NJSLS.W.K.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. NJSLS.W.K.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. NJSLS.W.K.6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. NJSLS.W.1.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. NJSLS.RI.K.7 With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what	Bend 1 <ul style="list-style-type: none"> Students will understand the rules and procedures of writing workshop. (2.0 weeks) Bend 2 <ul style="list-style-type: none"> Students will be able to compose an informative/explanatory text by using a combination of drawing, dictating, and writing to share information about a topic. (1.5 weeks) Bend 3 <ul style="list-style-type: none"> Students will be able to compose a story of a single event through the combination of drawing, dictating, and writing (1.5 weeks) Bend 4 <p>Students will be able to produce and publish writing. (1 week)</p>	Bend 1 <ul style="list-style-type: none"> Students will be able to think of something they know about and use pictures and words to put their ideas on paper. (DOK 1) Students will be able to modify their writing by looking back at their writing and see if they can add more to it. (DOK 2) Students will be able to come up with solutions to their problems and carry on writing. (DOK 3) Students will be able to picture what they want to write about first and then put all of the details onto the page. (DOK 2) Students will be able to say words slowly and then write down the sounds that they hear. (DOK 1) Students will understand that writers keep trying when an idea is hard to draw or a word is hard to spell. (DOK 4) Bend 2 <ul style="list-style-type: none"> Students will be able to add more pages to their books when they want to teach more about their topic. (DOK 3)

Relevant Standards	Learning Goals	Learning Objectives
<p>person, place, thing, or idea in the text an illustration depicts).</p> <p>NJSLS.RF.K.1 Demonstrate understanding of the organization and basic features of print.</p> <p>NJSLS.RF.K.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>NJSLS.RF.K.3 Know and apply grade-level phonics and word analysis skills in decoding and encoding words.</p> <p>NJSLS.RF.K.4 Read emergent text with one-to-one correspondence to develop fluency and comprehension skills.</p> <p>NJSLS.SL.K.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p> <p>NJSLS.SL.K.2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>NJSLS.SL.K.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.</p> <p>NJSLS.L.K.1 . Demonstrate command of the conventions of standard English grammar and usage when writing or speaking</p> <p>NJSLS.L.K.2.c,d Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>C. Write a letter or letters for most consonant and short-vowel sounds (phonemes).</p>		<ul style="list-style-type: none"> • Students will be able to plan how to write a whole book. (DOK 4) • Students will be able to work with writing partners to help each other add more to their writing. (DOK 4) • Students will be able to say words slowly, over and over again, to write all of the sounds that they hear. (DOK 2) <p>Bend 3</p> <ul style="list-style-type: none"> • Students will be able to get ready to write by telling their stories first. (DOK 2) • Students will understand how to plan their stories by touching each page as they tell their story. (DOK 4) • Students will be able to add details to their writing by thinking about where they were, who they were with, and what they were doing in their story. (DOK 3) • Students will be able to hear and record sounds in sequence. (DOK 2) • Students will be able to add dialogue with speech bubbles. (DOK 2) • Students will understand how to reread their stories, drawing on everything they know to improve them. (DOK 4) <p>Bend 4</p> <ul style="list-style-type: none"> • Students will understand how to edit their writing by rereading their words and rewriting them, if necessary, to make their writing more readable to themselves and others. (DOK 4)

Relevant Standards	Learning Goals	Learning Objectives
<p>D. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.</p> <p>NJSLS.L.K.5 With guidance and support from adults, explore word relationships and nuances in word meanings.</p> <p>NJSLS.L.K.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p> <p>Supporting Standards:</p> <p>NJSLS.W.K.7 Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).</p> <p>NJSLS.W.K.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p> <p>NJSLS.W.1.2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>NJSLS.RL.K.1 With prompting and support, ask and answer questions about key details in a text (e.g., who, what, where, when, why, how).</p> <p>NJSLS.RL.K.3 With prompting and support, identify characters, settings, and major events in a story.</p> <p>NJSLS.RL.K.5 Recognize common types of texts (e.g., storybooks, poems).</p> <p>NJSLS.RL.1.3 Describe the connection between</p>		

Relevant Standards	Learning Goals	Learning Objectives
<p>two individuals, events, ideas, or pieces of information in a text.</p> <p>NJSLS.SL.K.4 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</p> <p>NJSLS.SL.K.5 Add drawings or other visual displays to descriptions as desired to provide additional detail.</p> <p>NJSLS.SL.K.6 Speak audibly and express thoughts, feelings, and ideas clearly.</p> <p>NJSLS.SL.1.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 1 reading and content</i>, choosing flexibly from an array of strategies.</p> <p>NJSLS.L.K.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>NJSLS.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>		

Formative Assessments	Summative Assessments	Performance Assessments	Major Activities/Assignments (required)
<ul style="list-style-type: none"> Anecdotal notes from conferencing Think-Pair-Share Turn and Talk Choral Response Four Corners Observation Checklist documenting student adherence to rules and procedures of writing workshop Writing Notebook Check: Check the 	<ul style="list-style-type: none"> On-Demand Writing Prompt at the end of the unit. Published narrative piece from unit 	<ul style="list-style-type: none"> http://readingandwritingproject.org/resources/assessments/reading-writing-assessments 	<ul style="list-style-type: none"> On-Demand Writing Prompt at the end of the unit. Published narrative piece from unit

Formative Assessments	Summative Assessments	Performance Assessments	Major Activities/ Assignments (required)
<p>progress of a student's writing notebook</p> <ul style="list-style-type: none"> Quick Write/Draw- When we are finished writing, we can... 			

Possible Assessment Modifications /Accommodations/Differentiation			
Special Education <ul style="list-style-type: none"> Break the assessment into manageable chunks. Provide strategy cards for students use during writing assessment. Provide various writing utensils and paper to accommodate the students. Use a word processor to type notes, writing or give responses in class. Provide an exemplar for writing expectations. Provide a student checklist for writing. 	ELL <ul style="list-style-type: none"> Provide strategy cards for students use during writing assessment. Provide an exemplar for writing expectations. Provide a student checklist for writing. Personal Word Wall of vocabulary and/or sight words. Opportunities for cooperative learning. Provide demonstrations for key concepts Highlight key words Provide visual charts and cues 	At Risk <ul style="list-style-type: none"> Vary test formats Read directions to student Highlight key directions Pace long-term projects Chunk long-term assignments Clarify test directions, read test questions 	Gifted <ul style="list-style-type: none"> Pres-assess a student prior to starting the unit to determine writing goals for the student. Provide a student checklist for writing- possible above grade level expectation Determine where students' interests lie and capitalize on their inquisitiveness.

Instructional Strategies (refer to <i>Robert Marzano's 41 Elements</i>)
<ul style="list-style-type: none"> Provide clear and differentiated learning goals for students based on pre-assessment results Use graphic organizer and/or story map to help students organizer their writing. Deepen students understanding of revision techniques by practicing and playing with revising (i.e., add five colors, add four action verbs, add one metaphor, add five sensory details etc.)

Possible Instructional Modifications (Modifications/Accommodations/Differentiation)			
Special Education Learners	English Language Learners	At-Risk Students	Gifted Students
<u>Accommodations</u> <ul style="list-style-type: none"> • Large print textbooks • Additional time for assignments • Review of directions • Review sessions • Use of mnemonics • Have student restate information • Provision of notes or outlines • Concrete examples • Support auditory presentations with visuals • Use of a study carrel • Assistance in maintaining uncluttered space • Peer or scribe note--- taking • Space for movement or breaks • Extra visual and verbal cues and prompts • Books on tape • Graphic organizers • Quiet corner or room to calm down and relax when anxious • Preferential seating • Reduction of distractions • Answers to be dictated • Hands---on activities • Follow a routine/schedule • Rest breaks • Verbal and visual cues regarding directions and staying on task • Work---in---progress check • Personalized examples 	<ul style="list-style-type: none"> • Review of directions • Review sessions • Use of mnemonics • Have student restate information • Concrete examples • Support auditory presentations with visuals • Extra visual and verbal cues and prompts • Books on tape • Graphic organizers • Answers to be dictated • Hands---on activities • Work---in---progress check • Personalized examples • No penalty for spelling errors 	<ul style="list-style-type: none"> • Additional time for assignments • Review of directions • Review sessions • Use of mnemonics • Have student restate information • Provision of notes or outlines • Concrete examples • Support auditory presentations with visuals • Use of a study carrel • Assistance in maintaining uncluttered space • Peer or scribe note--- taking • Space for movement or breaks • Extra visual and verbal cues and prompts • Books on tape • Graphic organizers • Preferential seating • Reduction of distractions • Answers to be dictated • Hands---on activities • Follow a routine/schedule • Teach time management skills • Rest breaks • Verbal and visual cues regarding directions and staying on task • Agenda book and checklists • Adjusted assignment timelines • Varied reinforcement procedures • Work---in---progress check • Personalized examples 	<ul style="list-style-type: none"> • Alternate assignments/ enrichment assignments • Provide texts at higher reading level • Extension activities • Pairing direct instruction w/coaching to promote self-directed learning

Possible Instructional Modifications (Modifications/Accommodations/Differentiation)			
Special Education Learners	English Language Learners	At-Risk Students	Gifted Students
<ul style="list-style-type: none"> No penalty for spelling errors or sloppy handwriting Reduce words on a page <p>Modifications</p> <ul style="list-style-type: none"> No penalty for spelling errors (if assessing writing conventions) Alternate learning goals/objectives Change level of difficulty/complexity Read passages aloud (if working on reading comprehension) Shortening assignment (if altering the complexity/rigor of the assignment) Use of alternative books or materials on the topic being studied (outside of curriculum/grade---level standards) Reworded questions/problems in simpler language (changing rigor) Highlighting important words or phrases in reading assignments Modified rubrics 		<ul style="list-style-type: none"> No penalty for spelling errors or sloppy handwriting 	

Interdisciplinary Connections (Applicable Standards)	Integration of Technology	21 st Century Themes	21 st Century Skills
<p>List interdisciplinary standards indicating the following:</p> <ul style="list-style-type: none"> • Technology • Career ready practices • Financial literacy • Subject specific interdisciplinary • Career exploration <p>Standards are listed ad NJ SLS Standards and description are included</p>	<p>Technology</p> <ul style="list-style-type: none"> • Student use of Chromebooks/ computers for writing • Use of interactive whiteboard to display texts or anchor charts, read/ listen to interactive texts, 	<p>Creativity & Innovation- Demonstrating originality and inventiveness in work; Developing, implementing, and communication new ideas to others; Being open and responsive to new and diverse perspectives</p> <ul style="list-style-type: none"> • Students will participate in small group work and discussion responding to texts, as well as responding to texts through written expression <p>Information & Communication- Articulating thoughts and ideas clearly and effectively through speaking and writing</p> <ul style="list-style-type: none"> • Students will learn the expectations and routines for actively participating in a reading community. Students will learn how to participate in collaborative conversations about texts and follow agreed-upon rules for discussions <p>Communication & Collaboration Demonstrate the ability to work with diverse teams Through flexible small group work and discussion, students will learn the rules for working with others.</p>	<p>Creativity & Innovation- Demonstrating originality and inventiveness in work; Developing, implementing, and communication new ideas to others; Being open and responsive to new and diverse perspectives</p> <ul style="list-style-type: none"> • Students will participate in small group work and discussion responding to texts, as well as responding to texts through written expression <p>Information & Communication- Articulating thoughts and ideas clearly and effectively through speaking and writing</p> <ul style="list-style-type: none"> • Students will learn the expectations and routines for actively participating in a reading community. Students will learn how to participate in collaborative conversations about texts and follow agreed-upon rules for discussions <p>Communication & Collaboration Demonstrate the ability to work with diverse teams</p> <ul style="list-style-type: none"> • Through flexible small group work and discussion, students will learn the rules for working with others.

Resources

Texts/Materials:

Lucy Caulkins Writing Units of Study and all corresponding mentor texts

Materials:

- Chart paper, markers for Anchor Charts
- Student reading notebooks
- Index cards for word walls
- Index cards for teaching stop and jot strategies
- Individual book bags/ boxes
- Classroom library organized by genre
- Leveled readers for independent readers
- whiteboard/screen to display texts

Major Assignments (required):

- Unit Quizzes
- Common Summative Assessment
- On- Demand writing prompt

Major Activities (required):

- Interactive Read Alouds
- Mini-lessons
- Reading Response Journals

Unit 2: Narrative-Writing for Readers**Recommended Duration: 8 weeks****Unit Description:**

In this unit, Kindergarteners are focused on true story writing. The important thing is for children to become used to thinking of a story, depicting their story in drawings and words and doing it in a way that others are able to read.

Bend 1: Kindergarteners will learn how to reread their writing as readers. By reading as a reader, they are able to decide which areas of their writing are clear and which areas of their writing needs work. Students will begin to write words in more conventional ways. Kindergartners do this work in two ways: writing in sentences and rereading their work as they write.

Bend 2: In this bend, students will learn strategies to make their writing more powerful. They will be introduced to a checklist that will help them apply what they have learned thus far. Also, they will be working on word-writing by using vowels and sight words to ensure readers can read their writing.

Bend 3: The focus of this unit shifts from writing readable words to being able to tell more powerful stories through revision. Kindergarteners will focus on working with partners to make additions to their stories as well as working with partners to make their stories clearer and easier to read.

Bend 4: Kindergarteners will learn the process that authors go through to publish a story. Students will take one writing piece through all the stages of writing.

Getting Ready for the Unit:

- **Prepare students to write narratives** by immersing students in oral story telling opportunities.
 - Recall events the class has experienced together and spin those events into stories.
 - Use these stories as mentor texts throughout the unit.
 - Have students bring in objects from home that hold meaning and tell stories of those items.
 - Immerse students in read alouds.

Essential Questions

- How do authors and illustrators tell stories?
- Why is it important to re-read my writing?
- Why is it important for me to check my conventions when editing my work?

Enduring Understandings

- Drawing and writing are important ways to communicate stories.
- Writers look for ways to make their writing better.
- Using English conventions is important when writing to make the piece readable.

Relevant Standards	Learning Goals	Learning Objectives
<p>Primary Standards:</p> <p>NJSLS.W.K.3 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.</p> <p>NJSLS.W.K.5 With guidance and support from adults, strengthen writing through response and self-reflection using questions and suggestions from peers (e.g., adding details).</p> <p>NJSLS.W.K.6 With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.</p> <p>NJSLS.W.1.3 Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.</p> <p>NJSLS.RL.K.1 With prompting and support, ask and answer questions about key details in a text (e.g., who, what, where, when, why, how).</p> <p>NJSLS.RL.K.2 With prompting and support, retell familiar stories, including key details (e.g., who, what, where, when, why, how).</p> <p>NJSLS.RL.K.3 With prompting and support, identify characters, settings, and major events in a story.</p> <p>NJSLS.RF.K.1 Demonstrate understanding of the organization and basic features of print.</p> <p>NJSLS.RF.K.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p>	<ul style="list-style-type: none"> Students will be able to compose an informative/explanatory text by using a combination of drawing, dictating, and writing to share information about a topic. (6 weeks) <p>Bend 1</p> <ul style="list-style-type: none"> Students will understand how to make their writing clearer to the reader. (2 weeks) <p>Bend 2</p> <ul style="list-style-type: none"> Students will understand how to use writing tools to enhance their writing. (2 weeks) <p>Bend 3</p> <ul style="list-style-type: none"> Students will be able to work with a partner to revise their story to make sure their stories are clear and easy to read. (1 week) <p>Bend 4</p> <ul style="list-style-type: none"> Students will be able to produce and publish writing. (1 week) 	<p>Bend 1</p> <ul style="list-style-type: none"> Students will be able to reread their writing to make sure that it is easy to read. If not, writers go back and fix it up so that others can read it. (DOK 2) Students will understand that writers call upon what they have already learned to help them write. (DOK 2) Students will be able to draw and talk about what they need in order to tell their story. (DOK 2) Students will be able to write sentences to tell their story. (DOK 2) Students will understand that writers reread their writing often to ensure their writing is clear and easy to understand. (DOK 2) <p>Bend 2</p> <ul style="list-style-type: none"> Students will be able to use tools such as a checklist, to help them write the best they can. (DOK 2) Students will be able to use a vowel chart o come up with the correct vowel to put on their paper. (DOK 1) Students will be able to use words they know how to write quickly in order to make their writing more readable. (DOK 1) Students will be able to use storytelling words in their writing. (DOK 2) Students will be able to work with a partner as a tool to help make writing more readable. (DOK 2)

Relevant Standards	Learning Goals	Learning Objectives
<p>NJSLS.RF.K.3 Know and apply grade-level phonics and word analysis skills in decoding and encoding words.</p> <p>NJSLS.RF.K.4 Read emergent text with one-to-one correspondence to develop fluency and comprehension skills.</p> <p>NJSLS.SL.K.4 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</p> <p>NJSLS.SL.K.6 Speak audibly and express thoughts, feelings, and ideas clearly.</p> <p>NJSLS.L.K.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>NJSLS.L.K.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>NJSLS.L.K.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.</p> <p>NJSLS.L.1.2.c, d, e Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>Supporting Standards:</p> <p>NJSLS.W.K.7 Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).</p> <p>NJSLS.RL.1.6 With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.</p>		<ul style="list-style-type: none"> Students will understand how to what they have learned in the past in order to make plans to move forward in their writing. (DOK 3) <p>Bend 3</p> <ul style="list-style-type: none"> Students will be able to make their writing more amazing by revising their writing using their own pictures in their heads and on paper. (DOK 3) Students will be able to use tools and techniques to insert material into different places of their drafts. (DOK 3) Students will understand how to write a strong lead by studying mentor texts and imitating them. (DOK 2) Students will understand how to revise their own work and help others by offering strategies for peer partnerships. (DOK 3) <p>Bend 4</p> <ul style="list-style-type: none"> Students will be able to choose a piece to publish and begin to revise their writing to make the story more meaningful. (DOK 2) Students will be able to writing ending to their story by leading readers with a strong feeling. (DOK 2) Students will be able to add depth to their story to enhance their writing. (DOK 2)

Relevant Standards	Learning Goals	Learning Objectives
<p>NJSLS.SL.K.1 Participate in collaborative conversations with diverse partners about <i>kindergarten topics and texts</i> with peers and adults in small and larger groups.</p> <p>NJSLS.SL. K.2 Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.</p> <p>NJSLS.SL.K.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</p> <p>NJSLS.SL.K.5 Add drawings or other visual displays to descriptions as desired to provide additional detail.</p> <p>NJSLS.SL.1.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p> <p>NJSLS.L.K.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p>		

Formative Assessments	Summative Assessments	Performance Assessments	Major Activities/ Assignments (required)
<ul style="list-style-type: none"> Anecdotal Notes from writing conferences Think-Pair-Share Turn and Talk Writing Notebook Check: Check the progress of a student's 	<ul style="list-style-type: none"> Published writing piece On-Demand Writing Post Assessment 	<ul style="list-style-type: none"> Published writing piece 	<ul style="list-style-type: none"> Published writing piece On-Demand Writing Post Assessment

Formative Assessments	Summative Assessments	Performance Assessments	Major Activities/ Assignments (required)
writing notebook • Oral story telling rubric • Gallery Walk •			

Possible Assessment Modifications /Accommodations/Differentiation			
Special Education <ul style="list-style-type: none"> Break the assessment into manageable chunks. Provide strategy cards for students use during writing assessment. Provide various writing utensils and paper to accommodate the students. Use a word processor to type notes, writing or give responses in class. Provide an exemplar for writing expectations. Provide a student checklist for writing. 	ELL <ul style="list-style-type: none"> Provide strategy cards for students use during writing assessment. Provide an exemplar for writing expectations. Provide a student checklist for writing. Personal Word Wall of vocabulary and/or sight words. Opportunities for cooperative learning. Provide demonstrations for key concepts Highlight key words Provide visual charts and cues 	At Risk <ul style="list-style-type: none"> Vary test formats Read directions to student Highlight key directions Pace long-term projects Chunk long-term assignments Clarify test directions, read test questions 	Gifted <ul style="list-style-type: none"> Pres-assess a student prior to starting the unit to determine writing goals for the student. Provide a student checklist for writing- possible above grade level expectation

Possible Instructional Modifications (Modifications/Accommodations/Differentiation)			
Special Education Learners	English Language Learners	At-Risk Students	Gifted Students
Accommodations <ul style="list-style-type: none"> Large print textbooks Additional time for assignments Review of directions Review sessions Use of mnemonics 	<ul style="list-style-type: none"> Review of directions Review sessions Use of mnemonics Have student restate information Concrete examples 	<ul style="list-style-type: none"> Additional time for assignments Review of directions Review sessions Use of mnemonics Have student restate information Provision of notes or outlines 	<ul style="list-style-type: none"> Alternate assignments/ enrichment assignments Provide texts at higher reading level Extension activities Pairing direct instruction

Possible Instructional Modifications (Modifications/Accommodations/Differentiation)			
Special Education Learners	English Language Learners	At-Risk Students	Gifted Students
<ul style="list-style-type: none"> • Have student restate information • Provision of notes or outlines • Concrete examples • Support auditory presentations with visuals • Use of a study carrel • Assistance in maintaining uncluttered space • Peer or scribe note--- taking • Space for movement or breaks • Extra visual and verbal cues and prompts • Books on tape • Graphic organizers • Quiet corner or room to calm down and relax when anxious • Preferential seating • Reduction of distractions • Answers to be dictated • Hands---on activities • Follow a routine/schedule • Rest breaks • Verbal and visual cues regarding directions and staying on task • Work---in---progress check • Personalized examples • No penalty for spelling errors or sloppy handwriting • Reduce words on a page <p>Modifications</p> <ul style="list-style-type: none"> • No penalty for spelling errors (if assessing writing conventions) 	<ul style="list-style-type: none"> • Support auditory presentations with visuals • Extra visual and verbal cues and prompts • Books on tape • Graphic organizers • Answers to be dictated • Hands---on activities • Work---in---progress check • Personalized examples • No penalty for spelling errors 	<ul style="list-style-type: none"> • Concrete examples • Support auditory presentations with visuals • Use of a study carrel • Assistance in maintaining uncluttered space • Peer or scribe note--- taking • Space for movement or breaks • Extra visual and verbal cues and prompts • Books on tape • Graphic organizers • Preferential seating • Reduction of distractions • Answers to be dictated • Hands---on activities • Follow a routine/schedule • Teach time management skills • Rest breaks • Verbal and visual cues regarding directions and staying on task • Agenda book and checklists • Adjusted assignment timelines • Varied reinforcement procedures • Work---in---progress check • Personalized examples • No penalty for spelling errors or sloppy handwriting 	<p>w/coaching to promote self-directed learning</p>

Possible Instructional Modifications (Modifications/Accommodations/Differentiation)			
Special Education Learners	English Language Learners	At-Risk Students	Gifted Students
<ul style="list-style-type: none"> • Alternate learning goals/objectives • Change level of difficulty/complexity • Read passages aloud (if working on reading comprehension) • Shortening assignment (if altering the complexity/rigor of the assignment) • Use of alternative books or materials on the topic being studied (outside of curriculum/grade---level standards) • Reworded questions/problems in simpler language (changing rigor) • Highlighting important words or phrases in reading assignments • Modified rubrics 			

Interdisciplinary Connections (Applicable Standards)	Integration of Technology	21 st Century Themes	21 st Century Skills
<p>List interdisciplinary standards indicating the following:</p> <ul style="list-style-type: none"> • Technology • Career ready practices • Financial literacy • Subject specific interdisciplinary • Career exploration <p>Standards are listed ad NJ SLS Standards and description are included</p>	<p>Technology</p> <ul style="list-style-type: none"> • Student use of Chromebooks/ computers for writing • Use of interactive whiteboard to display texts or anchor charts, read/ listen to interactive texts, 	<p>Creativity & Innovation- Demonstrating originality and inventiveness in work; Developing, implementing, and communication new ideas to others; Being open and responsive to new and diverse perspectives</p> <ul style="list-style-type: none"> • Students will participate in small group work and discussion responding to texts, as well as responding to texts through written expression <p>Information & Communication- Articulating thoughts and ideas clearly and effectively through speaking and writing</p> <ul style="list-style-type: none"> • Students will learn the expectations and routines for actively participating in a reading community. Students will learn how to participate in collaborative conversations about texts and follow agreed-upon rules for discussions <p>Communication & Collaboration Demonstrate the ability to work with diverse teams Through flexible small group work and discussion, students will learn the rules for working with others.</p>	<p>Creativity & Innovation- Demonstrating originality and inventiveness in work; Developing, implementing, and communication new ideas to others; Being open and responsive to new and diverse perspectives</p> <ul style="list-style-type: none"> • Students will participate in small group work and discussion responding to texts, as well as responding to texts through written expression <p>Information & Communication- Articulating thoughts and ideas clearly and effectively through speaking and writing</p> <ul style="list-style-type: none"> • Students will learn the expectations and routines for actively participating in a reading community. Students will learn how to participate in collaborative conversations about texts and follow agreed-upon rules for discussions <p>Communication & Collaboration Demonstrate the ability to work with diverse teams</p> <ul style="list-style-type: none"> • Through flexible small group work and discussion, students will learn the rules for working with others.

Resources

Texts/Materials:

Lucy Caulkins Writing Units of Study and all corresponding mentor texts

Materials:

- Chart paper, markers for Anchor Charts
- Student reading notebooks
- Index cards for word walls
- Index cards for teaching stop and jot strategies
- Individual book bags/ boxes
- Classroom library organized by genre
- Leveled readers for independent readers
- whiteboard/screen to display texts

Major Assignments (required):

- Unit Quizzes
- Common Summative Assessment
- On- Demand writing prompt

Major Activities (required):

- Interactive Read Alouds
- Mini-lessons
- Reading Response Journals

Unit 3: Information- How-To Books**Recommended Duration: 8 weeks****Unit Description:**

This unit focuses on writing an informational book specifically a “How-To Book”. Students are challenged to be problem solvers by studying the differences between a narrative and a how-to book text on their own. By doing this, they will figure out for themselves how the two genres are different. Kindergartners will begin the first day of this unit by writing a how-to book. As the unit progresses, students will continue to write how-to books with the help of their writing partners. These partners will play an important role in making the texts clear to a reader.

Bend 1: In this bend, students begin the important work of studying the differences between a narrative and a how-to book.

Bend 2: Kindergartners will study mentor texts and try out techniques that they notice the authors use in those texts. They will study elaboration techniques such as adding tips into their teaching and adding comparisons to make their writing clearer.

Bend 3: In this bend, the emphasis is on finding topics everywhere in our environments. Additionally, students will realize that there are many opportunities throughout the day to teach readers how to do something. The books that students will be writing will focus on writing a series or a collection of how-to books.

Bend 4: In the final bend, students will get ready to share their work making sure it will read the intended audiences of their books.

Getting Read for the Unit:

- Set up an experience outside of the writing workshop in which children rely on a procedural text to get something done. For example, how to make a friendship bracelet, or how to make play dough.
- Read aloud mentor texts that focus on how-to stories.

Essential Questions	Enduring Understandings
<ul style="list-style-type: none"> • What type of information can be shared through writing? • How can we communicate our ideas through writing? • How can we learn from others authors? 	<ul style="list-style-type: none"> • Drawing and writing are important ways to communicate information. • Writers can teach people to do things. • Writers study texts by other authors and learn from them.

Relevant Standards	Learning Goals	Learning Objectives
<p>Primary Standards: NJSLS.W.K.2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>NJSLS.W.K.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>NJSLS.W.K.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p> <p>NJSLS.RI.K.2 With prompting and support, identify the main topic and retell key details of a text.</p> <p>NJSLS.RI.K.7 With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what</p>	<ul style="list-style-type: none"> • Students will be able to compose an informative/explanatory text by using a combination of drawing, dictating, and writing to share information about a topic. (6 weeks) <p>Bend 1</p> <ul style="list-style-type: none"> • Students will be able to distinguish the difference between informational and narrative writing. (2 weeks) <p>Bend 2</p> <ul style="list-style-type: none"> • Students will understand how to use real, published books as exemplars and use them to help them in their writing. (2 weeks) <p>Bend 3</p> <ul style="list-style-type: none"> • Students will be able to identify topics to write how-to books. (1 week) <p>Bend 4</p> <p>Students will be able to produce and publish</p>	<p>Bend 1</p> <ul style="list-style-type: none"> • Students will understand how to study real, published books as examples of a book he/she wants to write. (DOK 2) • Students will be able to draw on what they already know about planning, touching, and telling the steps of their how-to books across pages. (DOK 2) • Students will be able to reread their writing as they go, making changes along the way. (DOK 2) • Students will understand that writing partners help each other make how-to books clearer and easier to follow. (DOK 2) • Students will be able to add detailed information to their writing by labeling their diagrams. (DOK 2) • Students will be able to use an information writing checklist to set writing goals. (DOK 3)

Relevant Standards	Learning Goals	Learning Objectives
<p>person, place, thing, or idea in the text an illustration depicts).</p> <p>NJSLS.RF.K.1 Demonstrate understanding of the organization and basic features of print.</p> <p>NJSLS.RF.K.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>NJSLS.RF.K.3 Know and apply grade-level phonics and word analysis skills in decoding and encoding words.</p> <p>NJSLS.SL.K.1 Participate in collaborative conversations with diverse partners about <i>kindergarten topics and texts</i> with peers and adults in small and larger groups.</p> <p>NJSLS.SL. K.2 Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.</p> <p>NJSLS.SL.K.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</p> <p>NJSLS.SL.K.6 Speak audibly and express thoughts, feelings, and ideas clearly.</p> <p>NJSLS.L.K.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking</p> <p>NJSLS.L.K.5 With guidance and support from adults, explore word relationships and nuances in word meanings.</p> <p>NJSLS.L.K.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p>	<p>writing. (1 week)</p>	<p>Bend 2</p> <ul style="list-style-type: none"> Students will understand that writers study mentor texts: noticing, naming, and trying out what they discover. (DOK 2) Students will understand that writers focus in on their audience by addressing readers directly, using you. (DOK 2) Students will understand that writers focus on readers' needs by anticipating issues and then clarifying them in their steps with warnings, suggestions, or tips. (DOK 3) Students will be able to clarify their directions by imagining and then writing comparisons to describe actions. (DOK 2) <p>Bend 3</p> <ul style="list-style-type: none"> Students will be able to get ideas for their writing from things that they do and learn throughout the day and from books. (DOK 2) Students will understand that writers sometimes collect a series of books focused on one umbrella topic in order to teach others even more about their topic. (DOK 2) Students will be able to write introductions and conclusions to help clarify a topic. (DOK 2) Students will understand that writers are always working to make their writing easy to read, using all the strategies they know. (DOK 2) <p>Bend 4</p> <ul style="list-style-type: none"> Students will understand that writers determine a specific audience for a piece of writing and dedicate that piece to that person. (DOK 2)

Relevant Standards	Learning Goals	Learning Objectives
<p>Supporting Standards:</p> <p>NJSLS.W.K.6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</p> <p>NJSLS.W.K.7 Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).</p> <p>NJSLS.W.1.2. Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.</p> <p>NJSLS.W.1.3. Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.</p> <p>NJSLS.W.1.7. Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).</p> <p>NJSLS.RI.K.1 With prompting and support, ask and answer questions about key details in a text.</p> <p>NJSLS.RI.K. 6 Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.</p> <p>NJSLS.RI.1.6 Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.</p> <p>NJSLS.RI.1.9 Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or</p>		<ul style="list-style-type: none"> Students will be able to use an editing checklist to prepare their writing for publication. (DOK 2)

Relevant Standards	Learning Goals	Learning Objectives
<p>procedures).</p> <p>NJSLS.RF.1.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>NJSLS.SL.K.4 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</p> <p>NJSLS.SL.K.5 Add drawings or other visual displays to descriptions as desired to provide additional detail.</p> <p>NJSLS.L.K.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>NJSLS.L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>		

Formative Assessments	Summative Assessments	Performance Assessments	Major Activities/ Assignments (required)
<ul style="list-style-type: none"> • Anecdotal Notes from writing conferences • Think-Pair-Share • Turn and Talk • Writing Notebook Check: Check the progress of a student's writing notebook • Oral story telling rubric • Gallery Walk • 	<ul style="list-style-type: none"> • Published writing piece • On-Demand Writing Post Assessment 	<ul style="list-style-type: none"> • Published writing piece 	<ul style="list-style-type: none"> • Published writing piece • On-Demand Writing Post Assessment

Possible Assessment Modifications /Accommodations/Differentiation			
Special Education <ul style="list-style-type: none"> • Break the assessment into manageable chunks. • Provide strategy cards for students use during writing assessment. • Provide various writing utensils and paper to accommodate the students. • Use a word processor to type notes, writing or give responses in class. • Provide an exemplar for writing expectations. • Provide a student checklist for writing. 	ELL <ul style="list-style-type: none"> • Provide strategy cards for students use during writing assessment. • Provide an exemplar for writing expectations. • Provide a student checklist for writing. • Personal Word Wall of vocabulary and/or sight words. • Opportunities for cooperative learning. • Provide demonstrations for key concepts • Highlight key words • Provide visual charts and cues 	At Risk <ul style="list-style-type: none"> • Vary test formats • Read directions to student • Highlight key directions • Pace long-term projects • Chunk long-term assignments • Clarify test directions, read test questions 	Gifted <ul style="list-style-type: none"> • Pres-assess a student prior to starting the unit to determine writing goals for the student. • Provide a student checklist for writing- possible above grade level expectation

Possible Instructional Modifications (Modifications/Accommodations/Differentiation)			
Special Education Learners	English Language Learners	At-Risk Students	Gifted Students
Accommodations <ul style="list-style-type: none"> • Large print textbooks • Additional time for assignments • Review of directions • Review sessions • Use of mnemonics • Have student restate information • Provision of notes or outlines • Concrete examples • Support auditory presentations with visuals • Use of a study carrel 	<ul style="list-style-type: none"> • Review of directions • Review sessions • Use of mnemonics • Have student restate information • Concrete examples • Support auditory presentations with visuals • Extra visual and verbal cues and prompts • Books on tape • Graphic organizers • Answers to be dictated 	<ul style="list-style-type: none"> • Additional time for assignments • Review of directions • Review sessions • Use of mnemonics • Have student restate information • Provision of notes or outlines • Concrete examples • Support auditory presentations with visuals • Use of a study carrel • Assistance in maintaining uncluttered space • Peer or scribe note--- taking 	<ul style="list-style-type: none"> • Alternate assignments/ enrichment assignments • Provide texts at higher reading level • Extension activities • Pairing direct instruction w/coaching to promote self-directed learning

Possible Instructional Modifications (Modifications/Accommodations/Differentiation)			
Special Education Learners	English Language Learners	At-Risk Students	Gifted Students
<ul style="list-style-type: none"> • Assistance in maintaining uncluttered space • Peer or scribe note--- taking • Space for movement or breaks • Extra visual and verbal cues and prompts • Books on tape • Graphic organizers • Quiet corner or room to calm down and relax when anxious • Preferential seating • Reduction of distractions • Answers to be dictated • Hands---on activities • Follow a routine/schedule • Rest breaks • Verbal and visual cues regarding directions and staying on task • Work---in---progress check • Personalized examples • No penalty for spelling errors or sloppy handwriting • Reduce words on a page <p>Modifications</p> <ul style="list-style-type: none"> • No penalty for spelling errors (if assessing writing conventions) • Alternate learning goals/objectives • Change level of difficulty/complexity • Read passages aloud (if working on reading comprehension) 	<ul style="list-style-type: none"> • Hands---on activities • Work---in---progress check • Personalized examples • No penalty for spelling errors 	<ul style="list-style-type: none"> • Space for movement or breaks • Extra visual and verbal cues and prompts • Books on tape • Graphic organizers • Preferential seating • Reduction of distractions • Answers to be dictated • Hands---on activities • Follow a routine/schedule • Teach time management skills • Rest breaks • Verbal and visual cues regarding directions and staying on task • Agenda book and checklists • Adjusted assignment timelines • Varied reinforcement procedures • Work---in---progress check • Personalized examples • No penalty for spelling errors or sloppy handwriting 	

Possible Instructional Modifications (Modifications/Accommodations/Differentiation)			
Special Education Learners	English Language Learners	At-Risk Students	Gifted Students
<ul style="list-style-type: none"> Shortening assignment (if altering the complexity/rigor of the assignment) Use of alternative books or materials on the topic being studied (outside of curriculum/grade---level standards) Reworded questions/problems in simpler language (changing rigor) Highlighting important words or phrases in reading assignments Modified rubrics 			

Interdisciplinary Connections (Applicable Standards)	Integration of Technology	21 st Century Themes	21 st Century Skills
<p>List interdisciplinary standards indicating the following:</p> <ul style="list-style-type: none"> Technology Career ready practices Financial literacy Subject specific interdisciplinary Career exploration <p>Standards are listed ad NJ SLS Standards and description are included</p>	<p>Technology</p> <ul style="list-style-type: none"> Student use of Chromebooks/ computers for writing Use of interactive whiteboard to display texts or anchor charts, read/ listen to interactive texts, 	<p>Creativity & Innovation- Demonstrating originality and inventiveness in work; Developing, implementing, and communication new ideas to others; Being open and responsive to new and diverse perspectives</p> <ul style="list-style-type: none"> Students will participate in small group work and discussion responding to texts, as well as responding to texts through written expression 	<p>Creativity & Innovation- Demonstrating originality and inventiveness in work; Developing, implementing, and communication new ideas to others; Being open and responsive to new and diverse perspectives</p> <ul style="list-style-type: none"> Students will participate in small group work and discussion responding to texts, as well as responding to texts through written expression <p>Information & Communication- Articulating thoughts and ideas clearly and</p>

Interdisciplinary Connections (Applicable Standards)	Integration of Technology	21 st Century Themes	21 st Century Skills
		<p>Information & Communication- Articulating thoughts and ideas clearly and effectively through speaking and writing</p> <ul style="list-style-type: none"> Students will learn the expectations and routines for actively participating in a reading community. Students will learn how to participate in collaborative conversations about texts and follow agreed-upon rules for discussions <p>Communication & Collaboration Demonstrate the ability to work with diverse teams Through flexible small group work and discussion, students will learn the rules for working with others.</p>	<p>effectively through speaking and writing</p> <ul style="list-style-type: none"> Students will learn the expectations and routines for actively participating in a reading community. Students will learn how to participate in collaborative conversations about texts and follow agreed-upon rules for discussions <p>Communication & Collaboration Demonstrate the ability to work with diverse teams</p> <ul style="list-style-type: none"> Through flexible small group work and discussion, students will learn the rules for working with others.

Resources
<p>Texts/Materials: Lucy Caulkins Writing Units of Study and all corresponding mentor texts</p> <p>Materials:</p> <ul style="list-style-type: none"> Chart paper, markers for Anchor Charts Student reading notebooks Index cards for word walls Index cards for teaching stop and jot strategies Individual book bags/ boxes Classroom library organized by genre Leveled readers for independent readers

Resources

- whiteboard/screen to display texts

Major Assignments (required):

- Unit Quizzes
- Common Summative Assessment
- On- Demand writing prompt

Major Activities (required):

- Interactive Read Alouds
- Mini-lessons
- Reading Response Journals

Unit 4: Opinion- Persuasive Writing of All Kinds (Using Words To Make A Change)	Recommended Duration: 8 weeks
<p>Unit Description: This unit is designed so that Kindergarteners do lots and lots of persuasive writing. They begin by writing signs, songs, petitions, and letters about problems they see in their classrooms and/or schools. By the end of the unit students will address problems they identify in the larger world of their neighborhood.</p> <p>Bend 1: From the very beginning of this bend, students will be challenged to look at the world around them in a new way. They will look around their classrooms and school and think, “What could make things better?” and then do all kinds of writing to help bring about a change. Instruction will focus on learning to make words (and pictures) express what they want. In addition, students will learn language to use when writing a persuasive piece.</p> <p>Bend 2: This bend will expand students thinking from just their classroom and school to their neighborhood. Writing will focus on writing letters to persuade people to join a cause. Instruction will focus on adding facts and information to a letter to help make it more persuasive as well as embedding how-to texts.</p> <p>Bend 3: In the final bend, Kindergarteners will join together in a whole-class pursuit. Students will continue to write in a variety of genres and individual projects. They will apply everything they have learned about persuasive writing in order to write new pieces.</p> <p>Getting Read for the Unit:</p> <ul style="list-style-type: none"> • Prepare paper choices and other writing supplies (letter writing paper, envelopes, postage labels, blank poster paper for signs, poetry paper for songs or chants and petition paper). • Immerse your students in the voice and structure of persuasive writing through read-aloud and shared writing of letters, petitions, signs or even songs. • Read books that contain persuasive writing such as <i>Click, Clack Moo: Cow that Type</i> by Doreen Cronin or <i>Corduroy Writes a Letter</i> by Alison Inches. 	

Essential Questions	Enduring Understandings
<ul style="list-style-type: none"> • How can I share my opinions through writing? • How do I use research to help me as a writer? • How can I effectively communicate my thoughts and ideas? • How can I speak clearly when presenting to an audience? 	<ul style="list-style-type: none"> • Drawing and writing are important ways to communicate opinions. • Writers conduct research to build their knowledge on a writing topic. • It is important to speak audibly and with appropriate vocabulary to be understood by an audience.

Relevant Standards	Learning Goals	Learning Objectives
<p>Primary Standards: NJSLS.W.K.2 Write informative/explanatory texts to examine and convey complex ideas and</p>	<ul style="list-style-type: none"> • Students will be able to compose an opinion pieces in which they tell a reader the topic or the name of the book they are 	Bend 1

Relevant Standards	Learning Goals	Learning Objectives
<p>information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>NJSLS.W.K.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>NJSLS.W.K.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p> <p>NJSLS.W.1.1 Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.</p> <p>NJSLS.RI.K.1 With prompting and support, ask and answer questions about key details in a text.</p> <p>NJSLS.SL.K.1 Participate in collaborative conversations with diverse partners about <i>kindergarten topics and texts</i> with peers and adults in small and larger groups.</p> <p>NJSLS.SL. K.2 Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.</p> <p>NJSLS.SL.K.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</p> <p>NJSLS.SL.K.4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</p>	<p>writing about and state an opinion or preference about the topic or book using a combination of drawing, dictating, and writing to share information about a topic. (6 weeks)</p> <p>Bend 1</p> <ul style="list-style-type: none"> Students will understand how to reflect on the troubles they see around the classroom and school and think “What could make things better?” (2 weeks) <p>Bend 2</p> <ul style="list-style-type: none"> Students will be able to write persuasive letters. (2 weeks) <p>Bend 3</p> <ul style="list-style-type: none"> Students will be able to write about a world problem. (2 weeks) 	<ul style="list-style-type: none"> Students will understand that writers use words to make the world a better place. (DOK 1) Students will be able to add reasons to support their opinion to make their writing more convincing. (DOK 3) Students will understand that opinion writers write in a variety of genres and to a variety of audiences. (DOK 2) Students will understand that writers reread their writing and think, “What can I do to make my writing better?” (DOK 3) Students will be able to call upon many strategies to figure out how to write words that are hard to spell. (DOK 2) Students will understand that opinion writers get their words out into the world to enable change. (DOK 2) <p>Bend 2</p> <ul style="list-style-type: none"> Students will be able to write letters as if they are talking to their reader. (DOK 2) Students will understand that writers read and study the work of other writers and then try to incorporate what they have learned into their writing. (DOK 2) Students will understand that opinion writers write letters too many different people and tailor their writing to meet the different audiences. (DOK 3) Students will be able to include possible ideas for how to fix the problem in their writing. (DOK 3) <p>Bend 3</p>

Relevant Standards	Learning Goals	Learning Objectives
<p>NJSLS.SL.K.5. Add drawings or other visual displays to descriptions as desired to provide additional detail.</p> <p>Supporting Standards: NJSLS.RL.K.1 With prompting and support, ask and answer questions about key details in a text (e.g., who, what, where, when, why, how). NJSLS.RL.K.2 With prompting and support, retell familiar stories, including key details (e.g., who, what, where, when, why, how). NJSLS.RL.K.3 With prompting and support, identify characters, settings, and major events in a story. NJSLS.RL.K.10 Actively engage in group reading activities with purpose and understanding. NJSLS.RI.K.2 With prompting and support, identify the main topic and retell key details of a text. NJSLS.RI.K.3 With prompting and support, identify characters, settings, and major events in a story. NJSLS.RI.K.10 Actively engage in group reading activities with purpose and understanding. NJSLS.SL.K.6. Speak audibly and express thoughts, feelings, and ideas clearly. NJSLS.RF.K.1 Demonstrate understanding of the organization and basic features of print. NJSLS.RF.K.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes). NJSLS.RF.K.3 Know and apply grade-level phonics and word analysis skills in decoding</p>		<ul style="list-style-type: none"> • Students will understand that writers draw on all learned strategies to write about a world problem. (DOK 2) • Students will be able to include facts that teach their readers important information about their topic. (DOK 2) • Students will be able to write a how-to book to give their readers detailed instructions about how to solve a problem. (DOK 2) • Students will be able to edit their writing for correct punctuation with a partner. (DOK 3)

Relevant Standards	Learning Goals	Learning Objectives
<p>and encoding words.</p> <p>NJSLS.K.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>NJSLS.L.K.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>		

Formative Assessments	Summative Assessments	Performance Assessments	Major Activities/ Assignments (required)
<ul style="list-style-type: none"> Anecdotal Notes from writing conferences Think-Pair-Share Turn and Talk Writing Notebook Check: Check the progress of a student's writing notebook Oral story telling rubric Gallery Walk 	<ul style="list-style-type: none"> Published writing piece On-Demand Writing Post Assessment 	<ul style="list-style-type: none"> Published writing piece 	<ul style="list-style-type: none"> Published writing piece On-Demand Writing Post Assessment

Possible Assessment Modifications /Accommodations/Differentiation			
<p>Special Education</p> <ul style="list-style-type: none"> Break the assessment into manageable chunks. Provide strategy cards for students use during writing assessment. Provide various writing utensils and paper to accommodate the students. 	<p>ELL</p> <ul style="list-style-type: none"> Provide strategy cards for students use during writing assessment. Provide an exemplar for writing expectations. Provide a student checklist for writing. Personal Word Wall of 	<p>At Risk</p> <ul style="list-style-type: none"> Vary test formats Read directions to student Highlight key directions Pace long-term projects Chunk long-term assignments Clarify test directions, read test questions 	<p>Gifted</p> <ul style="list-style-type: none"> Pres-assess a student prior to starting the unit to determine writing goals for the student. Provide a student checklist for writing- possible above grade level expectation

Possible Assessment Modifications /Accommodations/Differentiation			
<ul style="list-style-type: none"> • Use a word processor to type notes, writing or give responses in class. • Provide an exemplar for writing expectations. • Provide a student checklist for writing. 	<ul style="list-style-type: none"> • vocabulary and/or sight words. • Opportunities for cooperative learning. • Provide demonstrations for key concepts • Highlight key words • Provide visual charts and cues 		

Possible Instructional Modifications (Modifications/Accommodations/Differentiation)			
Special Education Learners	English Language Learners	At-Risk Students	Gifted Students
<u>Accommodations</u> <ul style="list-style-type: none"> • Large print textbooks • Additional time for assignments • Review of directions • Review sessions • Use of mnemonics • Have student restate information • Provision of notes or outlines • Concrete examples • Support auditory presentations with visuals • Use of a study carrel • Assistance in maintaining uncluttered space • Peer or scribe note--- taking • Space for movement or breaks • Extra visual and verbal cues and prompts • Books on tape • Graphic organizers • Quiet corner or room to calm down and relax when anxious 	<ul style="list-style-type: none"> • Review of directions • Review sessions • Use of mnemonics • Have student restate information • Concrete examples • Support auditory presentations with visuals • Extra visual and verbal cues and prompts • Books on tape • Graphic organizers • Answers to be dictated • Hands---on activities • Work---in---progress check • Personalized examples • No penalty for spelling errors 	<ul style="list-style-type: none"> • Additional time for assignments • Review of directions • Review sessions • Use of mnemonics • Have student restate information • Provision of notes or outlines • Concrete examples • Support auditory presentations with visuals • Use of a study carrel • Assistance in maintaining uncluttered space • Peer or scribe note--- taking • Space for movement or breaks • Extra visual and verbal cues and prompts • Books on tape • Graphic organizers • Preferential seating • Reduction of distractions • Answers to be dictated • Hands---on activities 	<ul style="list-style-type: none"> • Alternate assignments/ enrichment assignments • Provide texts at higher reading level • Extension activities • Pairing direct instruction w/coaching to promote self-directed learning

Possible Instructional Modifications (Modifications/Accommodations/Differentiation)			
Special Education Learners	English Language Learners	At-Risk Students	Gifted Students
<ul style="list-style-type: none"> • Preferential seating • Reduction of distractions • Answers to be dictated • Hands---on activities • Follow a routine/schedule • Rest breaks • Verbal and visual cues regarding directions and staying on task • Work---in---progress check • Personalized examples • No penalty for spelling errors or sloppy handwriting • Reduce words on a page <p><u>Modifications</u></p> <ul style="list-style-type: none"> • No penalty for spelling errors (if assessing writing conventions) • Alternate learning goals/objectives • Change level of difficulty/complexity • Read passages aloud (if working on reading comprehension) • Shortening assignment (if altering the complexity/rigor of the assignment) • Use of alternative books or materials on the topic being studied (outside of curriculum/grade---level standards) • Reworded questions/problems in 		<ul style="list-style-type: none"> • Follow a routine/schedule • Teach time management skills • Rest breaks • Verbal and visual cues regarding directions and staying on task • Agenda book and checklists • Adjusted assignment timelines • Varied reinforcement procedures • Work---in---progress check • Personalized examples • No penalty for spelling errors or sloppy handwriting 	

Possible Instructional Modifications (Modifications/Accommodations/Differentiation)			
Special Education Learners	English Language Learners	At-Risk Students	Gifted Students
<p>simpler language (changing rigor)</p> <ul style="list-style-type: none"> Highlighting important words or phrases in reading assignments Modified rubrics 			

Interdisciplinary Connections (Applicable Standards)	Integration of Technology	21 st Century Themes	21 st Century Skills
<p>List interdisciplinary standards indicating the following:</p> <ul style="list-style-type: none"> Technology Career ready practices Financial literacy Subject specific interdisciplinary Career exploration <p>Standards are listed ad NJ SLS Standards and description are included</p>	<p>Technology</p> <ul style="list-style-type: none"> Student use of Chromebooks/ computers for writing Use of interactive whiteboard to display texts or anchor charts, read/ listen to interactive texts, 	<p>Creativity & Innovation- Demonstrating originality and inventiveness in work; Developing, implementing, and communication new ideas to others; Being open and responsive to new and diverse perspectives</p> <ul style="list-style-type: none"> Students will participate in small group work and discussion responding to texts, as well as responding to texts through written expression <p>Information & Communication- Articulating thoughts and ideas clearly and effectively through speaking and writing</p> <ul style="list-style-type: none"> Students will learn the expectations and routines for actively participating in a reading community. Students will learn how to participate in collaborative 	<p>Creativity & Innovation- Demonstrating originality and inventiveness in work; Developing, implementing, and communication new ideas to others; Being open and responsive to new and diverse perspectives</p> <ul style="list-style-type: none"> Students will participate in small group work and discussion responding to texts, as well as responding to texts through written expression <p>Information & Communication- Articulating thoughts and ideas clearly and effectively through speaking and writing</p> <ul style="list-style-type: none"> Students will learn the expectations and routines for actively participating in a reading community. Students will learn how to participate in collaborative conversations about texts and follow agreed-upon rules for discussions <p>Communication & Collaboration</p>

Interdisciplinary Connections (Applicable Standards)	Integration of Technology	21 st Century Themes	21 st Century Skills
		<p>conversations about texts and follow agreed-upon rules for discussions</p> <p>Communication & Collaboration</p> <p>Demonstrate the ability to work with diverse teams</p> <p>Through flexible small group work and discussion, students will learn the rules for working with others.</p>	<p>Demonstrate the ability to work with diverse teams</p> <ul style="list-style-type: none"> Through flexible small group work and discussion, students will learn the rules for working with others.

Resources
<p>Texts/Materials:</p> <p>Lucy Caulkins Writing Units of Study and all corresponding mentor texts</p> <p>Materials:</p> <ul style="list-style-type: none"> Chart paper, markers for Anchor Charts Student reading notebooks Index cards for word walls Index cards for teaching stop and jot strategies Individual book bags/ boxes Classroom library organized by genre Leveled readers for independent readers whiteboard/screen to display texts <p>Major Assignments (required):</p> <ul style="list-style-type: none"> Unit Quizzes Common Summative Assessment On- Demand writing prompt <p>Major Activities (required):</p> <ul style="list-style-type: none"> Interactive Read Alouds Mini-lessons Reading Response Journals