



Grade K

Writing & Grammar

Curriculum

Oradell Public School District
Oradell, NJ

2024

The Grade K Writing & Grammar Curriculum was developed by the Oradell Language Arts Curriculum Team and aligned to the New Jersey Student Learning Standards (NJSLS).

Oradell Public School District

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Board Policy

This revision is aligned with the New Jersey Student Learning Standards for Language Arts, the New Jersey Student Learning Standards for Career Readiness, Life Literacies, and Key Skills, the New Jersey Student Learning Standards for Computer Science and Design Thinking, and Social Emotional Learning Competencies.

Affirmative Action

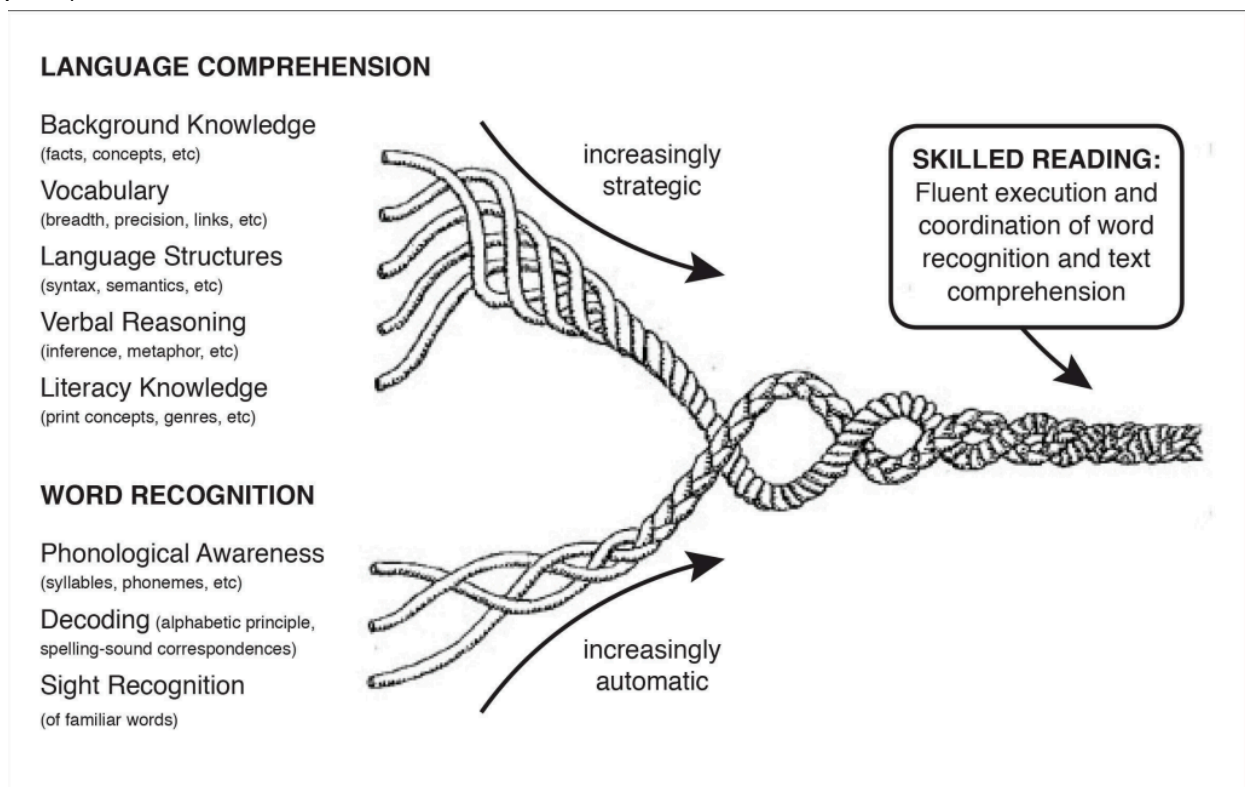
During the development of this course of study, particular attention was paid to the elimination or exclusion of any materials which might discriminate on the basis of race, color, national origin, ancestry, age, sex, affectional or sexual orientation, gender identity or expression, marital status, familial status, genetic information, mental or physical disabilities, or in educational opportunities. Every effort has been made to uphold both the letter and spirit of Affirmative Action mandates as applied to the content, the texts and the instruction inherent in this course.

Megan Bozios, Superintendent

Michelle Hawley, Principal

Our Language Arts Philosophy

We believe in a balanced approach to the teaching of language arts. We develop readers and writers to become thinkers and to develop strategies to become global citizens. We believe that readers need access to books that they find fascinating, time to read, and expert instruction (Richard Allington 2011). We believe that writers need time, choice, and feedback to be successful. The curriculum includes explicit instruction in language arts content through read alouds and vocabulary instruction that build background knowledge and schema. The units are built using research based strategies that promote literacy behaviors and skills that contribute to strategic thinking, reading, and writing. We have based the creation of this curriculum on the components of Scarborough's Rope, pictured below. Students need both strong language comprehension paired with word recognition to develop skilled reading (NJ Dyslexia Handbook, p. 20).



Reading Workshop

What is Reading Workshop?

Throughout the year, students will go on a literacy journey learning important skills that contribute to their lives as readers and writers in an ever-changing world. Within a workshop model, teachers implement standards-based minilessons to support whole class goals, followed by individualized small group work, conferences, and assessments that allow for a gradual release of responsibility and differentiated support and challenge for each student's individual learning needs. Ultimately, the workshop will close with a quick culminating group discussion

that reviews the teaching point of the lesson while providing an opportunity for students to share their learning and process.

Minilesson

Each reading workshop lesson begins with explicit instruction in a mini lesson. During each minilesson, the teacher introduces a specific concept, also known as the teaching point. Most often, the teaching point focuses on a reading skill and strategy. The teacher will explicitly model or demonstrate the skill for the students. Skills are explicitly modeled during minilessons. The mini lesson has four parts: the connection, the teach (demonstration), the active engagement and the link. The teacher chooses a skill and strategy that the class needs based on classroom assessments. During the connection portion of the lesson, the teacher connects prior learning to the current skill. The teacher announces the teaching point: the skill and strategy being taught. In this approach, the teacher shows students how to accomplish the skill by modeling the strategy in a book with which the students are familiar. The teacher also uses a think-aloud. This method shows students how to think about the text and then allows them to work this out in their own books or a shared text during the active engagement portion of the mini lesson. During the link portion of the minilesson, the teacher reminds students about the strategies they can use while they are reading.

Reading Aloud

At Oradell Public School, we value the importance of reading aloud as a time for teachers to model reading with expression, fluency, intonation, and good pacing. Instructional read-alouds promote strategic reading, where students must draw upon their full toolbox of reading knowledge. Most importantly, read-aloud time should promote the joy of reading, thinking, sharing, and learning. The read-alouds in our curriculum are carefully chosen in order to expose students to topics that will develop their knowledge more deeply. These mentor texts find their way into many lessons as the year unfolds and serve as a model for student self-discovery within their own texts.

Interactive Read-Aloud

An interactive read-aloud consists of a series of purposeful activities that engage the class in the book and the strategies that surround it. The following list contains the many parts of an interactive read-aloud:

- Scaffolding on prior knowledge
- Modeling vocabulary development
- Teaching reading fluency
- Emphasizing elements of the story
- Asking purposeful questions
- Using think-alouds to assist comprehension
- Summarizing the story to bring closure

Texts used during the interactive read-aloud should be chosen from a wide variety of genres. They should tap into the readers' interests and be full of rich vocabulary.

Shared Reading

Shared Reading is an interactive reading experience that occurs when students join in or share the reading of a book or other text while guided and supported by a teacher. The teacher explicitly models the skills of proficient readers, including reading with fluency and expression

Independent Reading and Book Clubs

Research suggests that a high volume of reading improves reading comprehension. Furthermore, research suggests that students comprehend better when they have an opportunity to discuss their reading content and process. Specific class time is reserved for independent reading, partner reading, guided reading and/or book club reading followed by occasions to talk about texts in student partnerships, small groups, and whole group settings.

Through book clubs, readers will raise the level of conversation about literature. Students will recognize that readers have different viewpoints, and they will defend their claims with reasons and evidence. Students will use everything they know about characters to dig deeper and develop the theme and its complexity. Students will begin to write and think analytically as they interpret literature within their book clubs to link ideas and build larger theories about texts.

Accountable talk is a strategy that supports students' academic language development through discussion by giving students key phrases they can use when learning skills such as explaining, agreeing, disagreeing, and justifying.

Teachers conduct the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) in grades K-5 three times a year to gather benchmark data. Teachers use this data to develop targeted small group and individual instruction. In addition, grades 2-6 teachers will use a homegrown reading assessment to gather more information about the student as a reader to best support continued growth on their trajectory of reading.

Reading Conferences

In a reading conference, teachers check-in with individual students (or small groups of students with a specific and similar learning need) on their reading interests and progress. After listening to a student read a portion of a text aloud or asking specific teacher-driven questions, teachers will work to:

1. Compliment the student(s).
2. Provide an explicit teaching point.
3. Coach the student as he/she works to apply the skill/strategy.

Teachers take anecdotal notes on conferences as formative assessment data to drive subsequent conferences and small group work. Each conference or small group lesson focuses on a particular reading strategy to learn more about individual student reading needs within the small group setting.

Reading Strategy Groups

Teachers may gather strategy groups when students at various levels need support with a specific skill. For example, teachers may gather a group of students based on similar noticings

on formative assessments. Students will practice working on a targeted skill with scaffolded supports as needed.

Close Reading

Close reading is a rereading of a short passage looking at specific details to deepen comprehension. It promotes higher order thinking in relation to the text by determining importance and analyzing select passages and excerpts.

Writing Workshop

What is Writing Workshop?

The writing workshop framework is used for writing instruction. This is the daily block of time devoted to teaching students to become skilled writers. Each Writing Workshop lesson begins with explicit instruction in a curriculum driven minilesson that is grounded in a clear teaching point. After the minilesson, individual writing conferences take place while the majority of the students are writing independently. This structure allows teachers to truly get to know each child as an author, and then to provide ongoing support for each child's writing.

Minilesson

Writing workshop begins with a minilesson, a short whole class lesson in which the teacher teaches students something about writing (Anderson 2005). The majority of the class time is spent with students practicing the skill and strategy work that was introduced during minilessons, small group work, and/or shared writing. The teacher gradually releases responsibility to students with strategic levels of support.

Writing Conferences

While students write, teachers move around the classroom conducting writing conferences. In these one-on-one conversations, teachers teach each student about an aspect of writing that meets that students' needs as a writer (Anderson 2005). According to Lucy Calkins, a writing conference should contain the following parts:

1. Research: Observe and note something to praise and something to grow.
2. Decide: Determine the teaching point.
3. Teach: Coach a part of the student's writing process.
4. Link: Remind the student to use his/her new skills as an author in future writing endeavors.

Assessment Notes for _____ Date _____	
What am I learning about this student as a writer?	What do I need to teach this student?

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© The Symbol for Writing Book
© The Symbol for Grammar Book
© The Symbol for Instructional Code

Anecdotal records of writing conferences are used to compile all of the useful information collected. The conference notes are an effective tool to help identify trends in each child's writing and assess his/her growth as a writer. Conference notes provide formative assessment data for subsequent individual and small group instruction. (See below for Carl Anderson's example of a writing conference form.)

Writing Strategy Groups

Teachers may convene strategy groups when students at various levels need support with a specific writing skill. This is an effective format when a small group of students is struggling with the same writing skill and the teacher can target that particular group.

Independent Writing

This is the time when students practice the skill taught during the mini lesson with their own writing. Students are encouraged to write with independence, focus, and stamina in order to produce writing in volume.

Writing Share

Ultimately, the lesson will close with a culminating group discussion that reviews the teaching point of the lesson while providing an opportunity for students to share their learning and process.

Interactive Writing (K-1)

Interactive writing supports foundational skills for young writers. In this lesson structure, the teacher and students compose a message together and the pen is shared. This type of work supports concepts of print, sound-symbol relationships, increases spelling knowledge, and provides opportunities to plan and construct text in a shared writing setting (Fountas & Pinnell, 2001). Unlike independent writing, where students spell using a developing understanding of sound-symbol relationships (i.e. inventive spelling), interactive writing models correct writing conventions. In other words, if the students do not know a writing convention rule, the teacher delivers it explicitly in the creation of the shared text.

Shared Writing (K-6)

Teachers and students work together to compose written texts that support the current genre/unit of study. This demonstrates how writing works, provides opportunities to model spelling strategies, revision work, and editing strategies. The students are brought through the writing process together. This also provides an exemplar to post in the classroom for reference.

What is the difference between revising and editing?

Revising and editing are not the same part of the writing process. When revising, the author is changing the meaning or way in which the reader perceives, experiences and interprets a piece of writing. This can be accomplished by adding new thoughts, clarifying existing thoughts, choosing more descriptive words, improving overall understanding of ideas presented, enhancing character development, adding more detail, or eliminating unnecessary elements.

When editing, the overall piece remains exactly the same, but the writer fixes the mistakes they have made, such as typos, grammatical errors, and spelling mistakes. This is an ideal point in the unit to teach grammar lessons, as students can apply what they learn to their own pieces of writing.

Word Study

Oradell Public School District utilizes an integrated approach to word study. Although word study is embedded in the various reading and writing workshop lessons, time is reserved for word study activities and assessments during the literacy block. Word study time begins in Kindergarten with early literacy concepts, phonics/word work, and handwriting activities and evolves toward work in spelling, grammar, and vocabulary.

Phonological and Phonemic Awareness for Kindergarten and Grade 1

Heggerty Phonological and Phonemic Awareness

Teachers in grades K-1 use Heggerty to teach phonological and/or phonemic awareness skills daily including Rhyme, Phoneme Isolation, Blending, Segmenting, and Manipulation. Students will also practice 2-3 early literacy skills, including building alphabet knowledge, language awareness, and phoneme-grapheme connections. Teachers implement Heggerty as an oral and auditory warm-up to phonics instruction. Explicit phonemic awareness instruction provides a foundation for students to anchor their reading and writing skills during phonics instruction.

Phonics Resource for Primary Grades

Oradell Public School is implementing the Wilson Foundations program in our K-3 classrooms. Teachers will use the Foundations materials during their literacy block to build students' phonics/vocabulary skills. Through Foundations, emerging readers review letters, their sounds, and how to form them, along with strategies for segmenting and blending words as they try to read and spell them. They also learn about many aspects of word and sentence structure. Echo, an owl puppet children love, encourages them as they learn through repetition, build sounds and words with magnet letters, and engage in other visual, auditory, oral, and kinesthetic activities that foster literacy.

Word Study in the Upper Grades

Students in grades 4-6 engage in multiple ways into a deeper study of vocabulary. Word study provides students with opportunities to investigate and understand the patterns in words. Knowledge of these patterns means that students needn't learn to spell one word at a time. Word study is also designed to build word knowledge that can be applied to both reading and spelling. Students learn Tier 2 and Tier 3 words through read alouds and have opportunities to engage in authentic practice with the words to gain a deeper understanding and application in their writing. The more students understand academic vocabulary, the easier it is for them to understand the information they may read or hear about a topic (Marzano 2005).

Grammar

Oradell Public School District believes in an embedded and a blend of an explicit and inquiry-based approach. With this in mind, we incorporated a [grammar skills continuum](#) created by Patty McGee of grammar and mechanics skills that will be taught at each grade level. The continuum suggests mini lessons that include a gradual release model of immersion, focus area, and transfer.

All About the Language Arts Curriculum

How was the curriculum developed?

The Oradell Public School District's curriculum consists of reading and writing units that have been inspired by both the Science of Reading and the work of Jennifer Serravallo and Patty McGee. Please see the "Professional References" section for specific books used. Additionally, writing rubrics for narrative, informational, and opinion writing are provided. The OPS rubrics have been linked to the document as Google Docs for ease of use; teachers can make a copy and revise for specific units as needed. Teachers are encouraged to collaborate to create additional minilessons and formative assessments for the whole group, small-group, and individual conferences.

Each unit contains modules with corresponding WALT statements (We are learning to/that) that serve as teaching points or learning objectives. A module is the section of each unit that groups particular teaching points. A WALT statement addresses both the skill and strategy that will be practiced in a given reading or writing block followed with a "by" which indicates how the objective is to be met. The WALT statements in the curriculum are directly connected to the standards. There are often a variety of ways to achieve the WALT statement which is meant as a menu of options and are chosen based on assessment and student data.

Modifications

The modifications section at the end of each bend is meant to help guide the differentiation of the units for students with IEPs, English Language Learners, Tier 2 At-Risk students (students in Basic Skills) and Gifted and Talented students. Carol Ann Tomlinson defines differentiation as tailoring instruction to meet individual needs. Whether teachers differentiate content, process, products, or the learning environment, the use of ongoing assessment and flexible grouping makes this a successful approach to instruction. At its most basic level, differentiation consists of the efforts of teachers to respond to variance among learners in the classroom. Whenever a teacher reaches out to an individual or small group to vary his or her teaching in order to create the best learning experience possible, that teacher is differentiating instruction (Tomlinson 2000).

Teachers can differentiate at least four classroom elements based on student readiness, interest, or learning profile:

1. Content: what the student needs to learn or how the student will get access to the information
2. Process: activities in which the student engages in order to make sense of or master the content
3. Products: culminating projects that ask the student to rehearse, apply, and extend what he or she has learned in a unit
4. Learning environment: the way the classroom works and feels

Professional References

Fountas, I. & Pinnell, G.S. (2016). *The Fountas & Pinnell Literacy Continuum, Expanded Edition: A Tool for Assessment, Planning, and Teaching, PreK-8*. Portsmouth, NH: Heinemann.

Ludwig VanVanDerwater, Amy. (2017). *Poems are Teachers: How Studying Poetry Strengthens Writing in All Genres*. Portsmouth, NH: Heinemann.

McGee, Patti (2020). *Grammar Study: Micro-Workshop*. New Rochelle, NY: Benchmark Education Company

Serravallo, J. (2023). *The Reading Strategies Book 2.0: Your Research-Based Guide to Developing Skilled Readers 1st Edition*, Portsmouth, NH: Heinemann.

Serravallo, J. (2017). *Writing Strategies Book: Your Everything Guide to Developing Skilled Writers*. Portsmouth, NH: Heinemann.

Tomlinson, C. A. (August, 2000). *Differentiation of Instruction in the Elementary Grades*. ERIC Digest. ERIC Clearinghouse on Elementary and Early Childhood Education.



Oradell Public School District

Suggested Pacing Guide for Reading & Writing Units

Grade K

Unit	Approximate Months	Reading Unit	Writing Unit	Grammar Skills
1	September - October	Building Excitement for Reading	We Are Writers!	
2	November - January	Reading Super Powers	Sketch and Label Books	
3	February - April	Growing Expertise in Information Texts	Pattern Books including Opinions: Like, Love, Dislike	
4	April - June	Putting it all Together- Understanding Reading	All About Books Character Books	

Note: Highlighted activities indicate **Holocaust Awareness** or **Amistad Commission** or **Asian American and Pacific Islander** legislation related activities.

Unit 1: We Are Writers!

Unit Overview: This first unit is designed to teach students the structure of the Writing Workshop and help them learn to write and draw with independence, confidence, and stamina. Routines and procedures will be taught throughout the unit. The writing process starts with content and images and then, drawing representationally to put that meaning onto the page. Students will be introduced to non-fiction, opinion and narrative writing. Students will be exploring the purposes of these types of texts in books, food containers, cards and anywhere else they might find it. They will use these resources to create inspiration boards to help them brainstorm what they can write about. They will learn to use tools and resources in the classroom to help with their writing. At the end of the unit, they will meet with their writing partner to share their best work!

Unit Goals

- Writers use the Writing Workshop to write more and more every day.
- Writers recognize that writing carries a message and should make sense to others.
- Writers write lots of different kinds of writing.
- Writers reread and make changes.

Standards Addressed in this Unit

Language Domain: Foundational Skills Reading

- L.RF.K.1. Demonstrate understanding of the organization and basic features of print.
- A. Follow words from left to right, top to bottom, and page by page.
 - B. Recognize that spoken words are represented in written language by specific sequences of letters.

Language Domain: Foundational Skills Writing

- L.WF.K.1 Demonstrate command of the conventions of writing.
- B. Write upper and lowercase letters, with reference to a model.
 - D. Identify the letters used to represent vowel phonemes and those used to represent consonants, knowing that every syllable has a vowel.
 - E. Write a common grapheme (letter or letter group) for each phoneme.
 - F. Orally segment the phonemes in any single syllable, spoken word.
- L.WF.K.2 Demonstrate command of the conventions of encoding and spelling common, regular, single-syllable words by:

- A. Representing phonemes, first to last, in simple words, using letters with a transparent relationship to sound (e.g., the “o” in “rope” may be spelled with a single letter, o).
- B. Writing or selecting a missing initial or final consonant when spelling a CVC (consonant-vowel-consonant) word.
- C. Spelling VC (vowel-consonant) [at, in] and CVC [pet, mud] words with short vowel sounds.
- E. Attempting phonetic spellings of unknown words.

Writing Domain

- W.AW.K.1. Use a combination of drawing, dictating, and writing to compose opinion pieces on topics or texts (e.g., My favorite book is...).
- W.IW.K.2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts to convey ideas.
 - A. Introduce a topic.
- W.NW.K.3. Use a combination of drawing, dictating, and writing to narrate real or imagined experiences or events.
 - B. Provide limited details of experiences, events, or characters.
- W.WP.K.4. With prompts and support from adults, recognize that writing carries a message and should make sense to others.
- W.SE.K.6. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
- W.RW.K.7. With prompting and support, engage in brief but regular writing and drawing tasks.

Speaking and Listening Domain

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

Computer Science and Design Thinking

- 8.2.2.ED.3: Select and use appropriate tools and materials to build a product using the design process.
- 8.2.2.ITH.1: Identify products that are designed to meet human wants or needs.

Career Readiness, Life Literacies, and Key Skills

- 9.4.2.CI.2: Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a).
- 9.4.2.CT.2: Identify possible approaches and resources to execute a plan (e.g., 1.2.2.CR1b, 8.2.2.ED.3).
- 9.4.2.TL.6: Illustrate and communicate ideas and stories using multiple digital tools (e.g., SL.2.5.).

Interdisciplinary Connections

1.5.2.Cn10a: Create art that tells a story or describes life events in home, school and community.

Assessment

Possible Ongoing Assessments

Pre and Post assessment will be administered for each unit.
Pre & Post: Students sketch and try to write in their journal. They tell the teacher about their sketch and why they drew it.

Materials/Resources

Suggested Supplemental Resources

The Writing Strategies Book: Your Everything Guide to Developing Skilled Writers by Serravallo, J. (2017)

Module 1: This is Writing Workshop.

Goals
We are learning to/that (WALT). . .

Writers recognize that writing carries a message and should make sense to others.

Pathways
. . . by engaging in the following pathways

- By**
- Noticing print around them.
 - What does it tell you? Why is it there?
 - Collecting and sharing objects that have writing with your writing partner.
 - Why is there writing on them? What does it tell you?
 - Add these (or pictures of these items) to a class inspiration board.
 - Creating a “[Think Pad](#)” to help come up with ideas for Writing Workshop.
 - Show students example

	<ul style="list-style-type: none"> ○ Remind them to label everything so they know how to spell important words (family names, places, toys, characters, etc)
<p>Writers use the Writing Workshop to write more and more every day</p>	<p>By</p> <ul style="list-style-type: none"> ● Thinking, sketching, trying to write words <ol style="list-style-type: none"> 1. Think about what you want to write 2. Sketch using shapes you know 3. Add letters and words you know ● Storing work in their folders. <ol style="list-style-type: none"> 1. Writers take out work from the previous day. 2. They decide if they are “done for now” or want to keep working. 3. They put it in their writing folder: green- still working, yellow- done for now. ● Getting more paper <ol style="list-style-type: none"> 1. Finish a piece of writing 2. Go to the paper center 3. Get another book 4. Start another writing ● Using the inspiration board or think pad <ol style="list-style-type: none"> 1. Look at the inspiration board or your think pad 2. Pick a type of writing you want to write 3. Pick paper 4. Create on the page and use your labels! ● Keep going! <ol style="list-style-type: none"> 1. Notice when you are stuck 2. Say, “Keep trying! You can do it!” 3. Add to your writing the best you can. Don’t forget to label ● Setting a goal <ol style="list-style-type: none"> 1. Think about what you wrote yesterday 2. Decide what you want to write today 3. Sketch and try to label

Module 2: Why do we write?

Goals

We are learning to/that (WALT). . .

Pathways

. . . by engaging in the following pathways

Writers write lots of different kinds of writing

By

- Writing decodable sight word poems as a class.
- [Choosing your own type of writing](#)
 1. Think, “What do I want to write today?”
 2. Choose paper
 3. Write your name and then begin writing!
 4. Repeat
- Choosing something new from the inspiration board or think pad
 1. Look over the inspiration board
 2. Find a type of writing you’ve never tried
 3. Choose one and start writing
- Writing a story
 1. Think of someone you love
 2. Think of one time with them
 3. Say across your fingers what happened
 4. Sketch and write a book of that story
- Writing a teaching book
 1. Think of something you know a whole lot about
 2. Say across your fingers what you can teach others
 3. Sketch and write a book about that topic
- Writing about something/someone you love
 1. Think of someone or something you love
 2. Write that on the first page
 3. Sketch and write why you love that on the other pages

Module 3: Making our writing even better!

Goals We are learning to/that (WALT). . .	Pathways . . . by engaging in the following pathways
Writers reread and make changes	<p>By</p> <ul style="list-style-type: none">● Looking over writing and adding to it<ol style="list-style-type: none">1. Look at sketch2. Add more3. Look at letters and words4. Add more● Fixing up letters and words<ol style="list-style-type: none">1. Point to the word2. Say the sounds you want to write3. Make sure the letters are there that match the sounds● Checking our letter shapes<ol style="list-style-type: none">1. Point to each letter2. Look at the letter chart in your resources3. Make sure the shape of the letter looks the same● Sketching shapes<ol style="list-style-type: none">1. Point to a part of your sketch2. Think of the shapes that are in that sketch3. Add more shapes as needed● Using resources in the room<ol style="list-style-type: none">1. Think of a word you want to spell2. Find that word in the classroom (or a part of the word)3. Write each letter you see● Looking at the writing process:<ul style="list-style-type: none">○ Think○ Sketch○ Label○ Write (if they are ready)○ Revise and Edit● Repeatedly reading a checklist to make sure our writing is done.

	<ul style="list-style-type: none"> ● Selecting our best work and making sure it is complete
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>By</p> <ul style="list-style-type: none"> ● Sharing your writing with their writing partner <ul style="list-style-type: none"> ○ What did you notice in their writing? ○ What did they do really well? ○ What do you want to know more about?

<p style="text-align: center;">Modifications</p> <p style="text-align: center;"><i>These strategies can be adapted to scaffold for students needing more support or extend the learning for higher level students. Differentiation is accomplished through content, process, product, and learning environment.</i></p>	
Students with IEPs	<ul style="list-style-type: none"> ● Use various methods to understand a student’s learning style: observation, surveys, and conferring ● Ask students to recall what they already learned in ways that activate their prior knowledge. ● Use pre-assessment data to drive instruction. ● Use preferential seating. ● Use flexible grouping. ● Use learning pathways, rubrics and checklists that are appropriate to the writer’s current level. ● Model productive and engaging partner talk. ● Allow for extended time and conferencing. ● Provide guided notes as necessary. ● Provide a variety of paper (with highlighting) as needed to meet the learner’s needs. ● Provide a variety of writing utensils, grips, and spacers as needed to meet the learner’s needs. ● Set a writing goal for an assignment and then focus only on that goal. ● Allow students to orally construct his/her writing piece and self-record to use as a reference in their writing. ● Edit spelling, grammar, and punctuation last. ● Use sentence starters or frames when possible. ● Build an anchor chart “Writer’s Workshop Looks Like...Sounds Like” and refer to it throughout the unit. ● Demonstrate and model writer’s notebook with a teacher’s and/or student’s notebook. ● Use individual “Heart Maps” to generate ideas. ● Define emotions and feelings.

	<ul style="list-style-type: none"> ● Provide a graphic organizer. ● Provide direct and explicit instruction.
<p>Students with 504s</p>	<ul style="list-style-type: none"> ● Use various methods to understand a student’s learning style: observation, surveys, and conferring ● Ask students to recall what they already learned in ways that activate their prior knowledge. ● Use pre-assessment data to drive instruction. ● Use preferential seating. ● Use flexible grouping. ● Use learning pathways, rubrics and checklists that are appropriate to the writer’s current level. ● Model productive and engaging partner talk. ● Allow for extended time and conferencing ● Provide guided notes as necessary. ● Provide a variety of paper (with highlighting) as needed to meet the learner’s needs. ● Provide a variety of writing utensils, grips, and spacers as needed to meet the learner’s needs. ● Set a writing goal for an assignment and then focus only on that goal. ● Allow students to orally construct his/her writing piece and self-record to use as a reference in their writing. ● Edit spelling, grammar, and punctuation last. ● Use sentence starters or frames when possible. ● Build an anchor chart “Writer’s Workshop Looks Like...Sounds Like” and refer to it throughout the unit. ● Demonstrate and model writer’s notebook with a teacher’s and/or student’s notebook. ● Use individual “Heart Maps” to generate ideas. ● Define emotions and feelings. ● Provide a graphic organizer. ● Provide direct and explicit instruction. ● Incorporate differentiated writing techniques appropriate to the writer’s individual level.
<p>Students at Risk</p>	<ul style="list-style-type: none"> ● Use various methods to understand a student’s learning style: observation, surveys, and conferring ● Ask students to recall what they already learned in ways that activate their prior knowledge. Use pre-assessment data to drive instruction. ● Use preferential seating. ● Use flexible grouping. ● Use learning pathways, rubrics and checklists that are appropriate to the writer’s current level. ● Model productive and engaging partner talk.

	<ul style="list-style-type: none"> ● Allow for extended time and conferencing. ● Provide guided notes as necessary. ● Provide a variety of paper (with highlighting) as needed to meet the learner’s needs. ● Provide a variety of writing utensils, grips, and spacers as needed to meet the learner’s needs. ● Set a writing goal for an assignment and then focus only on that goal. ● Allow students to orally construct his/her writing piece and self-record to use as a reference in their writing. ● Allow students to use speech-to-text recording. ● Edit spelling, grammar, and punctuation last. ● Use sentence starters or frames when possible. ● Build an anchor chart “Writer’s Workshop Looks Like...Sounds Like” and refer to it throughout the unit. ● Demonstrate and model writer’s notebook with a teacher’s and/or student’s notebook. ● Use individual “Heart Maps” to generate ideas. ● Define emotions and feelings. ● Provide a graphic organizer. ● Provide direct and explicit instruction. ● Incorporate differentiated writing techniques appropriate to the writer's individual level
<p>Talented and Gifted</p>	<ul style="list-style-type: none"> ● Use various methods to understand a student’s learning style: observation, surveys, and conferring ● Ask students to recall what they already learned in ways that activate their prior knowledge. ● Use pre-assessment data to drive instruction. ● Use learning pathways, rubrics and checklists that are appropriate to the writer’s current level. ● Provide opportunities to lead discussion. ● Use flexible grouping. ● Set a writing goal for an assignment that is rigorous yet on level for this particular student. ● Incorporate differentiated writing techniques appropriate to the writer's individual level.
<p>Multilingual Learners</p>	<ul style="list-style-type: none"> ● Use various methods to understand a student’s learning style: observation, surveys, conferring ● Allow use of a bilingual dictionary. ● Allow use of handheld translators. ● Ask students to recall what they already learned in ways that activate their prior knowledge. ● Use pre-assessment data to drive instruction. ● Use learning pathways, rubrics and checklists that are appropriate to the writer’s current level. ● Model productive and engaging partner talk.

- Provide guided notes as necessary.
- Provide a variety of paper (with highlighting) as needed to meet the learner’s needs.
- Provide a variety of writing utensils, grips, and spacers as needed to meet the learner’s needs.
- Set a writing goal for an assignment and then focus only on that goal.
- Allow students to orally construct his/her writing piece and self-record to use as a reference in their writing.
- Allow students to use speech-to-text recording.
- Edit spelling, grammar, and punctuation last. Use sentence starters or frames when possible.
- Build an anchor chart “Writer’s Workshop Looks Like...Sounds Like” and refer to it throughout the unit.
- Demonstrate and model writer’s notebook with a teacher’s and/or student’s notebook.
- Use “Heart Map” to generate ideas.
- Define emotions and feelings.
- Provide a graphic organizer.
- Provide direct and explicit instruction.
- Incorporate differentiated writing techniques appropriate to the writer's individual level.

Unit 2: Sketch and Label Books

Unit Overview: Kindergartners have learned the structure of the Writing Workshop and that they can make their writing better. In this unit, we will dive into the letter-sound knowledge they have begun to build to write words. They will start by observing the world around them. With these observations, students will think of a main idea (topic) to make a book about. Using at least a 3 page booklet, they will sketch pictures related to their big idea by touching and saying what they will draw on each page. Students will learn to add lots of detail in their pictures, using shapes and colors, and label some important parts. If they are ready, they can even add a sentence to tell their reader about their picture. Students will expand upon their editing and revision skills from the first unit to make their writing even better. With guidance and support, children will pick their best piece to publish and share.

Unit Goals

- Writers sketch across pages.
- Writers use what they know about letters and sounds to label.
- Writers revise their sketches and words to make them easier to read.

Standards Addressed in this Unit

Language Domain: Foundational Skills Writing

- L.WF.K.1 Demonstrate command of the conventions of writing.
- A. Match upper and lowercase letters.
 - B. Write upper and lowercase letters, with reference to a model.
 - D. Identify the letters used to represent vowel phonemes and those used to represent consonants, knowing that every syllable has a vowel.
 - E. Write a common grapheme (letter or letter group) for each phoneme.
 - F. Orally segment the phonemes in any single syllable, spoken word.
- L.WF.K.2 Demonstrate command of the conventions of encoding and spelling common, regular, single-syllable words by:
- A. Representing phonemes, first to last, in simple words, using letters with a transparent relationship to sound (e.g., the “o” in “rope” may be spelled with a single letter, o).
 - B. Writing or selecting a missing initial or final consonant when spelling a CVC (consonant-vowel-consonant) word.
 - C. Spelling VC (vowel-consonant) [at, in] and CVC [pet, mud] words with short vowel sounds.
 - E. Attempting phonetic spellings of unknown words.

Writing Domain

- W.AW.K.1. Use a combination of drawing, dictating, and writing to compose opinion pieces on topics or texts (e.g., My favorite book is...).
- W.IW.K.2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts to convey ideas.
- A. Introduce a topic.
- W.NW.K.3. Use a combination of drawing, dictating, and writing to narrate real or imagined experiences or events.
- B. Provide limited details of experiences, events, or characters.
- W.WP.K.4. With prompts and support from adults, recognize that writing carries a message and should make sense to others.
- W.SE.K.6. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
- W.RW.K.7. With prompting and support, engage in brief but regular writing and drawing tasks.

Speaking and Listening Domain

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

SL.ES.K.3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

Computer Science and Design Thinking

8.2.2.ED.3: Select and use appropriate tools and materials to build a product using the design process.

Career Readiness, Life Literacies, and Key Skills

9.4.2.CI.2: Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a).

9.4.2.CT.2: Identify possible approaches and resources to execute a plan (e.g., 1.2.2.CR1b, 8.2.2.E

Interdisciplinary Connections

1.5.2.Cn10a: Create art that tells a story or describes life events in home, school and community.

6.1.2.CivicsPI.4: Explain how all people, not just official leaders, play important roles in a community.

Assessment	
Possible Ongoing Assessments	<p>Pre and Post assessment will be administered for each unit.</p> <p>Pre: Students sketch and label a picture of things at home in their journal. They can also write a sentence that matches their picture.</p> <p>Post: Students sketch and label a picture of things at school in their journal. They can also write a sentence that matches their picture.</p>

Materials/Resources	
Suggested Mentor Texts	Supplemental Resources
<ul style="list-style-type: none"> • HMH Student Magazine- Kids Discover: Being a Good Citizen. 	<ul style="list-style-type: none"> • Grammar small groups • <i>The Writing Strategies Book: Your Everything Guide to Developing Skilled Writers</i> by Serravallo, J. (2017)

Module 1: Writers think, say, sketch, and write.	
Goals We are learning to/that (WALT). . .	Pathways . . . by engaging in the following pathways
WALT through immersion we can identify elements of informational texts that will help us as writers	<p>By</p> <ul style="list-style-type: none"> • Reading and discussing ABC books. <ul style="list-style-type: none"> ○ Notice how the author used the ABCs to write this book. • Reading and discussing books on animals. <ul style="list-style-type: none"> ○ Notice how the author wrote about one animal. • Reading and discussing HMH Student Magazine- Kids Discover: Being a Good Citizen. <ul style="list-style-type: none"> ○ Notice how the author wrote all about being a good citizen.
Writers sketch across pages.	<p>By</p> <ul style="list-style-type: none"> • Writing decodable sight word poems as a class. • Following drawing instructions (will take multiple days).

	<ul style="list-style-type: none"> ○ Directed drawings ○ I can draw book ● Using my best coloring (how's my coloring chart) <ul style="list-style-type: none"> ○ Sad coloring- out of the lines, blue sun, one line to color ○ Okay coloring- some out of the lines, blue and yellow sun, several lines to color ○ My BEST coloring ● Thinking of a topic they know a lot about <ol style="list-style-type: none"> 1. Go on a walk 2. Observe what you see: in the school I see... (in the classroom, on the playground, in a tree, etc.) 3. Choose a topic. Can I think of 3 different ideas for this topic? 4. Share some ideas with a partner ● Touching and saying what they will draw on each page ● Drawing different details across pages. ● Drawing with shapes and lines. ● Drawing the best you can and move on ● Drawing a face with shapes ● Drawing lines to add movement. ● Adding facial expressions with eyebrows and different mouth shapes. ● Touching, thinking of the shape, drawing it ● Drawing who and where in your picture ● Putting the picture from you head on your paper ● Numbering your pages to tell the order.
<p>Writers use what they know about letters and sounds to label.</p>	<p>By</p> <ul style="list-style-type: none"> ● Identifying letters, words and a sentence. ● Make an ABC book and label with uppercase and lowercase letters. ● Labeling your picture with the sounds you hear in a word. ● Saying the word slowly to listen for the sounds ● Writing long and short words ● Using our letter-sound chart to find sounds ● Trying your best to write words and moving on

Module 2: Writers revise and edit.

<p>Goals We are learning to/that (WALT) . . .</p>	<p>Pathways . . . by engaging in the following pathways</p>
<p>Writers revise their sketches and words to make them easier to read.</p>	<p>By</p> <ul style="list-style-type: none"> ● Adding a sentence to tell your reader more (Note: Not all students may be ready for this). ● Making my picture more clear ● Using outlines to make things stand out. ● Looking at the writing process: <ul style="list-style-type: none"> ○ Think ○ Sketch ○ Label ○ Write ○ Revise and Edit ● Adding lots of colors <ul style="list-style-type: none"> ○ Did I color my people? ○ Did I color my objects (tree, playground, house)? ○ Did I color the background? ○ Are there white spaces? ● Going back to old pieces to add more <ul style="list-style-type: none"> ○ Can add more pages but don't forget to number it! ● Repeatedly reading a checklist to make sure our writing is done. <ul style="list-style-type: none"> ○ Drawing with details include people, background, and happy coloring ● Publishing our books when we add a cover that gives a sneak peak.
<p>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>By</p> <ul style="list-style-type: none"> ● Sharing your writing with their writing partner. <ul style="list-style-type: none"> ○ What was their book about ○ What did they do really well? ○ What do you want to know more about?

Modifications

These strategies can be adapted to scaffold for students needing more support or extend the learning for higher level students. Differentiation is accomplished through content, process, product, and learning environment.

Students with IEPs

- Use various methods to understand a student’s learning style: observation, surveys, and conferring
- Ask students to recall what they already learned in ways that activate their prior knowledge.
- Use pre-assessment data to drive instruction.
- Use preferential seating.
- Use flexible grouping.
- Use learning pathways, rubrics and checklists that are appropriate to the writer’s current level.
- Model productive and engaging partner talk.
- Allow for extended time and conferencing.
- Provide guided notes as necessary.
- Provide a variety of paper (with highlighting) as needed to meet the learner’s needs.
- Provide a variety of writing utensils, grips, and spacers as needed to meet the learner’s needs.
- Set a writing goal for an assignment and then focus only on that goal.
- Allow students to orally construct his/her writing piece and self-record to use as a reference in their writing.
- Edit spelling, grammar, and punctuation last.
- Use sentence starters or frames when possible.
- Build an anchor chart “Writer’s Workshop Looks Like...Sounds Like” and refer to it throughout the unit.
- Demonstrate and model writer’s notebook with a teacher’s and/or student’s notebook.
- Use individual “Heart Maps” to generate ideas.
- Define emotions and feelings.
- Provide a graphic organizer.
- Provide direct and explicit instruction.

Students with 504s

- Use various methods to understand a student’s learning style: observation, surveys, and conferring
- Ask students to recall what they already learned in ways that activate their prior knowledge.
- Use pre-assessment data to drive instruction.
- Use preferential seating.
- Use flexible grouping.
- Use learning pathways, rubrics and checklists that are appropriate to the writer’s current level.
- Model productive and engaging partner talk.
- Allow for extended time and conferencing
- Provide guided notes as necessary.

	<ul style="list-style-type: none"> ● Provide a variety of paper (with highlighting) as needed to meet the learner’s needs. ● Provide a variety of writing utensils, grips, and spacers as needed to meet the learner’s needs. ● Set a writing goal for an assignment and then focus only on that goal. ● Allow students to orally construct his/her writing piece and self-record to use as a reference in their writing. ● Edit spelling, grammar, and punctuation last. ● Use sentence starters or frames when possible. ● Build an anchor chart “Writer’s Workshop Looks Like...Sounds Like” and refer to it throughout the unit. ● Demonstrate and model writer’s notebook with a teacher’s and/or student’s notebook. ● Use individual “Heart Maps” to generate ideas. ● Define emotions and feelings. ● Provide a graphic organizer. ● Provide direct and explicit instruction. ● Incorporate differentiated writing techniques appropriate to the writer's individual level.
<p>Students at Risk</p>	<ul style="list-style-type: none"> ● Use various methods to understand a student’s learning style: observation, surveys, and conferring ● Ask students to recall what they already learned in ways that activate their prior knowledge. Use pre-assessment data to drive instruction. ● Use preferential seating. ● Use flexible grouping. ● Use learning pathways, rubrics and checklists that are appropriate to the writer’s current level. ● Model productive and engaging partner talk. ● Allow for extended time and conferencing. ● Provide guided notes as necessary. ● Provide a variety of paper (with highlighting) as needed to meet the learner’s needs. ● Provide a variety of writing utensils, grips, and spacers as needed to meet the learner’s needs. ● Set a writing goal for an assignment and then focus only on that goal. ● Allow students to orally construct his/her writing piece and self-record to use as a reference in their writing. ● Allow students to use speech-to-text recording. ● Edit spelling, grammar, and punctuation last. ● Use sentence starters or frames when possible. ● Build an anchor chart “Writer’s Workshop Looks Like...Sounds Like” and refer to it throughout the unit. ● Demonstrate and model writer’s notebook with a teacher’s and/or student’s notebook. ● Use individual “Heart Maps” to generate ideas. ● Define emotions and feelings. ● Provide a graphic organizer. ● Provide direct and explicit instruction.

	<ul style="list-style-type: none"> ● Incorporate differentiated writing techniques appropriate to the writer's individual level
Talented and Gifted	<ul style="list-style-type: none"> ● Use various methods to understand a student’s learning style: observation, surveys, and conferring ● Ask students to recall what they already learned in ways that activate their prior knowledge. ● Use pre-assessment data to drive instruction. ● Use learning pathways, rubrics and checklists that are appropriate to the writer’s current level. ● Provide opportunities to lead discussion. ● Use flexible grouping. ● Set a writing goal for an assignment that is rigorous yet on level for this particular student. ● Incorporate differentiated writing techniques appropriate to the writer's individual level.
Multilingual Learners	<ul style="list-style-type: none"> ● Use various methods to understand a student’s learning style: observation, surveys, conferring ● Allow use of a bilingual dictionary. ● Allow use of handheld translators. ● Ask students to recall what they already learned in ways that activate their prior knowledge. ● Use pre-assessment data to drive instruction. ● Use learning pathways, rubrics and checklists that are appropriate to the writer’s current level. ● Model productive and engaging partner talk. ● Provide guided notes as necessary. ● Provide a variety of paper (with highlighting) as needed to meet the learner’s needs. ● Provide a variety of writing utensils, grips, and spacers as needed to meet the learner’s needs. ● Set a writing goal for an assignment and then focus only on that goal. ● Allow students to orally construct his/her writing piece and self-record to use as a reference in their writing. ● Allow students to use speech-to-text recording. ● Edit spelling, grammar, and punctuation last. Use sentence starters or frames when possible. ● Build an anchor chart “Writer’s Workshop Looks Like...Sounds Like” and refer to it throughout the unit. ● Demonstrate and model writer’s notebook with a teacher’s and/or student’s notebook. ● Use “Heart Map” to generate ideas. ● Define emotions and feelings. ● Provide a graphic organizer. ● Provide direct and explicit instruction. ● Incorporate differentiated writing techniques appropriate to the writer's individual level.

Unit 3: Pattern Books including Opinions: Like, Love, Dislike

Unit Overview: Students have learned a letter-sound associated with each letter in the alphabet, high frequency words that they see when reading their books and how to compose a sentence as a class. Pattern books are books that each page starts with the same word(s) and often at the end of the book the author breaks the pattern. Pattern books reflect some of the types of books kindergarteners are starting to read. By writing pattern books, we are making connections to our word study and supporting reading. While students write a 3 page pattern book, they will be telling stories and expressing opinions they have about things they like, dislike or love. They will be encouraged to use approximated spelling when telling about what is in their picture. Using the sight words that are on the word wall and then any letter-sound connection that learners can make helps generate some very clever kindergarten writing.

Unit Goals

- Writers write many books with sketches, letters, and words.
- Writers choose the paper they would like to use.
- Writers use words they know well in their writing.
- Writers revise by adding to their writing.

Standards Addressed in this Unit

Language Domain: Foundational Skills Writing

- L.WF.K.1 Demonstrate command of the conventions of writing.
- B. Write upper and lowercase letters, with reference to a model.
 - C. Write left to right and include a space between words.
 - D. Identify the letters used to represent vowel phonemes and those used to represent consonants, knowing that every syllable has a vowel.
 - E. Write a common grapheme (letter or letter group) for each phoneme.
 - F. Orally segment the phonemes in any single syllable, spoken word.
- L.WF.K.2 Demonstrate command of the conventions of encoding and spelling common, regular, single-syllable words by:
- A. Representing phonemes, first to last, in simple words, using letters with a transparent relationship to sound (e.g., the “o” in “rope” may be spelled with a single letter, o).
 - B. Writing or selecting a missing initial or final consonant when spelling a CVC (consonant-vowel-consonant) word.
 - C. Spelling VC (vowel-consonant) [at, in] and CVC [pet, mud] words with short vowel sounds.
 - D. Writing frequently used words accurately.

- E. Attempting phonetic spellings of unknown words.
- F. Writing initial and final consonant blends (must, slab, plump).
- L.WF.K.3 Demonstrate command of the conventions of sentence composition.
 - A. Repeat a sentence, identifying how many words are in the sentence.
 - B. Write simple sentences.
 - C. Capitalize the first word in a sentence, capitalize proper names, and include spaces between words.
 - D. Use end punctuation.
 - H. Match periods, question marks, and exclamation points to statements, questions, commands, and exclamations.
 - I. With support, distinguish between a complete sentence and a sentence fragment.
- L.KL.K.1. With prompting and support, develop knowledge of language and its conventions when speaking and listening.
 - A. Use frequently occurring nouns and verbs.
- L.VI.K.3. With guidance and support from adults, explore word relationships and nuances in word meanings.
 - B. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
 - C. Identify real-life connections between words and their use (e.g., note places at school that are colorful).

Writing Domain

- W.AW.K.1. Use a combination of drawing, dictating, and writing to compose opinion pieces on topics or texts (e.g., My favorite book is...).
- W.NW.K.3. Use a combination of drawing, dictating, and writing to narrate real or imagined experiences or events.
 - B. Provide limited details of experiences, events, or characters.
- W.WP.K.4. With prompts and support from adults, recognize that writing carries a message and should make sense to others.
- W.SE.K.6. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
- W.RW.K.7. With prompting and support, engage in brief but regular writing and drawing tasks.

Speaking and Listening Domain

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

Computer Science and Design Thinking

- 8.2.2.ED.3: Select and use appropriate tools and materials to build a product using the design process.
- 8.2.2.ITH.1: Identify products that are designed to meet human wants or needs.

Career Readiness, Life Literacies, and Key Skills
<ul style="list-style-type: none"> • 9.4.2.CI.2: Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a). • 9.4.2.CT.2: Identify possible approaches and resources to execute a plan (e.g., 1.2.2.CR1b, 8.2.2.ED.3). • 9.4.2.TL.6: Illustrate and communicate ideas and stories using multiple digital tools (e.g., SL.2.5.).
Interdisciplinary Connections
<ul style="list-style-type: none"> • 1.5.2.Cn10a: Create art that tells a story or describes life events in home, school and community.

Assessment	
Possible Ongoing Assessments	<p>Pre and Post assessment will be administered for each unit.</p> <p>Pre: In their journal, students try to write at least 3 sentences that tell about things they liked about Winter Break. They sketch and label a picture that matches.</p> <p>Post: In their journal, students write at least 3 sentences that tell about things they love. They sketch and label a picture that matches.</p>

Materials/Resources	
Suggested Mentor Texts	Supplemental Resources
<ul style="list-style-type: none"> • Super Mouse books • <i>Art & Max</i> by David Wiesner • Geodes such as <i>Pelé</i>, <i>Garden Party</i> and <i>American Gothic</i> 	<p><i>The Writing Strategies Book: Your Everything Guide to Developing Skilled Writers</i> by Serravallo, J. (2017)</p>

Module 1: Writers think, say, sketch, and write.	
Learning Goal/Objective	Suggested Learning Activities
We are learning to/that (WALT) by engaging in this task
WALT through immersion we can identify story elements in books that will help us as writers	<ul style="list-style-type: none"> ● Super Mouse books- teacher reads the book while students try to find the pattern using their sight word knowledge.* Note these are not meant to be decodable texts for students to read independently but to help model simple stories students can write using a pattern of sight words. <ul style="list-style-type: none"> ○ What words repeat on each page? ○ How do the pictures match the words? ○ What details did the illustrator use to complete their picture? ○ How does the pattern change at the end? ● Reading and discussing wordless books such as <i>Art & Max</i> by David Wiesner. <ul style="list-style-type: none"> ○ How do the pictures tell the story? What do they show us about the characters? ○ Can we create a pattern with words for this book? ○ How can you change the pattern on the last page? ● Reading and discussing Geodes such as <i>Pelé, Garden Party</i> and <i>American Gothic</i>. <ul style="list-style-type: none"> ○ What do the pictures show about the events? How are the pictures different? ○ Can we create a pattern with words for this book? ○ How can you change the pattern on the last page?
Writers write many books with sketches, letters, and words.	<p>By</p> <ul style="list-style-type: none"> ● Writing decodable sight word poems as a class using a pattern. ● Create their best environment to help them write. <ul style="list-style-type: none"> ○ Think, sketch and label a picture of you. ○ Create a class pattern book of “Can he/she write? Yes, he/she can.” ● Use the writing process to write their own pattern book (two day lesson). <ol style="list-style-type: none"> 1. Think: Writers start with a pattern “I like...” and think and say things they like. They talk to their writing partner while pointing at each page in their book. 2. Sketch and label: Writers start to sketch and label what they like. 3. Write: Authors will write a sentence on any page they have already sketched and labeled. “I like ____.”

	<p>4. Revise and edit: Writers will add details to their pictures (how's my coloring chart) and words, if needed.</p> <ul style="list-style-type: none"> ● Using their senses to describe an object and put it in their sketches/labels. <ul style="list-style-type: none"> ○ Describing words ● Making pictures and words match.
Writers choose the paper they would like to use.	<p>By</p> <ul style="list-style-type: none"> ● thinking of a book and choosing the right paper to match their book. <ol style="list-style-type: none"> 1. Think about what your pattern might be for your book. 2. Are there lots of words? Do the words fit on one hand? 3. Choose a paper that you think would be best for your writing.
Writers use words they know well in their writing.	<p>By</p> <ul style="list-style-type: none"> ● Writing a sentence using cubes. ● Writing a sentence using the line strategy. ● Putting spaces between your words. ● Writing a sentence one word at a time. ● Writing a pattern book using the word wall with words that repeat. (Opinions: I like, I dislike, I love; Stories: I can, I see, It is, I go, etc.) ● Saying, sketching and writing across pages.

Module 2: Writers revise and edit.	
Learning Goal/Objective	Suggested Learning Activities
We are learning to/that (WALT) by engaging in this task
Writers revise by adding to their writing.	<p>By</p> <ul style="list-style-type: none"> ● Rereading to make sure you have all your words. ● Adding a second sentence to your pattern that tells the opposite or goes back and forth. <ul style="list-style-type: none"> ○ Opposite: <ul style="list-style-type: none"> ■ My dog is big. My puppy is small.

	<ul style="list-style-type: none"> <ul style="list-style-type: none"> ■ I like cats. I dislike dogs. ○ Back and forth <ul style="list-style-type: none"> ■ This is my dad. He likes to cook. ■ I like strawberries. My mom does too! ● Adding an extra page with a surprise ending. (I like, I like, I like, I LOVE) ● Looking at every word and using their resources to spell the best they can. <ul style="list-style-type: none"> ○ Word wall ○ Vowel chart ● Using punctuation like periods and exclamation marks. ● Using uppercase letters at the beginning of a sentence and for names. ● Choosing a book or two they think are done and asking a partner for ideas on how to revise. ● Making sure you can read your own writing. ● Repeatedly reading a checklist to make sure our writing is done.
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Module 3: Writers continue to revise and edit while picking a piece to publish.

Learning Goal/Objective	Suggested Learning Activities
We are learning to/that (WALT) by engaging in this task
WALT recognizes that writing carries a message and should make sense to others by choosing our best work to publish.	<p>By</p> <ul style="list-style-type: none"> ● Using the pattern to create a title. ● Writers make a final page that tells “All About the Author” that includes advice on how to write pattern books. ● Writers take out one of their first pattern books and the published pattern book and compare the two, noticing all they have learned. ● Choosing what type of book I want to share: story, opinion or BOTH. <ul style="list-style-type: none"> ○ Students can sort their books and then choose a book from each pile. ● Share your book with your writing partner. <ul style="list-style-type: none"> ○ Why type of book did you partner share? ○ What did they do really well?

Modifications

These strategies can be adapted to scaffold for students needing more support or extend the learning for higher level students. Differentiation is accomplished through content, process, product, and learning environment.

Students with IEPs

- Use various methods to understand a student’s learning style: observation, surveys, and conferring
- Ask students to recall what they already learned in ways that activate their prior knowledge.
- Use pre-assessment data to drive instruction.
- Use preferential seating.
- Use flexible grouping.
- Use learning pathways, rubrics and checklists that are appropriate to the writer’s current level.
- Model productive and engaging partner talk.
- Allow for extended time and conferencing.
- Provide guided notes as necessary.
- Provide a variety of paper (with highlighting) as needed to meet the learner’s needs.
- Provide a variety of writing utensils, grips, and spacers as needed to meet the learner’s needs.
- Set a writing goal for an assignment and then focus only on that goal.
- Allow students to orally construct his/her writing piece and self-record to use as a reference in their writing.
- Edit spelling, grammar, and punctuation last.
- Use sentence starters or frames when possible.
- Build an anchor chart “Writer’s Workshop Looks Like...Sounds Like” and refer to it throughout the unit.
- Demonstrate and model writer’s notebook with a teacher’s and/or student’s notebook.
- Use individual “Heart Maps” to generate ideas.
- Define emotions and feelings.
- Provide a graphic organizer.
- Provide direct and explicit instruction.

Students with 504s

- Use various methods to understand a student’s learning style: observation, surveys, and conferring
- Ask students to recall what they already learned in ways that activate their prior knowledge.
- Use pre-assessment data to drive instruction.
- Use preferential seating.
- Use flexible grouping.
- Use learning pathways, rubrics and checklists that are appropriate to the writer’s current level.

	<ul style="list-style-type: none"> ● Model productive and engaging partner talk. ● Allow for extended time and conferencing ● Provide guided notes as necessary. ● Provide a variety of paper (with highlighting) as needed to meet the learner’s needs. ● Provide a variety of writing utensils, grips, and spacers as needed to meet the learner’s needs. ● Set a writing goal for an assignment and then focus only on that goal. ● Allow students to orally construct his/her writing piece and self-record to use as a reference in their writing. ● Edit spelling, grammar, and punctuation last. ● Use sentence starters or frames when possible. ● Build an anchor chart “Writer’s Workshop Looks Like...Sounds Like” and refer to it throughout the unit. ● Demonstrate and model writer’s notebook with a teacher’s and/or student’s notebook. ● Use individual “Heart Maps” to generate ideas. ● Define emotions and feelings. ● Provide a graphic organizer. ● Provide direct and explicit instruction. ● Incorporate differentiated writing techniques appropriate to the writer’s individual level.
<p>Students at Risk</p>	<ul style="list-style-type: none"> ● Use various methods to understand a student’s learning style: observation, surveys, and conferring ● Ask students to recall what they already learned in ways that activate their prior knowledge. Use pre-assessment data to drive instruction. ● Use preferential seating. ● Use flexible grouping. ● Use learning pathways, rubrics and checklists that are appropriate to the writer’s current level. ● Model productive and engaging partner talk. ● Allow for extended time and conferencing. ● Provide guided notes as necessary. ● Provide a variety of paper (with highlighting) as needed to meet the learner’s needs. ● Provide a variety of writing utensils, grips, and spacers as needed to meet the learner’s needs. ● Set a writing goal for an assignment and then focus only on that goal. ● Allow students to orally construct his/her writing piece and self-record to use as a reference in their writing. ● Allow students to use speech-to-text recording. ● Edit spelling, grammar, and punctuation last. ● Use sentence starters or frames when possible. ● Build an anchor chart “Writer’s Workshop Looks Like...Sounds Like” and refer to it throughout the unit.

	<ul style="list-style-type: none"> ● Demonstrate and model writer’s notebook with a teacher’s and/or student’s notebook. ● Use individual “Heart Maps” to generate ideas. ● Define emotions and feelings. ● Provide a graphic organizer. ● Provide direct and explicit instruction. ● Incorporate differentiated writing techniques appropriate to the writer's individual level
<p>Talented and Gifted</p>	<ul style="list-style-type: none"> ● Use various methods to understand a student’s learning style: observation, surveys, and conferring ● Ask students to recall what they already learned in ways that activate their prior knowledge. ● Use pre-assessment data to drive instruction. ● Use learning pathways, rubrics and checklists that are appropriate to the writer’s current level. ● Provide opportunities to lead discussion. ● Use flexible grouping. ● Set a writing goal for an assignment that is rigorous yet on level for this particular student. ● Incorporate differentiated writing techniques appropriate to the writer's individual level.
<p>Multilingual Learners</p>	<ul style="list-style-type: none"> ● Use various methods to understand a student’s learning style: observation, surveys, conferring ● Allow use of a bilingual dictionary. ● Allow use of handheld translators. ● Ask students to recall what they already learned in ways that activate their prior knowledge. ● Use pre-assessment data to drive instruction. ● Use learning pathways, rubrics and checklists that are appropriate to the writer’s current level. ● Model productive and engaging partner talk. ● Provide guided notes as necessary. ● Provide a variety of paper (with highlighting) as needed to meet the learner’s needs. ● Provide a variety of writing utensils, grips, and spacers as needed to meet the learner’s needs. ● Set a writing goal for an assignment and then focus only on that goal. ● Allow students to orally construct his/her writing piece and self-record to use as a reference in their writing. ● Allow students to use speech-to-text recording. ● Edit spelling, grammar, and punctuation last. Use sentence starters or frames when possible. ● Build an anchor chart “Writer’s Workshop Looks Like...Sounds Like” and refer to it throughout the unit. ● Demonstrate and model writer’s notebook with a teacher’s and/or student’s notebook. ● Use “Heart Map” to generate ideas. ● Define emotions and feelings.

- Provide a graphic organizer.
- Provide direct and explicit instruction.
- Incorporate differentiated writing techniques appropriate to the writer's individual level.

Unit 4: All About Books

Unit Overview: In reading, students have been studying nonfiction texts to learn about many different topics. This writing unit takes children on a writing journey that builds in sophistication. It teaches children how to make a basic type of information book that culminates in a picture book. The unit begins by immersing children in informational literature that teaches about community helpers to research a topic. Students will notice the different features the authors, illustrators or photographers use to teach the reader all about a community helper. This unit will emphasize writing sentences that tell facts and making sure that the pages of the All-About book fit together under one main topic. Children will create 4 page books and elaborate by saying more on each page. They will use many of the strategies that they are already familiar with to write readable writing and will finish their books by using a checklist to self-assess.

Unit Goals

- Writers choose topics that they already know a lot about.
- Writers plan and write to teach others about the topic.
- Writers make their writing easy to read.

Standards Addressed in this Unit

Language Domain: Foundational Skills Writing

- L.WF.K.1 Demonstrate command of the conventions of writing.
- B. Write upper and lowercase letters, with reference to a model.
 - C. Write left to right and include a space between words.
 - D. Identify the letters used to represent vowel phonemes and those used to represent consonants, knowing that every syllable has a vowel.
 - E. Write a common grapheme (letter or letter group) for each phoneme.
 - F. Orally segment the phonemes in any single syllable, spoken word.
- L.WF.K.2 Demonstrate command of the conventions of encoding and spelling common, regular, single-syllable words by:

- A. Representing phonemes, first to last, in simple words, using letters with a transparent relationship to sound (e.g., the “o” in “rope” may be spelled with a single letter, o).
 - B. Writing or selecting a missing initial or final consonant when spelling a CVC (consonant-vowel-consonant) word.
 - C. Spelling VC (vowel-consonant) [at, in] and CVC [pet, mud] words with short vowel sounds.
 - D. Writing frequently used words accurately.
 - E. Attempting phonetic spellings of unknown words.
 - F. Writing initial and final consonant blends (must, slab, plump).
- L.WF.K.3 Demonstrate command of the conventions of sentence composition.
- A. Repeat a sentence, identifying how many words are in the sentence.
 - B. Write simple sentences.
 - C. Capitalize the first word in a sentence, capitalize proper names, and include spaces between words.
 - D. Use end punctuation.
 - E. Use manipulatives or digital tools to construct complete sentences.
 - F. Write sentences with increasing complexity.
 - G. Supply the “who,” “is doing,” “what,” in a subject-verb-object sentence frame.
 - H. Match periods, question marks, and exclamation points to statements, questions, commands, and exclamations.
 - I. With support, distinguish between a complete sentence and a sentence fragment.
 - J. With support, write statements in response to questions, and questions transformed from statements, using conventional word order.
 - K. Elaborate a simple subject or simple predicate, in response to questions who, what, where, when, how, or why.
 - L. Use conjunctions appropriately in sentences (e.g., and, but, so, and because).
- L.KL.K.1. With prompting and support, develop knowledge of language and its conventions when speaking and listening.
- A. Use frequently occurring nouns and verbs.
 - B. Form regular plural nouns orally by adding -s or -es (e.g., dog, dogs; wish, wishes).
 - C. Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).
 - D. Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).
 - E. Produce and expand complete sentences in shared language activities.
- L.VL.K.2. With prompting and support, ask and answer questions to help determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.
- A. Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).
- L.VI.K.3. With guidance and support from adults, explore word relationships and nuances in word meanings.
- A. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.

C. Identify real-life connections between words and their use (e.g., note places at school that are colorful).

Writing Domain

W.IW.K.2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts to convey ideas.

A. Introduce a topic.

B. Develop the topic with at least two facts or other information and examples related to the topic, including pictures.

W.WP.K.4. With prompts and support from adults, recognize that writing carries a message and should make sense to others.

W.WR.K.5. With prompting and support, generate questions through shared research in response to a topic, text, or stimulus (e.g., event, photograph, video, book).

W.SE.K.6. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

W.RW.K.7. With prompting and support, engage in brief but regular writing and drawing tasks.

Speaking and Listening Domain

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

Computer Science and Design Thinking

8.2.2.ED.3: Select and use appropriate tools and materials to build a product using the design process.

8.2.2.ITH.1: Identify products that are designed to meet human wants or needs.

Career Readiness, Life Literacies, and Key Skills

9.4.2.CI.2: Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a).

9.4.2.CT.2: Identify possible approaches and resources to execute a plan (e.g., 1.2.2.CR1b, 8.2.2.ED.3).

9.4.2.TL.6: Illustrate and communicate ideas and stories using multiple digital tools (e.g., SL.2.5.).

Interdisciplinary Connections

1.5.2.Cn10a: Create art that tells a story or describes life events in home, school and community.

Assessment	
Possible Ongoing Assessments	<p>Pre and Post assessment will be administered for each unit.</p> <p>Pre: In their journal, students write at least 3 sentences that tell facts about a person they know (name, what they look like, what they can do, etc).</p> <p>Post: In their journal, students write at least 3 sentences that tell facts about a place that they have been to (name, what it looks like, what can you do there, etc.).</p>

Materials/Resources	
Suggested Mentor Texts	Supplemental Resources
HMH Student Magazine- Kids Discover: Jobs to research community helpers.	<i>The Writing Strategies Book: Your Everything Guide to Developing Skilled Writers</i> by Serravallo, J. (2017)

Module 1: Writers think, say, sketch, and write.	
Learning Goal/Objective	Suggested Learning Activities
We are learning to/that (WALT) by engaging in this task
WALT through immersion we can identify books that teach us about a topic.	<p>By</p> <ul style="list-style-type: none"> ● Reading and discussing HMH Student Magazine- Kids Discover: Jobs to research community helpers. <ul style="list-style-type: none"> ○ What are some jobs in our community? ○ What do people need to do these jobs (tools or uniforms)? ○ How did the author and illustrator (or photographer) teach you about this topic? ● Reading and discussing several books to research Community Helpers (3 days) <ul style="list-style-type: none"> ○ What is the topic this book is all about? ○ What does their uniform look like? ○ What tools do they need?

	<ul style="list-style-type: none"> ○ Where do they work? ○ How did the author and illustrator (or photographer) teach you about this topic?
<p>Writers plan and write to teach others about the topic.</p>	<p>By</p> <ul style="list-style-type: none"> ● Stating facts about a community helper as a class based on research. <ul style="list-style-type: none"> ○ After learning about several community helpers, each class will vote on which helper they want to write about. ○ They will work together to brainstorm facts about this helper. <ul style="list-style-type: none"> ■ Who is this person and what does this person do? ■ What do they look like (tools and uniform)? ■ Where do they work? ■ Other facts ● Thinking and saying facts as they touch each page. ● Sketching and writing facts across pages. ● Using labels to teach the reader.
<p>Writers choose topics that they already know a lot about.</p>	<p>By</p> <ul style="list-style-type: none"> ● Thinking of a topic and saying facts across their fingers. ● Starting a book with an introductory page about your topic. <ol style="list-style-type: none"> 1. What is your topic? 2. Think of how you want to tell your reader what your topic is. <ol style="list-style-type: none"> a. Tell a joke. b. Give hints. c. Describe your topic. 3. Write your introduction. ● Drawing pictures to teach that match the words. ● Rereading to continue working where you left off. ● Using charts in the room to help when you're stuck. ● Decide if a piece is finished for now and get started on a new one.
<p>WALT use conventions of encoding and spelling common, regular, single-syllable words</p>	<p>By</p> <ul style="list-style-type: none"> ● Using the word wall to write words we know. ● Using words you know to spell parts of other words (including blends and digraphs) ● Counting the syllables to spell a word

	<ul style="list-style-type: none"> ● Spelling words part by part (syllables) ● Using your writing partner to help spell
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Module 2: Writers revise and edit.

Learning Goal/Objective	Suggested Learning Activities
We are learning to/that (WALT) by engaging in this task
Writers make their writing easy to read.	<p>By</p> <ul style="list-style-type: none"> ● Using the correct spacing in my writing. ● Adding a second sentence to teach their reader even more. ● Adding more labels to your picture to teach you reader even more. ● Adding details to answer questions your writing partner has (who, what, where, when, why, how). ● Adding more words with flaps and carets. ● Making important words bold. ● Repeatedly reading a checklist to make sure our writing is done. ● Using your topic to think of a title. ● Asking your writing partner to read your work (with or without a checklist).

Module 3: Writers continue to revise and edit while picking a piece to publish.

Learning Goal/Objective	Suggested Learning Activities
We are learning to/that (WALT) by engaging in this task
WALT recognize that writing carries a message and should make sense to others by choosing our best work to	<p>By</p> <ul style="list-style-type: none"> ● Writers make a final page that tells “All About the Author” that includes why they chose their topic.

publish.	<ul style="list-style-type: none"> ● Writers take out their community helper book, and see if they can add more before they share it with a different class. ● Share Community Helper books with another class. <ul style="list-style-type: none"> ○ Who did they write about? ○ What was one fact they wrote in their book? ○ How did the illustrations and labels help teach you as well? ● Share a book of your choice with your writing partner. <ul style="list-style-type: none"> ○ What was their topic? ○ What was one fact they wrote in their book? ○ How did the illustrations and labels help teach you as well?
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Modifications

These strategies can be adapted to scaffold for students needing more support or extend the learning for higher level students. Differentiation is accomplished through content, process, product, and learning environment.

Students with IEPs	<ul style="list-style-type: none"> ● Use various methods to understand a student’s learning style: observation, surveys, and conferring ● Ask students to recall what they already learned in ways that activate their prior knowledge. ● Use pre-assessment data to drive instruction. ● Use preferential seating. ● Use flexible grouping. ● Use learning pathways, rubrics and checklists that are appropriate to the writer’s current level. ● Model productive and engaging partner talk. ● Allow for extended time and conferencing. ● Provide guided notes as necessary. ● Provide a variety of paper (with highlighting) as needed to meet the learner’s needs. ● Provide a variety of writing utensils, grips, and spacers as needed to meet the learner’s needs. ● Set a writing goal for an assignment and then focus only on that goal. ● Allow students to orally construct his/her writing piece and self-record to use as a reference in their writing. ● Edit spelling, grammar, and punctuation last. ● Use sentence starters or frames when possible.
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	<ul style="list-style-type: none"> ● Build an anchor chart “Writer’s Workshop Looks Like...Sounds Like” and refer to it throughout the unit. ● Demonstrate and model writer’s notebook with a teacher’s and/or student’s notebook. ● Use individual “Heart Maps” to generate ideas. ● Define emotions and feelings. ● Provide a graphic organizer. ● Provide direct and explicit instruction.
Students with 504s	<ul style="list-style-type: none"> ● Use various methods to understand a student’s learning style: observation, surveys, and conferring ● Ask students to recall what they already learned in ways that activate their prior knowledge. ● Use pre-assessment data to drive instruction. ● Use preferential seating. ● Use flexible grouping. ● Use learning pathways, rubrics and checklists that are appropriate to the writer’s current level. ● Model productive and engaging partner talk. ● Allow for extended time and conferencing ● Provide guided notes as necessary. ● Provide a variety of paper (with highlighting) as needed to meet the learner’s needs. ● Provide a variety of writing utensils, grips, and spacers as needed to meet the learner’s needs. ● Set a writing goal for an assignment and then focus only on that goal. ● Allow students to orally construct his/her writing piece and self-record to use as a reference in their writing. ● Edit spelling, grammar, and punctuation last. ● Use sentence starters or frames when possible. ● Build an anchor chart “Writer’s Workshop Looks Like...Sounds Like” and refer to it throughout the unit. ● Demonstrate and model writer’s notebook with a teacher’s and/or student’s notebook. ● Use individual “Heart Maps” to generate ideas. ● Define emotions and feelings. ● Provide a graphic organizer. ● Provide direct and explicit instruction. ● Incorporate differentiated writing techniques appropriate to the writer's individual level.
Students at Risk	<ul style="list-style-type: none"> ● Use various methods to understand a student’s learning style: observation, surveys, and conferring ● Ask students to recall what they already learned in ways that activate their prior knowledge. Use pre-assessment data to drive instruction. ● Use preferential seating.

	<ul style="list-style-type: none"> ● Use flexible grouping. ● Use learning pathways, rubrics and checklists that are appropriate to the writer’s current level. ● Model productive and engaging partner talk. ● Allow for extended time and conferencing. ● Provide guided notes as necessary. ● Provide a variety of paper (with highlighting) as needed to meet the learner’s needs. ● Provide a variety of writing utensils, grips, and spacers as needed to meet the learner’s needs. ● Set a writing goal for an assignment and then focus only on that goal. ● Allow students to orally construct his/her writing piece and self-record to use as a reference in their writing. ● Allow students to use speech-to-text recording. ● Edit spelling, grammar, and punctuation last. ● Use sentence starters or frames when possible. ● Build an anchor chart “Writer’s Workshop Looks Like...Sounds Like” and refer to it throughout the unit. ● Demonstrate and model writer’s notebook with a teacher’s and/or student’s notebook. ● Use individual “Heart Maps” to generate ideas. ● Define emotions and feelings. ● Provide a graphic organizer. ● Provide direct and explicit instruction. ● Incorporate differentiated writing techniques appropriate to the writer's individual level
<p>Talented and Gifted</p>	<ul style="list-style-type: none"> ● Use various methods to understand a student’s learning style: observation, surveys, and conferring ● Ask students to recall what they already learned in ways that activate their prior knowledge. ● Use pre-assessment data to drive instruction. ● Use learning pathways, rubrics and checklists that are appropriate to the writer’s current level. ● Provide opportunities to lead discussion. ● Use flexible grouping. ● Set a writing goal for an assignment that is rigorous yet on level for this particular student. ● Incorporate differentiated writing techniques appropriate to the writer's individual level.
<p>Multilingual Learners</p>	<ul style="list-style-type: none"> ● Use various methods to understand a student’s learning style: observation, surveys, conferring ● Allow use of a bilingual dictionary. ● Allow use of handheld translators. ● Ask students to recall what they already learned in ways that activate their prior knowledge. ● Use pre-assessment data to drive instruction.

- Use learning pathways, rubrics and checklists that are appropriate to the writer’s current level.
- Model productive and engaging partner talk.
- Provide guided notes as necessary.
- Provide a variety of paper (with highlighting) as needed to meet the learner’s needs.
- Provide a variety of writing utensils, grips, and spacers as needed to meet the learner’s needs.
- Set a writing goal for an assignment and then focus only on that goal.
- Allow students to orally construct his/her writing piece and self-record to use as a reference in their writing.
- Allow students to use speech-to-text recording.
- Edit spelling, grammar, and punctuation last. Use sentence starters or frames when possible.
- Build an anchor chart “Writer’s Workshop Looks Like...Sounds Like” and refer to it throughout the unit.
- Demonstrate and model writer’s notebook with a teacher’s and/or student’s notebook.
- Use “Heart Map” to generate ideas.
- Define emotions and feelings.
- Provide a graphic organizer.
- Provide direct and explicit instruction.
- Incorporate differentiated writing techniques appropriate to the writer’s individual level.

Unit 5: Character Books

Unit Overview: In this unit, students will study the connections between the work they do as readers and the work they do as writers as they craft true stories based on characters they have read about. Students will draw on their own life experiences to create the longest and the most beautiful stories imaginable using 4 page booklets. Students will revisit many of the strategies previously taught to write compelling stories that show a problem and solution or adventure that is easy to read and understand. This unit will give kindergarteners more practice with drafting and revising. Much of this work will be done by studying the craft of a favorite author to help discover ways to make their writing more interesting as well as writing with increased volume. Students will be encouraged to try some of the different writing styles and techniques inspired by a favorite author.

Unit Goals

- Writers plan and write stories using their favorite characters.
- Writers write their story in order (sequence).
- Writers use story details.
- Writers make their writing easy to read.

Standards Addressed in this Unit

Language Domain: Foundational Skills Writing

- L.WF.K.1 Demonstrate command of the conventions of writing.
- B. Write upper and lowercase letters, with reference to a model.
 - C. Write left to right and include a space between words.
 - D. Identify the letters used to represent vowel phonemes and those used to represent consonants, knowing that every syllable has a vowel.
 - E. Write a common grapheme (letter or letter group) for each phoneme.
 - F. Orally segment the phonemes in any single syllable, spoken word.
- L.WF.K.2 Demonstrate command of the conventions of encoding and spelling common, regular, single-syllable words by:
- A. Representing phonemes, first to last, in simple words, using letters with a transparent relationship to sound (e.g., the “o” in “rope” may be spelled with a single letter, o).
 - B. Writing or selecting a missing initial or final consonant when spelling a CVC (consonant-vowel-consonant) word.
 - C. Spelling VC (vowel-consonant) [at, in] and CVC [pet, mud] words with short vowel sounds.
 - D. Writing frequently used words accurately.
 - E. Attempting phonetic spellings of unknown words.
 - F. Writing initial and final consonant blends (must, slab, plump).
- L.WF.K.3 Demonstrate command of the conventions of sentence composition.
- A. Repeat a sentence, identifying how many words are in the sentence.
 - B. Write simple sentences.
 - C. Capitalize the first word in a sentence, capitalize proper names, and include spaces between words.
 - D. Use end punctuation.
 - E. Use manipulatives or digital tools to construct complete sentences.
 - F. Write sentences with increasing complexity.
 - G. Supply the “who,” “is doing,” “what,” in a subject-verb-object sentence frame.
 - H. Match periods, question marks, and exclamation points to statements, questions, commands, and exclamations.
 - I. With support, distinguish between a complete sentence and a sentence fragment.
 - J. With support, write statements in response to questions, and questions transformed from statements, using conventional word order.
 - K. Elaborate a simple subject or simple predicate, in response to questions who, what, where, when, how, or why.
 - L. Use conjunctions appropriately in sentences (e.g., and, but, so, and because).
- L.KL.K.1. With prompting and support, develop knowledge of language and its conventions when speaking and listening.

- A. Use frequently occurring nouns and verbs.
 - B. Form regular plural nouns orally by adding -s or -es (e.g., dog, dogs; wish, wishes).
 - C. Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).
 - D. Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).
 - E. Produce and expand complete sentences in shared language activities.
- L.VI.K.3. With guidance and support from adults, explore word relationships and nuances in word meanings.
- C. Identify real-life connections between words and their use (e.g., note places at school that are colorful).
 - D. Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.

Writing Domain

- W.NW.K.3. Use a combination of drawing, dictating, and writing to narrate real or imagined experience or events.
- A. Establish a situation and/or introduce characters; organize an event sequence (beginning, middle, end).
 - B. Provide limited details of experiences, events, or characters.
 - C. Provide a reaction to the experiences or events.
- W.WP.K.4. With prompts and support from adults, recognize that writing carries a message and should make sense to others.
- W.SE.K.6. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
- W.RW.K.7. With prompting and support, engage in brief but regular writing and drawing tasks.

Speaking and Listening Domain

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

Computer Science and Design Thinking

- 8.2.2.ED.3: Select and use appropriate tools and materials to build a product using the design process.
- 8.2.2.ITH.1: Identify products that are designed to meet human wants or needs.

Career Readiness, Life Literacies, and Key Skills

- 9.4.2.CI.2: Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a).
- 9.4.2.CT.2: Identify possible approaches and resources to execute a plan (e.g., 1.2.2.CR1b, 8.2.2.ED.3).

9.4.2.TL.6: Illustrate and communicate ideas and stories using multiple digital tools (e.g., SL.2.5.).

Interdisciplinary Connections

1.5.2.Cn10a: Create art that tells a story or describes life events in home, school and community.

Assessment

Possible Ongoing Assessments

Pre and Post assessment will be administered for each unit.

Pre: In their journal, students write at least 3 sentences to tell a story about what they did over April break.

Post: In their journal, students write at least 3 sentences to tell a story about what they would like to do over the summer.

Materials/Resources

Suggested Mentor Texts

- [The Little Engine That Could by Watty Piper](#)
- [Gingerbread Man](#)

Supplemental Resources

The Writing Strategies Book: Your Everything Guide to Developing Skilled Writers by Serravallo, J. (2017)

Module 1: Writers think, say, sketch, and write.	
Learning Goal/Objective	Suggested Learning Activities
We are learning to/that (WALT) by engaging in this task
WALT through immersion we can identify story elements in books that will help us as writers.	<p>By</p> <ul style="list-style-type: none"> ● Revisiting some of our favorite characters and discussing why they are our favorites. What did the author or illustrator do to make the character interesting and memorable? <ul style="list-style-type: none"> ○ Gingerbread ○ Chrysanthemum ○ Jabari ○ Wishy-Washy ○ The Little Red Hen ○ Rainbow Fish
Writers plan and write stories using their favorite characters.	<p>By</p> <ul style="list-style-type: none"> ● Planning with a partner. <ol style="list-style-type: none"> 1. Think of a favorite character. 2. Tell your partner your idea for the story. What are the important parts? 3. Your partner will ask questions about your story or offer suggestions. 4. Now you are ready to write! ● Acting out our story with our partners before we write ● Thinking of a problem and solution for their character. ● Storytelling from sketches
Writers write their story in order (sequence).	<p>By</p> <ul style="list-style-type: none"> ● Writing a beginning, middle and end. ● Telling your story in order across your fingers. ● Rereading to make sure the order is right.
Writers use story details.	<p>By</p> <ul style="list-style-type: none"> ● Using feelings to tell a story. ● Using a photograph to tell a story and including it in your book.

	<ul style="list-style-type: none"> ● Thinking about what else happened ● Adding speech bubbles ● Adding sound words to our books ● Writing our sentences with a subject, verb, object (who, did what, with what: Sam ate oranges.). ● Using prepositions to tell more (to, from, in, out, on, off, for, of, by, with)
WALT use conventions of encoding and spelling common, regular, single-syllable words.	<p>By</p> <ul style="list-style-type: none"> ● Making sure you have a vowel in every syllable! ● Using digraphs and blends to spell (beginning and ends of words) ● Making words plural by adding -s (dog to dogs) ● Staying focused and solving problems when they are writing. <ul style="list-style-type: none"> ○ Too loud- ask someone to please whisper or move your seat ○ Need more paper- check the writing center ○ Stuck- ask your writing partner for help ○ Don't feel like writing- stand up, stretch, get quick sip, take a deep breath ○ Don't know how to spell a word-use charts or word wall ○ Forgot your topic- go back to the start, reread, look at what you sketched ○ If you don't know, ASK your writing partners for help!

Module 2: Writers revise, edit and publish.	
Learning Goal/Objective	Suggested Learning Activities
We are learning to/that (WALT) by engaging in this task
Writers make their writing easy to read	<p>By</p> <ul style="list-style-type: none"> ● Using conjunctions to add more details (and, but, so, because) ● Adding details to their words ● Adding feeling words to tell how your character felt. ● Adding special phrases inspired by a book you love (I think I can- <i>The Little Engine That Could</i>; run, run as fast as you can- <i>Gingerbread Man</i>, etc)

	<ul style="list-style-type: none"> ● Making sure you can read your own writing. ● Adding or subtracting pages to make your story even better! ● Repeatedly reading a checklist to make sure our writing is done. ● Thinking of a title that gives your reader a sneak peak at your story.
WALT recognize that writing carries a message and should make sense to others by choosing our best work to publish.	<p>By</p> <ul style="list-style-type: none"> ● Writers make a final page that tells “All About the Author” that includes why they chose their character. ● Writers go back to finalize their words and pictures. ● Celebrating and sharing your writing with your family to show how they have grown as an author (Author’s Camp).

Module 3: Writers continue to create books with partners!

Learning Goal/Objective	Suggested Learning Activities
We are learning to/that (WALT) by engaging in this task
WALT we can work together to write many stories.	<p>By</p> <ul style="list-style-type: none"> ● Creating a character series with a partner (several days). <ol style="list-style-type: none"> 1. Students meet with their writing partner and think of a character they want to write about. 2. They discuss some adventures, problems and solutions they want their character to go through. 3. Each person writes one of the stories to create a series for this character. ● Creating a title for your series. ● Sharing your series with your classmates.

Modifications

These strategies can be adapted to scaffold for students needing more support or extend the learning for higher level students. Differentiation is accomplished through content, process, product, and learning environment.

<p>Students with IEPs</p>	<ul style="list-style-type: none"> ● Use various methods to understand a student’s learning style: observation, surveys, and conferring ● Ask students to recall what they already learned in ways that activate their prior knowledge. ● Use pre-assessment data to drive instruction. ● Use preferential seating. ● Use flexible grouping. ● Use learning pathways, rubrics and checklists that are appropriate to the writer’s current level. ● Model productive and engaging partner talk. ● Allow for extended time and conferencing. ● Provide guided notes as necessary. ● Provide a variety of paper (with highlighting) as needed to meet the learner’s needs. ● Provide a variety of writing utensils, grips, and spacers as needed to meet the learner’s needs. ● Set a writing goal for an assignment and then focus only on that goal. ● Allow students to orally construct his/her writing piece and self-record to use as a reference in their writing. ● Edit spelling, grammar, and punctuation last. ● Use sentence starters or frames when possible. ● Build an anchor chart “Writer’s Workshop Looks Like...Sounds Like” and refer to it throughout the unit. ● Demonstrate and model writer’s notebook with a teacher’s and/or student’s notebook. ● Use individual “Heart Maps” to generate ideas. ● Define emotions and feelings. ● Provide a graphic organizer. ● Provide direct and explicit instruction.
<p>Students with 504s</p>	<ul style="list-style-type: none"> ● Use various methods to understand a student’s learning style: observation, surveys, and conferring ● Ask students to recall what they already learned in ways that activate their prior knowledge. ● Use pre-assessment data to drive instruction. ● Use preferential seating. ● Use flexible grouping. ● Use learning pathways, rubrics and checklists that are appropriate to the writer’s current level. ● Model productive and engaging partner talk. ● Allow for extended time and conferencing ● Provide guided notes as necessary. ● Provide a variety of paper (with highlighting) as needed to meet the learner’s needs. ● Provide a variety of writing utensils, grips, and spacers as needed to meet the learner’s needs. ● Set a writing goal for an assignment and then focus only on that goal.

	<ul style="list-style-type: none"> ● Allow students to orally construct his/her writing piece and self-record to use as a reference in their writing. ● Edit spelling, grammar, and punctuation last. ● Use sentence starters or frames when possible. ● Build an anchor chart “Writer’s Workshop Looks Like...Sounds Like” and refer to it throughout the unit. ● Demonstrate and model writer’s notebook with a teacher’s and/or student’s notebook. ● Use individual “Heart Maps” to generate ideas. ● Define emotions and feelings. ● Provide a graphic organizer. ● Provide direct and explicit instruction. ● Incorporate differentiated writing techniques appropriate to the writer's individual level.
<p>Students at Risk</p>	<ul style="list-style-type: none"> ● Use various methods to understand a student’s learning style: observation, surveys, and conferring ● Ask students to recall what they already learned in ways that activate their prior knowledge. Use pre-assessment data to drive instruction. ● Use preferential seating. ● Use flexible grouping. ● Use learning pathways, rubrics and checklists that are appropriate to the writer’s current level. ● Model productive and engaging partner talk. ● Allow for extended time and conferencing. ● Provide guided notes as necessary. ● Provide a variety of paper (with highlighting) as needed to meet the learner’s needs. ● Provide a variety of writing utensils, grips, and spacers as needed to meet the learner’s needs. ● Set a writing goal for an assignment and then focus only on that goal. ● Allow students to orally construct his/her writing piece and self-record to use as a reference in their writing. ● Allow students to use speech-to-text recording. ● Edit spelling, grammar, and punctuation last. ● Use sentence starters or frames when possible. ● Build an anchor chart “Writer’s Workshop Looks Like...Sounds Like” and refer to it throughout the unit. ● Demonstrate and model writer’s notebook with a teacher’s and/or student’s notebook. ● Use individual “Heart Maps” to generate ideas. ● Define emotions and feelings. ● Provide a graphic organizer. ● Provide direct and explicit instruction. ● Incorporate differentiated writing techniques appropriate to the writer's individual level

<p>Talented and Gifted</p>	<ul style="list-style-type: none"> ● Use various methods to understand a student’s learning style: observation, surveys, and conferring ● Ask students to recall what they already learned in ways that activate their prior knowledge. ● Use pre-assessment data to drive instruction. ● Use learning pathways, rubrics and checklists that are appropriate to the writer’s current level. ● Provide opportunities to lead discussion. ● Use flexible grouping. ● Set a writing goal for an assignment that is rigorous yet on level for this particular student. ● Incorporate differentiated writing techniques appropriate to the writer’s individual level.
<p>Multilingual Learners</p>	<ul style="list-style-type: none"> ● Use various methods to understand a student’s learning style: observation, surveys, conferring ● Allow use of a bilingual dictionary. ● Allow use of handheld translators. ● Ask students to recall what they already learned in ways that activate their prior knowledge. ● Use pre-assessment data to drive instruction. ● Use learning pathways, rubrics and checklists that are appropriate to the writer’s current level. ● Model productive and engaging partner talk. ● Provide guided notes as necessary. ● Provide a variety of paper (with highlighting) as needed to meet the learner’s needs. ● Provide a variety of writing utensils, grips, and spacers as needed to meet the learner’s needs. ● Set a writing goal for an assignment and then focus only on that goal. ● Allow students to orally construct his/her writing piece and self-record to use as a reference in their writing. ● Allow students to use speech-to-text recording. ● Edit spelling, grammar, and punctuation last. Use sentence starters or frames when possible. ● Build an anchor chart “Writer’s Workshop Looks Like...Sounds Like” and refer to it throughout the unit. ● Demonstrate and model writer’s notebook with a teacher’s and/or student’s notebook. ● Use “Heart Map” to generate ideas. ● Define emotions and feelings. ● Provide a graphic organizer. ● Provide direct and explicit instruction. ● Incorporate differentiated writing techniques appropriate to the writer’s individual level.