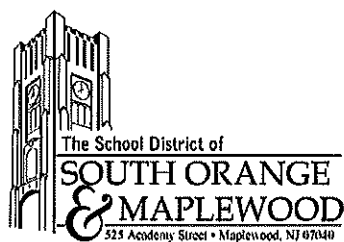


School District of South Orange-Maplewood

English Language Arts Writing Curriculum - Kindergarten



**South Orange Maplewood
School District
Department of Curriculum &
Instruction**

2017-2018

THE SCHOOL DISTRICT OF SOUTH ORANGE-MAPLEWOOD

BOARD OF EDUCATION MEMBERS

Elizabeth Baker, President
Chris Sabin, First Vice-President
Madhu Pai, Second Vice-President
Susie Adamson, Member
Maureen Jones, Member
Stephanie Lawson-Muhammad, Member
Annemarie Maini, Member
Donna Smith, Member
Johanna Wright, Member

ADMINISTRATION

Dr. Thomas Ficarra, Interim Superintendent
Susan Grierson, Assistant Superintendent for Curriculum & Instruction
Melissa Butler, Supervisor Language Arts K-12

ACKNOWLEDGEMENTS

The District of South Orange-Maplewood would like to acknowledge and thank
the following staff member for their invaluable contributions:
Donna Grohman

Unit Description:

In Unit 1- **Launching the Writing Workshop**, children are encouraged to see themselves as authors. They will learn to think up a topic, draw it, and then do their best approximation of writing. Students will learn to use letters as well as pictures to represent meaning and will begin to record some letters and even words on a page! Students will learn important procedures that they will carry with them through many other writing units such as “when you’re done, you’ve just begun!”

In Bend II students will practice writing teaching books and learn that they can reread what they have written, realize they have more to say, and then add more pages! They will label their pictures and may even begin to use high frequency words in their writing. In Bend III, children will write to capture true stories from their lives. They will learn that writers think about what happened, touch and tell and then draw and write what happened first, next and at the end across writing pages. In the final bend children will select a few stories to revise and edit as they make those stories the best they can be!

Writing		
Big Ideas: - Follow routines and procedures of writing workshop - Discover and create different types of writing (ex: signs, labels, stories, teaching books, etc.) - Draw and label representational drawings - Edit and revise a piece of writing to make it more exciting and easier to read		
Time Line:	September - October	Duration of Unit – 6 weeks
Essential Questions <i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i> - Who is a writer? - What is writing workshop? - What are different types of writing and what are they used for?		Enduring Understandings <i>What will students understand about the big ideas?</i> Students will understand that... - Writers can get ideas for writing by looking at writing all around. - Writers can create different types of writing for different purposes. - Writers can use a combination of talking, drawing and letters/words to create a writing piece. - Writers try their best and use their writing time wisely. - Writers work together in a classroom writing community.



NEW JERSEY STUDENT LEARNING STANDARDS

Progress Indicators for Writing

W.K.5. With guidance and support from adults, strengthen writing through response and self-reflection using questions and suggestions from peers (e.g., adding details).

Progress Indicators for Speaking and Listening

SL.K.4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.

SL.K.5. Add drawings or other visual displays to descriptions as desired to provide additional detail.

SL.K.6. Speak audibly and express thoughts, feelings, and ideas clearly.

Progress Indicators for Language

L.K.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

F. Produce and expand complete sentences in shared language activities.

L.K.5. 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.

TECHNOLOGY STANDARDS AND 21ST CENTURY SKILLS

The following skills and themes listed should be reflected in the design of units and lessons for this course or content area.

21st Century Skills:

Multicultural and Cultural Competency Perspectives

Creativity and Innovation

Critical Thinking and Problem Solving

Communication and Collaboration

Information Literacy

Media Literacy

8.1.2.A.2 Create a document using a word processing application.

PRE AND POST ASSESSMENT

Give pre- and post- assessment at the end of the unit. This unit will further students' work in both information and narrative writing, so collect on-demand writing for both types.

Students should have 4-5* page stapled booklet to write on and a supply of additional pages*(*Use grade appropriate paper). Give the following instructions:

Narrative On-Demand

*"I'm really eager to understand what you can do as writers of stories/narratives. Today, will you please write the best **Small Moment** story that you can write? Make this be the story of one time in your life. You'll have only **45 minutes** to write this true story, so you'll need to plan, draft, revise, and edit it all today. Write in a way that allows you to show off all you know about story/narrative writing. Be sure to:*

- *Make a beginning for your story*
- *Show what happened, in order*
- *Use details to help readers picture your story*
- *Make an ending for your story"*

Informational On-Demand

*"Think of a topic that you've studied or that you know a lot about. Today, will you please write the best **Teaching/Informational** story that you can write? Remember to name what the topic you will teach about, try to give information to help readers learn a lot about your topic, and make an ending for your teaching book. Use pictures and words to help you write."*

If students' writing is not yet conventional, please ask student to read their story and record verbatim what they say on a post it.
 Use the Narrative and Informational Writing Rubric to assess student growth.

Formative and Summative (*) Assessments:

- Pre-assessment/Post-assessment * (online resources)
- Published Writing

Other Evidence

- Conferencing notes/records of conferences, small groups
- Interactive Writing Class Books
- Teacher Observations and random collection of writing folders (see below questions as guidance to delve further into child's writing work)

○ What are the ranges of topics that reoccur? ○ How does the child's writing on this topic evolve over time? ○ What does the child tend to do most often when he or she sits down to write? ○ What patterns can one detect in how a child goes about starting a narrative? ○ What patterns can one detect in how a child goes about starting an informational writing piece? ○ What sorts of topics or genre or conditions seem to generate energy for the child? ○ To what extent do we see evidence that instruction is affecting what the child does? ● Partner conversation	
Grammar and Conventions	
Sentence Structure	● Produce and expand complete sentences in shared language activities.
Parts of Speech	● Use frequently occurring nouns and verbs when writing and verbalizing writing ● Use words and phrases acquired through conversations, reading and being read to, and responding to texts.
Tense	● Use verbs to convey a sense of past, present, and future (ex: Yesterday I walked home. Today I walk home. Tomorrow I will walk home.) when writing and verbalizing writing.
Paragraphing	● N/A
Capitalization	● N/A
Punctuation	● N/A
Spelling	● Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words in interactive writing. ● Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions in interactive writing.

Teacher Notes

- You may decide to read a variety of personal narratives and informational texts throughout this unit to further develop students' understanding of the genre.
- Have each student create a writing folder that has a green side for stories they are still working on, a red side for completed work and a space for various writing tools (ex: mini word wall, alphabet chart, spelling pattern chart, etc.).
- Have students decorate their writing folders or create a photo collage with ideas for narrative writing.
- During this first unit of study, you will be building your classroom community and practicing your routines and procedure for Writer's Workshop and Interactive Writing. Interactive Writing is a 10-15 minute daily group writing experience that is done outside of the workshop time.
- Create a "Writing Workshop Space" that includes a variety of materials (ex: pencils, crayons, markers, staplers, colored pencils, variety of paper choices, post its, etc.).
- Paper choice should include – blank white paper, white paper with large square, white paper with large square plus a line or two for writing, list paper, pre-folded paper for cards.

Mentor Texts

- *Signs* by Pamela Chanko & Susan Canizares
- *I Read Signs* by Tana Hoban
- *Bunny Cakes* by Rosemary Wells
- *Dear Juno* by Soyung Park

Materials

Anchor Charts

- Writing in Our World (list of different kinds of writing, created with students ex: lists, signs, cards, books, etc.)
- When We Are Done, We've Just Begun! Pg. 44
- I Can Revise My Teaching Book pg. 69
- How To Write a True Story pg. 123

- Management Chart (see example below – add pictures)

	Teacher's Job	Writer's Job
MINI-LESSON	Teach a trick that writers do.	Listen really well. Try it out.
WRITING TIME	Help writers.	Work really hard and do your best!
SHARE	Listen and celebrate wonderful Kindergarten writing!	Listen and share your writing.

- Exemplar teacher text
- Narrative and Informational Writing Checklists – throughout the unit have students pause and self-assess their work, setting and revising goals

GOALS AND MINI-LESSONS

Bend I: We Are Writers: Getting Started

GOALS:

During Bend I of Launching the Writing Workshop, children are encouraged to see themselves as authors. They will learn to think up a topic, draw it, and then do their best approximation of writing. Students will learn to use letters as well as pictures to represent meaning and will begin to record some letters and even words on a page! Students will learn important procedures that they will carry with them through many other writing units such as “when you’re done, you’ve just begun!”

Mini-Lessons

Session 1 – We Are All Writers (pg.2)

- Today I want to teach you that it is not just grow-ups like Donald Crews who write to teach people what they know. You can do that as well. You think of something you know about, and then with drawings and writing, you put what you know on the paper.
- **Share** – Ask different children to share their work by holding it high for the world to see, point out that writers work with support from each other and rally children to learn from what several writers did (ex: draw pictures, stay hard at work, write letters, approximate words, etc.)

Session 2 – Writers Know that “When We Are Done, We Have Just Begun.” (pg. 9)

- Today I want to teach you that after writers write what they know about a topic, they don’t just say ‘I’m done’ and relax. No way! Instead, writers say ‘I’m going to look back at my writing and see if I can add more to it.’ Writers revise.
- **Mid-workshop** - Good writers write more than one writing piece in a day (anchor chart pg. 16).

Session 3 – Carrying on Independently as Writers (pg. 17)

- Today I want to teach you that when writers have problems and don’t know what to do, they say, ‘I can solve this myself.’ Then writers come up with solutions to those problems and carry on, writing, writing, writing. That way, writers don’t waste precious time!
- **Mid-workshop** – Good writers work quietly at their own spots so that the other writers can concentrate.
- **Share** - Good writers have a special folder to keep the writing they are still work on (green side) and the writing that’s finished (red side).

Session 4 – Writers Call to Mind What They Want to Say, Then Put That onto the Page (pg. 25)

- Today I want to teach you that once writers have something they want to write about, it helps for them to get that topic – their garden, the supermarket – in mind before they write. Sometimes writers close their eyes, picture the topic they want to write about, and then

put all the details into the picture and words.

- **Share** – Good writers depict actions in their pictures by adding special lines.

Session 5 – Stretching Out Words to Write Them (pg. 33)

- Good writers use words as well as pictures to teach people what they know. Writers write words by saying the word sloooooooooowllllyyy and then writing down the first sound they hear.
- **Share** – Good writers add labels to their pictures by finding an important part of the picture, thinking of the word, and saying it slowly writing down the first sound they hear.

Session 6- Writing Even Hard-to-Write Ideas (pg. 41)

- Good writers write about ideas that are even hard to write about. They don't quit, they keep on trying! Good writers take risks with their drawings and writing. They don't just draw a rainbow on everything just because they know how. They try to do their best to draw and write new things they have never done before!

Bend II: Writing Teaching Books

GOALS:

In Bend II, students will practice writing teaching books and learn that they can reread what they have written, realize they have more to say, and then add more pages! They will label their pictures and may even begin to use high frequency words in their writing.

Mini-Lessons

Session 7 – Turning Pieces into Scrolls and Books (pg. 48)

- Good writers write more than one page. When writers want to teach more, they add more pages to their books. We can use either a stapler to turn pages into a book, or tape to turn pages into what people call a scroll. Writers also study teaching books to understand the log behind the organization of a book.
- **Mid-Workshop** – Good writers can add cover pages with titles that teach their reader what their book is all about!
- **Share** – Good writers work together to determine whether their books are about one topic or more than one topic. If they are about more than one topic they make a whole new book with the other pages!

Session 8 – Planning Teaching Books Page by Page (pg. 57)

- Today I want to teach you that writers of books take time to plan how their pages will go. Writers don't just write one page and then say, 'Oops. I want to add another.' Instead, writers know from the start that they will be writing a whole book, and they plan out how that whole book will go. Good writers touch the pages of their booklets, talking about what they might write on each page. Then they sketch and write!

Session 9 – Asking and Answering Questions to Add More (pg. 65)

- Good writers work with their writing partners to help one another after a book is written, when the writer is thinking, 'I'm done.' Specifically, a partner reads a writer's book and then asks, 'What questions does this book give me?' And then the partner asks the writer questions. Those questions help the writer know what to add. (see anchor chart pg. 69)

Session 10 – Stretching Out Words to Write Even More Sounds (pg. 73)

- Good writers need to be brave! They need lots of practice in hearing sounds and matching them to letters. To get the letters down, writers say the word they want to write, stretching it like a rubber band. Then they record the first sound they hear and reread. Then they stretch the word out again to hear the next sound. And so on and so on.
- **Share** – Recruit children's help adding high-frequency words to labels around the room such as; the door, our science center, the library, etc.

Session 11 – Making Writing the Best It Can Be (pg. 81)

- Good writers pause before they finish a piece, using a checklist to make their writing the best it can be before publishing. Writers add details to their pictures and words. They use the alphabet chart, environmental print, and stretch out words to help them write. Then they share their writing with others!
- **Share** – Invite an older grade (fifth grade) to come view your class's collection of books. Writers will share their books with a fifth grade friend and celebrate their hard work!

Bend III: Writing Stories

GOALS:

In Bend III children will write to capture true stories from their lives. They will learn that writers think about what happened, touch and tell and then draw and write what happened first, next and at the end across writing pages.

Mini-Lessons

Session 12 – Getting Ideas for Stories and Practicing Storytelling (pg. 88)

- Good writers get ready to write true stories by first practicing telling their stories. They tell all the little things that happened, including what people said and did. They can tell their story to a partner across their fingers to help them plan how the story will go.
- **Share** – Point out what some writers have done in their writing: include details, depict a small, important moment, write words, and any other things you admire. Coach students to try these things in their writing as well!

Session 13 – Planning Stories Page by Page (pg. 98)

- Good writers plan how stories will go. Writers of story books plan from the start how the whole book will go. They touch each page as they tell their story. Then they turn the page and say the next thing that will happen. They do this by flipping the pages and saying ‘And then...’

Session 14 – Adding More Details to Pictures and Stories (pg. 106)

- Writers write stories in a way that readers feel like they are right there with them. To do this, they think about where they were, who they were with, and what they were doing on each page, and then they put those details into the pictures and words.
- **Share** – Writing partners can also be writing teachers! Writing partners can offer tips and suggestions to improve each other’s stories. Don’t forget to listen for who, what and where in your partners stories!

Session 15 – Stretching and Writing Words (pg. 15)

- Today I want to teach you that good writers say words slowly and listen for sounds in words when they write. They do this by saying the word slowly, writing down the beginning sound, saying the word again and writing down what they heard next. They even use their finger to slide across the letters they have down on the paper to make sure they put down ever sound in the right order.
- **Mid-Workshop** – Remind students that they can label not just things, but actions and feelings, in their pictures.

Session 16 – Bringing Our Writing to Life

- Today I want to teach you that writers make characters talk. They do this by putting speech bubbles by whoever is talking. When you tell the story, the speech bubbles will remind you to include what people said. Later, when you write the story, you can write bits of talking in the speech bubbles to get down the exact words that people said.
- **Share** – Recruit students to help begin a chart about how to write a true story (anchor chart pg. 123).

Session 17 – Using Everything to Make Pieces the Best They Can Be (pg. 126)

- Today I want to teach you that writers reread their stories, thinking about what they can do from everything they know about good writing to make their work the best it can be. Good writers use their “How to Write a True Story” anchor chart as help to add important parts to their stories.

Bend IV: Preparing for Publication

GOALS:

In the final bend children will select a few stories to revise and edit as they make those stories the best they can be!

Mini-Lessons

Session 18 – Editing (pg. 136)

- Good writers edit their writing. They sometimes try to spell their words again so that they can remember them and help others read them too! They reread each word and make sure the word looks right. Then, they may even need to change it to make it more readable.
- **Mid-Workshop** – Writers often edit their writing by fancying it up for their reader! They do this by adding details, or colors, that pop out what’s important.

Session 19 – Reading into the Circle (pg. 143)

- Today writers will celebrate their hard work by reading and sharing their writing with an audience. Students will join small groups of classmates in circles to share their writing with their peers. They will then add their books to an “Our Favorite Story” bin the library area of the classroom. End the session with a small toast to all their hard work and stories!

Interdisciplinary Connections	Instructional Strategies
Social Studies/Science	• Restorative Circle about Science topics (ex: Seasons, Living Things, etc.) – students share an experience related to the Science topics and use idea for small moment story. • Circle Questions: <i>What season is your favorite and why? What do you like most about winter/summer/fall/spring? Think and share about a fun time you had in the season fall? What did it look like, smell like, sound like, etc.? Do you have a pet? Can you share about a time that you got your pet or played with them? What do you know about ____ (living thing)?</i> • Restorative Circle about Social Studies topics (ex: Community, School, Families) – students share an experience related to the Social Studies topics and use idea for small moment story. • Circle Questions: <i>What is a school community? Can you share about a fun time you had at school? What does your family unit look like? Share about a time you did something fun or important with your family. What do you know about schools, communities, families?</i>
Technology Integration	• <i>Mouse for Sale</i>, by Wouter Bongarts Disney Favorite – Short Film Follow below link to share a short animated film as an introduction to the idea of a narrative story. • https://www.youtube.com/watch?v=UB3nKCNUBB4 • <i>Alphard Song</i> by Dr. Jean (can be used as a warmup and introduction to the alphabet chart students will use to help them stretch sounds in words) https://www.youtube.com/watch?v=MTeUONXZYAs • <i>All Things Animals</i> (videos can be used to introduce the idea of informational writing - there are many videos on a variety of animals) https://www.youtube.com/watch?v=5iyFpgIWzsE • <i>Two Writing Teachers Blog Post</i> – “Think, Say, Sketch, Write” (song and lyrics at the bottom of the post) https://twowritingteachers.org/2011/07/24/getreadytowrite/
Professional Resources:	• <i>Launching the Writing Workshop</i> by Lucy Calkins and Amanda Hartman • Adapted from Branchburg Township Schools District Curriculum Guides • Adapted from Readington Township Schools District Curriculum Guides

Unit Description: Looking Closely: Observing, Labeling, and Listing Like Scientists

This unit is designed to allow new writers the opportunity to practice and apply foundational literacy skills while developing understanding that writing is not just for storytelling, but is used to share information and learn about science and the world around them. During the unit, children will be exposed to a variety of nonfiction, science books that will aim to highly engage them, not only writers and readers, but scientists and thinkers as well. Writers and scientists write about things they study. How can writers use writing as a tool for organizing, holding onto, and making sense of the world?

Writing		
Big Ideas: - Writers are scientists and scientists are writers - Writers learn about the world around them and write to share what they have learned - Science writing looks and sounds different from stories		
Time : October - November		Duration of Unit: 5 Weeks
Essential Questions <i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i> - How can I be both a writer and a scientist? - How can I gather and write information about a topic - How can I study mentor texts and use features from them in my own science writing?		Enduring Understandings <i>What will students understand about the big ideas?</i> Students will understand that... - Science writing differs from narrative writing in how it looks and sounds. - Scientists use precise, realistic pictures and words in their writing based on their observations. - Science writers use specific features in their writing to share information. - Writers and scientists write about things they study.



NEW JERSEY STUDENT LEARNING STANDARDS

NJSLSA.W2- Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

NJSLSA.W4- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

NJSLSA.W7- Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.

Progress Indicators for Writing

- W.K.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply information about the topic.

Progress Indicators for Speaking and Listening

- SL.K.1 Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
- SL.K.2 Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.
- SL.K.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

Progress Indicators for Language

- L.K.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

TECHNOLOGY STANDARDS AND 21ST CENTURY SKILLS

The following skills and themes listed should be reflected in the design of units and lessons for this course or content area.

21st Century Skills:

Multicultural and Cultural Competency Perspectives
Creativity and Innovation
Critical Thinking and Problem Solving
Communication and Collaboration
Information Literacy
Media Literacy
Life and Career Skills

21st Century Themes (as applies to content area):

Financial, Economic, Business, and
Entrepreneurial Literacy
Civic Literacy
Health Literacy

PRE AND POST ASSESSMENT	
Students should have familiar paper to write on and a supply of additional pages. Give the following instructions: <i>"Today you are going to write all about something that you know about. You should describe it as best you can by writing or drawing about how it looks, what it feels like, how it sounds, or what it smells or tastes like, if it is something you can describe that way. Remember to draw all about it too. Write as much as you can, and when you are done, I will collect them from all of you. Remember, describe your thing in as many ways as you can!"</i>	
Use the Information Writing Rubric to assess student growth.	
Formative and Summative (*) Assessments: • Pre-assessment/Post-assessment * (online resources) • Published Writing Other Evidence • Conferring notes/records of conferences, small groups • Teacher observations • Observation notebooks • Rough drafts • Partner conversations	
Grammar and Conventions	
Sentence Structure:	
• Elaborate to create phrases and simple sentences from list/label books • Begin to understand the difference between a question and answer (orally and in anchor books)	

Teacher Notes

- This unit is heavy on experiences; plan on immersing your students in opportunities to closely engage with and observe things around them to get them wondering.
- This unit offers an excellent opportunity to integrate science learning (the seasons, the 5 senses, trees, etc.) into writing and vice versa.
- This is an If, Then Unit; there are no correlating page numbers for mini lessons, but the unit overview and information is located in the If, Then... Book from the UOS, pages 17-31.

Mentor Texts (these are suggested, but if your class is studying something else in science, choose your own mentor texts to support that work!)

- My Five Senses by Alikei
- You Can't Taste a Pickle with your Ear! by Harriet Ziefert
- Using Your Five Senses by Andrew Collins

Materials

- Display previous anchor charts from foundational writing units and/or one about the science process (wonder, predict, observe, record, share)
- Your own writing to serve as a demonstration text
- Observation writing notebooks

GOALS AND SUGGESTED MINI-LESSONS

Bend I: Living Like Writers, Living Like Scientists

GOALS: In this bend, students will be encouraged to write a lot (volume, using 3-5 page booklets right away), write for a sustained time (stamina), and use what they have already learned as writers (transference).

This bend should last approximately 7 - 8 days.

Suggested Mini-Lessons

- Today I want to teach you that writers are scientists and scientists are writers!
- Today I want to show you how science writing looks and sounds different from stories.
- Today I want to teach you how science writers write and write and write some more. When they finish one book, they get another and keep writing!
- Today we will learn how talking to our partners can help us think about what we want to write/say.
- Today I want to teach you that science writers learn all about the world by looking through books, going on excursions and adventures, and observing with their senses.
- Today we will learn that science writers draw things with a lot of the details they notice, and look carefully at the parts of things as they draw.
- Today I am going to show you how science writers add labels to their drawings so readers know just what to look at. Science writers, just like any writers, stretch out sounds carefully and slowly to write words.

Note: When preparing science writing booklets, be sure to leave a large picture box to support close up, detailed drawings, and encourage your students to use the space. Of course, include several writing lines at the bottom of the pages as well. It is a good idea to start with 3 - 5 page booklets, and keep single extra pages on hand that can be stapled into the back of the booklets as needed.

Bend II: Making Books Just Like the Ones We Read: Studying Mentor Texts and Making Reading/Writing Connections

GOALS: In this bend of the unit, writers will be immersed in mentor texts and encouraged to notice the structure and craft which can be incorporated into their own writing.

This bend should last approximately 5 - 6 days.

Suggested Mini-Lessons

- Today I want to teach you that when we read information books together, we can learn from them just like scientists.
- Today I want to show you that science books have certain features that help us learn from them, like matching pictures and words, patterns, and labels.
- Today I want us to investigate how some science writers make list books, some make label books, some write books with sentences, and some even have questions and answers in them.
- Today I want to teach you that science writers have a special bank of words they can use in their writing. These words are expert words about their topic and teach readers what is important to know about it.
- Today I want to remind you that writers, even science writers, make sure their writing is as clear as it can be by stretching out many sounds for each word, matching the pictures and words, and leaving big spaces in between words

Note: Finding simple additional mentor books (i.e. - What is Red?) can help to support students when then want to emulate a text pattern or list. Adding specific science words to students' individual word walls or snap word books is a good idea to help foster independence and encourage use of topic specific vocabulary.

Bend III: Writing More: Adding Details and Information and Writing Phrases or Sentences

GOALS: The focus of this bend is to hone the children's skill of observation. They should be encouraged and given ample opportunity to return to the object/thing they are writing about to look at it ever more closely and then add new details to their writing based on their observations. This bend also allows for work that focuses on a variety of spelling strategies. Writers will be encouraged to return to their pieces of writing (old books) to make edits and revisions as they learn to do so.

This bend should last approximately 5 - 7 days.

Suggested Mini-Lessons

- Today I want to teach you that when science writers learn or notice more about their topics, they go back to their work to add those things right in.
- Today I am going to show you how science writers can make their list/label books even better by doing something called elaborating. Elaborating is writing about those tiny new details you notice when observing again
- Today I want to show you that when you stretch out words in your science writing, you can hear a vowel sound in them. Writing the vowel sounds helps your work be even easier to read and learn from.
- Today I am going to teach you that as a science writer, you are an expert about your topic and the special words that go along with it. By putting those words in your snap word books (or on the word wall, or word ring, etc.), you can go right to them and use them again and again in your work.
- Today I want to teach you that as you learn new ways to make your science writing better, you should go back to the old books you wrote and elaborate in them, too! Anything you learn from the science books we read can be put right into your own work.

Note: It is a good idea to have a big book or to use the document camera to highlight nonfiction features for your students to emulate. This shared reading opportunity increases engagement and increases the likelihood that all writers are getting the same exposure during the mini lessons. You can also provide a short vowel chart or review it during word study to link the spelling strategies work to writing.

Bend IV: Becoming Researchers: Scientists Make Connections, Predict, Have Ideas, and Compare and Contrast

GOALS: Science writers do not only observe and record; they think carefully about what they learn and compare it to other information or ask questions about it. In this bend, writers can choose a piece for publication or a topic to research independently based on the previous work of the unit. Either way, writers should push their thinking by asking themselves “why” questions (i.e. - Why do the seasons change? Why does my sense of smell protect me from danger?). Science writers will fancy up their piece by rereading, considering who will be reading the work, and making the necessary changes.

This bend should last approximately 6-7 days, with the last 3 or so focused on publication and sharing.

Suggested Mini-Lessons

- Today I want to show you how science writers look back through all of their work to decide which piece they want to share and publish.
- Today I am going to teach you how to choose your own topic to research for your last science writing work. You can use some of the science topics we have worked on together to guide your choice.
- Today I want to remind you that whether you are using one of your old books or writing a new one, you will use all that you know about good science writing in your piece. Remember that science writing has detailed drawings, lots of labels, lists, or even sentences and questions.
- Today I want to teach you that science writers always think about WHO will be reading their work, and then fancy it up to fit that audience. By making the writing clear, each and every reader can learn all about the topic.

Note: This is a great time to use a shared piece of writing from the unit to highlight the ways to fix it up for publication. Revisions can range from adding more color to a picture, stretching out more sounds in a label, or adding whole phrases or sentences to the work. Some ideas for sharing the work are: creating a science bulletin board, inviting another class to buddy up for partner or small group sharing, inviting the principal in to learn about some of the topics, or making a basket or display shelf of your students’ science writing in your class library.

Interdisciplinary Connections <i>Correlates to routine units in math, rules and community units in social studies</i> ☐ Social Studies and Science Units • Seasons • Magnets • Trees • The Five Senses	Instructional Strategies Professional Resources: • If... Then.... Curriculum Guide TCRWP Units of Study for Kindergarten • Science Curriculum SOMSD
--	--

Unit Description:

This unit, **Writing for Readers (Book 2)**, is the first opportunity for students to write stories with teacher guidance and is different than launching of the writing workshop where the intent was procedural and to introduce different types of writing. Here, students will learn that it is important to consider the reader when writing by making the actual written words and pictures as clear as they can be, while also developing an understanding that stories follow a particular order (beginning, middle, and end).

Writing	
Big Ideas: • Writing needs to be easy to read so people can enjoy it. • Writers keep track of their progress by using checklists and other tools as they work. • Writers work with partners to make their work even better.	Duration of Unit: 5 weeks
Essential Questions <i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i> • How can I write true stories that are interesting for others to read? • How can I make my writing even better once it is done?	Enduring Understandings <i>What will students understand about the big ideas?</i> Students will understand that... • Writers get ideas from their everyday lives. • Writers tell stories in order. • Writers have tools to improve their work during and after writing.

NEW JERSEY STUDENT LEARNING STANDARDS	
NJSLSA.W3- Write narratives to develop real or imagined experiences or events using effective technique, well chosen details, and well structured event sequences. NJSLSA.W5- Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	
Progress Indicators for Writing	W.K.3 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.
Progress Indicators for Speaking and Listening	- SL.K.4 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail. - SL.K.5 Add drawings or other visual displays to descriptions as desired to provide additional detail. - SL.K.6 Speak audibly and express thoughts, feelings, and ideas clearly.
Progress Indicators for Language	- L.K.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. - L.K.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
TECHNOLOGY STANDARDS AND 21 ST CENTURY SKILLS	
The following skills and themes listed should be reflected in the design of units and lessons for this course or content area. 21st Century Skills: Multicultural and Cultural Competency Perspectives Creativity and Innovation Critical Thinking and Problem Solving Communication and Collaboration Information Literacy Media Literacy Life and Career Skills 21st Century Themes (as applies to content area): Financial, Economic, Business, and Entrepreneurial Literacy Civic Literacy Health Literacy	

PRE AND POST ASSESSMENT

Students should have familiar paper to write on and a supply of additional pages. Give the following instructions:

"Today you are going to write a story. It can be true or made up, but it should include a beginning, middle, and end, and tell what happened in order. Remember to draw pictures too, since they help to tell your story. Write as much as you can, and when you are done, I will collect them from you. Remember, write as much as you can and tell a whole story!"

Use the Narrative Writing Rubric to assess student growth.

Formative and Summative (*) Assessments:

- Pre-assessment/Post-assessment * (online resources)
- Published Writing

Other Evidence

- Conferring notes/records of conferences, small groups
- Teacher Observations and random collection of writing folders (see below questions as guidance to delve further into child's writing work)
 - What are the ranges of topics that reoccur?
 - How does the child's writing on this topic evolve over time?
 - What does the child tend to do most often when he or she sits down to write?
 - What patterns can one detect in how a child goes about starting a how-to writing piece?
 - What sorts of topics or genre or conditions seem to generate energy for the child?
 - To what extent do we see evidence that instruction is affecting what the child does?
- Rough drafts
- Partner conversation

Grammar and Conventions

Punctuation

- With support, I can add periods at the end of my sentences.

Spelling

- With support, use known high frequency words and CVC patterns.

Teacher Notes

Expect that your students will be entering this work with a wide array of readiness. Although all of your writers can tell true stories, how they do so will vary. Use that knowledge of where your kids are currently, to create meaningful strategy groups and conferences.

Mentor Texts

- Don't Let the Pigeon Drive the Bus by Mo Willems (or another anchor book with speech bubbles)
- Owl Moon by Jane Yolen or A Chair for My Mother by Vera B. Williams (or another book with a strong opening)

Suggestions: When selecting mentor texts, be sure to choose carefully. These will serve as a strong model for the work you want your students to include in their own writing.

Materials

- Display anchor charts prominently and/or make small copies for tables or even individual writing folders
- Your own writing to serve as a demonstration text
- Narrative Writing Checklists – throughout the unit have students pause and self-assess their work, setting and revising goals (creating child friendly checklists with pictures is suggested, or breaking them into individual skills is useful as well)
- Drafting booklets

GOALS AND MINI-LESSONS

Bend 1: Writing Stories that People Can Really Read

GOALS: The primary goal of this bend is teaching young writers that no matter how great their stories are, they must be able to be easily read by people in order to be shared and enjoyed. By giving students the skills to check their writing early on, they will develop a sense of independence and accountability for their work across the whole unit. The main skills your students will be taught in this bend are writing down whole sentences and rereading their work as they write. This bend should last about 7-8 days.

Mini-Lessons

Session 1 - Writing for Readers (p.2)

- Today I want to teach you that all writers use all of their writing muscles to make sure people don't put their writing down. This means checking that your work is easy to read, and if it isn't fixing it up so it is.

Session 2 - How to Write True Stories that Readers Really Want to Read (p.13)

- Today I want to teach you that even when you are working really hard to hear and write all of the sounds in your words, you need to remember all that you know about writing great stories. You can use charts around the room to help you.

Session 3 - Drawing Stories for Readers (p.21)

- Today I want to show you how writers can use pictures to help remind them of what is happening in their stories. That way, if you spend a lot of time writing a hard word and you lost your place in the story, your pictures can get you right back on track. The picture can help you because when you drew it, you were already thinking of the words you wanted to write.

Session 4 - Writing Sentences that Tell a Story (p. 30)

- Today I am going to show you how writers say a sentence out loud or in their minds, then writes it word after word after word.

Session 5 - The Power of Rereading (p.41)

- Today I want to teach you that writers reread their writing A LOT! They write a little, then read a little, then do it again. This helps them to make sure their story sounds right and is on track.

Note: Some of these minilessons can be repeated or reviewed as this is a lot of information in a relatively short period of time. In the UOS book, there are excellent suggestions to support these big ideas during small groups, conferences, and mid workshop sharing.

Bend II: Tools Give Writers Extra Power

GOALS: In this bend, teachers help to stock student's tool boxes full of supports to foster their ability to write clearly. They will learn how to use checklists (kid friendly versions work best) to reflect on their work as they write, as well as to write more conventionally using their sight words and vowel charts to support them. This mechanics work will need to be balanced with the language of real storytelling words. Teachers will want to make sure that students aren't only writing easy to spell words. The last part of this bend has students utilizing their partnerships as another tool for making their writing even clearer. This bend should last approximately 8-9 days.

Mini-Lessons

Session 6 - Checklists Can Help Writers Make Powerful Stories (p. 50)

- Today I want to teach you that writers use tools to help them write the best that they can. One of those tools is a checklist. It is a simple thing that really helps writers to think about their work and make it better.

Session 7 - A Vowel Chart Can Help with the Middles of Words (p. 59)

- Today I want to teach you that vowels can help you spell the middle of words. Vowels make your writing so much easier to read. A vowel chart can help you hear the vowel sound and come up with the right vowel to put on your paper.

Session 8 - Writing Readable Stories Using Word Walls (p. 69)

- Today I want to teach you that writers have some words they can read and spell easily - in a snap. Writers don't have to stretch out these words, they can just write them quickly. Word Walls (or snap word books or rings) are a great tool for writers because they remind them of the words they already know so they can keep on writing.

Session 9 - Writing Stories with True Words (p.78)

- Today we are learning that writers need to write with their own true, storytelling words even if that means that they have to work a little harder to spell those words. It helps to tell your story out loud to yourself or your partner so you can get those storytelling words ready, then once you do, you can put them on paper.

Session 10 - Using Reading Partnerships to Support More Conventional Writing (p. 87)

- Today I want to teach you that when writers are working to make their writing more clear and readable, it helps if the writer has a partner who works with her/him, like a team, to get the job done.

Session 11 - Using a Partner to Hear More Sounds in Words (p. 95)

- Today I am going to show you how partners can really help us find missing sounds in words. Watch me partner with Susie. I am going to read her work out loud and when I come to a word I can't read, I am not going to just tell her what to do, no way! I am going to point out the word and say, "You can try to add more sounds right here." Then she will do the same for me.

Session 12 - Putting It Together (p. 98)

- Today, we are going to work together to figure out the answer to a question. I am wondering, now that we are at the end of this part of the writing unit, just what we have learned about making our writing clear and what we still have to learn to make it even better?

Note: Before the final session of this bend, take a few minutes before writing workshop begins to look through your students' folders so you can come up with the most appropriate inquiry for them.

Bend III: Partnering for Revision: Making Stories More Fun to Read

GOALS: The primary focus for this bend is revision. By giving students ways to improve their work, they learn to tell their stories more powerfully. Adding paper flaps is a useful tool to give writers additional space to write without undoing their hard work. Partnerships will play an important role in the final days of this bend as writers strive to make their work the most readable yet.

This bend should last approximately 5-6 days.

Mini-Lessons

Session 13 - Writers Search Their Pictures to Make Their Stories Better (p. 106)

- Today I want to remind you that writers revise and change stories, just like you revise and change your block structures. When a writer likes her/his story, s/he goes back to it, thinking, "What can I do to make this even better?" One way they make it better is to think carefully about what is happening at that part of the story and what the picture of that part looks like. Then they can add to the picture, change it, or write more words to go with it.

Session 14 - Writers Use Flaps to Make Better Stories (p. 114)

- Today I want to teach you about a handy tool for revising your stories. It is a paper flap. Writers think carefully about where to put them and then can use them in many places to tell a better story.

Session 15 - Writing Amazing Story Beginnings (p. 120)

- Today I want to show you that a great way to become a better writer is to look closely at the work of authors we love and think, "What did this writer do that I could try?" The beginning of a story is called a lead, and since it is so important, writers study other authors' leads and learn ways to make their own leads better.

Session 16 - Writers Work with Partners to Answer Readers' Questions (p. 128)

- Today I want to teach you that you are ALL writing teachers. When you are working with your partner, you have to really listen to their work, trying hard to understand it, noticing when you go, "Huh?" so you can help the writer make it better.

Note: Decide in advance if you want to use just one mentor text to demonstrate a strong lead or more than one.

Bend IV: Preparing for Publication

GOALS: In this final bend, the writers in your class will learn the process of selecting a single piece for publishing. A craft focus will be on students creating a satisfying ending. Students will be encouraged to make their illustrations and covers beautiful for sharing. The work can be celebrated on a bulletin board or with another class. This bend should last about 5 days.

Mini-Lessons

Session 17 - Writers Use All They Know to Select and Revise a Piece to Publish (p. 136)

- Today I want to teach you that writers get ready to publish by choosing a story they want to share with the world. Then they use everything they know to make their stories come to life and be easy to read.

Session 18 - Ending with Feelings (p. 142)

- Today I want to teach you that the endings of good stories are so special. Writers create strong endings by finishing their stories with a feeling. Sometimes, writers tell just how they feel, but other times, they use talking or actions to show the feeling. Let's look at some great endings in books we love to get us started.

Session 19 - Writers make their Pieces Beautiful to Get Ready for Publication (p. 148)

- Today I want to teach you that writers spend time making sure their writing is as clear and beautiful as possible before they share it with an audience. Here are three ways to do that: 1. Add missing bits to your drawings, 2. Add color to your pictures, and 3. Check that your words are not too messy to read.

Session 20 - A Final Celebration (p. 155)

Note: As with the lesson(s) on the importance of leads, be sure to have mentor texts for strong endings that demonstrate not just stating a feeling, but showing it through dialogue and/or actions.

Interdisciplinary Connections <i>Correlates to routine units in math, rules and community units in social studies</i> ☐ Social Studies and Science Units ● Possible SS connections: A Town Far Away ● Possible Science connections: Seasons, Magnets	Instructional Strategies
Professional Resources: ● Writing for Readers (Unit 2) Book from TCRWP Units of Study in Reading ● Heinemann website ● Adapted from Branchburg Township Schools District Curriculum Guides ● Adapted from Readington Township Schools District Curriculum Guides	



South Orange Maplewood School District
English Language Arts Department
Writing Curriculum
Grade K

Unit Description:

In Unit 3- **How-To Books**, students learn about a new form of writing that teaches others 'how to' do things. Students will study how-to writing and narrative texts and notice the differences between story writing and a how-to text. Students will then have the opportunity to write their own how-to books focusing on things they know how to do. Lessons will emphasize drawing and writing one step at a time and writing with enough clarity and detail that others can follow the directions.

In Bend II lessons focus on studying mentor texts and trying out techniques the students notice in those texts. Students will work on adding tips, warnings and writing to their reader in this bend. In Bend III, students are encouraged to write how-to books that address school or classroom procedures and they are given the opportunity to write a series or collection of how-to books. In the Bend IV, students will get ready to share their work by editing, revising and making their writing easy to read.

Writing		
Big Ideas: - Plan and write how-to books with stamina and purpose - Learn from mentor authors and write detailed steps that teach - Write with an audience in mind - Edit and revise a how-to book including an introduction and conclusion		
Time Line: January-February	Duration of Unit – 6 weeks	
Essential Questions <i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i>	Enduring Understandings <i>What will students understand about the big ideas?</i>	
- What is a how-to book and how is it different from other writing? - What are important features of how-to writing (ex: tips, warnings, detailed steps, writing to a reader, etc.)? - How can I make my writing the best it can be?	Students will understand that... - Writers can write texts that teach a procedure, or how to do something. - Writers can identify important features of how-to books. - Writers can edit and revise writing to make it the best it can be.	

NEW JERSEY STUDENT LEARNING STANDARDS

Progress Indicators for Writing

- W.K.2.** Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.
- W.K.5.** With guidance and support from adults, strengthen writing through response and self-reflection using questions and suggestions from peers (e.g., adding details).

Progress Indicators for Speaking and Listening

- SL.K.5.** Add drawings or other visual displays to descriptions as desired to provide additional detail.
- SL.K.6.** Speak audibly and express thoughts, feelings, and ideas clearly.

Progress Indicators for Language

- L.K.1.** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- L.K.2.** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

TECHNOLOGY STANDARDS AND 21ST CENTURY SKILLS

The following skills and themes listed should be reflected in the design of units and lessons for this course or content area.

21st Century Skills:

Multicultural and Cultural Competency Perspectives
Creativity and Innovation
Critical Thinking and Problem Solving
Communication and Collaboration
Information Literacy
Media Literacy

8.1.2.A.2 Create a document using a word processing application.

8.1.2.B.1 Illustrate and communicate original ideas and stories using multiple digital tools and resources.

8.1.2.C.1 Engage in a variety of developmentally appropriate learning activities with students in other classes, schools, or countries using various media formats such as online collaborative tools and social media.

8.2.2.A.4. Choose a product to make and plan the tools and materials needed.

8.2.2.E.1. List and demonstrate the steps to an everyday task.

PRE AND POST ASSESSMENT

Give a post assessment at the end of the unit. This unit will further students' work in informational writing.

Students should have 4-5* page stapled booklet to write on and a supply of additional pages (* Grade appropriate paper). Give the following instructions:

Informational On-Demand

"Think of a topic that you've studied or that you know a lot about. Today, will you please write the best Teaching/Informational story that you can write? Remember to name what the topic you will teach about, try to give information to help readers learn a lot about your topic, and make an ending for your teaching book. Use pictures and words to help you write."

If students' writing is not yet conventional, please ask student to read their story and record verbatim what they say on a post it.

Use the Informational Writing Rubric to assess student growth.

Formative and Summative (*) Assessments:

- Pre-assessment/Post-assessment * (online resources)
- Published Writing

Other Evidence

- Conferring notes/records of conferences, small groups
- Interactive Writing Class Books
- Teacher Observations and random collection of writing folders (see below questions as guidance to delve further into child's writing work)
 - What are the ranges of topics that reoccur?
 - How does the child's writing on this topic evolve over time?
 - What does the child tend to do most often when he or she sits down to write?
 - What patterns can one detect in how a child goes about starting a how-to writing piece?
 - What sorts of topics or genre or conditions seem to generate energy for the child?
 - To what extent do we see evidence that instruction is affecting what the child does?
- Partner conversation

Grammar and Conventions	
Sentence Structure	● Produce and expand complete sentences in shared language activities.
Parts of Speech	● Use frequently occurring nouns and verbs when writing and verbalizing writing ● Use words and phrases acquired through conversations, reading and being read to, and responding to texts. ● Form regular plural nouns orally by adding /s/ or /es/ (e.g., <i>dog, dogs; wish, wishes</i>).
Tense	● Use verbs to convey a sense of past, present, and future (ex: Yesterday I walked home. Today I walk home. Tomorrow I will walk home.) when writing and verbalizing writing.
Paragraphing	● N/A
Capitalization	● Capitalize the first word in a sentence and the pronoun <i>I</i>.
Punctuation	● Recognize, name and utilize end punctuation (. ? !)
Spelling	● Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words in writing. ● Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions in writing.

Teacher Notes

- You may decide to read a variety of how-to and informational books throughout this unit to further develop students' understanding of the genre.
- You may want to start the unit doing a whole group exploration where you perform a task in front of and with students. You can then use that experience to create a How-To book during Interactive Writing (ex: fire drill).
- Allow for students to hold a variety of charts in their writing folders for easy access. These can include; alphabet chart, personal word wall, vowel chart, blends/digraph chart, small anchor charts, how-to check list, editing checklist.
- Paper choices available throughout the unit
 - 3 page stapled booklets (sets with different number of lines to give writers a choice)
 - 5 page stapled booklets (sets with different number of lines to give writers a choice)

Materials page

Cover page

Introduction page

Dedication page

Conclusion page

Mentor Texts

- *How to Carve a Pumpkin* page from *The Pumpkin Book* by Gail Gibbons
- *How to Make a Bird Feeder* by Liyala Tuckfield
- *How to Make Salsa* by Jamie Lucero
- *Make a Valentine* by Dale Gordon
- *How to Make a Hot Dog* by Joy Cowley
- *Walk On!* By Marla Frazee
- *My First Soccer Game* by Alyssa Capucilli

Materials

Anchor Charts

- How-To Writing Chart (session 1)
- Learning From a How-To Mentor Text (session 8)
- Make Writing Easy to Read (session 16)
- Informational Writing Checklist (pg. 54)

Other

- Exemplar teacher text (ex: How-To Make a Peanut Butter and Jelly Sandwich pg. 37)
- Informational Writing Checklists – throughout the unit have students pause and self-assess their work, setting and revising goals

GOALS AND MINI-LESSONS

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

GOALS:

In Bend I students will study how-to writing and narrative texts and notice the differences between story writing and a how-to text. Students will then have the opportunity to write their own how-to books focusing on things they know how to do. Lessons will focus on drawing and writing one step at a time and writing with enough clarity and detail that others can follow the directions.

Mini-Lessons

Session 1 – Writers Study the Kind of Writing They Plan to Make (pg. 2)

- Writers study the type of writing they are going to do before they start writing. They think, ‘What kind of writing am I making?’
- **Share** – Ask different students to compare how-to writing with familiar true stories and notice differences. Collect and list a few especially important differences between narrative and how-to writing (see chart pg. 10).

Session 2 – Writers Use What They Already Know (pg. 11)

- Strong writers remember what they already know about writing books and use that to help them write How-To books. They know they will still say what they are going to write across the pages by touching and telling. They know they still draw the pictures saying the words that go with each picture, only this time, each picture and page is another step.
- **Share** – Remind writers that earlier they had looked at student writing to see ways it aligned to the list of characteristics of how-to writing. Do this again, with the day’s new writing.

Session 3 – Writers Become Readers Asking, “Can I Follow This?” (pg. 19)

- Strong writers reread their how-to books to check that their writing makes sense. They reread each step to a partner or themselves and make sure it is easy to follow the steps.
- **Mid-workshop** – Strong writers use transition words to help readers know the order to do the steps.

Session 4 – Writers Answer a Partner’s Questions (pg. 27)

- Strong writers feel really lucky if they have readers who not only try to follow their directions, but who also speak up, saying things like “I’m confused” or “Can you explain that more clearly?” when they need to do so.

Session 5 – Writers Label Their Diagrams to Teach Even More Information (pg.36)

- Strong writers can add details to information books by adding pictures called diagrams. They think about the important information that they are showing in the picture and they use arrows and labels to show that information
- **Mid-Workshop** – Writers make sure that they include the important information they show in their diagrams in their words. They add more words and sentences to the writing in their story to teach even more.

Session 6- Writers Write as Many Books as They Can (pg. 43)

- Strong writers keep their pencil moving the whole writing time. When they do this, they can write more and more How-To books.
- **Mid-Workshop** - Remind students who may be struggling to spell tricky words to do the best they can and move on, not to dwell or spend too much time on one particular word.

Session 7 – Writers Reflect and Set Goals to Create Their Best Information Writing

- Strong writers think about everything they know about good information writing and check the books they've written. They ask themselves, "Did I do everything that good information writer's do? What do I want to get better at?" They can set goals for themselves as writers.
- **Share** – To create a mini-celebration, suggest that writers distribute their how-to books to appropriate places around the room and the school.

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

GOALS:

Bend II lessons focus on studying mentor texts and trying out the techniques students notice in those texts. Students will work on adding tips, warnings and writing to their reader in this bend.

Mini-Lessons

Session 8 – Writers Emulate Features of Informational Writing Using a Mentor Text

- Inquiry Lesson: Strong writers study mentor texts to get ideas for their own books. (see anchor chart pg. 63)
- **Mid-Workshop** – Writers can choose a title for their How- To Books that tells the reader exactly what the book is about/ what they will learn to do in the book. Strong writers make a list of things that the reader will need (materials) in order to accomplish their task. They put this materials page in the front of their book. Strong writers use bold print (dark letters that stand out) to show the most important parts of their books.
- **Share** – Suggest that students can study features in each other's books as well as in the books of published mentor authors. Organize one child to read his or her book aloud to a small group while listeners note features of how-to books.

Session 9 – Writing for Readers (pg. 68)

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

Session 10 – How-To Book Writers Picture Each Step and Then Choose Exactly the Right Words (pg.74)

- Strong writers make sure their steps are easy to follow by making sure they picture themselves doing each step as they write it. They think about what exactly they do during each step and make sure they include the exact words they need.
- **Mid-Workshop** – Partners can help each other revise for clarity by listening to and acting out each other's books.

Session 11 – Elaboration in How-To Books (pg. 82)

- Strong writers don't just teach the steps. They also add little warnings and tips. They do this by thinking about how the learner could go wrong and then adding advice to keep that from happening.
- **Share** – Draw students' attention to particular words that convey warnings, suggestions, or tips and begin a chart to collect words students notice (ex: Be careful! Watch out! I suggest... Don't....)

Session 12 – Balance on One Leg Like a Flamingo (pg. 90)

- Strong writers try to show their readers exactly what they mean. One way to do this is by making comparisons. They do this by thinking "What is this like?" and then they use their Kindergarten imaginations to make a comparison.

Bend III: Keeping Readers in Mind: Giving How-To Books as Gifts

GOALS:

In the third bend students are encouraged to write how-to books that address school or classroom procedures and are given the opportunity to write a series or collection of how-to books. They will learn to write both an introduction and conclusion and write with an audience in mind.

Mini-Lessons

Session 13 – Writers Write How-To Books about Things They Learn throughout the Day and from Books (pg. 100)

- Strong writers are always thinking about ideas for their How-To books. When they learn something new, they think "Hey, I could write a How-To book about that". They know that in school there are lots of objects that can remind them of how-to books they could write.
- **Mid-Workshop** – Model for students how they could look to books as a place to generate ideas for a how-to book. They can think to themselves, 'Did I learn how to do anything from reading this book?'

Session 14 – Writing Series or Collection of How-To Books to Teach Others Even More about a Topic (pg.106)

- When writers really love a topic, when it is something that is a big part of their life, or if it is something that they really know a lot about, they can write lots of how-to books about it by thinking of that topic in many different ways (ex: How-To Make Ice Cream, How-To Make a Cupcakes, How-To Make a Smoothie).
- **Share** – Remind students of the importance of their books in a collection all fitting together. Read titles in a collection of how-to books in which one doesn't fit, and then ask students to notice and discuss why.

Session 15 – Writers Can Write Introductions and Conclusions to Help Their Readers (pg. 112)

- Writers often write a special page to introduce their books and help readers understand their topic. How-to writers often pretend that the people who will read the book have never ever heard of the topic, and they write an introduction page to give the readers some information, or facts, so that the rest of the how-to book will make more sense.
- **Share** – Strong writers often like to write a little message, a thank you, or a goodbye to their readers at the end of the book. This is called a conclusion.

Session 16 – Writers Use Everything They Know to Make Their How-To Books Easy to Read (pg.121)

- Strong writers use all the strategies they know for making writing easier to read when they edit their How-To books.
- **Mid-Workshop** – Good writers look back through old work to be sure that they've finished all they can. Remind students to go through their folders and see if they can find books that need to be finished that they may have forgotten about.

Bend IV: Giving How-To Books as Gifts

GOALS:

In the final bend children will select a few stories to revise and edit as they make those stories the best they can be! They will publish their book and dedicate it to a special person to them.

Mini-Lessons

Session 17- How-To Books Make Wonderful Gifts! (pg. 132)

- Today I want to teach you that how-to books make amazing gifts. Writers often write books for people they care about or for people they would like to teach. Writers often write dedications for those people, to let everybody know who the book was really written for.
- **Mid-Workshop** – Strong writers look back through old work to be sure that they've finished all they can. Remind students to go through their folders and see if they can find books that need to be finished that they may have forgotten about.

Session 18- Preparing for the Publishing Party (pg. 139)

- Today I want to teach you that you can be an editor and edit your own writing to make sure it's easy for readers to read. You can use our new editing checklist to make sure you used capital letters at the beginning of each sentence and lowercase letters for the rest of the letters in words, and that you spelled word wall words correctly.
- **Share** – Organize students to practice reading and acting out their how-to books in preparation for the next day's celebration.

Session 19 – Publishing Celebration (pg. 146)

- Writers share their how-to writing with others by publishing it, and sometimes by recording a video of themselves reading their writing so that they can teach others. Invite family members to join in the publishing celebration to hear students' how-to books.

Instructional Strategies

Interdisciplinary Connections

Math

- Create a "How-To Draw Shapes" book in math for representational drawings.
- Do a "quick write" telling how-to play a math game.

Social Studies/Science

- Restorative Circle about Science topics (ex: Seasons, Living Things, etc.) – students share an experience related to the Science topics and use idea for a how-to book.
- Circle Questions: Seasons - *What is the weather like in winter? Can you tell a how-to story about something you do in winters (ex: how-to shovel a driveway, how-to go sledding, etc.)?* Living Things - *How does a plant grow? Tell the steps of how-to grow a sunflower.*
- Restorative Circle about Social Studies topics (ex: Community, School, Families) – students share an experience related to the Social Studies topics and use idea for a how-to book.
- Circle Questions: Family – *How-to help Mom/Dad with _____?* School - *Tell the steps of how-to unpack in the morning. Community – Tell the steps of how-to keep the park clean.*

Technology Integration

- *How to Plant a Seed* – show as an introduction to how-to books
 - <https://www.youtube.com/watch?v=EsODAlsY4NM>
- *How To Make a Paper Bird – Paper Crafts for Kids* – video to show a simple craft students can make to introduce how-to steps
https://www.youtube.com/watch?v=5n64xhcD_wg
- *How to Play Checkers*
 - <https://www.youtube.com/watch?v=m0drB0cx8pQ>

Professional Resources:

- *How-To Books* by Lucy Calkins, Laurie Pessah and Elizabeth Moore
- Adapted from Readington Township Schools District Curriculum Guides
- ELA Adapted from Readington Township Schools District Curriculum Guides

Unit Description: Persuasive Writing of All Kinds (Book 4)

This unit is designed to give young writers many opportunities to write persuasively. By being able to write for the purpose of making changes around them, and later to address problems a bit further out, children learn the power of this type of writing. This work is accessible to writers all across the continuum of emergent literacy because there are many forms persuasive writing can take, from signs to speeches to letters. This unit also allows the children to explore the concept of considering an audience for a specific purpose.

Writing		
Big Ideas: - Persuasive writers can use words to make a change in the world. - Persuasive writers must consider their audience when writing. - Persuasive writing can take many forms.		
Time Line: March - April		Duration of Unit – 5 weeks
Essential Questions <i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i>	Enduring Understandings <i>What will students understand about the big ideas?</i>	
- How can I choose words carefully to persuade others? - How can I use opinion writing to change problems or challenges around me and in the bigger world?	Students will understand that... - Persuasive writing looks and sounds different from narrative or other forms of informational writing. - Writers can have power to make a change and make the world a better place. - Persuasive writing can be signs, lists, letters, petitions, or speeches.	



NEW JERSEY STUDENT LEARNING STANDARDS

NJLSA.W1- Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

NJLSA.W4- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Progress Indicators for Writing

- W.K.1- Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book.

Progress Indicators for Speaking and Listening

- SL.K.6- Speak audibly and express thoughts, feelings, and ideas clearly.

Progress Indicators for Language

- L.K.1- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

TECHNOLOGY STANDARDS AND 21ST CENTURY SKILLS

The following skills and themes listed should be reflected in the design of units and lessons for this course or content area.

21st Century Skills:

Multicultural and Cultural Competency Perspectives
Creativity and Innovation
Critical Thinking and Problem Solving
Communication and Collaboration
Information Literacy
Media Literacy
Life and Career Skills

21st Century Themes (as applies to content area):

Financial, Economic, Business, and
Entrepreneurial Literacy
Civic Literacy
Health Literacy

PRE AND POST ASSESSMENT

Students should have familiar paper to write on and a supply of additional pages. Give the following instructions:
"Today you are going to write all about something that you feel very strongly about. You should explain why you have strong feelings about it, either good or bad. In your writing, you will try to convince the reader to consider your opinion and maybe even change her or his mind about it! Remember to draw all about it too. Write as much as you can, and when you are done, I will collect them from all of you. Remember, give as many reasons why you feel this way as you can!"

Use the Information Writing Rubric to assess student growth.

Formative and Summative (*) Assessments:

- Pre-assessment/Post-assessment * (online resources)
- Published Writing

Other Evidence

- Conferring notes/records of conferences, small groups
- Teacher Observations and random collection of writing folders (see below questions as guidance to delve further into child's writing work)
 - What are the ranges of topics that reoccur?
 - How does the child's writing on this topic evolve over time?
 - What does the child tend to do most often when he or she sits down to write?
 - What patterns can one detect in how a child goes about starting a how-to writing piece?
 - What sorts of topics or genre or conditions seem to generate energy for the child?
 - To what extent do we see evidence that instruction is affecting what the child does?
- Rough drafts
- Partner/small group conversations
- Speeches

Grammar and Conventions

Sentence Structure

- Use a range of sentence types, oral and/or written

Punctuation

- With support, I can add periods at the end of my sentences.

Spelling

- With support, use known high frequency words and CVC patterns.

Teacher Notes

- This work generates great excitement quickly.
- Be sure to give your students plenty of time and opportunities to talk about the things they feel strongly about.
- Give them examples (your own modeling or online) of how speeches sound and look.

Mentor Texts

- Click, Clack, Moo: Cows the Type - Doreen Cronin
- Corduroy Writes a Letter - Alison Inches
- Chameleons Are Cool - Martin Jenkins
- Giraffes Can't Dance - Giles Andreae
- If I Ran the Zoo - Dr. Seuss
- When I Was Little - Jamie Lee Curtis
- Today I Feel Silly - Jamie Lee Curtis
- Parts - Tedd Arnold
- Alexander and the Terrible, Horrible, No Good, Very Bad Day - Judith Viorst
- Jillian Jiggs - Phoebe Gilman
- If You Give a Mouse a Cookie - Laura Jaffe Numeroff
- Mouse Mess - Linnea Riley
- Owen - Kevin Henkes
- Leo the Late Bloomer - Robert Kraus
- The Three Little Pigs - Paul Galdone
- Miss Bindergarten Gets Ready for Kindergarten - Joseph Slate
- Where the Wild Things Are - Maurice Sendak
- The Very Hungry Caterpillar - Eric Carle
- Alexander and the Wind Up Mouse - Leo Lionni

Materials

- Display previous anchor charts from foundational writing units
- Your own writing to serve as a demonstration text
- Large paper for signs, letter writing templates

GOALS AND MINI-LESSONS

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

GOALS: In this bend, students will be introduced to the concept of using writing as a way to act on the world, and persuading others toward collective action and change. By focusing on issues and topics close by (classroom, school), students can focus on coming together for a common cause that has the potential to benefit everyone.

This bend should last about 6 - 7 days.

Mini-Lessons

Session 1

- Words Are Like Magic Wands: They make Things Happen (p.2) - Today I want to teach you that before you write to make the world a better place, you need to ask, "Where is there a problem?" Then you can think of ways to solve it and write ways to make it better.

Session 2

- Convincing People: Providing Reasons and Consequences (p.11) - Today I want to teach you that you can use your words to get people to follow your idea. One thing that really gets people to follow is when they hear lots and lots reasons WHY they should follow your idea. This can convince them to join you.

Session 3

- Don't Stop There! Generating More Writing for More Causes (p.20) - Today I am going to teach you that opinion writers don't just write one things and hope that is enough. They write more and more ideas to tackle the problem they have seen, and share it with different people, in different ways, and look for different solutions.

Session 4

- Writers Reread and Fix Up their Writing (p. 28)- Today I am going to teach you that opinion writers do not wait around for someone else to tell them how to make their writing more persuasive. They reread it themselves and then ask, "How can I make this even better?" Then they make changes to their work.

Session 5

- Spelling Strategies Give Writers Word Power (p.36) - Today I want to teach you that even when words are hard, writers don't say, "Help me!" Instead they think of all the ways they can write words and then decide which strategies will work the best.

Session 6

- Hear Ye! Hear Ye! Writing to Spread the Word (p. 44) - Today we will celebrate by sharing our opinion work! Opinion writers don't wait around quietly. They get their words out into the world so lots of people will know and care about the message.

***Note – Before beginning this work, it may be useful to brainstorm some obvious things around the classroom or school that the children can rally around.**

Bend II: Sending Our Words Out Into the World: Writing Letters to Make a Change

GOALS: In this bend, students will expand their messages to a larger area, namely their town or neighborhood. They will gain an understanding that writing letters is a powerful way of persuading others to join them in making a change. Encouraging them to write about a range of issues they hope to work toward changing is best, so they can think more broadly about their audience and direct the writing appropriately.

This bend should last about 6 – 7 days.

Mini-Lessons

Session 7

- Writing Letters to reach Readers (p.54) – Today I want to give you an important persuasive writing tip: When you want to write a powerful letter, it helps to imagine the person is standing right in front of you, and you almost talk to them, only you are talking to the page.

Session 8

- Studying a Mentor Text (A Guided Inquiry) (p.65) - Show students a well written persuasive letter (the one on page 68 of the Unit is great), and ask, “What did Lily do to make her letter a special one? What makes it so convincing?” Then we can figure out the answers to those questions, and use what we learn in our letters, too.

Session 9

- Knowing Just What to Say: Angling Letters to Different Audiences (p. 74) - Today I am going to teach you that persuasive writers write many letters to fix problems. They ask themselves, “Who else can help me fix this problem? What does THAT person need to know about it?” Then they write to every person who they think can help, and add in specific things for each person to convince them.

Session 10

- How Can We Make it Better? Imagining Solutions (p.82)-Today I want to teach you that persuasive writers include fix it ideas in their letters so the reader will know some way to take action. Using certain words like, “Maybe we can....” or “We should....” Can get your reader’s attention and get them excited to help fix the problem!

Session 11

- Wait, What’s That Say? Fixing Up Letters Before Mailing Them (p. 92) - Today I am going to remind you of all of the ways you know to make your writing clear and easy to read. We can use this chart (writing for readers chart) to help us make our letters super easy to read before we mail them out. That way, we will get the most people on board to help us fix our problems. (**This is a repertoire lesson; review and remind, no new teaching)

***Note – This bend is a great time to pull out some Youtube video links demonstrating how kids use gestures, loud voices, and certain words and phrases when trying to convince people. Here is one to try:**

<https://www.youtube.com/watch?v=9PzoxTgfRO0>

Bend III: Persuasive Writing Projects

GOALS: The main take away of this bend is to have all students rally around a more global cause, and for them to create persuasive pieces of varying types in their shared endeavor to make it better. Some types of work may be: signs, letters, petitions, songs, and/or speeches. Students will use all they know about this genre in addition to their understanding of what makes writing clear.

The bend should last for 6 - 7 days.

Mini-Lessons

Session 12

- Draw on a Repertoire of Strategies to Write About a World Problem (p. 96)- Today I want to remind you (repertoire lesson) that when persuasive writers begin a new project, they start by remembering all that they know about persuading someone, then use that to help them get started.

Session 13

- Sound like an Expert! Teaching Information to Persuade Your Audience (p. 103) - Today I want to teach you that the best way to make your writing stronger is to include super important information. You can gather that information by researching, looking closely, talking to people, asking questions, and reading about the problem you are hoping to fix. Then you can include what you've learned in your writing to make it extra convincing.

Session 14

- More on Adding Detailed Information to Persuasive Writing (p. 112) - Today I want to teach you that when a persuasive writer feels that something is SO important to change, they don't just write one thing about it and move on. They can write a speech, or make a sign, or draft a petition, too, so even MORE people know about it and hopefully want to join in fixing it.

Session 15

- Writing How-To Books to Make a Change (p. 115) - Today I want to teach you that when you explain your solution to readers, sometimes it helps to do that by writing a How-To book. After you know each step people can take to fix the problem, you can write those steps in a way that teaches the reader EXACTLY what to do.

Session 16

- Editing for Punctuation: Partner Work (p.123) - Today I want to remind you how important it is to watch for punctuation when you are writing. Your partner can help you check that your persuasive writing includes the right punctuation and sounds right.

Session 17

- Speaking Up and Taking a Stand: Planning and Rehearsing Speeches (p. 127) - Today I want to teach you that presenters make a plan for the words and ideas they want to share with their audiences. You should reread your writing and ask yourself, "What words are most important? What stories or examples can I share to say even more?" When you rehearse your speech out loud, think about using gestures and questions to really pull your audience in.



South Orange Mapiewood School District
English Language Arts Department
Writing Curriculum
Grade K

Session 18

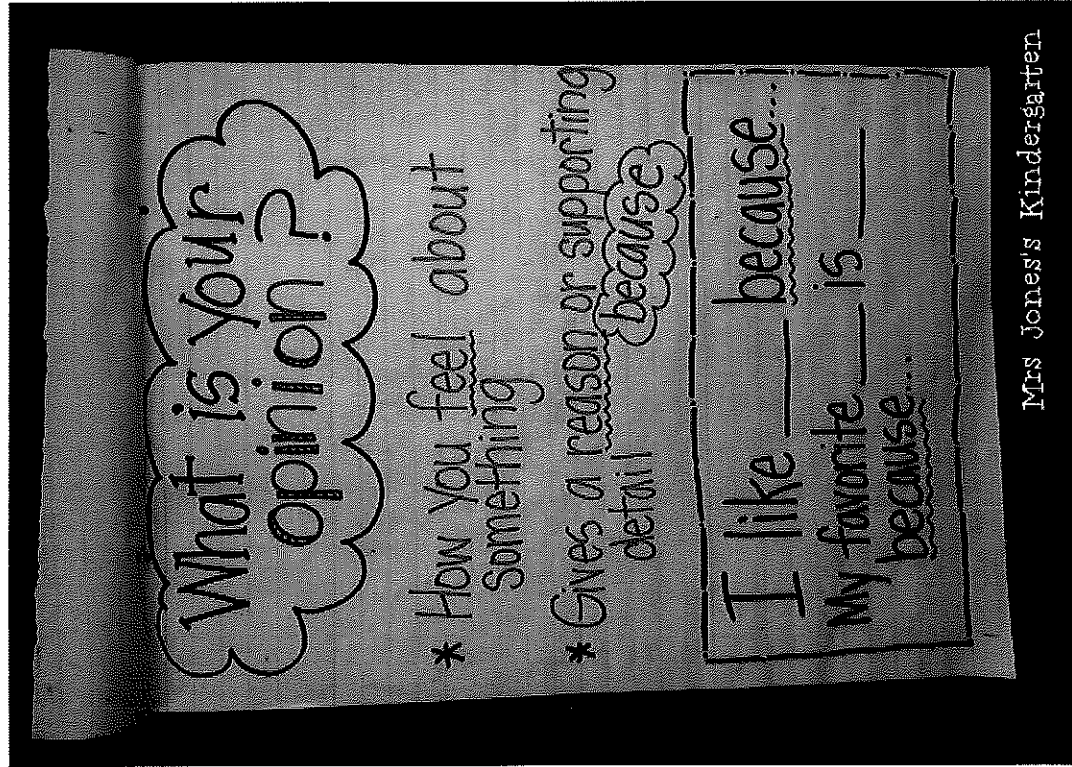
- Fixing and Fancying Up for Publication Using the Super Checklist (p. 136)- Today I want to show you how persuasive writers check to make sure their writing says exactly what they want it to say and is clear and readable. You will use a tool called the Super Checklist to do this work.

Session 19

- The Earth Day Fair: An Author's Celebration

***Note – It is useful to have a kid-friendly version of the checklist used at the end of this bend. Create one as an anchor chart, and copy it for the kids to keep in their writing folders.**

Instructional Strategies	
Professional Resources Interdisciplinary Connections <i>Correlates to routine units in math, rules and community units in social studies</i> ☐ Social Studies and Science Units	
● Possible link to : Living Things Unit (science) ● Possible link to : Farms Unit (social studies)	
Professional Resources: Persuasive Writing of All Kinds - TCRWP Unit of Study Book 4 (Heinemann)	



Mrs Jones's Kindergarten

Unit Description: Writing All About Books

This unit teaches students that their beloved bicycle, their action figure collection, and their favorite topics - horses, insects, dinosaurs - are book worthy! During this unit, each student will write lots of information books about lots of different topics. Students will recognize that their own lives are full of so much that they can teach others.

In Bend I the emphasis is on organization. You will spend the week teaching students how to stick to one piece of information at a time, rather than ramble on, and to make sure that all the pages of the all-about book fit together under one main topic. During Bend II, students learn how to elaborate and say more on each page. You will teach them to say more on each page by including more information, adding examples, and considering their readers' questions. They will also use many of the same strategies that they already learned for writing how-to texts. Plan to spend a week on this bend. During Bend III students spend the week learning to revise and also write new books, incorporating into their own writing the features of nonfiction that they notice in mentor texts. In the final bend, students pick one book to revise, edit, and publish for the celebration. This week will culminate with a writing celebration where students teach others all about their areas of expertise.

Writing		
Big Ideas: - Plan and write all about books with stamina and purpose - Learn from mentor authors and write information that teaches - Write with an audience in mind - Edit and revise an all about book including an introduction and conclusion		
Time Line: April – May	Duration of Unit – 6 weeks	Enduring Understandings
<i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i>	<i>What will students understand about the big ideas?</i>	Students will understand that...
- What type of information can be shared through writing? - How can we communicate our ideas through writing? - How can we learn from other nonfiction authors?	- Drawing and writing are important ways to teach people about a topic. - Writers can teach people about many things. - Writers study nonfiction texts from other authors and learn from them.	

NEW JERSEY STUDENT LEARNING STANDARDS	
Progress Indicators for Writing	
W.K.2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.	
W.K.5 With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.	
W.K.6 With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.	
W.K.7 Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).	
W.K.8 With guidance and support from adults, recall information from	
Progress Indicators for Speaking and Listening	
SL.K.4 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.	
SL.K.5 Add drawings or other visual displays to descriptions as desired to provide additional detail.	
Progress Indicators for Language	
L.K.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	
L.K.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts.	
TECHNOLOGY STANDARDS AND 21 ST CENTURY SKILLS	
The following skills and themes listed should be reflected in the design of units and lessons for this course or content area.	
21 st Century Skills:	
Multicultural and Cultural Competency Perspectives	
Creativity and Innovation	
Critical Thinking and Problem Solving	
Communication and Collaboration	
Information Literacy	
Media Literacy	
8.1.2.A.2 Create a document using a word processing application.	
8.1.2.B.1 Illustrate and communicate original ideas and stories using multiple digital tools and resources.	
8.1.2.C.1 Engage in a variety of developmentally appropriate learning activities with students in other classes, schools, or countries using various media formats such as online collaborative tools and social media.	
8.2.2.A.4. Choose a product to make and plan the tools and materials needed.	
8.2.2.E.1. List and demonstrate the steps to an everyday task.	

PRE AND POST ASSESSMENT

Give a post assessment at the end of the unit. This unit will further students' work in informational writing.

Students should have 4-5 page stapled booklet to write on and a supply of additional pages. Give the following instructions:

Informational On-Demand

*"Think of a topic that you've studied or that you know a lot about. Today, will you please write the best **Informational** story that you can write? Remember to name what the topic you will teach about, try to give information to help readers learn a lot about your topic, and make an ending for your teaching book. Use pictures and words to help you write."*

If students' writing is not yet conventional, please ask student to read their story and record verbatim what they say on a post it.

Use the Informational Writing Rubric to assess student growth.

Formative and Summative (*) Assessments:

- Pre-assessment/Post-assessment * (online resources)
- Published Writing

Other Evidence

- Conferring notes/records of conferences, small groups
- Interactive Writing Class Books
- Teacher Observations and random collection of writing folders (see below questions as guidance to delve further into child's writing work)
 - What are the ranges of topics that reoccur?
 - How does the child's writing on this topic evolve over time?
 - What does the child tend to do most often when he or she sits down to write?
 - What patterns can one detect in how a child goes about starting an all about writing piece?
 - What sorts of topics or genre or conditions seem to generate energy for the child?
 - To what extent do we see evidence that instruction is affecting what the child does?
- Partner conversation

Grammar and Conventions	
Sentence Structure ● Produce and expand complete sentences in shared language activities.	
Parts of Speech ● Use frequently occurring nouns and verbs when writing and verbalizing writing ● Use words and phrases acquired through conversations, reading and being read to, and responding to texts. ● Form regular plural nouns orally by adding /s/ or /es/ (e.g., <i>dog, dogs; wish, wishes</i>).	
Tense ● Use verbs to convey a sense of past, present, and future (ex: Yesterday I walked home. Today I walk home. Tomorrow I will walk home.) when writing and verbalizing writing.	
Paragraphing ● N/A	
Capitalization ● Capitalize the first word in a sentence and the pronoun I.	
Punctuation ● Recognize, name and utilize end punctuation (. ? !)	
Spelling ● Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words in writing. ● Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions in writing.	

Teacher Notes

- Read Writing All-About Books (pages 44-54) from If... Then... Curriculum (purple book) by Lucy Calkins and Colleagues
- Prepare Tiny Topics notepads for your students to use in the first bend of the unit. These can be simple notepads made from scrap paper stapled into small pocket-sized booklets. Or you may decide to purchase small notepads that can be attached to a lanyard.
- Prepare five-page booklets with a box for a quick sketch and plenty of lines to fill with information (three lines or more a page!) You will also want to have plenty of stacked loose paper available that can be added to booklets as needed.
- Offer some new mentor texts - choose texts that represent complex grade level texts, as well as mentors that are just a notch up from those that you expect your children will write.
- Make sure that the mentor texts you select will provide you with examples that you need to teach the content of this unit. You may turn to the non-fiction books in the National Geographic Readers series.

Mentor Texts

- *Trucks!* National Geographic Readers
- *Planes* National Geographic Readers
- *Trains* National Geographic Readers
- *My First Soccer Game* by Alyssa Satin Capucilli
- *All About Honeybees* Michele Dufresne
- *Dolphins* Mondo Publishing
- *Bears* Tracey Crawford
- *Fish* Tracey Crawford
- *Fruits* Charlotte Guillian
- *Tigers* Joann Early Macken

Materials - Anchor Charts

- Teaching Book (pg. 93)
- WAIT! How will my whole book go? (pg. 93)
- Information Book (pg. 95)
- Use Your Picture (pg. 96)
- Reread and Edit (pg.97)
- Ask and Answer Questions (p. 94)

Other

- Exemplar teacher text
- Informational Writing Checklists – throughout the unit have students pause and self-assess their work, setting and revising goals

GOALS AND SUGGESTED MINI-LESSONS

Bend I: Writing All-About Books on Topics We Love

GOALS:

In Bend I the emphasis is on organization. You will spend the week teaching students how to stick to one piece of information at a time, rather than ramble on, and to make sure that all the pages of the all-about book fit together under one main topic.

Suggested Mini-Lessons

Session 1

- Today I want to teach you that when informational book writers get started, we think about topics in which we are experts, things we know all about, so that when we can teach others. Strong writers brainstorm places, people, things, and topics that they know well and could teach others about (karate class, the grocery store, a Barbie collection, stuffed animals, helicopters, etc.) – See Anchor Chart pg. 95 “Information Book”

Session 2

- Today I want to teach you that writers have topics of personal expertise. Each student in our class is an expert on something and can teach others many things about their topic. Writers collect their “expert ideas” in tiny topic notebooks. These notebooks are something writers carry with them throughout their lives, the places they go, the things they do, and the people they know, thinking “Hmm. Could this be the topic I decide upon?” and then jotting possible topics into their notepad.
- **Mid-Workshop** – Allow students to talk with their writing partners sharing some of their expertise that they’ve recorded in their tiny topic notebooks.
- **Share** – Ask students to think about who their audience will be for each topic and give a reason why they are writing for this audience.

Session 3

- Today I want to teach you that writers rehearse and plan chapters before they begin writing an All About Book. They do this by meeting with their partners to discuss topics. They tell their topic to their writing partner and verbally tell their partner five facts they know about their topic that they want to include in their book. (This process gives children the opportunity to see if they have enough information to write a book on the topic as well as to plan what it is that they will write in their books.)
- **Mid-workshop** – Good writers touch and tell their writing across the pages of their booklet before they begin sketching.

Session 4

- Today I want to teach you that writers need to know several facts about a topic in order to compose an All About Book on that particular topic. Strong writers know that when they plan out possible books, if they find they can’t say more than 5 facts, then they know the topic is a no go. They put that idea back and try another.

Session 5

- Today I want to teach you that writers don't just throw everything they know about a topic on the page in a giant hodge-podge. They write about one thing at a time. They do this by sorting facts out and talking about things that go together, all at one time. In this way they create categories to help their book make sense and move easily from one page to the next.
- **Mid-Workshop** – Strong writers reread to make sure that their information is organized. For example, everything inside a page on dog food is, in fact, about dog food.

Session 6

- Today I want to teach you that writers write many pages on each topic and revise their books as they go. They do this by looking to mentor authors for help. In the mentor text Trucks! by Wil Mara, show children how nonfiction authors hardly ever just write one little sentence about a topic. They try to write as much as they can, making sure that everything in the picture is also written about in the words. (see anchor chart pg. 96)

Session 7

- Strong writers teach their reader more by adding specific details and descriptions to their books. They add descriptive sounds, colors and specific vocabulary to add even more information to their book.

Bend II: Revise by Elaborating – And Then Begin Writing Longer Books, Right From the Start

GOALS:

During Bend II, students learn how to elaborate and say more on each page. You will teach them to say more on each page by including more information, adding examples, and considering their readers' questions. They will also use many of the same strategies that they already learned for writing how-to texts.

Suggested Mini-Lessons

Session 8

- Today I want to teach you that writers say more on each page by including more information, adding examples, and considering their readers' questions. One way they do this is by studying what real writers do. One thing that authors do is write a lot more than a sentence on a page. That is, they say more.
- **Mid-Workshop** – Strong writers reread their writing and think, 'What more do I know about this? Can I add more information for my reader? Can I add more to the pictures, labels or words?'

Session 9

- Stronger writers reread a page and think, “Can I add an example?” They use Post-it notes or strips of blank paper to add detail to a previously written page. For example, a writer who wrote, “Dogs are fun pets,” may return to that page, reread, and then ask herself, “What more can I teach about this part?” Then she might add on, “Dogs lick your face. They will play all day with you.”

Session 10

- Strong writers consider readers’ questions. They read their all-about books to a partner, hear questions that the partner has, and try to write in ways that answer those questions. They then can use caretts, arrows, paper strips or Post-its to insert information into the right spot in a text.
- **Mid-Workshop** – Partners can help each other revise by asking questions and giving suggestions of places to add more to their partners writing.

Bend III: Revising to Add Text Features – Then Writing More Developed Books From the Start

GOALS:

During Bend III students spend the week learning to revise and also write new books, incorporating the features that they notice in nonfiction mentor texts into their own writing.

Suggested Mini-Lessons

Session 11

- Today I want to teach you that writers can include text features in their writing. They do this by revisiting some of their favorite mentor texts and reading them with a writer’s eye, noticing the features that authors use to convey information. Writers recognize what different features they might include in their books, but also why they might choose a particular feature. (ex: diagrams, headings, captions, fun facts, table of contents, glossary, bold words, etc.)

Session 12

- Strong writers use text features to say more. They do this by deciding where a text feature might help them say more and then they decide which text features they might add to do that.
- **Mid-Workshop** – Model how to add a “Question & Answer” page to your exemplar text.

Session 13

- Today I want to teach you that it is important to incorporate technical vocabulary – the lingo of the topic – into your writing. You do this by thinking of important words that your reader may need to learn about your topic and including – even bolding – them in your writing. Encourage a child who’s writing about ballet, for example, to include words such as plie and tendu. You might say, “Look!, In this book the author has made each difficult word ‘bold and underlined’ and then explained it in the sidebar so that the reader learns what it

means.” Suggest that your writers do the same. “When you teach a reader all about your topic, this means also teaching the reader some special words about your topic.”

- **Share** – Share a glossary page from a mentor text and model for students how they can add their own glossary page to their all about books.

Session 14

- Today I want to teach you that writers elaborate in order to make their all-about books more informative and interesting. Writers use various elaboration techniques such as; writing with descriptive details, adding number facts, and using comparisons to teach the reader more to make their writing more interesting! (You may want to create a kindergarten-friendly chart listing some of the elaboration techniques that you have taught throughout the bend. You can add to the chart as the unit progresses and you teach more elaboration strategies.)
- **Mid-Workshop** – Strong writers look back through old work to be sure that they’ve finished all they can. Remind students to go through their folders and see if they can find books that need to be finished that they may have forgotten about.

Session 15

- Today I want to teach you that information writers write with voice, including their own thoughts and ideas about their topics. Writers say more by adding their own voice to their all-about books. For example, if you are writing a book all about bikes you might add your own voice by not only stating a fact, but to state a reaction as well: “Bikes have handlebars. You can put tassels on them. Tassels are cool!”

Session 16

- Today I want to teach you that writers use a variety of crafting techniques to help teach readers all about their topics. One way to do this is to add warnings and suggestions in your all-about books just like they did in their how-to books: “Don’t run up and pet a dog you see at the park!”
- **Mid-Workshop** - Teach your writers how to add an introduction to their information books as well as a conclusion. You can show them how an information writer introduces her book to the reader by asking a question and promising to answer that question as you read on. Additionally at the end of information books, a writer often writes a big feeling or thought to leave their readers with so they will remember all they learned when they read her book.

Bend IV: One Final Grand Revision to Prepare for a Publishing Party

GOALS:

In the final bend, students pick one book to revise, edit, and publish for the celebration. This week will culminate with a writing celebration where students teach others all about their areas of expertise.

Suggested Mini-Lessons

Session 17

- Today I want to teach you that writers revise their all-about books using the elaboration strategies they have learned. One way to do this is to revisit the chart on elaboration strategies and use it to revise your books. Strong writers reread their all-about books and use the chart to suggest strategies for adding more pages of information and more sentences on each page.

Session 18-

- Strong writers think about what their audience would want to know more about or what their readers might be confused about and add that information to their book. They check their writing by rereading their pages, stopping after each sentence to think, "Does this make sense?" and if it does not, changing it so that it does - or even taking it out.

Session 19

- Strong writers study the external features of a mentor text to create appropriate title and cover page designs for their books and perhaps create a back cover. Writers may even have their partner read their book and write back-cover blurbs for each other, much as real authors do. For example, "Read Eric's book and learn about pet turtles! ~ Max, Age 5."

Session 20

- Today I want to teach you how to edit your books by rereading your writing multiple times, checking for one convention at a time. Strong writers use our "Easy to Read" checklist to make sure they have punctuation, capitalization, lowercase letters, spaces and sight words spelled correctly. If they need to, they go back and fix-up a mistake!

Session 21

- Strong writers share their All About books with a celebration! They have a "Share Fair" and invite an older class or families to tour the classroom as the students stay at "posts" around the room ready to teach the visitors about their topics. Students can wear signs around their necks that say, "Ask me about cats," or "Ask me about bikes."

Instructional Strategies

Interdisciplinary Connections

Math

- Create an “All About 3D Shapes” book (Students can use a variety of math topics in their All About Books – “All About Addition”, “All About Numbers”, “All About Patterns”, etc.)

Social Studies/Science

- Restorative Circle about Science topics (ex: Seasons, Living Things, etc.) – students share an experience related to the Science topics and use idea for an All About Book.
- Circle Questions: Seasons – *What do you know about the four seasons? What is the weather like in each season? Can you teach me all about our ant farm?*
- Students can use Social Studies topics (ex: Community, School, Families) as part of their All About Books
- Family – *All About Mom/Dad/Grandma/Brother/Family School – All About Kindergarten or All About K-H Community – All About Maplewood or All About Neighborhoods*

Technology Integration

- *Amazing Animals* – National Geographic for Kids (variety of nonfiction videos on animals for kids)
- <https://www.youtube.com/watch?v=r35i6WFbPa0&list=PLQInTIdJs0ZTAB7DoV7ysKyy77iGAUP3h>
- *Travel Kids* – YouTube channel with a variety of videos from various cultures/countries around the world narrated by kids
- <https://www.youtube.com/channel/UCqa5gDXxkOM8gr8WadV4yvw>
- *All About Bats* – Video from a first grade of their “All About Bats” book – great for teaching an overview of what an “All About Book” looks like.
- <https://www.youtube.com/watch?v=aO76U8ITnPQ>

Professional Resources:

- *If...Then...Curriculum: Assessment-Based Instruction* by Lucy Calkins with Colleagues from the Teachers College Reading and Writing Project
- Adapted from Park Hill School District Curriculum Guides

Unit Description: Crafting Stories Using All We Know about Narrative Writing

This unit is the very last one of the year, and is a perfect time to give your kindergartners a chance to flex those storytelling muscles one more time before school ends. In the unit, children will have a chance to apply all that they know and have learned about writing true stories, editing and revising to make them easy to read. Of course, there will be many opportunities for the writers in your class to lean heavily on their foundational literacy skills, such as phonemic awareness and use of high frequency words in written work.

Writing		
Big Ideas: • Narrative writing includes Who, What, and Where. • Adding more details makes a true story even better. • Using favorite books as examples, I can make my stories sound like a real author's. • Telling a story out loud helps me prepare for writing.		
Time Line: May - June		
Essential Questions <i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i>	Enduring Understandings <i>What will students understand about the big ideas?</i>	Duration of Unit: 4 Weeks
• How can I use all that I know about planning and writing stories across pages to help me write longer stories? • How can I write lots of stories and put in enough letters/sounds so people can read them? • How can I use what I know about writing true stories to help me write long and interesting fiction (make believe) stories?	Students will understand that... • Narrative writing has a particular structure (beginning, middle, end). • Stories include Who, What, and Where. • Telling stories out loud is an important part of the writing process.	

NEW JERSEY STUDENT LEARNING STANDARDS

NJSLSA.W3- Write narratives to develop real or imagined experiences or events using effective technique, well chosen details, and well structured event sequences.

NJSLSA.W5- Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

Progress Indicators for Writing

- **W.K.3** Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.

Progress Indicators for Speaking and Listening

- **SL.K.4** Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
- **SL.K.5** Add drawings or other visual displays to descriptions as desired to provide additional detail.
- **SL.K.6** Speak audibly and express thoughts, feelings, and ideas clearly.

Progress Indicators for Language

- **L.K.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- **L.K.2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

TECHNOLOGY STANDARDS AND 21ST CENTURY SKILLS

The following skills and themes listed should be reflected in the design of units and lessons for this course or content area.

21st Century Skills:

Multicultural and Cultural Competency Perspectives

Creativity and Innovation

Critical Thinking and Problem Solving

Communication and Collaboration

Information Literacy

Media Literacy

Life and Career Skills

21st Century Themes (as applies to content area):

Financial, Economic, Business, and

Entrepreneurial Literacy

Civic Literacy

Health Literacy



PRE AND POST ASSESSMENT

Students should have familiar paper to write on and a supply of additional pages. Give the following instructions:

"Today you are going to write a story. It can be true or made up, but it should include a beginning, middle, and end, and tell what happened in order. Remember to draw pictures too, since they help to tell your story. Write as much as you can, and when you are done, I will collect them from you. Remember, write as much as you can and tell a whole story!"

Use the Narrative Writing Rubric to assess student growth.

Formative and Summative (*) Assessments:

- Pre-assessment/Post-assessment * (online resources)
 - Published Writing
- Other Evidence
- Conferring notes/records of conferences, small groups
 - Teacher observations
 - Rough drafts
 - Partner conversation

Grammar and Conventions

Sentence Structure

- Elaborate to create simple sentences
- Use descriptive language when writing about who, what, and/or where

Capitalization

- With support, use capital letters at start of sentences and for names.

Punctuation

- With support, use periods and exclamation marks at end of sentences.

Spelling

- With support, use known high frequency words and CVC patterns.



Teacher Notes

- Prepare 3-5 page booklets with varying numbers of writing lines to allow your children to choose what is best for them.
- Have available alphabet and vowel charts, snap word books/personal word walls, anchor charts (How to Write a True Story; When We're Done, We've Just Begun; Ways to Make My Story Exciting; Fun Ways to Revise.

Mentor Texts

- Personal narrative(s) of your choice; suggested authors are Ezra Jack Keats, Mo Willems, Rosemary Wells
- Koala Lou by Mem Fox

Materials

- Display previous anchor charts from narrative writing units
- Your own writing to serve as a demonstration text
- Narrative Writing Checklists – throughout the unit have students pause and self-assess their work, setting and revising goals (creating child friendly checklists with pictures is suggested, or breaking them into individual skills is useful as well)
- Drafting booklets

GOALS AND SUGGESTED MINI-LESSONS

Bend I: What We Know as Readers to Write Well! Reading and Writing Connections

GOALS: In this bend, writers will be reminded of ways writers get ideas for stories, be exposed to rich story language in mentor texts read aloud, and practice self-monitoring while writing to see if it sounds right and makes sense. This bend should last approximately 5-7 days.

Suggested Mini-Lessons

- Today I want to teach you that story writers are always on the lookout for interesting things to write about. When they think of or see something, they can jot in down so they can remember it for a story later on.
- Today I want to remind you (repertoire lesson) that your stories can come from a regular, everyday part of your life. As long as they have a beginning, middle, and end, and you can write about who was there, what happened, and where it happened, you've got yourself a story!
- Today I am going to teach you that writers often get ideas for their stories from other writers. We can do this by studying how an author starts a story and then try it out in our own work.
- Today we are going to practice something we already know how to do: Tell our stories across the pages of our books out loud before drawing and writing. Then we can sketch and write them out just as we imagined they'd go in our books.
- Today I want to teach you that you are not only story writers, but story readers! As you write, it is important to put your pencils down, and reread what you wrote to be sure it sounds right and makes sense. If it doesn't, you will need to fix it up.
- Today I want to remind you that you can use words all around you (on word walls, in snap word books, in mentor texts) to be sure your writing looks right, too. Those are tools strong story writers use to make their writing the best it can be.

Note: Since several of these mini lessons are repertoire lessons, those days are great opportunities to pull small groups or do quick check in conferences to see which of your kids has really retained concepts of story writing from Writing for Readers.

Bend II: Reading Like a Writer: Using Mentor Texts

GOALS: Here, writers will be encouraged to use craft techniques from mentor texts in their own stories. Specifically, the students will be using language around thoughts, actions, and feelings to draw their readers into their stories. This bend should last approximately 6 -7 days.

Suggested Mini-Lessons

- Today we are going to look at one of our favorite books (teacher choice, but suggestions may include Knuffle Bunny by Mo Willems or The Snowy Day by Ezra Jack Keats) and study how the writer begins the story. Then we can try it out right away in our work.
- Today I want to show you that sometimes writers end their stories by showing their feelings or thoughts in both the pictures and the words. We will look back at (book from yesterday) to see how the author did this.
- Today I want to teach you that sometimes in stories, characters talk back and forth to each other. One way you can do this in your story is to think, "What would they say next?" and then add in more speech bubbles.
- Today we are going to look back at the book (insert your book choice here) to notice how the writer uses words in special ways. For example, on this page (Knuffle Bunny), the writer uses big, dark letters with all capitals. In this book (The Snowy Day), the author uses sound words like "smack" or "plop". You can do this too, and it makes your story extra exciting to read.
- Today I want to remind you that strong writers don't just create interesting stories, they make sure they are easy to read as well. They do this by asking themselves, "Does this look right? Does this match my word wall? Am I missing any sounds? Do I need more spaces?" If their work needs fixing up, they do it right then and there, and then keep writing.

Note: Selecting your mentor text early in the unit will help you design your mini lessons on craft. It is important to choose a book/author you love, so you can convey that enthusiasm to your students.

Bend III: Inventing New Stories and Creating Characters: Writing Fiction

GOALS: Here, students will have the chance to use the craft and structure of narrative writing to create a fiction story. Using mentor texts with strong characters, writers can create stories with the same arc as their true stories with beginning, middle, and end. As this unit ends, children will get to select either a true story or a fictional one to share and celebrate. Partners will serve as helpful editors during this bend by using anchor charts and other supports to make fancying up suggestions to one another. This bend should last approximately 5 -6 days.

Suggested Mini-Lessons

- Today I want to teach you that you can use everything you know about writing true stories, and make one up just like a real fiction writer. Just think of a character, name her/him, put her/him in a place, and then imagine what happened to her/him there.
- Today I am going to teach you another way to start writing a made up story. Think of a time when you said, "Uh-Oh!" to yourself. Then replace 'you' with a made up character, and tell what happened to her/him at that "Uh-Oh" moment.
- Today I want to remind you that our writing partners are one of our most important writing tools. When you are reading over a story you wrote with your partner, s/he can help make your story even better by checking our anchor charts and suggesting something to add or change by saying, "You could try..." . Then you can do the same for your partner!
- Today I want to remind you that you have many ways to spell words the best you can. You can stretch out and write even more sounds, add a vowel, use the word wall or your snap word book, or even look in a book. Then you can make sure that your writing is as easy to read as it can be.



Interdisciplinary Connections <i>Correlates to routine units in math, rules and community units in social studies</i> ☐ Social Studies and Science Units • Possible SS connection: Farms, A Town Far Away (true stories)	Instructional Strategies
Professional Resources: • <i>Crafting Stories</i> unit overview from TC Curricular Calendar 2017-2018 • Heinemann website	

Unit Description: Crafting Stories Using All We Know about Narrative Writing

This unit is the very last one of the year, and is a perfect time to give your kindergartners a chance to flex those storytelling muscles one more time before school ends. In the unit, children will have a chance to apply all that they know and have learned about writing true stories, editing and revising to make them easy to read. Of course, there will be many opportunities for the writers in your class to lean heavily on their foundational literacy skills, such as phonemic awareness and use of high frequency words in written work.

Writing		
Big Ideas: • Narrative writing includes Who, What, and Where. • Adding more details makes a true story even better. • Using favorite books as examples, I can make my stories sound like a real author's. • Telling a story out loud helps me prepare for writing.		
Time Line: May - June	Duration of Unit: 4 Weeks	
Essential Questions <i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i>	Enduring Understandings <i>What will students understand about the big ideas?</i>	Students will understand that... • Narrative writing has a particular structure (beginning, middle, end). • Stories include Who, What, and Where. • Telling stories out loud is an important part of the writing process.
• How can I use all that I know about planning and writing stories across pages to help me write longer stories? • How can I write lots of stories and put in enough letters/sounds so people can read them? • How can I use what I know about writing true stories to help me write long and interesting fiction (make believe) stories?		

NEW JERSEY STUDENT LEARNING STANDARDS	
NJLSA.W3- Write narratives to develop real or imagined experiences or events using effective technique, well chosen details, and well structured event sequences.	
NJLSA.W5- Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	
Progress Indicators for Writing	
W.K.3 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.	
Progress Indicators for Speaking and Listening	
- SL.K.4 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail. - SL.K.5 Add drawings or other visual displays to descriptions as desired to provide additional detail. - SL.K.6 Speak audibly and express thoughts, feelings, and ideas clearly.	
Progress Indicators for Language	
- L.K.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. - L.K.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	
TECHNOLOGY STANDARDS AND 21 ST CENTURY SKILLS	
The following skills and themes listed should be reflected in the design of units and lessons for this course or content area.	
21 st Century Skills:	
Multicultural and Cultural Competency Perspectives	
Creativity and Innovation	
Critical Thinking and Problem Solving	
Communication and Collaboration	
Information Literacy	
Media Literacy	
Life and Career Skills	
21 st Century Themes (as applies to content area):	
Financial, Economic, Business, and	
Entrepreneurial Literacy	
Civic Literacy	
Health Literacy	

PRE AND POST ASSESSMENT	
Students should have familiar paper to write on and a supply of additional pages. Give the following instructions:	
<i>"Today you are going to write a story. It can be true or made up, but it should include a beginning, middle, and end, and tell what happened in order. Remember to draw pictures too, since they help to tell your story. Write as much as you can, and when you are done, I will collect them from you. Remember, write as much as you can and tell a whole story!"</i> Use the Narrative Writing Rubric to assess student growth.	
Formative and Summative (*) Assessments: • Pre-assessment/Post-assessment * (online resources) • Published Writing Other Evidence • Conferring notes/records of conferences, small groups • Teacher observations • Rough drafts • Partner conversation	
Grammar and Conventions	
Sentence Structure • Elaborate to create simple sentences • Use descriptive language when writing about who, what, and/or where Capitalization • With support, use capital letters at start of sentences and for names. Punctuation • With support, use periods and exclamation marks at end of sentences. Spelling • With support, use known high frequency words and CVC patterns.	

Teacher Notes
• Prepare 3-5 page booklets with varying numbers of writing lines to allow your children to choose what is best for them. • Have available alphabet and vowel charts, snap word books/personal word walls, anchor charts (How to Write a True Story; When We're Done, We've Just Begun; Ways to Make My Story Exciting; Fun Ways to Revise. <u>Mentor Texts</u> • Personal narrative(s) of your choice; suggested authors are Ezra Jack Keats, Mo Willems, Rosemary Wells • <u>Koala Lou</u> by Mem Fox <u>Materials</u> • Display previous anchor charts from narrative writing units • Your own writing to serve as a demonstration text • Narrative Writing Checklists – throughout the unit have students pause and self-assess their work, setting and revising goals (creating child friendly checklists with pictures is suggested, or breaking them into individual skills is useful as well) • Drafting booklets

GOALS AND SUGGESTED MINI-LESSONS

Bend I: What We Know as Readers to Write Well! Reading and Writing Connections

GOALS: In this bend, writers will be reminded of ways writers get ideas for stories, be exposed to rich story language in mentor texts read aloud, and practice self-monitoring while writing to see if it sounds right and makes sense. This bend should last approximately 5 -7 days.

Suggested Mini-Lessons

- Today I want to teach you that story writers are always on the lookout for interesting things to write about. When they think of or see something, they can jot in down so they can remember it for a story later on.
- Today I want to remind you (repertoire lesson) that your stories can come from a regular, everyday part of your life. As long as they have a beginning, middle, and end, and you can write about who was there, what happened, and where it happened, you've got yourself a story!
- Today I am going to teach you that writers often get ideas for their stories from other writers. We can do this by studying how an author starts a story and then try it out in our own work.
- Today we are going to practice something we already know how to do: Tell our stories across the pages of our books out loud before drawing and writing. Then we can sketch and write them out just as we imagined they'd go in our books.
- Today I want to teach you that you are not only story writers, but story readers! As you write, it is important to put your pencils down, and reread what you wrote to be sure it sounds right and makes sense. If it doesn't, you will need to fix it up.
- Today I want to remind you that you can use words all around you (on word walls, in snap word books, in mentor texts) to be sure your writing looks right, too. Those are tools strong story writers use to make their writing the best it can be.

Note: Since several of these mini lessons are repertoire lessons, those days are great opportunities to pull small groups or do quick check in conferences to see which of your kids has really retained concepts of story writing from Writing for Readers.

Bend II: Reading Like a Writer: Using Mentor Texts

GOALS: Here, writers will be encouraged to use craft techniques from mentor texts in their own stories. Specifically, the students will be using language around thoughts, actions, and feelings to draw their readers into their stories. This bend should last approximately 6 -7 days.

Suggested Mini-Lessons

- Today we are going to look at one of our favorite books (teacher choice, but suggestions may include Knuffle Bunny by Mo Willems or The Snowy Day by Ezra Jack Keats) and study how the writer begins the story. Then we can try it out right away in our work.
- Today I want to show you that sometimes writers end their stories by showing their feelings or thoughts in both the pictures and the words. We will look back at (book from yesterday) to see how the author did this.
- Today I want to teach you that sometimes in stories, characters talk back and forth to each other. One way you can do this in your story is to think, "What would they say next?" and then add in more speech bubbles.
- Today we are going to look back at the book (insert your book choice here) to notice how the writer uses words in special ways. For example, on this page (Knuffle Bunny), the writer uses big, dark letters with all capitals. In this book (The Snowy Day), the author uses sound words like "smack" or "plop". You can do this too, and it makes your story extra exciting to read.
- Today I want to remind you that strong writers don't just create interesting stories, they make sure they are easy to read as well. They do this by asking themselves, "Does this look right? Does this match my word wall? Am I missing any sounds? Do I need more spaces?" If their work needs fixing up, they do it right then and there, and then keep writing.

Note: Selecting your mentor text early in the unit will help you design your mini lessons on craft. It is important to choose a book/author you love, so you can convey that enthusiasm to your students.

Bend III: Inventing New Stories and Creating Characters: Writing Fiction

GOALS: Here, students will have the chance to use the craft and structure of narrative writing to create a fiction story. Using mentor texts with strong characters, writers can create stories with the same arc as their true stories with beginning, middle, and end. As this unit ends, children will get to select either a true story or a fictional one to share and celebrate. Partners will serve as helpful editors during this bend by using anchor charts and other supports to make fancying up suggestions to one another. This bend should last approximately 5 -6 days.

Suggested Mini-Lessons

- Today I want to teach you that you can use everything you know about writing true stories, and make one up just like a real fiction writer. Just think of a character, name her/him, put her/him in a place, and then imagine what happened to her/him there.
- Today I am going to teach you another way to start writing a made up story. Think of a time when you said, "Uh-Oh!" to yourself. Then replace 'you' with a made up character, and tell what happened to her/him at that "Uh-Oh" moment.
- Today I want to remind you that our writing partners are one of our most important writing tools. When you are reading over a story you wrote with your partner, s/he can help make your story even better by checking our anchor charts and suggesting something to add or change by saying, "You could try..." . Then you can do the same for your partner!
- Today I want to remind you that you have many ways to spell words the best you can. You can stretch out and write even more sounds, add a vowel, use the word wall or your snap word book, or even look in a book. Then you can make sure that your writing is as easy to read as it can be.

Interdisciplinary Connections <i>Correlates to routine units in math, rules and community units in social studies</i> ☐ Social Studies and Science Units ● Possible SS connection: Farms, A Town Far Away (true stories) Professional Resources: ● <i>Crafting Stories</i> unit overview from TC Curricular Calendar 2017-2018 ● Heinemann website	Instructional Strategies
--	--