



BOE Approved 8/18

Cliffside Park Public Schools

Writing: Kindergarten

Unit Name: How Writers Work

Resource: Writer's Workshop, Schoolwide

Duration: 4-6 Weeks

Enduring Understandings

- Writers have a purpose for writing.
- Writing is a multi-stage process.

Essential Questions

- What is Writer's Workshop?
- What does a writer do?
- What does an illustrator do?

Focus of Standards

Student Outcomes	Skills	Assessments	Resources
<p>Immersion: Interactive Read Alouds</p> <p>Day 1: I can discover that writers write stories and there is a writer inside of me.</p> <p>Day 2: I can learn how writers ask questions to learn more</p>	<ul style="list-style-type: none">• Writing with stamina• Writing with independence• Focusing• Sketching an idea• Adding writing	<p>Formative</p> <ul style="list-style-type: none">• Where Are My Students in the Writing Process• Student Performance	<p>Mentor Texts</p> <ul style="list-style-type: none">• <i>The Art Lesson</i>• <i>Library Mouse</i>• <i>Taking a Bath With the Dog and Other Things That Make</i>

about their topics, and tell about the things they know and learn.

Day 3:

I can learn that writers often show how small things can turn into big emotions.

Day 4:

I can discover that writers celebrate their life experiences through stories they tell.

Day 5:

I can learn how illustrators tell stories using detailed pictures.

Mini Lessons

Generating Ideas 1

I can think and talk about what I know to help me generate ideas for my writing.

Generating Ideas 2

I can think and write about my own special moments.

Generating Ideas 3

I can discuss what I love to do and to help me generate ideas for my writing.

Selecting

I can select a topic to begin drafting.

Drafting 1

I can plan my story and use pictures and words to match my thinking.

Revising 1

I can reread my draft to make sure my writing is interesting and clear for readers.

Editing

I can check my writing for correct uppercase and lowercase letters.

Publishing 1

I can create a thoughtful title to give readers a preview of my story.

- Purpose/Meaning
- Text and Genre Features/Structure
- Craft/Style
- Drafting
- Organization
- Metacognition
- Revision
- Conventions and Grammar
- Editing
- Publishing

Checklist

- Reflecting on My Work (survey) and conference guide
- Conference Questions specific to *Generating Ideas*
- Conference Questions specific to *Which Idea Do I Want to Publish?*
- *Revise and Take Another Look* Checklist
- Conference Questions specific to the *Uppercase and Lowercase Letters* lesson.
- *Homework Reflection* assignment
- See also **Student Forms** for additional assessment opportunities

Summative

- Student Self-Reflection
- Standards-Based Writing Rubric
- Publishing
- What I Have Learned
- Self-Assessment

Me Happy

- *This Quiet Lady*
- *To Be a Kid*

Digital Texts

- *RAZ Kids*

Teacher Resources

- *Let's Celebrate Together!* (Professional Article/Teacher Reference)

Student Forms

- *Paper Choices*
- *Family Member Interview*
- *Editing Checklist*
- *What I Have Learned*
- *Self-Assessment*

Classroom Library Materials

- Writer's Notebooks or Folders
- Dictionaries
- Publishing Materials
- Pens
- Pencils (for writing, revising and editing)
- Crayons
- Markers
- Blank Paper
- Sticky Notes
- Dictionaries

<p>Student Self-Reflection I can reflect on how I have grown as a writer.</p>		<p>Benchmarks</p> <ul style="list-style-type: none"> ● EVAL digital Performance Assessment tool <p>Alternative</p> <ul style="list-style-type: none"> ● Reinforce rules, routines, rituals and tools used for this unit to help with transition to writing ● Word banks, sentence frames, oral responses and graphic organizers pertaining to the Kindergarten How Writer's Work unit ● Anecdotal and observation notes 	<ul style="list-style-type: none"> ● Chart paper ● Students' Drafts <p>Additional Materials</p> <ul style="list-style-type: none"> ● Use a student's Writing Folder (with permission) to model the selecting process. <p>Word Study, Spelling, and Handwriting</p> <ul style="list-style-type: none"> ● Wilson Foundations
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NJ Student Learning Standards (2016)

Writing Standards

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 (e.g., My favorite book is . . .).

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.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.

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).

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 experiences or gather information from provided sources to answer a

question.

Speaking and Listening

SL.K.1: Participate in collaborative conversations about kindergarten topics and texts with peers and adults in small and larger groups. Follow agreed-upon norms for discussions (e.g., listening to others with care and taking turns speaking about the topics and texts under discussion).

Continue a conversation through multiple exchanges.

SL.K.2: Confirm understanding of written texts read aloud or information presented orally or through media by asking and answering questions about key details.

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

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.

Language Standards

L.K.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Print many upper- and lowercase letters. Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how). Produce and expand complete sentences in shared language activities.

L.K.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.

Vocabulary Acquisition and Usage

L.K.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.

L.K.5: With guidance and support from adults, explore word relationships and nuances in word meanings. Identify real-life connections between words and their use (e.g., note places at school that are colorful).

L.K.6: Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

NJSLS Technology Standards

8.1.2.A.4 Demonstrate developmentally appropriate navigation skills in virtual environment

Interdisciplinary Connections and Activities

- Revisit *To Be a Kid* by Maya Ajmera and John Ivanko and discuss what children around the world love to do. 6.1.4.B.1
- Help students explore digital tools when publishing their pieces. 8.1.2.B.1, CRP2
- Have a sharing circle in which students show their illustrations of what it feels like to be writers. 8.1.2.B.1, CRP2

21st Century Life and Careers

9.2 Career Awareness, Exploration, and Preparation

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

Integrated Differentiation/Accommodations/Modifications for ELA/Social Studies
(Alternate Modes of Instruction and Support)

Modifications to Support Gifted and Talented Students	Modifications to Support English Language Learners	Modifications to Support Our Learners (Students with IEPs/504s and At-Risk Learners)
<p>Higher level texts such as Level C and up that address the same enduring understanding of the How Writer’s Work unit.</p> <p>Provide menu of challenge activities for when the child finishes the lesson early (integrate technology when possible).</p> <p>College/Career Readiness skill enhancement - G & T students can research the professions related to the How Writer’s Work unit of study.</p> <p>Have the student peer tutor during the drafting process to assist those who have difficulty in where to make changes.</p> <p>Have students read surveys and checklists to a partner student needing assistance.</p> <p>Reduce the number of low level tasks required for the student to complete and let them publish more than one piece of writing</p>	<p>(Based on level of language proficiency students will be provided with appropriate modifications.....)</p> <p>Spring WIDA or WIDA Entry test scores will be reviewed by the teacher in order to assign appropriate language tasks & provide key language uses to students.</p> <p>Before reading, build background knowledge by asking, “Have you ever been to the library? What do you do there?”</p> <p>Point out vocabulary in illustrations.</p> <p>Have students share their country of origin and assist them on finding on a world map.</p> <p>Describe pictures using body language and gestures</p> <p>Students create a list of pictures of things they like to do.</p> <p>Access to word/picture banks to reference in tasks that require writing in the How Writer’s Work unit of study</p>	<p>Review student individual educational plan and/or 504 plan for instructional, assessment, and environmental supports.</p> <p>Pre-teach Tier 2 and Tier 3 vocabulary.</p> <p>By utilizing individual student assessment results, the teacher will use leveled readers that address the essential questions/big ideas of the How Writer’s Work unit of study.</p> <p>Provide students with flexible seating options while reading mentor texts from the How Writer’s Work unit of study depending on need or preference.</p> <p>Text to speech/Oral reading</p> <p>Supply Students with Graphic Organizers: Use Kindergarten graphic organizers from How Writer’s Work with some of the information partially completed by the teacher, i.e. How to Make an Author Poster”, in order for the student to have the comprehension support they need while reading.</p> <p>Practice concepts using small-group or partner activities</p> <p>Allow for Student Choice: Students should be permitted to demonstrate understanding of the How Writer’s Work assignments through drawings, computer projects, oral response, creating songs, creating videos, demonstration, presentation, etc.</p>

	<p>Model sentence stem: I want to publish _____ because _____.</p> <p>Native Language Supports (peer, online assistive technology, translation device, bilingual dictionary)</p> <p>Give students the Considerations for Publishing Anchor Chart to emphasize lesson intent</p> <p>Utilize the <i>Guided Practice Picture Walk</i></p> <p>Utilize the adapted version of <i>Revise and Take Another Look</i> Checklist.</p> <p>*Also see modifications for students with IEPs and 504s and At-Risk learners</p>	<p>Access to word/picture banks to reference in tasks that require reading in the How Writer’s Work unit of study</p> <p>Provide wait time to allow students to process orally presented information and questions relating to the How Writer’s Work unit of study.</p> <p>Allow extra time to complete independent practice tasks or accept work that has been completed at that time.</p> <p>Supply Students with Anchor Charts: Provide writing anchors such as <i>My Favorite Things to Do</i>, <i>The Books We Enjoyed Learning From</i>, <i>The Craft of Drawing</i>, to represent the teaching points and ideas.</p> <p>Work with students in small groups to assist them deciding what changes they would like to make in the Drafting lesson.</p> <p>Utilize the adapted version of <i>Revise and Take Another Look</i> Checklist.</p> <p>*Also see modifications for English Language Learners</p>
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Sources

New Jersey Student Learning Standards (2016) <http://www.state.nj.us/education/cccs/2016/ela/k.pdf>
New Jersey Student Learning Standards: Technology (2014) <http://www.state.nj.us/education/cccs/2014/tech/8.pdf>
Career Ready Practices (2014) <http://www.state.nj.us/education/cccs/2014/career/CareerReadyPractices.pdf>
Schoolwide Inc. (2013) <http://www.schoolwide.com/>
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