



BOE Approved 8/18

Cliffside Park Public Schools

Writing: Kindergarten

Unit Name: List and Label

Resource: Writer's Workshop, Schoolwide

Duration: 4-6 Weeks

Enduring Understandings

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

Essential Questions

- How can I create a list book that may include labels?
- How can a writer use labels to show their reader what their piece is mostly about?

Focus of Standards

Student Outcomes

Immersion: Interactive Read Alouds

Day 1

I can discover that the list and label structure can be used with any topic.

Day 2

I can recognize that list and label books are written in

Skills

- Purpose/Meaning
Text and Genre
Features/Structure
- Craft/Style
- Metacognition
- Drafting/
Organization

Assessments

Formative

- Where Are My Students in the Writing Process?
- *List & Label Books*
Grade K Student

Resources

Mentor Texts

- *Biggest, Stronger, Fastest*
- *Cassie's Word Quilt*
- *The Everything Book*
- *Fire Engines*

many different ways.

Day 3

I can identify how a combination of drawing and writing can work together to compose a question and answer text.

Day 4

I can examine how writers name a topic and then give information about that topic using lists and labels.

Day 5

I can learn that a list and label book can contain multiple lists and labels.

Mini Lessons

Generating Ideas 1

I can practice moving from board to specific within a list and label structure.

Generating Ideas 2

I can use the details in my illustrations to better tell my idea.

Generating Ideas 3

I can think about my purpose for writing a list and label book.

Generating Ideas 4

I can make decisions about what and where to label.

Generating Ideas 5

I can notice the use of repeating phrases and think about using my own.

Selecting

I can select a topic to begin drafting.

Drafting 1

I can explore the different ways to present my book.

Drafting 2

I can try my topic in two new formats.

Revising 1

I can practice adding details to give the readers more information.

Revising 2

I can revise my illustrations to add more details.

Revising 3

I can revise the action words in my piece.

Editing 1

- Revision
- Conventions and Grammar
- Editing
- Early Literacy
- Concepts of Print
- Self-Monitoring
- Self-Correcting
- Publishing
- Reading like writer
- Writing with a focus
- Writing with stamina
- Writing with independence
- Writing by stretching and hearing sounds

Performance Checklist

- Conference questions from each lesson in the List and Label unit of study
- Observation
- See **Student Forms** for additional assessment opportunities

Summative

- Standards-Based Writing Rubric Text Type: Informational/Explanatory Grade K
- Standards-Based Writing Rubric Text Type: Opinion Grade K

Benchmarks

- Conference notes
- Rubric information during the course of the List and Label unit

Alternative

- Modified graphic organizers
- Oral responses
- Dictated written work from student on drawings

- *Fish Eyes*
- *The Important Book*
- *My Dad*
- *Reading Makes You Feel*
- *What's What? A Guessing Game*
- *When I Am Old With You*

Student Forms

- *List Paper*
- *What's Good in Our Classroom*
- *Illustrate and Label*
- *Repeating Phrase Packet*
- *Dreams for My Topic*
- *Draw and Label a Scene*
- *Sketch Box Paper*
- *Seashell Story*
- *I Promise*
- *Spacing Practice*
- *My Favorite Book Cover*

Digital Texts

- *RAZ Kids*
- *Story Works*

Classroom Library Materials

- Writer's Notebooks or Folders
- Dictionaries
- Publishing Materials
- Pens/Pencils (for

<p>I can check my writing for correct uppercase and lowercase letters.</p> <p>Editing 2 I can reread my writing to check for finger spaces.</p> <p>Publishing 1 I can create a thoughtful title and cover to give readers a preview of my story.</p> <p>Student Self-Reflection I can reflect on how I have grown as a writer.</p>		<ul style="list-style-type: none"> ● Anecdotal and observation notes 	<p>writing, revising and editing)</p> <ul style="list-style-type: none"> ● Sticky Notes ● Paper ● List paper ● Chart Paper ● List and Label paper ● Illustrate and Label paper ● Students' drafts ● Students' final drafts <p>Word Study, Spelling, and Handwriting</p> <ul style="list-style-type: none"> ● Wilson Foundations ● Concepts of Print
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NJ Student Learning Standards (2016)

WRITING

Text types and purposes

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.

Production and Distribution of 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).

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.

Research to Build Present Knowledge

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

Comprehension and Collaboration

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

- a. Follow agreed-upon norms for discussions (e.g., listening to others with care and taking turns speaking about the topics and texts under discussion).
- b. 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.

Presentation of Knowledge and Ideas

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

Conventions

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

- a. Print many upper- and lowercase letters.
- b. Use frequently occurring nouns and verbs.
- c. Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).
- d. Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).
- e. Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).
- f. Produce and expand complete sentences in shared language activities.

L.K.2: Demonstrate command of the conventions of capitalization, punctuation, and spelling when writing.

- a. Capitalize the first word in a sentence and the pronoun I.
- b. Recognize and name end punctuation.
- c. Write a letter or letters for most consonant and short vowel sounds (phonemes).
- d. 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.

- a. Identify new meanings for familiar words and apply them accurately (e.g., knowing duck as a bird and learning the verb to duck).
- b. Use the most frequently occurring affixes (e.g., -ed, -s, -ing) as a clue to the meaning of an unknown word.

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.
- b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
- c. Identify real-life connections between words and their use (e.g., note places at school that are colorful).
- d. Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.

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

Interdisciplinary Connections and Activities

- Have students generate a list of general topics and a list of specific details to go with them. Cut the general topics off and mix them up. Have students try to find the match. RL K.1
- List and label ways to maintain good health. 2.1.2.A.2, CRP2, 8.1.2.B.1

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

CRP6 Demonstrate creativity and innovation

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>Need to address Content process and product for these students:</p> <p>Higher level texts that address the same enduring understanding from the List and Label unit of study (Levels C and up).</p> <p>Complete a KWL chart about fire engines independently.</p> <p>Increase the number of details for students to draw or write.</p> <p>Give students the following sentence starters: "He or she can ___" or "He or she is ___." These starters will assist with their</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>Model using List Paper with facts from <i>Fire Engines</i> (Rockwell)</p> <p>Have students brainstorm items they see in the classroom and have teacher write them on sticky notes.</p> <p>Provide various pictures, photos, or actual objects so students can observe them and verbally describe</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 List and Label unit of study.</p> <p>Provide students with flexible seating options while reading mentor texts from the List and Label unit of study depending on need or preference.</p>

<p>discussions with one another about the special people they are thinking about.</p> <p>Independently complete graphic organizers Topics for a <i>List Book: Special People and Things I Like</i> and <i>Topics for a List Book: Favorite Places and Expertise</i></p> <p>Have students fill out a variety of List and Label choices and then choose which they prefer.</p>	<p>the objects before they draw and/or write about them.</p> <p>Prepare small bags filled with objects (e.g., shapes, toy cars, pencils/pens/markers, etc.). Students can open their bag and identify the contents with assistance as needed. Have them choose (or direct them) to list or label the items. Provide a copy of the Appendix "List Paper" or a blank sheet of paper for them to draw and label the objects.</p> <p>Partially fill-in/model graphic organizers Topics for a <i>List Book: Special People and Things I Like</i> and <i>Topics for a List Book: Favorite Places and Expertise</i></p> <p><i>Give students choices on how they want to present their lists using a variety of List and Label graphic organizers</i></p> <p>Have students "list it" or "label it"</p> <p>Refer to favorite mentor texts from the unit. Cover the words and have students tell about the pictures. Read the words on the same page and discuss how the illustration enhances the meaning of the words on the page.</p> <p>Gather several objects that students can manipulate (e.g., crayon, pencil, scissors, paper clip, seashell, rock, etc.). Write different adjectives that could be used to describe these</p>	<p>Text to speech/Oral reading</p> <p>Use Kindergarten graphic organizers from the List and Label unit with some of the information partially completed by the teacher, i.e. How to Make an Author Poster, <i>Number Paper, Facts and More Facts, Sketch Paper, Seashell Story, My Favorite Book Cover and others. Topic and Purpose Planner, My Topic and Phrase, My Quilt Squares, Question and Answer Structure , Number Paper, Facts and More Facts Paper</i>, 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 List and Label assignments through drawings, computer projects, oral response, creating songs, creating videos, demonstration, presentation, etc.</p> <p>Access to word/picture banks to reference in tasks that require reading in the List and Label unit of study</p> <p>Provide wait time to allow students to process orally presented information and questions relating to the List and Label 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>Have students "list it" or "label it"</p> <p>Provide writing Anchors Charts such as <i>Studying List and Label Books, How the Pictures Work with the Words, What's in Our Classroom, Characteristics of List and Label Books</i>, and <i>Looking at Print Labels</i> to represent the teaching points and ideas. Suggestion: Tape or staple charts into student notebooks for easy reference.</p>
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objects on index cards. Work with students to identify the objects and begin with two of the adjective cards (one that would accurately describe the object and another that would inaccurately describe the object). Have students pick the word that would describe the object best. Read aloud the describing word and the name of the object to emphasize the adjective-noun word order in English.

Provide multiple opportunities for students to practice the capitalization rules. Write sentences on an interactive whiteboard or on chart paper and have students change any capitalization errors. Have students write dictated sentences on individual whiteboards. Reemphasize the capitalization rules.

Also see modifications for students with IEPs, 504s and At-Risk learners

** Also see modifications for English Language Learners*

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/>

Wilson Foundations (2015) <http://www.wilsonlanguage.com>

