



BOE Approved 8/18

Cliffside Park Public Schools

Writing: Kindergarten

<p>Unit Name: How To Writing</p> <p>Resource: Writer's Workshop, Schoolwide</p> <p>Duration: 4-6 Weeks</p>			
<p>Enduring Understandings</p> <ul style="list-style-type: none"> • Writers have a purpose for writing. • Writing is a multi-stage process. 			
<p>Essential Question</p> <ul style="list-style-type: none"> • What does a procedural writer think about and do? 			
<p>Focus of Standards</p>			
Student Outcomes	Skills	Assessments	Resources
<p>Immersion: Interactive Read Alouds</p> <p>Day 1: I can collaboratively create a list of how-to writing features.</p> <p>Day 2: I can recall information from a personal experience to assist with the selection of ideas to write about.</p> <p>Day 3: I can consider creating how-to writings about</p>	<ul style="list-style-type: none"> • Reading like writer (noticing the characteristics of how to books) • Text and Genre Features/Structure • Purpose/Meaning • Listening and Responding 	<p>Formative</p> <ul style="list-style-type: none"> • Writing Folders • Where are My Students in the Writing Process? • How To Writing Self-Assessment • Writing Self-Assessment • Fundamentals of 	<p>Mentor Texts</p> <ul style="list-style-type: none"> • <i>All You Need for a Snowman</i> • <i>Building a House</i> • <i>Growing Vegetable Soup</i> • <i>How to Be</i> • <i>How to Lose All Your Friends</i> • <i>I Can Draw People</i>

subjects I love.

Day 4:

I can consider the importance of drawings as a writer.

Day 5:

I can examine the features of how-to writing.

Mini Lessons

Generating Ideas 1

I can explore ideas that I can write about.

Generating Ideas 2

I can consider topics I care about and give information.

Generating Ideas 3

I can think about the audience of my how-writing piece.

Generating Ideas 4

I can explore how writers get inspired and begin to generate ideas to write about.

Generating Ideas 5

I can explore activities I enjoy and know how to do so that I can write about them.

Selecting

I can select a topic to begin drafting.

Drafting 1

I can create a list to begin my how-to writing.

Drafting 2A

I can create drawings to illustrate the steps of my writing.

Drafting 2B

I can create numbered steps and match my pictures.

Revising 1

I can create an illustration that uses labels and captions.

Revising 2

I can add and use more action words in my writing.

- Early Literacy
- Purpose/Meaning
- Metacognition
- Craft/Style
- Drafting
- Organization
- Revision
- Conventions and Grammar
- Editing
- Publishing
- Writing with independence
- Writing sounds by stretching and hearing

Grammar and Conventions Skills checklist (K)

- Conference Questions from each lesson in the how to Writing unit
- Writer's Notebooks or Folders

Summative

- *How To Writing Student Performance Checklist*
- *Reflecting on My Work questionnaire*
- *How To Writing Self-Reflection*
- Writing Samples

Benchmarks

- *The How-to Writing I Selected*
- *My How to Moment*
- *Vivid Verbs*
- *Dedication Page*
- Writing Samples

Alternative

- Drawings
- Have someone read to the student and chart oral responses on assessments
- (translator)
- Grade based on draft

- *If You Decide to Go to the Moon*
- *The Pizza That We Made*
- *Road Builders*
- *Walk On! A Guide for Babies of All Ages*

Teacher Resources

- *What Is How To Writing* (Professional Article/Reference)
- *How to Celebrate Your How-To Books* Professional Article/Reference)

Student Forms

- *My How to Be Idea*
- *Verbs Scavenger Hunt*
- *The How-To Writing I selected*
- *My How-To Moment*
- *Vivid Verbs*
- *Dedication Page*

Digital Texts

- *RAZ Kids*
- Storyworks

Classroom Library Materials

- Writer's Notebooks or Folders
- Dictionaries

Editing

I can check my writing correct punctuation.

Editing 2

I can check my spelling in my writing.

Publishing 1

I can write a dedication page for my writing.

Student Self-Reflection

I can reflect on how I have grown as a writer.

- Graded based on anecdotal and observation notes
- Word banks, Picture Dictionary, Words to Use When I Write word book, oral responses and graphic organizers pertaining to the Grade k How to Writers Unit.

- Publishing Materials
- Pens/Pencils (for writing, revising and editing)
- Paper
- Picture Dictionaries
- Chart Paper
- Students' Drafts

Additional Materials

- If You Decide to Go to the Moon by Faith McNulty is a longer text, so you can decide to read aloud the entire text or visit sections of the book that are best suited to the purposes you want to emphasize and that will engage your students.
- Sample sentences with various end mark punctuation
- A sample of your own writing or a student's writing to demonstrate the self-assessment. (If using a student's writing, ask for permission first.)

Word Study, Spelling, and Handwriting

- Wilson Foundations

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.1a: 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).

SL.K.1b: 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: a. 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.4a: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.

b. Identify new meanings for familiar words and apply them accurately (e.g., knowing duck as a bird and learning the verb to duck).

c. Use frequently occurring affixes and inflection (e.g., -ed, -s, -ing, re-, un-, pre-, -ful, -less) as a clue to the meaning of a 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.A.1 Identify the basic features of a digital device and explain its purpose

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

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

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

Interdisciplinary Connections and Activities

- Students use the classroom writing center to illustrate original ideas and stories, emulating authors from mentor texts. 8.1.2.B.1
- Students draw a face showing emotion and label with details. CRP6
- Students will search for pictures or Clip Art on the computer to use in their “How to Writing” 8.1.2.A.1, 8.1.2.A.2
- Ask parents or other teachers to come to the class to demonstrate and explain how to do something simple, like fold a paper airplane, build a card house or follow another simple process that students can listen to, watch and then emulate. CRP4, 8.2.2.E.1
- For ELL Students: <http://www.1doceonline.com>
<http://www.pdictionary.com/spanish/> 8.1.2.A.4

21st Century Life and Careers

9.2 Career Awareness, Exploration, and Preparation

CRP1 Act as a responsible and contributing citizen and employee

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)

<p align="center">Modifications to Support Gifted and Talented Students</p>	<p align="center">Modifications to Support English Language Learners</p>	<p align="center">Modifications to Support Our Learners (Students with IEPs/504s and At-Risk Learners)</p>
<p>Students may write and/or draw their own "How to Be" idea just like Brown does in <i>How to Be</i>.</p> <p>Use <i>I Can Draw People</i> by Ray Gibson to further discuss how writers write about things they do well. Students can share some things that they do well and supply some information about that topic.</p> <p>Students can interview a family member or other adult on how they learned to do something important when they were young and share with the class.</p> <p>Have students choose one of the seasonal activities they drew and explain the activity or tell the story behind their picture in writing. They should provide additional details.</p> <p>Choose and read How To books at the student's instructional level.</p> <p>Students compile a list of vivid verbs they find in unit or classroom books.</p> <p>Higher level texts that address the same enduring understanding of the How To Writing unit.</p> <p>Provide menu of challenge activities for when the child finishes the lesson early (integrate technology when possible).</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>During the lesson, build background knowledge for your students by asking, "Have you ever been to the zoo? What animals did you see there? What do those animals do?" Encourage your students to act out what each animal does. Helping students connect their prior knowledge to new learning will help them comprehend the text <i>How to Be</i>.</p> <p>Prior to this lesson, beginning English language learners should identify and review the names of different body parts, specifically the ones found on a face (nose, ears, mouth, eyes, eyebrows, hair, wrinkles, and cheeks). Leading a game of "Simon Says" (with special attention to facial body parts) will help you reinforce and review this vocabulary. Reinforcing this vocabulary will help build oral language development and prepare students for the text <i>I Can Draw People</i>.</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 To Writing 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>Text to Speech/Oral reading.</p> <p>Practice concepts using small-group or partner activities.</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 Graphic Organizers: Partially complete/model graphic organizers such as <i>Number paper, Facts and More Facts, Sketch Paper, My Keepsake, Places I Explore, Memorable Sensations, Narrow the Topic: Finding the Focus, Snapshot Structure: Planning Pages. Getting to the Heart of It, and Tell Me More, Things I Know How to Do, Four Snapshots of Four Seasons, Drawing My How To and Write Steps Out</i></p>

Reduce the number of low level tasks required for the student to complete (be specific to the unit about the intro level tasks) - curriculum compacting.

Students begin and should be encouraged to use words, phrases or sentences in the How To Writing process.

Students independently write sentences using a variety of punctuation as addressed in the How To Writer's unit of study.

Prior to the read-aloud, meet with your English language learners and preview the book *Growing Vegetable Soup*. Take a picture walk, reading pictures and discussing prior knowledge about the topic. If possible, enlarge, display, or copy some of the pages in the book that contain a variety of rich vocabulary words. Cover the words and labels and discuss the illustrations.

Verb Scavenger Hunt student form.

During the "Reiterate" portion of the lesson, students should be provided with sentence stems to assist them in communicating their ideas:

- I know how to . . .
- I know how to make . . .
- A hobby I like is . . .
- I like to play . . .

During independent writing, as you confer with students you might want to guide them to begin with the sketch or picture and then help them add the word(s).

During the "Engage" portion of the lesson, students should be called on to read orally the different types of sentences, attempting to use the correct inflection and tone for periods, exclamation points, and question marks. Students who might feel hesitant to read aloud the sentences to the class may be encouraged to try this in a small-group setting instead. Giving students the opportunity to practice

Access to word/picture banks such as a picture dictionary such as My Word Book to reference in tasks that require writing in the How To Writer's Unit.

Supply Students with Anchor Charts: Provide additional explanations, more examples, and to model procedures in completing tasks from the How To Writer's K unit by utilizing Anchor Chart visual aides including: *What is How To Writing*.

Have alternate types of writing paper available to accommodate students such as larger spacing and skipped lines.

Post or staple anchor charts used in the How To Writer's Unit into student notebooks/folders. *What is How To Writing, Compare and contrast Diagram, How to Write a How to Writing, Transition Words and Sentence Enders, etc.*

*Also see modifications for English Language Learners

oral reading will improve their pronunciation and fluency.

Prior to this lesson, students will benefit from learning vocabulary associated with the seasons, months of the year, and weather in a small group. Students will also benefit from learning (and acting out) songs or shared reading poems associated with seasons, months, and weather. Learning songs and poems will reinforce vocabulary development and new concepts while building phonemic awareness and fluency.

The following links may be helpful for finding appropriate season songs to use:

- <http://www.canteach.ca/elementary/songspoems.html>
- <http://www.songsforteaching.com/calendarseasons.htm>

During the “Engage” portion of the lesson, students should be provided with the following list of guiding questions. These questions should be used when students are meeting with their partners to discuss the Dedication page for their how-to books. These questions will provide students with a scaffold for discussing and writing their Dedications.

- Who has helped you as a writer? How?
- Who taught or encouraged you how to do the topic for your how-to story?

- Who encourages you to always do your best and makes you feel good?

*Also see students with IEPs/504s and At-Risk 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>