



West Windsor-Plainsboro Regional School District
Writing
Grade K

Grade K Writing: Launching Writing Workshop	
Content Area: Language Arts	
Course & Grade Level: English, Grade K	
Summary and Rationale	
<p>Writers write. Our students are invited to write (by drawing, or using whatever they know about letters and words) right from the start. This first unit is designed to introduce kindergartners to write with independence, confidence, and stamina in a writing workshop. Routines and procedures will be taught along with the importance of oral storytelling and telling our stories in pictures, letters and words. This unit is critical in establishing clear structures that students will carry with them throughout the year. In addition to the writing workshop, shared reading and writing, interactive writing, and word study (which are part of the students' experiences throughout each week) support the work of our youngest writers.</p>	
Recommended Pacing	
September – October (approximately 25 days)	
New Jersey Student Learning Standards	
Standard W.K 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.
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.8	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
Standard SL.K Speaking and Listening	
SL.K.1	Participate in collaborative conversation with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
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.
Standard L.K Language	
L.K.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L.K.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

New Jersey Student Learning Standards for Career Readiness, Life Literacies and Key Skills	
CPI #	Cumulative Progress Indicator (CPI)
9.4.2.CI.1	Demonstrate openness to new ideas and perspectives
9.4.2.CI.2	Demonstrate originality and inventiveness in work
New Jersey Student Learning Standards for Computer Science and Design Thinking	
CPI #	Cumulative Progress Indicator (CPI)
8.1.2.DA.1	Collect and present data, including climate change data, in various visual formats.
8.1.2.AP.4	Break down a task into a sequence of steps.
Interdisciplinary Standards Social Studies and Math	
6.1.2.CivicsPD.1	Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.
MP7	Look for and make use of structure
Instructional Focus	
Unit Enduring Understandings	
Students will understand that...	
<ul style="list-style-type: none"> We are all writers and are part of a writing community. There are many ways to share our stories through writing. 	
Unit Essential Questions	
<ul style="list-style-type: none"> How do writers function as part of a writing community? How do writers use what they know to help them begin to write? 	
Objectives	
Students will know:	
<ul style="list-style-type: none"> There are expectations and procedures for writers to follow during mini-lessons, independent writing time, partner time, and when the teacher is conferring with other children/small groups. What we know about drawing, letters and their sounds can help us to write letters, words, sentences and even stories. Writers share and talk about writing with partners during writing workshop. 	
Students will be able to:	
<ul style="list-style-type: none"> Follow the routines and procedures of writing workshop. Use the tools of writers to tell stories in pictures, letters, and/or words. Work with a partner to practice oral storytelling with a partner, and to listen to and share writing. Write their name starting with capital letter. Orally compose sentences with noun and verb agreement with prompting. 	
Evidence of Learning	
Assessment	
<ul style="list-style-type: none"> Pre and post assessments (on-demand writing) Conferring notes Notes from informal observations 	

- Learning Progressions
- Student Checklists (self-assessments)
- Student Writing (including oral, dictated or written description of a picture)

Resources

Suggested Resources:

Anderson, C. (2005). *Assessing Writers*. Heinemann.

Anderson, C. (2000). *How's It Going?* Heinemann.

Calkins, L. (1994). *The Art of Teaching Writing*. Longman.

Calkins, L. & Hartman, A. (2013). *Launching the Writing Workshop*. Heinemann.

Calkins, L. (2015). *A Guide to the Common Core Writing Workshop: Primary Grades*. Heinemann.

Calkins, L. et.al. (2015). *If...Then...Curriculum: Assessment-Based Instruction for Grades K-2*. Heinemann.

Pinnell, G.S. & Fountas, I.C. (2011). *The Continuum of Literacy Learning, Grades PreK-2*. Heinemann.

Ray, K.W., & Laminack, L. (2001). *The Writing Workshop: Working Through the Hard Parts (And They're All Hard Parts)*. NCTE.

Teachers College Reading & Writing Project at Columbia University. (2019-20). *Curricular Calendars*.

<http://readingandwritingproject.org/resources/documents-to-support-units-of-study>

Grade K Writing: Show & Tell: From Labels to Pattern Books	
Content Area: Language Arts	
Course & Grade Level: English, Grade K	
Summary and Rationale	
<p>Writing matters and science matters. In this unit, students learn that writing is not only a tool for storytelling but it is also a tool for learning about science. Students are invited to be scientists as they observe, collect, study natural objects and then write information list books. They study and learn from other books, noticing what other writers do and trying some of those things in their own writing. This unit also helps students develop fundamental writing skills by encouraging them to transfer and apply their knowledge of letters and sounds to add labels, lists and/or sentences.</p>	
Recommended Pacing	
October – November (approximately 20 days)	
New Jersey Student Learning Standards	
Standard W.K 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.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.
Standard SL.K Speaking and Listening	
SL.K.1	Participate in collaborative conversation with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
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.
Standard L.K Language	
L.K.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L.K.2d	Spell simple words phonetically, drawing on knowledge of sound-letter relationships.

L.K.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts.
New Jersey Student Learning Standards for 21st Century Life and Careers	
Career Ready Practices	
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.
CRP6	Demonstrate creativity and innovation.
9.2 Career Awareness, Exploration, and Preparation Content Area: 21st Century Life and Careers Strand A: Career Awareness Number Standard Statement	
9.2.8.B.3	Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.
New Jersey Student Learning Standards for Technology	
8.1	All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
Instructional Focus	
Unit Enduring Understandings	
Students will understand that: <ul style="list-style-type: none"> Writers write about things they study. Writers write and revise, then revise to help their readers learn more. Writers use all they know about words to make their writing easy to read. 	
Unit Essential Questions	
<ul style="list-style-type: none"> How do writers observe and study an object that is important to draw, and label that object part-by-part, writing lots of labels onto that drawing and then revising the picture and the labels by adding more onto them? How do writers get better at writing with details and putting more information in their books so their readers learn more? How do writers get better at using all they know about writing high frequency words to write easy-to-read pattern books? 	
Objectives	
Students will know: <ul style="list-style-type: none"> Writers write more and more by adding more and more detail to their picture and labels. Writers use pictures, labels, and words to teach others. Writers use craft moves they find in information books they are reading. Students will be able to: <ul style="list-style-type: none"> Increase their stamina and volume by adding more and more detail to their picture and labels. Use all they know about writing to teach others about their topic. Use all they know about letters and words to make their writing easier to read. 	
Evidence of Learning	
Assessment	
<ul style="list-style-type: none"> Pre and post assessments (on-demand writing) Conferring notes Notes from informal observations 	

- Learning Progressions
- Student Checklists (self-assessments)
- Student Writing (including oral, dictated, or written descriptions of pictures)

Resources

Suggested Resources:

Anderson, C. (2005). *Assessing Writers*. Heinemann.

Anderson, C. (2000). *How's It Going?* Heinemann.

Calkins, L. (1994). *The Art of Teaching Writing*. Longman.

Calkins, L. (2015). *A Guide to the Common Core Writing Workshop: Primary Grades*. Heinemann.

Calkins, L. et.al. (2015). *If...Then...Curriculum: Assessment-Based Instruction for Grades K-2*. Heinemann.

Mounteer, M., Hetzer, L., et. Al. (2018). *Show and Tell: From Labels to Pattern Books*. Heinemann.

Pinnell, G.S. & Fountas, I.C. (2011). *The Continuum of Literacy Learning, Grades PreK-2*. Heinemann.

Ray, K.W., & Laminack, L. (2001). *The Writing Workshop: Working Through the Hard Parts (And They're All Hard Parts)*. NCTE.

Teachers College Reading & Writing Project at Columbia University. (2019-20). *Curricular Calendars*.

<http://readingandwritingproject.org/resources/documents-to-support-units-of-study>

Grade K Writing: Writing For Readers	
Content Area: Language Arts	
Course & Grade Level: English, Grade K	
Summary and Rationale	
<p>Since drawing is writing for young children, we want to give students opportunities and guidance in drawing to help them learn to examine their work closely, adding more detail in their drawings and gradually in their writing. The more students reflect on how to show their story without having to write any words, the more they will think about this when they write and the more they will have to write about.</p> <p>The unit begins with storytelling and making representational drawings, working especially hard to capture details in pictures. Students will come up with a mental picture of a topic and then work to capture that image and that idea on the page and talk to a partner to enhance literacy and language development. They will begin to draw their stories across pages and use their knowledge of letters and sounds to write words the best they can.</p>	
Recommended Pacing	
December - January (approximately 20 days)	
New Jersey Student Learning Standards	
Standard W.K 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.
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.8	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
Standard SL.K Speaking and Listening	
SL.K.1	Participate in collaborative conversation with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
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.
Standard L.K Language	
L.K.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L.K.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

New Jersey Student Learning Standards for 21 st Century Life and Careers		
Career Ready Practices		
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.	
CRP6	Demonstrate creativity and innovation.	
9.2 Career Awareness, Exploration, and Preparation Content Area: 21st Century Life and Careers Strand A: Career Awareness Number Standard Statement		
9.2.8.B.3	Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.	
New Jersey Student Learning Standards for Technology		
8.1	All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.	
Instructional Focus		
Unit Enduring Understandings		
<ul style="list-style-type: none"> As writers represent meaning on paper through their drawing and writing they are processing, composing and developing language. Drawing is one way that writers represent and understand meaning, and learn about the craft of writing. Children who have little understanding of phonics/spelling can often draw what they know, think and feel when telling stories from their lives. 		
Unit Essential Questions		
<ul style="list-style-type: none"> How do writers tell a story that makes sense? How do writers draw pictures that match their stories? How do writers use language that will help their storytelling and writing? 		
Objectives		
Students will know: <ul style="list-style-type: none"> Writers rehearse their writing before they start working on their stories (either drawing or writing words) Words and pictures match to tell a story. Letters make sounds, and writers use those sounds to write words to help tell their stories. Writers go back and make their stories more interesting after they've written a first draft. Students will be able to: <ul style="list-style-type: none"> Rehearse their writing before they start working on their stories. Draw pictures that match their stories. Use all the sounds they know to write words. Revise their stories. 		
Evidence of Learning		
Assessment		
<ul style="list-style-type: none"> Pre and post assessments (on-demand writing) Conferring notes 		

- Notes from informal observations
- Learning Progressions
- Student Checklists (self-assessments)
- Student Writing (including oral, dictated, or written descriptions of pictures)

Resources

Suggested Resources:

Anderson, C. (2005). *Assessing Writers*. Heinemann.

Anderson, C. (2000). *How's It Going?* Heinemann.

Calkins, L. (1994). *The Art of Teaching Writing*. Longman.

Calkins, L. (2015). *A Guide to the Common Core Writing Workshop: Primary Grades*. Heinemann.

Calkins, L. & Louis, N. (2013). *Writing for Readers*. Heinemann.

Calkins, L. et.al. (2015). *If...Then...Curriculum: Assessment-Based Instruction for Grades K-2*. Heinemann.

Pinnell, G.S. & Fountas, I.C. (2011). *The Continuum of Literacy Learning, Grades PreK-2*. Heinemann.

Ray, K.W., & Laminack, L. (2001). *The Writing Workshop: Working Through the Hard Parts (And They're All Hard Parts)*. NCTE.

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Grade K Writing: How-To Books	
Content Area: Language Arts	
Course & Grade Level: English, Grade K	
Summary and Rationale	
Writers write to tell the stories of their lives but also to teach. They can teach “all about” a topic (informational text) or they can teach people how to do something (procedural writing). This unit teaches students how to teach something to an audience by drawing and writing a sequence of steps. This kind of procedural writing requires students to write about a sequence of steps with clear details and to understand that writers anticipate what their readers need to know.	
Recommended Pacing	
January-February (approximately 30 days)	
New Jersey Student Learning Standards	
Standard W.K Writing	
W.K2	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.8	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
Standard SL.K Speaking and Listening	
SL.K.1	Participate in collaborative conversation 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.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.
Standard L.K Language	
L.K.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.K.3	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
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.
L.K.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

New Jersey Student Learning Standards for 21 st Century Life and Careers		
Career Ready Practices		
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.	
CRP6	Demonstrate creativity and innovation.	
CRP7	Employ valid and reliable research strategies.	
9.2 Career Awareness, Exploration, and Preparation Content Area: 21st Century Life and Careers Strand A: Career Awareness Number Standard Statement		
9.2.8.B.3	Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.	
New Jersey Student Learning Standards for Technology		
8.1	All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.	
Interdisciplinary Connections		
K.MD.A	Represent and interpret data.	
K.MP.2	Reason abstractly and quantitatively.	
K.MP.3	Construct viable arguments and critique the reasoning of others.	
Instructional Focus		
Unit Enduring Understandings		
<ul style="list-style-type: none"> There are many purposes for writing. One purpose for writing is to teach others. Writers learn from each other. 		
Unit Essential Questions		
<ul style="list-style-type: none"> Why do people write? How do writers write to teach others? What does a mentor author do that we can do? 		
Objectives		
Students will know:		

- Writers draw on their own experiences and knowledge to find a topic they can teach others about.
- Writers plan in many ways before they begin writing.
- Writers use language that is clear and precise.
- Writers use all they know about how words and letters work to make their writing interesting and easy to read.

Students will be able to:

- Think of things they can teach others.
- Plan, talk, and act out their writing step-by-step.
- Use precise language and sequence words.
- Use what they know about letters, sounds, and words to increase the number of words they can write.

Evidence of Learning

Assessment

- Pre and post assessments (on-demand writing)
- Conferring notes
- Notes from informal observations
- Learning Progressions
- Student Checklists (self-assessments)
- Student Writing (including oral, dictated or written description of a picture)

Resources

Suggested Resources:

Anderson, C. (2005). *Assessing Writers*. Heinemann.

Anderson, C. (2000). *How's It Going?* Heinemann.

Calkins, L. (1994). *The Art of Teaching Writing*. Longman.

Calkins, L. (2015). *A Guide to the Common Core Writing Workshop: Primary Grades*. Heinemann.

Calkins, L., Pessah, L. & Moore, E. (2013). *How-To Books: Writing to Teach Others*. Heinemann.

Calkins, L. et.al. (2015). *If...Then...Curriculum: Assessment-Based Instruction for Grades K-2*. Heinemann.

Pinnell, G.S. & Fountas, I.C. (2011). *The Continuum of Literacy Learning, Grades PreK-2*. Heinemann.

Ray, K.W., & Laminack, L. (2001). *The Writing Workshop: Working Through the Hard Parts (And They're All Hard Parts)*. NCTE.

Teachers College Reading & Writing Project at Columbia University. (2019-20). *Curricular Calendars*.

<http://readingandwritingproject.org/resources/documents-to-support-units-of-study>

Grade K Writing: Persuasive Writing of All Kinds	
Content Area: Language Arts	
Course & Grade Level: English, Grade K	
Summary and Rationale	
<p>Kindergarteners write for many purposes throughout the day and across the year. They know that writing can be used to convey messages that are seen everywhere from their homes to their classroom, to their school, and in the community. This unit will build upon what they have already done and focus on writing for real purposes in different genres. They will generate letters, signs/posters, songs, cards, and opinion pieces about topics for their own purposes. For now, the important thing is for children to become accustomed to thinking of different kinds of writing, who they are writing to, and why they are writing to them. The children will also be expected to tell a reader a topic and state an opinion about that topic. By the end of the unit, students will be able to use a combination of writing and drawing to write pieces that give an opinion that is supported by reasons.</p>	
Recommended Pacing	
March (approximately 20 days)	
New Jersey Student Learning Standards	
Standard W.K 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 (e.g., <i>My favorite book is...</i>).
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.8	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
Standard SL.K Speaking and Listening	
SL.K.1	Participate in collaborative conversation 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.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.
Standard L.K Language	
L.K.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L.K.3	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
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.
L.K.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts.
Standard RF.K Reading: Foundational Skills	
RF.K.3	Know and apply grade-level phonics and word analysis skills in decoding words.
New Jersey Student Learning Standards for 21st Century Life and Careers	
Career Ready Practices	
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.
CRP6	Demonstrate creativity and innovation.
CRP5	Consider the environmental, social and economic impacts of decisions.
9.2 Career Awareness, Exploration, and Preparation Content Area: 21st Century Life and Careers Strand A: Career Awareness Number Standard Statement	
9.2.8.B.3	Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.
New Jersey Student Learning Standards for Technology	
8.1	All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
Interdisciplinary Connections	
6.3.4.A.2	Examine the impact of a local issue by considering the perspectives of different groups, including community members and local officials.
6.1.4.D.20	Describe why it is important to understand the perspectives of other cultures in an interconnected world.
K.MD.A	Represent and interpret data.
K.MP.2	Reason abstractly and quantitatively.
K.MP.3	Construct viable arguments and critique the reasoning of others.

Instructional Focus	
Unit Enduring Understandings	
<ul style="list-style-type: none"> • There are many purposes for writing. • Writing can be used to share information that can make the world a better place. • Writers write for an audience. 	
Unit Essential Questions	
<ul style="list-style-type: none"> • How do we give a clear opinion on a topic? • Why do we write in a particular genre? (cards, lists, signs/posters, letters/email, songs, opinion) • How do writers communicate their ideas with a particular audience? 	
Objectives	
<p>Students will know:</p> <ul style="list-style-type: none"> • Writers give reasons when they are trying to persuade someone. • Writers revise to make their writing easy to read and understand. • Write with a specific audience in mind. • Partners help each other revise and edit. <p>Students will be able to:</p> <ul style="list-style-type: none"> • Writers give their opinions and a reason or example for their opinions. • Writers revise pictures and words for clarity by rereading as they write to make sure everything looks right, sounds right and makes sense. • Write for a specific audience. • Writers work with a partner to get feedback and to give feedback. 	
Evidence of Learning	
Assessment	
<ul style="list-style-type: none"> • Pre and post assessments (on-demand writing) • Conferring notes • Notes from informal observations • Learning Progressions • Student Checklists (self-assessments) • Student Writing (including oral, dictated, or written descriptions of pictures) 	
Resources	
<p>Suggested Resources:</p> <p>Anderson, C. (2005). <i>Assessing Writers</i>. Heinemann.</p> <p>Anderson, C. (2000). <i>How's It Going?</i> Heinemann.</p> <p>Calkins, L. (1994). <i>The Art of Teaching Writing</i>. Longman.</p> <p>Calkins, L. (2015). <i>A Guide to the Common Core Writing Workshop: Primary Grades</i>. Heinemann.</p> <p>Calkins, L. & Dunford, E. (2013). <i>Persuasive Writing of All Kinds</i>. Heinemann.</p> <p>Calkins, L. et.al. (2015). <i>If...Then...Curriculum: Assessment-Based Instruction for Grades K-2</i>. Heinemann.</p> <p>Pinnell, G.S. & Fountas, I.C. (2011). <i>The Continuum of Literacy Learning, Grades PreK-2</i>. Heinemann.</p> <p>Ray, K.W., & Laminack, L. (2001). <i>The Writing Workshop: Working Through the Hard Parts (And They're All Hard Parts)</i>. NCTE.</p> <p>Teachers College Reading & Writing Project at Columbia University. (2019-20). <i>Curricular Calendars</i>. http://readingandwritingproject.org/resources/documents-to-support-units-of-study</p>	

Grade K Writing: All About Books	
Content Area: Language Arts	
Course & Grade Level: English, Grade K	
Summary and Rationale	
<p>Writers write to tell the stories of their lives but also to teach. They can teach “all about” a topic (informational text) or they can teach people how to do something (procedural writing). This unit provides students opportunities to write to inform in All About books. Children come to school with collections of treasures, projects and knowledge about their interests that they just love to share. They learn how to choose topics and write many All-About books on topics on which they are “expert”. Students will also learn ways to organize and present their knowledge to an audience. This unit may also involve shared writing of class texts to complement kindergarten science topics.</p>	
Recommended Pacing	
April-May (approximately 20 days)	
New Jersey Student Learning Standards	
Standard FS.K Reading: Foundational Skills	
FS.K.1	Demonstrate understanding of the organization and basic features of print.
FS.K.2	Demonstrate understanding of spoken words, syllables, and sound (phonemes).
FS.K.3	Know and apply grade-level phonics and word analysis skills in decoding words.
FS.K.4	Read emergent –reader texts with purpose and understanding.
Standard W.K 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 experiences or gather information from provided sources to answer a question.
Standard SL.K Speaking and Listening	
SL.K.1	Participate in collaborative conversation 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.
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.
Standard L.K 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.
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.
L.K.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

New Jersey Student Learning Standards for 21st Century Life and Careers		
Career Ready Practices		
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.	
CRP6	Demonstrate creativity and innovation.	
CRP7	Employ valid and reliable research strategies.	
CRP11	Use technology to enhance productivity.	
9.2 Career Awareness, Exploration, and Preparation Content Area: 21st Century Life and Careers Strand A: Career Awareness Number Standard Statement		
9.2.8.B.3	Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.	
New Jersey Student Learning Standards for Technology		
8.1	All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.	
Interdisciplinary Connections		
K.MD.A	Represent and interpret data.	
K.MP.2	Reason abstractly and quantitatively.	

K.MP.3	Construct viable arguments and critique the reasoning of others.	
Instructional Focus		
Unit Enduring Understandings		
<ul style="list-style-type: none"> There are many purposes for writing. Writers write nonfiction to learn about a topic and inform others. Writers write for an audience. 		
Unit Essential Questions		
<ul style="list-style-type: none"> How do writers choose topics for “all about” books? Why do we write in a particular genre? How do we organize and develop information on a topic to teach others? 		
Objectives		
<p>Students will know:</p> <ul style="list-style-type: none"> Writers choose topics they know a lot about. Writers study other nonfiction authors, and use what they’ve learned in their own writing. Writers use all they know about writing to write longer and longer. Writers make their writing clearer and easier to read by working with a partner. <p>Students will be able to:</p> <ul style="list-style-type: none"> Generate and choose topics on which they are “experts”. Use mentor texts to get ideas for features and structures. Use strategies to write with rigor and elaboration, filling up pages. Choose a piece to further revise and edit and work with a partner to ask and answer questions to help with this work. 		
Evidence of Learning		
Assessment		
<ul style="list-style-type: none"> Pre and post assessments (on-demand writing) Conferring notes Notes from informal observations Learning Progressions Student Checklists (self-assessments) Student Writing (including oral, dictated, or written descriptions of pictures) 		
Resources		
<p>Suggested Resources:</p> <p>Anderson, C. (2005). <i>Assessing Writers</i>. Heinemann.</p> <p>Anderson, C. (2000). <i>How’s It Going?</i> Heinemann.</p> <p>Calkins, L. (1994). <i>The Art of Teaching Writing</i>. Longman.</p> <p>Calkins, L. (2015). <i>A Guide to the Common Core Writing Workshop: Primary Grades</i>. Heinemann.</p> <p>Calkins, L. et.al. (2015). <i>If...Then...Curriculum: Assessment-Based Instruction for Grades K-2</i>. Heinemann.</p> <p>Pinnell, G.S. & Fountas, I.C. (2011). <i>The Continuum of Literacy Learning, Grades PreK-2</i>. Heinemann.</p> <p>Ray, K.W., & Laminack, L. (2001). <i>The Writing Workshop: Working Through the Hard Parts (And They’re All Hard Parts)</i>. NCTE.</p> <p>Teachers College Reading & Writing Project at Columbia University. (2019-20). <i>Curricular Calendars</i>. http://readingandwritingproject.org/resources/documents-to-support-units-of-study</p>		

Grade K Writing: Crafting Stories Using All We Know About Narrative Writing	
Content Area: Language Arts	
Course & Grade Level: English, Grade K	
Summary and Rationale	
<p>The students have spent the past few months writing non-narrative and they have become more fluent with print. This last unit provides opportunity to get back to telling stories to add onto their growing understanding of narrative structure and craft. The students will study the work of a favorite author and use their observations to expand their repertoire of writing strategies. They will try out and approximate the craft that other writers use. In reading the students are role playing and acting out texts to get to know a character and what the character does in their stories. In this unit students can dramatize what's happening in their story as a way visualize and record their actions with more precise detail.</p>	
Recommended Pacing	
May – June (approximately 20 days)	
New Jersey Student Standards	
Standard FS.K Reading: Foundational Skills	
FK.K.1	Demonstrate understanding of the organization and basic features of print.
FS.K.2	Demonstrate understanding of spoken words, syllables, and sound (phonemes).
FS,K.4	Read emergent –reader texts with purpose and understanding.
Standard W.K Writing	
W.K.3	Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events in the order in which they occurred, and provide a reaction to what happened.
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.8	With guidance and support form adults, recall information from experiences or gather information form provided sources to answer a question.
Standard SL.K Speaking and Listening	
SL.K.1	Participate in collaborative conversation 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.
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.
Standard L.K Language	

L.K.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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New Jersey Student Learning Standards for Technology		
8.1	All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.	

Instructional Focus	
Unit Enduring Understandings	
<ul style="list-style-type: none"> Writers tell stories from their own lives. Writers use many strategies to write their stories. Writers study the work of other writers to learn about writing. 	
Unit Essential Questions	
<ul style="list-style-type: none"> What do writers write about? How do writers use all they know to write long, beautiful stories? What do other writers do that I can do in my writing? 	
Objectives	
Students will know: <ul style="list-style-type: none"> Writers write stories about their lives. Writers organize their thinking before they begin writing. Writers make their writing easy to read and interesting. Writers make their stories more interesting, and share them with others. Students will be able to: <ul style="list-style-type: none"> Gather ideas for stories from their everyday lives. 	

- Plan their stories by organizing it across five fingers, then rehearsing many time before writing.
- Use story elements and craft moves as they write.
- Revise, edit and publish their stories.

Evidence of Learning

Assessment

- Pre and post assessments (on-demand writing)
- Conferring notes
- Notes from informal observations
- Learning Progressions
- Student Checklists (self-assessments)
- Student Writing (including oral, dictated, or written descriptions of pictures)

Resources

Suggested Resources:

Anderson, C. (2005). *Assessing Writers*. Heinemann.

Anderson, C. (2000). *How's It Going?* Heinemann.

Calkins, L. (1994). *The Art of Teaching Writing*. Longman.

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