



English Language Arts and Literacy Curriculum-Writing

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Wayne School District
ELA: Writing Curriculum

Content Area/ Grade Level/ Course:	ELA Grade K Writing
Unit Plan Title:	Launch: How Writers Work
Time Frame	8 Weeks
Anchor Standards/Domain* *i.e: ELA: reading, writing i.e.: Math: Number and Operations in Base 10	
<u>Anchor Standards for Writing</u> <ul style="list-style-type: none"> ● <i>Text Types and Purposes:</i> NJSLSA.W1. NJSLSA.W2. NJSLSA.W3. ● <i>Production and Distribution of Writing:</i> NJSLSA.W5. NJSLSA.W6. ● <i>Research to Build and Present Knowledge:</i> NJSLSA.W7. NJSLSA.W8. 	
<u>Anchor Standards: Speaking and Listening</u> <ul style="list-style-type: none"> ● <i>Comprehension and Collaboration:</i> NJSLSA.SL1. NJSLSA.SL2. NJSLSA.SL3. ● <i>Presentation of Knowledge and Ideas:</i> NJSLSA.SL4. NJSLSA.SL5. NJSLSA.SL6. 	
<u>Anchor Standards: Language</u> <ul style="list-style-type: none"> ● <i>Conventions of Standard English:</i> NJSLSA.L1. NJSLSA.L2 ● <i>Vocabulary Acquisition and Use:</i> NJSLSA.L6. 	
<u>Career Readiness, Life Literacies and Key Skills</u> <ul style="list-style-type: none"> ● <i>Technology Literacy</i> 	
<u>Social Studies</u> <ul style="list-style-type: none"> ● Asian Americans and Pacific Islanders (AAPI) Mandate 	
<u>WIDA ELD Standards</u> <ul style="list-style-type: none"> ● <i>Social and Instructional Language:</i> ELD Standard 1 ● <i>The Language of Language Arts:</i> ELD Standard 2 	
Unit Summary	
<p>This unit is designed to establish a classroom community of writers who listen, share, and respond to each other’s thoughts, stories, and ideas. Students will learn about routines, rituals, and tools that make writing workshop run smoothly. Throughout the unit, students will learn that the classroom is a safe place to learn, share, give a try, and make mistakes. Students will engage in a writing workshop to think about how writers work and what writers do so that they can emulate the process. In order to begin to develop their writing identities and experience how writers feel when they write, students will be exposed to a variety of mentor texts. Students will be introduced to writing workshop, the writing process, and getting to know why writers write in the ways that they do. To find inspiration for writing, students will think about what they love to do and the stories they can tell. To share their passions with others, students will choose one idea to publish and learn about the importance of adding thoughtful pictures to their writing. Once their draft is complete, students will revise and edit their writing by reflecting on the words and pictures both independently and with a partner. Finally, students will share their first published piece during a writing celebration.</p>	
Standard Number(s)	
NJSLS ELA Standards	

Career Readiness, Life Literacies and Key Skills

NJSLS Social Studies Standards

WIDA ELD Standards

Reading Foundation Standards

- RF.K.1. Demonstrate understanding of the organization and basic features of print.
 - A. Follow words from left to right, top to bottom, and page by page.
 - B. Recognize that spoken words are represented in written language by specific sequences of letters.
 - C. Understand that words are separated by spaces in print.

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 Standards

- SL.K.1. Participate in collaborative conversations with diverse partners 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 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.

Language Standards

- L.K.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
 - A. Print many upper- and lowercase letters.
 - D. Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).
 - F. 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.
 - A. Capitalize the first word in a sentence and the pronoun.
 - 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.
- L.K.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

Career Readiness Practices

- CRP1. Act as a responsible and contributing community member and employee.
- CRP8. Use technology to enhance productivity, increase collaboration and communicate effectively.

Essential Question(s)

- Why do we write?
- What does it mean to be engaged in a community of writers?
- How can good writers make their writing better?

Enduring Understandings

- Writers use a process to compose fiction and non-fiction texts, (including: thinking, saying, writing).
- Writers use words and pictures to share their ideas.
- Writers use their knowledge of language to communicate.

Interdisciplinary Connections

How Writers Work lends itself to interdisciplinary connections in the content areas of Career Readiness, Life Literacies and Key Skills:

Career Readiness Life Literacies and Key Skills

- Technology Literacy, 9.4.2.TL.2: Students can use their computer device to create and enhance a document.

Social Studies

- AAPI Mandate: *To Be a Kid*

In this unit plan, the following 21st Century themes and skills are addressed.

<i>Check all that apply.</i> 21st Century Themes		<i>Check all that apply.</i> 21st Century Skills	
<input type="checkbox"/>	Global Awareness	<input type="checkbox"/>	Creativity and Innovation
<input type="checkbox"/>	Environmental Literacy	<input type="checkbox"/>	Critical Thinking and Problem Solving
<input type="checkbox"/>	Health Literacy	<input checked="" type="checkbox"/>	Communication
<input checked="" type="checkbox"/>	Civic Literacy	<input checked="" type="checkbox"/>	Collaboration
<input type="checkbox"/>	Financial, Economic, Business, and Entrepreneurial Literacy		

Student Learning Targets/Objectives (Students will know/Students will understand)

Students will understand:

- how writers use pictures and print to tell their stories (**see *Grammar Binder, Text Layout, Lesson 1***) *This lesson may be completed prior to beginning the first writing unit*

- how writers use space between words to help readers understand the text (**see Grammar Binder, Text Layout, Lesson 2**) *This lesson may be completed prior to beginning the first writing unit*
- identify the difference between capital and lowercase letters (**see Grammar Binder, Capitalization, Lesson 1**) *This lesson may be completed prior to beginning the first writing unit*
- how to use capital letters at the beginning of first, middle, and last names (**see Grammar Binder, Capitalization, Lesson 1**) *This lesson may be completed prior to beginning the first writing unit*
- the following terms as they relate to this unit:
 - author
 - compliment
 - cover
 - details
 - drafting
 - editing
 - illustrator
 - mentor text
 - passionate
 - publishing
 - revising
 - writing process
- how to function in a writing workshop setting and follow classroom routines
- the importance of writing routinely over time to develop sustainability
- use mentor texts to reflect on the decisions that writers make and the reasons why they make them
- how writers celebrate their life experiences using emotions through the stories they tell
- how illustrators tell stories with detailed pictures
- how writers use their own special memories or passions as a source of inspiration
- how to utilize the writing process to select an idea to expand into a longer piece
- how to plan a story using pictures and words so that the story follows a logical order
- how writers revise a story to determine if they need to add more or take something away to make their story make sense
- how writers use uppercase and lowercase letters
- how to create a cover design that is inviting to the reader
- when to use capital letters to represent the beginning of the sentence, names, months, days of the week, and the word 'I' (**see Grammar Binder, Capitalization, Lessons 3-5**)
- how writers use end marks to add meaning to their sentences based on the function of the sentence (**see Grammar Binder, Punctuation, Lessons 1-3**)
- how to use the writing process to publish a story
- how to self-reflect to understand how one has grown as a writer

Assessments (Pre, Formative, Summative, Other)

Denote required common assessments with an *

Assessments (some assessments can be in more than one category):

- *Formative:* Observations, notebooks, class participation, shared writing, independent writing, conferring, reflections, SchoolWide grammar assignments
- *Summative:* SchoolWide writing assessments and teacher created assignments
- *Benchmark:* *Publish narrative or informational piece with a clear topic using words and pictures, Pre/post writing assignments
- *Alternative:* Options may include graphic organizers, SchoolWide Appendix pages/checklists, and additional teacher created assignments

Teaching and Learning Activities

<i>Activities</i>	Writing Workshop routines and pedagogy Routinely write to develop stamina and persistence for independent writing time Whole class read-aloud lessons Mini-lessons to support all aspects of the writing process Use writing notebook to try newly learned strategies and collect ideas Opportunities to engage in shared writing experiences and independent writing time Confer with teachers Collaboration with a writing partner or group Participate in publishing celebrations
<i>Differentiation Strategies</i>	Strategy and flexible groups based on formative assessment or student choice One:One conferring with teacher Provide a variety of appropriate graphic organizers for the genre Differentiated checklists and rubrics (if appropriate) Student selected goals for writing Level of independence Add additional details and emotions to elaborate on the central topic Model advanced writing strategies from mentor texts to better convey thoughts and feelings Consult mentor texts to support writing ELL Supports and Extension activities are included with each lesson Differentiation Strategies for Special Education Students Differentiation Strategies for Gifted and Talented Students Differentiation Strategies for ELL Students Differentiation Strategies for At Risk Students Differentiation Strategies for Students with a 504

Resources

- [Kindergarten Writing Resources](#)
- SchoolWide *How Writers Work* binder mentor texts
 - *The Art Lesson*, DePaola
 - *Library Mouse*, Kirk
 - *Taking a Bath with the Dog and Other Things that Make Me Happy*, Menchin
 - *This Quiet Lady*, Zolotow
 - *To Be a Kid*, Ajmera and Ivanko
- SchoolWide Grammar binder mentor texts
 - *David Gets in Trouble*, Shannon
 - *If You Were a Capital Letter*, Shaskan
 - *If You Were a Noun*, Dahl
 - *Lucky Song*, Williams
 - *Matthew A.B.C.*, Catalanotto
 - *Max's Words*, Banks
 - *My Mom*, Browne
 - *The Pigeon Wants a Puppy!*, Willems
 - *So Much!*, Cooke
 - *Yo! Yes?*, Raschka
- SchoolWide *Grammar* binder lessons
 - Text Layout, Lessons and Mini-lessons 1-2
 - Capitalization, Lessons and Mini-lessons 1-5

Wayne School District
ELA: Writing Curriculum

Content Area/ Grade Level/ Course:	ELA Grade K Writing
Unit Plan Title:	Unit 2: Personal Narrative
Time Frame	8 Weeks
Anchor Standards/Domain* *i.e: ELA: reading, writing i.e.: Math: Number and Operations in Base 10	
<u>Anchor Standards for Writing</u>	
<ul style="list-style-type: none"> ● <i>Text Types and Purposes:</i> NJSLSA.W1. NJSLSA.W3. ● <i>Production and Distribution of Writing:</i> NJSLSA.W5. NJSLSA.W6. ● <i>Research to Build and Present Knowledge:</i> NJSLSA.W7. NJSLSA.W8. 	
<u>Anchor Standards: Speaking and Listening</u>	
<ul style="list-style-type: none"> ● <i>Comprehension and Collaboration:</i> NJSLSA.SL1. NJSLSA.SL2. NJSLSA.SL3. ● <i>Presentation of Knowledge and Ideas:</i> NJSLSA.SL4. NJSLSA.SL5. NJSLSA.SL6. 	
<u>Anchor Standards: Language</u>	
<ul style="list-style-type: none"> ● <i>Conventions of Standard English:</i> NJSLSA.L1. NJSLSA.L2. ● <i>Vocabulary Acquisition and Use:</i> NJSLSA.L4. NJSLSA.L5. NJSLSA.L6. 	
<u>Career Readiness, Life Literacies and Key Skills</u>	
<ul style="list-style-type: none"> ● <i>Critical Thinking and Problem Solving</i> ● <i>Technology Literacy</i> 	
<u>WIDA ELD Standards</u>	
<ul style="list-style-type: none"> ● <i>Social and Instructional Language:</i> ELD Standard 1 ● <i>The Language of Language Arts:</i> ELD Standard 2 	
Unit Summary	
<p>This unit is designed to teach kindergarteners how to communicate the stories of their lives, both orally and in pictures and words. Students will explore what personal narrative writers write about. They will reread and look closely at the mentor texts to examine <i>how</i> it is done. Mentor texts will be used to teach the students to read like writers and empower them to imagine new possibilities for their own writing. Throughout this unit, students will take on new language as they learn how to question, identify, and discuss writers’ craft. Students will have the opportunity to relate to the main characters in order to inspire their own storytelling. The books in this unit show how writers choose topics that matter, select words that create images, draw detailed illustrations and use narrative structures that organize their text.</p>	
Interdisciplinary Connections	
<p>The <i>Personal Narrative Writing Unit</i> lends itself to interdisciplinary connections in the content areas of Career Readiness, Life Literacies and Key Skills, Social Studies and Science. Students can also explore Climate Change using two of the mentor texts:</p> <p>Career Readiness, Life Literacies and Key Skills–The following standards are addressed in research</p>	

- Critical Thinking and Problem Solving, 9.4.2.CT.1: *Snow and Hello Ocean*
- Technology Literacy, 9.4.2.TL.2: Create and enhance a document.

Standard Number(s)

[New Jersey ELA Standards](#)

[Career Readiness, Life Literacies and Key Skills](#)

[WIDA ELD Standards](#)

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.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 Standards

- SL.K.1. Participate in collaborative conversations with diverse partners 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 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.

Language Standards

- L.K.1. Demonstrate command of the conventions of standard English 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 standard English 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.
- 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 is 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).
- L.K.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

Career Readiness Practices

- CRP1. Act as a responsible and contributing community member and employee.
- CRP4. Demonstrate creativity and innovation.
- CRP8. Use technology to enhance productivity, increase collaboration and communicate effectively.

Essential Question(s)

- How can I use drawing and writing to tell others what I think?
- Why do we include a beginning, middle, and end when we tell a story?
- When I hear or read familiar texts, how are they alike?

Enduring Understandings

- Writers use a process to compose texts (including: thinking, saying, writing).
- Writers use organizational strategies to help their stories make sense.
- Writers can use their favorite stories to help them write their own unique text.

Interdisciplinary Connections

This unit lends itself to interdisciplinary connections in the content areas of science and social studies:

- *Snow* lends itself to personal investigations about the weather.
- *Hello Ocean* opens the readers to the world of oceans.
- *The Moon Was the Best* provides students with a charming look of Paris.
- *Dream Weavers* provides facts about yellow orb spiders which gives students real-world connections involving animals.
- Students can use technology to investigate a topic of interest and/or create a title page for their story.

In this unit plan, the following 21st Century themes and skills are addressed.

Check all that apply. 21 st Century Themes		Check all that apply. 21 st Century Themes	
<input type="checkbox"/>	Global Awareness	<input checked="" type="checkbox"/>	Creativity and Innovation
<input checked="" type="checkbox"/>	Environmental Literacy	<input type="checkbox"/>	Critical Thinking and Problem Solving
<input type="checkbox"/>	Health Literacy	<input checked="" type="checkbox"/>	Communication
<input type="checkbox"/>	Civic Literacy	<input checked="" type="checkbox"/>	Collaboration
<input type="checkbox"/>	Financial, Economic, Business, and Entrepreneurial Literacy		

Student Learning Targets/Objectives (Students will know/Students will understand)

Students will understand:

- the following terms as they relate to this unit:
 - audience
 - author's craft
 - big idea
 - checklist
 - descriptions
 - events
 - experiences
 - generating ideas
 - memorable moments
 - organize
 - personal narratives
 - reading like writers
 - selecting
- how personal narratives are inspired by real events or experiences
- how people, places, and things in their surroundings are called nouns (**see *Grammar Binder, Parts of Speech, Lesson 1-2***)
- the sequence of events, details, and emotions in various mentor texts
- how stories are inspired by special people in their lives
- that nouns name things and are important building blocks for sentences (**see *Grammar Binder, Parts of Speech, Lesson 3***)
- how writers bring memorable people and moments to life
- how writers bring out their characters' voices through dialogue, descriptions, and illustrations
- how an author's choice of words effects their story
- how to gather ideas by reflecting on family stories and family keepsakes
- how to reflect on and record their thoughts about the world by thinking about their daily experiences and feelings
- how to examine big ideas and the many stories inside them
- how the purpose and audience impacts the selection process
- how to organize their writing through the use of a common text structure
- how stories focus on one event and are told in sequential order

- the revision process, and how to reread and “re-see” their writing
- how to study an author’s craft, and utilize techniques to enhance their writing
- how adjectives allow readers to see, feel, and experience the text (**see *Grammar Binder, Parts of Speech, Lesson 4-5***)
- how to add description and vivid scenes throughout the revision process
- how to use punctuation to enhance the reader's experience
- how to utilize a writer’s checklist to ensure all components are included
- how to strengthen their writing identity by evaluating and reflecting on the writing process

Assessments (Pre, Formative, Summative, Other)

*Denote required common assessments with an **

Assessments (some assessments can be in more than one category):

- *Formative:* Observations, notebooks, class participation, shared writing, independent writing, conferring, reflections, SchoolWide grammar assignments
- *Summative:* SchoolWide writing assessments and teacher created assignments
- *Benchmark:* *Publish personal narrative, Pre/post writing assignments
- *Alternative:* Options may include graphic organizers, SchoolWide Appendix pages/checklists, and additional teacher created assignments

Teaching and Learning Activities

<i>Activities</i>	<p>Writing Workshop routines and pedagogy</p> <p>Routinely write to develop stamina and persistence for independent writing time</p> <p>Whole class read-aloud lessons</p> <p>Mini-lessons to support all aspects of the writing process</p> <p>Use writing notebook to try newly learned strategies and collect ideas</p> <p>Opportunities to engage in shared writing experiences and independent writing time</p> <p>Confer with teachers</p> <p>Collaboration with a writing partner or group</p> <p>Participate in publishing celebrations</p>
<i>Differentiation Strategies</i>	<p>Strategy and flexible groups based on formative assessment or student choice</p> <p>Provide a variety of appropriate graphic organizers for the genre</p> <p>One:One conferring with teacher</p> <p>Choice of narrative or persuasive text composition</p> <p>Differentiated checklists and rubrics (if appropriate)</p> <p>Student selected goals for writing</p> <p>Level of independence</p> <p>Craft additional leads and endings for mentor texts</p> <p>Consult mentor texts to support writing</p> <p>ELL Supports and Extension activities are included with each lesson</p> <p>Differentiation Strategies for Special Education Students</p> <p>Differentiation Strategies for Gifted and Talented Students</p> <p>Differentiation Strategies for ELL Students</p> <p>Differentiation Strategies for At Risk Students</p> <p>Differentiation Strategies for Students with a 504</p>

Resources

- [Kindergarten Writing Resources](#)
- SchoolWide *Personal Narrative* binder mentor texts
 - *The Chalk Doll*, Pomerantz

- *Dream Weaver*, London
- *Hello Ocean*, Ryan
- *I Know a Lady*, Zolotow
- *Knuffle Bunny: A Cautionary Tale*, Willems
- *Let's Go Home: The Wonderful Things About a House*, Rylant
- *The Moon Was the Best*, Zolotow
- *Roller Coaster*, Frazee
- *Snow*, Shulevitz
- *Watch Out for the Chicken Feet in Your Soup*, dePaola
- SchoolWide Grammar binder mentor texts
 - *David Gets in Trouble*, Shannon
 - *If You Were a Capital Letter*, Shaskan
 - *If You Were a Noun*, Dahl
 - *Lucky Song*, Williams
 - *Matthew A.B.C.*, Catalanotto
 - *Max's Words*, Banks
 - *My Mom*, Browne
 - *The Pigeon Wants a Puppy!*, Willems
 - *So Much!*, Cooke
 - *Yo! Yes?*, Raschka
- SchoolWide Grammar binder lessons
 - Parts of Speech, Lessons 1-5

Wayne School District
ELA: Writing Curriculum

Content Area/ Grade Level/ Course:	ELA Grade K Writing
Unit Plan Title:	Unit 3: How to Writing: Informative/Explanatory
Time Frame	8 Weeks
Anchor Standards/Domain* *i.e: ELA: reading, writing i.e.: Math: Number and Operations in Base 10	
<p><u>Anchor Standards for Writing</u></p> <ul style="list-style-type: none"> ● <i>Text Types and Purposes:</i> NJSLSA.W2. ● <i>Production and Distribution of Writing:</i> NJSLSA.W5. NJSLSA.W6. ● <i>Research to Build and Present Knowledge:</i> NJSLSA.W7. NJSLSA.W8. <p><u>Anchor Standards: Speaking and Listening</u></p> <ul style="list-style-type: none"> ● <i>Comprehension and Collaboration:</i> NJSLSA.SL1. NJSLSA.SL2. NJSLSA.SL3. ● <i>Presentation of Knowledge and Ideas:</i> NJSLSA.SL4. NJSLSA.SL5. NJSLSA.SL6. <p><u>Anchor Standards: Language</u></p> <ul style="list-style-type: none"> ● <i>Conventions of Standard English:</i> NJSLSA.L1. NJSLSA.L2. ● <i>Vocabulary Acquisition and Use:</i> NJSLSA.L4. NJSLSA.L5. NJSLSA.L6. <p><u>Career Readiness, Life Literacies and Key Skills</u></p> <ul style="list-style-type: none"> ● <i>Career Awareness</i> ● <i>Information and Media Literacy</i> ● <i>Technology Literacy</i> <p><u>Social Studies</u></p> <ul style="list-style-type: none"> ● Holocaust Mandate <p><u>WIDA ELD Standards</u></p> <ul style="list-style-type: none"> ● <i>Social and Instructional Language:</i> ELD Standard 1 ● <i>The Language of Language Arts:</i> ELD Standard 2 	
Unit Summary	
<p>This unit is designed to help students take the how-to processes that they are already familiar with and apply it to their how-to writing pieces using structure and purpose. Students will learn about different types of informative and procedural writings and their features (e.g., recipes, instructions, directions, steps in a process, a sequence of events, etc.). The mentor texts will also be used to provide suggested discussions about the craft decisions writers make and the components that go into creating how-to texts.</p>	
Standard Number(s)	

[NJSLs ELA Standards](#)

[Career Readiness, Life Literacies and Key Skills](#)

[NJSLs Social Studies Standards](#)

[WIDA ELD Standards](#)

Writing Standards

- 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).
- 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 Standards

- SL.K.1. Participate in collaborative conversations with diverse partners 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 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.

Language Standards

- L.K.1. Demonstrate command of the conventions of standard English 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 standard English 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.
- 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 is 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.

Career Readiness Practices

- CRP1. Act as a responsible and contributing community member and employee.
- CRP8. Use technology to enhance productivity, increase collaboration and communicate effectively.
- CRP9. Work productively in teams while using cultural/global competence.

Essential Question(s)

- How can writers incorporate text features to help readers better understand what to do?
- What do good writers do to help others learn something new?

Enduring Understandings

- Writers use a process to compose texts (including: thinking, saying, writing).
- Writers use words and pictures to share to communicate information and provide specificity.
- Writers use their knowledge of text layout to present information clearly.

Interdisciplinary Connections

The *How-To Non-Fiction Writing Unit* lends itself to interdisciplinary connections in the content areas of Career Readiness, Life Literacies and Key Skills and Social Studies:

Career Readiness, Life Literacies and Key Skills–The following standards are addressed in research

- Career Awareness, 9.1.2.CAP.1: *Road Builders & How to Build a House*
- Information and Media Literacy, 9.4.2.IML.1: Learn effective search terms to locate information.
- Technology Literacy, 9.4.2.TL.2: Create and enhance a document.

Social Studies

- Holocaust Mandate: *How to Lose All Your Friends*

In this unit plan, the following 21st Century themes and skills are addressed.

Check all that apply. 21 st Century Themes		Check all that apply. 21 st Century Themes	
<input type="checkbox"/>	Global Awareness	<input type="checkbox"/>	Creativity and Innovation
<input checked="" type="checkbox"/>	Environmental Literacy	<input type="checkbox"/>	Critical Thinking and Problem Solving
<input type="checkbox"/>	Health Literacy	<input checked="" type="checkbox"/>	Communication

Civic Literacy

x

Collaboration

x

Financial, Economic, Business, and Entrepreneurial Literacy

Student Learning Targets/Objectives (Students will know/Students will understand)

Students will understand:

- the following terms as they relate to this unit:
 - audience
 - captions
 - describe/descriptive
 - expertise/experts
 - explains/explanatory
 - features
 - how-to book
 - instructs
 - materials
 - nonfiction
 - order
 - procedural/procedures
 - sequence
 - steps
 - teach
 - transition
- how to collaboratively create an initial list of features of how-to writing
- how writers recall information from personal experiences to assist with the selection of ideas to write about
- the instructional nature of how-to books through the use of mentor texts
- how to connect their topic choices to their purpose using mentor texts
- the importance of drawings to support meaning
- how to examine the features and components of the various types of how-to writing
- how to generate ideas for writing by exploring topics and activities on which they are experts on
- how to organize their writing by creating a list of materials needed
- how to create drawings that illustrate the sequence of steps in their how-to processes
- how to use transition words and numbers to indicate the order and sequence of steps they want readers to follow
- to create numbered steps and written descriptions to accompany and explain the pictures they created in the previous lesson
- how to use labels, captions, and other environmental print to enhance readers' understanding and to create visual interest using texts and internet
- how to use active verbs to instruct readers clearly and promote active participation
- how to convey the actions of the characters in their stories to make their events come alive (**See Grammar Binder, Parts of Speech, Lesson 6**)
- how to notice the differences between sentences written in the past tense, present tense, and future tense (**See Grammar Binder, Parts of Speech, Lessons 7-8**)
- how to use end punctuation to indicate where thoughts begin and end, to inform readers how to read a line, and to show where to place emphasis

- how to dedicate their writing pieces to those who have been instrumental in their how-to-book
- how to engage in self-reflection and evaluation to learn and grow as writers

Assessments (Pre, Formative, Summative, Other)

*Denote required common assessments with an **

Assessments (some assessments can be in more than one category):

- *Formative:* Observations, notebooks, class participation, shared writing, independent writing, conferring, reflections, SchoolWide grammar assignments
- *Summative:* SchoolWide writing assessments and teacher created assignments
- *Benchmark:* *Publish How-to Book with a dedication, Pre/post writing assignments
- *Alternative:* Options may include graphic organizers, SchoolWide Appendix pages/checklists, and additional teacher created assignments

Teaching and Learning Activities

<p><i>Activities</i></p>	<p>Writing Workshop routines and pedagogy Routinely write to develop stamina and persistence for independent writing time Whole class read-aloud lessons Mini-lessons to support all aspects of the writing process Use writing notebook to try newly learned strategies and collect ideas Opportunities to engage in shared writing experiences and independent writing time Confer with teachers Collaboration with a writing partner or group Participate in publishing celebrations</p>
<p><i>Differentiation Strategies</i></p>	<p>Strategy and flexible groups based on formative assessment or student choice Provide a variety of appropriate graphic organizers for the genre One:One conferring with teacher Differentiated checklists and rubrics (if appropriate) Student selected goals for writing Level of independence Consult mentor texts to support writing ELL Supports and Extension activities are included with each lesson Differentiation Strategies for Special Education Students Differentiation Strategies for Gifted and Talented Students Differentiation Strategies for ELL Students Differentiation Strategies for At Risk Students Differentiation Strategies for Students with a 504</p>

Resources

- [Kindergarten Writing Resources](#)
- SchoolWide *How-To Writing* binder mentor texts
 - *All You Need for a Snowman*, Schertle
 - *Building a House*, Barton
 - *Growing Vegetable Soup*, Ehler
 - *How to Be*, Brown
 - *How to Lose All Your Friends*, Carlson
 - *I Can Draw*, Gibson

- *If You Decide to Go to the Moon*, McNulty
- *The Pizza That We Made*, Holub
- *Road Builders*, Hennessy
- SchoolWide Grammar binder mentor texts
 - *David Gets in Trouble*, Shannon
 - *If You Were a Capital Letter*, Shaskan
 - *If You Were a Noun*, Dahl
 - *Lucky Song*, Williams
 - *Matthew A.B.C.*, Catalanotto
 - *Max's Words*, Banks
 - *My Mom*, Browne
 - *The Pigeon Wants a Puppy!*, Willems
 - *So Much!*, Cooke
 - *Yo! Yes?*, Raschka
- SchoolWide Grammar binder lessons
 - Parts of Speech, Lessons 6-8

Wayne School District
ELA: Writing Curriculum

Content Area/ Grade Level/ Course:	ELA Grade K Writing
Unit Plan Title:	Unit 4: FUNctional Writing:Opinion/Argument
Time Frame	5 Weeks
Anchor Standards/Domain* *i.e: ELA: reading, writing i.e.: Math: Number and Operations in Base 10	
<p><u>Anchor Standards for Writing</u></p> <ul style="list-style-type: none"> • <i>Text Types and Purposes:</i> NJSLA.W1. NJSLA.W2. • <i>Production and Distribution of Writing:</i> NJSLA.W5. NJSLA.W6. • <i>Research to Build and Present Knowledge:</i> NJSLA.W7. NJSLA.W8. <p><u>Anchor Standards: Speaking and Listening</u></p> <ul style="list-style-type: none"> • <i>Comprehension and Collaboration:</i> NJSLA.SL1. NJSLA.SL2. NJSLA.SL3. • <i>Presentation of Knowledge and Ideas:</i> NJSLA.SL4. NJSLA.SL5. NJSLA.SL6. <p><u>Anchor Standards: Language</u></p> <ul style="list-style-type: none"> • <i>Conventions of Standard English:</i> NJSLA.L1. NJSLA.L2. • <i>Vocabulary Acquisition and Use:</i> NJSLA.L4. NJSLA.L5. NJSLA.L6. <p><u>Career Readiness, Life Literacies and Key Skills</u></p> <ul style="list-style-type: none"> • <i>Technology Literacy</i> <p><u>Social Studies</u></p> <ul style="list-style-type: none"> • Geography, People, and the Environment: Human Environment Interaction • Holocaust Mandate • Asian Americans and Pacific Islanders (AAPI) Mandate <p><u>WIDA ELD Standards</u></p> <ul style="list-style-type: none"> • <i>Social and Instructional Language:</i> ELD Standard 1 • <i>The Language of Language Arts:</i> ELD Standard 2 	
Unit Summary	
<p>This unit is designed to teach kindergarteners many of the different types of functional writing from our daily lives, such as letters and cards, lists and recipes, maps and signs, schedules and invitations, condolences, and thank-you notes. The unit books consist of stories that emphasize the FUN in functional. During immersion, students will have multiple opportunities to create various types of functional writing with purpose and audience in mind. The selecting lesson in this unit focuses on choosing a topic that lends itself to persuasive letter writing, where students express their opinions about what they want and supply reasons to convince their readers.</p>	
Standard Number(s)	

[NJSLS ELA Standards](#)

[Career Readiness, Life Literacies and Key Skills](#)

[NJSLS Social Studies Standards](#)

[WIDA ELD Standards](#)

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.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 Standards

- SL.K.1. Participate in collaborative conversations with diverse partners 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 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.

Language Standards

- L.K.1. Demonstrate command of the conventions of standard English 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 standard English 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.

- 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 is 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).

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

Career Readiness Practices

- CRP1. Act as a responsible and contributing community member and employee.
- CRP4. Demonstrate creativity and innovation.
- CRP8. Use technology to enhance productivity, increase collaboration and communicate effectively.
- CRP9. Work productively in teams while using cultural/global competence.

Essential Question(s)

- How can I use drawing and writing to tell others what I think?
- How can I plan, edit, and revise my opinion writing?

Enduring Understandings

- Writers use a process to compose texts (including thinking, saying, writing).
- Writers use their knowledge of texts thoughtfully to select the appropriate writing style.
- Writers use words to share information, stay connected with others, and record important information.

Interdisciplinary Connections

The *FUNctional Writing Unit* lends itself to interdisciplinary connections in the content areas of Career Readiness, Life Literacies and Key Skills and Social Studies:

Career Readiness, Life Literacies and Key Skills—The following standard is addressed in research:

- Technology Literacy, 9.4.2.TL.2: Create and enhance a document.

Social Studies

- Geography, People, and the Environment: Human Environment Interaction, 6.1.2.Geo.HE.4: *My New York*
- Holocaust Mandate: *We Are Best Friends*
- AAPI Mandate: *Dear Juno*

In this unit plan, the following 21st Century themes and skills are addressed.

Check all that apply. 21 st Century Themes		Check all that apply. 21 st Century Themes	
<input checked="" type="checkbox"/>	Global Awareness	<input checked="" type="checkbox"/>	Creativity and Innovation
<input checked="" type="checkbox"/>	Environmental Literacy	<input type="checkbox"/>	Critical Thinking and Problem Solving
<input type="checkbox"/>	Health Literacy	<input checked="" type="checkbox"/>	Communication

Civic Literacy

x

Collaboration

x

Financial, Economic, Business, and Entrepreneurial Literacy

Student Learning Targets/Objectives (Students will know/Students will understand)

Students will understand:

- the following terms as they relate to this unit:
 - advertisement
 - audience
 - communicate
 - emotion
 - functional
 - inform
 - letters
 - list
 - mail
 - map
 - persuade
 - postcard
 - purpose
 - salutation
- how functional writing plays a role in their everyday lives
- how letters help people maintain relationships and communicate feelings, opinions, and events or to persuade others
- how writers use letters to make requests, state an opinion, or pose an argument
- how to persuade a particular reader via their own letters
- how writers create maps to help readers learn about locations, give directions, and share interesting information about places
- how lists provide helpful information to readers and serve as useful tools for writers
- how to write lists to generate ideas for writing
- how to write and illustrate notes, cards, and invitations
- how to write advertisements to inform and persuade readers
- how purpose and audience impacts the selection process
- how to draft a persuasive letter
- how writers put words together to create interesting sentences (**see *Grammar Binder, Sentence Structure, Lesson 1***)
- how to link prepositions to nouns and pronouns to indicate temporal or spatial relationships (**See *Grammar Binder, Sentence Structure, Lesson 2***)
- how writers use their unique voices to convey emotion, passion, and personality
- how to add specific details to a previous draft to make their writing clearer
- how to edit copies of their letters using the conventional rules governing comma use in salutations and closings and capitalization rules
- how to publish their letters, cards, and notes by addressing, decorating, and sending them to their readers
- how to conduct a self-assessment to measure how they have grown as writers

Assessments (Pre, Formative, Summative, Other)

Denote required common assessments with an *

Assessments (some assessments can be in more than one category):

- *Formative*: Observations, notebooks, class participation, shared writing, independent writing, conferring, reflections, SchoolWide grammar assignments
- *Summative*: SchoolWide writing assessments and teacher created assignments
- *Benchmark*: *Publish a persuasive letter, Pre/post writing assignments
- *Alternative*: Options may include graphic organizers, SchoolWide Appendix pages/checklists, and additional teacher created assignments

Teaching and Learning Activities

<p><i>Activities</i></p>	<p>Writing Workshop routines and pedagogy</p> <p>Routinely write to develop stamina and persistence for independent writing time</p> <p>Whole class read-aloud lessons</p> <p>Mini-lessons to support all aspects of the writing process</p> <p>Use writing notebook to try newly learned strategies and collect ideas</p> <p>Opportunities to engage in shared writing experiences and independent writing time</p> <p>Confer with teachers</p> <p>Collaboration with a writing partner or group</p> <p>Participate in publishing celebrations</p>
<p><i>Differentiation Strategies</i></p>	<p>Strategy and flexible groups based on formative assessment or student choice</p> <p>Provide a variety of appropriate graphic organizers for the genre</p> <p>One:One conferring with teacher</p> <p>Choice of narrative or persuasive text composition</p> <p>Differentiated checklists and rubrics (if appropriate)</p> <p>Student selected goals for writing</p> <p>Level of independence</p> <p>Craft additional leads and endings for mentor texts</p> <p>Consult mentor texts to support writing</p> <p>ELL Supports and Extension activities are included with each lesson</p> <p>Differentiation Strategies for Special Education Students</p> <p>Differentiation Strategies for Gifted and Talented Students</p> <p>Differentiation Strategies for ELL Students</p> <p>Differentiation Strategies for At Risk Students</p> <p>Differentiation Strategies for Students with a 504</p>

Resources

- [Kindergarten Writing Resources](#)
- SchoolWide *FUNctional Writing* binder mentor texts
 - *Bunny Cakes*, Wells
 - *Click, Clack, Moo: Cows That Type*, Cronin
 - *Dear Bear*, Harrison
 - *Dear Juno*, Pak
 - *Fancy Nancy*, O’Conner
 - *I Wanna Iguana*, Orloff
 - *The Jolly Postman or Other People’s Letters* by Ahlberg
 - *My New York*, Jakobsen
 - *We Are Best Friends*, Aiki
 - *With Love, Little Red Hen*, Ada
- SchoolWide Grammar binder mentor texts
 - *David Gets in Trouble*, Shannon
 - *If You Were a Capital Letter*, Shaskan

- *If You Were a Noun*, Dahl
- *Lucky Song*, Williams
- *Matthew A.B.C.*, Catalanotto
- *Max's Words*, Banks
- *My Mom*, Browne
- *The Pigeon Wants a Puppy!*, Willems
- *So Much!*, Cooke
- *Yo! Yes?*, Raschka
- SchoolWide *Grammar* binder lessons
 - Sentence Structure, Lessons 1-2

Wayne School District
ELA: Writing Curriculum

Content Area/ Grade Level/ Course:	ELA Grade K Writing
Unit Plan Title:	Unit 5: My Place in the World
Time Frame	3 Weeks Writing shared with 5 Weeks of Reading

See Kindergarten, Reading Unit 5: [My Place in the World](#) for Writing.