

Mendham Township School District
Writing Curriculum
Kindergarten

Kindergarten Unit 1: Launching the Writer's Workshop

Stage 1: Desired Results

Writing Level Benchmark: Narrative Rubric 1-2

Unit Goals:

- Kindergarten writers see themselves as authors, valuing small moments from their lives.
- Kindergarten writers develop writing stamina by gradually increasing the amount of writing time each day.
- Kindergarten writers use what they know about letters and sounds to spell words when they write.
- Kindergarten writers learn the structures and routines of writing workshop.
- Writers think of small moments from their lives to write about.
- Kindergarten writers begin drafting with either pictures or words to indicate beginning, middle, and end of small moment.

Essential Questions:

- What are the routines of writing workshop?
- How do writers write stories?
- What is small moment story?
- How do writers get ideas for small moment stories?

Skills/Knowledge:

- Students will be able follow the structure of the writing workshop.
- Students will be identify a small moment for a story.
- Students will be able to draw or write words to explain the beginning, middle, and end of a story.
- Students will be able to use what they know about letters and sounds to spell words when they write.

Common Core Standards for ELA:

W.K. 2, 3, 5, 6

SL.K. 1-6

Stage 2-Assessment Evidence

Observations

Writing Conferences

Writing Pieces

Scored Published Piece (using appropriate rubric)

Stage 3- Learning Plan

Teaching Points:

Immersion

- Reading aloud small moment stories
- Oral storytelling
- Pulling out a small moment from a narrative story
- Reading aloud stories and deciding if it is a small moment- or not
- Writing class stories about shared “small moment” experiences

Structures and Routines-Some of these can be taught during mid-workshop interruptions and/or share time.

- To write a true story, one thing that writers can do is to think of something that they do, get a picture in their mind, and draw the story of what they did on their paper. Then, they write that story (we think, we draw, we write) (*Launching the Writing Workshop*).
- Writers have a saying: ‘When you’re done, you’ve just begun.’ When they finish one story, they get to work by adding more to the picture or to the words—and sometimes they get a new piece of paper and start a new story. Writers keep working on their writing for the whole time during writing workshop (*Launching the Writing Workshop*).
- Writers, like carpenters and doctors, have special tools and special places to keep their tools. They always keep their tools in the same place so that when they get a good idea for a story, they don’t have to waste time looking for a pen or paper or their writing folder (*Launching the Writing Workshop*).
- Writers begin with an idea for a story, and then put that idea on the paper. (*Launching the Writing Workshop*).
- Writers don’t give up when they have an ‘uh-oh’ feeling because they aren’t sure how to draw something (*Launching the Writing Workshop*).
- Writers use both pictures *and* words when they write. Some writers write words and labels beside the picture, and some write sentences at the bottom of the page but every writer writes with pictures *and* words (*Launching the Writing Workshop*).

Differentiation:

- The unit includes presentation of material through multiple modalities such as visual, auditory, and kinesthetic to address the unique learning styles of all students.
- Assign, assess and modify if necessary to address the specific needs of the learner.
- The teacher will individually conference with each student to address specific needs of the writer.

Resources- Various Mentor Texts

Strategic Writing Conferences; *Smart Conversations that Move Young Writers Forward*, Carl Anderson, 2008.

A Curricular Plan for the Writing Workshop, Grade K; *Common Core Reading and Writing Workshop*, Lucy Calkins, Teachers College Reading and Writing Project, Columbia University, 2011

Launch a Primary Writing Workshop; *Getting Started with Units of Study for Primary Writing, Grades K-2*, Lucy Calkins, Teachers College Reading and Writing Project, Columbia University, 2010

Kindergarten Unit 2: Approximating Small Moments across 3 page Booklets

Stage 1: Desired Results

Writing Level Benchmark: Narrative Rubric 2

Unit Goals:

- Writers think of small moments from their lives to write about.
- Kindergarten writers begin drafting with either pictures or words to indicate beginning, middle, and end of small moment across 3 page booklets.

Essential Questions:

- What is a small moment story?
- How do writers get ideas for small moment stories?
- How do writers hold ideas by writing them across pages?

Skills/Knowledge:

- Identify a small moment for a story
- Tell the story with a beginning, middle and end
- Draft the story across a three page booklet using pictures and/or words
- Retell/Read the story after drafting
- Add details to pictures using labels
- Share story with peers

Common Core Standards for ELA:

W.K. 2, 3, 5, 6

SL.K. 1-6

Stage 2-Assessment Evidence

Observations

Writing Conferences

Writing Pieces

Scored Published Piece (using appropriate rubric)

Stage 3- Learning Plan

Teaching Points:

**Students will continue writing small moment personal narratives during this unit.*

Refer to “Writing for Readers: Teaching Skills and Strategies” in Lucy Calkins’ *Units of Study for Primary Writing

Immersion

- Reading aloud small moment stories
- Oral storytelling
- Pulling out a small moment from a narrative story
- Reading aloud stories and deciding if it is a small moment- or not
- Writing class stories about shared “small moment” experiences

Structures and Routines-Some of these can be taught during mid-workshop interruptions and/or share time.

- To write a true story, one thing that writers can do is to think of something that they do, get a picture in their mind, and draw the story of what they did on their paper. Then, they write that story (we think, we draw, we write) (*Launching the Writing Workshop*).
- Writers have a saying: ‘When you’re done, you’ve just begun.’ When they finish one story, they get to work by adding more to the picture or to the words—and sometimes they get a new piece of paper and start a new story. Writers keep working on their writing for the whole time during writing workshop (*Launching the Writing Workshop*).
- Writers, like carpenters and doctors, have special tools and special places to keep their tools. They always keep their tools in the same place so that when they get a good idea for a story, they don’t have to waste time looking for a pen or paper or their writing folder (*Launching the Writing Workshop*).
- Writers begin with an idea for a story, and then put that idea on the paper. (*Launching the Writing Workshop*).
- Writers don’t give up when they have an ‘uh-oh’ feeling because they aren’t sure how to draw something (*Launching the Writing Workshop*).
- Writers use both pictures *and* words when they write. Some writers write words and labels beside the picture, and some write sentences at the bottom of the page but every writer writes with pictures *and* words (*Launching the Writing Workshop*).
- When writers want to write a word, they stretch that word out like a rubber band, saying it really slowly. They say it again and again, listening for the first sound. When they hear that sound, they put the letter that makes the sound onto the paper. If they don’t know that letter, they put a little mark on the paper. Then they say the word again and listen for the next sound and put another letter on the paper for that sound” (*Launching the Writing Workshop*).
- Writers use word walls to write words in a snap when writing stories. (*Small Moments: Personal Narrative Writing*).
- Writers resist interrupting conferences by...
 - asking a writing partner for help and getting right back to work.
 - knowing what is an emergency and what can wait until the teacher is free. (go over examples)
 - knowing what are problems they can solve on their own, such as sharpening pencils, getting more paper, etc.
 - checking the classroom resources such as charts or word walls

Collecting

- Writers get an idea for a small moment story by...

Writing the big idea on the watermelon and the smaller ideas on the seeds. Then they pick one of the seeds and write a story about just that one time.

 - o thinking of one time they (or looking at their list of one time they)
 - were with a special person
 - were doing something they loved

- were at a special place
- did something for the first time

Rehearsing (formerly called planning/"writers rehearse before writing like actors rehearse before performing)

- Writers get started writing a small moment by...
 - planning out a story that happened to them across a storyboard. They do this by making a movie in their mind and sketching everything that happened first, next, next, etc. across pages (NO DRAFTING AT THIS TIME).
 - picking out the most important part from their storyboard. Then they make a movie in their mind and think of everything that happened during that one moment and sketch it out across another storyboard.
 - Telling their story (from small moment boxes above) across the pages. They draw one event or glue each picture on each page and just write about that part.
 - Touching the pages, saying what will go on that page, sketching a quick picture on each page to hold the idea, and then writing words to go with each picture. (*Touch, Say, Sketch, Write Method*)
- Writers work with writing partners to plan their stories out loud.
- When working with writing partners, writers read their stories in two ways: first by telling the story, using big and beautiful language, and then reading all that they have written, touching the words as they read them.
- Writing partners sit hip-to-hip, holding the booklet between them.
- Writers act out parts of their story with their writing partners.

Drafting

- Students start drafting pictures, words, and or labels to write stories across three page booklets.

Revising

- Writers need to read their writing as though they have never read it before, asking themselves, "Does this make sense? Is this clear?" And, if it doesn't or it's not, then they revise their writing to make sure it does make sense.
- Writers write their stories with more details, telling more about each and every step as the story moves forward. They put themselves back in the shoes of the character and think, "What is the very next thing that happened?" Then they write it. They do this again and again as they write stories from beginning to end.
- Writers have actual conversations with their partners when they meet. They can say the following things to each other:
 - "Let me show you what I did in my writing."
 - "This is what I did today..."
 - "Listen to my story."
 - "This is what I am working on..."

Partners can respond by saying:

- "I like the part..."
 - "I like how you..."
 - "It makes me feel..."
 - "It reminds me of..."
- Writers revise their story by adding an ending that reflects back with a thought or feeling about what

happened instead of telling the next thing that happened.

- Writers revise their stories by taking away parts that are not about the small moment. They do this by thinking what is the one time my story is all about? Then they read their story and ask themselves, is this part about that one time? If not, then they take it out.
- Writers add dialogue to their stories by rereading their pieces, and thinking back to the moment they are writing about. They think of the actual words that someone said (or might have said). Then, go back into their stories and add in the exact words (*The Craft of Revision*).
- Writers rewrite the most important page in their story by taking smaller and smaller steps through the events and thoughts on that one page.

Differentiation:

- The unit includes presentation of material through multiple modalities such as visual, auditory, and kinesthetic to address the unique learning styles of all students.
- Assign, assess and modify if necessary to address the specific needs of the learner.
- The teacher will individually conference with each student to address specific needs of the writer.

Resources: Various Mentor Texts

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Kindergarten Unit 3: All About Me: Labels, Lists, and Opinions

Stage 1: Desired Results

Writing Level Benchmark: Opinion/Argument Continuum 1-2

Unit Goals:

- Writers will notice the differences between story writing (narrative), how-to writing (procedural), informational writing, and opinion writing.
- Writers will teach others about a topic by writing informational books.
- Writers will organize the information in their books into chapters (or subtopics).
- Writers will create illustrations that help the reader learn about the topic.
- Writers will include how-to writing in their informational books.
- Writers will include opinion writing in their informational books.
- Writers will meet with partners to help them generate topic ideas, revise their books, and edit their final pieces.

Essential Questions:

- What is an informational book?
- How do we generate ideas for informational books?
- How do we organize the information in our books into chapters?
- What is a table of contents?

- How do we make a table of contents for our book?
- How do we create illustrations that help readers learn from our books?
- How do we include a how-to chapter in our informational book?
- What is an opinion?
- How do we include our opinions in our informational books?
- How can partners help us generate ideas for informational books?
- How can partners help us revise and edit our informational books?

- Students will be able to use strategies to generate ideas for informational books.
- Students will be able to write independently during the Writing Workshop by generating more topics, starting new books, and revising old books.
- Students will be able to draw pictures that help teach the reader.
- Students will be able to organize their information into chapters.
- Students will be able to make a Table of Contents for their book.
- Students will be able to choose the appropriate text features and paper that will best help readers learn from their books.
- Students will be able to include a how-to section in their informational book.
- Students will be able to state their opinion about a topic and say why they feel that way.
- Students will be able to revise their books by using specific words to stretch their ideas.
- Students will be able to work with partners to help them generate ideas, revise their writing, and edit their pieces.

Common Core Standards for ELA:
 W.K. 1, 5, 6
 SL. K. 1-6

Stage 2-Assessment Evidence

Observations
 Writing Conferences
 Writing Pieces
 Scored Published Piece (using appropriate rubric)

Stage 3- Learning Plan

Teaching Points:

Teaching Points:

Collecting/Rehearsing:

- Writers immerse themselves in mentor all-about books, noticing how authors write them, and what information is included in them.
- Writers come up with ideas for informational books by thinking about the topics that they are experts on, the things they know so much about that they could teach others about it. One way they can do this is by thinking about the people they know all about, the places they go, and the things they do.
- Writers come up with ideas for informational books by talking with friends and people that know them well to help them realize all of the things that make them unique.
- When writers find a topic that they want to write about, they say everything they know about topic across their fingers, and then write all about that topic across the pages of a booklet.
- When writers finish an informational book, they can choose to generate more topic ideas, write another info book, or go back and revise info books that they have already written.

Drafting:

- Writers make teaching pictures to help readers learn from their info books. Teaching pictures have labels, zoom in on the important parts of objects, show actions using arrows, or have captions that explain the picture, so that readers learn not only from the words of the book but also from the illustrations.
- Writers notice how mentor informational texts are organized with titles, how-to pages, chapters, headings, and/or a table of contents. Writers need to organize their info books by sorting their information into categories and writing these categories (or chapters) in a table of contents (if writers are working on several books at the same time, they can go back into the books they have already written, reorganize the information into chapters, and make a table of contents).
- Writers think carefully about what text features will help them teach the reader about their topic and select the type of paper that will support this text feature (for example, if a student is writing about bicycles, he/she may want to select diagram paper to make a diagram of the parts of a bicycle, types-of paper to write about all of the places he/she likes to ride the bike, and/or how-to paper to write about how-to ride a bike).
- Writers often include one or more how-to sections in their info books. To write this how-to section, writers look at the charts around the room to recall all that they learned about writing how-to's in the last unit.

Revising:

- Writers revise their info books and add more to each page by thinking, "What more can I say about that?"
- Writers revise their info books and add more to each page by trying to start an additional sentence with words like "all, most, some, many, and few." (Example: If a student is writing about bicycles and they wrote "Bicycles have wheels," they could add a line that says, "All bicycles have two wheels," "Some bicycles have thick wheels and some have thin wheels," or "Many bicycles have places where you can attach training wheels.")
- Writers revise their info books by thinking about what questions readers might ask them about their topics and answering those questions. They can ask a partner to read their info book and ask them questions about places in their books that are confusing.
- Writers revise their info books and add more to each page by using comparisons (similes) to describe new information that the reader might need help picturing (Example: "A bicycle wheel looks like a big donut with a huge hole and thin sides).
- Writers include one or more chapters that include their opinions about the topic. First, they say their opinion. Then, they say why they think that (Example: "I think the best place to ride a bicycle is on Patriot's Path. When you ride there, you feel like you're on an adventure in the woods. Also, the path is bumpy, so you feel like you're on a rollercoaster as you're riding through.").

Editing/Publishing:

If students are still working on more than one piece at this point in the unit, now is the time that they must commit to publishing one. If they are selecting their seed now, the first lesson in this section should be reviewing all of the drafting and revising strategies you have taught so far using the charts around the room to "spruce up" that final piece (because they may not have used some of the strategies on the piece that they are choosing). If the students have only been working on one piece for a while, they can move on to editing.

- Writers edit their pieces by asking themselves, "Are all my word wall words spelled correctly? Did I put finger spaces between words? Did I use periods at the end of sentences?" Then, they make changes to make their pieces easier to read.
- Writers can edit their pieces with partners by going on a word wall word hunt, a lowercase letter hunt, a punctuation hunt, or a sound hunt so that it is easier to read.

- Writers make their books look the best they can before they put them out into the world. They can add color to their pages, make a cover with a creative title, and/or add an “About the Author” page.

Celebrating

Differentiation:

- The unit includes presentation of material through multiple modalities such as visual, auditory, and kinesthetic to address the unique learning styles of all students.
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Kindergarten Unit 4: Procedural Writing: How-To Books

Stage 1: Desired Results

Writing Level Benchmark:

Unit Goals:

- Writers will identify the difference between writing that tells a story (narrative writing) and writing that teaches (procedural writing).
- Writers will generate many ideas for how-to books.
- Writers will write out steps that will teach readers how to do something.
- Writers will draw illustrations that will help teach readers how to do something.
- Writers will work with partners to determine the accuracy of their how-to's.
- Writers will use transitional words to help readers follow the steps in their how-to's.

Essential Questions:

- What is a how-to book?
- How do I generate ideas for how-to books?
- How do I practice telling the steps in a how-to book?
- How do I write out the steps in a how-to book?
- How do I draw pictures that will help readers understand the steps in my how-to book?
- How can a partner help me make my how-to book clearer?
- What words can I use to help readers follow the steps in my how-to book?
- What words can I use to give readers warnings or cautions in my how-to book?
- How do I make an introduction page for my how-to book?
- How do I make a materials list for my how-to book?
- How do I make an ending page for my how-to book?
- What other strategies that I have already learned in Writing Workshop can I use to emphasize certain parts of my how-to book to the reader?

Skills/Knowledge:

- Students will be able to use different strategies to generate how-to book ideas.
- Students will be able to sketch the steps to their how-to books across the page.
- Students will be able to practice writing their how-to's by saying the directions that they will write out loud.
- Students will be able to draw illustrations that will help teach the reader.
- Students will be able to work with partners to help make their how-to's clearer and more specific.
- Students will be able to act out their how-to's to help them write down the steps in the procedure.
- Students will be able to revise the parts of their how-to books where their directions don't quite work.
- Students will be able to write an introduction page for their how-to books.
- Students will be able to write a materials list for their how-to books.
- Students will be able to write an ending page for their how-to books.
- Students will be able to use the writing around the classroom and chunking strategies to spell words.
- Students will be able to use either a period or exclamation mark at the end of each sentence in their how-to books.

Common Core Standards for ELA:

W.K. 2, 8

SL.K. 1-6

Stage 2-Assessment Evidence

Observations
Writing Conferences
Writing Pieces
Scored Published Piece (using appropriate rubric)

Stage 3- Learning Plan

Teaching Points:

Collecting/Rehearsing:

In this portion of the unit, students should be generating tons of how-to book ideas and rehearsing several of them with the strategies listed below. Later in the unit, students will select one (or two) of these ideas to take further through the writing process.

- Writers immerse themselves in mentor how-to books and notice how authors write them.
- Writers collect ideas for how-to books by thinking about something that they know how to do, or that they are “experts” on, that they would like to teach others how to do.
- One way writers can come up with these ideas is by thinking of different people and what they could teach them (Ex. Parents, friends, teachers, siblings, younger children, older adults, pets, etc.)
- (Optional lesson for those who need help generating more ideas) Another way that writers can come up with ideas for how-to books is by gathering objects that they like to use in the classroom (or the objects they use at home) and thinking about how they could teach someone else how to use them (these objects can also spark ideas for how-to’s on classroom or home procedures like, “How to get ready for lunch,” “How to organize your desk,” “How to make your bed,” or “How to feed your goldfish.”)
- When writers have gathered some ideas that they like, they can practice sketching the steps to their books out on paper.
- Writers can plan out how-to books but touching the boxes for each step and rehearsing their teaching words out loud (to themselves), perhaps changing them a little each time they rehearse, so they are sure to teach their readers exactly how to do the thing they want them to do.
- Writers act out the steps to their how-to’s, writing down each step exactly as they act it out.
- Writers make sure their directions will work by reading them to a partner, having the partner act out the steps, and adding more words to their writing when the directions don’t quite work.
- Writers add clear and precise pictures and words to each step of their how-to books to help their readers understand their directions. They can make pictures that zoom in to show a specific action, and they can choose specific action or describing words so the reader knows exactly what to do.

Choosing a Seed/Drafting:

Before students start to draft, they should each choose a seed idea that they want to work on throughout the rest of this unit. This seed should be chosen from all of the sketches and rehearsal that they did previously in the unit. If students finish revising, editing, and publishing this how-to before the rest of the class, they can always go back and select an additional seed to take through the remainder of the writing process.

- Just like mentor authors, writers add special features or supports to their how-to books to help readers, such as a titles, a list of things the reader will need, numbers for each step, and pictures that help teach specific steps.
- Writers use specific words to help their readers follow the steps in their how-to’s such as “first, next last, finally,” and words that give warnings such as, “always, be careful to, don’t ever, or never.”

- Writers can create introduction pages for their how-to's that introduce the topic, tell people why they might care about learning how to do this thing, and invite or persuade readers to try something new (Ex. "Have you ever wanted to try...?").
- Writers can create ending pages that sound like a send-off to the readers, wishing them well (Ex. "Now you can..." or "Have fun doing...").
- Writers can use all they know about writing to help them teach in how-to books, such as making speech bubbles to show dialogue in pictures, adding labels to make their pictures clearer, or making letters bold to emphasize something to the reader.

Revising/Editing:

- Before writers publish their pieces, they work with partners to make sure that they have taught the reader everything they need to in each step, that each step makes sense, and that they have done all that they can to teach their audience what they are trying to teach them.
- Writers reread their how-to books, making sure that they have tried their best to spell hard-to-spell words. They read their books word by word, find those that don't quite look right, and then look around the room to see if they can find it written somewhere. If not, they say the word again slowly, look at each part of it, and write the parts or spelling patterns they know.
- Writers reread each step in their how-to books and listen for the places where their sentences end. They can put periods at the end of sentences that sound like telling and exclamation marks at the end of sentences that sound exciting or like urgent warnings.
- Writers can use a colon just before they list a bunch of things such, as a list of ingredients for a recipe or a list of materials a person needs do something.

Publishing:

Depending on the time left in the unit or how you choose to run your workshop as a grade level, students may either celebrate their writing at this point or take the time to copy over their piece so that all of their revisions are included in a "published" version.

Celebrating

Differentiation:

- The unit includes presentation of material through multiple modalities such as visual, auditory, and kinesthetic to address the unique learning styles of all students.
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- The teacher will individually conference with each student to address specific needs of the writer.

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Stage 1: Desired Results

Writing Level Benchmark: Narrative Continuum 2, 3

Unit Goals:

- Writers improve the quality of their narratives by rehearsing and drafting focused small moment stories
- Writers increase the amount of writing on a page
- Writers improve the quality of their narratives by focusing on importance, details, and purpose
- Writers bring small moments to life by fine-tuning publishing, and sharing their best small moment stories

Essential Questions:

- How do writers improve the quality of their personal narratives?

Skills/Knowledge:

- Students will rehearse their small moments prior to writing
- Students will stretch their stories over multiple pages
- Students will include more details on a page
- Students will identify and include the most important details
- Students will fine-tune their drafts
- Students will publish and share their best small moment stories

Common Core Standards for ELA:

W.K. 2, 3, 5, 6

SL.K. 1-6

Stage 2-Assessment Evidence

Observations

Writing Conferences

Writing Pieces

Scored Published Piece (using appropriate rubric)

Stage 3- Learning Plan

Teaching Points:

- Writers stretch small moments over a few pages
- Writers don't write about everything they do, they focus on a small moment
- Writers reread their stories to make sure they are zooming in on a small moment
- Writers don't tell the whole story on the first page
- Writers work to make their stories readable
- Writers make their stories more readable by using resources, such as word walls, blend charts, etc.
- Writers plan before they write
- Writers use snap words in their stories
- Writers work with partners to help them revise
- When writers add detail they need to spell new words. They use strategies they know to spell words.
- Writers include external and internal parts in small moment stories
- Writers add feelings to stories

- Writers edit and revise their work
- Writers publish their work
- Writers share their stories

Differentiation:

- The unit includes presentation of material through multiple modalities such as visual, auditory, and kinesthetic to address the unique learning styles of all students.
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Kindergarten Unit 6: Writing Pattern Books to Communicate Meaning & Opinions

Stage 1: Desired Results

Writing Level Benchmark: Narrative Continuum 2-3, Opinion/Argument Continuum 2

Unit Goals:

- Writers notice how pattern books use repeating words to communicate meaning.
- Writers will understand how the pattern in a book involves all three cuing systems: meaning, structural, and visual.
- Writers use words to make pattern books more powerful.
- Writers can use a variety of structures to communicate meaning in interesting ways.
- Writers will convey an opinion through pattern books.

Essential Questions:

- How do pattern books communicate meaning?
- How can we use pattern books to convey an opinion?

Skills/Knowledge:

- Students will create pattern books that create meaning through varying structure, words, and visuals.
- Students will use structure to express different meanings, through the title, beginning, ending, circular structure, and/or seesaw pattern
- Students will convey an opinion through creation of a pattern book.

Common Core Standards for ELA:

W.K. 1, 2, 3, 5, 6, 7
SL.K. 1-6

Stage 2-Assessment Evidence

Observations

Writing Conferences

Writing Pieces

Scored Published Piece (using appropriate rubric)

Stage 3- Learning Plan

Teaching Points:

- Writers immerse themselves in a variety of pattern books
- Writers know that pattern books are books that use repeating words to communicate meaning
- Writers create pattern books that have pages that go together to communicate meaning
- Writers use patterned language to communicate meaning
- Writers use words, structure, and pictures to convey meaning
- When making pattern books, they should have a topic, four to six ideas about a topic, words that talk about the topic and are the same on every page, and representational or meaningful drawings that help your reader read the writer's book.
- Writers plan their books across pages
- Writers use a variety of words sources to strengthen their writing (word walls, snap words, daily dictionaries, mentor texts)

- Writers write for readers (review mini-lessons from *Writing for Readers* unit of study)
- Writers check their patterns by having partners read them, and then fix those areas that are difficult to read
- Writers can express an opinion or state a preference by creating a pattern
- Writers can express their opinion in the title, as a beginning, or as an ending
- Writers can use a circular structure to begin and end their books with a clearly stated idea or opinion

Differentiation:

- The unit includes presentation of material through multiple modalities such as visual, auditory, and kinesthetic to address the unique learning styles of all students.
- Assign, assess and modify if necessary to address the specific needs of the learner.
- The teacher will individually conference with each student to address specific needs of the writer.

Resources: Various Mentor Texts

Strategic Writing Conferences; *Smart Conversations that Move Young Writers Forward*, Carl Anderson, 2008.

A Curricular Plan for the Writing Workshop, Grade K; *Common Core Reading and Writing Workshop*, Lucy Calkins, Teachers College Reading and Writing Project, Columbia University, 2011

Launch a Primary Writing Workshop; *Getting Started with Units of Study for Primary Writing, Grades K-2*, Lucy Calkins, Teachers College Reading and Writing Project, Columbia University, 2010

Kindergarten Unit 7: Poetry and Songs

Stage 1: Desired Results

Unit Goals:

- Poets write many poems using poetry elements such as line breaks, beat, patterning, repetition, and figurative language.
- Poets include figurative language such as similes and metaphors in their poems (Poets paint with words).
- Poets select a few of their favorite poems from their collection to present to an audience.

Essential Questions:

- What are the elements (ingredients) of poems?
- How are poems different from other genres of writing?
- How do poets paint with words? (similes, metaphors)

Skills/Knowledge:

- Students will be able to distinguish between poetic, narrative, and expository text.
- Students will be able to write poems using line breaks, beat, and repetition.
- Students will be able to use figurative language to create images for their readers.
- Students will be able to use the strategy, *showing, not telling*, to convey feelings in their poems.

Common Core Standards for ELA:

W.K. 2, 3, 5, 6

SL.K. 1-6

Stage 2-Assessment Evidence

Observations

Writing Conferences

Writing Pieces

Scored Published Piece (using appropriate rubric)

Stage 3- Learning Plan

Teaching Points:

Begin by immersing students in poetry and have students identify the elements of poetry. Create the chart... What are the elements (or ingredients) of poems?

**Refer to “Poetry” in Lucy Calkins’ Units of Study for Primary Writing*

- Poets get ideas for their topics by thinking about special people and places, big feelings, and things they love.
- Poets get ideas for poems by looking back into their Tiny Topic notepads and their small moment stories to see if these stories can be turned into poems.
- Poets also get ideas by jotting down moments that happen during the day that can be turned into poems later on.

- Poets see daily objects in fresh, new ways, and write poems with that new vision.
- Poets sometimes find the ingredients for their poems by listing what that meaningful something looks like, feels like, sounds like, smells like, or tastes like.
- Poets write using line breaks.
- Poets reread their poems making their voice support the meaning in them.
- Poets choose subjects that matter to them as poem topics.
- Poets convey strong feelings by creating images (showing, not telling).
- Poets take a look at poet's they admire and ask themselves, "What does this poet do that I could try?"
- Poets invigorate their poems with poetic language and voice.
- Poets reach for words that exactly match what they are trying to say.
- Poets use repetition and other structures to support meaning.
- Poets use comparisons to express big feelings (similes).
- Poets use comparisons and artful language to convey sounds, images, observations, and ideas (metaphors).
- Poets stay with and develop their comparisons (sustaining a metaphor).
- Poets revise their poems by reading them aloud to themselves and to their partners. They listen for music and beat. Small words can be removed (such as...like, is, a, the, etc.).
- Poets allow their writing partners to help them revise. Partners ask..."Why did you choose to add a line break here?" "Where is the big feeling in this poem?" "What are you trying to show us?" "Have you thought of using this word instead?"
- Before poets share their poems with the world, they think "How can I fix this up? What else can I try?" They look back at the charts in the room and see if these charts give them any ideas for fixing their writing or trying new things.
- Poets use everything they know about editing to edit their poems.
- When poets get ready to celebrate their poems, they practice reading them and rereading them, asking themselves "How do I want my voice to sound? Should I speed up here? Slow down here?" This way they can make sure their voice matches the feelings and meaning behind their poems.
- Poets present their favorite poems to an audience.

Differentiation:

- The unit includes presentation of material through multiple modalities such as visual, auditory, and kinesthetic to address the unique learning styles of all students.
- Assign, assess and modify if necessary to address the specific needs of the learner.
- The teacher will individually conference with each student to address specific needs of the writer

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