

**MENDHAM TOWNSHIP SCHOOLS
WRITING CURRICULUM
KINDERGARTEN**

Curriculum Committee:

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Revised July 2016

Updated June 2018

Philosophy

The Mendham Township Elementary School is committed to delivering comprehensive writing instruction based on the New Jersey Learning Standards and best practices found in research. The K - 4 curriculum is based around essential components of writing such as a central idea; organization; supporting material; expression, word choice, and point of view; and spelling, grammar, and punctuation. Elements of each component are found at each grade level. Writing is the ability to communicate effectively through written language. In society today, the majority of communication is done through written language in the form of email, text messages, and the Internet. Students learn to communicate through writing using a variety of methods - whole group, small group, and individualized instruction. Each grade level utilizes a whole group approach for introducing and modeling an objective/skill which is then practiced using a mentor writing piece. Small group and individualization takes place when students apply the objective/skill to their own writing piece. Through each genre of writing, the students are empowered to effectively communicate their ideas in order to become thoughtful, articulate and active members of our society.

Goals

This curriculum is designed to advance students through grade-specific standards, develop a deeper understanding of skills, and work toward meeting the expectations of writing language to prepare students for college and careers in order for them to succeed in the future. The goals of this curriculum will develop in our students the ability to:

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
7. Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.
8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Mendham Township School District

Writing Curriculum

KDGN

Grade K Unit 1: Launching the Writing Workshop

Stage 1: Desired Results

Unit Goals

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

Essential Questions:

What are the routines of writing workshop?
How do writers write stories?

Skills/Knowledge:

Students will be able to put ideas on paper with pictures
Students will be able to put ideas on paper with pictures and labels
Students will be able to put ideas on paper with pictures and short sentences
Students will be able to stretch out words to write even more sounds
Students will be able to add more details to pictures and sentences
Students will be able to plan and tell stories across pages

NJSLS for ELA:

W.K.2,3,5,6,7,8
SL.K.1-6

Stage 2-Assessment

Assessment:

- Formative - Observations, Writing Conferences
- Summative Assessment - Writing Responses, Published Pieces
- Benchmark Assessment - District Writing Tasks (Using PARCC rubric)

Stage 3- Learning Plan

BEND I We Are All Writers

Session 1: We are All Writers: “Putting Ideas on Paper with Pictures and Words”

*Use pictures and words to tell about something you know

Mentor text - Freight Train by Donald Crews

Session 2: Writers Know that: “When We Are Done, We Have Just Begun”

*Look back at your writing and add more

Session 3: “Carrying on Independently as Writers”

*Come up with solutions to their problems and carry on writing

TOOLS - Give each child folder for their writing and date stamps on tables

Session 4: “Writers Call to Mind What They Want to Say, Then Put That onto the Page”

*Picture what you want to write about first and then put all of the details onto the page

Session 5: “Stretching Out Words to Write Them”

*Say words slowly to hear sounds (compare sounding out words to stretching out a rubber band)

Session 6: “Writing Even Hard-to-Write Ideas”

*Don’t quit ,even when your idea is hard to draw or write, keep trying

BEND II Writing Teaching Books

Session 7: “Turning Pieces into Scrolls and Books”

*Add more pages to your book when you want to teach more

Session 8: “Planning Teaching Books Page by Page”

*Plan how your book will go

Session 9: “Asking and Answering Questions to Add More”

*Writing partners help each other

<p>Session 10: “Stretching Out Words to Write Even More Sounds”</p> <p>*Say words slowly over and over to hear sounds</p> <p>TOOL- Give each child a mini alphabet chart to keep in folders</p>
<p>Session 11: “Letter to Teachers: Making Writing the Best It Can Be”</p> <p>*Demonstrate using a checklist</p>
<p>BEND III Writing Stories</p>
<p>Session 12: “Getting Ideas for Stories and Practicing Storytelling”</p> <p>*Tell stories to to prepare to write</p> <p>Mentor Text - Creak! Said the Bed</p>
<p>Session 13: “Planning Stories Page by Page: Planning and Telling Stories Across the Pages”</p> <p>*Touch each page to plan story</p>
<p>Session 14: “Adding More Details to Pictures and Stories”</p> <p>*Add details to pictures - Where? Who? What?</p>
<p>Session 15: Letter to Teachers “Stretching and Writing Words: Hearing and Recording Sounds in Sequence”</p> <p>*Slow like a turtle chart</p>
<p>Session 16: “Bringing our Writing to Life: Adding Dialogue with Speech Bubbles”</p> <p>*Speech Bubbles</p> <p>Mentor Text - Mo Willems Elephant & Piggy books</p>
<p>Session 17: “Using Everything to Make Pieces the Best They Can Be”</p> <p>*reread stories</p>
<p>BEND IV Prepare for Publication</p>
<p>Session 18: “Editing”</p> <p>*rereading words and rewriting them to make their writing more readable to themselves and others</p>
<p>Session 19: “Letter to Teachers: Reading Into the Circle: An Author’s Celebration”</p> <p>*share</p>

Integrated accommodations and modifications for students with IEPs, 504s, ELLs, and gifted and talented students:

- The unit includes presentation of material through multiple modalities such as visual, auditory, 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 reader.
- The teacher will provide modified and/or alternate grade level checklists and rubrics to scaffold or stretch learning.

List of Core Instructional and Supplemental Materials:

*Mentor Texts - Freight Train by Donald Crews, Creak Said The Bed by Phyllis Root, Elephant and Piggy Books by Mo Willems

*Launching The Writing Workshop
Lucy Calkins and Amanda Hartman 2013

*Writing Pathways Grades K-5
Lucy Calkins 2013

Interdisciplinary Connections

6.1.P.A.1 Demonstrate an understanding of rules by following most classroom routines.

Integration of 21st Century Skills and Life and Career Standard

CRP1, 2, 4, 6, 8, 11

Integration of the Technology Standard

NJSLS.8.1

Grade K Unit 2: Writing for Readers

Stage 1: Desired Results

Unit Goals:

- Writers will write in sentences.
- Writers will reread their work.
- Writers will use tools such as vowel chart, word wall and checklists.
- Writers will work in partnerships.
- Writers will choose one piece to publish and share.

Essential Question:

How can we capture our reader's attention through writing?

Skills/Knowledge:

Students will be able to write stories people can really read.

Students will be able to use the word wall to help them create a story others will want to read.

Students will use pictures to help them match their writing.

Students will be able to use pictures to help them match their writing.

Students will be able to create amazing beginnings for their stories to capture their readers.

Students will be able to write endings with feeling.

NJSLS for ELA:

W.K.3, 5, 6,7

S.L.K.1-6

Stage 2-Assessment

Assessment:

- Formative - Observations, Writing Conferences
- Summative Assessment - Writing Responses, Published Pieces
- Benchmark Assessment - District Writing Tasks (Using PARCC rubric)

Stage 3- Learning Plan

BEND I Writing Stories that People Can Really Read

Session 1: “Writing For Readers”

*Reread writing to see if it makes sense

Session 2: “How to Write True Stories That Readers Really Want to Read”

*Using anchor charts

Session 3- “Drawing Stories for Readers”

*Draw and talk about their story. A sketch holds your idea then write words

Session 4: “Writing Sentences that Tell a Story”

*Transition from drawing to sentences -

Session 5: “Power of Rereading”

*Flipping back and forth between being a writer and a reader.

TOOL - pencil, switch between writing with the lead point and eraser to tap and read words.

BEND II Tools Give Writers Extra Power

Session 6: “Checklists Can Help Writers Make Powerful Stories”

*Using checklist

Session 7: “A Vowel Chart Can Help with The Middles of Words”

*Using vowels to spell the middle (vowel chart)

Session 8: “Writing Readable Stories using Word Walls”

*Using sight words, traveling word walls

Session 9: “Writing Stories with True Words: Making Stories Talk”

*Using storytelling words

Ex: One day, Next, Then, Suddenly, At last, Later, Finally

Session 10: “Using Reading Partnerships to Support More Conventional Writing”

*Using partners to help your writing

Session 11: “Letters To Teachers: Using a Partner to Hear More Sounds in Words”

*Partner will read your story and point out words that are missing sounds, work together to sound out words.

Session 12: “Putting It Together: How to Make Readable Writing”

*Reflect on past work, move forward in their writing.

BEND III Partnering for Revision: Making Stories More Fun to Read

Session 13: “Writers Search Their Mental and Drawn Pictures to Make their Stories Better”

*Revising their pictures

Session 14: “Writers Use Flaps To Make Better Stories”

*Tools to edit the draft (paper flaps)

Session 15: “Writing Amazing Story Beginnings”

*strong leads by studying mentor texts (A Chair for My Mother by Vera B. Williams, Owl Moon by Jane Yolen and other familiar texts with strong leads)

Session 16: “Writers Work with Partners to Answer Reader’s Questions”

*Students are writing teachers too! - Peer partnerships listen to writer’s draft, trying to really understand it, notice the place when you go, Huh? And help writer make it clear

BEND IV Preparing for Publications

Session 17: “Writer’s Use all They Know to Select and Revise a Piece to Publish”

*Choosing story to share with the world, use what you know to make story come to life and easy to read

Session 18: “Ending with Feelings

*Writing endings that have feeling

Mentor Text - Koala Lou by Mem Fox or another book that demonstrates ending a story with a feeling

Session 19: “Writer’s Make Their Pieces Beautiful to Get Ready for Publication”

*Making a piece beautiful

1- add missing bits to your drawings 2- add color to your pictures 3 - check your words to make sure they are not too messy to read

Session 20: “ A Final Celebration: Bringing True Stories to Life”

*Share on a bulletin board

Integrated accommodations and modifications for students with IEPs, 504s, ELLs, and gifted and talented students:

- The unit includes presentation of material through multiple modalities such as visual,

auditory, 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 reader.
- The teacher will provide modified and/or alternate grade level checklists and rubrics to scaffold or stretch learning.

List of Core Instructional and Supplemental Materials:

*Mentor Texts - Koala Lou by Mem Fox or another book that demonstrates ending a story with a feeling, A Chair for My Mother by Vera B. Williams, Owl Moon by Jane Yolen and other familiar texts with strong leads

* Writing For Readers-

Lucy Calkins and Natalie Louis

*Writing Pathways Grades K-5

Lucy Calkins and Natalie Louis

Interdisciplinary Connections

6.1.P.A.1 Demonstrate an understanding of rules by following most classroom routines.

Integration of 21st Century Skills and Life and Career Standard

CRP1, 2, 4, 6, 8, 11

Integration of the Technology Standard

NJSLS.8.1

Grade K Unit 3: How - To Books: Writing to Teach Others

Stage 1: Desired Results

Unit Goals:

- Writers will identify the difference between writing that tells a story (narrative writing) and writing that teaches (procedural writing)
- Writers will choose activities they know how to do to write many 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?
- What words can I use to help readers follow the steps in my how-to book?

Skills/Knowledge:

- 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 act out their how-to's to help them write down the steps in the procedure.
- Students will be able to write clear steps across pages
- * Students will be able to label diagrams and use the word YOU in their writing

NJSLS Standards for ELA:

W.K. 2,5,6,7,8

SL.K. 1-6

Assessment:

- Formative - Observations, Writing Conferences
- Summative Assessment - Writing Responses, Published Pieces
- Benchmark Assessment - District Writing Tasks (Using PARCC rubric)

BEND I Writing How-To Books, Step by Step

Session 1: “Writers Study the Kind of Writing They Plan to Make”

*Compare and contrast narrative and how to mentor books.

Session 2: “Writers Use What They Already Know: Touching and Telling the Steps Across the Pages”

*Telling steps of the how to book.

Session 3: “Writers Become Readers, Asking, “Can I follow this?”

*Reread to make changes

Session 4: “ Writers Answer a Partner’s Questions”

*Peer partnerships are wonderful helpers

Session 5: “Writer’s Label their Diagrams to Teach Even More Information”

*Add information by labeling pictures

Session 6: “Letter to Teachers: Writer’s Write As Many Books as They Can”

*Spelling tricky words as best you can and moving on

Session 7: “Writer’s Reflect and Set Goals to Create their Best Information Writing”

*Information writing checklist to set writing goals

**BEND II Using Mentor Texts for Inspiration:
Revising Old How-To Books and Writing New Ones**

Session 8: “Writers Emulate Features of Informational Writing Using a Mentor Text”

*Mentor Text - My First Soccer Game by, Alyssa Satin Capucilli

Session 9: “Writing for Readers: Using the Word YOU”

*Focus in on your audience ex: first **you**... and then **you**...

Session 10: “How To Books Writers Picture Each Step and then Choose Exactly Right Words”

*Choose precise language

Session 11: “Elaboration in How To Books Writers Guide Readers with Warnings, Suggestions, and Tips”

Session 12: “Balance on One Leg like a Flamingo, Using Comparisons to Give Readers Clear Directions”

*Envisioning and making comparisons ex: Put a small amount of toothpaste on your brush, *Like* the size of a pea

BEND III Keeping Readers in Mind

Session 13: “Writers Write How To Books About Things They Learn Throughout the Day and from Books”

*Collection of artifacts (items in room) give writers ideas

Session 14: “Writing a Series or Collection of How-To Books to Teach Others Even More about a Topic”

*Collection of books to teach even more about topic

Session 15: “Writers Can Write Introductions and Conclusions to Help Their Readers”

*Clarification of topic

Session 16: “Using Everything You Know to Make Their How To Books Easy to Read”

*Writers use all their strategies.

BEND IV Giving How-To Books as Gifts

Session 17: “How to Books Make Wonderful Gifts!”

*Dedication page

Session 18: “Preparing for the Publishing Party: Writers do their Best Work Now to Share it Later”

*Using an editing checklist

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- 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 reader.
- The teacher will provide modified and/or alternate grade level checklists and rubrics to scaffold or stretch learning.

List of Core Instructional and Supplemental Materials:

*Mentor Text - My First Soccer Game by, Alyssa Satin Capucilli

*How-To Books ; Writing to Teach Others

By Lucy Calkins, Laurie Pessah & Elizabeth Moore

*Writing Pathways Grades K-5

Lucy Calkins

Interdisciplinary Connections

6.1.P.D.2 Demonstrate an understanding of family roles and traditions.

Integration of 21st Century Skills and Life and Career Standard

CRP1, 2, 4, 6, 8, 11

Integration of the Technology Standard

NJSLS.8.1

Grade K Unit 4: Persuasive Writing of All Kinds:Using Words to Make a Change

Stage 1: Desired Results

Unit Goals:

- * Writers will look at the world in a new way.
- * Writers will write letters, lists, signs, and petitions using words and pictures.
- * Writers will try to convince an audience of their opinion.
- * Writers will recognize that they can make changes by using their words and voice.

Essential Question:

- *How can writers use their voice and words to make change in the world?

Skills/Knowledge:

- *Students will be able to use their words to make changes in the world.
- *Students will be able to provide reasons and consequences to persuade an audience.
- *Students will be able to use mentor text to create an opinion piece.
- *Students will be able to add more detail to their writing.

NJSLS Standards for ELA:

W.K. 1,2, 5, 6, 8
SL. K. 1-6

Stage 2-Assessment

Assessment:

- o Formative - Observations, Writing Conferences
- o Summative Assessment - Writing Responses, Published Pieces
- o Benchmark Assessment - District Writing Tasks (Using PARCC rubric)

Stage 3- Learning Plan

BEND I Exploring Opinion Writing: Our School a Better Place

Session 1: “Words Are Like Magic Wands: They Can Make Things Happen”

*Think of a problem, think of ways to solve it, write to make things better

Session 2: “Convincing People: Providing Reasons and Consequences”

*The more reasons the more convincing

Session 3: “Don’t Stop There! Generating More Writing for More Causes”

*Writing in a variety of genres and to a variety of audiences (sign, letter, song, list, petition)

Audio recording - “If I Had a Hammer” by Pete Seeger

Session 4: “Writers Reread and Fix Up Their Writing”

*Reread to see what we can be made better

Session 5: “Spelling Strategies Give Writers Word Power”

*Strategies for spelling (word wall, use of room, s-t-r-e-t-c-h, vowels, words in words)

Session 6: “Hear Ye! Hear Ye! Writing to Spread the Word”

*Words cause change

BEND II Sending Our Words Out Into the World: Writing Letters to Make a Change

Session 7: “Writing Letters that Reach Readers”

*Writing letters as if you are talking to the person

Mentor Text - Click Clack Moo, Cows That Type by Doreen Cronin

Session 8: “Studying a Mentor Text”

*Using mentor text (Lilly’s letter)

Session 9: “Knowing Just What to Say: Angling Letters to Different Audiences”

*What is important for each reader to know?

Session 10: “How Can We Make It Better? Imagining Solutions”

*Including ideas to fix a problem ex: “Maybe we can... or We should...”

Session 11: “Letter to Teachers: Wait! What’s that Say? Fixing Up Letters before Mailing Them”

*Partners use checklist and make final edits together

BEND III Persuasive Writing Projects

Session 12: “Draw on a Repertoire of Strategies to Write about a World Problem”

*Writing about world problems ex. Garbage everywhere, cutting down trees, wasting paper, water, electricity, ride bikes not drive cars

Session 18: “Fixing and Fancying Up for Publication Using the Super Checklist”

*Writing checklist

Session 19: “Letter to Teachers: The Earth Day Fair: An Author’s Celebration”

*Invite people to see published pieces displayed, petitions, and hear speeches

Integrated accommodations and modifications for students with IEPs, 504s, ELLs, and gifted and talented students:

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- 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 reader.
- The teacher will provide modified and/or alternate grade level checklists and rubrics to scaffold or stretch learning.

List of Core Instructional and Supplemental Materials:

*Mentor Text - Click Clack Moo Cows That Type by Doreen Cronin

*Persuasive Writing of All Kinds: Using Words To Make A Change

Lucy Calkins and Elizabeth Dunford 2013

*Writing Pathways Grades K-5

Lucy Calkins 2013

Interdisciplinary Connections

6.1.P.D.4 Learn about and respect other cultures within the classroom and community.

Integration of 21st Century Skills and Life and Career Standard CRP1, 2, 4, 6, 8, 11
Integration of the Technology Standard NJSLS.8.1

Pacing Guide

<u>Unit</u>	<u>NJSLS</u>	<u>Duration (Months)</u>
1	W.K.2,3,5,6,7,8 SL.K.1-6	September-November MP 1
2	W.K.3, 5, 6,7 S.L.K.1-6	December - February MP2 & 3
3	W.K. 2,5,6,7,8 SL.K. 1-6	March - April MP 3 & 4
4	W.K. 1,2, 5, 6, 8 SL. K. 1-6	May - June MP 4